

THE SAMWORTH CHURCH ACADEMY

# Parent Handbook 2009/2010

THE SAMWORTH CHURCH  
ACADEMY

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## Welcome to The Samworth Church Academy

Every one of us has a tremendous opportunity to shape our own destiny and this opportunity begins at school. We are determined that The Samworth Church Academy will be the passport to a very bright future. We believe that the greatest gift you can give young people is a blank canvas. Or, put another way, the mindset that anything is possible and achievable. That you really can be who you want to be. That you can grow in confidence, overcome barriers and flourish. If you are surrounded by adults who truly believe this, in an environment that exudes this spirit, you are surely more likely to do well and achieve your goals.

Isn't this idealistic? Isn't this placing the emphasis on the student rather than the wider curriculum? Won't there be challenges with such an innovative approach? Yes, Yes and Yes.

It is also exciting, motivating and refreshing and is how we will do things at this Academy. We will take 11-18 year olds and prepare them for adult life. We will create a safe and happy place that children will enjoy attending. We will stimulate and challenge them with outward bound activities. We will ensure that this place will be a stranger to bad behaviour.

In short, we will help our students become the people they want to be.

We will build an Academy that takes the very latest thinking on what makes a great school and put it into practice. Our aim is to create a high quality environment for everyone to succeed in, whether they are a student, parent, teacher or support staff member – a local school for local people!

Our Academy will:

- **Welcome everyone** – it will take its students from the local area and will welcome all abilities, providing the support that each student needs to be the best they can be.
- **Raise Aspirations** – we want our students, with the support of their parents, to reach for the sky and to be able to choose their own futures. There will be a 'can-do' culture that builds confidence, courage and self-esteem.
- **Put People First** – the school will be a partnership between teachers, support staff, students, parents, governors, sponsors and the local community. Everyone's views will be respected and we'll continue to improve the school by listening to what people have to say.
- **Promote Christian Values** – we want to create a school based on Christian values. We want our students to respect each other's views and value their contribution to the community.
- **Try New Ways of Teaching** – academies use different approaches of teaching and learning. For example, we will use Outward Bound activities that develop great team-working and leadership skills.
- **Specialise in Business and Enterprise** – this will help students learn how the world of business works. Business and enterprise be core subjects and will feature across the curriculum.

- **Work with the Community and Other Schools** – we will work closely with parents, other local schools and colleges and build on existing partnerships in the local area for the benefit of the whole community. In the evening the school will offer its facilities to the local community.
- **Respect the Environment** – for example, the new Academy build that will be ready in 2010, will be built to be environmentally friendly.

**Achievement** – Our vision is to create an environment that provides the best start to a bright future for all our students. Our vision is to enable our students to achieve their true potential in the broadest possible sense. We will realise this vision by offering a wide range of courses catering for as many interests and abilities as possible. To expand the educational experiences we will introduce sport, dance, music and drama into the curriculum, not just for the select few, but for everyone.

**Ethos** – Within this Academy people come first. Everyone will be valued and respected and will be encouraged to have a say in how their Academy is run.

The Academy aims to prepare students to live happy, fulfilling, rewarding lives and to be good citizens whatever they choose to be. The Academy will be distinctively Christian in ethos and outlook, promoting tolerance and mutual respect. There will be no place for bullying and other forms of unfair discrimination. Indeed we will have very high standards and expectations of all students in everything they do including their appearance, attendance and behaviour.

**Business and Enterprise** – Our aim is to be responsible for school leavers who will have a great deal to contribute both in the workplace and the wider community. In part we will achieve this as the result of our chosen specialism in Business and Enterprise. We will give students a unique insight into the world of work by allowing them to experience being productive as part of a team. With the use of innovative teaching techniques and a full range of support our students will grown in confidence and play their part in building a spirit of enterprise and self reliance.

**Outdoor Education** – One of the distinctive features of The Samworth Church Academy is that we attach great importance on education outside the confines of the traditional classroom. In fact we believe that this is essential to our students' overall wellbeing and balanced outlook. We expect all our students to be involved in a wide range of outdoor activities and wider curriculum experiences including residential trips.

