



MOUNT ST MARY'S

PARENT & FAMILY HANDBOOK

2018-19 Academic Year

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INTRODUCING THE HANDBOOK

This is the Parent and Family Handbook for Mount St Mary's College for the Academic Year 2018/19. This publication is to ensure that everyone has access to all the information they need about our school and the life and the opportunities that are shared by the students here. In addition to information about the Academic and Pastoral Structures of the College, this handbook is designed to provide you with access to clear information about important procedures and policies including the College's Safeguarding Policy, the Complaints Policy and all other school policies. The handbook gives you access to the information you need about the structure of the school day and other regulations and rules that help us to keep everyone safe, challenged and happy whilst with us.

INTRODUCING THE MOUNT

The Mount Trust as we know it today was set up in 2006 to manage Mount St Mary's College and its Preparatory School, Barlborough Hall, as a co-educational inclusive day and boarding school in the Jesuit tradition, providing children and their families with access to a quality education from the ages of 3 to 18 years. The story of our school dates back to 1620 when the Jesuits first became active in this part of the UK. In 1842 the Jesuit Provincial established Mount St Mary's College in Spinkhill. Our Preparatory School at Barlborough Hall first opened in 1939.

We are an independent school affiliated to HMC and IAPS. Our ongoing mission is to provide families and children with access to a Jesuit education of the very highest standard. As Jesuit schools there are many ways in which our schools resemble other schools of quality. Our class sizes are small and our standards are high in terms of discipline and conduct. At the Mount we strive for the very highest standards in everything from Academics to Sport, Music and the Arts. A genuine family atmosphere dominates throughout the school. We provide a home away from home with genuine care and individual attention. We accept students as day pupils from ages 3 to 11. From 11 to 18 years there is the opportunity to board at school either on a full time, weekly or flexible basis. What sets us apart from other schools of quality are the strengths we draw from the Ignatian tradition and the rich heritage of Jesuit education in the UK and worldwide. Barlborough Hall and Mount St Mary's are child-centred but also family-centred. We work in partnership with parents and families.

We pursue academic excellence and want all of our students to enjoy their learning. We have high expectations of our students but our first commitment is to their care. To use the Jesuit terminology we seek the *Magis* (excellence) in all things and deliver *Cura Personalis*, personal attention and care to each individual. We are inclusive and we welcome families of all faiths and none who share the vision and values that inspire our approach to education as set out in the mission statement below.

MISSION STATEMENT

At Mount St Mary's College and Barlborough Hall School a common spirit underpins teaching and learning, the broad curriculum and the entirety of school life. Our mission which is inspired by the Jesuit vision of the person and the Ignatian characteristics of education is to produce well rounded, well-educated and mature men and women of conscience, compassion and competence who are committed to follow the example of Christ and live as "Men and Women for Others".

Therefore we commit ourselves in all areas of school life to realising the following:

1. ***Cura Personalis***. The care of each individual.
We insist on respect for the dignity and potential of everyone because we all are God's creation. We all are persons of value whatever our different talents or role in the school may be. We value everyone. We are ambitious for every student. We seek out their talents and we develop them.
2. ***The Magis***. The pursuit of excellence.
This is a core concept in Jesuit education. We expect the best from everyone and we aim for the highest standards in all things. We set ambitious targets for our students and carefully monitor their academic performance. We seek excellence in Music, in Sport and in each and every hobby, pastime, project and activity that our students engage in both inside and outside the classroom.
3. ***Maturity***. The growth of our students in freedom and responsibility.
From the time the students first join us even at age 3 we focus our attention on their growth and on their journey towards greater freedom and responsibility. At Barlborough and at Mount St Marys we challenge our students to grow through a broad academic curriculum with wide subject choices and a diverse programme of extra-curricular activities, numerous sports and hobbies.
4. ***Holistic Education***. The development of the whole person.
We challenge our students to help them grow holistically. To develop the whole person we devote time to the spiritual, intellectual, emotional, artistic, and physical dimensions of the person. We recognise that each one is unique in the eyes of God.
5. ***Sharing Joy in Community***. Jesuit schools are places that celebrate successes and achievement. Because we keep our class sizes small we can reach out to each student individually. We want our students to love coming to school. Both the boarders and the day students are surrounded by a supportive community. We come together regularly to celebrate as a community.
6. ***The Spirit of Gratitude***.
We want to develop an appreciation for life and a gratitude for the many gifts and talents given to us. When we meet at assemblies and liturgies we give thanks for all that is good in our school life and we honour everything that is being accomplished by our students.

The **Admissions Policies and Procedures** for both schools are available on the school website. A hard copy is available on request from the school offices. If you wish to contact the admissions office please either email admissions@msmcollege.com or call on 01246 433 388.

KEEPING CHILDREN SAFE AT SCHOOL
Safeguarding at Mount St Mary's College

As a Jesuit school our first concern is for the safety and wellbeing of our students and everyone in our care. **A full copy of the College's Safeguarding Policy is available on the school website. A hard copy is available on request.** We recommend that all parents read this policy each year as it is updated.

We review and update our safeguarding procedures and policies annually and use the most up-to-date statutory guidance including *Keeping Children Safe in Education, Working Together to Safeguard Children*, and the *General Data Protection Regulations* in our policy documents and practice.

We know sadly that child abuse can happen within or outside the school environment. All staff are trained to raise their awareness in order to protect the students with whom they work. The College will fulfil its common law duty of care towards children in all instances of reported abuse. All allegations of abuse will be referred to outside agencies. We will work with outside agencies to support students including Derbyshire Safeguarding Children Board, Derbyshire County Council, Derbyshire CAYA and Derbyshire Police.

Mr Jack Murphy, Deputy Head Pastoral, is the **Designated Senior Leader for Safeguarding** for Mount St. Mary's College. When he is away from school the **Deputy SL (Safeguarding Lead)** will take on the responsibility. The Deputy SL is **Mr Chris McAllister**. In the absence of both these members of staff **Mrs Karen Keeton**, Head Teacher of Barlborough Hall School will act as SL. The named governor for safeguarding issues is **Mrs Marian Bolton**. She can be contacted through the school office or by email to marianbolton@btinternet.com

Mr J Murphy: jmurphy@msmcollege.com

Mr C McAllister: cmcallister@msmcollege.com

Independent Listener

As part of our pastoral system, the College has an independent listener who is available for the students to contact. This is a member of the public situated close to the College but not connected with it. As with all College staff, independent listeners are subject to DBS clearance. The numbers on which the independent listener can be contacted are displayed around the College as is the number of Childline. Should any student have a concern they feel cannot be addressed through College channels they are able to contact the independent listener. Contact details are as follows:

Mrs Mary Emmott:

07879 414266

Mr Chris Emmott:

07841 207085

Children's Commissioner, Anne Longfield, OBE

0800 528 0731

MOUNT 175 MOUNT 400

This is an exciting time to be living, working or studying at the Mount. We have enjoyed four consecutive years of growth during the delivery of **Mount 175**, the whole-school strategic action plan for Mount St Mary's College and Barlborough Hall for 2015-2018. In the last four years the school's academic performance improved significantly with better grades achieved by students at all levels from SATS at Barlborough Hall to GCSE and A Levels. Student numbers rose rapidly with increased numbers of girls and boys participating in all areas of school life notably in Music, Drama and Sports. Mount 175 also saw the appointment of a new team of Governors working on revitalised Committees. We have enjoyed increased engagement and support from Mount Parents' Association and the Barlborough Hall Parents' Association. In the final phase of the plan we also made significant steps in the ongoing expansion of the games provision and will initiate a revised and restructured Student Council in 2018. As the student numbers rose the financial performance improved commensurably. All of this means we can now turn our attention to more ambitious plans for the future.

Key to the growth and the successes of **Mount 175** was a genuine spirit of partnership with all stakeholders, students, staff, parents past pupils, and our determination at all levels of the organisation to work as a team. Perhaps most significantly we succeeded in integrating and aligning the aims and objectives for Mount St Mary's College and our Preparatory School, Barlborough Hall. It is in this spirit of partnership that we embark on Mount 400. This year, 2018-2019 we will launch the next planning phase, Mount 400. Whereas the core purpose and the main themes of **Mount 175** were around growing the pupil numbers by raising standards and improving practice in all areas of school life the key issues for Mount 400 are about physical infrastructure, and the development of our land and facilities. **Mount 175** succeeded and enabled us to have a fantastic year-long celebration of 175th anniversary of the opening of the College. Mount 400 is even more ambitious and will involve significant investment in school buildings and facilities.

The aims of Mount 400 will be realised in the two years from 2018 to 2020 and is so named to mark the 400th anniversary of the arrival of the Jesuits to this corner of North East Derbyshire. The history books tell us that Jesuit priests and teachers first arrived here in 1620. We will be working closely with parents from the end of 2018 and into 2019 to discuss the proposals we have and the investments we will be making. You can play a key role in Mount 400.

We want to hear from you as parents and partners. As you read this Parent Handbook please remember that we welcome your input and comment on any and every policy document, every bit of communication and piece of information we share with you about your school. Watch out for news of the upcoming Parent Forums which provide a great opportunity for us to formally consult with you and listen to your ideas about how we can all work together in the best interests of the students and the school.

MOUNT ST MARY'S STAFF DIRECTORY 2018-2019

As at 3.9.18

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| | | |
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| | | |

- ASL: Denotes, Academic Subject Leader
- HOL: Denotes Head of Line (Head of Year)

MOUNT TERMINOLOGY

There are a number of terms or words that are used at the College that reflect the history and heritage we cherish. The following is a very brief guide to some of the most common names and phrases you may come across:

Our Year Groups

| | | |
|----------------|-----------------|-------------------------|
| Upper Elements | 11-12 year olds | (Year 7) |
| Figures | 12-13 year olds | (Year 8) |
| Rudiments | 13-14 year olds | (Year 9) |
| Grammar | 14-15 year olds | (Year 10) |
| Syntax | 15-16 year olds | (Year 11) |
| Poetry | 16-17 year olds | (Year 12 – Lower Sixth) |
| Rhetoric | 17-18 year olds | (Year 13 – Upper Sixth) |

Academy

Our annual prize giving celebrations which all parents are warmly invited to attend.

