



BENENDEN

A COMPLETE
EDUCATION



STUDENTS' HANDBOOK
2020 - 2021

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I: GENERAL INFORMATION

This handbook has been written to give you information about the School and to help you to understand its structure, rules and policies. It is important that you read it carefully and ask your Hm (Housemistress or Housemaster) if there is anything which you do not understand. This handbook, along with the School Diary, should provide you with the information you need during term time. Both are to be found on the Portal and are updated during the School year.

AIMS AND VALUES FOR PUPILS

Benenden aims to give each girl A Complete Education in which she achieves her academic potential and grows as an individual. We want her to relish all that school life has to offer so that she leaves us as a confident, positive young woman truly prepared for her future.

We expect each girl to be a responsible and considerate citizen who is outward looking, courageous and compassionate. We support her in being aspirational and in developing her interests and talents whilst learning to achieve balance in her life.

By emphasising the importance of spiritual growth, we hope that each girl will enjoy making a contribution to our supportive school and be inspired to make a difference throughout her life in her future communities.

In all that we do at Benenden, we aim to foster:

Belief in oneself, belief in others, commitment to learning, commitment to the community. We aim to do this by providing:

- An inspiring, challenging and relevant academic curriculum which balances the best of tradition and innovation.
- Excellent and motivating teaching designed to encourage girls to become independent, enquiring and critical thinkers.
- A framework of individual support devised to help each girl experience and benefit from a full programme of study balanced with a wide variety of cultural, creative, physical and fun activities.
- A culture of encouragement, opportunity and challenge designed to develop self-reliance, resilience, confidence and physical and emotional wellbeing.
- The experience of learning to understand other people, working and living together with understanding and compromise and appreciating diversity. Offering a wide range of opportunities for leadership.
- Careers and higher education guidance designed to help every girl achieve her own personal goals, equipped with the requisite skills for university and beyond in their professional lives.
- A close partnership with parents so that School and home can work together to help every girl make the most of her time at Benenden.

THE PUPILS' ETHOS

Work Hard, Play Hard

Benenden is far more than an academic institution. As a school, Benenden teaches its girls to not only possess exceptional scholarly curiosity and drive for academic excellence, but also skills that can only be taught outside a classroom: Benenden girls are notorious for their insatiable appetite for laughter, their understanding of balance between work and leisure, and their passion when the two collide. Benenden aims to encourage academic zeal whilst also nurturing life-long friendships and an atmosphere of unparalleled camaraderie.

Opportunity

Discovering individual talents and passions are inherent to a complete education. Benenden girls are encouraged to seize every opportunity with both hands and to have an open mind. This plethora of opportunities allows girls to reflect on their time at school with an extensive understanding of both their strengths and weaknesses. As a result, Benenden has nurtured an extraordinary variety of talents over the years, and seeks to increase the diversity of interests within its community.

Tolerance

As a community, Benenden prides itself on its capacity for compassion and understanding of people's differences. We are not homogenous: every girl is cherished as an individual. Benenden strives to encourage every student to be better tomorrow than she was yesterday, in competition only with herself. Girls leave this community with the knowledge that without them as an individual, Benenden would have been a different place, and as a result, our differences are cause only for celebration.

Mutual Respect

Benenden girls aim to practise respect in all areas of boarding life: from their peers in House, to their teachers in lessons. Girls are sympathetic to each other's circumstances and sensitivities. We act with grace when our service is required, and also know when to allow our peers to breathe. We exercise common courtesy to all, whether within the Benenden community or in the wider world. Students and teachers maintain a professional, yet amiable relationship, with a commitment to personal progress at its core.

Overall, Benenden is a place that needs no codified ethos. The nature of the interactions between members of the Benenden community speak for themselves, demonstrating courage, curiosity and endless compassion. Thus, this ethos is not a code of conduct, but a comment on how Benenden girls themselves have developed to create an organic constitution.

Written and edited by the student body
June 2018

Spiritual, Moral, Social and Cultural Development of Pupils

Benenden actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and the importance of mutual respect and tolerance of those with different faiths and beliefs. You will learn about these values during your time at School through a wide range of living and learning activities both in, and out of, the classroom. It is likely that morning assemblies - known as 'Thought for the Day' - every one of your classroom subjects, as well as Benenden's broad range of co-curricular opportunities, will help you learn more about fundamental British values and respect and tolerance for the views and beliefs of others.

STUDENT LEADERSHIP

You are tomorrow's leaders in the making. The vibrant academic and boarding community provides a springboard for you to practice leading within a safe and supportive environment, so you will be ready to test your skills further once you leave School. The ethos of consideration and courage combined with zest for life and an outward-looking perspective could make you a sought-after leader one day.

Whilst we do recognise that not all of you will want to take high profile leadership roles either at School or after you leave School, we want to encourage you to understand that leadership can take many forms and that each of you should feel comfortable with some level of leadership within our community and beyond.

There are a wide range of opportunities for leadership at School, ranging from a year-long appointment as a Grey Jumper (School Prefect), to chairing a small group in one lesson. Some leadership roles (eg appointment to the Prefect body) require students to write letters of application and then face a selection process; others (eg leadership of a society) require students to appoint themselves or be appointed to a leadership role by their peers; others (eg Head of Dormitory) are decided by the Hm. The Pupil Forum requires students to be voted in by their peer group.

Formal leadership training is given to all Sixth Formers and specific training to School and House Prefects. Informal leadership training is provided through discussion in House, Tutor meetings, Prayers, Forms and PSHEE etc.

Opportunities for leadership include:

- School and House Prefects.
- Other House positions (Vice Captain, Head of Middle and Lower, Fire Captain, Head of Dormitory,
- House Mothers, Big Sisters, House Sports and Arts team leaders).
- Captains of Teams.
- Running current clubs and societies or setting up new ones.
- Representatives on Pupil Forum, Model United Nations and other School committees.
- Leadership of groups in lessons, during activities, on trips and abroad.
- Sacristans.
- Librarians.
- Sports Leaders.
- Subject Ambassadors.
- Academy Mentors.

Each Lower School Hm appoints a Head and Deputy Head of House from Six Two, a Captain of House and House Prefects from Six One, a Vice Captain from the Upper Fifth, and a Head of Middle and Lower School from the Fifth Form. Each Founders' Hm appoints Heads of House from the Six Twos. Other positions vary from House to House but include Sacristans, Librarians, Fire Captains, Games Captains, Heads of Layers and Dorms, Equality and Diversity Committee, Weekend Committee, Medical Centre Committee, Pupil Forum and Food Committee reps.

SCHOOL PREFECTS (Grey Jumpers)

The Head and Captains of School and School Prefects, referred to informally as the Grey Jumpers, are appointed by the Headmistress and Deputy Heads in consultation with Hms, following a voting process involving the whole School. All the Grey Jumpers share in responsibility for good order in the School. School Prefects assume responsibility towards the end of the Summer Term in preparation for the next academic year. House Prefects start office in the Autumn Term although they are chosen by their Hm and trained and inducted into the role in the summer term.

The Grey Jumpers may use sanctions to ensure that good discipline is maintained. They will use Orange and Grey Slips which are designed to encourage pupils to think beyond themselves to actively help others. A Grey Jumper will reward exemplary or unusually good behaviour with Orange

Slips, and Grey Slips are awarded for poor behaviour. Orange Slips are the equivalent to a Pink Slip, Grey Slips to a Blue Slip.

Grey Jumpers 2020-2021

Head Girl	Roya Power
Captain of School	Fara Bakare
Captain of School	Izzy Selby

Head of Norris	Zara Webb
Head of Hemsted	Bee McDougall
Head of Marshall	JB van Pelt
Head of Guldeford	Lily Thornton
Head of Echyngham	Daisy Lillingston-Paterson
Head of Medway	Ella Allfrey

Academic	Poppy Heslop and Iona Warne
Arts	Lexie Dykes
Equality and Diversity	Oreoluwa Adeogun and Mallory Greenberg
Guiding	Sophie Brokenshire and Tatiana Leung
Outreach and Academy Liaison	India Woolhouse
Pupil Support	Kate Gouriet, Pandora Mann and Saskia Willetts
Sports	Jessica Platts

HOUSE PREFECTS

House Prefects are appointed each term by their Lower School Hm. This role offers an opportunity to learn how to manage groups of younger students in each House and to assist the Hm, DHm and Matrons in the running of the House.

