



# Senior School Parents' Handbook

2020/2021





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# Welcome From The Headmaster

**St Dunstan's College is a community that is grounded in the real-life vibrancy of its south London setting. We celebrate the opportunities afforded to us by being located in such a diverse environment, allowing for all manner of views, opinions and styles – what better foundation to an exceptional education?**

With our name taken from a great polymath, our education enjoys the riches of breadth, whilst not forsaking the importance of rigour and depth of ability.

We know coeducation to be the right platform for developing the interpersonal skills necessary to succeed in the modern world. The importance we place on nurturing individuality and the manageable

size of our school is such that we ensure pupils do not get lost, but rather thrive in their own way. The comfort provided by our rigorous approach to pastoral care enables our pupils to take risks, ask uncomfortable questions of themselves and others, and above all else develop the humility, confidence and tenacity needed to find success in all aspects of life beyond school.

As a Nursery to Year 13 College, we pride ourselves on genuinely knowing the pupil under our care, and we hope that our families will feel an important part of this community.

This Handbook is designed to help improve the communication between the College and home. If you feel that any useful information has been omitted, please do not hesitate to let us know so that the next version can be amended.

The working partnership that already exists between home and College is crucial for the enhancement of learning. I hope that you will read this handbook carefully to ensure that, together, we are giving a carefully considered and consistent message to the young people under our care.



**Mr Nicholas Hewlett**  
*Headmaster,  
St Dunstan's College*

## Ethos, Vision and Values of the College

### Ethos

Translating as 'Adorn the White', our College motto, *Albam Exorna*, is as relevant today as it was at the time of our Lewisham foundation, in 1888. The white shield that serves as three quarters of our College crest is a blank canvas onto which is emblazoned the as-yet-unwritten story of each St Dunstan's pupil.

We cherish our school of unique characters, each being encouraged to navigate their own journey through life whilst being nurtured to develop the Courage to be who they are, the Creativity to develop new ideas and approaches, the Confidence to try, succeed and fail, the Compassion to

understand and appreciate others, and the Curiosity always to want to discover more.





## Our Vision

*'An ambitious, forward-thinking community that inspires and supports individuals to thrive'*

Our vision seeks to capitalise upon the rich and imaginative history of our College without being constrained by it, delivering a deliberately ambitious and forward-thinking approach to education without losing sight of the importance of supporting and inspiring individuality. St Dunstan's aspires for all our young people to thrive in every way – personally, physically, socially and academically - and the breadth of our curriculum and co-curriculum is entirely designed to support that ambition. Our community makes us who we are – our vibrant and grounded Lewisham location, our rich and inspiring history, our co-educational setting, and our eclectic Dunstonians, near and far – all of this sets the tone for a community that is particularly well positioned to embrace the range of challenge and opportunity presented by the globalised world of which we are now a part.



## Our Values

The values that we aspire to inculcate across our community are those of Courage, Creativity, Confidence, Compassion and Curiosity.

These values chime with the life of Saint Dunstan, an extraordinary man whose life is an inspiration to the deliberately broad and ambitious curriculum and co-curriculum we offer today, as well as our deep and sincere commitment to pastoral care and wellbeing, in its broadest possible sense.

## College Contact Details

### St Dunstan's College

Stanstead Road  
London SE6 4TY

**Telephone:** 020 8516 7200

**Facsimile:** 020 8516 7300

**Website:** [www.stdunstans.org.uk](http://www.stdunstans.org.uk)



**St Dunstan's**  
College

## Structure of the College

**The Governors have a statutory role to fulfil the charitable aims of the Foundation “to provide an education for boys and girls in South East London”. To do this they set the strategic targets for the Foundation and carry out the duties of charity trustees, looking after legal and financial matters as well as setting the strategic vision for the College and the various priorities that stem from it.**

There are 17 Governors in total. Three are ex officio: The Alderman of the Ward of Tower in the City of London and two of the four church wardens of All Hallows by the Tower with St Dunstan in the East. A further two are nominated by the Parochial Church Council of All Hallows. The remaining 12 are known as co-opted Governors and are selected by their predecessors. Members of the Governing Body bring a wide range of skills and experience to their task. The Governing body is broadly based and normally consists of a number of Old Dunstonians

along with parents of former and current students and educational professionals. Governors normally serve for five years though this can be extended.

The College provides an education for girls and boys between the ages of 3 and 18. It is expected that, subject to satisfactory progress and behaviour, children joining the College will remain until the completion of their Sixth Form education at the age of 18. The Headmaster is appointed by the Governing Body and responsible for

constructing and implementing an agreed College Development Plan in line with the strategic priorities agreed by the Governing Body.

The College is divided into two Schools. The Junior School for students aged between 3 and 11 is a member of the Incorporated Association of Preparatory Schools (IAPS) with its own Head. All matters relating to the Junior School should first be directed to its Head. The Senior School is divided into three sections comprising:

Lower School	Key Stage 3 (Years 7 to 9 for ages 11 to 14)
Middle School	Key Stage 4 (Years 10 and 11 for ages 15 to 16)
Sixth Form	Key Stage 5 (Years 12 and 13 for ages 17 and 18)

There is a Head of each Section (Lower School, Middle School and Sixth Form) supported by Heads of Year. Each student is a member of a tutor group and that tutor is the first point of contact for students and parents.

## Sixth Form and the St Dunstan's Diploma

Entry requirements for the Sixth Form are currently set at six grades 9-6 (A\*-B equivalent) at GCSE, with 9-7 (A\*/A equivalent) grades in the subjects appropriate to the student's choice of A Levels.

The Sixth Form at St Dunstan's represents the pinnacle of a student's time at the College; as such, it is a celebration of self-discovery and individual spirit, as

well as a rigorous preparation for exciting future journeys. The St Dunstan's Diploma is a defining aspect of Sixth Form life. All students embark on this exciting, individually tailored programme designed to inspire, challenge and assist them to fulfil their unique ambitions and potential. It allows the College to support the pursuit of a vast range of students' interests and goals both within and in addition to the academic curriculum. Critical thinking, leadership,

independent scholarship and the ability to make informed choices are all at the core of what we seek to achieve within the Sixth Form.

More information about the St Dunstan's Sixth Form, including details about the Diploma, are available on the College website and in the Sixth Form Student Handbook.



# DAILY ROUTINE

## The School Day

Students can arrive at College any time between 0745 and shortly prior to 0820 each morning. Registration begins promptly at 0820 in form rooms. Please ensure that your child does not arrive before 0745, as they will not be able to enter the buildings and there is no supervision provided before this time. Afternoon registration takes place at 1435 during afternoon tutor time.



The timing of the day is as follows:	
Registration/Assembly/Tutor time	0820-0845
Period 1	0850-0945
Period 2	0950-1045
Break	1045-1105
Period 3	1110-1205
Period 4	1210-1305
Lunch	1310-1350
Form time (Co-curricular)	1350-1430
Tutor time	1435-1500
Period 5	1505-1600
After school activities	1615-1715
The College is closed to all students at 1730 after closure of the Learning Resource Centre	







## Assemblies

Sections of the College meet together in the Great Hall or Refectory for assembly on a regular basis. Assemblies are compulsory for all students. A whole Senior School assembly on Monday morning introduces the pastoral theme for the week, linking with our aims, pastoral priorities and values. In addition, throughout the week there are separate assemblies for the Lower School, Middle School and the Sixth Form, led by the pastoral teams and often by the students themselves. House Assemblies also occur regularly on a Friday. These involve students from across the Senior School – please see the section on Houses for more details of our House system.

