

# Focus School – Hindhead Campus

## Prospectus 2017-18

Focus School – Hindhead Campus  
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DCSF Registered No: 9366585  
Examination Centre No: 64371  
FLT No: 505

<http://hindhead.focus-school.com/>

Focus School - Hindhead Campus is administered by:

**Three Counties Education Trust**

Registered Charity No: 1102005

Registered Address:

Tilford Road  
Hindhead  
Surrey  
GU26 6SJ

**Trustees:**

Glenn Devenish – *Safeguarding and Lead CA*  
David Moggach – *Legal & Compliance*  
Simon Naphine – *Curriculum*  
Gary Spencer - *Finance*  
Ben White – *Chairman*  
Chester White – *Community Liaison, Communications & Marketing*  
Wayne Lynes – *Health & Safety, Premises Facilities & Educational Visits*

**Head Teacher**

Kristian Still

**(Acting) Deputy Head Teacher**

Sally Rafferty

**Assistant Head Teachers**

David Roger, Sally Rafferty, Melanie Squires

Focus School – Hindhead Campus is affiliated to:

Focus Learning Trust  
Registered Charity No: 1099725

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# Focus School – Hindhead Campus

## Prospectus 2017-18

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## **1. INTRODUCTION**

Welcome to Hindhead Campus. Established and registered in 2003 as the 'Three Counties Education Trust' in Farnham, the school moved to its current location in September 2008 and is now well-established in its new premises.

The school pursues a programme of ongoing development and improvement, resulting in well-proven levels of educational achievement. It has a strongly Christian ethos. As a registered examination centre, Hindhead Campus gives pupils and students the opportunity to fulfil their potential with a high standard of learning being reflected in the excellent results achieved in nationally accredited examinations. Special Educational Needs are well provided for by specialist staff using accepted therapies.

The life of the school is driven by enthusiasm and a desire to achieve, and we constantly celebrate success to maintain this. Children have one childhood and we believe each day of it should be filled with inspirational and unforgettable learning experiences. Our pupils are encouraged to become considerate and responsible members of society, and we want them to experience the joys of learning, discovery, challenge and adventure in a happy environment.

Success comes from teamwork, and education here is a joint venture, involving everyone – students, parents, staff, trustees and the wider community. We have a talented, dedicated and committed teaching team who strive for excellence in teaching coupled with the provision of an outstanding range of opportunities beyond the classroom.

The Trustees regard good communication links with the students, parents and all staff to be very important and will be pleased to respond to any enquiries that may be made.

## **2. ETHOS AND VALUES**

Hindhead Campus exists to provide full-time Primary and Secondary education to boys and girls from ages 7 to 18 whose parents appreciate a Christian ethos. The school's Ethos can be found in appendix 1 of this Prospectus. The school serves the Farnham, Farnborough, Guildford, Godalming, Haslemere, Portsmouth, Horndean, Bognor, Chichester and Arundel areas. Space permitting, the school may admit new students at any time in the school year and will seek to match their learning needs to that of the existing curriculum. This includes appropriate provision for students with statements, or for whom English is an additional language.

The purpose of the school is to provide a National Curriculum-based Secondary education of high quality for children and young people in school Years 3-13 including sympathetic and effective provision for any with special educational needs. The school works towards Suffolk Reading, INCAS and INSIGHT testing in Key Stages 2 & 3; follows GCSE Examination courses in Key Stage 4

and offers both academic and vocational studies, together with ALIS testing, for Post-16 students in Years 12 and 13.

## **ETHOS**

At Focus schools, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs.

The truth and authority of the Holy Bible and strong family values underpin the commitment of the School to provide quality in every facet of education – curriculum, teachers, facilities, management and discipline – in a safe and caring environment.