Old Mountaineer

Anyone who has been a student or a member of staff at Mount St Mary's College or Barlborough Hall School.

THE STRUCTURE OF THE COLLEGE

The College is divided into three sections, the Lower School, the Middle School and Higher Line. The year groups at Mount St Mary's are known as lines.

| | | |
|---------------------------|----------------|---------|
| Lower School | Upper Elements | Year 7 |
| | Figures | Year 8 |
| | Rudiments | Year 9 |
| Middle School | Grammar | Year 10 |
| | Syntax | Year 11 |
| Higher Line (6th Form) | Poetry | Year 12 |
| | Rhetoric | Year 13 |

These names have their origin in the earliest days of Jesuit education in the sixteenth century when the Jesuit founder, Ignatius of Loyola, adopted a system of education common in the universities of Europe at the time. These names may seem old fashioned to us today, but they do serve to remind us of the long-standing Jesuit tradition of education of which we are proud to be a part.

On entry to the school students are allocated a 'house' to which they will belong for their time with us. From September 2015 these houses have been named Campion, Loyola, and Xavier to provide

continuity with the houses at Barlborough. In 2018 students at Mount St Mary's College followed the practice of those at Barlborough Hall and were allocated to classes which were de-coupled from the houses. That means that in every form group you will find students from each of the three houses.

PARENTS AT THE MOUNT

We are a listening school and we welcome the contribution that parents especially can make to the development and growth of the College. All parents are welcome to the many liturgical, social, sporting, musical and cultural events that we host. For more details please consult the term calendar which has been sent to you and is also available on the website.

Perhaps you would like to play a more active role in the life of the school. Why not consider the following?

Mount Parents' Association

Meeting once every half term, the Mount Parents' Association support the College through a range of parent led activities including reviewing new parent facing policies, organising social functions and activities, along with supporting the aims of the College.

Please see School Website and HM Noticeboard for dates

Contact: Martyn Smith
(Parent Chair)

Mount Community Choir

A group of past pupils, parents and friends of the Mount who gather each Tuesday in term time in the Recital room

Contact: Jonathan Mugridge
(Choirmaster)

Chaplaincy

We offer a wide range of chaplaincy activities including Liturgical events, Pilgrimages, Charitable and outreach work, including the Tuesday Club. Parents and families are warmly invited to join the chaplaincy team, the resident staff and the boarders for Mass every Sunday at 9.30am. If you'd like to become involved in any of the various chaplaincy activities please contact jmurphy@msmcollege.com or mneal@barlboroughhallschool.co.uk

ACADEMIC TERM DATES 2018/19**Autumn Term 2018**

| | |
|--|---|
| Friday 31 st August 2018 | Staff INSET |
| Monday 3 rd September 2018 | Staff INSET & Boarders' Arrival |
| Tuesday 4 th September 2018 | Staff INSET & Upper Elements' & Boarders' Induction Day |
| Wednesday 5 th September 2018 | Term Begins |
| Friday 19 th October 2018 | End of half term |
| Monday 5 th November 2018 | Term resumes |
| Friday 14 th December 2018 | End of Term |

Spring Term 2019

| | |
|---------------------------------------|---------------------------------|
| Monday 7 th January 2019 | Staff INSET & Boarders' Arrival |
| Tuesday 8 th January 2019 | Term begins |
| Friday 15 th February 2019 | End of half term |
| Monday 25 th February 2019 | Term resumes |
| Friday 5 th April 2019 | End of term |

Summer Term 2019

| | |
|---------------------------------------|---------------------------------|
| Tuesday 23 rd April 2019 | Staff INSET & Boarders' Arrival |
| Wednesday 24 th April 2019 | Term begins |
| Saturday 25 th May 2019 | End of half term |
| Monday 3 rd June 2019 | Term resumes |
| Thursday 4 th July 2019 | End of term |

We ask parents to ensure that family holidays are booked outside term time. Permission for absence within term time can be granted in exceptional circumstances but must be sought from the Headmaster. The academic term dates are published to parents in advance in order to facilitate travel arrangements for pupils who live overseas. Convenient air flights on the day prior to the end of term are not considered a reason for asking to leave school early. In such cases, students should depart on the day set and stay with their guardian until the next convenient flight. This also applied to return flights. Vacations should be arranged outside term time.

THE COLLEGE DAY

Monday to Friday

| | |
|------------|---|
| 8:35 a.m. | Tutor Group / Assembly |
| 9:00 | Period 1 |
| 9:35 | Period 2 |
| 10:10 | Morning Break |
| 10:40 | Period 3 |
| 11:15 | Period 4 |
| 11:50 | Period 5 |
| 12:25 p.m. | Period 6 |
| 1:00 | Lunchtime; |
| 2:00 | Period 7 |
| 2:35 | Period 8 |
| 3:10 | Afternoon Break |
| 3:20 | Period 9 |
| 3:55 | Period 10 |
| 4:30 | Break and Activities Registration |
| 4:40 | Activities, including supervised Homework Club. |
| 5:40 | End of school day, buses depart 5:45 pm |

Details of the weekend routine for Boarders can be found in the Boarding Handbook.

ACTIVITIES

The Activities programme runs on weekdays from 4.40pm for an hour and on Saturday mornings from 9.00am to 12.00 noon (2 sessions).

All boarding students in Upper Elements, Figures, Rudiments, Grammar and Syntax are required to do three activities each week. Sixth Former boarders are encouraged to take at least two activities. In Syntax, Poetry and Rhetoric, students may reduce their commitments in the summer term to allow for extra revision.

The aim of the activities programme is to provide all our students with the opportunity to participate in a wide range of extra-curricular activities and so develop interests of a sporting, cultural or practical kind. Timetabled classes finish at 4.30pm each day. At that time all students should have signed up for activities that are on offer as part of our extra-curricular programme. We expect all students to participate fully in the activities programme. Parents of day students may decide that they do not wish their son or daughter to participate in the activities programme.

It is important to remember that Supervised Study, Extra Classes in various subjects (e.g. Maths Clinics) and Team Training are included and available within the activities programme. That means that even if students and their parents do not wish to take on something new or participate in team sports after school they should be in supervised study each day till 5.40pm. We respectfully remind parents that if your son / daughter is unable to attend the activities they have chosen or if they may be leaving the College with your permission at 4.30pm for whatever reason any day it is important that you email the relevant member of staff in good time. An email or phone call early in the day to the Head of Line, Form Tutor or the teacher in charge of the activity will suffice.

It is very important that, if they are registered to an activity, students attend at the appropriate time. Please note Activities run from 4.40pm to 5.40pm. Students may only remain on site if they are in an activity and may not leave during activities. We ask that all students move quickly from activities to ensure that the buses leave on time.

Any student not attending the activity for which they are registered, including Supervised Study and Games may receive an in school detention on the following day.

Study Periods

Students in Upper Elements to Syntax who have study periods will be supervised by a member of staff. Sixth Form students who have a study period are expected to study at the College, in a designated study area, and may not leave the school except with the prior permission of the Head of Higher Line

Homework Club

If day students in Upper Elements to Syntax are not involved in an activity then they are expected to report to Homework Club where they are supervised by a member of staff for an hour of silent study. Sixth form students who remain for private study must register with the Head of Higher Line.

The Library

The Library is a place of work. It is important to keep a quiet and studious atmosphere so there should be no talking and no behaviour liable to distract or disturb others. Food and drink are not permitted and students may not listen to music. ICT facilities are provided for study. Emailing and general internet use is only permitted at the times displayed in the Library. Day students are not permitted to use College ICT facilities for personal websites or unauthorised emailing.

Saturday School Activities

Saturday mornings are used for **optional activities** such as art, music and drama. Saturday also provides students with a chance to study for 'off timetable' subjects. There are two activity sessions on Saturday mornings: 9.00am - 10.15 am and 10.45am - 12.00 noon. Students should register with their teacher for their activities before the start of each session. All boarders are expected to take part in two activities

each week. If day students decide to join the Saturday activity programme, they will be expected to commit to attending each week for at least a term.

Day students who arrive to school on a Saturday but are not signed up for a particular activity must report to the Activities Coordinator who will advise them as to the options available.

Although the Saturday morning programme is optional for day students, **those who are chosen to represent the school in sports teams are required to attend at the times published by the member of staff in charge of the match or training session.**

EXTRA CURRICULAR ACTIVITIES

Students must register for activities every day. Each term students opt for a set of activities and parents are asked to confirm the time their child is travelling home each evening. If students are unable to attend activities, they must let the teacher or the activities co-ordinator know in advance. If students are repeatedly absent without notification, they may be barred from the activities programme. Day students are not permitted to be in College during activities time in the week or on Saturday mornings, unless they are taking part in an official supervised activity including homework club and are registered with a member of staff. Students who do not usually attend school on Saturday morning but need to be in school for a fixture or trip, must register at 9.00am to the Library with work.

School Trips

A number of trips and outings are arranged each year both as part of the curriculum and as opportunities to become involved in a wider range of activities and cultural events. These have included theatre visits, a skiing holiday and visits to historic sites. Parents will be contacted in advance about such outings and any charges that will be made. For those who are in arrears with the College bill, participation in such trips and outings may not be possible.

Sunday Trips

On Sundays the Boarders can enjoy a full programme of excursions and outings. **These trips are also available to our day students at a small cost.** The full schedule of trips and a price list is published at the start of each term. If you would like your son or daughter to accompany the boarders on any of the trips please contact either of the boarding houseparent's, Ms Brunt or Mr Barlow.

BOUNDARIES AND GOOD BEHAVIOUR

At Mount St Mary's we simplify all of our school rules down to three golden rules which are printed in the school journal and are prominently displayed throughout the school.

