



Learning together, success forever

# Two Boats School

## Prospectus

Two Boats School  
Two Boats Village  
Ascension Island  
ASCN 1ZZ

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Chair of Governors	Mick Hill

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A warm welcome from all of the staff at Two Boats School to our unique learning community. In our school we foster a safe, secure and caring community set in the peace and tranquillity of Ascension Island.

Education is our core purpose and we aim to ensure all young people receive quality experiences in a wide range of subjects so that they can develop their strengths and maximise their potential. Our curriculum closely aligns with the English National Curriculum. Young people take part in national tests in year 2 and 6 and take IGCSEs at aged 16; in addition we offer an exciting vocational programme which offers an ASDAN accreditation. As well as a strong emphasis on achievement we will work hard to encourage and develop the skills and qualities to help our children be active, articulate, confident and considerate citizens in an ever changing world.

We are proud of our unique school which has served the children and families of Ascension since its opening in 1966.

Your children are the reason we are here. Two Boats has a dedicated staff team who all want to do the best for your children. We recognise that the most important tools we have to help our young people to grow and develop are our staff. We are aware that our ability to relate to our young people in a sensitive, caring and consistent manner is the most important contribution we can make to their development.

We believe that our young people will make most progress if school and parents work towards common and agreed goals. Therefore our approach is that of an 'integrated' nature fully involving parents, young people and school in partnership.

We are passionate in our quest to deliver high quality lessons and prepare your children for the next steps in life. As Louis Schaar said:

*“The future is not some place we are going to but one we are creating. The paths are not to be found but made. And the activity of making them changes both the maker and the destination.”*

I look forward to you joining us for the journey.

Mrs Farah Quinn  
Head teacher

## Mission Statement

Two Boats School is a nurturing family with positive relationships between parents, carers, pupils and staff. We grow together showing adaptability, resilience, self-confidence and integrity to experience academic and vocational success and lifelong learning. Our unique setting takes advantage of a diverse range of opportunities to understand the future of our world, whilst promoting respect and responsibility as local and global citizens.

The aim for Two Boats School is to provide the highest quality education, support and care for children and young people and their families.

In this learning community we offer a learning community which meets the individual needs of our learners, so that each young person can develop the skills to become independent learners and achieve his/her potential.

We offer:

- Specialist resource rooms for each subject area
- Well-resourced Science, Food Technology, Design Technology, ICT, Music rooms
- Specialist teachers
- High quality education tailored to the individual learning needs, where each child can achieve his/her potential and experience success, building on areas of personal strength and develop confidence with opportunities to achieve internationally-recognised qualifications and accreditations;
- An ethos which develops each young person's social, moral, spiritual and cultural awareness, with young people to be guided and supported in this exploration in the community
- An environment in which each young person's social and emotional skills as well as learning behaviours, can be nurtured and supported by a staff team including health, psychology and educational professionals

We believe:

- ❖ That every young person deserves to feel valued and to live in a safe, structured and caring environment which is caring, homely and nurturing
- ❖ That every young person can access the best education curriculum possible to meet their individual learning needs and therefore promote future life opportunities
- ❖ Our young people should receive the best quality of care from a care team who are skilled, committed and protect the young person from abuse and neglect.

- ❖ Our young people's individuality is recognised and celebrated and from which we build upon their strengths and aspirations
- ❖ In promoting equal opportunities for all young people and staff regardless of ability, disability, gender, sexual orientation, religion or ethnic derivation and including those whom English is a second language
- ❖ In promoting positive working relationships with parents, guardians and extended family to maximise the support our young people receive; sharing strategy and agreeing outcomes to maximise consistency
- ❖ In planning for progression, recognising and celebrating every small step achieved on their journey
- ❖ In working in a proactive rather than reactive way with all young people

## **OUR APPROACH AIMS OF TWO BOATS SCHOOL**

### Values and Attitudes

Children learn their values and attitudes from a wide range of sources. The most important of these is the home but the school has a vital part to play, so we aim:-

- To develop a clear understanding of right and wrong.
- To encourage pupils to develop responsibility and a positive sense of their own worth based on honesty, reliability, and self - discipline.
- To encourage a caring attitude, a belief in equality of opportunity, a respect for the rights of others and a capacity for independent thought.
- To develop the ability to work co-operatively whilst providing opportunities for healthy competition.
- To encourage an active concern for the environment, locally and world - wide.
- To maintain a disciplined and friendly atmosphere within which everyone in the school is treated each other with courtesy, respect and tolerance.

### Teaching and Learning

We believe that every child has the capacity to learn and has something positive to offer society so we aim:-

- To 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.
- To promote the spiritual, moral, social, cultural, intellectual and physical development of all pupils.
- To encourage the pursuit of excellence by developing the talents and abilities of each pupil to the full.