## **VALUES STATEMENT**

In coming to this School each student, parent and staff member shall uphold the values of the School which include:

- Integrity – uprightness, honesty and decorous conduct, governed by the Holy Bible
- Care & Compassion – kindness, consideration and generosity to all
- Respect – for all people, property, opinions and authority
- Responsibility – for our actions, progress and the environment
- Commitment – to self-discipline and the pursuit of excellence

## **SAFEGUARDING**

Safeguarding is “the action that is taken to promote the welfare of children and protect them from harm,” (NSPCC). As a school we aim to achieve this through:

- Establishing, implementing and following good safeguarding policies and procedures including safe recruitment
- Ensuring all staff and volunteers are aware of and follow the school’s safeguarding policies and procedures
- Ensuring that all staff and volunteers receive child protection training. (More information on our volunteer training will be report in the coming weeks).

### **3. FUNDING, DONATIONS AND FUNDRAISING**

Hindhead Campus receives no Government funding. The Trust’s income therefore consists of school fees; voluntary donations from persons sympathetic with its aim and purposes; fundraising activities and contributions from Focus Learning Trust.

- a. Fees are payable by all students who attend Hindhead campus at a rate that is consistent across all Focus campuses and set at the beginning of the academic year. Invoices are raised quarterly and can either be paid in full when received or a monthly direct debit set up.
- b. Voluntary Donations from businesses and individuals who are sympathetic with the school’s aim and purpose are always welcome.

- c. Fundraising Activities: The Trust does embark on various fundraising activities and parents and others can contribute to Hindhead Campus in this way. These include activities such as sponsored walks and cycle rides, activity days and seasonal sales of items such as calendars etc. Any ideas for appropriate fundraising activities may be suggested to the co-ordinators.
- d. Focus Learning Trust agree a monthly grant figure for each of their campuses, the level being set taking into account the amounts raised in the above activities to ensure all their campuses can operate effectively.

#### 4. FOCUS LEARNING TRUST

Hindhead Campus is a local school affiliated to Focus Learning Trust (Registered Charity No 1099725).

Focus Learning Trust (FLT) is a UK-based charitable educational ‘umbrella organisation’ committed to providing support to affiliated independent schools, each of which serves its local region. There are currently some 26 Focus affiliated schools throughout the UK.

Established in 2003, FLT’s activities and support consist of:

<u>Department</u>	<u>Support</u>
(1) Commercial	Legal, Accounts, Statistics
(2) Curriculum	Mainstream, Special Education Needs
(3) Co-ordination	Government and Non-Trading Funding, Property, Health & Safety
(4) Regional Schools	Regional Team Leaders
(5) Communications	Magazine, Bulletins, Services

Focus Learning Trust: *“Direction, Management, Programmes and Support in Education”*

Focus provides curriculum support for all affiliated schools by way of subject overviews, recommendations for appropriate specifications in each examination subject, Subject Liaison Officers (SLO’s) for each subject on the curriculum, and Inset training days for teachers.

## 5. UNIFORM

The school uniform policy is that of the Focus Learning Trust. This consists of blazers, shirts and pullovers, with kilted skirts for the girls and navy trousers for the boys. Full details, which include a range of sportswear, will be provided on request. It is a requirement that all garments are supplied through the Focus organisation and it is compulsory that the uniform is worn at all times while at school or on school outings.

### Compliance and Presentation

The Trust regards the Uniform Policy as a very important part of the discipline and presentation of the school. Students must always wear the specified uniform and parents are responsible to see that this is complied with. Non-compliance with the uniform code is viewed seriously and constitutes a breach in the Behaviour Management Policy. A high standard of personal presentation is required at all times. Students should not look slovenly, casual or scruffy. Hair is to be kept neat and tidy. Jewellery, other than watches, is not to be worn. Make-up and nail-varnish are not allowed. Shoes should be kept clean. Shirts are to be worn tucked in.

