



Claverham Community College

Prospectus

Principal: Mr P Swatton

Chair of Governors: Mrs M Whitehead

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Visiting the College

Parents who would like to see the College at work and discuss the school with members of its staff are invited to telephone the Principal's PA for an appointment or to attend the College Open Evening or one of the College Working Mornings, the dates of which are available from the College website: www.claverham.org.

Ethos of the College

At Claverham Community College, we offer our students a high quality education allowing them to reach their full potential, in a safe, secure and caring environment. We endeavour to instil a love of learning, a sense of fairness and an appreciation of the importance of full participation.

We strive to develop students who, through their determination and resilience, reach their highest levels of academic and personal development. We insist upon consideration towards others and the maintaining of polite attitudes and manners, allowing all members of our community to take pride in their surroundings, behaviour and personal achievements. We believe in the value of positive contributions to our society both locally and nationally, aiming to support all students in their desire to become responsible citizens who will shape the future.

We encourage the acceptance of personal challenges, helping to ensure that students make decisions that benefit themselves and the wider community.

The Aims of the College

The Governors of the College, in consultation with the staff and students, have agreed that the aims of the school are to help its students:

1. to develop fully their individual academic, emotional, physical and social potential;
2. to develop self-respect, self-discipline, adaptability, concern for others and the ability to live as independent adults while at the same time making a positive contribution to the community;
3. to acquire conceptual insight, knowledge, skills and practical abilities and the will to use them in the following areas of experience: scientific, technological, mathematical, linguistic, aesthetic, creative, commercial, moral, spiritual, economic, political and recreational;
4. to appreciate human activities of every kind;
5. to acquire understanding of the social, economic and political order and a reasoned set of values, attitudes and beliefs;
6. to prepare for their adult lives at home, work, leisure and to make a full contribution to our society.

Expectations and Responsibilities

Claverham Community College promotes a high standard of positive behaviour and an ethos where all members of the College community are valued as individuals. The College believes in the development of self-esteem, respect for others and self-discipline. Central to this ethos is the right for every student to learn in a safe and secure environment and the College Behaviour Policy is designed to support this. The College celebrates positive behaviour with a reward system.

At Claverham we set the students clear boundaries, with regard to behaviour, which are consistently applied in order to protect the rights of each individual and maintain the College ethos. A copy of the College Behaviour Policy is available on the College website.

Admission Arrangements

Admissions to Claverham Community College are determined in line with East Sussex County Council policy.

A detailed description of the arrangements is contained in the booklet 'Applying for a school for your child 2019/2020'. This booklet can be viewed online at the East Sussex County Council website where parents can also apply online using the Parent Portal.

For more information, contact admissions@eastsussex.gov.uk or 0300 3309472.

Free internet access is available at any East Sussex Library.

Parents may find it helpful to know that, if there are insufficient places available to meet demand, these will be allocated in accordance with the following list of priorities:

1. Looked after children and children who were looked after, but ceased to be so because they were adopted (or subject to residence orders or special guardianship orders) immediately following being looked after.
2. Children who will have a brother or sister* at the school (or linked junior school) at the time of admission and who live at the same address, within the pre-defined community area**.
3. Other children living within a pre-defined community area**.
4. Children who will have a brother or sister* at the school (or linked junior school) at the time of admission who live at the same address, outside the pre-defined community area**.
5. Other children.

*Children are 'siblings' if they are full, half, adoptive or foster brother or sister living in the same household including siblings attending school sixth forms.

****Each home address in the county falls within a community area although living in a community area does not guarantee a place.**

Children who have a brother or sister who joined the school prior to 1 September 2017 and who is still on roll will be assigned to priority 2 under the previous arrangement which gave priority to brothers and sisters regardless of whether they live in the pre-defined community area or not.

Tiebreaker

- In the event of oversubscription within any priority, place allocation will be decided by prioritising applications on the basis of home to school distance measured in a straight line. This will be measured from the address point in the school (supplied by Ordnance Survey) to the address point in the family home. For split site schools, we will measure to the site where the child will attend for the majority of lessons at the point of entry.
- In the event that applicants cannot be prioritised using the tie-breaker above because the distance measurements are the same, the Authority will use random allocation to decide which children will be offered the remaining places. This will be done electronically using the Authority's admissions software.