- To provide for the special needs of all pupils including those with particular abilities or disabilities.
- To promote physical fitness and healthy living.

### Community Education

We believe that learning takes place both inside and outside the school and that learning is a lifelong process, so we aim:-

- To encourage pupils to play a full part in the life of the school and the community.
- To offer opportunities for education and leisure to all members of the community.
- To promote full community use of the school site and facilities.
- To maintain a pleasant, healthy and safe working environment.

### Partnerships

We believe that we have many partners in educating the children of our community so we aim:-

- To work in close co-operation with parents, keeping them fully informed on the progress of their children and the life of the school, and being prepared to discuss all issues with them.
- To recognise the responsibility of the class teacher and the form tutor to provide continuity and stability for pupils in the school.
- To establish and maintain close links with the local business community including local employers.

### Staff

We believe that to create a good school for the pupils we must provide a capable, caring and enthusiastic staff, so we aim:-

- To work together as an effective team within which each member is recognised and valued.
- To involve all staff in the decision making processes of the school.

We aim to:

- 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
- Online connection through the school website
- 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
- School exhibitions
- Open days

- 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.**

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
- 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

## **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. The school, which is co-educational, provides places for young people aged 3 to 16. The school is non-denominational and has a secular ethos but respects the cultural needs and religious beliefs of all.

Two Boats school provides nursery education, also without fees, from the September after children become 3 years old. We have extended the nursery education offer 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.

Parents and carers are warmly welcomed at school and are encouraged to arrange a visit to the school once a referral has been made. This will enable them to view the facilities and resources that the school has to offer and discuss the referral in further detail. We have an Admissions Policy in line with the requirements of the Disability Discrimination Act

### **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.

## **VISITING 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 drop their children off at the school gate and leave 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.

## 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 for learning
- 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)

## The Staff

*'A well-trained teams of specialists'*

Our experienced team of professionals have an in-depth understanding of their key areas

- We have a pastoral support worker who champions the emotional well-being of our students
- Senior management with extensive curriculum and leadership skills
- All staff are trained in Safeguarding and the Head teacher is trained to level 3 Safeguarding.

Name	Role	Qualification
Farah Quinn	Head teacher	BSc, MSc PGCE QTS NPHQ
Carolyn Yon	Assistant Head Seniors, Subject teacher – HE: Food Studies, Art & ASDAN co-ordinator	HND, Art and Design
Sophie Collard	Assistant Head Primary Year 1 & 2 Teacher	BA PGCE, QTS
Tammy Roberts	EYFS - Nursery and Reception	
Angela Yon	Year 1 & 2 Teacher – Supply	
John Carthew	Year 3 & 4 Teacher	
Alex Britten	Year 5 & 6 Teacher	BA PGCE, QTS
Janet Birch	Science & Geography Teacher, Year 8 Form Tutor	
Colin Duncan	DT/RE/PE Teacher	
Ruth Halden	English & History Teacher	
Tracey Francis	ICT Teacher/ASDAN/Business Studies Teacher, Year 9 Form Tutor	
Lydia Nicholson	Maths & Business Studies Teacher	
Clare Grey	EYFS Key Worker, Pastoral Support Lead	
Celia Reynolds	Teaching Assistant with support for ASDAN– Secondary school	
Jolene Crowie	Instructor, French Tutor	
Winnie Bagley	Teaching Assistant - Primary	
Denise John	Office Administrator	
Mervyn Isaac	Caretaker, Driver	
Juliette Bastienne	Cleaner	

## The School Day

Foundation Stage One	
<b>Mornings only</b>	<b>08:30 to 12:30</b>
Primary Phase	
<b>Morning</b>	<b>08:30 to 10:30</b>
<b>Break</b>	<b>10.30 to 10.50</b>
<b>Lunch</b>	<b>12:30 to 13.30</b>
<b>Afternoon</b>	<b>13:30 to 15.00</b>

Secondary School (Year 7 -11)	
<b>Start</b>	<b>08:30</b>
<b>Registration</b>	<b>08:30 to 08:40</b>
<b>Period 1</b>	<b>08:45 to 09:35</b>
<b>Period 2</b>	<b>09:40 to 10:30</b>
<b>Break</b>	<b>10:30 to 10:50</b>
<b>Period 3</b>	<b>10:50 to 11:40</b>
<b>Period 4</b>	<b>11:45 to 12:35</b>
<b>Lunch</b>	<b>12:35 to 13.25</b>
<b>Registration</b>	<b>13.25 to 13.30</b>
<b>Period 5</b>	<b>13.35 to 14.25</b>
<b>Period 6</b>	<b>14.30 to 15.20</b>

### BREAK AND LUNCH

All pupils have a 15 minute morning break and 50 minute lunch break

Students have designated playgrounds, in the lower, primary and middle school are supervised by staff who encourage and support pupils to engage in play activities/ games.