House Prefects work as part of a team with the Heads and Deputy Heads of House. Their role is similar to that of the School Prefects, in that they should assist in providing student leadership within the House, uphold and insist on good behaviour in House and act as role models for other students. They ensure that the caring, supportive and distinctive atmosphere of each House is maintained and promoted. House Prefects may not issue sanctions themselves, but should discuss any disciplinary issues with their Lower School Hm.

House Prefects also play a leading role in the anti-bullying provision at the school. They report to the Hm/DHm any evidence of bullying or cyberbullying and are girls you can turn to for advice if you feel you are being bullied or you know someone who is being bullied.

DIGITAL LEADERS

Each House has a Digital Leader, whose job it is to actively promote safe and responsible engagement with the internet and the virtual world, offering advice and support when necessary; to guide other students to help ensure that their privacy settings are safe; to promote good email etiquette and to be someone that younger girls can come to for advice about staying safe online.

BIG SISTERS

Big Sisters are pupils in the Six Twos and the Six Ones who volunteer to look after a younger pupil for a year. They provide guidance and a helping hand, pointing their Little Sisters in the direction of a successful and enjoyable school career.

PUPIL FORUM

The Pupil Forum is an opportunity for students to have their views heard and for them to make a positive contribution to the development of the School. The Forum is divided into three sections: IV - UIV; LV - UV and VI1 - VI2. The three committees are made up of representatives of each Layer in each House and they are run by the Grey Jumpers responsible for the Pupil Forum. Representatives consult their Layers and draw up a list of suggestions. The reps meet with the Forum Leaders and decide which items should go forward to the Forum. The Forum is chaired by a Deputy Head and is attended by the House representatives, the Forum Leaders, the Head and Captain of School, the other Deputy Heads, along with occasional other members of staff as appropriate. After the meetings, the representatives give feedback to their Houses, explaining which ideas were put forward for discussion and what the outcomes of the discussion were. Sometimes the Forum focuses on a particular topic where students are able to contribute their views on a topic.

STUDENT VOICE

In addition to the Pupil Forum, pupils are represented on the Uniform Committee, the Food Committee, the Weekend Programme Committee, the Equality and Diversity Committee, the Chaplaincy Committee and the Medical Committee. Students' opinions are always welcomed informally via Tutors, Form Tutors or Hms as well as being sought formally through regular questionnaires. The Headmistress has frequent pop-in times when students can discuss their ideas with her. We would like students to feel that this is their School and their views are listened to and acted upon. Each House also holds a termly House Council meeting at which the pupils are encouraged to contribute their views about the running of the house and to make suggestions in this regard.

SCHOOL WORSHIP

The Chaplain

The Chaplain is available to talk with you about any area of concern. You will find their study next to the Chapel and you can make an appointment to see them by contacting chaplain@benenden.school

The Chapel

The Chapel is always available for private prayer and reflection and special services are also held there. Everyone is always welcome. There are resources for you to write your own prayers in the Vanessa Lloyd-Davies Prayer Space at the back of the Chapel.

Prayers and Services

All members of the School attend Prayers. This is an important part of Benenden community life. It is a time to consider important matters in life, such as faith, global perspectives, different cultures and many other topics. This takes place four mornings a week.

Each weekend, there is a service of some sort, usually a School Service at 6.30pm (compulsory for IV - UV in School that weekend), sometimes a Whole School Service at 7.30pm (compulsory for all pupils, including those who have been on Exeat who must return early so the whole School can meet together) and occasionally a service at the Parish Church (compulsory for all IV - UV in School, unless they practice another faith).

If you are a Roman Catholic you may attend Mass on Sundays at the Catholic Church in Benenden. Please tell Miss Preston if you would like to do this by lunchtime on the preceding Friday. You will also attend School Services when they are in the evening with the rest of the School. Mass is also held in the School Chapel every Half Term and all Catholics are welcome to attend.

There is a House Eucharist each Wednesday evening at 7.15pm and a short service of Night Prayer at 8.00pm on Tuesday evenings. Everyone is welcome at these services.

Other Faiths

The School is a community rooted in Anglican practice and its ethos reflects Christian principles. Members of other communions and beliefs are welcomed to the School. Attendance at Prayers and School Services is required, but as part of full involvement with the School community. Girls from other faiths do not have to attend services at St George's and we endeavour to support students in the practice of their faith. If you have a particular faith need (the observance of Ramadan, for example) please contact the Chaplain who will be able to help.

Bread and Bible Study

Bread explores the Christian faith in an informal and relaxed way and meets at 8.00pm on most Fridays in the Clarke Room. Meetings include a variety of lively speakers and games. All are welcome. Look out for posters with details. Bible Study is held every Tuesday at 1.00pm in the Chapel. This is an opportunity to explore a particular passage from scripture in more depth and discuss its implications for our own lives.

Confirmation

Most girls are confirmed when they are in the Fifth Form, although some girls choose to be confirmed in other years. Preparation classes and a weekend away occur in the Spring Term, and the Confirmation is usually at the beginning of May. Catholic students are prepared for Confirmation together with their Anglican contemporaries and receive some extra tuition from the Catholic Assistant Chaplain. The Catholic Confirmation Service also takes place in the Summer Term.

II: PASTORAL CARE

Pastoral care means looking after pupils so they can lead fulfilling and balanced lives at School and beyond; it is about showing pupils how to look after themselves and others; and it is about helping them to be ready to become fully-fledged adults who are comfortable in their own skins when they leave School. We understand that pastoral care underpins personal development; pupils feel they belong, and their self-esteem is able to grow because they feel valued.

In a boarding school it is important that you know there are people here to care for you and to help you to enjoy life, to have fun and to achieve. Your Housemistress or Housemaster, known as your Hm, his or her Deputy, known as the DHm, and the Matrons in your House are all there to care for and support you and to help you to have a great time at School. Your Hm is the first point of contact for your parents as she/he has an overview of how you are doing both academically and pastorally. You will get to know all of your House staff well over the years in School and they will establish a good atmosphere and help you to build relationships in House.

SUPPORT FOR STUDENTS

Academic Concerns

If you are worried about your work or your lessons, you should first talk directly with the person who is teaching you. Your teacher is as keen as you are to sort out any problems, so you will usually be able to work things out together.

If that does not solve your problem, then ask for advice from your Tutor, Hm or DHm. You may prefer to speak with the Head of the Department concerned or Mrs Harber, Deputy Head Academic.

Personal Concerns

If you are worried about something at School or at home (not an academic problem, but something more personal), there are many people who can help you and you should talk to someone you trust. People outside School who are happy to help include:

Dr Sara Butler-Gallie	01580 753935
Childline	0800 1111 or www.childline.org.uk
Children's Commissioner	0800 5280731
Independent Listener Mrs Helen Commander	01580 240658 helenjcommander@gmail.com

School Counsellors

We have two counsellors whom you can see for advice in School. They are there to talk to about any difficulties you or your friends are facing. You can talk in confidence to them and they will help you through any problems or worries you have. They will keep everything you say confidential unless you give permission to share the information (except if you tell them about child abuse). To book an appointment with them, you can either ask the nurses in the Medical Centre or your Matron for a slot in the diary, or you can email them direct on counselling@benenden.school

They also have individual email addresses:

Karen Cross - kmc@benenden.school
Kay Mawhinney - kfm@benenden.school

You can see a counsellor for a few weeks free of charge, to help you through small difficulties. If they feel you need longer-term counselling, your parents will be asked to pay for this. You can find out more about counselling on the School Portal under the Medical Centre tile.