## 6. FACILITIES

Facilities at Hindhead Campus include the following:

### PRIMARY

- All-weather 'Astro-turf' play area
- Additional grass and wooded play areas
- Four classrooms all with interactive whiteboards
- Activity room for Art, D&T, IT and lunchtimes

### SECONDARY

- All-weather 'Astro-turf' play area
- Self-directed Learning (SDL) Centre
- Well-equipped D&T facilities
- Science Laboratory
- Three VC equipped classrooms
- Well-equipped Art and Graphics facilities

Some facilities such as the Music Practice Room and Staffroom will be utilised by both Primary and Secondary departments.

## 7. BEHAVIOUR AND DEPARTMENT

The aim of the school is to raise pupils' expectations and standards of achievement in a secure and supportive environment, with full respect to the Christian ethos of the school. To this end students are expected to consider both their **rights** and **responsibilities**.

## **Rights and Responsibilities**

- Pupils have the right to be respected, but this carries with it responsibilities to treat other people fairly, courteously and to listen to other people's point of view. Pupils must not be disobedient or defiant and must follow all reasonable instructions from members of staff. Respect, tolerance and politeness should be shown to all members of the school community.
- Pupils have a right to learn, but this carries with it responsibilities to work without disturbing others, to follow teachers' instructions, to allow the teacher to teach and others to learn, to attend school regularly, to remain on the premises during the school day, to arrive punctually for school and for lessons, and to follow the school rules on dress and appearance.
- Pupils have a right to be safe at all times but this in turn carries with it responsibilities to act in a safe and sensible manner and to care for and respect other people's property.
- Pupils have a right to work in a clean and tidy environment but this carries with it responsibilities for all pupils to place all litter in bins and to care for the school buildings and equipment.
- Smoking or the consumption of alcohol is not tolerated under any circumstances. There is a separate policy detailing the school's approach to controlled or prescribed drugs.

## **Reward**

The recognition of good work, effort and positive contribution to the school environment is seen as essential in encouraging students to enjoy school and to fulfil their potential. To this end, the school operates a merit system. In addition, an annual awards ceremony is held at the Celebration of Achievement Day at the end of each school year where we showcase the work that has been done throughout the year by the students.

## **Discipline and Sanctions Policy**

The Trustees are mindful of the Policy on Discipline drawn up by Focus Learning Trust, and fully subscribe to both the Concept of Discipline and the Rules of Behaviour. Where these rules are ignored or broken, particularly if an atmosphere is created where teaching and learning are impaired, sanctions will be applied. The nature of the sanction will clearly depend on the nature of the breach of discipline.

- Subject teachers may impose appropriate written punishments, give detention and exclude a pupil from a lesson for a short period of time.
- Senior Leaders taken an active role in supporting the Ethos, Values and expectation of student behaviour.
- The Head Teacher may, depending on the offence, put a pupil on report, inform the parents/invite parents into the school to discuss the problem,

and exclude from lessons (either a specific subject for a number of lessons or internally exclude for up to two days).

- In an extreme case, the Trustees and Head Teacher may agree to temporarily exclude a pupil from the school.
- The Trustees also reserve the right to permanently exclude a pupil from the school. This would only occur as a last resort, when all other attempts at behaviour modification had failed, and where it was perceived that the education of other pupils would be impaired should the offending pupil remain at the school.

Under no circumstances should bad language, swearing or blasphemy be used at Hindhead Campus.

The Trustees reserve the right to make any stipulations regarding standards of deportment which they deem necessary in order to maintain an environment conducive to learning and consistent with the principles of a Christian way of life.

A copy of the full Hindhead Campus Discipline Procedure is issued to all students at enrolment.

## **8. PROHIBITED ITEMS**

The following items are prohibited at Hindhead Campus:

*Alcohol, cigarettes, lighters or matches, chewing gum, pocket knives, replica guns, electronic games, radios, scooters, skateboards, fireworks.*

Unauthorised items will be kept in the Office until the end of the school day.

## **9. ATTENDANCE, ABSENCE AND PUNCTUALITY**

### **Attendance**

Attendance at Hindhead Campus is compulsory on every day that the school is open. Attendance will be recorded twice daily in an Attendance Register, at the beginning of the morning and afternoon sessions.