We support our young people by:

- Organising structured lunchtime clubs, focusing on shared interests.
- Enforcing a buddy system or have a buddy bench in the playground.
- Enforcing a zero tolerance to bullying and a 'no bullying' policy
- Creating a quiet and safe area for young people who prefer to relax at break time

## **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.
- In order for our children to be prepared for learning, it is vital that they have a healthy breakfast. This will stimulate their metabolism and provide energy for growth, concentration and a sense of drive.

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.

### **Sun Sense**

Being so 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.

### **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.



## CURRICULUM ORGANISATION

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		Year 3 & 4	7-9
			Key Stage 2	Year 5 & 6
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

- Timetables are structured individually to best meet the needs of each young person, depending on their individual circumstances. They provide for 25 hours of education a week
- All young people are taught in small groups, of up to 15 young people with a teacher and where required an LSA.
- Curriculum details are available on request and provide subject specific information for each year group which identifies what will be taught throughout each term.
- Parents or legal guardians have the right to withdraw their children from religious education. If the right to withdrawal is exercised, please inform the head teacher in writing at the start of the year.
- The school has official registration through the Joint Council for Qualifications to ensure young persons can follow and take public examinations including IGCSE level qualifications, ASDAN and Functional Skills qualifications. This provides curriculum breadth and enables us to adapt individual learning programmes to suit young people's needs, interest and aspirations.
- The curriculum overview below outlines the frequency of subjects taught over each year group. The day is split through 6 Periods: 2 Periods, Break, 2 Periods, Lunch, 2 Periods. (30 lessons per week)

### EYFS Curriculum

<b>PRIME AREAS</b>	<b>Nursery</b>
<b>Personal, Social and Emotional Development</b>	These areas are not taught in isolation. Children will have the opportunity to engage in activities linked to these areas by direct group teaching, whole class teaching or child-led independent learning.
<b>Physical Development</b>	
<b>Communication and Language</b>	
<b>SPECIFIC AREAS</b>	
<b>Literacy (Letters &amp; Sounds)</b>	5
<b>Mathematics</b>	3
<b>Understanding the World</b>	These areas are not taught in isolation. Children will have the opportunity to engage in activities linked to these areas by direct group teaching, whole class teaching or child-led independent learning.
<b>Expressive Arts and Design</b>	

### EYFS Curriculum

<b>PRIME AREAS</b>	<b>Reception</b>
<b>Personal, Social and Emotional Development</b>	1 structured whole class teaching per week
<b>Physical Development</b>	These areas are not taught in isolation. Children will have the opportunity to engage in activities linked to these areas by direct group teaching, whole class teaching or child-led independent learning.
<b>Communication and Language</b>	
<b>SPECIFIC AREAS</b>	
<b>Literacy (Letters &amp; Sounds)</b>	5
<b>Mathematics</b>	4
<b>Understanding the World</b>	These areas are not taught in isolation. Children will have the opportunity to engage in activities linked to these areas by direct group teaching, whole class teaching or child-led independent learning.
<b>Expressive Arts and Design</b>	

### KEY STAGE ONE AND TWO CURRICULUM

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Mathematics</b>	5	5	5	5	5	5
<b>English</b>	9	9	9	9	9	9
<b>Science</b>	2	2	2	2	2	2
<b>Humanities (Universal Learning including History, Geography, MFL, Music, Citizenship and RE)</b>	3	3	3	3	3	3
<b>Computing</b>	1	1	1	1	1	1
<b>Art</b>	2	2	2	2	2	2
<b>PHSE / Citizenship / RE*</b>	1	1	1	1	1	1
<b>Vocational ( Enterprise)</b>						
<b>PE / Games / FS</b>	2	2	2	2	2	2

### KEY STAGE THREE CURRICULUM

	Year 7	Year 8	Year 9
<b>Mathematics</b>	5	5	5
<b>English</b>	5	5	5
<b>Science</b>	5	5	5
<b>Geography</b>	5	5	5
<b>Computing</b>	2	2	2
<b>History</b>	2	2	2
<b>Art</b>	2	2	2
<b>PHSE / Citizenship</b>	1	1	1
<b>RE</b>	1	1	1
<b>French</b>	2	2	2
<b>PE</b>	2	2	2

## KEY STAGE FOUR CURRICULUM

As students move from Key Stage 3 (Years 7, 8 and 9) into Key Stage 4 (Years 10 and 11) the curriculum they study changes from a broad general one to a curriculum that is more tailored to the student's needs, interests and aspirations.

Students will continue to study a core curriculum of five IGCSE equivalent subjects that consists of English Language, Literature, Maths and Science (double award) & ICT.

