

Two Boats School



Parent / Guardian Information Booklet

2019 – 2020



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Contact Details

Two Boats School
Two Boats Village
Ascension Island
ASCN 1ZZ

Phone: + 247 64432
Headteacher Direct: + 247 66155

Website: www.ascension-island.gov.ac/government/school

Email: enquiries@tbschool.edu.ac

Staff email addresses follow the format: firstname.familyname@tbschool.edu.ac

Headteacher	Alison Emmerson
Office Administrator	Denise John

Chair of Governors	Mick Hill
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Correspondence should be addressed via the School Secretary as above.

Proprietor	The Administrator Ascension Island Government Ascension Island ASCN 1ZZ Telephone +247 67000 Ext 100
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Communication

For a successful education a good three way relationship between the child, parent and the school is essential. Therefore, we encourage all parents to be in regular contact with their child's teachers.

Most regular communication can take place using the message book, diary, planner or email. Where a more involved conversation is required please phone the school to make an appointment.

Matters relating to child protection, special needs and other major concerns should be addressed to the Headteacher.

Complaints

We value all feedback including complaints as opportunities to find out how well we are doing, to explain better what we do or to discover our mistakes and learn from them. A copy of the complaints procedure is included in this handbook. No formal complaints were received in the last year.

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Staff List

Name	Role
Mrs Alison Emmerson	Head teacher
Vacant	Assistant Head teacher (Primary)
Mrs Carolyn Yon	Assistant Head teacher (Secondary) / Art, Food and Nutrition & Child Development Teacher
Mrs Tammy Roberts	Nursery and Reception Teacher
Mrs Angela Yon	Year 1 & 2 Teacher
Mr John Carthew	Year 3 & 4 Teacher
Mr Alex Britten	Year 5 & 6 Teacher
Mrs Clare Grey	EYFS Key Worker, Pastoral Support Lead
Mrs Celia Reynolds	Teaching Assistant
Mrs Jolene Crowie	Teaching Assistant, French Tutor
Mrs Winnie Bagley	Teaching Assistant
Mrs Carol Fuller	Teaching Assistant
Mr Colin Duncan	DT/RE/PE Teacher
Ms Ruth Halden	English & History Teacher
Ms Janet Birch	Science & Geography Teacher
Miss Tracey Francis	ICT Teacher Teacher
Mrs Lydia Nicholson	Maths and Citizenship Teacher
Mrs Denise John	Office Administrator
Mr Mick Craighill	Driver / Caretaker
Miss Juliette Bastienne	Cleaner

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The School Day

The warning bell rings at 8.27am. All children make their way to registration ready for an 8.30am start.

There is an Assembly for the whole school every Friday morning at 08.30.

Nursery

Mornings only	08:30 to 12:30
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Primary School (Reception – Year 6)

Start	08.30
Break	10.30 – 10.50
Lunch	12.30 – 13.30
Afternoon	13.30 – 15.00

Secondary School (Year 7 -11)

Registration	08:30 to 08:50
Period 1	08:50 to 09:40
Period 2	09:40 to 10:30
Break	10:30 to 10:50
Period 3	10:50 to 11:40
Period 4	11:40 to 12:30
Lunch	12:30 to 13:30
Registration	13.30 to 13.40
Period 5	13:40 to 14.30
Period 6	14.30 to 15.20

Our School Aims

The staff of Two Boats School revisited our aims in April 2017. The aims for the school are as follows:

- 1. To work in partnership with parents and the wider community to ensure that all pupils become effective contributors, responsible global citizens, successful learners and confident individuals.**

How will we do this at Two Boats?

Through:

- Parent/teacher consultations
- Home/school diaries
- Newsletters
- After school clubs
- KS4 career and work experience
- Assemblies
- School productions
- Parent workshops
- Educational visits
- Citizenship lesson at KS3
- PSHE lessons at KS1 & 2
- Governor visits
- Sports events- sports day, swimming gala

- 2. To develop a positive ethos, learning culture and a nurturing environment throughout our happy school with a commitment to continual improvement and meeting the very highest expectations.**

How will we do this at Two Boats?

Through:

- Modelling learning behaviours
 - Rewarding positive behaviour and attitudes using house points, golden tickets etc.
 - Treating pupils and colleagues with respect
 - The development of positive relationships in which adult listen to children and are approachable
 - Expectation of the completion of all homework task to the best of a child's ability
 - Commitment to the development of growth mind-set
- 3. To encourage a caring attitude, a belief in equality of opportunity, a respect for the rights of others and capacity for independent thought within an inclusive environment.**

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How will we do this at Two Boats?

Through:

- House system
- School council
- Competitive participation in events such as sports day, swimming gala, ADF etc
- After school clubs
- Lunchtime clubs
- Opportunities to participate in school plays
- Assemblies
- Fundraising activities such as Children in Need, Red Nose Day
- Links with conservation
- Links with schools in other countries including our neighbour St Helena
- Learning through RE and citizenship

4. To raise the aspirations of pupils and staff so that everyone strives for personal excellence in everything they do.

How will we do this at Two Boats?

Through:

- Development of assessment for learning across the school
- Rewards for both pupils and staff
- Extension tasks for pupils
- Lesson observations and feedback
- Governor visits
- Development of quality CPD for staff
- Development of growth mind-set
- Parent/ teacher consultations
- Development of a school website

5. To provide varied and challenging experiences in order to help pupils develop lively, enquiring minds which enable them to excel.

How will we do this at Two Boats?

Through:

- Challenging tasks in lessons
- Seamless link between primary and secondary school
- Develop teacher's questioning techniques
- Visits by experts and professionals
- Fieldwork and visits offsite
- Use of iPads for research
- Ensuring a range of materials in the library

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- Staff keeping abreast of new developments through membership of COBIS and through links with UK
- 6. To encourage pupils to develop responsibility and a positive sense of own worth based on honesty, reliability and self-discipline.**

How will we do this at Two Boats?

Through:

- Sharing assemblies
- Pupils running clubs
- Rewards and house points
- House meetings
- Key roles such as Head Boy and Head Girl
- Growth mind-set
- Sharing an understanding of St Helena history and celebrating St Helena day
- High expectations from staff

Our school Values are:

Respect

Responsibility

Resilience

Self-belief

Teamwork

Curiosity

Honesty

Ambition

Confidence

Community Spirit

Integrity

Perseverance

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Ascension Island Education Policy

Vision

The Ascension Island Government (AIG) aims to provide learning in a stimulating environment with up to date facilities through Two Boats School. Two Boats School will provide a safe, secure environment in which entitled children can learn effectively. Full time education will be provided that is suited to the age, ability, aptitude and special educational needs (SEN) of the child.