### **Absence**

The school is required by law to record any student absence and to distinguish between 'authorised' absence and 'unauthorised' absence in an Attendance Register. The definition of 'authorised' absence is that the school authorises the absence, not the parents.

Parents should notify the school by telephone **as soon as it is known that their child will be absent i.e. on the first morning of the absence, before school starts.** If no notification is received the school will check the reason for the

absence. Parents should send a signed and dated letter addressed to the Head Teacher on the next day of the student's attendance, detailing the dates of absence and the reason. Alternatively an 'Absence Note' in the student's planner may be used to for this purpose.

Reasons for legitimate absence include:

- Sickness
- Breakdown in transport arrangements
- Days set aside for religious observances
- Holidays (if requested in advance by the parents and agreed by the school, not exceeding 10 days in the year)
- Other unavoidable causes, at the discretion of the Head Teacher or Campus Administrator (CA).

Where parents have to take a child away on 'holidays' wherever possible this should be during the school holidays. If such absence during term time is unavoidable, the impact on the child's education will need to be considered and the matter should be discussed with the school before making arrangements.

If a student requires leave, parents should send a letter to the Head Teacher in advance, requesting (not advising) the proposed absence. This applies even when parents consider they have a right to remove their child and permission will not be unreasonably withheld by the school.

Doctors' and other appointments should be made outside school time if at all possible. In the event that it is essential for a student to have time off for an appointment during part of a school day, he/she should bring in a note from the parents beforehand.

Students who have been absent from school should liaise closely with their subject teachers and catch up with work covered during their absences.

### **Punctuality**

Punctuality is regarded as of great importance at Hindhead Campus. Late arrivals will be recorded. Insistence on good time-keeping is the only way the school will function efficiently. It is equally important that students should move between their various lessons during the day promptly without undue delay. Punctuality and time management are important features of self-discipline, which is to be encouraged in all students.

## 10. THE SCHOOL DAY

Start and finish times are the same for all students at 08:45 and 15:00 respectively.

### Primary

Morning lessons will largely consist of Numeracy and Literacy. The Morning Break is from 10:40 to 11:00 and a lunchtime break from 12:40 to 13:15

### Secondary

The secondary timetable will consist of six 50 minute lessons with a 20 minute break from 10:40 to 11:00 and 35 minute lunchtime from 12:40 to 13:15.

## 11. TERM DATES FOR 2017/18

Hindhead Campus will operate a 38 week academic year, broadly based on dates as per local education authorities.

<b>Autumn Term</b>	<i>Half-Term Breaks</i>
5th September 2017 to 19 <sup>th</sup> December 2017	<i>23<sup>rd</sup> October 2016 to 27<sup>th</sup> October 2017</i>
<b>Spring Term</b>	
4th January 2018 to 23 March 2018	<i>12<sup>th</sup> February 2017 to 16<sup>th</sup> February 2018</i>
<b>Summer Term</b>	
9 <sup>th</sup> April 2018 to 20 <sup>th</sup> July 2018	<i>28<sup>th</sup> May 2017 to 1<sup>st</sup> June 2018</i>

*Other important dates and events will be advised to parents during the School Year.*

The Trustees reserve the right to change the above times and dates if necessary in which case parents and students will be given prior notice.

## 12. CURRICULUM

Hindhead Campus has developed a well-balanced curriculum based on the Curriculum Policy of Focus Learning Trust, which is in turn largely based on the National Curriculum. The curriculum subjects provide a broad and balanced programme of work that addresses the needs of all students. Effective assessment is underpinned by ambitious, supportive and caring personal development. Great care is taken to ensure that this provision does not discriminate against any student.

## 12.1 KEY STAGE TWO – (PRIMARY)

Hindhead follows a curriculum based on the national curriculum guidelines. Students are enrolled at Year 3 after completing their earlier years enrolled with a local state school.