As well as the core IGCSE subjects, students will also study PSHE and PE which are compulsory.

In addition to the core curriculum, students will opt to study 2-3 other subjects to GCSE level or following an alternative curriculum depending upon personal needs, interests, aptitude and aspiration.

There are two curriculum pathways which young people can flex between

- Academic : a range of IGCSE courses
- Vocational: ASDAN

The 14 plus Curriculum is aimed at Key Stage 4 young people becoming:-

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

We hold an options evening in May for year 9 students. Each young person is supported in making his/her decisions for their options with guidance on how they can be achieved. Through this approach to our curriculum planning we ensure that, each young person's needs are paramount, & the curriculum and the support they require are tailored to suit their individual needs & interests

	Year 10	Year 11
<b>Mathematics IGCSE</b>	5	5
<b>English Language IGCSE</b>	2	2
<b>English Literature IGCSE</b>	3	3
<b>Science (Combined IGCSE)</b>	5	5
<b>Computing IGCSE</b>	3	3
<b>PSHE/ Careers</b>	1	1
<b>PE</b>	2	2
<b>Option 1</b>	3	3
<b>Option 2</b>	3	3
<b>Option 3</b>	3	3

Options subjects from:

<b>IGCSEs (Academic Pathway)</b>	<b>BTEC (Vocational Pathway)</b>
<ul style="list-style-type: none"><li>• Geography</li><li>• History</li><li>• DT</li><li>• Food Technology</li><li>• Business Studies</li><li>• Art</li><li>• French</li></ul>	<ul style="list-style-type: none"><li>• ASDAN personal Development</li></ul>

### **Educational 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.**

### **KEY STAGE 5 CURRICULUM**

Following school further options are:

- Stay at school to complete A levels
- Go to College
- Join a Workplace training programme

For students who wish to pursue an academic pathway and follow A level courses, Two Boats School works alongside Wolsey Hall College, Oxford, and Tute Online Learning to provide a range of courses at this level. All courses are distance learning and the onus is upon the student to self-study through virtual classrooms. We work in partnership with parents and carers to ensure that students remain focussed upon their studies.

We offer A levels in:

- Biology
- Business
- Chemistry
- Classical studies
- Economics
- English
- English language
- English literature
- Psychology
- Sociology
- Further maths
- French
- Geography
- History
- History of art
- Maths
- Physics
- Politics
- Travel and Tourism

### **Tutor Support**

- All students have An online tutor for each subject who will provide rapid (3-5 working days) assessment and feedback on their assignments.
- Students have an introductory Skype call with each of their Tutors. They can then contact their Tutors using the online messaging system, whenever they need advice or help.
- The focus is on developing independent learners

### **Student Progress Manager support**

- All students will also have a Student Progress Manager who will prepare an assignment schedule for them, monitor their progress, and keep in close touch liaison during the studies.
- Whilst we take full responsibility for all academic aspects, parent support is vital

### **Entry requirements**

- In order to enrol on our A level courses, Wolsey Hall requires students to have a grade C or above in their IGCSE English Language and IGCSE Maths exams
- grade B or above in the subject(s) which they are studying for A level (where appropriate).
- For A level English Language and A level Maths, students require a grade A in their IGCSE (or local equivalent)

## **WORKPLACE TRAINING**

There are different job areas available to students through the Youth training Scheme. This varies from one year to the next and young people have careers interviews to determine their area of interest.

Job areas may include

- Administration, Business and Office work

- Building and Construction
- Care and Childcare
- Catering and Hospitality
- Engineering and Motor Vehicle
- Horticulture
- ICT
- Plumbing

Students gain practical skills and combine this with a bespoke distance learning package to compliment the area of work. The onus is upon the young person to complete their studies however we provide a post 16 learning mentor to ensure that students remain current with their learning and also to provide a liaison between the employer, parents/ carer and school

## **ASSESSMENT, RECORDING AND REPORTING**

The aim of our Planning, Assessment, Recording and Reporting Policy is to ensure effective and consistent planning, assessment, recording and reporting practice throughout the school and to meet our statutory requirements concerning planning, assessment, recording and reporting, including the assessment of the National Curriculum where appropriate and accredited courses.

Our practice is based upon the plan, do, review cycle. We assess academic, vocational and personal and social progression. This approach ensures that we take broad range aspects of education. This informs and facilitates effective planning, with recording and evaluation of work which allows achievement to be celebrated and again plan for next steps of learning. This motivates young people to achieve their full potential, and our quality assurance enables accurate summative reporting to parents, carers and the Governing body.