## Events

Important services and events away from the College, such as the Commemoration Day Service at Southwark Cathedral, the Carol Service and Prize Giving, are compulsory for particular year groups, as is attendance on a number of College Open Days and other marketing events. Advance notice is always given so that appropriate arrangements can be made.

## Tutor Time

Students meet as a tutor group every day for registration followed by tutor activities or assembly. Additional tutor time takes place each afternoon, and includes the delivery of the Senior School PSHEE curriculum.

Tutors quickly get to know their tutees as individuals and work

with them to help support their studies and development throughout the year. The tutors should be seen as the routine point of contact between the College and parents. In addition to working with individual students, activities are undertaken as a group, based on the pastoral theme of the week, to help develop and embed our values as a community.

## Breaks

Students are required to spend mid-morning and lunchtime breaks outside the College buildings but within the College grounds, except in rainy weather. Some students will be engaged in music lessons or other activities under staff or senior student supervision; others may be engaged in private work and study in the Learning Resource Centre. Students are not permitted to remain in the school building unless part of one of these supervised activities. A variety of seated areas and heated canopies are available outside. There are staff and prefect duty teams that patrol the building and College grounds during breaks.

A selection of snacks is available for purchase in the Refectory during breaks. Students are permitted to bring a small amount of cash to school if they wish to make use of this service but are advised that they are responsible for keeping this safe at all times.

## Arrival and Departure

Students must arrive at College in time for registration at 0820 from Monday to Friday but no earlier than 0745. Students who are late for registration (arriving between 0820 and 0850) must enter the College through the Refectory door, where a member of staff will be stationed to register latecomers.

No student may leave the College during the school day without the approval of their parents, the Head of Section or the medical staff in the Wellness Centre. Permission must be obtained in advance should a parent wish to request their child to leave the College during the school day, for example to attend a medical appointment. Normally, such requests are sent via email to the student's form tutor. Students who leave the College during the school day with permission must sign out in the College Office as they go. The Head of Sixth Form can agree special arrangements for Sixth Form attendance, as explained in the Sixth Form handbook.

All students are expected to leave the premises by 1615 (this includes the driveway) if they are not involved in an activity under the supervision of a member of staff. The only exception to this is for students wishing to work in the Learning Resource Centre (LRC). Students working in the LRC must be there by 1615 at the latest. Students loitering in the common areas of the College or found unsupervised on the grounds will be asked to leave or join a supervised activity. When in the LRC, students are expected to work quietly. Students who are being collected from the College between 1615 and 1730 must go to the LRC and wait there until they are due to be picked



up. The front drive is not a waiting area. All students must leave the College site by 1730, unless there is a special evening event.

## Coaches

There are coach routes operating between common areas of residence and College. The service is co-ordinated by the College but provided by outside coach companies. College staff monitor the operation of the services but are not directly in charge of these or responsible for performance standards. Services are scheduled to arrive at College by 0800 and depart at 1610. The nature of traffic in southeast London make these timings approximate. Students are expected to conform to the same high standards of behaviour on the coaches as they would within the College. The College does not provide staff supervision on the coaches. Seat belts must be worn on all the journeys. When a child has an after school commitment beyond 1610, parents are required to make their own alternative arrangements for the journey home. Further details of the routes and charges are available from the College Office.

## Cycling and Driving to School

Students may cycle to school with parents' permission and with appropriate safety marking on their clothing. Helmets must be worn. Bicycles should be securely locked in the designated area under the Refectory when left at the College. No cycling is permitted within the College grounds.

When delivering their children at the start of a school day or when collecting in the evening, parents are requested not to park and wait within the grounds. If their children are not ready in the evening, parents are requested not to park and congest the drive, but to return later. The limited parking spaces on the drive are pre-allocated. The Jubilee Ground can be used for parents to turn in, drop off and then exit. If coming from the other direction, there are many side streets, just a short walk away from the College, where children can be dropped off and picked up. The College actively encourages all parents to limit congestion by avoiding use of the front drive. We would be extremely grateful if parents of students in Year 10 or above do not pick up or drop off children at the front of the College between 0800 and 0840 and 1500 and 1620. Please note, also, that parking or waiting on the College site is not possible.



## Attendance

Parents are legally responsible for ensuring that their children attend school. It is the responsibility of the College to maintain an accurate attendance record and to take seriously problems that may lead to non-attendance.

If students are absent from College for any reason, parents should email [absence@sdmail.org.uk](mailto:absence@sdmail.org.uk) or telephone the College Office before 0900 on each morning of absence. The College switchboard (020 8516 7200) is open from 0800 to 1730, Monday to Friday, during term time.

On returning to the College, students must provide their tutor with a letter from their parents explaining the reason for their absence. An email from the parental address which the College holds on file is acceptable in lieu of a letter. Tutors are responsible for keeping a watching brief over student attendance and will contact parents if they feel there is a matter of concern, such as frequent absence.

It is expected that all family holidays will be arranged outside term time, the dates of which are published at least 12 months in advance in the termly Calendar.

Whenever possible, visits to the doctor or dentist should be arranged out of school hours. Unavoidable absence for part of a day should be requested from the tutor and for a full day from the Head of Year. Only the Deputy Head Pastoral or Headmaster has the discretionary power to grant any leave of absence for more than one day. This should always be requested well in advance by way of a letter or email.

Important note: Within the registration software that the school uses there is an important distinction between 'authorised' absence (which occurs if the Deputy Head Pastoral or Headmaster has given permission) and 'unauthorised' absence (when permission has not been given). This information would appear on a school transcript and might, for example, impact adversely on the university application process for the student in question.

The College wishes to work closely with parents to ensure that attendance is maximized. Should the College identify a student who is absent without having received any notice or explanation, the aspiration is to contact home within 24 hours but it is not possible to guarantee that this will always be possible.

## The School Uniform

All St Dunstan's students are expected to conform to the College Dress Code at all times during the school day, and when representing the College at events and fixtures. The Dress Code is reviewed and published annually on the College website. It is the responsibility of the students and parents to check the Dress Code each academic year to ensure compliance. Please see Appendix I for the current Dress Code.

The uniform is available from SchoolBlazer ([www.schoolblazer.com](http://www.schoolblazer.com)) and the sports kit from Tacklebag ([www.tacklebag.co.uk](http://www.tacklebag.co.uk)). Additional items (such as shoes, socks, tights, etc., can be purchased elsewhere, although it is essential that they meet the Dress Code requirements (for example, shoes for students in Years 7 through 11 must not be trainers or ankle boots. The College website contains further details about school uniform, including an illustrated guide to appropriate items. Please note that the uniform is currently under review, with a view to changing for September 2021. A period of transition, where both the new and old uniform can be worn will apply.





# Senior School Equipment List

## All students should have the following equipment:

- Sturdy school book bag
- Ink pen & cartridges
- Spare ink pen & cartridges
- Pencils
- Pencil sharpener
- Assortment of coloured pencils and/or crayons
- Pencil eraser
- Small 2-hole punch
- Small stapler
- Geometry set – which should include a compass, protractor and set square
- Scientific calculator - (the Mathematics department recommends Casio fx 83 ES up to the end of GCSE. Casio fx 9750GA PLUS is recommended for A-level Further Mathematics)
- Glue stick
- English dictionary
- Language pocket dictionary (Spanish, French, or German as appropriate)
- Scissors (with rounded tips)
- 30cm ruler

Students will be issued with planners and all necessary exercise books and textbooks. These should be taken to all lessons.