Education at Two Boats School will be provided on a non-fee paying basis unless it is determined that a child's needs cannot be met by the standard staffing levels and that additional staffing & other resources are required. In this case, the cost of any additional staff or other resources needed will be for the parents, legal guardians or parent's employer to meet. This policy will be reviewed every three years.

Attendance Requirements

School age is from the beginning of the school year in which the child attains the age of 5 years until the end of the school year in which the child sits their GCSE examinations. All children between these ages must attend school or have arrangements in place for education at home that meet the requirements of the Administrator and Head teacher. Children must therefore be in school the term following their 5th birthday and must attend school throughout school hours on every school day unless there are reasonable grounds for non-attendance.

Admission to School

All parents/guardians are required to complete an application form and return this to school half a term ahead of their child's admission to school. Except for Foundation Stage 1 applications, parents are asked to enclose a copy of the most recent report with the application form.

Types of Education Provided

Foundation Stage 1 (Nursery) Class

Foundation Stage 1 is non-compulsory on Ascension Island. However, the AIG will provide non-fee paying Foundation Stage 1 Education. Children are eligible for a free place from the start of autumn term following their third birthday. Two Boats School will provide 3.5 hours of Foundation Stage 1 education per school day during term time only.

There will be one Foundation Stage 1 intake per year starting in September. There is a limit of 15 children in the Foundation Stage 1 and places will be allocated on a 'first-come first-served' basis.

Foundation Stage 2 (Reception) Class

The Foundation Stage 2 class will have a phased introduction to full time school in the autumn term. They will attend school for half days for the first week, then will do three full days the second week, and will be in school full time by week three of the autumn term.

Key Stages

Children are taught in mixed year group classes in the Primary Sector and Year 7 & 8 and in age groups in the rest of the Secondary Sector. The associated Key Stages are shown below.

Primary Sector

Foundation Stage*: 3 to 5 years

Key Stage 1 - 5 to 7 years old

Key Stage 2 - 7 to 11 years old

Secondary Sector

Key Stage 3 - 11 to 14 years old

Key Stage 4 - 14 to 16 years old

There is no provision on the Island for school-based post 16 education. On request, AIG along with support from other employing organisations on the Island will accommodate work experience, providing an agreed programme is available.

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The School Year

The Senior Leadership Team of Two Boats School is responsible for determining the dates for the school terms. These will be agreed to ensure the best pattern of learning for students especially with regard to the timetables set by Examination Boards. Either the July or December holiday will be arranged to coincide with shipping dates to allow as many families as possible (including school staff) to have a holiday of reasonable length off island on St Helena without disrupting term. Except in an emergency or for compassionate reasons, staff will not be allowed to take leave during school term time. This is a contract requirement for staff.

Attendance

There are 190 school days in an academic year. These are split into three terms with a half term holiday part way through each term. The dates will be published to parents and the wider community a year in advance. In addition there are 5 staff training days a year. These will be notified to parents at the start of the year. Children who are on Ascension on holiday for more than two weeks may enrol at the school at the discretion of the Head teacher and provided there are places in the class and sufficient notice given – at least three weeks. Application forms (and copies of most recent reports) should be submitted to school well in advance of any such admission. School reserves the right to refuse admission where year groups exceed the class size or it is not in the best interests of the class concerned. Parents should note the position on the limitations to special needs support.

Holiday/Leave for Students

Absence from school during term time for holiday purposes is not encouraged. Any proposed holiday or leave should be notified to school by parents in advance in writing. School strongly recommends that where this exceeds 10 school days, children should attend school wherever they are.

Staffing

All teachers employed will hold a recognised Qualified Teacher qualification with the Head teacher holding NPQH or equivalent qualification. Deployment of staff within school is the responsibility of the Head teacher of the school.

Staff Training

The 5 staff training days in the school year will be used to review policies and schemes of work, update staff skills, share good practice and identify development areas. Staff are encouraged to undertake further studies through distance learning courses.

Performance Management / Appraisal

Two Boats School is committed to performance management to develop all staff, improve teaching and to raise standards of achievement for all pupils. To do this, a Performance Management Policy based on the Performance Management system which came into statutory force from September 2000 in the U.K, is in effect alongside Ascension Island's Appraisal Policy. This policy covers all staff except short term supply teachers. The policy sets a framework for all staff to agree and review priorities and objectives within the context of the school's development plan and their own professional needs.

Curriculum

Two Boats School broadly follows the National Curriculum for England with associated end of Key Stage Assessments taking into account local factors relating to History, Geography and Citizenship.

At Key Stage 4 (Years 10 and 11) children will be offered a range of options which will lead to GCSE or IGCSE qualifications. We aim to have all children leave school at 16 with qualifications in English, Maths, Science and ICT as a minimum. Where appropriate an alternative curriculum may be considered for some students at KS4. Where there are changes in the National Curriculum for England the aim will be to reflect these in the curriculum offered at Two Boats School.

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Assessment

There will be ongoing assessment by teachers through tests.

In addition pupils are assessed by National Curriculum tests at the end of each Key Stage:

Key Stage 1 assessments are taken at age 7.

Key Stage 2 assessments are taken at age 11.

Key Stage 3 assessments are taken at age 14 (this is now managed internally due to the scrapping of end of Key Stage 3 testing in England and Wales).

Key Stage 4 is assessed by levels of achievement in National Qualifications such as GCSE or IGCSE.

Continuity and Progression

At the transition between Key Stages within school teachers will ensure the transfer of academic records to ensure that each individual child's needs and achievements are known and their needs continue to be met to enable them to continue making good progress.

Inclusion

Two Boats School will operate an inclusive system and will integrate all children into school life. Where there are particular needs identified, support will be provided to the extent possible within the school's resources. If this support requires additional staffing or other resources the parents, legal guardian or parent's employing organisation will need to meet the cost of this.

Special Educational Needs (SEN)

Children with SEN will be identified through on-going assessment by the school and placed on the SEN register. School will provide an Individual Support Plan (ISP) for each child on the register outlining the support the school can provide. Their progress will be monitored and additional support and provision provided where possible. Parents and children will be involved in this process. If this support requires additional staffing or other resources the parents, legal guardians or parent's employing organisation will need to meet the cost of this.