Our first point of principle is always to aim to measure what we value rather than simply valuing what we are able to measure. Therefore we employ a number of perspectives in order to build up a composite assessment of the individual which recognises their complexities as a learner using a range of assessment methods, incorporating observation and standardised tasks and tests by education staff

Young people follow a variety of examination courses dependent upon their individual education needs. These will include; GCSE and ASDAN. As student's progress through year 9, 10 and 11 they will be continually assessed in line with the QCA. At present this assessment is based on a combination of teacher assessment and standard tests at the end of each key stage. The outcomes of the assessment will help to determine the curriculum pathway for young people as they progress into Key Stage 4. During key stage 4 teachers will predict outcomes for end of key stage accreditations. Full details are available in our Assessment Policy available on request from the school office.

At Two Boats school we report progress through:

- Individual Support Plan (ISP) Evaluations
- Annual Education Reviews
- End of term/ unit assessments
- End of term annual reports
- Annual summative assessment
- Summative assessments at the end of each term/ unit of work
- Vocational assessments
- Accredited course results



## **RELIGIOUS EDUCATION STATEMENT**

The RE curriculum aims are to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions and values based beliefs including humanism and atheism represented
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgments about religious and moral issues with reference to the teaching of the principal religions
- Enhance their spiritual, moral, cultural and social development by:
- Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them:
- Responding to such questions with reference to the teachings and practices of religions and to their understanding and experience:
- Reflecting on their own beliefs, values and experiences in light of their studies
- Develop respect for other people's right to hold different beliefs.
- Develop a positive attitude towards living in a society of diverse religions

We respect the right of parents/carers who may wish to withdraw their child from any activity that involves actual religious worship and this will be discussed as part of the admissions process.

## **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.

## **CURRICULUM ENRICHMENT**

At Two Boats School, we believe that young person's learning is enhanced by the comprehensive enrichment programme in social, moral, spiritual and cultural education including Art, Sport, Music, Drama, Technology, Mathematics, Creative Writing and many other areas. Young people are encouraged and supported to develop a range of leisure activities and pursuits.

Two Boats school actively promotes opportunities to broaden students' experiences through a wide variety of educational visits and working with other agencies to deliver projects on and off-site. Specific enrichment projects are timetabled. They are planned collectively as a staff with a focus on developing and extending young persons' thought, and range of experience, understanding and ability to apply knowledge in an investigative and practical way, for example a drama enrichment club provides opportunities for develop speaking and listening skills as well as self-confidence .

One of the aims of Two Boats School is to encourage young people to make a positive contribution to society. One way in which we achieve this is through continuously engaging young people in community and charity events. These events range from fundraising coffee mornings, up-cycling enterprise projects and a range of themed school productions.

## **WORK EXPERIENCE**

Two Boats School aims to provide each young person with a 'hands on' practical experience to experience the world of work through a carefully planned work experience in close liaison with parents/ carers and young person. These are tailored towards young person's needs, interest and aspirations and enable young people to develop personal and social skills in the wider community.

The aims and objectives of Work Experience at Two Boats School are to:

1. Experience the world of work and develop an insight in to employability skills and standards
2. To create a tailor made programme of study to suit individual needs. This will allow young people to explore their interests within each course providing progression for further learning.
3. To make cross-curricular links with PSHE. Young person s will learn about rights and responsibilities, independence and problem solving
4. To make cross curricular links with English, Maths and ICT. Through the application of functional skills young people will learn about finance, customer service skills and different types of speaking and listening skills.

## **SPECIAL EDUCATIONAL NEEDS**

The school has a SENCo who is responsible for ensuring young people with special needs and disabilities receive their curriculum entitlement. Where appropriate and assessed on an individual basis young people requiring additional support with literacy and numeracy can be withdrawn from the main group to access an individual programme designed to increase their functioning levels.

## **YOUNG PEOPLE WHO HAVE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

The school welcomes and values the cultural, linguistic and educational experiences that young people with EAL bring to the school. We implement school wide strategies to ensure that EAL young people are supported in accessing the curriculum. Our aim is to help EAL young people to become confident and fluent in English, where possible, in order to be able to fulfil their academic potential. We seek appropriate help where a young person does not have sufficient command of spoken or written English to enable them to engage with learning and other adults.

## **PASTORAL CARE AND SUPPORT**

As a school we are committed to a proactive and work closely with all our young people to promote emotional well - being and develop social and life skills. Pastoral care is a key component of our work with our young people at Two Boats School. Wellbeing is a whole school ethos and is the responsibility of all staff. All of our young people have a form tutor who young people can approach and discuss concerns with. In addition, all of our young people have access to programmes to support their emotional, social and personal development. There is a responsive programme of emotional literacy to forward plan with self-help strategies discussed and rehearsed. We have a dedicated member of staff who champions emotional well-being in the school. There is also a dedicated room where young people can discuss their concerns and get support with strategies to help them move forward.