# COMMUNICATION



## Parent Portal

Parents and carers are encouraged to use the St Dunstan's College web-based Parent Portal and the associated iSAMS Parent App. The College uses these platforms as the primary means of communicating important information to parents such as termly Learning and Attainment Scores, letters about parents' evenings, school trips and events, and other specific information which may require your attention. In addition, they provide quick and easy access to everything you need to know about your child's school life, including attendance records, reward and sanction notifications, timetables, teacher contact information, school news and events, and more.

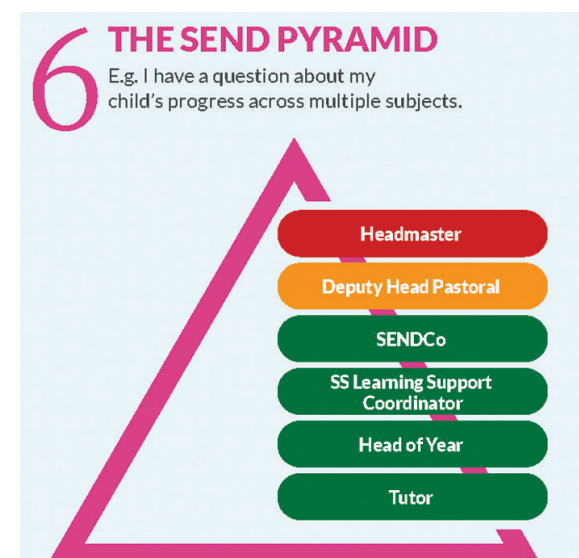
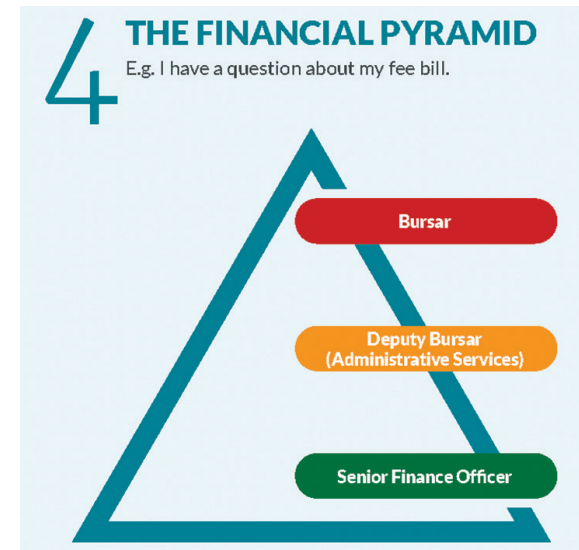
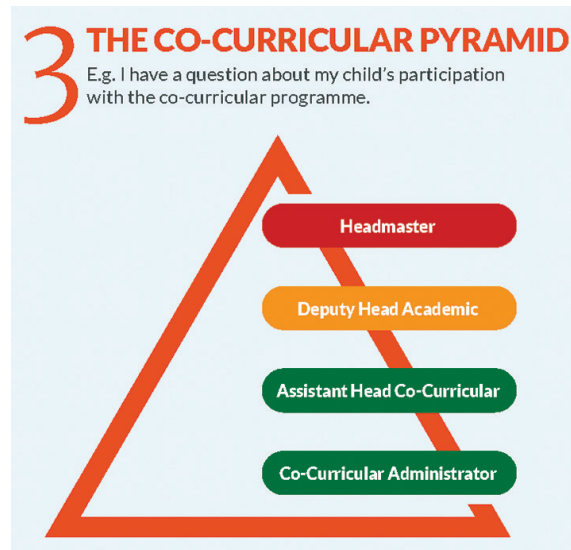
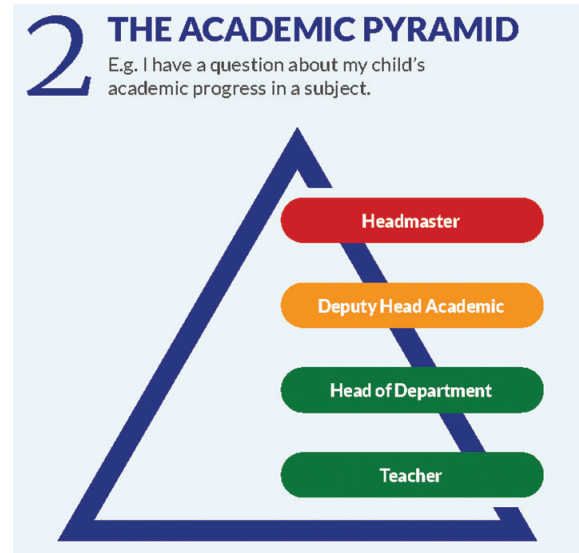
## Who To Contact

To support effective communication between parents and St Dunstan's College Senior School staff, the College has created a brief guide to communication which sets out some possible scenarios and who to contact in each case. There are bound to be situations that are not covered in these suggestions, in which case parents should contact their child's form tutor who will be able to arrange contact with the most appropriate person.

It is always better to talk to somebody early on to avoid letting a minor concern turn into a big issue and we encourage parents to notify us of changes to their child's circumstances to facilitate our most effective support of them. In some situations, you may feel external help (e.g. counsellor or educational psychologist) is necessary. If this is the case, please keep your child's Head of Year informed.

If you wish to contact a specific member of staff, email contact is encouraged in the first instance. If you prefer a face to face conversation with a member of staff, please contact them in advance to arrange an appointment. It is our expectation that parental emails will, if possible, be acknowledged by staff within 48 working hours.

# Communication Pyramids





## Family Contact Information

Parents are asked to inform the College Office immediately of any change of address, telephone number or email so that our records can always be up to date. This applies equally to work and emergency contacts and is particularly important if custodial arrangements change.

It would also be helpful if parents would inform the tutor of any issues at home (e.g. bereavements, family members in hospital), which might affect your child's wellbeing.

All contact information and educational records are held in an electronic central management of information database called iSAMS. The routine information that we hold on your child can be checked via the Parent Portal or iSAMS app.

## Telephones

The telephone switchboard is manned from 0800 to 1730 on Monday to Friday during term time. The receptionist will try to connect you with members of staff and will relay a message if that member of staff is unavailable. The receptionist cannot deliver routine messages to students but will make every attempt to ensure that an emergency message is forwarded.

Mobile phones are brought into College entirely at their owner's risk. Use of mobile devices is governed by the College's Bring Your Own Device (BYOD) Policy which is available on the website.

## Calendars

An online calendar of events can be found on the College website. Term dates are normally published 12 months in advance on the College website.

## Weekly Bulletin

Parents and carers are sent by email the Weekly Bulletin every Friday afternoon during term time. This includes a summary from the Headmaster, college news from the week, links to important letters and key dates for upcoming events. In addition, the website has live feeds for all news items and current events are publicised via the College's social media channels.

## Website

[www.stdunstans.org.uk](http://www.stdunstans.org.uk) is the College's website. The site includes



regularly updated news and pupil achievements. The website also hosts College policies and term dates.

## Social Media

St Dunstan's routinely uses social media to celebrate college achievements.

Twitter: @StDunstansColl

Instagram: @StDunstansCollege

Facebook: @StDunstansColl



[www.stdunstans.org.uk](http://www.stdunstans.org.uk)

# CURRICULUM AND ACADEMIC PROCEDURES

## Senior School Academic Leadership Team

The academic progress of all students in the Senior School is promoted, overseen and monitored by the Senior School Academic Leadership Team (SSALT). This team is led by the Deputy Head Academic who is supported by three Assistant Heads; a Director of Studies; an Assistant Head - Additional Curriculum and Outreach; and an Assistant Head - Co-Curriculum and Staff Development. All subject areas have a Head of Department or Subject Coordinator, who takes responsibility for the teaching and learning that takes place in these disciplines.