Independent Listener

Mrs Helen Commander is our Independent Listener. If ever you want to talk to someone privately outside of School, Mrs Commander is there to listen to you and to help you with any difficulties you might have. She lives in Benenden village and will come up to School to see you if you email her. She does come into School occasionally to take Prayers so you can become familiar with her before contacting her.

Safeguarding Team (Keeping you Safe)

There are also members of staff specifically trained to help with difficult personal problems, whether they occur at home or at School. These adults are the Safeguarding Team and include Mrs Wakefield, Deputy Head of Boarding and Pastoral Care, Mr Miller, Miss Dobson and Mr George. There is more information about Safeguarding in Section VII of this book.

Concerns about Friends

As a School we are concerned about the care and welfare of all pupils. Sometimes unpleasant things happen either in or out of School and there may be times when you realise that your friends need help but they are not able to ask for it themselves. If you are concerned about another pupil, you should find someone to talk to who will be able to give you advice about what to do. The chart which follows this section of the handbook has many different suggestions of people you might be able to ask for help. You will find a copy of this on your House noticeboard.

Care for you when you are ill

If you feel unwell, you should always tell an adult. The Matron on duty in House is there to look after you, particularly when you feel ill. She decides whether you should stay in House, that you are well enough to attend lessons or that you need to go to the Medical Centre. If the Matron feels you need more specialised care, she will take you to the Medical Centre where a nurse will look after you. You can also see the doctor or counsellor in the Medical Centre. (You will find more information about the Medical Centre in Section VI of the handbook.)

If you are given medication at home, you should tell your Matron when you come back to School. If you bring medication into School, including vitamin tablets, headache pills and so on, you must hand these to the Matron, unless you are in the Sixth Form. Medication should never be left anywhere unattended. Sixth Form must keep medication locked away in a safe, so no-one else can take it.

TUTORS

Every House has a team of tutors who each have a small group of tutees to look after. You meet your Tutor each week, usually in House, sometimes in a group or a pair, but more often on your own. In some Houses, you have a different Tutor each year; in others, you keep the same Tutor for several years. Your Tutor will discuss your progress in School with you and help you with any difficulties you are experiencing. Tutorials might include discussion about:

- Timetabling issues such as use of free time and co-curricular activities.
- General organisation of work and good use of prep time.
- Planning for revision and exams.
- Planning choices for GCSE, AS and A Level.
- Pink or Blue Slips.
- Setting and reviewing targets.
- Difficulties you are experiencing in academic or pastoral areas.
- Your successes.

Tutors of younger students in particular will want to look through your schoolwork to see that you are coping well. Your Tutor is there to support you and to help you to enjoy School and to learn effectively.

FORM ORDER AND YOUR HEAD OF YEAR

IV - LV forms have Form Order one morning a week instead of Prayers. This is a meeting of each form with a Form Tutor, organised by your Head of Year, to discuss matters relating to academic and pastoral issues, as well as learning about the routines of school life. Your Head of Year and your Form Tutors are there to help you, in addition to the support you already receive from your Tutor and Hm. Sometimes forms meet as a year group for a presentation on a particular subject; at other times your ideas are sought on a particular topic.

WHAT TO DO IF YOU HAVE A CONCERN ABOUT YOURSELF OR A FRIEND

There will be times as you are growing up when you might become concerned about yourself, your friendships, your life in or out of school, your academic work or about things that have happened to you. This is a guide to help you find the way to address any difficulties which arise.

Academic Concerns

If you are worried about your work or your lessons, you should first talk directly with the person who is teaching you. Your teacher is as keen as you are to sort out any problems, so you will usually be able to work things out together.

If that does not solve your problem or you find that difficult to do, then ask for advice from your Tutor, Hm or DHm. You may prefer to speak with the Head of the Department concerned or Mrs Harber.

Personal and Pastoral Concerns

If you are worried about something more personal, there are many people who can help you; you should talk to someone you trust. The poster gives you some ideas of people you can approach.

WHO CAN YOU TALK TO?

There is a poster in your House which explains the following information.

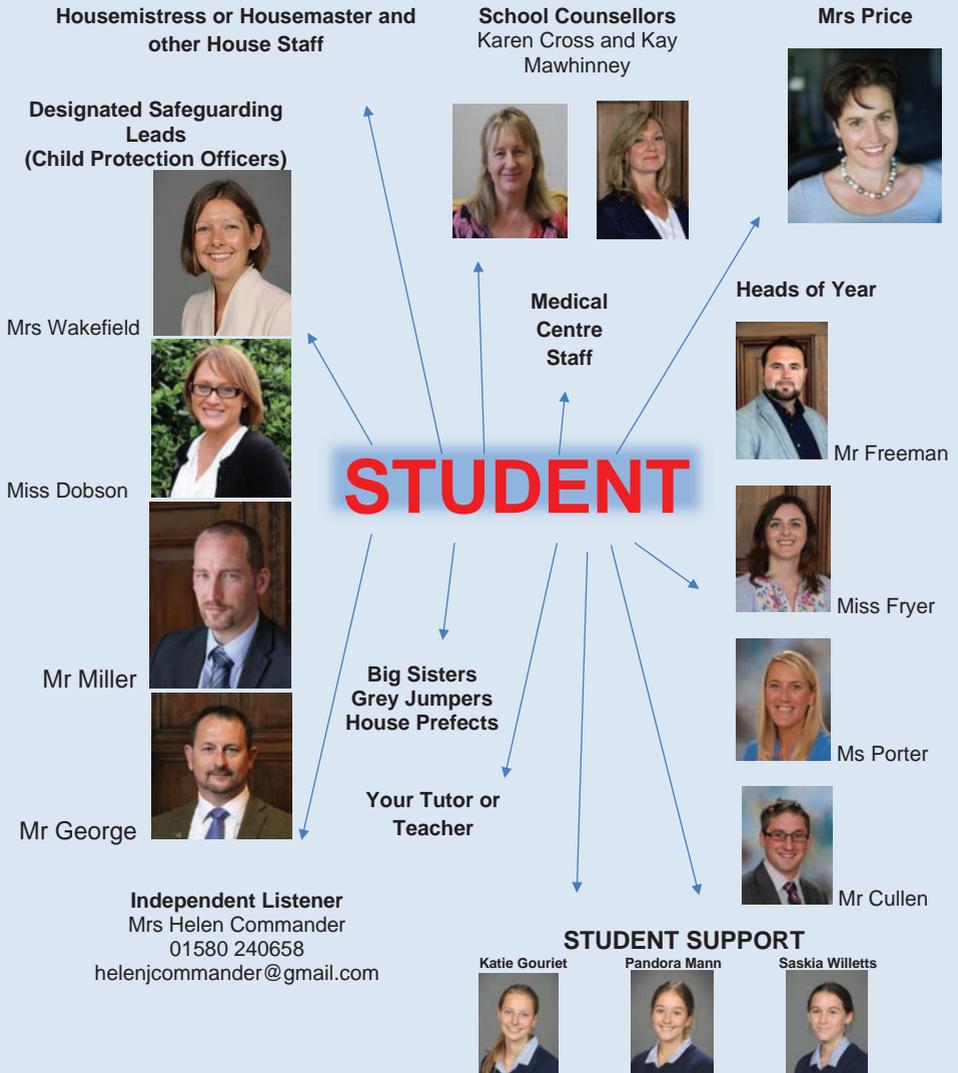
There is no such thing as a small or insignificant concern. Please do speak to a member of staff whom you trust. Remember, that we cannot promise confidentiality but we will do all we can to support you.

You may wish to speak to:

- Mrs Price
- Safeguarding Team
- School Counsellors
- House staff
- Heads of Year
- Independent Listener (Mrs Helen Commander)
- Grey Jumpers

We ALWAYS have time to listen

Who Can YOU Talk To?