# STUDENT BEHAVIOUR POLICY

*"The pastoral support systems will be designed to remove barriers to effective learning. The formal, timetabled curriculum will open minds and the 'hidden curriculum' – everything else our students learn – will open hearts.... Students will be able to demonstrate maturity" [Academy Vision Statement]*

## 1 Aim

- 1.1 We aim to create a harmonious environment in which effective learning can take place by promoting the highest standards of student conduct.
- 1.2 We want our students to develop:
  - i. *respect for themselves*: a sense of personal self-worth and pride in their achievements, high standards of dress and behaviour and a desire to produce their best quality work at all times;
  - ii. *respect for others*: understanding, recognition and tolerance of others' needs, beliefs, and feelings and their right to express alternative opinions;
  - iii. *respect for the environment*: caring for their own and other people's property, the Academy buildings and equipment and the natural environment both locally and globally.

## 2 Roles and Responsibilities

- 2.1 Students are expected:
  - i. to be familiar with and follow our rules and Code of Conduct;
  - ii. to take responsibility for developing a personal moral code and learning from mistakes so as to display increasingly mature attitudes.
- 2.2 Teachers are expected:
  - i. to model the attendance, punctuality and behaviour expected from students;
  - ii. to reward personal achievement and good behaviour;
  - iii. to intervene promptly to challenge unexplained absence and misbehaviour;
  - iv. to be consistent in their expectations and responses to misbehaviour;
  - v. to monitor the attendance, work and behaviour of students and pass comments to parents via their personal planners;
  - vi. to take responsibility for developing their skills of behaviour management so as to deal with incidents with increasing confidence and success.
- 2.3 Parents are expected:
  - i. to ensure their child attends regularly, punctually and in accordance with the Academy's dress code;
  - ii. to offer support to the Academy in dealing with their child's misbehaviour and preventing repetition;
  - iii. to monitor their child's work and behaviour at home and pass comments to Academy staff via their personal planners;
  - iv. to reward personal achievement and good behaviour;
  - v. to take responsibility for overseeing their child's personal development and attend consultation meetings arranged by the Academy.

### **3 Classroom Management**

- 3.1 Some of the characteristics of effective classrooms are:
- i. Teachers insist on simple routines such as punctual arrival, entry to and movement within the classroom, seating arrangements, basic equipment, listening to others and so on, that are clearly understood.
  - ii. Teachers display high expectations for student effort and behaviour.
  - iii. Lessons have clear objectives and the work expected from students is well suited to their skills and abilities.
  - iv. Students understand what they are expected to do and want to do their best.
  - v. Good behaviour is publicly recognised and rewarded.
  - vi. Emerging misbehaviour is dealt with early, calmly and confidently to minimize class disruption, and students understand why sanctions are being applied.
- 3.2 Effective corridors, dining and play facilities and other spaces outside the classroom display broadly similar characteristics.

### **4 Rewards and Recognition**

- 4.1 Rewards provide public recognition of student achievement and progress, and help to raise students' motivation and expectations. We use the following rewards:
- i. verbal praise;
  - ii. written comment, e.g. on work or in student planner;
  - iii. display of work;
  - iv. telephone call, card or letter sent to parents;
  - v. public commendation, e.g. in assembly;
  - vi. awarding of certificate;
  - vii. awarding of honour or selective privilege;
  - viii. remunerative reward, e.g. gift voucher;
  - ix. commendation meeting with School Leader or Principal;
  - x. additional responsibility/authority.

### **5 Sanctions**

- 5.1 Sanctions provide public recognition that certain behaviour is unacceptable and help students to develop a sense of right and wrong. They should be applied sparingly and consistently. Where students are familiar with routine expressions of approval and rewards, they are most likely to understand and accept the withdrawal of approval and use of sanctions. We use the following sanctions:
- i. public rebuke;
  - ii. temporary reseating to a different location;
  - iii. repeating work of an unacceptable standard;
  - iv. negative entry on central database;
  - v. temporary removal from the classroom;
  - vi. loss of break or lunchtime, e.g. through detention;
  - vii. detention after school;
  - viii. meeting with Student Achievement Leader or Student Welfare Manager;
  - ix. compulsory service within the school;

- x. engaging parental sanctions through parental contact or meeting;
- xi. placing on School Report.

## **6 Serious Offences**

6.1 Serious offences include:

- i. theft;
- ii. vandalism;
- iii. premeditated violence towards another;
- iv. attempted intimidation of a member of staff;
- v. possession of a weapon or otherwise threatening the safety of others;
- vi. persistent bullying, sexual, racial or other harassment;
- vii. possession, supply or use of a banned substance;
- viii. persistent repetition of minor misbehaviour.