1. We conduct ourselves with **respect and tolerance** of others: showing respect for ourselves, respect for others and respect for our environment.
2. We hold dear the Ignatian principles of **compassion** and **care**: we always seek to understand the difficulties others may be facing. We are sensitive to the needs of others and we try to help in any way we can.
3. We strive for the **Magis**: in all things, at all times, we have high standards in all that we do and we push ourselves to be the very best we can be.

If we follow these rules then all other regulations, dos and don'ts flow naturally. These College rules, printed in the student planner, clarify how boys and girls should behave in each other's company whenever they are on the school grounds, travelling on school business, on a school trip or to and from the school each day

The school grounds are defined as the area within the perimeter hedges of the sports fields. The sports fields are out of bounds during the school day except during Games and other supervised activities. Boarders have access to the grounds including the sports fields from 5.40pm until the end of supper. However, in the winter months (September to March) these grounds are out of bounds once it is dark and the light-sensitive lights are on. Students should not be outside in the dark unless they are between buildings or have specific permission.

No student either day or boarding may leave the school without permission from the Head of Line before 4.30pm. Boarders must always seek permission from House Parents before going out of school. Immediately before departure all students must sign out at the Headmaster's reception and if coming back should sign back in. After office hours, boarders must sign out via their House Parents.

Sixth Form students are expected to be present at the College throughout the school day. They are not permitted to leave before 4.30pm without the permission of the Head of Sixth Form.

Day students who normally depart at 5.45pm must give a letter to the member of staff in charge of their activity or homework club if they wish to be picked up earlier. Students who have not been collected by 6.00pm should report, in supper, to the House Parent on duty in the boarding house in which they would be resident were they to be a boarder.

Please remember that the Chapel entrance and all car parks are out of bounds after 4.30pm. The area around the Shrine and Chapel Entrance are places of reverence and are special to all of us. They are not play areas or bag stores. Please respect that.

LISTENING TO THE STUDENT VOICE

School Council

Students have the opportunity to raise concerns and issues of importance to the members of the School Council. The Council is made up of representatives from each form. The House Councils are chaired by 6th form students who then report to the Head Boy and Girl. The Head Boy and Girl also meet with both the Captains' Committee and the Headmaster each week.

Each term the Senior Leadership Team meets the councils to discuss their suggestions and concerns. The **Boarding House Council** is formed by representatives from each of the year groups in the boarding houses. The house council will sit on a regular basis during term time. The house council will be chaired by the Heads of House. The house council will meet with the Head of Boarding to provide feedback and to put forward ideas.

Food Committees

One representative from each tutor group and boarding house is on the food committee, which meets once a term with the Facilities Manager and Catering Manager to discuss any issues concerned with the provision of meals. The boarding community also has a committee which meets twice a term to discuss boarders' meals.

Moving Mountains - Charities Committee

Meetings of students, chaired by a Captain, discuss ways of fundraising for a variety of charities. Particular support is given to charitable organisations supported by the College including St Wilfrid's Centre Sheffield, the Jesuit Missions and the Jesuit Refugee Service.

SPECIAL EDUCATIONAL NEEDS

Mount St Mary's Learning Development Department works with students where specific help and monitoring is needed. The College seeks to identify difficulties at an early stage through diagnostic assessment. Where children have been identified in need of further support, the College looks to set in place a Learning Profile with specific targets that aim to provide the necessary support each student requires, delivered in partnership between the classroom teacher, Teaching Assistants and the Special Educational Needs Coordinator.

The school has in place more detailed policies on Learning Support, EAL, Gifted and Talented students and disability which are available on request. For an initial conversation about Special Educational Needs provisions please speak with Mrs Mary Forbes-Jones, Head of Learning Development.

BOARDING AT MOUNT ST MARY'S COLLEGE

Mount St Mary's College Statement of Boarding Principles and Practice

Boarding at Mount St Mary's College is characterised by the Jesuit principles of companionship and reflection and at the heart of the community lie the values and ideals illustrated in the Jesuit Pupil Profile. Boarders (and day students alike) are encouraged to develop the qualities necessary for them to become mature, caring and responsible adults. Through life in our boarding community, our aim is that students develop the ability to see God in all things, the desire to care for those less fortunate and the understanding that all people should be treated equally.

Boarding at Mount St Mary's provides an outstanding quality of pastoral care, where the students undertake formal classroom-based learning within horizontal 'Lines' but live in a family environment which is structured in vertical houses. This allows for students to share pastoral and academic challenges with students of the same age but also allows them to appreciate the experience and care of our older students, as well as encouraging them to aspire to leadership within the boarding community as House Seniors. As a group, students learn to respect one another's differences, face challenges together and delight in one another's success. As individuals they give their very best in all that they do, *to the greater glory of God* (AMDG). They receive the support to grow in personal and academic confidence, to step beyond their comfort zone without fear and to contribute to the community, both within and beyond Mount St Mary's College itself with openness, generosity of spirit and enthusiasm.

Boarding at Mount St Mary's develops a firm sense of community amongst all students and helps to develop friendships that will be sustained and sustaining in life beyond the College. Students learn to treat each other and all members of the community with kindness, sensitivity and respect and appreciate that the opportunity to live and work alongside people from varied backgrounds and countries is a genuine privilege. Students work with teachers, other members of the adult community and each other in a way that is caring, supportive and prayerful, with the Ignatian ideal of *Men and Women for Others* at its heart.

Life in the Boarding Houses is led by the House Parents. They work closely with a dedicated team of resident staff whose responsibility it is to make sure that students settle into our community, make friends, find happiness and personal and academic fulfilment at Mount St Mary's; as Boarding staff our aim is to create and maintain a relaxed, warm, homely and positive atmosphere. Non-resident teaching staff also play a part in the Boarding community, participating in the hugely varied Activities Programme which is offered after school each day and on Saturday mornings, as well as Boarders' Outings most weekends. These provide opportunities for recreation, broadening of cultural horizons and personal growth. Although life is busy as a Boarder at Mount St Mary's there are always opportunities for quiet reflection, either in one of our Chapels, guided by a member of staff, or more independently in our beautiful grounds. We foster partnership with parents, based upon our ethos, which enhances the well-

being and prospects of our students, encouraging parents to attend at key whole school events as well as Boarding family mass.

All boarders at Mount St Mary's College are accommodated in rooms for up to four people sharing. In the Sixth Form, students will be in either double or single rooms. The priority for single rooms is given to Rhetoric students. Each of the boarding areas has a common room facility, with a kitchen area, for the use of the boarders. In each of the boarding areas the Boarding House Parents create an extended family atmosphere in which the students can feel that they are 'at home' whilst accepting that they live in a boarding community. There is a programme of weekend activities with excursions to places of interest. Relationships between students and their house parent are very good and based on trust, although clear guidelines are given in terms of standards of acceptable behaviour either in school or on exeat. There are no set exeat weekends but from time to time students may be given permission to go away for the weekend subject to parental or guardian consent. Casual boarding for day students can be arranged, subject to space being available. Parents/Guardians who wish to use this facility must contact the House Parents. Contact details for House Parents and further information on boarding can be found in this handbook, on the school website and in The Boarding Handbook.

The following statement is included in a section in the **BOARDING HANDBOOK** entitled **Boarders' relationships**:

No school can claim that bullying is never an issue. Wherever and whenever young people and teenagers live and work together in close communities, pressures exist and do occasionally materialise in negative ways. However, we are confident that at Mount St Mary's when such situations arise, they can be effectively dealt with and ultimately overcome. This is underpinned by our strong Christian ethos, the expertise and experience of trained and qualified boarding staff and their spouses, and by carefully written policies which are sensitively but firmly applied. The College has an anti-bullying policy written and applied to safeguard all our students. This policy, is made available in printed form to all boarders. This policy outlines the zero tolerance which the College exercises regarding verbal, physical, emotional or any other form of bullying. Copies are available on the school website or on request from the House Parents.

Flexi-Boarding Options

Subject to there being suitable space available in the relevant boarding house, we welcome day students to stay as a boarder on a flexi-boarding basis. This means that they will stay for one or two nights per week, either on a regular or a casual basis. The same rules and expectations apply to these students as to those who are full time boarders. For more information on how to book a place and for information on fees, please contact the Head of Boys' or Girls' Boarding, or see the Boarding section on the School Website.

COLLEGE DIVISIONS & PASTORAL STRUCTURE

The College is divided into year groups, each year group being known as a line.

| | | |
|----------------|---------|--------------------------------------|
| Upper Elements | Year 7 | Head of Line: Mrs Cuddihy |
| Figures | Year 8 | Head of Line: Mrs Cuddihy |
| Rudiments | Year 9 | Head of Line: Mrs Middleton |
| Grammar | Year 10 | Head of Line: Mr Campbell |
| Syntax | Year 11 | Head of Line: Mrs Clothier |
| Poetry* | Year 12 | Head of Higher Line: Dr Dewar-Watson |
| Rhetoric* | Year 13 | Head of Higher Line: Dr Dewar-Watson |

*Poetry & Rhetoric are referred to as Higher Line

| Year | Form | Tutor | Email |
|-----------------------------|-------|-------------------------|--|
| Upper Elements | 7CAM | Mrs Cuddihy – GCU | gcuddihy@msmcollege.com |
| | 7XAV | Mrs Carey – RCU | racarey@msmcollege.com |
| | 7LOY | Mrs O’Neill – SON | soneill@msmcollege.com |
| Figures | 8CAM | Mr Woodhead – BWO | bwoodhead@msmcollege.com |
| | 8XAV | Mrs Carberry –ACA | acarberry@msmcollege.com |
| | 8LOY | Mr Carey – RCA | rcarey@msmcollege.com |
| Rudiments | 9CAM | Mr Steed – SJS | ssteed@msmcollege.com |
| | 9XAV | Mr Gent – AGE | agent@msmcollege.com |
| | 9LOY | Mrs Mitchell – JMI | jmitchell@msmcollege.com |
| Grammar | 10CAM | Mrs Woodhouse – PWO | pwoodhouse@msmcollege.com |
| | 10XAV | Mr Orme – SOR | sorme@msmcollege.com |
| | 10LOY | Mr Criton- PCR | pcriton@msmcollege.com |
| Syntax Mr R Carey | 11CAM | Miss Craggs –PCR | rcraggs@msmcollege.com |
| | 11XAV | Mr Wilson – MWI | mwilson@msmcollege.com |
| | 11LOY | Mrs Oates – LOA | loates@msmcollege.com |
| Poetry | 12CAM | | |
| | 12XAV | Mr Treacy - KTR | ktreacy@msmcollege.com |
| | 12LOY | Mr Forbes – Jones - PFJ | pforbes-jones@msmcollege.com |
| Rhetoric | 13CAM | Mr Wraith - GWR | gwraith@msmcollege.com |
| | 13XAV | Mr Howes – SHO | showes@msmcollege.com |
| | 13LOY | | |

THE ACADEMIC CURRICULUM

Scholarship

Scholarship is a responsibility as much as an award. Each Mountaineer Scholar reflects the values, purposes and aims of Mount St Mary's College. First and foremost as a Jesuit seat of learning we aim to produce "Men and Women for Others". Academic scholarship is a way for learners to expand their knowledge of specific subjects and the world at large. It is a preparation for further study and a future career.