## **CAREERS EDUCATION**

All of our young people receive information, guidance and advice on planning their next steps whether into employment, training or further education. This is part of the PHSE curriculum which explores the world of work and work related learning. In addition, young persons have an annual individual careers interview and receives impartial careers advice which,

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- includes information on the range of education or training options, including apprenticeships and technical education routes.
- is guidance that the person giving it considers will promote the best interests of the young person s to whom it is given.

Careers inspiration and guidance at Two Boats is a progressive journey from Year 7-11.

The aims of the Careers programme at Two Boats are;

- To develop positive attitudes in the young person's towards study and work.
- To develop employability and enterprise skills, such as teamwork and communication.
- To help young people to plan and take control of their future making informed choices at key points in their education with careful action planning to support this.
- To provide young people with the relevant careers inspiration and guidance that is suitable to their personal needs including age, ability, attitudes and aptitudes.
- To provide young people with a comprehensive understanding of opportunities post 16 and post 18 including on Ascension Island and in the UK
- To help young people to reflect on themselves – their abilities, skills, aptitudes and attitudes – so that they can use this knowledge to consider their development.
- To provide young people with impartial advice about options that is available to them.
- To provide equal opportunity of access to careers inspiration and guidance.

## **BRITISH VALUES**

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

At Two Boats School, we endorse and support the British Values of Individual Liberty, Mutual Respect, Tolerance, Democracy and The Rule of Law. As such, we support our young people to learn:

Two Boats School is committed to serving the community.

- We recognise the diversity and enrichment brought by an understanding multi-culturalism
- We understand the vital role we have in ensuring that groups or individuals within the school are not subjected to undue or illegally influence.

- We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, disability, gender, sexuality, political or financial status, or similar.
- We are dedicated to preparing young people for their adult life and ensuring that we promote and reinforce British values to all our young people in all aspects of the curriculum

The government set out its definition of British values in the 2011 PREVENT Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These examples show some of the many ways in which Two Boats School, seeks to instil British Values

#### Democracy

- We actively promote British Values through whole school systems and structures such as electing and running a successful School Council every year. These systems are important in allowing young people to have their voices heard, which we also achieve through young person questionnaires.
- We have a school council which adheres to democratic processes meets each half term. Young people are elected using a formal balloting system. Elected members are responsible for recording outcomes of the meetings and discussing the outcomes with their classes and acting upon the young person voice.
- Young people are involved in democratic processes e.g. shared rewards.

#### The Rule of Law

- We have a clearly structured behaviour policy which all stakeholders understand and follow.
- The importance of laws/rules, whether they are those that govern the class, the school, or the country, is consistently reinforced at Two Boats School
- Young people are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken.
- We schedule visits from public institutions such as the police and RAF

### **Individual Liberty**

- We actively encourage young people to make positive choices, knowing that they are in a safe and supportive environment.
- As a school we educate and provide boundaries for young persons to make informed through a safe choices in a safe environment and an empowering education
- We have a layer of pastoral support to enable young people to voice their concerns or worries

### **Mutual respect**

- Part of our school ethos and behaviour policy has revolved around core values such as 'Respect', and young persons have been part of discussions and assemblies related to what this means and how it is shown.
- The school ethos and aims promote respect for others and this is reiterated throughout the school with a focus on a right respecting culture, as well as our behaviour policy.
- Our PSHE curriculum embodies values of Mutual Respect through units which focuses on Relationships and Being a Responsible Citizen.
- Our Humanities I learning curriculum has citizenship as an intrinsic element

### **Tolerance of those of different faiths and beliefs**

- We recognise the benefits diversity and enrichment brought by an understanding multiculturalism and understand the crucial role our school plays in promoting these values.
- We encourage admissions from all those entitled to education under British law regardless of faith, ethnicity, gender, sexuality, political or financial status. We are a school for all.
- We actively promote diversity through celebrations of different faiths and cultures. British values are promoted in all curriculum areas in particular we offer a focussed approach in Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others.
- We have an annual calendar of events to celebrate the traditions/festivals of other countries and major world religions

## OUTCOMES FOR STUDENTS

Information will be available as our student's progress and achieve their accredited outcomes. Outcomes for 2018-9 academic year.

SUBJECT	Number of pupils in Year 11 at time of examination period	Number of pupils entered	% A*-C	
English Language	6	6	2/6	33%
English Literature	6	6	4/6	67%
Maths	6	6	2/6	33%
Science – Co-ordinated Science	6	6	2/6	33%
ICT	6	6	4/6	67%
DT	6	5	4/5	80%
History	6	6	1/6	17%
Geography	6	2	0/2	0 %
Food and Nutrition	6	1	1/1	100%
Art	6	4	3/4	75%

## **TRANSITION**

Transition planning includes transition into Two Boats School as well the next steps post Two Boats School. It can often be a confusing time when trying to decide upon the direction to go in. This is particularly the case for our young people as they are required to leave Ascension if they are not in employment or education. Two Boats school endeavours to ensure a smooth transition for young people as they embark their next steps once they complete their IGCSEs thus careful planning is a crucial element of our work. Our approach is young person centred and involves young person and families in key discussions in order to ensure they are well prepared for their next step and know what to expect. All transitions are planned thoroughly to fulfil the long term goals for each individual student.