Out of area siblings

Since September 2017, the admissions criteria give priority to children living in a community area (priority 3) above siblings who live outside of the area served by the school (priority 4). You can still apply for and be allocated a place at a school outside of your community area. However, there is no guarantee that younger children in your family will be able to follow their brother or sister. You will therefore need to consider the possibility that your children may end up in different schools if you send your child to a non-local school.

Factors not included

When schools are oversubscribed, the stated admissions criteria are applied to decide which children will be allocated places. Given this, you will need to bear in mind that it does not take account of:

- Attendance at a particular school, pre-school or nursery setting.
- Any previous association you or your family may have had with the school.
- Your profession or your working or child care arrangements and
- Any reference to a child's ability or particular aptitude.

Facts and Figures About the September 2019 Intake

Claverham had 588 applications for the year 7 intake for September 2019 with first preference being 282. The LA allocated 230 places in March. Out of the 230 students this year 73 students live outside the defined catchment area, there are 5 students with Education and Health Care Plans, 10 students with Looked After Children status, 81 had sibling links and the rest reside within the catchment area.

Our admission limit was set at 230.

Facts and Figures About the September 2018 Intake

Claverham had 606 applications for the year 7 intake for September 2018 with first preference being 305. The LA allocated 230 places in March. Out of the 230 students this year 49 students live outside the defined catchment area, there are 4 students with Education and Health Care Plans, 6 students with Looked After Children status, 114 had sibling links and the rest reside within the catchment area.

Our admission limit was set at 230.

Information About the September 2020 Intake

The admission limit for the College will be set at 230.

Key Stage 3 Curriculum

During Key Stage 3 we aim to provide a broad and balanced curriculum designed to foster a love of learning in all our students. Our students are encouraged and supported to be ambitious and to engage with challenges both in lessons and as part of our extensive extra-curricular programme. Claverham's aim is to inspire, enthuse and motivate students of all abilities to achieve their aspirations. We firmly believe that if students develop a love of learning they will never cease to learn, and will be able to develop and adapt to the demands of the modern world.

Subjects taken by all students in Key Stage 3 are:

Art
Design Technology
Drama
English Language and Literature
Food Technology
Geography
History
ICT (Computing)
Mathematics
Modern Foreign Languages
Music
Personal, Social, Health Education
Physical Education
Science
Worldview Studies

With respect to Modern Foreign Languages, in Year 7, all students study Spanish with most studying German or French in addition. At the end of Year 7, a decision is made as to how each individual will continue with their language learning. It is our intention that the vast majority of students will continue studying at least one modern foreign language up until the end of Key Stage 4.

Key Stage 4 Curriculum

During the delivery of Key Stage 4, we aim to provide a personalised and well balanced curriculum which gives maximum breadth and balance to the programme of study whilst providing every individual with the widest possible scope for their future. All students take English Language & Literature, Mathematics, Science, Physical Education and a PSHE Programme including Careers, Citizenship and Worldview Studies (this covers the statutory requirement for Religious Studies).

In Year 11, all students follow an additional course in careers education helping them to select an appropriate route into the next stage of their education, and assisting students with the related application processes.

At Claverham, we offer several different pathways for our Key Stage 4 students, allowing us to maintain as broad and balanced an education as possible. Individual

students are encouraged to discuss with parents and teaching staff, the most appropriate educational pathway for their final two years at the College. Two Science pathways are offered; these are designed to afford appropriate progression for all students regardless of ability. Students begin their Science GCSE course in Year 9. An informed decision will be made, in partnership with parents, as to whether it is most appropriate for the individual student to follow a course in each of the three separate Sciences or one which leads to two separate GCSEs.

In addition to the above, students are guided in opting to study four other subjects, at least one of which must come from each of the three other main areas of the curriculum. These are:

Languages: French, German, Spanish & Latin.

Humanities: Geography, History & Worldview Studies.

Creative/Technology: Art, Photography, Computer Science, Dance, Drama, Design Technology, Food Preparation & Nutrition, Information and Communication Technology, Media Studies, Music, Physical Education and Psychology.

Alongside this more traditional academic KS4 pathway, we are able to offer a choice of Level 2 Diploma courses, in a variety of vocational disciplines. Selected students who follow this pathway will opt for at least two courses from the list above together with up to two courses in the following subject areas:

Business Studies

Child Care and Development

Music Technology

Sport.

These courses provide a seamless transfer to vocational courses at 16+.