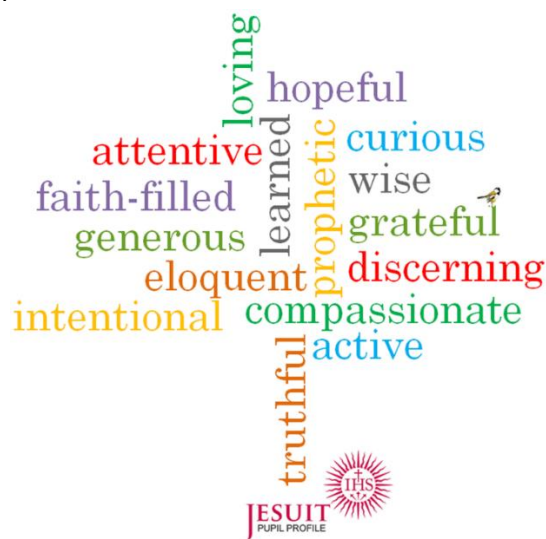
A Mountaineer Scholar is a leader in academic success. The best leaders take people with them. Supporting their peers, and fostering in others the same love of learning they have exhibited themselves, is a fundamental principle.

All Mountaineers will embrace the qualities of the pupil profile below, Scholars will excel in them. At the beginning of the academic year Scholars' Programmes are distributed to all students, from Upper Elements (Year 7) to Rhetoric (Year 13). All Scholars should aim to complete at least one subject task each half term. In addition, academic scholars in Higher Line will be expected to work towards the Extended Project Qualification (EPQ).

The Scholarship Programme tasks are not restricted to those students in receipt of an academic scholarship. Any student wishing to attempt a task is encouraged to do so. Academic Subject Leaders will be very happy to offer advice and guidance to any student wishing to complete a task from their subject area. The completed task should be returned to the relevant Academic Subject Leader for feedback.

The Jesuit Pupil Profile

Students at Barlborough Hall and Mount St Mary's are taught to understand and embody the virtues contained within the Jesuit Pupil Profile as shown here:



KEY STAGE 3: ELEMENTS, FIGURES & RUDIMENTS

The following subjects form the Key Stage 3 curriculum of Mount St Mary's College:

| | |
|---|-------------|
| • Art & Design | x 2 Periods |
| • Biology | x 2 Periods |
| • Chemistry | x 2 Periods |
| • Design & Technology | x 2 Periods |
| • English | x 7 Periods |
| • French | x 3 Periods |
| • Geography | x 2 Periods |
| • History | x 2 Periods |
| • Latin | x 3 Periods |
| • Mathematics | x 7 Periods |
| • Music | x 2 Periods |
| • Physical Education & Games | x 6 Periods |
| • Physics | x 2 Periods |
| • PSHE (Personal Social & Health Education) | x 1 Period |
| • Religious Studies | x 4 Periods |
| • Spanish | x 3 Periods |

KEY STAGE 4: GRAMMAR & SYNTAX

The following subjects form the Key Stage 4 GCSE curriculum of Mount St Mary's:

| | |
|--------------------------------------|-------------|
| • Art and Design | x 4 Periods |
| • Biology | x 4 Periods |
| • CCF (Combined Cadet Force) | x 2 Periods |
| • Chemistry | x 4 Periods |
| • Classical Civilisation | x 4 Periods |
| • Design Technology (Product Design) | x 4 Periods |
| • English Literature & Language | x 6 Periods |
| • French | x 4 Periods |
| • Geography | x 4 Periods |
| • History | x 4 Periods |
| • Latin | x 4 Periods |
| • Mathematics | x 6 Periods |
| • Music | x 4 Periods |
| • PE (Sports Studies) | x 4 Periods |
| • Physical Education & Games | x 8 Periods |
| • Physics | x 4 Periods |
| • Religious Studies | x 4 Periods |
| • Spanish | x 4 Periods |

Please note that PSHE (Personal Social & Health Education) is delivered through the RS Curriculum at KS4.

The College week consists of 50 periods, each of 35 minutes.

Key Stage 4 GCSE OPTIONS

| Optional Subjects | COMPULSORY SUBJECTS |
|--|---|
| Art & Design Design & Technology Drama Geography History Latin 2nd Modern Foreign Language Music Sports Studies Physics Biology Chemistry N.B. Options subjects are available, subject to demand. | English Mathematics Two science subjects (but you may study all three sciences) Religious Studies A Modern Foreign Language |

The standard programme at Mount St Mary’s College is 9 GCSEs although it is possible, in some circumstances, for students to choose slightly more or less depending upon their ability to cope with the range of subjects on offer.

Students wishing to do more than 9 GCSEs

Occasionally students may wish to take on an additional GCSE subject within the timetable. This is made possible by foregoing the opportunity to have a study period. Students and parents who are considering this should bear in mind that they will miss the benefits available through the supported study sessions led by teachers.

Any student who wishes to consider doing more or less than the standard 9 GCSEs should consult with Mrs A Middleton (Rudiments).

KEY STAGE 5: POETRY & RHETORIC – A LEVEL

The following A-Level subjects may be taken at Mount St Mary's College:

- Art and Design
- Biology
- Business
- Chemistry
- Classical Civilisation
- Creative Writing
- Design Technology (Product Design)
- Drama and Theatre Studies
- English Literature
- Ethics & Beliefs*
- French
- Geography
- History
- Latin
- Mathematics
- Mathematics (Further Mathematics)
- Music
- Physical Education
- Physics
- Politics
- Psychology
- Religious Studies
- Spanish

A-Level Programme

The entry requirements to Sixth Form are a minimum of 5 (9 to 5) grades at GCSE with '6's in the subjects opted for at A-Level. Biology, Chemistry and Physics, require a minimum of a grade '6' in Maths as well as the science carried forward to A-Level.

Students will sit an end of year, A-Level standard, internal examination at the end of their Poetry year. A minimum of a grade D is required to progress from Poetry (Lower Sixth) to Rhetoric (Upper Sixth) in each subject.

Students on the A-Level programme will not sit AS examinations in their Poetry year but will sit their full A-Level examinations at the end of their Rhetoric year.

This retains the advantages of preparation for public examinations via the internal end of year exam. It also allows for an increase in the amount of teaching time over the full A-Level programme since there will be no disruption to teaching in order to facilitate the AS examinations.

The standard teaching allocation for A-Level subjects is 8 periods per week.

N.B: PSHE (Personal Social & Health Education) is delivered through the Ethics & Beliefs Curriculum at KS5. *Ethics & Beliefs (non-exam course) is taught in a single period per week.

***Please note that all A Levels are offered subject to viable student numbers.**

We are a small school. We take pride in our ability to tailor our programmes of study and timetable to suit the needs of our students. Opportunities for bespoke programmes of study may be discussed with the Head of Higher Line on request.

Specialist Sixth form Student Support Team

The Sixth form pastoral team is comprised of tutors with specialist skills and responsibilities, additional to their tutor role. These specialist areas include careers advice, gifted & talented/Oxbridge applications and UCAS Applications.

Bellarmino Society

This is a cultural, philosophical and intellectual dimension of the Sixth form programme of study. Each week the Bellarmino Society sessions include talks given by visiting speakers or student led presentations by the Mount Philosophical Society. The topics are aimed to broaden the education of the students and to inspire their imagination.

KEY POINTS TO ACADEMIC SUCCESS

The combination of quality teaching and a stimulating environment is the key to our academic success, but students are also expected to contribute.

All students are expected to bring their planner to all lessons.

Students should have all the right equipment for lessons.

Students in the Upper Elements to Syntax must have the following:

A pencil case containing

- A pen/ pens
- An HB pencil
- Pencil sharpener
- A 30 cm ruler
- Correction tape (correction fluid is not permitted)
- A set of colour pencils

Other equipment

- An eraser
- A pair of compasses
- A protractor, (a full circular one is best)
- A scientific calculator
- A pocket dictionary
- A school bag to carry books and equipment (not a handbag)

Sixth Form students are expected to have the equipment necessary for their courses of study.

All uniform and games kit with the exception of footwear can be purchased from the school shop.

A full uniform, PE and Games list is included in this Parent Handbook.

Remember to make sure all items of uniform, including sports kit and shoes, are named.

Target Setting

For Upper Elements to Syntax, each child has an Attainment Target Sheet in his/her homework diary. End of year exams are recorded on the sheet and then they set themselves a target of what they want to achieve by Christmas. When they receive the report they enter the grade and compare their actual attainment grade with the targets they set themselves. They then set a new target for the end of term and the process is repeated each time they receive a report.