6.2 The penalties for committing a serious offence include:

- i. Within-Academy exclusion from lessons for a temporary period;
- ii. exclusion from the Academy for a fixed term;
- iii. permanent exclusion from the Academy.

6.3 All students excluded for a fixed term will be re-admitted only following a meeting between the parents and the School Leader.

## **7 Monitoring, Evaluation and Review**

7.1 The policy will be promoted and published throughout the Academy.

7.2 The Governing Body will review it within two years and assess its implementation and effectiveness.

***July 2008***

## **Year 7**

At the Samworth Church Academy we believe that creating the right learning environment for our Year 7 students will be essential in their development as motivated, independent learners with the skills to prepare them for a future in the 21<sup>st</sup> century. For this reason we have decided to follow a competency-based curriculum founded on the principles of the Opening Minds competency curriculum from the Royal Society of Arts (RSA).

Our Opening Minds curriculum enables a number of subjects to be taught together through project-based work. This allows students to establish clear links between their subjects and to acquire a set of transferable skills that they can use from one subject to the next. Following a competency-based curriculum means that students will be taught by fewer teachers, will have less equipment to carry around and fewer classrooms and they will experience a logical, relevant curriculum that helps ease them into the secondary school experience.

This type of Year 7 programme has been very successful in secondary schools around the country where students, staff and parents have reported 'improved transition from primary to secondary', 'more engaged learners' and 'an increase in motivation and enjoyment of learning', 'improved progress in literacy' and 'increased standards of teaching and learning'.

For more information on Opening Minds, please visit The Academy website at [www.samworthchurchacademy.org](http://www.samworthchurchacademy.org)

### **Structure of The Academy**

Valuing and caring for the individual is right at the very top of our priorities. We have put a lot of thought into how this care will be organised. Each school is staffed by a team of tutors and support staff. Each team is broadly based on the subjects that those staff either teach or support. For example, the team of Mathematics and Business staff make up Sherwood School. Each tutor group, within each of the five schools, is made up of students from every year in The Academy. The typical size of a tutor group is 15 students, this helps us to create a family unit where older students support younger students in all aspects of their care, welfare and guidance. Normally, members of the same family are allocated to the same school but not necessarily the same tutor group. We believe it is important that large secondary schools are organised in such a way that every individual is well know and well cared for. Each tutor group meets daily and each of the five schools will meet for assembly every week. As a parent, the main point of contact will be to liaise directly to the school which your child or children are part of. The role of the tutor is very important at The Samworth Church Academy; every member of the teaching staff has a tutoring role, including our Principal Mike Griffiths.

### **Welbeck – School of Outdoor Education, Performing Arts and Sport**

Physical Education at Key Stage 3 introduces students to a number of core sports, providing opportunities to develop a variety of skills as well as the opportunity to participate in competitive matches and fixtures. In Key Stage 4, whilst students continue to follow the core sports, we have introduced a number of new activities,

including horse riding and fencing. There are also opportunities for students to gain a sports leadership qualification. GCSE Physical Education is also offered at Key Stage 4 and opportunities within Outdoor Education are available for all students across the key stages. All students in Year 7 participate in a specially prepared transition programme. One of the aims of this programme is to develop a number of key competencies that include skills such as communication, decision making, problem solving and independent thinking and learning. Performing Arts combines the disciplines of Drama, Dance and Music and Singing. Once again there is strong emphasis on the development of both personal skills as well as the physical skills more commonly associated with these activities. Key Stage 4 students have the opportunity to study GCSE Drama. This course covers a wide range of topics that include: drama into performance, set texts, script work and theatre in education. We encourage all our students to develop a love of music through either playing an instrument or joining one of our many music-based clubs. In Key Stage 3 much of the focus is on developing the key skills to be able to appreciate, compose and play a variety of styles of music. At Key Stage 4 students may study music to obtain a GCSE or continue working towards Royal Society of Music exams on a variety of instruments.

### **Hardwick – School of Humanities**

The Hardwick School offers opportunities for our students to succeed in Key Stage 3 and 4 as well as being involved in experiences and events which promote understanding of Citizenship, Personal and Health Education. At Key Stage 3, all students take Food Studies, Geography, History and Religious Education and are available at GCSE. In Home Economics, Food, students look at diet hygiene, nutrition and cooking skills. In Geography, students consider World Issues, Managing Places and investigation skills used in field work. Historians look at the History of Medicine, the American West, Castles, and Jack the Ripper. Religious Studies is a two-year GCSE course which develops an understanding of the nature of God, belief and human relationships and is studied by all students. Also students can choose BTEC in Health and Social Care which prepares students to work where they are caring for other people. There is also a Level 1 qualification in Caring for Children as an alternative to the GCSE on Child Development. In the Humanities School we encourage students to develop their practical understanding of the world outside school. We encourage students to take part in trips out of school and to participate in events that we organise including The Academy Parliament.