We have a comprehensive induction programme which supports a smooth transition into Two Boats School. We offer a flexible approach to meet the needs of the individual and document the programme into a clear plan coupled with SMART targets including:

- Pre – admission visit
- A structured programme of visits to Two Boats School with advice and guidance throughout the process and follow up visits.
- Young person friendly induction and transition book
- Visual aids such as videos and photographs of key people and buildings in the education setting or year group they are moving to.
- Meetings with the Head teacher / school staff

## **BEHAVIOUR POLICY**

The Behaviour Policy at Two Boats School outlines our positive approach to Positive Behaviour Support. Our belief is that behaviour is driven by an individual's needs and that behaviour has a communicative purpose or intent.

We take a proactive approach to behaviour support and embrace a values based approach to celebrate reward and promote good behaviour.

Where behaviour issues arise, these are explored with young people to reflect on feelings which have driven negative behaviours and explore alternative behaviours and how to manage situations where necessary.

Please ask if you would like to see a copy of our Behaviour Policy. You can also find a copy of our Behaviour Policy on our website.



**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**

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

### **EXCLUSIONS**

Only in exceptional circumstances will a young person be excluded. The decision to exclude a young person either for a fixed term or on a permanent basis is serious and will normally only be the final step in a range of strategies that have been unsuccessful. Our preference is always to work with parents/carers and the placing authorities where a placement is experiencing severe difficulties.

Please ask if you would like to see a copy of our Exclusions Policy. You can also find a copy of our Behaviour Policy on our website

## **ANTI – BULLYING**

Bullying in any form is unacceptable to the Two Boats School community and will not be tolerated. Our policy for managing bullying sets out how we will achieve this practically, including a range of proactive approaches rooted in n values based education. Staff consistently model good behaviour demonstrating these values; acceptance of peers, learners and visitors and listening to their points of view; courteousness; sharing and turn taking, mutual support and understanding.

### **Online bullying**

This can include social networking, forums, emailing, instant messaging, texting and online gaming an easier way to socialise.

For more information on cyber bullying please visit

[www.childnet.com/teachers-and-professionals/forworking-with-young-people/hot-topics/cyberbullying](http://www.childnet.com/teachers-and-professionals/forworking-with-young-people/hot-topics/cyberbullying)

We have a zero tolerance of taunts or negative behaviours relating to any protected of the nine specific areas (or protected characteristics) which are covered by equality and diversity guidelines and legislation.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Race
- Religion and belief
- Sex
- Sexual orientation

Please ask if you would like to see a copy of our Anti-Bullying policy. You can also find a copy of our Anti-Bullying Policy on our website

## **SAFEGUARDING**

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.

- All young people have an absolute right to a childhood free from abuse, neglect or exploitation.
- All young people have an equal right to protection from abuse, neglect or exploitation and a responsibility not to abuse or exploit others.
- All staff (carers, teaching, support and ancillary) have a responsibility to be aware of the issues of child abuse/ neglect and a duty to report and refer any concerns.
- Young people are kept safe when professionals work effectively together and share responsibility for protective action.
- Where there are concerns about a young person's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a young person has suffered, neglect or exploitation in the past, information on this should be shared only on a 'need to know' basis.
- Staff should be proactive by taking positive steps to inform young people of their rights to safety and protection. Their options on how to express their fears or concerns should be fully explained to them.
- When young people make allegations of abuse, neglect or exploitation they should always be listened to, have their concerns taken seriously and where appropriate, thoroughly investigated.
- All staff are responsible for safeguarding children and have a right to training and appropriate levels of supervision and support.

- All staff should ensure that children are growing up in circumstances consistent with the provision of safe and effective care.
- The school's safeguarding policy is available on the school website.

### **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.

### **INFORMATION FROM THE SCHOOL**

As well as the reports on students' progress the school sends information to parents and carers on a regular basis, in particular when celebrating achievement. We regularly provide progress reports which record the main successes of the school and of individual students.

Parents and carers can see the information recorded about their children at any time. If they are concerned about anything to do with their child in relation to their progress, they are encouraged to contact the school.

Copies of policies relating to Safeguarding, Bullying, curriculum, English as an Additional Language, Special Needs, Health and Safety, First Aid, Anti –Bullying and the promotion of good behaviour and the consequences adopted in the event of young people misbehaving are available on request from the school and on the school's website. It is the responsibility of parents and carers to ensure that they are familiar with these policies.