Merits

The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward.

When students do something well, their teacher will recognise this by speaking to them in class, writing comments in their books and giving high marks.

Outstanding effort or achievement may be rewarded through the school merit system. Bronze, Silver, Gold & Platinum certificates are awarded at assemblies for merits accumulated over the year. As well as individual recognition, merits earned by students contribute to the house merit competition, encouraging team-work and positive competitiveness.

Independent Learning - Daily Homework Schedule

| | |
|----------------------------|---------------------------------------|
| Upper Elements and Figures | 2/3 subjects x 30 minutes per subject |
| Rudiments | 3 subjects x 30 minutes per subject |
| Grammar | 2 or 3 subjects x 1 hour per subject |
| Syntax | 2 or 3 subjects x 1 hour per subject |

Sixth Formers are expected to use their study periods and time in the evening to complete assignments, revise work covered and read generally around the subjects they are taking.

For Poetry, a minimum of 45 minutes per day per subject should be spent studying with a similar amount of time over the weekend. For Rhetoric, a minimum of 1 hour per day per subject, and, again, over the weekend, should be devoted to work.

Daily Academic Detention

In addition to teacher and ASL student support and intervention, whenever a student's work is of unacceptable quality or missing for no good reason, they are issued an orange slip (this is done electronically). Examples of this kind of work include:

- Homework not done or not handed in at the specified time.
- Homework done to a low standard with insufficient time or effort.
- Unacceptable quality of class work.
- A test result which is poor due to lack of effort.

- Failure to catch up with missed work (e.g. music lesson, sports fixture) in a reasonable time.

When a student's work is inadequate in this way, the teacher will inform the student either when the work is being returned, or when it is being collected in (in the case of missing work) and say that an orange slip is being issued. They will also remind the student that this means a detention, and get the student to record the date of detention in their planner. It is then the student's responsibility to attend the next available academic detention (the same day if it is a morning lesson, the next day if it is an afternoon lesson).

Academic detention runs from 1:05pm to 1:35pm in the Library. Students must arrive on time and then work in silence for 30 minutes.

Parents Evenings

| | | |
|------------|-------------|-------------------------------------|
| 20/09/2018 | 6.30-9.00pm | New Parents' Social Evening |
| 17/10/2018 | 6.00-8.00pm | Homeroom Parents' Evening |
| 17/10/2018 | 7.00-9.00pm | Y7-Y9 Science Fair Parents' Evening |
| 18/10/2018 | 6.00-8.00pm | Higher Line Parents' Evening |
| 07/11/2018 | 6.00-8.00pm | Grammar Parents' Evening |
| 08/11/2018 | 6.00-8.00pm | Syntax Parents' Evening |
| 20/11/2018 | 6.00-8.00pm | Figures Parents' Evening |
| 24/01/2019 | 6.00-8.00pm | Syntax Parents' Evening |
| 05/02/2019 | 6.00-8.00pm | Rudiments Parents' Evening |
| 05/03/2019 | 6.00-8.00pm | Rhetoric Parents' Evening |
| 27/06/2019 | 6.00-8.00pm | Poetry Parents' Evening |

Key Exam Dates

| | |
|------------|---|
| 08/10/2018 | Higher Line Test Week |
| 19/11/2018 | Higher Line Test Week |
| 08/01/2019 | Syntax Mock Examinations Commence |
| 14/01/2019 | Rudiments Mock Examinations Commence |
| 21/01/2019 | Grammar Mock Examinations Commence |
| 25/02/2019 | Higher Line Mock Examinations Commence |
| 06/05/2019 | Internal Examination Week Upper Elements to Grammar |
| 13/05/2019 | Summer External Exam Series Commences (TBC) |
| 17/06/2019 | Poetry Internal Examinations Commence |
| 26/06/2019 | Summer External Exam Series Ends (TBC) |

Effort Grade Matrices

| | | Participation in lessons | | | |
|---|--|--|---|---|---|
| Level | | 4 | 3 | 2 | 1 |
| Broad Descriptor | Outstanding | Good | Areas for Development | Serious concern | |
| | <i>Maintain this standard consistently</i> | <i>Sound performance with opportunities for further development</i> | <i>Key areas for immediate improvement</i> | <i>Urgent measures required</i> | |
| Characteristics of pupils at each level | <p>Volunteers insightful and valid contributions to all lessons.</p> <ul style="list-style-type: none"> Actively engages with all tasks in every lesson asking questions and offering answers Highly effective team player in group work. Consistently, actively seeks to contribute beyond the tasks set. Communicates independence of thought and ambition coherently. | <ul style="list-style-type: none"> Volunteers insightful and valid contributions to most lessons. Actively engages with all tasks in every lesson. Frequently asks questions and offers answers. Works effectively as a team player in group work. Often seeks to contribute beyond the tasks set. <p>Often shares personal insight, independence of thought and ambition.</p> | <ul style="list-style-type: none"> Will contribute, when prompted. Occasionally volunteers contributions to lessons. Completes each lesson's tasks and infrequently asks questions and offers answers. Participates in group work, but could do so to greater effect. Rarely contributes beyond the tasks set. Seldom shares personal insight, independence of thought and ambition. | <ul style="list-style-type: none"> Reluctant to volunteer insightful and valid contributions in lessons. Insufficient contributions to lessons, constant need for prompting to solicit a response Yet to productively question and offers answers Lacking productive engagement in group work, must do so with greater enthusiasm and to greater effect. Fails to contribute beyond the tasks set. Yet to communicate independence of thought and ambition. | |
| <p>Context: Verbal and visible public engagement in the learning experience</p> <p>Indicators: Students are engaged in activities such as reading, discussion, sharing their written responses. Students' explore and share their own attitudes, values, and prior experiences.</p> | | | | | |

| Level | 4 | 3 | 2 | 1 |
|---|--|--|--|---|
| Broad Descripto | Outstanding | Good | Areas for Development | Serious concern |
| | <i>Maintain this standard consistently</i> | <i>Sound performance with opportunities for further development</i> | <i>Key areas for immediate improvement</i> | <i>Urgent measures required</i> |
| Characteristics of pupils at each level | <ul style="list-style-type: none"> Highly organised, an effective and self-motivated responsible learner. All homework/course work tasks completed in full and submitted within the deadline. Fully equipped for all activities in every lesson. Completes all tasks in full showing excellent time management. Uses all opportunities to promote learning. Requests extension tasks, when appropriate. Highly ambitious to complete learning objectives and extend learning. | <ul style="list-style-type: none"> Generally well organised and self-motivated. Homework/course work tasks completed and submitted on time. Generally well equipped for lesson activities. Completes most tasks in full showing sound time management. Uses the opportunities within the lesson to promote learning. Completes learning objectives and extends learning. | <ul style="list-style-type: none"> Potential to further develop some organisational skills. Homework/course work tasks occasionally incomplete and/or not always submitted on time Sometimes lacks the necessary equipment (e.g. books/pen) for lesson activities. Generally completes the lesson tasks within the time set. Could take more opportunities within to promote learning. Completes most learning objectives but could extend learning further. | <ul style="list-style-type: none"> Organisational skills in need of further development. Homework/course work tasks are not consistently completed in full and/or submitted on time. At times, lacks the necessary equipment (e.g. books/pen) for lesson activities. Not all learning tasks are completed within the time set. Must take more opportunities to promote learning. Learning objectives are not consistently fulfilled due to a lack of task focused work. |
| | <p>Context: The attitude and organisational skills of the learner.</p> <p>Indicators: Homework and coursework deadlines are being met. Planners, pens, pencils, exercise and text books are in evidence every lesson. Pupils effectively use their College e-mail accounts and communicate highly effectively with teachers.</p> | | | |

Changes to GCSE Grading

As a result of national reforms the GCSE grading system has changed from an alphabetical model (A*-G) to a numerical format 9-1 (9 is the highest grade and 1 is the lowest). The numerical system has been adopted throughout Key Stage 3 and 4. The alphabetical system of grading remains, only for Higher Line (Sixth Form).

| New GCSE Grading Structure | | | | | | | | | | |
|--------------------------------|---|----------|---|---|----------|----------------|---|---|---|----------|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U | |
| | | | A Good Pass (DfE) 5 and above = top of C and above 4 and above = bottom of C and above | | | | | | | |
| A* | | A | B | | C | D E F G | | | | U |
| Current GCSE Grading Structure | | | | | | | | | | |

CARE OF THE PERSON (Cura Personalis)

At Mount St Mary's College we are proud of the pastoral care we offer to our students. Due to our small teaching and tutor groups, the staff are able to get to know their students very well and give them the attention they need.

Each year group is run by a Head of Line who has responsibility for a team of tutors in their section. This team is responsible for the academic progress and pastoral well-being of all students in that Line.

Tutors and Registration

All students belong to a small tutor group or form. The form tutor has immediate overall responsibility for academic progress and the pastoral wellbeing of each student. The form tutor is also the first point of contact for parents. Heads of Line meet with form tutors regularly, in order to discuss areas of common concern and the Heads of Line in turn meet with the Deputy Headmaster on a regular basis.

Students register with their form tutor by 8.35am for Tutor time before morning school begins. During this time, tutors can monitor progress, deal with problems that may have arisen and use the time for additional PHSE.

The Health Centre

The College Health Centre is staffed by a registered nurse from 8am - 7pm Monday to Friday and 10am – 6pm on Saturday. A nurse is on call for emergencies at all other times.

All boarders are registered with the school doctor who oversees the medical care within the school. All students are required to complete and return a Medical Form prior to arrival in the College. This should be completed with as much detail as possible. Failure to fully complete the medical form could result in a delay in treatment for the student.

Any students requiring medication throughout the day should bring this to the Health Centre. Students with chronic conditions such as asthma, diabetes etc may carry medication with them in the school. However the School Nurse does need to be informed of this.