The Organisation of Teaching Groups

During Year 7, Maths and English subject teaching is carried out within a system of setting according to ability in each of these separate subjects. These set placements are made using the information provided by our partner primary schools together with the results of the Key Stage 2 national tests. Students can be in different sets for different subjects depending on their ability. For example, a student might be in Set 1 for English but Set 4 for Mathematics.

In all other subjects in Year 7, students are taught in mixed ability groupings.

During Year 8, Maths, English, Science and MFL subject teaching is carried out with a system of setting. The set placements are made using information from Key Stage 2 together with performance data collected during Year 7.

From Year 9 all teaching groups are taught within a system of setting according to ability. These set placements are made using information from Key Stage 2 together with performance data collected during Years 7 and 8.

These set placements are reviewed on a regular basis and students can, therefore, move between the sets according to their progress. Such an arrangement enables us to respond to the development of each child individually.

A variety of teaching styles are used, ranging from formal class lessons to group work and including individual assistance where appropriate.

Homework

We believe in setting homework, the demands of which will increase as the student progresses through the college. The purpose of homework might be to extend upon or reinforce work done in class, or to research elements of the curriculum in more depth. Homework forms an integral part of the curriculum and there is an expectation that it will be completed. Each student has a homework timetable and a Homework Diary, parents are asked to inspect and sign this weekly and to co-operate with the teaching staff in ensuring that the work set is completed to a high standard.

Achievement and Progress Monitoring

The College aims to ensure that each of our students achieves to their potential in all areas of college life. On admission each student is allocated to one of five Houses. The Head of House together with the Form Tutor is responsible for the day to day care, management and achievement of the students in their House. Heads of Subject and Class teachers also closely monitor the progress of the students within their subject area. We believe that through the pastoral and academic systems working closely together, we can monitor progress closely and provide intervention where necessary, to help to ensure that students fulfil their potential.

Assessment Reports are issued 3 times per year and a full Profile Report is issued once per year. These reports provide parents with target grades, current attainment levels, a measure of effort and behaviour. This enables parents to monitor the achievement of their son or daughter. The College aims to work closely with parents at all stages of their child's education.

Timings of the College Day

08.55:	Registration (Assemblies are held at this time)
09.15:	Period 1
10.05:	Period 2
10.55:	Break
11.15:	Period 3
12.05:	Period 4
12.55:	Lunch
13.40:	Period 5
14.30:	Period 6
15.20	End of day

Uniform

We firmly believe that a uniform, which is correctly worn, supports the ethos of the College and prepares our students for the world of work. We rigorously enforce uniform for all our students and encourage all of our students to be proud of their appearance and wear their uniform correctly.

Boys Uniform:

- Plain black shoes of a conventional style;
 - Boots or training shoes (trainers) of any variety are NOT acceptable;
- Plain dark coloured socks;
- Plain dark grey trousers (of a conventional Polyester/Terylene/Worsted type material);
- Dark navy blue blazer with College badge;
- Plain light blue shirt with conventional collar to wear tie;
- College House tie;
- Plain dark navy blue V-neck long sleeved pullover complete with Claverham logo;
 - An optional item for use in appropriate weather conditions;
 - Blazers are compulsory; a pullover without a blazer is not acceptable.

Girls Uniform:

- Plain black shoes of a conventional style
 - High heels, platforms, training shoes (trainers) or boots are not acceptable;
- Short navy blue socks or thick plain navy blue tights.
- Plain dark blue trousers complete with Claverham logo available from local stockists
- Plain light blue shirt with conventional collar to wear tie.
- Dark navy blue blazer with College badge
- Plain dark navy blue Claverham skirt;
- College House tie;
- Plain dark navy blue V-neck long sleeved pullover complete with Claverham logo;
 - An optional item for use in appropriate weather conditions;
 - Blazers are compulsory; a pullover without a blazer is not acceptable.

We also ask that outdoor coats be plain. Denim, leather or hooded sweatshirts are not acceptable. Outdoor coats should not be worn in the College buildings.

PE Kit

Boys:

- Navy rugby jersey;
- Plain white PE shirt with College badge;
- Navy football socks;
- Navy shorts with College badge;
- White socks;
- Training shoes (trainers);
- Plain navy blue jogging bottoms;
 - Optional, but no other bottoms may be worn;
 - Brand name or logo no bigger than 4cm x 4cm;
- Claverham Sweatshirt or Claverham Fleece;
 - Optional, but no other tops may be worn;
- Football boots and shin pads.