## Curriculum

Our forward-looking Curriculum offers every student the opportunity to develop their own academic knowledge, skills and understanding. By exploring new and challenging material, and being encouraged to take intellectual risks and develop academic resilience, we hope each individual discovers and develops their own strengths and interests.

Students follow an ambitious, common curriculum until the end of Year 9 when decisions are made for their course of study at GCSE. The only exception to this is in Modern Foreign Languages, where students choose two languages before arrival at the College in Year 7, and then choose one language to study on their timetable intensively from Year 8. For students who wish to continue with their second language, enrichment classes are offered during Forder sessions to ensure they may still opt for two languages at GCSE. Choices regarding future Sixth Form courses are made during the Lent Term of Year 11.

In Years 7, 8, and 9 all students also follow our Skills for Life course, which develops knowledge, skills and awareness beyond the subject specific curriculum, including a course focused on enhancing the global outlook and perspectives of the students at all ages.





## Higher Education and Careers

Students at St Dunstan's College are encouraged to think about their future from an early age, but not to develop too fixed a view, too soon. The best career and further education choices are made by students who reflect on, review, and update their thinking based on the development of their true strengths and interests over time.

From the beginning of Year 9, students are encouraged to start considering possible career options and how their academic choices and strengths might relate to those early thoughts. Careers events, careers profiling and careers role-playing activities feature as key components of the Lower and Middle School careers pathway.

When students enter Year 12, they will be focused towards their UCAS or other Higher Education applications via a sequence of information events that prepares them well for the decisions to be taken in Year 13. They are encouraged to find and research suitable courses or areas of employment before the end of Year 12 and to use Work Experience and their summer break to develop these thoughts long before the Autumn deadlines of Year 13, the first of which is 15 October for Oxbridge and Medical applications. The deadline for most other courses is 15 January, but we expect students to have submitted applications long before then.

In the Learning Resource Centre (LRC) students have access to a wide range of resources including magazines, books and contacts within the working world. The College's Head of Careers also organizes a Careers Convention, aimed primarily at those in Year 10 to Year 13.



This welcomes experts from a wide range of professions including publishing, theatre, journalism, medicine, law and accountancy. Also present at the Careers Convention are Higher Education providers as well as representatives from the armed forces. The College aims to provide careers advice tailored specifically to the needs of our students.



## Examinations

Students are well prepared for the appropriate public examinations. The College makes the decision as to which examinations a student takes and at what time, but such decisions will only be finalised after communication with parents. Parents are billed separately to their school fees for the specific entry fees associated with Public Examinations. This is to ensure that parents only pay for the entries of their own children at the time they are sitting Public Examinations. Any parent wishing to enter their child for an examination in a subject outside of the normal College curriculum must first seek the advice and approval of the Deputy Head Academic.

End of year internal examinations for students not taking public examinations take place after the Trinity exeat, with dates published in the Calendar, and a detailed timetable is always given to students in good time before the examinations.

Guidance as to how to prepare for examinations forms part of the Skills for Life course, and teacher support within lesson and tutorial time. Revision lists and suggestions are published annually. Parents can help their children revise for examinations by giving encouragement and by ensuring a suitable environment at home in which their children can work with focus. It is also important to



ensure that a healthy balance is achieved between work, exercise and other social activities. This last point is particularly relevant during the Easter holidays and the Trinity exeat when examination preparation pressure can be at its height. The amount and type of assistance parents provide will of course depend on the age of their child. It is important to let the students feel that they are making the decisions regarding their examination preparation whilst encouraging them in the right direction.

## Academic Tracking and Student Progress

St Dunstan's College is not a school that seeks to test and re-test students as the main driver of academic development. However, we do believe that regular, timely, and meaningful assessment at important stages across an academic journey is the best way to help students and teachers understand academic strengths and weaknesses, and hence empower them to respond constructively to individualised feedback. Central to achieving this is student awareness and ownership of their own development, supported and encouraged by staff. To that end, the following outlines our assessment and tracking cycle.

For Years 9, 10, 11, 12, and 13 the following types of assessment occur across the year.

- Platform Tests are sat in lesson time soon after the start of the year and are designed to ensure students beginning new public examination courses have an early, secure grounding in the basics to build on.
- Benchmark Tests are sat in lesson time at key points in the year and are designed to provide students and staff with an indicator of current attainment levels in relation to examination mark schemes. They inform follow up conversations regarding support, targets, and sometimes

subject choices.

- Trial Examinations. These are sat in formal exam conditions and happen once per academic year for students in Year 11 and Year 13, and follow distinct examination timetables. They are designed to give students as realistic an experience as possible of Public Examination, to guide staff over making forecast grades for public examinations, and to shape follow up conversations regarding support, targets, and sometimes subject choices.

The progress of Years 7, 8, 9 and 10, for whom there are no public examinations at the end of the year, is driven less by grade awareness and more by the need to track and develop strong approaches and behaviours associated with effective and enjoyable learning. End of year examinations do result in grades that can indicate likely potential at GCSE, but tracking through the year will focus as much on approaches to study and individual progress as on actual attainment. Students who focus on improving the quality and consistency of their learning behaviours rather than being fixed mainly on grades will be happier, more creative thinkers, and will also, in the long run, be more successful academically. As a College we champion this approach to developing strong learning approaches through our reporting and tracking of Learning Scores, which reflect student engagement with subject, response to feedback, collaboration, strategies for study, and homework. These characteristics of strong learning are, of course, still championed and reviewed in the Middle School and Sixth Form, too.



## Homework

Each student is issued with a homework timetable at the start of the academic year. The length of time each child takes to complete homework will vary depending on the child and the subject. For Years 7 to 11, the setting of homework by teachers is intended to result in students being able to complete set work across the evenings of the week at a rate of about one hour per evening (Year 7) up to one and a half hours per evening (Year 11). Managed in this way, homework would be completed before the weekend. In the Sixth Form, students should expect to complete a minimum of four hours' work per subject studied per week outside of lesson time.

Homework tasks will be explained in class and also always made visible on Firefly, the College's Virtual Learning Environment (VLE), which can be accessed remotely and which also contains subject based learning and revision resources. It is standard practice for optional enrichment or challenge tasks to be identified alongside the core homework tasks so that the most enthusiastic or able students in any year group may pursue passions and extend their learning further. Homework is expected to be completed with ambition and thoroughness, and always to be submitted on time.

The College believes in the value of formative and developmental feedback on student work. All teachers in all subjects and for all year groups will, when appropriate, provide feedback in terms of What Went Well (WWW) and either Even Better If (EBI) or a specific Student Development Challenge (SDC). Feedback of this nature may not be provided for every single task set and marked, but it will be regular and is designed to promote a culture of reflection and positive student engagement with growth and development in their studies, and not just a reaction to a mark or grade.

Students should complete work at home regularly and methodically. If a parent is concerned that homework seems not to be being set, or if their child claims not to have any homework, or that it is becoming too burdensome, Firefly should provide clarification over what is required. Where doubt remains, please do contact the relevant teacher or tutor directly.