There is a supply of over the counter remedies in the health centre including paracetamol, ibuprofen, antihistamines etc.

Illness

In the event of illness students should report to the College Health Centre. Students will be assessed and a decision made about what to do.

In the case of infectious illnesses such as diarrhoea and vomiting (D&V), chicken pox or suspicious rashes, parents will be contacted and asked to collect their child. It is recommended in the case of D&V that the child is kept away from school for 48 hours after the last episode. If there is any doubt about whether a child should return to school please contact the school nurse PRIOR to coming into College.

Head Lice

Within the school community head lice can spread rapidly. Please ensure that all students are checked and clear of head lice prior to the start of each half term. It is advisable to check hair regularly as not all children with head lice will itch.

Blue Bills (Off Games)

Any day student who is unable to participate in games lessons must bring a note from their parents stating what they are able to do. Students should present this at the Health Centre either during registration or during morning break. A blue bill will be issued. **Students on a blue bill must still bring their sports kit and get changed for Games lessons; an alternative activity will be found for them.**

Other Services

Dental and Optician appointments can be made for boarders if required, however it is advisable that these appointments are made during the holidays. There are costs involved for these services. We will try to contact parents/ guardians prior to any appointments.

A physiotherapist visits school every Friday. If students are injured they will have access to this service. Appointments should be booked through the Health Centre. The appointments are charged at £30.00

per half hour appointment. This will be added to the end of term bill. We will contact parents/ guardians prior to making any such appointments.

General Information

If you have any questions relating to health care within the College, please contact the College Health Centre on **01246 437121**.

The Chaplaincy

At the heart of our Community is the care of each person so that all may reach their potential. Chapel life is the worship which is offered by the community every day, including assemblies, shrine prayers, daily mass and other liturgies of the word, for example boarders' night prayers. The Chaplaincy team are involved in co-ordinating the College's service to the community, which includes awareness-raising (and fund-raising) through our committee 'Moving Mountains', the Tuesday Club working with adults with learning difficulties and our work with our overseas partner school, Canisius Secondary School in Zambia. Over the past few years a number of staff and pupils have visited Zambia as part of our ongoing partnership work. The Chaplaincy team also help to run retreats and an annual pilgrimage to Lourdes every year for different year groups.

The Chaplaincy team and other Chaplaincy volunteers can be found in the Chaplaincy base in College, which includes meeting rooms, the Sodality Chapel and the RE department. We work alongside the RE department in supporting learning about God and experiencing the Catholic faith, which includes preparation for baptism, first communion and confirmation.

The development of a spiritual life among all members of the school community is at the heart of everything we strive for at Mount St Mary's, this indeed being the reason why Jesuits entered the field of education in the first place. The spiritual identity and mission of this Jesuit school is what motivates that pursuit of excellence ('Magis') in all fields - spiritual, intellectual, moral, artistic, and physical - which makes the Mount attractive to those of other faiths and those of no faith at all. The spiritual life of the school is vibrant and exciting. Through our links with other Catholic Schools in the Diocese and other Jesuit schools throughout the world we are part of a much wider family.

Voluntary Mass and Confession is offered daily throughout the term in the Sodality Chapel at 10.15am by Father Michael Beattie SJ. All staff and students are welcome.

The School Listeners

The school has two listeners, the College Listener and an Independent Listener that pupils can contact to discuss matters of concern if they wish. The College Listener is in during most teaching days of the week. The Independent Listener can be contacted by mobile. The phone number is on notice boards around the College and is also listed in the directory earlier in this handbook.

Lockers

Every student has a locker for books and other personal possessions. Lockers are numbered and must have a lock on them at all times. Locks are available from the school shop. Damage to lockers or the cost of replacement keys or locks will be charged to the student(s) concerned. Games kit can be left in the designated lockers.

MEALS IN THE REFECTORY

- Good manners are expected at all times.
- Mobile phones and music players may not be used in the refectory.
- Students must be properly dressed. No caps, sport shorts, sports skirts, flip flops, stocking or bare feet are permitted.

Lunch

- Students should queue behind the double doors in single file starting at the first photograph on the long gallery and await instruction.
- Students should come to meals at the time as published on the meal time rota.
- Tracksuits and CCF kit may only be worn when permission has been given in advance by a senior member of staff and must be clean.

Special Dietary Requirements

Vegetarian food is available at every mealtime. Pupils with special dietary requirements must liaise with Tutors who will make arrangements with the catering staff

THE TUCK SHOP

The Tuck Shop is open at the following times:

Morning Break 10.10am to 10.40 am (Three tuck shops operate, each to be used by designated sections of the school only)

After School 4.30pm to 4.40pm

After Studies 8.15am to 9.45pm

Sixth Form have their own Café which opens during break time.

Pupils are expected to be courteous and dispose of litter properly at all times.

The Tuck Shop will be closed if it is not kept clean and tidy.

The School Shop

The School Shop is open on Tuesdays and Thursdays from 1pm to 5pm for the purchase of uniform, PE and games kit. All items may also be bought from the school shop online store.

Lost Property

We encourage our pupils to take care of their own property and to respect that of others. Please remember that all uniform, kit and school equipment should be clearly marked with the pupil's name.

Bags left lying in the corridors are unsightly, can be hazardous and are likely to be removed by a member of staff.

The Lost Property Office is located just off the Long Gallery, adjacent to the Chapel. Opening times are posted on the door. Items of found property can be handed in to Reception.

SCHOOL BUSES

Bus Code

The bus code applies to all students travelling on any bus or minibus to and from school. The aim is to ensure that journeys are both safe and pleasant and that the good reputation of Mount St Mary's College and Barlborough Hall School in the local community is maintained.

Getting on and off the bus

Please queue and board the bus in an orderly manner.

Ensure that you have all your belongings with you.

Please do not push other people in the queues as this can be very dangerous.

Waiting for the bus at school

Do not run to the bus and do not push others.

If you miss your minibus please notify a member of staff who will make alternative arrangements for your journey home.

On board the minibus

All passengers **MUST** wear the fitted seat belts.

Please show consideration towards the driver who is in charge of the vehicle and therefore responsible for the safety of all those on board. Please remain in your seat until it is time to get off.

Show consideration towards the driver and other passengers by avoiding anything that might cause annoyance (e.g. shouting at someone at the other end of the bus or using bad language).

Unacceptable behaviour

The buses are fitted with CCTV which may be used to check events in cases of reported bad behaviour.

Remember:

- Always wear a seatbelt whilst the bus is in motion
- Refrain from shouting and throwing things
- Seats are not for feet
- Please respect other passengers and the driver

The bus drivers are highly valued members of staff. They report to the College on the running of the buses. If any student's behaviour falls below the standard set, he/she will face sanctions and may ultimately be excluded from the bus.

The minibus service is there for the benefit of parents and the students who use it. Difficult traffic and/or weather conditions can create problems of lateness, which we shall make every endeavour to minimise. Remember that it is the responsibility of passengers to be at the pick-up places in plenty of time so that the bus can maintain its schedule. It is up to everyone to ensure that their behaviour on and off the minibuses contributes to the success of this service.

IMPORTANT PROCEDURES

Buses:

The school buses park at the Chapel entrance and leave at the usual time of 5.45pm **SHARP**. Students who delay the buses cause a serious inconvenience to others. Drivers will be patient and considerate but must leave on time.

Cars:

Parents should note that **the vehicle entry for all visits to the College is via Station Road** and follow the one-way system into the car park driving at a slow and safe speed while on the school grounds. When parking please be considerate and avoid blocking other cars.

Students:

Parents are asked to pick up students either at 4.30pm or 5.45pm, but not at times in between. Students who have not been collected by 4.40pm should immediately report to supervised study in the refectory. They can then be collected at 5.45pm. The College will make allowance for reasonable delays due to traffic. Please do not arrange pick up of your son or daughter other than at these times.

This is essential for us to deliver on our duty of care to students and their parents

PUNCTUALITY AND ATTENDANCE

Punctuality

Punctuality is an important part of self-discipline and essential to good time management. It is expected that your son/daughter arrives in good time to be at Form Registration no later than 8.30am.

If a student arrives at school between 8.30am and 9.00am they must report to Headmaster's Reception to explain their late arrival.

If a student arrives later than 9:00am, they report to the Headmaster's Reception and then proceed straight to their lesson. The lateness must be explained to the student's tutor at the next registration period where it will be recorded. If parents know their child will be late, please ring the College office (01246 433388) and let us know.

Attendance

The proper place for students to be on a school day is at school. If they are not in school then they must

have a justifiable reason and parents should telephone the College before 8.40am on the first day of absence. After an absence due to illness, students are expected to bring in an explanatory letter signed by their parents.

Sixth Form students with a study period, are expected to remain at the College and may not leave school.

Holidays are not to be arranged during term time. Term dates are published on the College website well in advance. Convenient air flights in the days before the end of term are not considered a valid reason for asking to leave early; in such cases students should depart on the last day of term and stay with their guardian until the next flight. This also applies to return flights. Vacation is not allowed during term time.

Requests for leave of absence for other reasons should be made in writing to the Headmaster well in advance of the date.

Please note that all students are expected to attend Academy Day.

If students are absent without authorisation repeatedly or for an extended period, the College will treat this as a serious disciplinary matter, whether or not the unauthorised absence has been with the knowledge and consent of parents. The College reports extended or repeated unauthorised absences to the Local Authority. The College also has a duty to report cases where students fail to attend school regularly, even if the absence is authorised.

SAFETY AND SECURITY

FIRE DRILL

The Fire Alarm

When the Fire alarm sounds all students and staff must proceed via the exit routes to the rendezvous point on the Jesuit Lawn. Students must proceed speedily and quietly.

The Rendezvous Point – Daytime

Students line up in form groups in alphabetical order and in silence. Tutors ensure silence. Heads of Line will collect the registers and hand these out to Tutors. Having checked the students, Tutors report to the Head of Line either all present or detail any absences.