Girls:

- Plain White PE Shirt with Claverham badge;
- Navy football socks;
- Navy shorts with College badge;
- White socks;
- Training shoes (trainers);
- Plain navy blue jogging bottoms
 - Optional, but no other bottoms may be worn;
 - Brand name or logo no bigger than 4cm x 4cm;
- Claverham sweatshirt or Claverham fleece
 - Optional, but no other tops may be worn;
- Football boots and shin pads.

Special Educational Needs

The College takes very seriously its responsibilities for students with needs that differ from, or are greater than, those of the majority. The College aims to identify special needs and ensure that adequate resources are devoted to meeting them. Strategies used include: individual learning programmes, in-class support, one to one withdrawal teaching and inputs from the Language and Learning Support Service and the Educational Psychology Service.

In addition we have a Nurture Group for a small number of our students who have found the Transition from Primary to Secondary School more challenging.

The quality of the educational provision for students is regularly monitored and parents informed where programmes alter or provision changes. The Special Educational Needs Coordinator (SENCO) is always pleased to meet parents to discuss any concerns which they might have. Co-operation between the College and parents is a vital part of the process of helping students who are experiencing difficulties with their education.

A copy of the full College Special Needs policy is available on the College website.

Information, Advice and Guidance

A programme of Careers Guidance is delivered via the College's PSHE Programme and separate Careers Education lessons at KS4, with inputs appropriate to the age of the student. It is the College's policy to respond to the individual's need. Careers guidance interviews are offered to all students.

A full range of post-16 providers are invited into the College during Year 11.

Year 10 students all spend at least one week on a work placement during the Summer Term and undergo planning and debriefing activities as part of the whole Vocational Experience Programme.

Transfer to Further Education

By the end of Year 11, we hope to have developed well qualified, well informed, sensitive and considerate young men and women.

Currently, students who wish to acquire 'A' Level qualifications, with a view to securing a place in a University or other Institute of Higher Education, usually transfer at the end of the year to the Sixth Form College in Bexhill or to one of the Colleges of Further Education at Hastings or Eastbourne, where they are able to embark upon suitable courses. A number have joined grammar school sixth forms in Tonbridge and Tunbridge Wells. Students wishing to embark upon vocationally oriented courses mainly transfer to one of the Colleges in Bexhill, Hastings or Eastbourne. Support and advice is given to other students who may wish to enter the world of work or government training schemes. We maintain close working relationships with the local Colleges of Further Education during Years 10 and 11, and organise visits for our students.

College Meals

College meals are supplied by Chartwells. A cashless system is in operation which is accessed by students using a 5 digit PIN. Student accounts can be credited in one of three ways. Cash can be credited to student accounts using one of two machines, cheques can be credited by sending them into the College marked for the attention of the Canteen, or parents can credit student accounts online using the Parent Pay system.

The Canteen offers a wide variety of healthy food options and the average expenditure is just over £2.00. Students can also bring a packed lunch to eat on the premises. As with any community we ask that our students care for their environment and dispose of rubbish in litter bins or take it home with them.

College Transport

The Local Authority is responsible for the organisation of college transport. In general students will qualify for free transport if they live more than three miles from the College and within the College catchment area. A student could also qualify for free transport if the route which they would normally have to walk is deemed to be unsafe.

Concessionary bus passes are issued to the College for collection at the beginning of each school year. If these are lost or destroyed a replacement will cost £10 in the first instance.

Location

The College is located about one mile west of the very attractive small market town of Battle and is situated within 42 acres of most attractive wood and parkland. The College site includes extensive playing fields and nature areas which include both land and aquatic habitats. The College grounds incorporate land which belonged formerly to the Battle Abbey Estate and are immediately adjacent to the site of the Battle of Hastings. As might be expected, the geographical position is an elevated one within sight of the sea.

The College takes its title from the Anglo-Saxon pre-conquest description of the district in which it is situated - place of clover or good pasture. The titles of the five College Houses - Caldbec, Montjoie, Oakwood, Santlache and Telleham - are derived from post-conquest place names given by the Normans to areas of the Battleground significant in the action.

The Development of the College

The Community College was established in 1973 and was developed from the former Battle County Secondary School built in 1955. In school terms the College became fully comprehensive in 1976 and now serves the educational needs of all children between the ages of 11 and 16 in Battle and the neighbouring villages of Ashburnham, Catsfield, Crowhurst, Hooe (North), Netherfield, Ninfield, Penhurst, Sedlescombe, Whatlington and Westfield.