Safeguarding Children (Ascension Island Education Policy October 2010)

All people working in the school should have had their background checked either by providing a current CRB (or equivalent) document or by reference to previous employers who have signed a suitable declaration. Two Boats School will work closely with parents/guardians and other external agencies on the island to ensure the safety and security of the children on the island. The staff will communicate any concerns to SLT who will then contact parents and the relevant agencies. There will be two staff named as child protection officers in school. The school has an Internet Code of Conduct Policy in place and parents are contacted annually to inform them of this (see page 28).

Charging

Statutory education at Two Boats School is non-fee paying (except as indicated above). There are however some activities for which children may be charged where these involve purchase of additional materials or the making of an item which is subsequently taken home. For trips and visits off the island charges will be made in accordance with the full costs of the visit.

Anti-bullying Policy

We are committed to values of tolerance and respect for others and we oppose all forms of bullying. All members of the school community – pupils, parents and teaching and nonteaching staff – have an important part to play in fostering an atmosphere where bullying is discouraged and each individual feels cared for and valued, and also in ensuring that where bullying does come to light it is dealt with speedily and effectively.

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Exclusions

Exclusion from school is seen as a last resort. Where a child's behaviour is unacceptable or a risk to others they will be excluded from school. Exclusion may be temporary or permanent, conditional or absolute. This will be in relation to the seriousness of the incident. The Head teacher will take all relevant factors into account. There will be full parental involvement in the exclusion process. The decision of the Head teacher is, however, final. Permanent Exclusions will be referred to the Director of Resources.

Religious Education

Two Boats School will aim to cover the National Curriculum for England in relation to Religious Education up to Key Stage 3. Children will be taught to have an understanding and tolerance of the major religions of the world. However, no child will be given any instruction or examined in religious subjects or required to take part in any religious observation contrary to the wishes of his/her parent if such wishes have been communicated to the Head teacher in writing.

Transport

Subject to capacity, transport will be provided free of charge to and from school for children living in Georgetown.

School Governors' Committee

The role of the School Governors' Committee is to advise on policy for the educational provision, facilities, equipment and the health and safety of pupils.

Parental Engagement

The school will work closely with parents to ensure they have the information needed to support their child's learning at home. This will include a clear assessment framework, accurate and regular reports, the opportunity to meet with teachers as required and the opportunity to attend presentations and workshops.

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Policies, Procedures and Other Useful Information

The school has policies kept under review by the School Governors Committee and the Administrator in the following areas:

- Aims of Two Boats School
- Ascension Island Education Policy
- ICT Use
- Anti - Bullying Policy
- School Governor's Committee Terms of Reference
- Admissions
- Allergens Policy
- Attendance Policy
- Assessment, Recording and Reporting
- Behaviour
- Child Protection and Safeguarding
- Community Use of Resources
- Complaints
- Dress Code
- Educational Visits
- First Aid
- Health and Safety Procedure
- Home Schooling
- Homework
- Performance Management
- Photo and Video
- School Expectations
- School Improvement and Development Plan
- Sex and Relationships Education
- Special Educational Needs
- Water in School

These policies are available on request from the School Office either by email or on paper and most can also be found on the school's web pages.

The remainder of this booklet covers the most important information for parents. This includes full versions and summaries of our most important policies and procedures as well as information covering the most frequently asked questions.

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Admissions

As a service of the Ascension Island Government, schooling is provided on a non-fee-paying basis and all resident children on the island must attend the school if they are of school age. In addition, the school provides nursery education, also without fees, from the September after children become 3 years old. During 2017-18 we will continue to extend the nursery education offer on a trial basis to younger children from the beginning of the term after their third birthday, provided that our pre-admission home visit shows that the child is toilet trained and ready for nursery class.

Parents arriving on the island should contact the Office Administrator at least 2 months before the anticipated start date for their child. You will be asked to fill in a short application form (available here) and return it with the most recent school report (except nursery class applicants) and details of any education support arrangements. Parents or carers will also need to show us their child's passport, birth certificate and other claim to parental responsibility where required.

Although we aim to be as inclusive as possible; as a very small school, with no support agencies on the island, we only have limited resources to support children with special educational needs. Where extra resources are required, (such as a support teacher), parents, legal guardians or parents' employers will need to meet the cost of this support.

Temporary Admissions

If we have space, we can admit students temporarily, at the Head teacher's discretion, if they are on the island for more than 2 weeks during term time. However an application must be made at least three weeks ahead of the anticipated start date and a recent report must be provided.

*Reviewed: July 2017
Next Review: July 2019*

Coming in to School

We welcome parents visiting the school, particularly for parents' evenings, productions, celebration assemblies and other special occasions, or by prior arrangement to volunteer your help. When visiting the school at other times it is important to be sure that you are not distracting from your child's learning or that of other pupils.

We ask that all parents (and all other visitors) report to the School Office on arrival where a visitors badge will be issued. Please ensure that your badge is worn at all times.

Parents bringing their children to school in the morning should leave the playground by 08.30 to help us ensure a smooth start to the day's learning.

Parents collecting their children at the end of a school session should wait on the terrace next to the school office. Lower School and Foundation Stage children will be brought out to you here by their teachers. This is to minimise distraction of children taking part in activities in the Main Hall and in the classrooms.

Students cycling to school should leave their bikes tidily in the bike racks next to the school office.

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How do I support my child's learning in school?

At Two Boats, we believe that the education of children is enhanced by positive partnerships between home and school.

Parents and carers can help by:

- Setting clear expectations
- Establishing routines
- Providing opportunities to learn at home
- Supporting school work and staff expectations
- Encouraging a culture of success and achievement
- Being a good Role Model
- Ensuring children are ready for school; well rested and with the correct equipment
- Avoiding absence except when really necessary

Required Equipment

Children in Foundation and Primary are not required to bring equipment to school. It is important, however, that they have basic equipment at home; colouring pencils, glue and scissors, to enable them to complete homework tasks. As pupils get older they should be encouraged to bring pencil cases etc.

Although Two Boats School acknowledges that it is more difficult to equip a child for school on Ascension Island it is important that children do supply the core equipment that they need in school as they become older. Apart from the practical advantages, it promotes the concept of responsibility for tools and equipment; a life-long learning skill.