Activity Time

Students should line up at rendezvous point on the Jesuit Lawn. Boarders should line up in Houses. Day students should line up in groups for the activities they were taking when the alarm sounded.

Night Time and Weekends

Students should proceed immediately to the same rendezvous as for a day time practice, covering themselves in a blanket or duvet. They should line up in Houses.

House Parents will ensure that all students are made aware of escape routes from Houses and the alternative routes should the main route be blocked. It is dangerous to listen to music through headphones in bed.

NB Fire alarms are checked every Tuesday in term at 8:15am.

GUIDELINES FOR SUDDEN SEVERE WEATHER CONDITIONS

As English weather is so unpredictable it is difficult to give hard and fast rules, but it is easier to guard the safety of our students if we all have a clear idea of what should be happening.

Snow

If there is a severe storm during the night and it is not possible or sensible to attempt the journey into school we would ask parents to let the College know that their son/daughter will not be attending school that day. The School Office Number 01246 433388 should be used as one would for any other student absence. The College website (www.msmcollege.com) will have news of any changes to bus arrangements and parents will receive a Parent Mail.

If the storm occurs after school has begun we will ascertain from the police/ AA and Met Office what the road conditions are likely to be for the return journey home. Information about arrangements will also be posted on the College website as soon as possible when severe weather conditions threaten or disrupt normal routines. The College will make an initial decision about day students returning home in the light of the information received. However parents must ultimately decide themselves if it is safe to collect their children and return home.

However as we are a boarding school we have the ability to allow students to stay overnight if the journey home is too hazardous. If parents feel that it is safer to leave their children and tell their children by mobile device can they please also tell the School Office so arrangements can be made for their meals and accommodation.

Telephones

If the school has not come to the conclusion that the day students need to be collected for the time being and parents are concerned at any time about the conditions in their locality we would ask you to telephone the College and let us know that you would prefer your son/daughter to return home as soon as possible. Please do not contact your son/daughter but let the school know. Telephone messages to the students tend to cause too many different stories and conflicting arrangements to circulate in the

College, which hinders our attempts to ensure clear instructions, are given to all students. Students should not telephone parents until a decision has been made.

IT IS ESSENTIAL THAT PARENTS TELL THE SCHOOL OFFICE AND STUDENTS LET THEIR HEAD OF LINE KNOW IF THEY ARE LEAVING THE PREMISES. STUDENTS MAY NOT LEAVE WITHOUT AGREED PERMISSION OF BOTH PARENTS AND HEAD OF LINE. Students must sign out before leaving.

School Buses

If the school buses are cancelled we will endeavour to inform parents immediately. Again students are welcome to stay overnight if it does not prove possible for parents to collect them.

Rhetoricians' Cars

As most students with cars are relatively inexperienced drivers in bad weather conditions, we are concerned for their safety. We would therefore request that parents confirm either that they are happy that their son/daughter can drive home, will make arrangements for them to be collected or that they should remain in school overnight. May we remind you that students are not allowed to give lifts to other students unless there is already at the College written parental permission from both sets of parents.

Parent Mail

If you have not already done so, please contact the College to make sure that we have full mobile and email details so the school can communicate via Parent Mail. In sudden emergencies we are then able to text and email you with the latest arrangements very quickly.

BEHAVIOUR MANAGEMENT POLICY

Mount St Mary's College aims to encourage students to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the College. Promoting the emotional well-being of all of our students is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious students who are motivated to become life-long learners. We seek to develop qualities of team-work and leadership through its extensive programme of extra-curricular activities.

The **Behaviour Management Policy** covers the ways in which staff can manage and respond to the behaviour of students and outlines the College's complaints procedure for parents who wish to raise a complaint about how their son or daughter's behaviour was managed. This policy should be read in conjunction with the Rewards and Sanctions Policy, the Countering Bulling Policy and Use of Reasonable Force Policy.

A detailed breakdown of specific regulations that govern day to day life in the College can be found in the **Mount Constitution** which is published in the Policies section of the College website and also in the Student Planner.

The **Rewards and Sanctions Policy** covers the ways in which staff can reward good student behaviour and respond to poor student behaviour. It offers a summary scale of levels of rewards and sanctions the school uses when dealing with student behaviour. Other policies that should be considered by parents and students in the area of Behaviour Management include the **Counter Bullying Policy** which includes the **Anti-Cyber Bullying Policy** and the **Reasonable Force Policy** which outlines the schools response in the very rare occasions where a reasonable level of force may be used to control or restrain a student. All policies are published in full on the College website. Hard copies are available on request from the College Office.

The College Rules 2018/19

In the **Mount Constitution** you can read the specific dos and don'ts that help us to keep order in a busy college. These regulations can be updated from time to time but in essence they can be summed up as follows:

1. We conduct ourselves with **respect**: respect for ourselves, respect for others and respect for our environment.
2. We hold dear the Ignatian principles of **compassion** and **care**: we always seek to understand the difficulties others may be facing. We are sensitive to the needs of others and we try to help in any way we can.
3. We strive for the **Magis**: in all things, at all times, we have high standards in all that we do and we push ourselves to be the very best we can be - for the Greater Glory of God (**AMDG**).

These are the 3 'Golden rules' - and, as such, cover all areas of life, both in and out of school. They should serve as constant reminder of how - and whom - to be.

It is acknowledged, however, that these are high principles indeed - and we are all on our own personal journey towards upholding them. As outlined in the *Jesuit Pupil Profile*:

Pupils in a Jesuit School are growing to be...

- **Grateful** for their own gifts, for the gifts of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.
- **Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.
- **Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.
- **Faith-filled** in their beliefs and **hopeful** for the future.
- **Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.
- **Learned**, finding God in all things; and **wise** in the ways they use their learning for the common good

- **Curious** about everything; and **active** in their engagement with the world, changing what they can do for the better.
- **Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

If we strive to be ever-mindful of these fundamental aims then when we say the words each day '*Jesus, I offer this day to you*' we can be confident that the offering we make is good enough.

ICT CODE OF CONDUCT INCLUDING THE ANTI CYBERBULLYING POLICY

At Mount St Mary's College we recognise that technology plays an important and positive role in children's lives, both educationally and socially. We are committed to helping all members of the school community understand both the benefits and the risks they encounter on and offline. We want to equip our students with the knowledge and skills they need to be able to use technology safely and responsibly for their learning and for their lives in general.

Two separate policies contribute to our ICT Code of Conduct. The **Acceptable Usage Policy (AUP)** and the **Anti-Cyber Bullying Policy (ACBP)** are available in full on the College website with hard copies available on demand from the College office. It is important that all students and parents familiarise themselves with these documents. Training and information sessions are provided each year. The training is delivered by specially trained college staff and is supported by external agencies.

The Acceptable Usage Policy sets out the practices that constitute acceptable and unacceptable use of ICT in the school. It includes strict guidelines reminding students for example that

- All files held on the network including emails will be treated as school property
- Students are responsible for all use of their account on the school network
- The submission of plagiarised coursework is a very serious offence and runs counter to the rules and regulations observed by the examination boards

Access to the College's computers is provided for all students on condition that the rules and good practice as set out in the AUP are followed. The terms of the AUP equally apply to students who wish to use their own laptop or other device during the school day or, for boarders, outside of this time in the evenings and at weekends.

The second is the Anti -Cyber Bullying Policy (ACBP). This policy covers the use of technology, commonly a mobile 'phone or the internet, deliberately to upset someone else. Cyberbullying includes:

- Threats and intimidation; harassment or 'cyber-stalking';
- Vilification/ defamation; exclusion or peer rejection; impersonation;
- Unauthorised publication of private information or images.

It can be used to carry out all the different types of bullying and is an extension of face-to-face bullying. However, unlike 'traditional' forms of bullying it can have a greater impact because:

- It can also go further, in that it can invade home / personal space and can involve a greater number of people;
- Of the anonymity of the bully;
- It can take place across age groups and school staff and other adults can be targeted;

- Of the ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time;
- It can draw bystanders into being accessories.

For this reason the school has an ACBP to ensure that:

- Students, staff and parents are educated to understand what cyberbullying is and its consequences;
- Procedures are in place to prevent incidents of cyberbullying in school or within the school community;
- There are measures in place to deal effectively with cases of cyberbullying;
- The effectiveness of prevention measures is carefully monitored.

Any instances of bullying can be reported by emailing beatbullying@msmcollege.com which is monitored by key members of staff.

COMPLAINTS PROCEDURE FOR PARENTS

At the Mount we recognise that we do not always get things right. For this reason we have clear procedures in place to assist parents who have a complaint about any aspect of the educational provision for their children at Mount St Mary's College. Within the College there is a separate procedure for students who have a concern or a complaint which they wish to have heard. That procedure is printed earlier in this handbook and is also laid out in the Student Planners.

At Mount St Mary's we regard parents as partners in the education of our students. We take every complaint seriously and encourage parents to make contact with the school swiftly if they are concerned or unhappy about something. Normally when we encounter a complaint or a problem a swift face to face meeting or a conversation on the phone or an email can help resolve the issues we have to deal with. Good communication is the key to the resolution of any challenges we face.

The College endeavours to deal with complaints in a sensitive manner. The College keeps written records of complaints which are confidential.

Please note that the **College Safeguarding Lead is Mr Jack Murphy**

Stage 1: Parents should first refer a complaint to the relevant Teacher, Head of Department or Deputy Head Academic where there is a complaint relating to a lesson or about a particular subject. More general complaints should be made to the Form Tutor, Head of Line or Year, or the Deputy Headmaster in the first instance. Minor complaints can often be resolved and dealt with in the first instance through a meeting with the member of staff or over the telephone. A record of any complaint at stage 1, resolved or otherwise, should be passed by the member of or Deputy Headmaster.

If a parent makes a written complaint, he/she is entitled to a written response. If staff are asked for an appointment with a parent to deal with a complaint, they will endeavour to arrange the appointment promptly and at a mutually convenient time. Parents who seek an appointment with any member of staff should make the appointment through the College Office (01246 433

388). Excluding College holidays, such an appointment should be available to parents without undue delay and within 5 to 7 working days.