### **Rufford – School of Science and Technology**

Science is taught throughout the Academy from Year 7 to AS/A2 Level. At Key Stage 3, students are taught balanced science, providing knowledge and understanding of science that is relevant to students' everyday lives. Our aim is to engage students – to stimulate excitement and intrigue – about how science works. At Key Stage 4, students follow either Triple Award Science comprising GCSE Biology, GCSE Chemistry and GCSE Physics. When taken all together, they cover the Key Stage 4 programme of study for science. Each award comprises the relevant content from GCSE Science and GCSE Additional Science plus specialist extension units for that subject. The second option offered to students is the BTEC First Certificate in Applied Science with the option to turn this into a Diploma in Applied Science. This award is equivalent to 4 GCSEs. These are both work related courses

where students carry out predominantly assignment-based or practical work to produce their own portfolios. All courses help students develop their questioning, analytical and evaluative skills alongside core practical skills. In ICT at Key Stage 3 we concentrate on the basics of using computer systems to produce spreadsheets, letters and other documents. Whilst in Technology, students use our workshops to study the basic of hard crafts, graphics and electronics. In Key Stage 4 we offer the opportunity to study Information Technology, Resistant Materials, Graphics and Electronics in greater depth and gain a variety of qualifications in these subjects depending on individual ability.

### **Sherwood – School of Mathematics and Business**

Mathematics is taught throughout the Academy from Year 7 numeracy to A Level. Level 2 courses offered are Edexcel Mathematics and our most talented mathematicians will also study GCSE Statistics. Entry level courses are also available. At Level 3, students will follow the OCR modular course in Mathematics studying Core Modules 1 to 4, Statistics and Decision Mathematics. All six modules are required for an A2 qualification and three for an AS qualification. Many of the Mathematics lessons have additional in-lesson support from experienced teachers and teaching assistants. The most recent textbooks and ICT resources have been purchased for the delivery of all courses. The Academy has Business and Enterprise as a specialism and the Business Department is an evolving and growing area of The Academy. Business Studies is taught primarily at Key Stage 4 and 5, but students in Year 7 have an enterprise element within their course content. There are three Level 2 courses offered. AQA Certificate in Enterprise and Employability, BTEC Diploma in Business and AQA GCSE in Business Studies. At Level 3, students will follow the AQA AS/A2 Level modular course in Business Studies. Four modules are required for an A2 qualification and two for AS. Enterprise activities will be integrated into many aspects of The Academy and students will have the opportunity to participate in these events as well as enjoying more enterprising activities in their lessons.

### **Newstead – School of Communication**

Through English, Art and Modern Foreign Languages, we aim to develop young people with enquiring minds who take responsibility for their own learning. Communication is a skill for life that, through new technologies, is continually expanding. We strive to increase the number of courses we offer our pupils to equip them to communicate in the 21<sup>st</sup> century whilst guiding them to achieve the highest possible standards. As a core subject, English needs to be accessible to all pupils. Through reading writing and speaking and listening, children across all key stages grow in confidence as a result of our structured approach to teaching and learning. Ability grouping and focused support ensures that all students achieve the best they can. In Art, children at Key Stage 3 are encouraged to express themselves using a wide variety of media, studying art from different cultures to develop their knowledge and understanding. At Key Stage 4 we offer a substantial number of courses making Art a popular choice at this stage. Our Modern Foreign Languages department gives students the opportunity to study French across all key stages. We are looking to forge international links and to extend the number of languages on offer so that our youngsters have the chance to complete internationally in the world of work.