All secondary pupils require as a minimum:

- 2 Pens
- 2 Pencils
- Ruler
- Eraser
- USB Flash Drive (memory stick)
- Scientific Calculator eg Casio FX 82/83
- Geometry Set

Staff will inform students where there are specific requirements for certain subjects.

Note: We ask students in Key Stage 3 to buy calculators. This is because they will need them periodically in a number of subjects throughout their Secondary Schooling and for their exams. It is also essential that they are familiar with their own calculator as they are all slightly different. The most basic scientific calculator is suitable for use in GCSE examinations (e.g. Casio FX 82/83).

Electronic Devices

Electronic devices such as mobile phones and i-pods are not required for school. There is a current ban on mobile phones at Two Boats School, and we will not be responsible for the loss of any such device at school. Where devices are brought to school they must be left in the School Office and will be returned at the end of the day, unless the teacher has specifically given permission for their use. Sound and video recordings and photographs may only be taken with the consent of all adults and pupils present.

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Sun Sense

This close to the equator, the sun will damage skin regardless of skin tone or natural disposition to sun exposure. Sun cream should be applied each morning especially when children have PE.

Packed Lunches

There are no catering facilities at Two Boats School so all pupils need to bring a break time snack and a packed lunch (except nursery children).

We fully understand how difficult it can sometimes be to get a wide range of healthy ingredients on Ascension, but we are asking parents to aim to follow these guidelines as closely as possible.

Packed lunches should include:

- at least one portion of fruit and one portion of vegetables or salad every day. Dried fruit and pickled or canned vegetables can be used when fresh goods are not available
- meat, fish or other source of non-dairy protein (e.g. lentils, kidney beans, chickpeas, peanut butter)
- a starchy food such as any type of bread, pasta, rice, couscous, noodles, potatoes or other type of cereals
- dairy food such as milk, cheese, yoghurt, fromage frais or custard if possible
- only water, still or sparkling, fruit juice, semi-skimmed or skimmed milk, yoghurt or milk drinks, smoothies or, for older children, sugar-free canned drinks (not “energy” drinks).

Things to avoid:

- snacks such as crisps every day. Instead, include nuts, seeds, vegetables and fruit (with no added salt, sugar or fat). Savoury crackers or breadsticks served with fruit, vegetables or dairy food are also a good choice.
- confectionery such as chocolate bars, chocolate-coated biscuits and sweets. Cakes and biscuits are allowed but encourage your child to eat these only as part of a balanced meal.
- meat products such as sausage rolls, individual pies, corned meat and sausages / chipolatas should be included only occasionally.

Notes:

- Fresh drinking water is readily available and pupils are encouraged to keep their drinking water bottles full.
- The school cannot provide safe supervised access to fridges, microwave ovens, kettles etc. so packed meals should not depend on any of these things.
- Children should wash their hands with soap before and after eating. This is particularly important in classes where they may come into contact with other pupils who have nut or dairy allergies.

Thank you for working with us to ensure all children eat as healthily as possible.

This guidance is based on advice from the School Food Trust.

You may like to look at <http://www.schoolfoodtrust.org.uk/schools/projects/packed-lunches/packed-lunch-ideas> and <http://www.nhs.uk/Change4Life/Pages/healthy-lunchbox-ideas.aspx> for further guidance and ideas.

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Water in School

The benefits of hydration in concentration, and therefore learning are enormous. We therefore encourage children to drink water in classrooms where appropriate (exceptions apply in practical subjects and when using computers).

The school provides a water bottle for children to use in class for water only. This does not affect what you provide them for lunch and break although, as you can imagine, we still strongly recommend water over sugary drinks for obvious health reasons.

Please note that parents are responsible for the cleaning of the water bottles.

Medicines and Medical Treatment

Trained first aiders will treat bumps and scrapes as they arise in school. Parents will be called in the event of a child feeling unwell and any emergency situation will be referred directly to hospital. We record all treatment administered and will inform parents where further care may be necessary.

Only the SLT will administer medicine to children. Where possible, parents are encouraged to come into school to administer medication to their child. However, should this not be possible, parents must complete and sign a form at the school office. The school will not administer any medication, even paracetamol or calpol without the written consent of parents.

Transport

School transport is provided for students living in Georgetown.

Morning pickup times:

Seniors – 7:40am opposite Exiles, 7:45am opposite Conservation Offices

Primary – 8:05am opposite Exiles, 8:10am opposite Conservation Offices

Trips and Visits

As part of taught courses across the school we organise school trips and visits around the island. In the past we have sent out individual permission letters for each trip/visit. As the majority of these are standard trips around the island we have included a general cover letter for you to sign to give permission for your child to attend these trips. This will save us seeking your permission for every trip. Where trips are of an unusual nature then we will seek your permission in a separate letter.

We will continue to inform you of planned trips via the newsletter and notes in diaries. If you are not happy for your child to attend any particular trip please let us know.

Films

Films and clips are shown throughout many subjects as part of the curriculum. On occasion we may show films which are rated PG. Should you not wish your child to see a PG rated film, please inform the office in writing.

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School Expectations: The School Code of Conduct reflects the standards that are required of pupils at the school. In addition to trying our best to do our best at all times staff and pupils have agreed the following:

Five Golden Rules:

1. **We work hard and do our best**
2. **We are honest, caring and friendly**
3. **We will treat everybody and everything with respect**
4. **We will keep safe**
5. **We will keep healthy**

Clarification of Golden Rules - We expect students to:

- We work hard and do our best by:
 - ❖ paying attention and listening carefully
 - ❖ attempting all activities set both in class and as homework
 - ❖ taking notes carefully
 - ❖ taking responsibility for own learning being organised with appropriate workbooks, equipment and diary
 - ❖ responding to instructions thoughtfully
 - ❖ seeking help when necessary
 - ❖ being punctual for lessons
 - ❖ showing commitment towards tasks in hand
 - ❖ showing pride in the way we present our work
- We are honest, caring and friendly by:
 - ❖ telling the truth and not fibs/lies
 - ❖ avoiding tell tales
 - ❖ helping others to understand and do things
 - ❖ listening carefully to the points of view of peers
 - ❖ sharing thoughts in a respectful manner
 - ❖ taking turns
- We will treat everybody and everything with respect by:
 - ❖ being courteous when greeting others
 - ❖ saying 'please' and 'thank you' in appropriate situations
 - ❖ being kind to others
 - ❖ respecting the attitudes, feelings and views of others
 - ❖ picking up all litter
 - ❖ avoiding vandalism
 - ❖ avoiding graffiti around the school environment
 - ❖ showing pride in wearing the school uniform
 - ❖ appreciating the resources that the school provides
 - ❖ avoiding waste of resources
- We will keep safe by:
 - ❖ staying within the boundaries set by school
 - ❖ signing in and out of school in appropriate record book - countersigned by a member of staff
 - ❖ only leaving school with written parental permission/ with an approved adult
 - ❖ wearing appropriate headwear/footwear/clothing in summer/winter months
 - ❖ wearing sun protection as the need arises
 - ❖ keeping daily medications in a safe place designated by the school
- We will keep healthy by being responsible for the health of our bodies and mind by:
 - ❖ ensuring we are eating a healthy diet
 - ❖ drinking enough healthy fluids
 - ❖ maintaining good personal hygiene
 - ❖ enjoying good exercise
 - ❖ informing form tutors of health problems/medication received for one of illnesses
 - ❖ ensuring we are getting enough sleep at night
 - ❖ avoiding stress through meeting classwork, coursework and homework deadlines
 - ❖ revising work over time rather than leaving it until the last minute
 - ❖ ensuring adequate time is set aside for relaxation and 'play'.

Two Boats School is a small community and pupils must understand that another important expectation for students is to respect visitors and other members of the community

Reviewed: June 2017
Next Review: June 2019

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Attendance Policy

Policy Statement

Research shows that one of the factors crucial to successful attainment in schools is regular attendance. Although, due to the nature of leave patterns, it can be difficult to keep a child in school throughout the year, it is important that any interruption is kept to a minimum. Attendance at school is important as it is very difficult to catch up with work missed. This is particularly true of practical work and coursework in Key Stage 4. Absence from school should be for sickness only and such absence should be covered by parental explanation. Any unexplained absences will be counted as unauthorised.

The school year normally consists of 190 school days.

Notifying the School of Absence

The school should be notified of all absences so that we are aware of the reasons for the absence. We appreciate a telephone call if your child is too ill to attend school, followed up by a written note or email. Absences of more than two days should be covered by a medical certificate.

Details of planned absence should be provided by email in advance.

Long Term Absence

Where a child is away from Ascension during term time then the child should normally attend school in the overseas country if that absence overseas would mean that more than 10 days schooling in any school year is lost (Please note that parents should not wait for 10 days until entering their child into a school).

When a child transfers between Ascension and St Helena parents should contact the school as soon as possible to let us know. We will discuss the best arrangements with you given the timing of the leave and the age of the child.

It is the parents' responsibility to contact the Deputy Director of Education and Employment to apply for a temporary school place or notify what alternative provision is being made for their child(ren). We will then provide a report in response to a request from the St. Helena school. Where a family takes leave during school term time, this will be recorded as unauthorised absence unless the child attends school overseas or completes all of the work provided by us while they are away.

All stages of a child's education are, of course, incredibly important but it is essential that parents understand that absence leading up to the end of Key Stage tests in Year 2 and 6 will affect the levels they achieve as there is less time to consolidate any missed material.

Likewise parents need to be aware that when children reach Year 10 they embark on 2 year IGCSE courses and that there is no guarantee that subjects taken at Two Boats are also taken at Prince Andrew School or, indeed, in any particular UK school.

Reviewed: June 2017

Next Review: June 2019

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Child Protection

Two Boats School takes its safeguarding children responsibilities very seriously. We have a detailed Child Protection Policy and work within the procedures laid down by the Ascension Island Safeguarding Children Board, on which we are represented by the Head teacher. Safer recruitment principles are taken into account in all staff appointments and we ensure that all staff are appropriately trained.

Through day to day contact with the children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware therefore, that all school staff are required to report any concerns that they may have about a child's welfare to Senior Staff who will refer any cases that may involve abuse or neglect to the Ascension Island Safeguarding Children Board. We always discuss our concerns with parents first unless we believe this would put the child at greater risk.

Temporary Care Arrangements

Parents are reminded that under the Child Welfare Ordinance, any parents leaving Ascension, even for a short time, must make appropriate temporary care arrangements for children staying here. These arrangements and contact details must be communicated in writing to the school.

Student Dress Code

School Clothing

All pupils should wear a school top with the school logo. These can be purchased through the school office. In addition the following should be worn:

Girls

Black skirt, trousers / leggings or shorts (just above the knee – not very short)

Flat sandals, shoes or trainers.

Boys

Black trousers or shorts.

Flat shoes or trainers.

For PE all pupils should wear a T shirt in their house colour, available to purchase through the school office.

No blue denim should be worn at any time.

Jewellery

We would expect any jewellery worn to be reasonable. Jewellery should not be a distraction to learning and will for safety reasons, need to be removed for PE, Food Technology and DT.

School will not be responsible for the loss of jewellery at school.

Nail Varnish & Make-up

Nail varnish may be worn but must be removed for Food technology and Science lessons.

Any make-up worn by senior students should be minimal.

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Anti- Bullying Policy

Aims

- To promote the provision of a secure and happy environment free from threat, harassment, and any type of bullying.
- To take positive action to prevent bullying from occurring through a clear school policy on Personal and Social Development.
- To show commitment to overcoming bullying by practising zero tolerance.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, that helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes that will be required to achieve the above aims.

Definition

Bullying is defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

The key elements are intent, repetition, imbalance of power: the nature of relationship between the bullied and those bullying. It needs to be recognised that a single instance can in some cases be perceived as bullying by the victim. Sometimes the goal is not to harm, and the distress of the victim is not always recognised by those responsible for the bullying. There are different forms of bullying. There are those general forms that describe how the bullying was carried out, either direct (physical, verbal or non-verbal) or indirect (cyber bullying). Bullying can be described in terms of specific forms describing why it was carried out. These are based on difference, real or perceived, or prejudice.

Everyone in the school community needs to have this shared understanding of what constitutes bullying and what does not.

Procedures

1. Pupils

You are encouraged to approach a member of staff if you are being bullied. You should understand that:-

- It will be taken seriously.
- It will be investigated and appropriate action taken.
- If you feel unable to make the issue public, information will be recorded and kept on file should bullying persist.
- Support is available.
- All cases of bullying will be reported to the Head teacher, who will work closely with the class/form teacher and Assistant Head teacher - Secondary School or Assistant Head teacher - Primary to establish the facts and liaise with them and their parents.