## Reporting and Parents' Evenings

Communication with parents about children's progress is essential. Students receive either a Learning Score (a review of academic engagement and approach as opposed to attainment) or an Attainment Score (a review of academic attainment as opposed to effort) each half term. This cycle will include end of year examinations and Trial Examinations where relevant. All such scores are available to parents via the Parent App.

Written reports are provided by tutors at the end of each academic year for Years 7-10 and 12. For Years 11 and 13, subject teacher and tutor written reports are provided before Easter and specifically to support revision ahead of summer Public Examinations.

Every academic year there will be a Parents' Evening for each year group at which parents can meet with subject teachers for up to 5 minutes for face-to-face dialogue. These operate on an appointment system. Your son or daughter will be asked to fix the times of those appointments for you in the week before the meeting. Students are expected to accompany their parents to such meetings wearing full school uniform. Details will be published in the College Calendar. Where longer discussion is warranted, or in the event that parents are not able to see every teacher at the event, teachers are always ready to make follow up phone calls or to make appointments outside of these events to discuss matters of concern.

As a point of principle and culture at the College, we encourage all staff to make contact with home as soon as concerns emerge, and vice-versa. Early dialogue is the most effective way to ensure that academic or pastoral difficulties do not escalate into problems.



## Academic Transition through the College

It is expected that all students gaining successful entry into the College via what is an academically competitive and selective process should go on to thrive in their studies here. In the instances where there is concern this may not be the case, the College's first response will always be to understand the obstacles to progress and to establish how to support the necessary progress then being made. Individualized and coordinated intervention will be planned and enacted out of dialogue between staff, students, and families. Where student engagement with that support is not absolute, or where academic outcomes indicate a student will not be able to access or benefit from the next phase of the curriculum journey, consideration will be made as to whether or not transition into that next phase of the school will be permitted. This is a rare and unwelcome situation, and the details governing how the College will manage it as well as seek to pre-emptively avoid it, can be found in our Policy on Academic Transition through the College, available on our website.

## Learning Resource Centre (LRC)

The Learning Resource Centre is situated at the top of the West end of the building and is open for students' use on term-time weekdays between 0800 and 1730. It is also open from 0900-1300 on Saturdays in term-time, and between 0900-1600 over exeat and for the entire Easter holiday.

Students are permitted and encouraged to use the Learning Resource Centre in order to do learning preparation, research, enrichment, personal reading, or homework. Newspapers, subject-specific magazines, and other periodicals are available for students. The LRC is fully wi-fi enabled, allowing students to use their own personal internet-capable devices to assist in their academic study, as outlined in the College BYOD Policy. There are desktop computers and laptops for students to borrow.







## English as an Additional Language (EAL)

The College is a proudly diverse community, with strong links abroad as well as within our own diverse, local setting. Entry into the school requires a level of English that will enable a child to access the curriculum and school life, but once here, the College is committed to supporting the full inclusion of students for whom English is an additional language. For this reason, the College has a Coordinator of EAL who works with students, teachers, and families in this position. Details of the school's guidance in this area can be found in our EAL policy on our website.

## Scholarship and Enrichment

The College is an academically selective school with a significant number of higher ability students across the various aspects of our curriculum. It is an entitlement that all students should be valued, challenged and supported to learn at an appropriately ambitious pace. The College views potential as something that can be developed and enhanced, and not as a fixed or limited outcome.

For those students who show particular or exceptional potential, progress, or achievement, the school will nurture and support the very highest ambitions – both academically, and in co-curricular contexts. The Assistant Head – Additional Curriculum and Outreach audits and monitors the enrichment opportunities for all students in order to realise these ambitions. There are also specific programmes for our Academic and Co-Curricular scholars, overseen by relevant staff and the Head of Scholars. All scholarships are reviewed annually at the Awards' Committee, where the performance of all students is also analysed for the purpose of any additional scholarships to be awarded. There is no separate application system for scholarships; all students are reviewed and considered for awards on an annual basis. Details of the school's guidance in this area can be found in our Enrichment and Scholarship policies on our website.





## Personal, Social, Health and Economic Education (PSHEE)

The PSHEE curriculum is taught in tutor time in throughout the Senior School. The curriculum is age-appropriate and incorporates topics such as relationship and sex education and what it means to be British both in a multicultural society and the wider global context.

Active participation in lessons is encouraged through discussion and role-play. Personal reflection is also encouraged. Speakers from the police and health service visit frequently to talk to students. Although primarily delivered by tutors, PSHEE is not limited just to tutor time; it is a recurring theme in many aspect of College life: academic subjects, staff-student relationships, assemblies and co-curricular activities.

## Relationships and Sex Education

RSE will continue the work done in primary school. Although many aspects of sex and healthy relationships education are taught through PSHEE by form tutors, we also employ outside agencies to help deliver aspects of this curriculum in a non-threatening, open environment. Our Relationship & Sex Education Policy is available on our website.





# PASTORAL PROCEDURES

## Senior School Pastoral Leadership Team

The academic and pastoral progress, personal development and wellbeing of all students in the Senior School is overseen and monitored by the Senior School Pastoral Leadership Team (SSPLT) which consists of the Deputy Head Pastoral and three Assistant Heads (Heads of Section – Lower School, Middle School and Sixth Form).

## Pastoral Systems

Each student is allocated a form tutor. That tutor may remain with them for one, two or three years. The tutor will be responsible for the supervision, guidance and care of the students in the form, meeting them every day for registration. In many cases the tutor will also teach one of their subjects. Tutors will keep records of attendance, academic progress and involvement in other school activities. They will also advise students, in conjunction with parents, on subject options, university applications and careers.

As well as monitoring a student's academic progress, it is part of the tutor's role to monitor their tutees' co-curricular participation and to deliver PSHEE content in conjunction with the week's pastoral theme.

The Head of Section, supported by appropriate Heads of Year, will co-ordinate the work of the tutors. They will exercise an overall supervision of the welfare, morale, conduct and academic progress of the students, as well as organising year-group assemblies and parents' meetings and taking an active and particular interest in the student's co-curricular activities.



## Special Educational Needs and Disabilities (SEND)

The College welcomes input from students and families that will support learning. Our Learning Support Policy is reviewed annually and is available on our website. In the Lower School, timely and sensitive communication between home and school, as well as between classroom teachers, tutors, and the College Special Educational Needs and Disabilities Coordinator (SENDCo), or Senior School Learning Support Coordinator (LSC) are all vital to identifying, supporting, and monitoring the progress of students with either suspected or diagnosed SEND.

Candidates with a specific learning difficulty who are taking public examinations may be entitled to access arrangements. To qualify for these arrangements, the College must submit an application to the relevant awarding bodies on the student's behalf. In order to make that application, evidence is required of the student's needs, and a professional report must be carried out no earlier than two years prior to the public examination period. Government regulations are updated regularly in regard to this process, and two points of information are vital to emphasise here. Firstly, reports from educational psychologists engaged by families without liaison with schools are not automatically valid for the purpose of securing access arrangements for public examinations. Secondly, reports undertaken earlier than Year 9, no matter what they state, must be updated and replaced by new assessments at that stage, or thereafter, before access arrangements can be made for public examinations. For both these reasons, it is essential that students and families of students with historic or potential SEND must be in contact with, and seek advice from, the College's SENDCo or Senior School LSC. Whilst the College and its staff will do all they can to identify, support and monitor learning once a student has started at the College, it is the parent's responsibility to ensure that background information or previous reports are sent to the SENDCo or Senior School LSC.

For more information about learning support, please contact our College SENDCo or Senior School LSC. Details of the school's guidance in this area can be found in our SEND policy, available on our website.