In Key Stage 2, there is a major focus on using assessment information to establish what students can do. This information is used to plan the next teaching and learning steps. Therefore most programs are differentiated and there is a wide approach to how students learn and are taught. It is recognised that the years in Key Stage 2 are critical in the establishment phase for successful outcomes in the longer term.

Our classes tend to be small and of mixed ability therefore the movement in teaching practice from teacher directed to teacher as facilitator/guide fits well with our school structurally and with our goal for developing self-directed learners with the skills, knowledge, attitudes and values for lifelong learning.

## 12.2 Senior School

YEARS 7 -9		YEARS 10 & 11		
SUBJECT	PER WEEK	SUBJECT	PER WEEK YEAR 10	PER WEEK YEAR 11
English	4	English	4	5
Maths	4	Maths	4	5
Science	4	Science	5	5
History	2	History	3	3
Geography	2	Geography	3	3
French	2	French	2	2
Food, or Resistant Materials (Y9 – 4)	2	Food, Art, Resistant Materials (Creative and Aesthetic)	4	3
Art (Aesthetic)	2	Citizenship (Yr 10 only)	2	
Music (not Y9)	1	PSHE (yr 11 only)		1
PSHE	1	PE / Games	3	3
PE / Games	3			
Citizenship (Y9 only)	2			
Choir (not Y9)	1			
YEAR 12		YEAR 13		
SUBJECT	PER WEEK	SUBJECT	PER WEEK	
English AS	5	English A2/AS second year	5	
Maths AS	5	Maths A2	5	
Business Studies AS /	5	Business Studies A2 /	5	
Accounts AS	5	Accounts A2	5	
Option 1:	5	Option 1 Humanities/Science	5	
Humanities/Science	5	Option 2 Choice.		
Option 2 Choice		Games	2	
Games	2	Public Speaking	1	
Public Speaking	1	Choir	1	
CAP	2	CAP	2	

## 12.3 2017 GCSE & GCE Results

### GCSE Results 2017

#### Maths

91.3% pass rate 9-4  
21.74% pass rate 9-7

#### English Literature

91.3% pass rate 9-4  
52.17% pass rate 9-7

#### Additional Science

82.6% pass rate A\*-C  
26.08% pass rate A\* & A

#### Resistant Materials

100% pass rate A\*-C  
60% pass rate A\* & A

#### Geography

62.5% pass rate A\*-C  
0% pass rate A\* & A

#### French

100% pass rate A\*-C  
28.57% pass rate A\* & A

#### English Language

87.5% pass rate 9-4  
16.67% pass rate 9-7

#### Food Technology

75% pass rate A\*-C  
0% pass rate A\* & A

#### History

71.91% pass rate A\*-C  
34.78% pass rate A\* & A

#### Art/Graphics

25% pass rate A\*-C  
12.5% pass rate A\* & A

### Overall Year 11 GCSE Grades 2017

**79.17% achieving 5+ standard passes including English and Maths**

**95.83% achieving 5+ passes**

#### AS/A2 Results

##### AS Results

65.79% pass rate A-E  
28.95% pass rate A - C

##### A2 Results

93.75% pass rate A\*-E  
43.75% pass rate A\*-C

## **Analysis of 2017 AS and A2 Results by Subject**

### **Year 13 A2 Results**

Accounts	100% pass rate
Business Studies	100% pass rate
English Language	100% pass rate
French	100% pass rate
Geography	83.3% pass rate
History	100% pass rate
Further Maths	100% pass rate
Maths	100% pass rate

### **Year 13 AS Results**

Accounting	40% pass rate
Art/Graphics/Photography	100% pass rate
Business Studies	100% pass rate
English Language	100% pass rate
French	100% pass rate
History	100% pass rate
Maths	100% pass rate

### **Year 12 AS Results**

Accounts	50% pass rate
Art & Design/Graphics	100% pass rate
Business Studies	94% pass rate
Economics	100% pass rate
English Language/Literature	100% pass rate
Geography	66.6% pass rate
Government & Politics	100% pass rate
Law	100% pass rate
Maths	45.45%% pass rate
Further Maths	100% pass rate