In some cases, children involved will meet with the Head teacher on a daily or weekly basis and may also be asked to keep a diary of their experiences in school. Children who feel at risk will be given appropriate support until the problem has been solved. Parents of all pupils involved will be kept informed and their support will be expected.

If bullying is persistent, parents may be asked to keep their child at home for a short period of time if it is their child who is perpetrating the bullying.

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2. Form/Class Teacher
 - Note changes in friendship groups.
 - Observe closely the socialisation of new pupils
 - Check on patterns of attendance and lateness, and sickness in school.

 3. Subject Teacher
 - Note instances of withdrawn personality
 - Be suspicious of a sudden drop in achievement.
 - Be careful of unintended outcomes when choosing groups or when partner work is involved.

 4. Staff on Duty
 - Patrol areas that are not directly observable
 - Note the occurrence of isolated pupils
 - Observe inappropriate behaviour of pupils in the playground.

 5. Headteacher
 - Act immediately on parents' suspicions.
 - Record all incidents reported by teachers, parents and pupils.
 - Arrange support for both victims and bullies.
 - Inform parents of both victim and bully.
 - Discuss with staff suitable sanctions where necessary.

 6. Support Staff
 - Listen to pupils when they seek you out to talk about problems.

 7. Parents
- Please report to school instances of bullying if:-
- Your child is a victim.
 - A friend of your child is a victim.
 - You suspect your child of being involved in bullying others.
 - You observe bullying.

Reviewed: June 2017

Next Review: June 2019

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Curriculum Policy

Aims

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. At Two Boats School, we aim to meet these requirements as set out in the English National Curriculum.

Our curriculum is designed so that every child will:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The school will:

- provide a broad, balanced curriculum that pupils find stimulating and enjoyable, and that provides them with skills, knowledge and understanding relevant to their current and future needs
- promote the spiritual, moral social, cultural, intellectual and physical development of all pupils
- encourage the pursuit of excellence by developing the talents and abilities of each pupil to the full
- provide for the special needs of all pupils including those with particular abilities or disabilities
- promote physical fitness and healthy living
- facilitate children's acquisition of knowledge, skills and moral values so as to help them to develop intellectually, emotionally, socially, physically and morally to become independent, responsible, useful, thinking, confident and considerate members of the community
- upon entry, place students in the class that best fits their academic and social abilities to ensure progression, depending on previous educational experiences as well as age
- create and maintain an exciting and stimulating learning environment
- ensure that each child's education has continuity and progression
- ensure that there is a match between the child and the tasks he/she is asked to perform
- recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in the educational process

Students will learn:

- to be adaptable, solve problems in a variety of situations, work independently and as members of a team
- to develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- to be happy, cheerful and well balanced
- to be enthusiastic and eager to put their best into all activities
- to acquire a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour
- to behave in a dignified and acceptable way and learn to become responsible for their actions
- to care for and take pride in their school

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- to develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- to think and solve problems mathematically in a variety of situations, using concepts of number, algebra, measurement, shape and space, and handling data
- to listen and read for a variety of purposes and convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- to develop an enquiring mind and scientific approach to problems
- to make intelligent use of information communication technology, in accordance with the school's policy and the code on acceptable use and online safety
- to solve problems using technological skills
- to communicate their knowledge and feelings through various art forms, including arts and crafts, music, drama and acquire appropriate techniques which will enable them to develop their inventiveness and creativity
- about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links between family, local, national and international events
- an active concern for the natural environment, locally and worldwide
- knowledge of the beliefs of the major world religions
- to develop agility, skills, physical co-ordination and confidence in and through movement
- competition, sportsmanship and fair play
- how to apply the basic principles of health, nutrition, hygiene and safety
- sex and relationship education in accordance with the school policy
- health education and education about drugs including alcohol and tobacco
- an understanding of the entitlements and obligations of global citizenship
- to apply skills, knowledge and understanding across the boundaries of curriculum subjects
- skills needed for the workplace including teamwork, initiative, leadership, resilience, ambition, punctuality, personal organisation and confidence
- lifelong love of learning and the ability to take responsibility for their own continuing education

Implementation

The school management will determine the best possible organisation of learning by subject areas and topics, using the resources available to implement this curriculum.

The school follows the Early Years Foundation Stage and the English National Curriculum, coordinated by the Senior Teacher – Primary and Senior Teacher – Secondary. The curriculum is adapted, where appropriate, to enhance learning, to ensure a consistent approach across the whole school, to reflect the particular needs of our students, and to mitigate the limitations our small size and isolated location put upon us.

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Learning is organised by National Curriculum Key Stages as follows:

School Phase		Key stage	Year Group	Age
Foundation Stage		Early Years Foundation Stage	FS 1	3-4
			FS 2	4-5
Primary School	Lower	Key Stage 1	Year 1 & 2	5-7
	Middle	Key Stage 2	Year 3 & 4	7-9
			Year 5 & 6	9-11
Secondary School		Key Stage 3	Year 7 & 8	11-13
			Year 9	13-14
		Key Stage 4	Year 10	14-15
			Year 11	15-16

Our approach to tracking pupils' progress and reporting on it to parents is set out in our Assessment, Recording and Reporting Policy.

Accreditation

In accrediting pupils' learning, the school will follow as closely as possible the statutory requirements for assessment and reporting in England, using:

- 'emerging', 'expected' and 'exceeding' statements in respect of the Early Learning Goals at Foundation Stage,
- National Curriculum Levels until these are replaced at Key Stages 1 to 3, at which point we will follow as closely as possible the new national system of assessment,
- IGCSEs, and, where appropriate, ASDAN at Key Stage 4, but allowing for the possibility that there may come a time where it is judged that our pupils will be better served by moving to accreditation using reformed GCSEs like most English schools.

Review

The Head teacher and School Governors Committee will keep the Curriculum Policy and its implementation under regular review.

Reviewed: June 2017
Next Review: June 2018

Homework Policy

Our homework policy is currently under review.

Sex and Relationships Education

It is important for parents to know that they are entitled to withdraw their child from aspects of sex and relationships education taught as part of the PSHE programme, but not any content delivered in the Science curriculum. We would encourage any parent considering withdrawing their child from this important aspect of the curriculum to read the full SRE policy and view the teaching materials used before making an appointment with the Head teacher to discuss their concerns.

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Code of conduct for the use of School ICT equipment

This code of conduct applies at all times, in and out of school hours, whilst using school equipment.