## Bullying

The College is opposed to all forms of bullying; such behaviour constitutes a breach of College Rules and will not be tolerated. If bullying does occur, students involved should understand that they will be listened to and supported by the College community. The College adopts a No Blame Approach to tackling bullying and the initial stages of this approach are focused on restorative justice. Where the No Blame Approach does not improve the outcomes for the victim(s) of bullying behaviour, disciplinary sanctions will be implemented which reflect the seriousness of the incident and convey a deterrent effect. If students feel that they are being bullied, or know that someone else is being bullied, they should tell their parents, teacher, form tutor, Head of Section or Head of Year. They can also report bullying through the 'Help' button on Firefly. If a parent suspects or knows that their child is being bullied, they should contact the form tutor or Head of Section/Head of Year immediately and encourage their child to do the same. Our Anti-Bullying Policy is available on our website.



## Leadership Opportunities

Senior students are appointed as prefects to help in the day-to-day running of the College. All students should treat the prefects with respect and follow their instructions. Some Lower School and Middle School students are also given responsibilities to assist staff and prefects in the organisation of the school day.

In addition, there are plenty of opportunities for students of all ages to develop their leadership skills whether through involvement in a co-curricular activity or by taking responsibility for a House activity. The Student Parliament provides a channel for direct communication between the student body and the College Leadership Team. It is chaired by the Head of School and includes an elected representative from every year group.





## Student Health

Any student feeling unwell during the day is instructed to report to the College Student Wellness Centre, the Pavilion. There, the College Nurse, Medical Assistant or First Aider will make a decision as to whether the student can return to class, should remain in the medical room, should be collected by a parent and taken home or should be taken to hospital. If the illness is serious enough, the student will be taken to hospital even if contact cannot be made with his/her parent. Accidents occurring during the school day are responded to in the same way.

In the event that a student is deemed too unwell to remain at school, a member of staff (normally the College Nurse) will contact parents to arrange for the student to be sent home. Under no circumstances should the student make their own arrangements – any communication regarding early dismissal from school must be agreed with College staff. In compliance with the College BYOD Policy, students are prohibited from using their mobile phones without the express permission of a member of staff, and therefore should not phone parents themselves to request to be collected or allowed to leave school early.

Accidents or illness occurring during activities taking place outside normal school times will be dealt with by the teacher on duty or by

the teacher in charge of that activity following the same guidelines.

The College will not dispense any medicines (including paracetamol) to a student unless the student's parents have signed a Consent to Medication form (available from the College Nurse or the College Office).

Children should not be sent to school if unwell and unable to participate in lessons. The Health Protection Agency recommends that those students presenting with diarrhoea or vomiting should remain at home for a period of 48 hours after the resolution of symptoms. If a student returns to school within 48 hours of an episode of vomiting or diarrhoea, the College may require the student to be sent home.



## Clothes and Possessions

Parents are asked to ensure that all items of students' clothing and property are clearly marked, including watches, calculators or any item of value. The College is unable to operate an insurance policy for personal items at school. Please ensure that expensive possessions are not brought to school and that all items are fully insured. Students are not allowed to use electronic equipment with headphones in around the College. During PE and Games lessons, all valuables must be secured in students' own lockers or placed in a designated valuables bag and then handed to a member of staff.

## Lost Property

Any unlabelled or uncollected items will be taken to Lost Property, which is located in the basement and will be open at 1320 - 1350 and 1600 - 1615 daily during term time. If a lost item of clothing is labelled, the student will be informed that it needs to be collected. These items will be kept in Lost Property until collection. Unclaimed items will be donated to charity during the following academic year.

## Rewards

Students who make outstanding contributions to their own development will be rewarded. This will be the case in all aspects of College life – academic or otherwise. The standard reward of this type is a Commendation. The Head of Year keeps a record of all such Commendations. Certificates are awarded for cumulative totals and presentations made, depending on the total achieved, during assemblies at the end of each term.

Colours Awards are also given to students who have made a significant contribution to College life, community and values. The awards available are Half or Full Colours which, for the most senior students, are accompanied by the presentation of ties or badges (depending on student preference).

The annual Prize Giving ceremony, normally held in July, reviews and celebrates the major achievements of the previous year.





## Detentions

Academic and Conduct Detentions are given by individual teachers, in line with the College Expected Pupil Behaviour Policy. These are held on Tuesdays and Thursdays from 1615-1715. Parents will be informed via email of such detentions with at least 24 hours' notice being given. If a detention is necessary within 24 hours you will be contacted directly by telephone

Very occasionally it is necessary to put a student into a Saturday Detention. This is reserved for very serious transgressions of College rules and expectations or cumulative and persistent failure to adhere to College behaviour expectations. Saturday Detentions are held from 0830 until 1030 on Saturday mornings. Parents will be informed by email and/or telephone if their child has earned a Saturday Detention.

## Expected Pupil Behaviour

St Dunstan's College endeavours to foster self-discipline and an understanding of the values necessary for living in a community. We will praise and reward students for positive contributions in work, behaviour and activities. Unacceptable work or behaviour is firmly dealt with first by the teacher concerned and subsequently by the form tutor, Head of Department, Head of Year, or Head of Section as appropriate, and ultimately by one of the Deputy Heads and finally by the Headmaster.

In the most serious cases, the Headmaster may ask parents to remove a student from the College or permanently exclude a student from the College. Although all the individual circumstances will be considered, the interests of others in the school community and the nature of the offence will be of particular significance.

Sanctions are described in the Expected Pupil Behaviour policy and procedures available on the school website. Senior School Rules are also available on the website and are available to students on Firefly.

## Tobacco, Alcohol and Drugs

Through the PSHEE curriculum, students will be taught to make healthy, well-informed choices about the use of tobacco, alcohol and drugs by increasing their knowledge, challenging attitudes and developing and practicing their decision-making skills. Students will be provided with accurate information about tobacco, alcohol and drugs use and misuse, as well as the possible consequences of using or misusing such substances. Furthermore, students are provided with information to help them identify and access sources of appropriate personal support should they require.

The policy on Tobacco, Alcohol and Drugs is available on the College website.



# CO-CURRICULAR PROCEDURES

## The Forder Programme

The Forder Programme is the name given to our co-curriculum at St Dunstan's College. Its name is taken from the pioneering second Headmaster of St Dunstan's, the Revd Forder, who believed passionately that schools should offer more to the education of young people than classroom learning. He established one of the first 'out of hours' programmes of activities for his pupils, operating on three days after school and often well into the evenings. The Forder Programme today operates alongside the Examined and Additional curricula, to augment the broad and varied educational experience the pupils at St Dunstan's receive.

The Forder Programme deliberately enriches the values we champion as a College. Each individual at St Dunstan's is inspired and nurtured to develop the Courage to push themselves out of their comfort zone, as they embrace the challenge of Adventurous Activity; the Creativity to develop their own ideas with the freedom of expression offered by their artistic endeavours; the Compassion to understand the world around them and to make a positive contribution to it through Community Service and Volunteering; the Curiosity to want to discover more through Academic Enrichment and Societies, and the Confidence to take on ambitious challenges and try new things. Underpinning all of this is a belief in the importance of the Core, a programme deliberately designed to ensure a healthy body and healthy mind.



**The Core - Health & Wellbeing:** Typically limited to sport in schools, but not at St Dunstan's! Whilst still providing a home for recreational and competitive sport, this profile accommodates activities such as mindfulness, yoga and nutrition.