### **Additional Results**

Extended Project Qualification	100% pass rate
LAMDA Speaking in Public	100% pass rate

### **13. WORK EXPERIENCE AND CAREERS GUIDANCE**

Work Experience is an important part of a young person's education and is increasingly encouraged under the National Curriculum. The Work Experience Coordinator for Hindhead Campus will work closely with employers regarding suitability of placements and also risk assessments. Opportunities for Work Experience normally take place during Key Stage 5. Students in the Sixth Form are part of the Career Advantage Scheme (CAP) which supports their additional courses and resources (eg ISMM Sales and Marketing, Project Management, CIMA, BizLibrary), as well as linking with school effort and financial reward. They are monitored through the PEP (Personal Employability Profile) and will complete a set number of Work Experience hours in a community business

From time to time the Trustees may invite a guest speaker into the school to address Year 12 and 13 students with regard to various career opportunities.

#### **PREPARATION OF STUDENTS FOR ADULT LIFE**

Three Counties Education Trust places great emphasis on the development of our students for the challenges and responsibilities of adult life. This is done with due regard to the need to maintain a balanced mix of 'serious' and 'fun' activities, so as not to diminish the natural enthusiasm and vitality of youth.

Activities that are used to prepare students for adult life include:

- A school council to which students are co-opted from all year groups
- Attendance at school parent-teacher evenings
- Self-assessment by the students in their school reports
- Involvement in their own target setting on a regular and structured basis
- The study of Health and Safety issues in the Post-16 course
- Students are co-opted to the school's Health and Safety committee
- Visits to outside institutions such as the Houses of Parliament
- Visits to the school by persons such as MP's and Bank Managers

## 14. TEACHING AND SUPPORT STAFF AT HINDHEAD CAMPUS

Title	Forename	Surname	Role
Mr	Tope	Afolayan	Science and EPQ Teacher
Mrs	Bryony	Atkinson	Business, Operations and Purchasing Manager
Ms	Susan	Birchwood	Year 6 and Speaking in Public Teacher
Mr	Kenneth	Breame	Mathematics Teacher
Mr	Iain	Buchanan	HLTA; IT Support; Health and Safety Coordinator
Ms	Sarah	Burch	Exams and Data Officer
Mrs	Teresa	Burke	Teaching Assistant
Ms	Emma	Button	Music Teacher (IMM)
Miss	Corinne	Caldo	French and PE Teacher
Mr	Peter	Castle	Learning Support Assistant
Mr	James	Condon	Design & Technology: Resistant Materials
Mrs	Barbara	Cuerden	Assoc. Asst Head (SEND); Science and EPQ Teacher
Ms	Amanda	French	English Teacher
Mr	Paul	Greenwood	Science Technician
Mr	John	Irvine	Assoc. Asst Head; Maths Teacher; Digital Master
Mrs	Melanie	Kent	Teaching Assistant
Mrs	Mel	Knight	School Admin
Mr	Justin	Lees	Year 5 Teacher
Mr	James	Long	PE, Geography, History and Citizenship Teacher
Mrs	Jacqui	Maybury	Student Manager
Miss	Eri	Papavasileiou	Teaching Assistant
Mrs	Cerian	Parker-Yeates	English; Humanities Teacher
Mr	Brodie	Pearmaine	Maths Teacher
Miss	Lisa	Pow	Music Teacher (IMM; peripetic)
Ms	Sally	Rafferty	Assistant Head teacher, Pupil Personal Development and Progress KS2&3
Mr	David	Rogers	Assistant Head teacher, Teaching and Learning
Mr	Tony	Ryder	Premises Manager
Mrs	Clethianne	Skelly-Regis	Learning Support Assistant
Mrs	Melanie	Squires	Assistant Head teacher, Pupil Personal Development and Progress KS4 & 5
Mr	Kristian	Still	Head Teacher
Mrs	Abigail	Stonehouse	Food Technology and Chef Skills Teacher
Ms	Carrie	Swan	English; Public Speaking Teacher
Mr	Jason	Taylor	HLTA and IT Support
Ms	Penny	Taylor	Art and Design and EPQ Teacher
Mrs	Amy	Thomas	History Teacher
Mr	Andy	Turner	Year 4 Teacher
Mrs	Karen	Unwin	Teaching Assistant
Mr	Brett	Wellcome	Singing Teacher ; Choir ( IMM peripetic)
Miss	Naomi	Wonders	Year 3 Teacher
Miss	Katie	Wright	Teaching Assistant