In addition to this traditional intake area, the College attracts students in relatively large numbers from an additional 40 Primary Schools in the Rye, Hastings, St Leonards and Bexhill areas in particular.

Claverham as a Community College

Claverham's community college status is based on a very broad comprehensive approach to education, recreation and leisure for the whole community and for all ages.

Our response to the needs of our local community is made up of several components:

Claverham Day Nursery

Opened in May 1993, we provide quality care for 40 children from 3 months to 5 years throughout the year. This is an excellent facility both for our own staff and the local community.

Community Education Programme

We run an extensive Adult and Community Education programme in conjunction with ACRES (Adult College for Rural East Sussex) at the main College site, and at local Village centres. In the current programme there numerous courses on offer. Also, in conjunction with a number of local voluntary organisations, we currently run a programme for Adults with Learning Difficulties and Disabilities. Details of the Community Education programme can be seen on the ACRES website: www.acreslearning.org.uk.

Sports Facilities

We have a four badminton court sized Sports Hall, fitness room, a fully equipped gymnasium, a state of the art Dance studio, a climbing wall, an artificial pitch and extensive playing fields. Our Sports Centre Staff run a wide range of sports courses and activities and, of course, all of these facilities are available for hire throughout the year.

Access for the Community

All of Claverham's facilities can be used by local people - the sports facilities mentioned above, small and large meeting rooms, classrooms, the assembly hall, workshops and computer facilities, can all be hired by the local community.

For further information on any of the above, please contact the College Reception on 01424 772155, the Sports Centre on 01424 774772 or the Nursery on 01424 774548.

The Governors of the College

The 1988 Education Reform Act has placed governing bodies in a position of considerable responsibility which they share with their Principals and Head Teachers. The College works in close collaboration with the Governors on all significant matters affecting the life of the entire College community.

Membership of the Governing Body consists of representatives of the local community, parents of students, teachers, support staff and the Local Authority. It sends representatives to the Parents and Teachers Association, the Battle Area Sports Centre Management Committee and the East Sussex Schools' Forum. The Governors may also co-opt up to four additional members.

A full list of the members of the Governing Body is available on the College website.

The Parents and Teachers Association

This is very much a "doing" association which organises social functions and fund raising activities for the College and its community. It is extremely active and friendly and very much welcomes new members. For anyone wishing to involve themselves in the life of the College this Committee is perhaps the ideal starting point.

The PTA meetings also provide an important forum for the discussion of policy, practice and future developments at the College, with parents and carers.

Many members of P.T.A. have subsequently become Governors of the College, perhaps because involvement with a school can become quite compelling and is a good vantage point from which to see and come to understand something of the very considerable complexities of school management.

The Battle Area Sports Centre Management Advisory Committee

This consists of representatives of the District Council, the Local Authority, Battle Town Council, the Governing Body and staff from the College. Its role is to advise the Principal on the overall planning and management of the Centre. Day to day management is the responsibility of the Sports Centre Manager and his staff.

Safeguarding Children in Education

All those who come into contact with children and their families in their everyday work, including people who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children. In common with all schools Claverham Community College is committed to promoting the health, safety and welfare of all students. A consequence of this is that if a member of staff sees signs that suggest a child may have been a victim of abuse (or is at risk of abuse) then that member of staff will follow the procedures laid down within the latest government guidance, 'Keeping Children Safe in Education', and ensure that the member of the Leadership Team with responsibility for Safeguarding (our Designated Safeguarding Lead) is alerted and the necessary referrals made.

To ensure that all actions taken are in line with the guidance laid down by the Department for Education a College policy has been developed, copies of which are available on the College website.

Complaints Procedure

Claverham Community College recognises that all parents want their children to do well and be happy. We recognise that you as a parent or guardian play an important part in making this happen. Therefore, we aim to provide as many opportunities to keep you informed and involved in your child's progress as we possibly can.

Regular reports, parents' evenings, newsletters and correspondence all help the process. Questions and concerns are usually dealt with quickly and helpfully. However, we recognise there are times when things go wrong, when concerns continue and differences of opinion develop. These can usually be resolved by speaking to the right person.

Most concerns can be settled without too much trouble, but whatever the issue, even

where you are seriously concerned about your child's future at the school, it is always important to try to find an answer.

A full copy of the Complaints Procedure is available on the College website.