## How to Contact the Schools

School	Head of School	Welfare Manager
Welbeck School 01623 450025 Ext 136	Mr. S. Fletcher	Mrs. S. Sheppard
Hardwick School 01623 450025 Ext 130	Mr. M. Tate	Mr. R. Jones
Rufford School 01623 450025 [please ask Reception for this office]	Mr. R. Wheatcroft	Mrs. C. Hardwick
Sherwood School 01623 450025 Ext 112	Mrs. V. Preece	Mrs. V. Price
Newstead School 01623 450025 Ext 149	Mrs. M. Cooper	Mrs. G. Henley-Johnson

## General Appearance of Students

### Uniform

The following list includes those items of clothing you will need to provide in addition to the school uniform

- White collared shirt or blouse with top fastening button.
- Black trousers knee length skirt
- Black shoes (not trainers or boots)
- Appropriate sports footwear
- Plain outer coat

Below is a uniform price guide which was correct at going to press (December 2008) and items of uniform can be ordered by contact Mrs. Leeming at the Academy on Mansfield 450025 Ext. 106.

Style/Description	Colour	Price
Girls Blazer	Black/red	£20.00
Boys Blazer	Black/red	£20.00
Acrylic V-neck sweater with stripe	Black/red	£11.00
Acrylic V-neck slipover with stripe	Black/red	£11.00
100% cotton Polo shirt	Red	£8.00
Microfibre Training Top	Black	£15.00
Tie	Black/red	£4.00
Tracksuit Bottoms	Black	£12.00
Shorts	Black	£7.00
Reversible Sports Jersey	Black/red	£14.00
Sports Socks	Black/red	£4.00

Our overall philosophy is to encourage our students to present themselves smartly at all times. The Academy will be a business-like environment and as we want to prepare our students for the world of work we want their dress and general

appearance to reflect this. Here are some guidelines which we hope will bring some clarity.

### **Jewellery**

- One stud in each ear with no other visible piercing
- One plain ring
- No other visible jewellery other than a practical watch

### **General Appearance**

- If worn, make-up should be minimal, discreet and appropriate
- Hairstyles should be appropriate and not contain exaggerated colours or styles
- No hats, caps or hoods are to be worn in school other than for religious reasons
- If belts are to be worn they must be discreet and appropriate
- No badges are to be worn on blazers other than those that are issued by the Academy.

Below for your information is a uniform price guide which was correct at going to press December 2008. Any orders should be placed by contacting Mrs. Leeming on Mansfield 450025 Ext. 106.

### **Please Note**

We firmly believe that our uniform and general appearance policy will have a very positive impact upon setting the high standards that our Academy culture and ethos is based upon.

Students who fail to comply with our expectations surrounding uniform and general appearance will be asked to return home until they are dressed appropriately.

Repeated failure to comply with these instructions will be considered a serious breach of the Home Academy Agreement and will be dealt with accordingly.

### **Mobile Phones and Electronic Devices**

Students are permitted to bring mobile phones and other electronic devices (I-pods, PSP's etc) into school at their own risk. All devices must be switched off and out of sight during lessons. Individual arrangements can be made to keep phones secure in school where necessary but under no circumstances will the Academy accept responsibility for any theft or loss.

### **Basic Equipment for Lesson**

Students are reminded that they must bring to school the following equipment as a minimum. Extra equipment may be required for specific lessons:

- School Bag
- Pens
- Pencils
- Ruler
- Eraser
- Calculator

## • **Term Dates**

### Autumn

Term Begins: 3<sup>rd</sup> September 2009

Half Term: 26<sup>th</sup> October 2009 – 30<sup>th</sup> October 2009  
Term Ends: 18<sup>th</sup> December 2009

### Spring

Term Begins: 5<sup>th</sup> January 2010

Half Term: 15<sup>th</sup> February 2010 – 19<sup>th</sup> February 2010  
Term Ends: 26<sup>th</sup> March 2010

### Summer

Term Begins: 12<sup>th</sup> April 2010

Bank Holiday 3<sup>rd</sup> May 2010  
Half Term: 31<sup>st</sup> May 2010 – 4<sup>th</sup> June 2010  
Term Ends: 22<sup>nd</sup> July 2010

## **INSET Days**

Wednesday 2 <sup>nd</sup> September 2009	Admin Day
Friday 23 <sup>rd</sup> October 2009	Whole Academy
Friday 4 <sup>th</sup> December 2009	Schools
Tuesday 5 <sup>th</sup> January 2010	Whole Academy
Friday 30 <sup>th</sup> April 2010	Schools

## **Parents' Evenings**

Tuesday 26 <sup>th</sup> January 2010	Year 11 Parents' Evening
Tuesday 2 <sup>nd</sup> March 2010	Year 9 Parents' Evening
Wednesday 17 <sup>th</sup> March 2010	Sixth Form Parents' Evening
Wednesday 19 <sup>th</sup> May 2010	Year 10 Parents' Evening

***If your child's parents' evening does not appear above you will be contacted to inform you of the date and time.***

## **Assessment and Coursework**

Generally students' coursework both for GCSE and A Level work should be returned by Friday 26<sup>th</sup> February 2010.