We always have time to listen

III: ACADEMIC MATTERS

We have two main aims for your academic life at Benenden: that you achieve the best possible academic results you can, and that you really enjoy your learning, acquiring an intellectual curiosity that will last you all your life. So, there is a great deal of overlap between pastoral and academic matters. Tutors and Form Tutors will help you with both areas of your development. This section covers purely academic matters: the plan of day, lessons, private study, extension activities, exams, scholars and scholarships.

WHERE TO FIND HELP IF YOU HAVE A WORRY ABOUT YOUR LESSONS OR LEARNING

If you have any worries about your studies, speak first to your Tutor. You can always ask your subject teachers for help and many departments run "clinics" where you can go to get extra help if you are finding something hard. Most subjects also run extension activities or clubs if you have a special interest in that area. There are also learning mentors from the UV and Sixth Form around at prep times and you can ask them for help.

Never be afraid to ask: there is no such thing as a silly question and we are all here to ensure you do your very best. You can sign up for an appointment at Mrs Tyler's Academic Clinic on Monday evenings – there will be a sign-up sheet outside her office at the end of the Long Corridor, or if it is urgent you can ask for an appointment.

LESSONS

Lessons are designed for you to enjoy learning and achieve success. They require many different skills and responses from you. At times you will be stretched beyond your comfort zone; at others you will be reflecting on and reviewing work familiar to you. At all times, your teachers will encourage you to achieve all that you can. Teachers will set tasks and targets suitable for you to make progress, thus you may not be doing exactly the same as the girl sitting next to you. Do not worry if this is the case: it does not mean you are not clever, just that you need something a bit different at that point, either harder work or more accessible work.

Tips for doing well in lessons

- You are expected to be on time for all lessons and to bring with you your laptop, writing equipment, textbooks, thinking book and anything else requested by your teachers.
- Your work should be well presented and kept subject by subject in files or exercise books so that you can easily find the information you need. You should take care of your schoolwork and make a point of filing your work each day, so that nothing gets misplaced.
- It is a good idea to have a bag and a watch.
- Prep should be handed in by the deadline, unless you have made a special arrangement with your teacher. Late work must be handed in to show the teacher you have done the work, but it may be returned to you ungraded if you have made no arrangement for a different deadline. The purpose of deadlines is to teach you to organise your time effectively and your Tutor will help you to do this.
- Teachers will usually return marked work to you within two weeks of you handing it in. They cannot be expected to mark it overnight or during holiday time.
- A classroom is a formal setting and you should behave accordingly. Don't shout your ideas out; your teacher can only hear one person speak at a time. Do co-operate, so that everyone can learn in the most effective way. Do take risks by having a go, even if you are not certain you know the answer. You will learn much more from your mistakes and your teachers will support you as you learn. Getting things wrong is an important and essential part of how we learn and no-one is expected to be perfect. You will enjoy your lessons much more if you get fully involved and have a go. However, it is extremely important that you listen carefully to instructions and to the ideas of others.
- Make sensible choices about where you sit and who you sit next to in order to avoid distraction.

- Even if the teacher has not explicitly told you to make notes, it is a good idea to do so in order to have a record of what happened in that lesson. This will be important as you reflect each day on what you have learnt. Always write the date, a title and some short explanation of the topic of the lesson, and from LV upwards, how it relates to the exam, and for IV and UIV, how it relates to your termly Diploma theme.
- Ensure you read the comments in the teachers' marking as this is the advice you need to get better. It is sometimes a good idea to turn the teachers' comments into your own words and set yourself a target for the next piece of work, writing that at the top of the work to remind yourself.
- Every week, read through your notes, highlighting key facts and information, and making up shorter revision notes. This will really help you when the exams come round.

EXTENSION

As well as learning in your lessons, there are many other opportunities to extend your learning and explore new interests. We organise this into the Personal and Professional Development programme,. This has five areas and we expect you to try some things under each heading: Physical Health and Wellbeing; Mind and Spirit; Skills for Life; Global Awareness and Citizenship, and Creativity and Culture.

The Personal and Development programme comprises clubs and societies, trips and seminars, special events, the Weekend Programme and the Academic Support and Extension programmes.

In the Sixth Form an extension programme is designed for those wishing to apply to the most competitive courses at university. This involves a series of lectures, workshops and opportunities to give presentations in advanced areas of study. We also run courses for those who need to take entrance tests necessary for admission to some courses such as law and medicine, and to Cambridge and Oxford. All our Scholars (Academic, Art, Drama, Music, Sport and Technology) are challenged and monitored by teachers in the appropriate departments and are expected to play a full role in the life of the School. Honorary Scholarships are available to girls as they move through the School and display aptitude, potential and motivation in the pursuit of excellence. Students in LV and above are able to do an Extended Project in a topic of their choice which gives them another GCSE or A Level.

PREP

Independent study is an important part of the way students learn, whether in IV or Sixth Form, and doing regular 'prep' or independent study in the first years at Benenden encourages good habits for later when students from V and above have to completely organise their own study time.

Students in IV and UIV (Years 7 and 8) have around an hour's prep each weekday and some at the weekend. This should be done both in the supervised prep hour after school, and during private study lessons. Students in LV (Year 9) have around one and a half hours on weekdays and some at the weekend: again, to be done in the supervised prep slot in the evening.

Subjects only set prep if it is necessary to consolidate learning, to prepare for learning to come, or to extend learning. Teachers are asked not to set prep for the sake of it, or just because it appears on the timetable for that day.

- Not everyone in a form will always have the same prep; the purpose of prep is to extend and challenge each student depending on their current level, so it is normal for girls to have different tasks.
- No one in IV is expected to spend more than around an hour a day on prep; if a task is incomplete after the appropriate time has been spent, the student should just draw a line and indicate that they have spent at least 20 minutes on the task.
- Some subjects might set a longer task, eg an essay or a painting - which can be done in short bursts, or a student might choose to do it altogether in one go over a weekend.
- There will usually be a need to do some prep at the weekend, and tasks will be set for most holidays.
- There will always be more than one evening available to do the prep therefore if a girl has extras that evening, she can make up the time elsewhere. Generally, subjects who set one prep a week will give a week for that prep to be done.

It is best to do prep in a quiet, calm place, at a well-lit desk, with the proper equipment, including dictionary and thesaurus. Most students, whether they are 11, 18 or 80, find that they work better without background music, and with social networks and emails OFF! The following website can be used to turn off social media www.coldturkey.com. When students are in the Study Centre for evening supervised prep, they should not be aiming to complete work that requires specialist software not on their laptop as they are required to work in silence in the room.

PREP DIARY

How to use this Prep Diary

This prep diary is not just for you to record your prep each week. Each page has plenty of space to write in your prep and the deadline it is due in. Ask older students whom you know to be well-organized how they maintain their prep diaries. – and other things you might like to record:

- How have I slept?
- How healthily have I eaten?
- What was the highlight of my day?
- Is there a friendship I need to work on?
- Do I have a good balance between work and fun?
- What questions do I have for my teachers, Tutor, Head of Year, Hm?

You can also use it to write down the targets you will set with your Tutor each week.

THE PORTAL

This is the area of the School website where teachers post work and extension tasks. If you are at home or abroad, you can access the classwork and extension activities. Each department has its own area of the Portal and you should familiarise yourself with what is on there and look at it regularly.

EXAMINATIONS

School Examinations

School exams take place once a year, in the Summer Term, for all IV - V Form pupils and UV pupils have mocks in the Spring Term preceding the summer of their GCSEs. Sixth Formers also have Progress Tests in the Spring Term. Practice at exams is an essential part of preparation for public exams and is also a good way of consolidating learning. Students are briefed in how to prepare for exams and how to behave during them.

The normal timetable of lessons is set aside for several days when exams take place. Students are given help by their teachers, which includes a list of what to revise and strategies for how to revise. Supervised revision time is set aside during the examination period, to allow pupils time to review information between exams.