Governors' Policy with Regard to Charging for School Trips

In the context of the regulations set out in the 1988 Education Reform Act and subsequent legislation, the College offers a range of appropriate off site activities (including visits to theatres, museums, etc.) and will continue to provide consumable materials for use in those parts of the curriculum where these are required.

In all such cases, the College will ask parents to make voluntary contributions to help defray costs, but no student will be barred from a curriculum based activity because a parent is either unwilling or unable to pay.

However, where insufficient funds are available, the College reserves the right not to provide a particular activity.

Governors' Policy on Equality

At Claverham Community College we are committed to ensuring equality of education and opportunity for disabled students, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Claverham Community College we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Claverham Community College welcomes its responsibilities to promote disability equality according to the Disability Equality Duty, and views this extension of its duties alongside Parts 2, 3, 4 of the Disability Discrimination Act as a further positive step towards achieving equality for disabled students and staff across all areas of school life.

We see this commitment as a key component of our planning for achieving high quality outcomes for all our students and view the links with other equalities policies and practices as positive and informing. The College's current Access Plan will be cross-referenced to the Disability Equality Scheme to ensure that both plans are mutually supportive.

This Disability Equality Scheme contains an Action Plan that sets out the steps the school is planning to take over the next year to meet the General Duty. The scheme is informed by the representative groups of students, staff, parents and external disabled agencies. The Scheme, including the Action Plan, will be reviewed annually and a

report on progress will be made to the Governing Body. An annual report will also be published for staff and to the School Council.

A full copy of the Disability and Equality policy is available from the College website.

The Governors and the Local Authority are committed to:

- addressing issues of racism and discrimination;
- ensuring action to support the victims of racism and discrimination;
- ensuring that existing school policies address racist behaviour and other discriminatory practices;
- recording and reporting racist incidents.

The definition of a 'racist incident' will be that of the MacPherson Report, i.e.

Any incident which is perceived to be racist by the victim or any other person.

The Governors of Claverham Community College undertake that:

- different racial and cultural groups should feature in materials and resources used in all areas of the curriculum;
- staff need to be aware of the way in which they present alternative cultures in order that they demonstrate the richness of other faiths, cultures and traditions;
- students must be given the opportunity to develop their insight into the multi-cultural society in which they live;
- departments will have responsibility for ensuring compliance and will address issues in their annual Departmental Improvement Plan.

When considering resources staff must:

- ensure the material purchased contains positive treatment of racial or religious minorities;
- ensure that materials already in use are checked for racially or culturally biased presentations and either withdraw them or use them only as examples of bias and stereotyping;
- ensure balance is given when considering issues such as third world poverty.

In order to support work undertaken in the curriculum pastoral staff should:

- use PSHE lesson time in order to explore some of the issues raised by living in a multicultural society;
- support positively members of ethnic or religious minorities at the school;
- ensure that all children have the confidence to approach a member of staff should they need help or advice.

Governors and staff will ensure:

- all students derive maximum benefit from school policies that are fairly and equitably applied;
- underachievement of all students is targeted and strategies put in place to monitor and enhance performance;
- monitoring data is used to investigate differences in achievement and this will include the use of ethnic monitoring data where appropriate;
- students are involved in the monitoring and targeting of their own performance.

Behaviour and Anti-bullying policies:

- Amendments to these policies will ensure reference and guidance concerning the promotion of anti-racist practices and behaviour.

The College will fulfil its statutory obligation to keep a formal record of all racist incidents and to report any racist incident to the Local Authority using the appropriate pro-forma as soon as such an incident occurs:

- the school recognises that it is possible for a racist incident (e.g. the use of racist language) to occur in a school where there are only a few students of ethnic minority background;
- the school will take every possible step to support the victims of racial harassment or other types of discrimination;
- all racist or discriminatory incidents will be regarded as a serious matter. Sanctions for students will be set out in the school's Behaviour Policy and include the possibility of student exclusion. Any example of racism or discrimination perpetrated by a member of staff will be investigated by the Governing Body;
- the school will take all possible steps to establish a climate in which all members of the school community have the confidence to report racist and discriminatory incidents and will ensure that all staff receive training in defining and responding to racist and discriminatory incidents.

Monitoring:

- Quantitative and qualitative data relating to the implementation of the policy will be collected and adjustments will be made to the policy if and when appropriate.