Further specific subject details on coursework return dates can be found on the Academy Website: [www.samworthchurchacademy.org](http://www.samworthchurchacademy.org). If you have any queries at all please do not hesitate to contact your child's particular school, the details of which are on page 9 of this booklet.

## **School Reports**

There are 6 rounds of reporting to parents within the school year and reports are produced for all students from Year 7 to Year 11. The dates of these rounds are detailed below:-

Point 1	6 <sup>th</sup> November 2009
Point 2	8 <sup>th</sup> January 2010
Point 3	26 <sup>th</sup> February 2010
Point 4	16 <sup>th</sup> April 2010
Point 5	11 <sup>th</sup> June 2010
Point 6	21 <sup>st</sup> July 2010

## **Dates for Your Diary and Activities**

Year 6 Parents Evening	Tuesday 15 <sup>th</sup> September 2009
Year 6 Open Days	Wednesday 16 <sup>th</sup> September 2009
	Thursday 17 <sup>th</sup> September 2009

Please refer to website for all diary dates. All dates are subject to change and will be posted on our website.

## Times of the School Day

The following are school day times. Students will be told on their first day of school whether they are on early or late lunch.

Early Lunch		Late Lunch	
8:55 – 10:10	Lesson 1	8:55 – 10:10	Lesson 1
10:10 – 10:30	Tutor Time	10:10 – 10:30	Tutor Time
10:30 – 10:30	Break	10:30 – 10:50	Break
10:50 – 12:05	Lesson 2	10:50 – 12:05	Lesson 2
12:05 – 12:45	Lunch	12:05 – 13:20	Lesson 3
12:45 – 14:00	Lesson 3	13:20 – 14:00	Lunch
14:00 – 15:15	Lesson 4	14:00 – 15:15	Lesson 4

## Lunchtime Arrangements

At a recent information evening the contractors for the new building described the process during the build period. It is very important that we make the proper arrangements to guarantee the health and safety of all students.

We have therefore decided that all students must remain on the Academy site throughout the lunch period.

As we are totally committed to providing high quality food at the lowest possible price there will be no need for students to leave site to buy food. Of course students will also be welcome to bring a packed lunch. We know that the vast majority of parents will want to have confidence of their children's whereabouts during the working day.

If there is a very good reason why your son/daughter needs to go home during the school day please contact us so that we can firstly discuss the situation and where appropriate grant permission to leave the school site. We anticipate these circumstances to be rare but acknowledge there may be individual situations where such permission is appropriate.

## Governor Information

The makeup of the Governing Body (it is anticipated that there will also be two co-opted governors. You will be informed of this as soon as the information is known.

If you need to contact any member of the Governing Body, please address this directly to the member concerned at the Academy Address which is:-

The Samworth Church Academy  
Sherwood Hall Road  
Mansfield  
Notts  
NG18 2DY

Nick Linney	Chair of Governors & Sponsor Governor
Michael Griffiths	Ex-Officio
Michael Arlington	Sponsor Governor
Joyce Bosnjak	Local Authority Governor
Tony Eggington	Sponsor Governor
Peter Hill	Sponsor Governor
Ronnie Ogier	Sponsor Governor
Caroline Whitty	Sponsor Governor
Gail Osborne	Parent Governor
Beverley Nita	Parent Governor
Maureen Brown	Staff Governor
Tony Gabb	Sponsor Governor

## **Medical Information**

Please may we ask for your cooperation in an important matter.

Occasionally it is necessary for pupils who are receiving medical treatment for serious illnesses to be put at risk if they are exposed to measles, chicken pox or shingles viruses.

The best way to protect our pupils from measles is for all children at school to be immunised. Please would you discuss measles immunisation with your GP if your child has not already received it. If your child is suspected of having measles, you should let us know immediately.

Students who suffer from serious illness could also be at risk from chicken pox and would need to be given an injection within three days of contact. If you child is suspected of having chicken pox, you should let us know immediately.

It is also important that you let us know if there is shingles in your household.

Your child is not at any risk whatsoever from this situation. However, the health and well-being of pupils who are at risk, does depend on the cooperation of all other parents and we hope you can help us.