**Compassion:** Community service and volunteering play a key role within this profile but it also incorporates the development of leadership opportunities for students within the College community.

**Creativity:** Art, Music, Drama and Dance all have so much to offer to the development of any young person. This area is an unashamed champion of creative endeavor!

**Curiosity:** Progressing from Departmental Clubs such as debating, chess and coding into Academic Societies, students are provided with continued academic enrichment without the pressure of examination or assessment. This is also how students can experience subjects not currently on offer within the curriculum including politics, law, medicine and alternative languages.

**Courage:** The DofE and CCF are both very well established for older students, but our Adventurous Activity programme has also grown significantly in recent years. Watch out for 'expedition style' opportunities that will come up each term.



Students sign up for their co-curricular clubs in the first week of term on our co-curricular website. At the start of each term, the Assistant Head Co-Curricular will send a letter to all families via the bulletin to introduce the programme, but also with a guide for how to navigate the website efficiently. Students will get additional support throughout the sign-up process from tutors, and parents can contact the co-curricular administrator should they need to. We do expect that students monitor their co-curricular calendar carefully when booking to avoid clashes, and then follow through with the commitments that they make wherever possible.

Students in Years 7-9 are expected to engage with a minimum of three activities each term, aiming to access all five profiles by the end of each year. Whilst this will mean a minimum of three co-curricular commitments each week, students must pay careful attention to the detail on exactly what each activity entails, because some will require more frequent commitment than others. It is important to note that students shouldn't restrict themselves to just three sessions, and many participate in far more.

#### Sample Programme (one term):

1. The Core: Netball which involves two training sessions and one match each week.
2. Courage: One climbing session each week.
3. Creativity: One Vibe Dance session each week.

Students in Years 10-11 are still expected to engage with a minimum of three activities each term across three profiles each academic year. In order to obtain their St Dunstan's Diploma, students in Years 12 and 13 must select one activity from the Compassion profile or lead a Society for younger students.

The structure of the school day supports the functioning of this programme, allowing for time to carry out the programme and to make full use of all our facilities, including the Jubilee Ground. We are currently offering more than 100 activities across the week, representing a huge diversity of interests. Timings are as follows:

0730-0800: Forder Session 1

This first session is normally dedicated to music ensembles, and additional sporting practices.

1350-1430: Forder Session 2

This is our main co-curricular session. The vast majority of activities will take place during this time and students should aim to be actively engaged in as many of these sessions as possible each week.

1600-1715: Forder Session 3

The final session of the day is generally reserved for some of our major co-curricular areas such as Sport, CCF, Drama and Music.







## Commitment to Teams & Productions

Without sustained commitment from all members of the College community, the high quality experiences that we want to provide students would quite simply not be possible. We want students to be ambitious in their activity selection, which can put pressure on their organisational and time management skills. If selected for teams and productions then this challenge can be even greater, but so are the rewards and we expect that students do honour these commitments. This may include fixtures, rehearsals and meetings after school, at weekends and occasionally during the holidays. Details of fixtures and rehearsals are published well in advance, with weekend and holiday commitments listed in the calendar. The College believes that this commitment of students is good both for individuals and for teams.

## House System

Each student is allocated to a House in which he or she will remain throughout their time in the College. The four Houses are Forder, Hecker, Stuart and Usherwood; these are named after the first four Headmasters of the College. We have an extensive programme of House events which take place in the co-curricular slot on Mondays, which challenge students to earn valuable House points across each category of competition; The Core, Curiosity, Creativity, Compassion and Courage. Each activity is designed to give the pupils a chance to explore the nature of competition, teamwork and leadership, gaining new experiences along the way!







## Music Lessons

(In addition to Forder Programme)

Individual lessons can be arranged for a variety of instruments. These will occur during lesson time for the younger students but normally outside lesson times for students in Year 10 and above. Visiting Music Teachers are self-employed and will invoice parents directly for tuition. Further details can be obtained from the Co-Curricular Administrator.

## Sporting Fixtures & Other Events

Students selected to be in teams and who are involved in other activities such as Drama productions are expected to give full commitment to the team or activity, as their participation is important to its success. This commitment will include fixtures, rehearsals and meetings occurring after school, at weekends and occasionally during the holidays. Details of fixtures and rehearsals are published well in advance, with weekend and holiday commitments listed in the Calendar. These opportunities present fantastic opportunities for self-development and should be considered a part of our core co-curricular offering rather than something extra.

We welcome the support of parents at all fixtures and performances, and just ask that the tone is always supportive and encouraging.



## Special Events

There are a number of evening and weekend activities that are compulsory for some or all students. These are all in the College calendar at the start of the year, and letters will be sent home by pastoral teams to give plenty of advanced notice.

## St Dunstan's Festival

The College holds an annual Festival at the end of the academic year. The aims of the St Dunstan's Festival are firmly rooted in educational value – to educate our students in the best attitudes to the co-curricular opportunities available to them, especially by offering them artistic opportunities of the highest order, and to involve and engage with the broader community, by promoting access to events of cultural significance.

The details of the 2021 St Dunstan's Festival will be made available on the College website.

## Combined Cadet Force (CCF) and Community Service

The College has thriving CCF which includes a Royal Navy Section, Army Section and Corps of Drums. Students are encouraged to join from Year 9 and throughout their time can take part in a diverse range of activities. Community service is a burgeoning profile within the Forder programme. Opportunities are available for all year groups, both within the school community and the wider area of Catford. New opportunities are always being created, and students with a passion are actively encouraged to suggest new possibilities to make volunteering more personal and to encourage emotional investment from the student body.





## Drama

The College has a thriving programme of productions for students of all ages and abilities. These range from small-scale informal performance to larger whole College plays and musicals. Alongside an extensive list of co-curricular clubs, the department are delighted to be able to offer LAMDA (London Academy of Music & Dramatic Art) tutoring and examinations to students of all ages.

## Duke of Edinburgh's Award Scheme (DofE)

The College has a thriving Duke of Edinburgh's Award scheme, with students able to achieve their Bronze, Silver and Gold Awards in their time at the College. Expeditions and events are arranged regularly to enable students to reach the highest standard. The programme starts in Year 9 with taster events for students to understand the programme and what is required. For more information contact the Head of Adventurous Activity who co-ordinates the programme.



## Trips and Visits

Trips and visits are arranged as part of a student's programme of study, with a charge being made to cover the cost of transport, food and accommodation where appropriate. The charge for day visits and residential trips will normally be added to the termly fee bill. For residential trips, parents will be required to pay a non-refundable deposit in advance. This deposit should be paid through WISEPAY (Finance Office can be contacted on 020 8516 7277 if there are any queries).

For trips abroad, students will need to have their own passport and, if within the EU, their own European Health Insurance Card (EHIC) which will be valid until December 2020. Any parent whose child may require a visa or any other additional documentation should contact the trip organiser for advice immediately they receive notice of the proposed trip.

Students are also encouraged to participate in the large number of voluntary trips that take place during the holidays. Advance notice of such activities has already been emailed to parents according to which school year their child is in. Details of all trips can be found on the College website. Staff organising trips will communicate details by letter and email.

The College Office keeps a record of all students participating in such trips, along with emergency contact numbers. Urgent contact by a parent to a child on a school trip should normally go via the organising member of staff.



# ADDITIONAL INFORMATION

## Catering

Lunch is mandatory for all students. Each day we offer three choices of main course, with a vegetarian and vegan option. There is a salad bar with single and composite salads available. We offer fresh-baked bread on a daily basis. During the colder months we offer a soup of the day.