Coursework

Some public exam courses have an element of coursework within them. You must plan your work carefully to meet the requirements of the tasks and the deadlines. Deadlines are set by the exam boards and your teachers have to have work marked and moderated before it can be sent off. It is therefore essential to meet all deadlines you are set, not just for final pieces of work but for drafts as well. This is a responsibility you bear, not your teachers. Coursework deadlines are immovable, a fact you should get used to right from the start. We try to spread coursework over the year so that you do not have to work on too many different subjects at the same time, but an element of overlap is inevitable. If you find that organising your work schedule is becoming difficult, speak to your Tutor or Hm before the problem becomes too large. Do not wait until you are overwhelmed as you are likely to miss deadlines which will probably result in you achieving lower marks. It is sometimes tempting to look on the internet for help with coursework or to discuss work with your friends. Both of these things are possible, but you must make sure that everything you write is your own work. Anything copied from another source without appropriate referencing is plagiarism and will be penalised heavily by the exam board. Your teachers find it very easy to spot plagiarism, so do not be tempted to think you will get away with it. We also have computer programs to spot it!

If at any stage during your exam courses you have concerns about the procedures used in assessing your internally marked work for public examinations (eg coursework, portfolio, project), you should see the Examinations Officer as soon as possible. She will explain to you exactly what the process is for making an appeal. Please note that the only grounds for an appeal are about procedures, not about actual marks.

SCHOLARSHIPS

Scholarships Open to Students for the Lower Fifth (13+)

Sports, Art & Design, Design & Technology and Drama scholarship awards are available to current students in the UIV to take effect in the LV, in competition with external candidates in the Spring Term.

Honorary Scholarships are awarded at the end of each year from IV - V. The awards are made on consideration of four factors: work during that year, examination results, contribution to the academic life of the School and an interview.

SUMMARY

Life at Benenden is very busy and very exciting. It is important that you do your best academically and to do this you need to balance the demands of your academic work against all the other opportunities you have to develop as a person. There are so many things on offer that you often have to make hard choices.

Your Tutor, Hm and the Deputy Head Academic's office are always on hand to help you. Whilst all work and no play is not good, you do also need to remember that you have to spend some time at the weekends working, and also during some of the holidays. Each evening you must do some prep and go over the work you have done that day. If you balance your work and other activities well, you will have had a rewarding time here and will take away a set of qualifications and skills that will serve you well your whole life through.

IV: THE CO-CURRICULAR PROGRAMME

CO-CURRICULAR COMMITMENTS

Your timetabled and private study lessons will occupy much of the time during the week. Lunch hours and the time after the end of lessons provide you with time to look after yourself, relax, do your private study, take part in a wide range of activities, read, socialise - many different things which compete for your attention. You need to work out with your Tutor what the correct balance is for you between activities to which you make a commitment and time which you leave flexible. Doing more than three extras will be very demanding and should not be taken on without discussion with your Tutor or Hm.

When you take on any paid 'extra', you are making a commitment to attend the lessons arranged for you on a regular basis, and those lessons must have priority over anything else. If you find that there is a clash with some other important or compulsory activity, then you must talk about it at once to the teachers concerned. Your Tutor can help you to do this.

Other activities (choirs, orchestras, plays, tennis, clubs etc) also demand your commitment to attend regularly; you need to think ahead to decide how much you will be able to manage and should discuss your plans with your Hm or Tutor to avoid over-committing yourself. If you have to miss one of these activities, you should always speak first to the member of staff involved.

You may not give up an extra without consulting your parents and Hm. Parents' confirmation to the School Office, in writing, is required if an extra is to cease, normally giving two Half Terms' notice.

Music

If you take music lessons as an extra (and the majority of Benenden pupils do), you need to allow time in your schedule not just for the lesson but also for practice. This could be as little as 20 minutes three times a week if you are a beginner, extending to 45 minutes to an hour each day for advanced players. Many girls take advantage of the supervised practice sessions that run before and after school during the week, but these regular times are just a starting point for finding other sessions during the week and at the weekend.

Music lessons take place across the week, and sometimes they will be scheduled during class time on a rotational basis. If this is the case, it will apply only to students in Fourth, Upper Fourth or Lower Fifth and you will only be withdrawn from academic lessons for one instrument, even if you learn two or more instruments. If your lesson is on a rotation, you need to pay careful attention to the noticeboards and your email, and you will not miss the same subject more than once in three weeks.

If you have individual music lessons, you will be expected to take part in a choir and/or an ensemble. You will be allocated a musical group of a suitable level at the start of the Autumn Term. If you would like to change activity, or perhaps join more than one ensemble, you should talk about it with a member of the Music Department. Benenden has three choirs, an orchestra, a concert band, jazz band, folk group, two string orchestras, saxophone, percussion, recorder, and brass flute groups, and numerous rock/pop bands that run every week so you should be able to find something you will enjoy.

At Benenden we can offer tuition in all orchestral instruments, plus singing, harp, percussion, guitar (acoustic and electric), bass guitar, piano or keyboard, organ. There are also taster schemes whereby you can try out a new instrument. Aural, sight-reading and theory classes are offered free of charge by music staff, and our full-time accompanist, Mrs Lewis is available if you wish to play or sing your pieces with the piano part. Mrs Lewis also accompanies all music exams and organises a range of informal performance opportunities, and all girls are encouraged to make the most of these.

If you have any questions or concerns, please email or talk to the Music Administrator.

Drama

If you take Speech and Drama lessons as an extra, there will be times when you will have extra learning or rehearsal in addition to one 30 minute lesson each week.

Plays can involve one to two weekday evenings, depending on the production and your input, and some weekends. Rehearsals are carefully scheduled ahead and clearly advertised.

Sport and Exercise

We offer a variety of sports clubs, group and individual coaching opportunities, in sports including tennis, squash, swimming, trampolining, athletics, riding, badminton, fencing, basketball, football, rugby and karate. Each activity usually requires a weekly commitment of between 30 minutes and one hour. The Fitness Gym and Swimming Pool also have an extensive timetable of opening hours as well as a varied programme of classes, activities and challenges for students to participate in.

Membership of one of the representative sports squads requires a commitment to regular training and attendance at all practices and matches. Practices will vary according to the squad and sport, but will normally be a minimum of two hours per week. Additional commitment, training and practice sessions will be required by those students who achieve county, regional or national selection. Members of a squad are expected to play in all matches their team has, both on weekdays and at weekends. Fixtures and team sheets are on the Portal via FixturesPro and girls should check when and where their team are playing. Students are expected to act as hosts to their opposition, looking after them at match teas and may only leave once the other teams have departed.

LUNCH, AFTER SCHOOL AND EVENING

There are many evening activities, covering a range of topics, which you can take part in. Some, such as lectures, are compulsory for different year groups. Others, such as discussion groups, workshops or debates, are part of a voluntary programme, which you can sign up for a few days in advance or simply turn up on the day. These activities can happen across Prep Hour so be sure to prioritise your school work above them. Some of these activities are designed to stretch you outside the classroom and to encourage you to achieve more than you thought you could. Do use the opportunities that are presented to you.

WEEKEND ACTIVITIES

The weekend at Benenden is a busy time. Activities are organised each Saturday and Sunday for every age group and you are strongly encouraged to join in. Activities are fun and the programme is designed for your enjoyment and enrichment. Each term the programme is sent home to you so you can discuss with your parents what you would like to take part in and arrange your time at home in advance. Each week the activities are explained to you in House Order and you have to sign up by Wednesday morning.

The Weekend Programme is very varied, including trips to most conceivable venues as well as workshops and other events in School. We also organise regular events with boys' schools, particularly Tonbridge. Houses also organise events such as bowling or meals out with their twin House at Tonbridge.

What we require of you at all events is that:

- You follow the instructions given to you by members of staff organising the events/trips.
- You are polite to all staff and considerate to visitors, whether staff or pupils.
- You present the School in a good light, by behaving appropriately to the occasion.
- You keep to the boundaries you are given.

Failure to follow these guidelines means that you will be sent back to House or School and may be banned from future events.