Stage 2: If the complaint is more serious, (e.g. a complaint about a member of staff) or the parent does not feel that a less serious complaint has been handled satisfactorily, the matter should be raised with one of the deputy Heads or with the Headmaster. In this case, the parent is asked to write to the Deputy or to the Headmaster outlining the complaint. The complaint will deal with the complaint promptly. A written response should be made within 5 working days. The Deputies and the Headmaster are always willing to meet parents by appointment to deal with complaints. The Headmaster's PA (01246 434 066) will be happy to make an appointment at a mutually convenient time. Parents will be asked to give the Headmaster's PA, in confidence, some indication of the nature of the complaint, so that she can prioritise appointments with the Headmaster. Appointments should normally be available to parents within 5 to 7 working days. A record of stage 2 complaints, resolved or otherwise, shall be kept.

Stage 3: If the parent is not satisfied with the Headmaster's handling of a complaint, or if the complaint is about the Headmaster himself, the parent is entitled to complain to the Chair of Governors, who will investigate. He may choose to appoint a governor or in certain cases may decide to form a panel of two governors and another qualified person independent of the management of the College to deal with the complaint. In this instance, parents must address the complaint in writing to the Chairman of Governors at the College. The Chairman of Governors will normally reply in writing to a complaint under this procedure and the complainant will be given the opportunity to make representations to the panel. A parent may bring another person with them to the panel meeting if they wish in a supporting role. Legal representation is not normally appropriate. Complaints to the Governors under this procedure will be dealt with as quickly as possible, normally within 10 working days, but parents are asked to bear in mind that Governors are not in the College on a day to day basis and their other commitments can result in a delay in dealing with a complaint. If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.

Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete as soon as is reasonably practicable and normally within five working days of the Hearing. The panel's findings and recommendations will

- be sent by electronic mail and/or otherwise given to the complainant in writing and, where relevant, the person complained about
- be available for inspection on the school premises by the Chair of Governors and the Headmaster

A record of stage 3 complaints shall be kept. This procedure is intended to provide prompt and fair redress for any complaints parents wish to make. Parents are assured that complaints will

be dealt with in confidence as far as is possible, consistent with a thorough investigation of the complaint.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting both Barlborough Hall and Mount St Mary's all parents should be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. They can download the Ofsted leaflet: 'Complaints to Ofsted about Schools: Guidance for Parents' (reference 080113) from the Ofsted website using the link below. <http://www.ofsted.gov.uk/resources/complaints-ofsted-about-schools-guidance-for-parents>

Agreement regarding the use of motor vehicles by students at Mount St Mary's College.

Our first concern at all times is for the safety and wellbeing of our students. We acknowledge that there are many students who reach the age where they wish to drive to school when they are in the Sixth Form. Mindful of our wish to facilitate this and recognising our duty of care to all staff and students, we have in place an agreement that must be signed by students and their parents.

In order to receive permission to bring a motor vehicle to the College, the terms below must be agreed to by the student driving the vehicle and his/her parents/guardians.

- The student has passed all parts of the relevant test for the vehicle being driven.
- The student is insured to drive the vehicle, which has been registered with the College.
- The vehicle is used for travel from home to the College and back.
- The vehicle may not be taken off College grounds between 0830 and 1630 unless specific permission has been given for the journey by the Director of Sixth Form.
- Whilst at the College, the vehicle should be parked in the allocated area for student vehicles.
- The driver and any passengers wear full uniform or full sports kit when driving to and from the College.
- The vehicle is driven with care and consideration for others both when driven on College grounds and in the local community. Due attention should be given to speed limits and weather conditions.
- Any changes regarding the registered vehicle are given to the College as soon as possible.

If the above terms are not met, the privilege of parking a vehicle on College grounds may be withdrawn and other sanctions may be applied as deemed appropriate.

AGREEMENT FOR THE USE OF MOTOR VEHICLE BY A STUDENT

Student's Name _____

Vehicle Make and Model _____

Vehicle Registration number _____

Parental agreement:

I agree to the terms set out above regarding the use of motor vehicles by students at Mount St Mary's College. I also confirm a copy of the relevant driving licence is to be returned with this signed agreement. *(Please attach a list of any permitted passengers).*

Full Name _____

Signature _____

Date _____

Student's agreement:

I agree to follow the terms set out above regarding the use of motor vehicles by students at Mount St Mary's College.

Signature _____

Date _____

Please return the completed form to -
THE HEAD OF HIGHER LINE, MOUNT ST MARY'S COLLEGE, SPINKHILL, DERBYSHIRE, S21 3YL

UNIFORM LISTS

Please note that a full list of clothing required by Boarding Students can be found in the Boarding Handbook.

Boys' Clothing List (Upper Elements - Syntax)

The following is the list of minimum clothing required for boys. If you feel your child needs more, then please add to the list. **The items marked with '*' must be bought through the school shop.**

The shop is run strictly on an appointment only basis over the summer holidays.

Please contact Salli Gunby on 07423 194055 or email shopone@logoleisurewear.com to arrange your appointment.

| Items which can be purchased from School Shop | Items which are not available from School Shop |
|---|--|
| * 1 blazer | 1 Pair of black laced polishable shoes (not matt finish) |
| 3 Pairs of charcoal grey trousers | 1 Dark school coat |
| * 2 V-neck grey pullovers (optional) | |
| * 1 College tie | |
| 6 RAF-blue shirts | |
| 2 white shirts | |
| 14 Pairs of socks (black or dark blue) | |

A blue shirt is generally worn for day to day school. On special occasions, boys will be asked to wear 'best dress'. This simply means that they will wear a white shirt in place of a blue one.

Poetry & Rhetoric

Sixth form students do not wear a school uniform, but instead wear a dark formal suit (which you must purchase for your child before arriving at the school, and which cannot be purchased in the school shop).

| | |
|---|--|
| 2 dark coloured suits | 1 Pair of black laced polishable shoes (not matt finish) |
| 1 extra pair of sober coloured trousers | 1 Dark overcoat |
| 1 V-neck sober coloured pullover | |
| 2 ties | |
| 6 sober coloured shirts | |
| 2 white shirts | |
| 14 Pairs of socks (black or dark blue) | |
| | (numbers indicate a minimum quantity) |

On special occasions, boys will be asked to wear 'best dress'. This simply means that they should wear a white shirt.

Boys Kit List for PE & Games

| The full academic year sports kit | Autumn/Winter kit | Spring/Summer kit |
|---|---|---------------------------|
| * White ankle sports socks | Rugby or football boots | Cricket whites (optional) |
| *White House polo shirts | *Navy/Gold/Sky socks (knee length) | Cricket jumper (optional) |
| | *Navy blue rugby shorts | Tennis racquet (optional) |
| *School navy blue sweatshirt | *School/House reversible rugby jersey | |
| *School navy blue tracksuit bottoms | Gum shield (arranged through PE department) | |
| *School waterproof | | |
| Pair training shoes suitable for indoor/outdoor use | | |
| Navy blue swimming trunks/swimming shorts | | |

Girls' Clothing List (Upper Elements - Syntax)

| Items which can be purchased from School Shop | Items which are not available from School Shop |
|--|---|
| * 1 blazer | 1 Pair of flat black polishable shoes (not matt finish or ballet style pumps) |
| * 2 plaid skirts | 1 Dark school coat |
| * 2 v-neck navy pullovers (optional) | |
| * 1 College tie | |
| White knee socks/ankle socks (summer term) | |
| 6 blue blouses | |
| Navy blue or Barely black nylon tights | |
| 2 white blouses | (numbers indicate a minimum quantity) |

Day-to-day, girls wear a blue skirt, blue blouse and knee socks or tights. On special occasions, 'best dress' is worn which is white shirt, blue skirt and navy tights.

Poetry & Rhetoric

Sixth form students do not wear a school uniform, but instead wear a dark formal suit (which you must purchase for your child before arriving at the school, and which cannot be purchased in the school shop).

| | |
|---|---|
| 2 Dark formal tailored skirt/trouser suits | 1 Pair of black polishable shoes (heel 1 ½ max) |
| 1 extra sober coloured skirt | 1 Dark overcoat |
| 1 v-neck sober coloured pullover (optional) | |
| 6 sober coloured blouses | |
| White knee socks/ankle socks | |
| 2 white blouses | |
| Navy/Black tights | |

On special occasions, girls will be asked to wear 'best dress' which means their suit and white shirt. Skirts should be no shorter than knee length and trousers to be of a loose fit.

Girls Kit List for PE & Games

| The full academic year sports kit | Autumn/Winter kit | Spring/Summer kit |
|--|---|---------------------------|
| Pair of training shoes suitable for indoor/outdoor use | *Navy/Gold/Sky socks (knee length) | Tennis racquet (optional) |
| *White ankle sport socks | Gum shield (arranged through PE department) | |
| *White House polo shirts | Hockey stick | |
| Navy blue swimming costume | Shin guards | |
| *Navy games skort | | |
| *Navy school games shirt | | |
| *School navy blue sweatshirt | | |
| *School navy blue tracksuit bottoms | | |
| *School Waterproof | | |

GOVERNING BODY

MEMBERSHIP OF THE GOVERNING BODY as of August 2018

| | |
|-------------------------|--|
| Fr Adrian Porter SJ | Chair of Governors & Foundation Governor |
| Dr Helen Phillips | Vice Chair of Governors |
| Fr Simon Ellis | Foundation Governor |
| Fr Michael Beattie SJ | Foundation Governor |
| Mrs Marian Bolton | Chair of Education Committee |
| Professor Martial Staub | |
| Mr Ian Murphy | |
| Mr James Phinn | |
| Mr William George Shaw | |
| Mr Richard Field | |
| Mr Michael Burrows | |
| Mrs Nicola Self | Clerk to Governors |