We offer a selection of cold sweets daily; these include fresh fruit and yoghurt with toppings. Using our Theatre Bar we are able to offer a different style of lunch, this can range from a pasta and baked potato bar, where there is a choice of sauces and fillings through to a stir fry station. In the warmer weather we are able to provide a plated salad prepared fresh in front of the students throughout the lunch service. Seasonal menus are published on the website.

Lunch is served to students according to a rota so that no particular year group is always at the end of the queue. Breakfast before school and snacks at mid-morning break can be purchased in the Refectory. Parents of students who require special diets for medical reasons should discuss this with the Nurse in the first instance.

## Events

Parents are warmly invited to all College fixtures, concerts, plays and other events. This support is also greatly appreciated by the students involved. Dates and times will appear in the online calendar and in newsletters.

Parental help for match teas, costume design, participation in music groups and other activities is greatly appreciated; willingness to assist in these or similar ways should be made known to the member of staff in charge of that activity or through your child's tutor.

## Financial Matters

### Fees:

Fees must be paid in accordance with the Parent Contract and to facilitate this we offer three methods of payment:

- Advance payment
- By instalments collected by monthly or termly direct debit
- By cheque, credit/debit card or electronic transfer

### Awards:

The College is fortunate to be able to provide a limited number of financial awards to help support students. The majority of these awards are allocated upon successful entry into the Senior School as part of the entrance processes. The five main categories are Academic Scholarships, Co-curricular Scholarships, Music Exhibitions, Sixth Form Scholarships, and Bursaries. The criteria for each of these awards are published in our Scholarships policy.

The presumption is that awards remain in place throughout a student's journey through the College until they leave at the end of Year 13, but all awards are reviewed annually by an Awards Committee. When the criteria of an award are not being fulfilled, the College retains the right to remove an award, in line with the process as outlined in our Scholarships policy. This would not take place without appropriate notice and discussion having taken place. All parents receive feedback with any weaknesses or issues being highlighted to allow for a change in attitude. Those in receipt of Bursaries are required to complete an annual declaration of their circumstances.



## Benevolent Fund

The St Dunstan's College Benevolent Fund exists to offer support to parents and guardians who are experiencing temporary difficulty in meeting the costs of their child's education at the College. The Fund operates by making grants in aid. It is not a Scholarship or Bursary Fund, and is not able to support students in their education over long periods of time. However, its assets are available on application, subject to genuine need being proved. Often its cases take the form of referrals from the Bursar or the Headmaster. All applications should be sent in writing to the Treasurer, Benevolent Fund, St Dunstan's College.

The Fund is a Registered Charity (no. 269748) and is administered by a small committee of management including parents, staff and Old Dunstonians. The AGM is held every September. It relies solely on voluntary contributions from members of the College community. Any gift, however small, is always appreciated.

Insurance:

The Foundation has Public Liability Insurance and as part of the general fee provides insurance for:

- Accidental injury
- Travel

Details of the cover and exclusions for each are contained on the College website. Parents should examine the cover provided carefully and if desired make their own additional arrangements; additional cover is a parental responsibility.

The College does not provide insurance cover for the reimbursement of fees in the event of a student being absent through illness. Policies do exist to cover this contingency and the Bursary can provide details of some options.

The College does not provide insurance cover for the loss of or damage to clothing or property, however caused, at the College. It is the parents' responsibility to arrange cover as they require for such items as musical instruments, personal computers, phones, watches, calculators and sports equipment.

The above notwithstanding, no further insurances exist covering additional school activities and your child attends these at his/her own risk, and without further responsibility on the part of the College or its members of staff or other authorised personnel, whether to your son or daughter, to you as parents or to any third party.



## Health & Safety

Procedures regarding health and safety issues are published prominently around the College. It is the responsibility of the students to be aware of these procedures and to respond promptly in the event of any incident. Students are also expected to act in a manner that will ensure the safety of others at all times. Our Health & Safety Policy is available on our website.

## Information & Communication Technology (ICT)

Students are encouraged to make full and effective use of both College, and other, ICT facilities and resources for individual study at all levels and particularly at GCSE and A Level. Students are provided with excellent opportunities and facilities to develop their ICT skills and capabilities to enhance their learning at St Dunstan's and also to prepare them for education and employment in the world beyond. Co-curricular opportunities also exist for those wishing to develop their computing and programming skills.

All students have individual Network User Identities and space allocated for the storage of their work as well as a College email address. Access to the Internet is filtered and free but may only be used for schoolwork during school hours. Printing is also free up to an agreed termly limit, beyond which students are expected to make a small contribution.

The College has a virtual learning environment, Firefly, which will provide students with easy access to academic and pastoral matters, as well as co-curricular activities.

Students are expected to treat all ICT facilities with respect and honour the terms of the College's 'Acceptable Use Policy for ICT Facilities', acceptance of which forms part of parents' contract with the College. Misuse or abuse of any ICT facilities will be treated as a Serious Offence. Our ICT, Acceptable Use and BYOD Policies are all available on the College website.



## Transport

A combination of hired coaches and minibuses, public transport and the use of the school minibuses transport students to fixtures and other events away from the school grounds. All students must use the seat belts provided on coach and minibus journeys. A member of staff will normally drive the school minibuses.

## Visiting the School

Adults visiting or working on the St Dunstan's College sites play an important part in the life of the College, whether helping to maintain the buildings or grounds or visiting as a lecturer or guest speaker. All visitors, including parents, must report to reception upon arrival, where they will be signed in and issued with a summary document regarding the safeguarding of children within the College and a pass. The pass must be worn so that is visible at all times whilst they are on site.

## The Dunstonian Association

The Dunstonian Association is the alumni organisation looking after all former pupils, parents and members of staff who automatically become "Dunstonians" when leaving the school. SDConnect is the online platform enabling all Dunstonians around the world to reconnect with each other. It is free to belong to the association and all are encouraged to register at <https://dunstonians.org.uk>. SDConnect creates many links via regular alumni events (such as a Family Day in September, Black Tie Dinners, sporting events etc), careers advice and job opportunities as well as the possibility to purchase some branded merchandise (from September 2020). The Association also publishes a magazine called the Dunstonian Notes and it boasts a wonderful Digital Archives microsite accessible via SDConnect. If you have any questions or are a Dunstonian, please do get in touch at [dunstonians@sdmail.org.uk](mailto:dunstonians@sdmail.org.uk).





# POLICIES

**All parents are sent copies of the terms and conditions of the College when being offered a place for their child. On accepting that place they are asked to return one copy of the terms and conditions duly signed. The following policies and information are currently available on our website:**

- P1 - Safeguarding
- P2 - Pastoral Care and Personal Development
- P3 - Expected Student Behaviour and College Rules
- P4 - Anti-Bullying
- P5 - Curriculum
- P6 - Inclusion and Enrichment
- P7 - Co-curricular
- P9 - Pupil Attendance
- P10 - Admissions
- P11 - Complaints Procedures
- P12 - Health and Safety (including the Student Physical and Mental Health Policy)
- P13 - Equal Opportunities
- P14 - Data Protection / GDPR
- P15 - ICT
- P18 - Anti-Fraud Corruption and Bribery
- P19 - Whistleblowing
- Commercial and Community Activity







**St Dunstan's**  
— College —

Stanstead Road, London SE6 4TY  
A co-educational, independent College for ages 3 to 18  
[www.stdunstans.org.uk](http://www.stdunstans.org.uk)  
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An ambitious, forward-thinking community that inspires and supports individuals to thrive