Internet access will be provided for you to conduct research and communicate with others but only on the understanding that you agree to follow this code. This code of conduct is not intended to be exhaustive. At all times you should use the Internet in an appropriate and responsible manner.

The Code

You should:

- ✓ Only access sites which are appropriate for use in school. *This also applies outside lesson time.*
- ✓ Be aware that your actions on the Internet can be seen by others.
- ✓ Check that information offered by a site is accurate; verify information before you use it.
- ✓ Be careful of what you say to others and how you say it. *Never give your name, home address, telephone numbers or any personal information about yourself or others to any strangers you write to or talk with on the Internet. Never arrange to meet strangers who approach you whilst on-line; anyone can pretend to be someone else. Someone pretending to be a friend may not have your best interests at heart.*
- ✓ Treat others as you would expect to be treated, *i.e. show respect and be polite.*
- ✓ Always tell your teacher or another adult if you ever see, hear or read anything which makes you feel uncomfortable while using the Internet or e-mail.
- ✓ Respect Copyright and Trademarks. *You cannot use the words or images that you download from an Internet site without giving credit to the person that owns the site. You must not copy text or images from the Internet and hand it in to your teacher as your own work.*
- ✓ Check with a teacher before:
 - sending e-mail
 - downloading files other than images,
 - completing questionnaires or subscription forms,
 - opening e-mail attachments.

You should not:

- ✗ send, access or display offensive messages or images.
- ✗ use any instant messaging website or sites such as Bebo, Myspace, Facebook etc.
- ✗ use or send bad, threatening or annoying language nor any language which might incite hatred against any ethnic, religious or other minority.
- ✗ intentionally waste resources.

Please note:

You should always log out when your session has finished.

User areas on the school network will be closely monitored and staff may review your files.

Failure to follow the code will result in loss of access and further action may be taken if appropriate. If applicable, external agencies may be involved: certain activities may constitute a criminal offence.

NB – Some websites will be blocked so that pupils cannot access them.

*Reviewed: June 2017
Next Review: June 2019*

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Complaints Policy

Policy

Two Boats School welcomes and actively seeks feedback regarding our provision. A fair and accessible process for receiving, investigating, resolving and learning from complaints is therefore essential. Our parents and the whole school community need to know that there is a way of ensuring that concerns can be addressed and wrongs can be put right. We take all concerns and complaints seriously and will work hard not just to ensure that the immediate matter of concern is resolved, but also that where we have failed in some way, we learn from the process and make sure we do better in future.

General Principles

This policy is intended to guide parents and other stakeholders on how to raise a concern or complaint relating to Two Boats School, or the services that it provides, and how they can expect it to be addressed.

To enable a proper investigation, concerns or complaints should be brought to the attention of the school as soon as possible.

An anonymous concern or complaint will not be investigated under this procedure, unless there are exceptional circumstances.

The Procedure

STAGE ONE: Informal Resolution

It is normally appropriate to communicate directly with the member of staff concerned, this may be by email, letter, telephone or in person by appointment, requested via the school office. Many concerns can be resolved by simple clarification or the provision of information and it is anticipated that most matters will be resolved at this informal stage, either with the member of staff concerned, or with one of the Senior Teachers. Staff are required to respond to messages from parents within three working days.

In the case of serious concerns it may be appropriate to address them directly to the Head teacher (or to the Administrator, if the complaint is about the Head teacher).

STAGE TWO: Formal Written Complaint

If a concern or complaint is not resolved at the informal stage to the complainant's satisfaction, he or she may choose to put the complaint in writing and pass it to the Head teacher, who will be responsible for ensuring that it is investigated appropriately. If the complaint is about the Head teacher, the complaint should be passed to the Administrator, who will appoint an officer to take responsibility for stage two.

The formal written letter of complaint should include details which might assist the investigation, such as the names of people involved, dates and times of events, and copies of relevant documents. Ideally, it should set out clearly a proposed resolution to the matter.

The Head teacher will acknowledge formal written complaints within 3 working days either with a written response, or outlining an intended course of action. This may involve invitation to a meeting to clarify concerns or further explore the possibility of an informal resolution. It is possible that the complaint will be resolved through a meeting with the Head teacher, but if not, arrangements will be made for the matter to be fully investigated. This will be concluded as soon as possible and the Head teacher will respond in writing to the complainant within a further 10 working days or explain the reasons for any further delay.

Responses to formal written complaints will set out the right to request that the outcome be reviewed by a complaints panel.

STAGE THREE: Complaints Panel

Any complainant who is not satisfied following the formal stage of this procedure may request that the outcome be reviewed by a complaints panel. Any such requests must be made in writing to the Head teacher who will then, in consultation with the Administrator, convene, within 20 working days, a panel consisting of

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two members of the School Governors Committee and one other person who is completely independent of the school to carry out the review. As well as reviewing the documentation, and any further investigation they consider necessary, the panel will invite the complainant, accompanied by a friend, if he or she wishes, to attend a hearing to explain their concerns and answer any questions about the handling of the complaint and its outcome.

The complaints panel will communicate its findings and recommendations in writing to the complainant, and, where relevant, the person complained about, the Administrator and the Head teacher.

Recording and Reporting

Written records will be kept of all formal complaints and responses. The Head teacher reports to the School Governors Committee and the Administrator on a termly basis the nature of any formal complaints and the school's response, and whether they were resolved at this stage or proceeded to a complaints panel hearing. These outcomes are reported in general terms as correspondence, statements and detailed records of complaints are to be kept confidential, except where disclosure is legally required.

Reviewed: June 2017
Next Review: June 2019

Photograph and Video Policy

Two Boats School welcomes positive publicity and wishes to celebrate the success of our learners. Photographs and video clips add colour, life and interest to school activities and initiatives and help the school community to identify and celebrate the school's achievements.

We respect young people's and adults' rights of privacy and are aware of child protection and safeguarding issues.

We recognise that images must be used in a responsible way and will always endeavour to do so.

We need to balance the risk against promotion. Risks will be minimised by following the guidelines detailed in this policy.

Personal Data

Photos and video images of pupils and staff will be regarded as personal data. For this reason we require the consent of either the individual concerned or in the case of learners, their legal guardians before we can display these images in the media, in publications, on websites or in public places.

Child Protection and Safeguarding Issues

Potential risk occurs when individual learners can be identified by their names alongside photographs. We will only name the children in photographs that are displayed within classrooms or an island context eg the Islander paper. We will not provide names for any other purpose unless special parental consent has been received.