## 15. POLICIES

Focus Learning Trust has a number of written Policies covering various aspects of the running of the school which have been adopted by the Trust. All of our policies are available upon request from our school office or via email [hindheadcampus@focus-school.com](mailto:hindheadcampus@focus-school.com).

Anti-Bullying Policy*	Data Protection
Ethos and Guiding Policy	Disability Access
Enrolment Policy	Discipline Policy
Safeguarding	Education Visits Policy
Complaints Procedure	Health & Safety Policy
Curriculum Policy	SEND Policy

**\*Focus Out of school BULLYING HELPLINE 01392 438540**

### **ADMISSIONS POLICY**

Hindhead Campus is open to young persons between the ages of 7 and 18 who, together with their parents, subscribe unreservedly to the published Ethos of the school and are prepared to follow the full curriculum offered by the school including the appropriate examinations to be taken as and when required.

Initial application may be made on the Application for Enrolment form available from the Trust, where after an interview will be arranged at which the applicant and their parent(s) will be required to meet the requirements stated above.

Admission will be subject to the availability of a place in the year group for which the prospective student has applied and is at the sole discretion of the Trustees.

### **DISCIPLINE AND EXCLUSIONS POLICY**

The Hindhead Campus Behaviour Management Policy is available on request from the Trustees and outlines the steps that may be taken in relation to sanctions including detentions and suspension. The policy has in mind the promotion of orderly and sensible behaviour and includes the awarding of merit awards and prizes as appropriate.

## **LEARNING SUPPORT – S.E.N.D. AND AMA, G. &T.**

A student with Special Educational Needs or Disabilities (SEND) is considered to be any student who requires specialised and professional attention above and beyond the individual attention already afforded to students in the normal course of events.

The Trust has a positive policy towards all students at Hindhead Campus, whatever their aptitude, ability or background. Full provision is made within the school's capacity to cater for SEN. Our aim is that any student with a learning difficulty should be assisted in such a way as to enable them to achieve their full potential.

### *Fulfilment of Potential*

Some students may be identified with high intellectual abilities or specific aptitudes (Academically More Able, Gifted and Talented) and therefore may benefit from extra teaching provision in order to stimulate interest and achievement. The policy at Hindhead Campus is that extra resources where and when available will be engaged to stimulate such student's learning capability to its full potential. Sympathetic and trained personnel including a qualified Inclusion Leader and a member of the Learning Support Department with specific responsibility for these children are available to provide both educational assistance and pastoral care to students who have specific difficulties or disorders which hinder their learning.

## **17. PARENT – SCHOOL CO-OPERATION**

Parents are encouraged to maintain a detailed interest in all aspects of their children's education and to advise the school of any concerns they may have. A working partnership between school and parents is highly desirable if education is to be effective. Good communication channels greatly assist in securing this aim and early communication often prevents later problems.

Parents are also expected to support the authority of the school in upholding school rules and policies. Any disciplinary action implemented in accordance with the behaviour management plan will be much more effective if it has the support of the parents. Parental support is particularly relevant in providing a positive attitude towards education and by encouraging children to complete all tasks to the best of their ability and on time.

The Homework Diary or Planner is an important communication tool between teachers and parents. Parents should inspect the planner each week so that they can see how their child is progressing and then sign the planner. Parents need to be aware of all homework and other commitments and may use the planner to convey messages and concerns to teachers.