V: BENENDEN BOARDING

At Benenden we aim to provide each pupil with a safe, secure and stimulating second home. The experience of working and living together within a close-knit community, of learning to understand other people, as well as appreciating diversity and compromise are hallmarks of Benenden Boarding. We place a great emphasis on personal growth and self-knowledge and our purposeful, participatory community enables the pupils to enjoy all that life in a boarding school has to offer.

Benenden Boarding's practice

- We are an all-girls, all-boarding school. The pupils live in six Lower School houses for the 11-16 year olds and four Sixth Form houses (Founders). When pupils move to the Sixth Form, they maintain allegiance, participate in activities and lead their Lower School Houses.
- The Houses are managed by a teaching Housemistress/master (Hm), a Deputy (DHm) and an experienced pastoral team of Matrons and Tutors.
- House staff are in regular contact with parents in order to support their daughters' boarding lives.
- The students are encouraged to find the right balance between staying in, making the most of the Weekend Programme or taking one of their regular exeat.
- In the Lower School, pupils live in dormitories, whilst in Founders they live in single study bedrooms and the boarding provision changes to reflect something more akin to a halfway house between school and university.
- The boarding provision is managed centrally to ensure uniformity of our safeguarding and boarding systems, protocols and procedures across the houses.

Benenden Boarding's principles in terms of outcomes

- **Pupils learn to look after themselves successfully**, confidently enjoying the experience of living away from home, organising their working week, their leisure time and their personal routines.
- **Independence**: as they grow through the school, the pupils become self-disciplined, resilient, resourceful and self-reliant.
- **Pupils learn to understand one another better**, to be tolerant, to compromise, to care for and support each other, to respect differences, and to show compassion and kindness.
- Pupils grow to appreciate the **value of community** through living in a boarding house. They develop a strong sense of loyalty and inclusivity, promoting and sharing its ethos and spirit.
- **Pupils exercise responsibility within the community** by contributing to the life of their Lower School and Sixth Form Houses, through participation, service and leadership.
- By having the opportunity to make many small decisions about their daily lives, **pupils learn to get things wrong and to try again**.
- Pupils make **the most of the fun** you can have in boarding, living life to the full.

THE HOUSES

Each House is run by a team of staff, all of whom are here to help you. Resident in all Lower School Houses, you have a Housemaster or Housemistress, a Deputy Housemaster or Housemistress and a team of Matrons. Sixth Form Houses (Beeches, Elms, Limes and Oaks) have a Housemaster or Housemistress, a non-resident Deputy Housemaster or Housemistress and a Resident and Non-Resident Matron, both shared with the neighbouring House. Each House also has a team of tutors who meet with their tutees once a week, usually in House to discuss academic progress and other matters.

Echyngham (Pink)

Named after James de Echyngham who lived here 1377-1388. One of the three original Houses. Miss Hindle was the first Housemistress.

Guldeford (Orange)

Named after the Guldeford family who lived here 1388-1702. One of the three original Houses. Miss Sheldon was the first Housemistress.

Hemsted (Yellow)

Named after Robert of Hemsted who acquired the manor of Hemsted in 1213. His family lived here until 1377. One of the three original Houses. Miss Bird was the first Housemistress.

Marshall (Purple)

Named after Mr and Mrs John Marshall, benefactors of the School.

Medway (Blue)

Named after the Victorian politician who had the main building built in place of the old house in 1862. Mr Gathorne Hardy was made Earl of Cranbrook and had a subsidiary title, Viscount Medway. His family lived here 1857-1912

Norris (Green)

Named after Admiral Sir John Norris (Foulweather Jack, who bought Hemsted in 1702). His grandson Jack, after first meeting and falling in love with Lucy Lockett, finally married Kitty Fisher.

Founders

Named in honour of Miss Sheldon, Miss Hindle and Miss Bird, the Founders of the School, and opened in 1983. It is made up of four Houses: Beeches, Elms, Limes and Oaks. Girls are allocated to Sixth Form Houses at the end of their Upper Fifth year.

HOUSE OFFICIALS

In each House students may be given positions of responsibility. All of the Lower School Houses have the following positions, but some may have others too:

Head and Deputy Head of House	VI2 students appointed for a year to each Lower School House
House Prefects	VI1 students appointed for a term
Digital Leaders	VI1 appointed for a year to help with Online Safety
Captain of House	VI1 student appointed for a term
Vice Captain of House	UV student appointed for a term
Head of Middle and Lower School	V student appointed for a term
Heads of Layers or Layer Reps	IV – LV student appointed for a term

These positions require students to exercise responsibility over and show care for girls in the Lower School Houses. A strong link is maintained between the Sixth Form and the Lower School, especially through the Big Sister Scheme, which links all new girls with a Sixth Form Big Sister, who will help to guide them through the early weeks of school. Sixth Form Houses have Heads of House who are appointed each term.

DAILY ROUTINE IN HOUSE

Each House has its own routine in the morning, but in all Houses you must attend Roll Call so that a member of staff has seen that you are well. Dispense takes place twice a day in House in case there is medication you need to take before or after school. You will find your House routine on a noticeboard in your House.

During the school day (8.30am - 5.30pm), you may go back to House at break and lunch times, to get changed for sport and V – VI may also do private study quietly in House.

House Routine 2020 - 2021

Mon - Fri	IV/UIV	LV	V	UV	VI
07:30 - 08:25	iSAMS roll call Until 08:45 on Wednesday	iSAMS roll call Until 08:45 on Wednesday	iSAMS roll call Until 08:45 on Wednesday	iSAMS roll call Until 08:45 on Wednesday Mobiles handed out from 07:45	iSAMS roll call Until 08:45 on Wednesday
09:00 – 17:30	iSAMS register in lessons	iSAMS register in lessons	iSAMS register in lessons		iSAMS register in lessons
12:30 - 14:00			Mobiles handed out.		
17:40 – 18:40	Supervised prep/supervised activity: SOCs register 18:30 end	Supervised prep/supervised activity: SOCs register 18:40 end			
18:00 – 19:30	18:30 Supper: Graduate Assistant register	18:40 Supper. House Prefect register	18:15 Supper. House Prefect register	18:00 Supper. House Prefect register	18:00 Six Two Supper 18:15 Six One Supper
19:00 – 20:00	Evening roll call: iSAMS There is a quiet space in House for those who miss prep before supper. Phone Home hour: 19:00-20:00	Evening roll call: iSAMS There is a quiet space in House for those who miss prep before supper. Phone Home hour: 19:00-20:30	Evening roll call: iSAMS Prep in House: 19:00-20:00	Evening roll call: iSAMS Prep in House 19:00-20:00	
20:00	Evening activities end; pupils return to House (with the exception of BREAD on Friday evening) Mobiles and laptops handed in	Free time to visit other Houses and attend activities (with the exception of BREAD on Friday evening)	Free time to visit other Houses and attend activities (with the exception of BREAD on Friday evening)	Free time to visit other Houses and attend activities (with the exception of BREAD on Friday evening)	
20:30	Showered, in PJs, laptops and mobiles hand in	Showered, in PJs Laptops and mobiles handed in			
20:45	Into bed		Evening activities end; pupils return to House		
21:00			Laptops, tablets and mobiles handed in		
21:15	iSAMS roll call in bed Lights out	Into bed		All evening activities to end; pupils return to House	
21:30		iSAMS roll call in bed	Into bed	iSAMS roll call	iSAMS roll call at House Order or Hi & Bye
21:45		Lights out	iSAMS roll call in bed		
22:00			Lights out	Laptop and mobiles handed in Into bed	
22:30				Lights out	Quiet on corridors

Weekends	IV/UIV	LV	V	UV	VI
Saturday	Saturday	Saturday	Saturday	Saturday	Saturday
07:30 - 08:50	iSAMS roll call in House	iSAMS roll call in House			
16:00 – 16:30	iSAMS roll call in House	Must be signed out in whereabouts book			
Mobile/Devices Hand in	Same as weekdays	Same as weekdays	Same as weekdays	Same as weekdays	
Bedtimes	Discretion of Hm by 15 mins (either way)	Discretion of Hm by 15 mins (either way)	Discretion of Hm by 15 mins (either way)	Discretion of Hm by 15 mins (either way)	
21:15 – 22:00	iSAMS roll call in House	iSAMS roll call in House			
Sunday	Sunday	Sunday	Sunday	Sunday	Sunday
09:00 – 09:30 OR 11:00 - 11:30	iSAMS roll call in House	iSAMS roll call in House			
16:00 - 16:30	iSAMS roll call in House	Must be signed out in whereabouts book			
Mobile/Devices Hand in	Same as weekdays	Same as weekdays	Same as weekdays	Same as weekdays	
Bedtimes	15 mins earlier than weekdays				
21:15 – 22:00	iSAMS roll call in House	iSAMS roll call in House			

Supper Times 2020-2021

Supper Times	Year Groups
6.00pm	Six Twos and UV
6.15pm	Six Ones and V
6.25pm	IV and UIV
6.40pm	LV

Evenings

For IV – LV from Monday to Thursday there is an evening prep session supervised by staff in a classroom. **Prep starts at 5.40pm.** If you are unable to attend on account of a co-curricular extra you should arrange to join the prep session arranged in House later that evening.