Further, in complying with the Race Relations and Equalities Act, Governors undertake:

- to promote through education equality of opportunity and good relations between persons of different cultural and ethnic backgrounds;
- to try to overcome prejudice and seek to eliminate those procedures which unfairly discriminate against ethnic minorities;

- to strive through the curriculum to enable students to value and appreciate the contribution of different cultural groups to human civilisation as a whole;
- to develop understanding and respect for alternative cultures;
- to ensure that positive steps are taken by teachers to deal with racially motivated incidents.

A full copy of the Equality Policy is available on the College website.

Statement About the Governors' Policy on Sex and Relationship Education

It is the view of the College that students have an entitlement to an education which helps them acquire the information needed to make informed decisions about their relationships, sexual behaviour and the consequences of such behaviour. They need to gain an appreciation of the risks involved so as to leave them capable of maintaining healthy personal relationships.

The College cannot avoid tackling sensitive issues including homosexuality and bisexuality, contraception, abortion, sexually transmitted diseases and HIV/AIDS. We believe that we should deliver our legal responsibilities within a framework of moral considerations and the value of family life.

The overall aims of Sex Education at Claverham are:

- to ensure that all students receive adequate factual information regarding their own and others sexual development;
- to deliver a sequential programme appropriate to each age group;
- to treat sexuality from both cognitive and affective viewpoints;
- to enable all students to develop a positive self-image and positive attitudes towards sexuality;
- to encourage the students to have respect for themselves and for others and to act with moral dignity;
- to educate students in the responsible management of their relationships and help them overcome any prejudices and misunderstandings that they may have about sexuality.

The Place of Sex and Relationship Education in the Curriculum

All members of teaching staff are involved in the overall delivery of the Sex and Relationship Education programme in that all have responsibility for helping to deliver inter-personal relationships. However, some departments and all House Tutors will have specific responsibilities for Sex Education. Science, Religious Studies and

Physical Education syllabi contain elements of Sex Education which will be delivered as part of the subject. House Tutors with their particular responsibility for Personal and Social Education will deliver large parts of the programme. Care is taken to ensure that there is continuity and progression and that the subject content is well matched to the age and ability of the student.

The PSHE Programme will contain agreed topics which will be delivered using a range of teaching and learning styles. The use of role-play, drama, video and team-teaching will allow a presentation which is open, frank and appropriate. Visiting speakers, for example the School Nurse or Youth Social Worker, will allow staff to vary the way in which material is presented to their classes.

We feel that the whole area of Sex and Relationship Education is best handled within a context of developing relationships, health education and family life.

Parents are welcome to discuss the programme with the Principal or Head of PSHE and have the right to withdraw their child from it. Parents who wish to exercise this right should contact the Principal in the first instance. Our approach is such that no parents or carers have felt it necessary to withdraw their children to date.

Governor's Policy on Worldview Studies

All students at Claverham receive Worldviews Studies as part of their curriculum. The programme has been carefully tailored to follow the 2017 East Sussex locally-agreed syllabus for Religious Education. Through incorporating Philosophy, Ethics, Religions, non-religious views and current events, we aim to develop rigorous academic and personal skills in our students.

In Year seven we take a thematic approach to studying the six major world religions, in addition to non-religious worldviews. We start off by exploring ideas of identity, belief and arguments for and against God.

As part of the year eight curriculum we study Philosophy and Ethics, including moral arguments, units on Asian Philosophy, Human Rights and Animal Rights.

In Year nine we again take a thematic approach, combining Religion, Ethics and current events to explore topics including Religion in the Media, Crime and Punishment, Peace and Conflict and Global Issues.

In Years ten and eleven, students opting for the Edexcel GCSE Religious Studies course will study theological issues through the religions of Christianity and Islam, in addition to philosophical and ethical issues, such as arguments for and against life after death and a unit entitled Relationships and Families.

Those who continue to follow the Worldview Studies programme in Year ten will explore themes of medical ethics, religion and science, religion and ethics in film and the law and social justice.

In Year eleven religious themes are debated through the PSHE curriculum.

Under Section 23 of Education Reform Act 1988, the College must provide a programme of assemblies, largely of a Christian nature, as well as a structured compulsory Religious Education curriculum.

Parents are welcome to discuss provisions under the Act with the Principal and have the right to withdraw their child from the programme. Parents who wish to exercise this right should discuss arrangements with the Principal. The act only allows for students to be withdrawn on a religious basis and requires parents/carers to provide alternative work of a religious nature.