The school management will seek to keep parents and other interested persons informed of relevant matters via a newsletter; website and/or Parents' Meetings

when they will be able to air their views, ask questions or offer suggestions relating to school procedure or other matters.

## **19. CONTACTING THE SCHOOL**

Parents may wish to contact the school for various reasons:

General students concerns should be directed to the Student Manager or tutor. Specific academic concerns should be directed to the class teachers. Serious concerns or concerns impacting upon your child's teaching and learning in multiple subject areas will be referred to the appropriate Assistant Head teacher (Pupil's Personal Development) for their attention.

Request for planned absences should be made to the CA Team. Reasons for past absences should be direct to the Student Manager.

Matters relating to policy and procedures should be addressed to the Head Teacher or one of the Trustees.

Sensitive or serious concerns can be made in writing to the Lead Campus Administrator or Head teacher.

Should you wish to make a formal complaint, please review our Complaints Policy via our website. In the first instance, as per the policy, your complaint should be raised to the Lead Campus Administrator.

## **20. REPORTS AND OPEN EVENINGS**

Hindhead Campus follows the Focus Learning Trust reporting schedule, with academic reports provided three times a year.

Reports are written so that parents have a record of achievements and targets for the following term/year.

## **21. INSURANCE**

Hindhead Campus is fully covered for Public, Products, Employer's and Professional Liabilities. In addition, cover is in place for teacher's illness and accidents as well as temporary relocation costs in the event of serious damage to the property.

## **22. TRAVEL TO AND FROM THE SCHOOL**

The school has published a 'Green Travel Plan' which has as its principal aims:

- Reducing unnecessary travel, in particular the use of private motor vehicles.
- Encouraging travel (when it is essential), that minimises environmental impact.

The school operates a number of minibuses, and in addition contracts for the use of transport thereby providing most students with a safe and reliable method of transport to and from the school. In addition, the aims of the 'Green Travel Plan' have been achieved.

Enquiries as to travel should be directed to Mr Bruce Porter who is the Travel Coordinator.

## **23. 162A INSPECTION**

Hindhead Campus was inspected by the School Inspection Service during May 2017.

The Inspection Report can be accessed by the following link:

<http://hindhead.focus-school.com/downloads/school-inspection/>

## **24. APPENDIX Ethos and guiding Principles of the Focus Learning Trust.**

### **About Focus**

Focus Learning Trust is a registered UK charity established in 2003 for the advancement of education. The purpose of the Trust is to provide leadership and support to Focus schools, a group of affiliated independent schools registered as Schools with a Religious Character.

### **General Goals**

To enhance children's learning by:

- Providing high quality learning programmes matched to the needs of individual students and aimed at promoting their full participation in society
- Recruiting, developing and retaining the best available teaching and support staff to ensure achievement of all the school's learning goals
- Establishing a supportive school community and responding to its educational needs and wishes
- Treating all children equally and providing them with skills, and the environment, to work well with their peers and the wider community

## **Objectives arising from our Mission Statement**

Teaching and learning programmes developed by the school will:

- Be consistent with the school's relevant policies
- Have content that is clearly linked to students' needs and interests
- Employ a range of teaching strategies that are appropriate for the students
- Incorporate cross-curricular perspectives
- Specify intended learning outcomes and detailed assessment and evaluation procedures
- Pre-test – assess needs – teach to needs – assess and evaluate accordingly
- Identify and assess students with special educational needs and apply appropriate teaching strategies

A supportive and progressive Board of Trustees will endeavour to:

- Provide opportunity for teacher training and relevant feedback
- Update facilities, teaching aids, technology aids
- Endeavour to ensure that an effective appraisal system is supported
- Be receptive to teaching problems and concerns
- Ensure that our comprehensive Safeguarding Policy is implemented for the protection of all students

Our School will:

- Provide opportunity for open and continual communication and respond to general concerns
- Make parents feel welcome to come and communicate
- Maintain equity in all curriculum areas