V – UV Prep is done in House (or UV may go up to School to work if you seek permission) and lasts for an hour. The time varies from House to House but most prep sessions are usually between 7.00 or 7.30pm and 8.00 or 8.30pm.

All IV – UV should return to House for Roll Call by 7.30pm unless you have a scheduled activity. If you have an activity during this time, please ensure your House staff know where you are going and don't forget to sign out. All Layers should be back in House in plenty of time for showering, teeth-cleaning and bedtime.

Sixth Form students may choose where and when to work, providing you are back in House by 9.30pm.

Co-curricular extras

It may be the case that you have one or two extras or co-curricular activities in the evening which cut across prep. It is fine for you to do these activities so long as keep on top of your academic commitments and meet all your prep deadlines.

You are permitted to use one prep session per week for a music practice.

Occasionally for the Lower School, bed times will be 15 – 30 minutes later on a Saturday evening, depending on how busy you have been and how tired you are (and how good at bed times.) Your Hm will make the decision about these times. Equally, sometimes on Sunday evenings, everyone goes to bed early, to get a good night's sleep before the next busy week.

House Order

On Sunday evenings as well as at other times, your House will meet for House Order. This is a meeting of the whole House which all must attend. Your HM or DHM will give out important notices at House Order. In the Sixth Form, House Order usually takes place two evenings a week at 9.30pm; Hi&Bye the other days of the week. Hi&Bye is when you register with the HM or DHM on duty in their office.

Night Time Emergencies

Someone is always on call in House overnight. If you feel unwell or there is a problem, you should wake up the Matron on call. There will be a notice on your Matron's door or on the House noticeboard saying who is on call each night. Sometimes it will be your own Matron, but at others times the Matron in the House next door.

HOUSE FACILITIES

Please look after your House. You may personalise your rooms with posters and pictures, to make them seem like home, but follow the rules in your House about how and where to put things. We would prefer not to have Blu Tack marks all over the paintwork. Candles, matches or other potentially dangerous items such as pen knives must not be brought into School.

House Kitchens

Your House has a kitchen which you may use. It is stocked each day with bread, butter, various spreads, milk, tea, coffee, drinking chocolate and fruit. There is a communal fridge and freezer in which you may store things. Lower School kitchens are open during the day and evening, but not at meal times as you are expected to attend all School meals. Sixth Form kitchens are open all day, as you may sometimes want to cook for yourselves. At weekends you may all cook food such as pasta, though IV - UV are still expected to attend meals in School. You should always tidy up after yourself.

For your own safety, food stored after sell-by dates will be thrown away, as will anything that has been left open for too long. Please do not bring meat or fish into School as this often presents a health risk when stored incorrectly.

Television and DVDs

Your House is provided with at least one television and DVD player. You may use these during your free time, but not during academic lessons or private study time. The legal restrictions must be observed when watching DVDs (eg only those 15 or over may watch 15s). Failure to observe these rules will result in the confiscation of DVDs/laptops or tablets or there may be further sanctions. This restriction also applies to what you watch on personal devices.

MOBILE DEVICES

It is important that you remain in close contact with your parents and family which is why we ask you all to have a mobile phone. Mobile phones and mobile technology offer many benefits but should always be used responsibly. The chart below makes clear the regulations governing the use of such devices at Benenden.

Mobile phones are great for keeping in touch but they also provide an opportunity for people to send unkind messages to one another very easily and without thinking of the consequences. The sending of abusive messages or other content via mobile phones or personal devices is forbidden and any breaches will be dealt with as part of the School Behaviour Policy. Staff may confiscate a phone or device if they believe it is being used to contravene the School's Behaviour or Anti-Bullying Policy. If there is suspicion that the material on the mobile may provide evidence relating to a criminal offence, the phone will be handed over to the police for further investigation. You will find more information about phones in the section on ICT.

It is strictly forbidden to bring a second or fake phone to school.

MOBILE DEVICES RULES AND USE 2020-2021 (For weekdays and weekends)

Year	Laptop	Mobile	Tablets	Other devices	Social Media
IV	Your laptop is handed in at 8.00pm.	<p>You are allowed a mobile phone, but this stays in house during the school day. You are permitted to use it between 7.00-8.00pm each evening, to call your parents or a friend, but the use of social media is prohibited.</p> <p>If your parents live abroad, then alternative arrangements should be discussed with your Hm.</p> <p>Your mobile is handed in at 8.00pm.</p>	iPads and tablets are not permitted; a Kindle Paperwhite or ebook reader is.	Not permitted other than non-internet iPods to aid sleep	Prohibited
UIV	Your laptop is handed in at 8.00pm.	<p>You are allowed a mobile phone, but this stays in house during the school day. You are permitted to use it between 7.00-8.00pm each evening, to call your parents or a friend, but the use of social media is prohibited.</p> <p>If your parents live abroad, then alternative arrangements should be discussed with your Hm.</p> <p>Your mobile is handed in at 8.00pm.</p>	iPads and tablets are not permitted; a Kindle Paperwhite or ebook reader is.	Not permitted other than non-internet iPods to aid sleep.	Prohibited
LV	Your laptop and tablet are handed in at 8.30pm	<p>You are allowed a mobile phone, but this stays in house during the school day. You are permitted to use it from 7.00pm.</p> <p>If your parents live abroad, then alternative arrangements should be discussed with your Hm.</p> <p>Your mobile is handed in at 8.30pm.</p>	iPads and tablets are not permitted; a Kindle Paperwhite or ebook reader is.	Not permitted other than non-internet iPods to aid sleep.	Permitted
V	Your laptop and tablet are handed in at 9.00pm	<p>You may have your phone from lunchtime however this stays in House during the school day and is not permitted up at school.</p> <p>Your mobile is handed in at 9.00pm every night.</p>	Permitted	Not permitted other than non-internet iPods to aid sleep.	Permitted
UV	Permitted Your laptop and tablet are handed in at 10.00pm	<p>You are allowed a mobile phone from 7.45am, but this stays in house during the school day.</p> <p>Your mobile phone and laptop are handed in at 10.00pm. You may keep your laptop on a Saturday evening and in the summer term.</p>	Permitted	Permitted	Permitted
6.1 6.2	Permitted	<p>You are allowed these all day but must not be visible up at school in any location.</p> <p>Phones should not be used in the library</p>	Permitted	Permitted	Permitted

Electrical Items

You may bring a wi-fi disabled iPod or Kindle reader to school to use in your free time, but please do not walk around School with earplugs in as it might be dangerous. You may not have private toasters, rice-makers, electric kettles, heaters or fires, fridges or televisions.

All electrical equipment must be in good order with the plugs properly wired and fused. Two-pin plugs and foreign adaptors should not be used. All equipment must be PAT tested and this can be done at the beginning of each term. Any item brought in after the beginning of a term, eg after a birthday or an exeat, should be handed in to the Matron who will arrange for it to be PAT tested.