## SCHOOL UNIFORM CODE

**The correct school uniform should be worn at all times.**

### 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, for example a discreet bracelet, necklace or a watch 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 clear

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

## **GENERAL HEALTH AND SAFETY INFORMATION**

### **Health and Safety**

The school's Health and Safety policy ensures the safety and wellbeing of all young people, staff and visitors. All members of staff are aware of their responsibilities covering health and safety at work and will have undertaken the required mandatory training as appropriate. Periodic health and safety inspections are carried out by a competent person on the conditions covering all areas of the school. There is a rolling programme of maintenance to keep the standards of the learning and working environment at a high level. First aid facilities are provided and staff are trained in first aid.

The school has an educational visits policy and procedure that complies with national guidance.

### **Smoking**

Two Boats School has a NO smoking policy. Young people may not smoke on the premises or bring cigarettes or tobacco on the premises.

### **Mobile Phones and I-Pods**

Mobile phones and i-pods should not be brought into or used in school. If found, staff will remove the items from students and it will be kept in the school office to be collected at the end of the school day.

### **Offsite Education**

Young people studying off site will be transported by company vehicles and supervised by staff at all times. All young people must wear seat belts while being transported. Parents / Carers will be notified in advance of all off site activities.

### **Prescribed Medication**

Young people may bring prescribed medication into school if required. This medication should be labelled and handed in at reception for storage with directions for use. A First Aider will supervise the taking of this medication.

NB: Prior written consent from parent or guardian is needed before any medication may be given to a child under 16.

### **CONTROLLED MEDICATION MUST NOT BE TRANSFERRED FROM THEIR ORIGINAL CONTAINERS.**

School staff will not dispose of medicines. Parents / Carers should collect medicines held at Two Boats School at the end of each term and are responsible for their disposal.

Inhalers must be handed into reception on arrival to school and are to be kept in the medication cabinet in the medical room. Young people must not share inhalers with others. When young people are offsite an accompanying member of staff will hold the inhaler.

### **Long Term Medical Needs**

Parents/Carers of young people with long-term medical needs, e.g. epilepsy, diabetes must discuss with the Head teacher any record of treatment and contact information will be held by the Administrator.

### **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

### **First Aid Emergency**

First Aiders are on call in the school. A record is kept by the Administrator of all accidents reported, treatment given, visits to the medical room and medication administered.

### **Transport to Hospital**

Young people taken to hospital by ambulance should be accompanied by a member of staff who will remain until the young person's Parent/Carer arrives. Generally staff will not take young people to hospital in their own car unless appropriate in an emergency. Sometimes Parents/Carers will be called and will be required to transport the young person to hospital.

### **Young people Feeling Unwell**

Any young person feeling unwell should inform their Class Teacher who will refer the young person to a First Aider in the medical room. The First Aider will assess the young person and where appropriate contact Parents/Carers to collect the young person from school, or return them to class with an explanatory note.

### **Head Injuries**

All young people sustaining head injuries will be issued with an advice form to Parents/Carers. Those young people with minor incidents are to show this to each of their remaining Teachers that day. They should then give this to their Parents/Carers at home, in case of delayed concussion etc. More serious incidents will lead to



Parents/Carers being informed as soon as possible. As with all serious accidents, the young person will be taken to hospital.

### **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.

## **COMPLIMENTS, COMMENTS OR COMPLAINTS**

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our school and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with or indeed if we did not meet your expectations, please contact the school via the contact details at the front of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing. Our full complaints policy is available from the school on request and on the school website. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to take your complaint further or if you feel you are unable to discuss the details with the School, please contact the Head of Education via the contact details at the front of this prospectus.

There have been no complaints to date

### **Policies**

All our policies and procedures are available in the school office.

It is your responsibility to familiarise yourself with these policies:

- Admissions policy
- Curriculum policy
- Sex education and relationships policy
- Anti-Bullying policy
- Equal opportunities policy
- Special Educational Needs policy
- Safeguarding policy
- Health and Safety policy
- Complaints policy and procedures
- Number of complaints
- Behaviour Management policy

## 4j, Contact Details

Two Boats School  
Two Boats Village  
Ascension Island  
ASCN 1ZZ

Phone: + 247 64432  
Headteacher Direct: + 247 66155

Website: [www.tbschool.edu.ac](http://www.tbschool.edu.ac)

Email: [enquiries@tbschool.edu.ac](mailto:enquiries@tbschool.edu.ac)

Staff email addresses follow the format: [firstname.familyname@tbschool.edu.ac](mailto:firstname.familyname@tbschool.edu.ac)

Head teacher	Farah Quinn
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.**