Only images of children in suitable dress will be taken.

Should the school learn about **any** inappropriateness of image use involving our learners, we will immediately act and report it as we would for any other child protection issue.

Images taken by adults other than school staff

Two Boats School recognises that parents like to have an ongoing record of their children's achievements. Parents/carers may take videos and photographs of school events as appropriate. Notice of permissions will

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be given in advance of an event and may be withheld by the school under certain circumstance eg Swim Gala. However, if any image is taken by either a parent/carer or third party with a view to publication in the press then the permission of the Head Teacher must be obtained and specific parental consent given.

When a visitor or commercial photographer/film maker wishes to take photos of children we will:

- Provide them with a clear brief
- Inform parents and children
- Obtain consent if photos are to be used in a commercial way
- Not allow unsupervised access to children

Images taken by Children

The school encourages children to take photographs and videos of each other as a way of recording events. This may take place in school, on school trips or on residential visits. The use of cameras within school, on trips or visits is part of the pleasure and the learning in the experience. Learners will be able to take photographs so long as they respect the privacy of the person being photographed. This is seen as part of the school's code of behaviour. Infringement of this respect of privacy is like bullying and will be dealt with in the same way as any other breach of school discipline.

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Two Boats School wishes to take photographs or videos of pupils for a variety of reasons ranging from archive records to press coverage of achievements. In order to respect privacy and safeguard children, we are required to seek the permission of parents and carers before recording and using such images.

Below are listed the types of images that we may wish to take of your child during his/her school career. Please read the list carefully and ensure that the school is notified of your consent. If you consent to your child being included in photographs and videos please complete then return this sheet. If no form is sent back we will assume lack of consent.

- Individual/group photographs in classrooms, etc. for display in school (when names will be given in full).
- General photographs of children working in classrooms or around the school for our archives (which could be published at some time in the future as a record of an era).
- Photographs of school events (e.g. educational visits, Sports Day, dance, drama and music performances etc.) for school publications - when names could be given in full.
- Photographs of achievements / school events for the website (when only first names are given).
- Press photos (of awards ceremonies, individual achievers, school events, etc.) which will appear with first names in local newspapers. These will be used in the Islander and the St Helena press (and their websites).
- Photo portraits to be offered for sale to parents as a school fund-raising activity.
- Video footage of school events e.g. plays.
- Video footage of lessons as part of in school training.

All photographs and images of children will be taken and used in accordance with the school's Photography Policy which requires staff to exercise professional judgement regarding the suitability of images and their use. You may withdraw your consent at any time. Access to photos is restricted to relevant staff. Archive copies of images may be retained for future reference.

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Photo and Video Guidance for parents

Are you happy for your child to be photographed when taking part in school events? This may include by other parents for their own private use. All parents/carers are reminded that any images must be taken for personal use only and any images including other children must not be put on the web/internet. Reminders of this will be given at school events. Placing school photos on social networking sites is not permitted. People with no connection to our school will not be allowed to take photographs or video – staff will question anyone they do not recognise who is using a camera and or video recorder at events and productions.

A guide for parents who wish to use photography and/or video a school event

Generally photographs and videos for school and family use are a source of innocent pleasure and pride, which can make children, young people and their families feel good about themselves. By following some simple guidelines we can proceed safely and with regard to the law.

Remember that parents/carers and others, attend school events at the invitation of the Head teacher and Governors. The Head teacher and Governors have the responsibility to decide if photography and videoing of school performances is permitted.

The Head teacher and Governors have the responsibility to decide the conditions that will apply so that children are kept safe and that the performance is not disrupted and children and staff not distracted.

- Parents and carers can use photographs and videos taken at a school event for their own personal use only. Such photos and videos must not be sold and must not be put on the web/internet.
- Recording or/photographing other than for your own private use would require the consent of all the other parents whose children may be included in the images. Prior permission must be sought.
- When taking photos or video please respect those who may be sitting behind you and try not to disrupt their view.
- Parents and carers must follow guidance from staff as to when photography and videoing is permitted and where to stand in order to minimise disruption to the activity.
- Parents and carers must not photograph or video children changing for performances or events.
- If school staff do not recognise someone you are accompanied or represented by they may need to check who they are, if they are using a camera or video recorder.

Reviewed: June 2017
Next Review: June 2019

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Use of DVDs from the Library

As we have expanded the number of DVDs in the library the range available has been selected to suit children of all ages in school. As you are aware films have classifications indicating which age range they are suitable for. We do have some DVDs that have a 15 classification. Some children are choosing DVDs which are beyond their age range. Whilst some parents may be happy to allow their child to watch such DVDs others may not be happy to allow their children to do so.

Please see below the classifications for films and DVDs as used by the film industry.



Universal – Suitable for all

There is a general assumption that if a film is rated 'U' it must have been made specifically for young children. On the whole that will be true, but it is not always the case. What is true is that a 'U' rated film contains nothing which would result in a higher classification, like strong language, violence or sex.

DVDs with a Uc or U classification will be lent to all children.



Parental Guidance

Parents should not assume that the 'PG' category is just an extension of 'U'. Like the 'U' category it may contain films which have a more adult appeal but do not contain any issues which would require a higher category. A 'PG' rated film is considered suitable (but not necessarily entertaining) for most eight year olds and above. Films rated 'PG' may deal with themes such as domestic violence, child abuse, bereavement or racism, but as the films are aimed at a young audience they will also contain positive moral and educational messages. The tone and treatment of more difficult issues will be appropriate for younger children.

DVDs with a PG will be lent to children in years 3 and above

DVDs with a PG can be lent to children in years 1 and 2 if we have parental permission.



'12A' – Cinema '12' Video/DVD

The '12A' and '12' categories are exactly the same in terms of content. The '12A' certificate refers only to films seen in cinemas and it means that no child under the age of 12 can go in to see the film unless they are with an adult. The themes in these films will be noticeably stronger than 'PG' and will deal with issues which are relevant to an audience over the mental age of an average 12 year old. One of the key differences at '12A'/'12' is that strong language is acceptable as long as it is infrequent and is not used aggressively. That does not mean that all '12A' films will have swearing in them, but it does mean that if a film includes the word 'f***' it will automatically be rated '12A' or '12' regardless of the rest of the content.

DVDs with a 12 will only be lent to children in years 7 and above

DVDs with a 15 will only be lent to children in years 10 and above