Laundry

The School has its own laundry service which will deal with all machine washable items. In addition, washing machines are provided in each House. Your Matron will wash some other occasional items for you if you ask her. Items which require hand washing should be washed at home. Sixth Formers have washing machines in House so you can do your own personal laundry and school uniform. Bed linen is sent to the School laundry and should be made of polyester cotton, not pure cotton.

Valuables and Money

You should not bring extremely valuable possessions back to School as the School cannot be responsible for their safety or insurance. Do not tempt other people to steal your possessions: it is sensible to keep sweets and valuables locked up. A small personal safe is a good idea for storing money and your mobile phone or other valuables in. These can be ordered through LASS. Alternatively, many beds have a lockable storage area, so you could bring a padlock and use that to keep your valuables safe. Please be sure to observe the following rules:

- You should have enough pocket money for small purchases. £30 a Half Term should be plenty for students in the Lower School. It should be kept locked away or handed to your Hm for safe-keeping. Do not leave money in unlocked drawers or cupboards.
- Routine purchases from LASS may be put on your parents' school account. To avoid large unexpected debts, the purchase of uniform requires your Matron's countersignature. Your parents may impose personal credit limits as they have to pay this bill!

The School does not accept responsibility for insuring your property; your parents are advised to arrange personal effects insurance for your possessions.

VISITORS

Whilst your friends, both male and female, are welcome to make social visits to School, they may only do so at weekends and if your parents and your Hm are in agreement. You should let your Hm know in advance who is coming and when they will be in School. Boys must be entertained in the public parts of Houses so you can see them in House studies and public seating areas but they may not go into study bedrooms or dormitories. They must not go upstairs in Houses, apart from the first floor of Hemsted and Norris. You must ask them not to smoke on the campus, as the whole grounds are a non-smoking area. When friends arrive, whether male or female, you must introduce them to the member of staff on duty in your House, so we are aware, for fire purposes and as a general courtesy, who is in School.

During the week, you may have visitors coming to watch plays, concerts, matches etc. Please let your Hm know whom you are expecting.

Visitors should sign in at the School Office, during office hours and will be given a visitor pass.

Visitor Access to Boarding Houses

A boarding house is like a large family home and we want to make sure that pupils are safely looked after and that unwanted visitors cannot gain access to our buildings, whilst at the same time ensuring that welcome visitors are able to gain entry with the minimum of fuss. We need to ensure that parents, other visitors and pupils are clear about the procedures for making the boarding houses welcoming and safe.

At the beginnings and ends of terms, at Half Terms and at Fixed Exeats parents of both genders are welcome to go into the pupils' rooms and to help with the carrying of bags and boxes. (We appreciate the help of fathers very much in this task!) Parents should ring the House or Main School doorbell to gain access to the House, although there is usually someone around at these times.

At other times of term, your parents should use the door bells to gain access to the House and pupils should only let their own parents in, not the parents of other pupils. If you see other parents waiting for their daughters, please fetch a member of staff to let them in. Your mother is welcome to accompany you up to the dormitory areas or study bedrooms, but your father should remain downstairs, as there is always an embarrassing risk of someone changing or coming to and from the showers. If your parents drop in when you are not around, they will not be able to go to your dormitory; however, they can leave parcels (if you are lucky!) with the staff on duty or wait with the staff to see you.

PERSONAL SECURITY

All School buildings have key pad entry systems and all Houses are also alarmed. After 9.30pm student door codes no longer give access to buildings and the alarms switch on. When you are out late after a trip or for any other reason, an arrangement will be made to allow you back into House without setting off the alarms. After dark, you should always walk between buildings with another student or an adult. If this is ever difficult to arrange, you should telephone your Hm or Matron before setting out so they may look out for you, or seek other adult assistance if you are worried. Use common sense and follow the main routes which are provided with lights after dark.

EXEAT ARRANGEMENTS AND CLOSED WEEKENDS

Exeat arrangements (going out of School in the care of parents, relations, guardians) offer great flexibility in a very busy and stimulating weekend programme. We know that pupils enjoy a good balance of weekends in School and weekends at home with families or guardians. As we are not a weekly boarding school, we do expect pupils to spend some weekends in School as well as some at home. In the Autumn Term for example, pupils usually spend six weekends in School and five at home. (This does not include any of the Half Term holiday.) The types of weekend are explained here:

1. Closed/School Weekends (all years)

We have a Closed/School Weekend at the beginning of each term for pupils to get used to being back in School after the long holiday and to get their academic and boarding lives off to a good start once again.

In addition to those weekends at the beginnings of term, we expect the girls to be in School at the end of the Autumn Term for the Carol Services and to be present at the end of the Spring Term. Parents are welcome to take girls out before the Carol Service for lunch. That aside, these weekends should be treated as closed.

2. Fixed Weekend Home Exeats

These are extended weekends when the School closes and all pupils go home or to their guardians. There are two Fixed Exeats in the Autumn term and one in the Spring and the Summer terms. Fixed Exeats begin on a Friday at 12.30pm until Sunday evening at 7.30pm (8.30pm for VI Form). In the Summer Term, the Exeat extends to include the May Day Bank Holiday.

3. Lower School Floating Weekend Home Exeats IV – UV

The general rule is you may take as many Floating Weekend Exeats as you like (in addition to the Fixed Exeats each term), but the expectation is that you will be in school for at least four weekends per term. These begin on Saturday after lessons at 11.00am. Pupils should return to School no later than 7.30pm on the Sunday evening or by 6.30pm on Sundays when there is a Whole School Service. If IV – UV wish to spend a Floating Exeat at a friend's house rather than with parents, parental permission is needed. Special occasions and moving abroad will always be taken into account should the need for extra time at home over and above the rule be required.

4. Sixth Form Floating Weekend Exeats

The Sixth Form weekend experience should be a part of a scheme of loosening the ties with School and preparing for university but current practice tells us there is a strong link between those who spend some weekends in School in the Sixth Form and gaining good exam results.

VI1 may take one or two more floating exeats than the Lower School each term and should spend a minimum of four weekends in School (including the Closed Weekends).

VI2

Other than the Closed Weekends, there is more flexibility for VI2 as part of the transition to independence. We are aware that there is a long run of 18th birthday parties and want to help the girls to balance these rites of passage (and their after-effects) with keeping their academic work on track. We want to help them through this by proactively encouraging some working weekends in School to balance their social lives at home. We ask girls to spend a minimum of one weekend in School each term in addition to the Closed Weekends, though we would prefer girls to choose more.

5. Meals out at Weekends (with parents, family or friends)

Your parents, other family members and friends may take you out for meals at the weekends. Please obtain your Hm's permission on each occasion. You might consider inviting girls whose parents live far away to join you as we are sure they would appreciate this. Could you also be considerate to those who need a lie-in on Sunday morning: please do not leave before the normal Sunday wake-up time unless you have made a special arrangement with your Hm.

ABSENCE FROM SCHOOL

There might be times when you need to be away from School during the week. For medical and other urgent appointments, your parents should make arrangements with your Hm. For important family occasions and other events through the year, you need the permission of the Deputy Head Boarding and Pastoral and your parents must write to her. Each application is dealt with on its merits but we would not expect you to be away for something like a pop concert on a weekday evening.

THE SCHOOL GROUNDS

The School has considerable parkland and woodland for you to enjoy. During the school day, there is no reason for you to be in the woods, but after the school day (when it is still daylight) and at the weekends, you may explore the grounds. There is a lake and there are many ponds within the grounds and you should treat them as dangerous places, taking particular care to behave sensibly when you are out in the grounds. Lakes and ponds are not all fenced off, so you must be vigilant at all times.

Jogging

If you wish to go jogging you may do so in the School grounds, but please be aware of these rules:

- Do not use headphones as you cannot hear traffic or people approaching
- Anyone may jog on the circuit around the boarding houses
- Lower School should jog in pairs if you want to go around Park Pitches or Top Lax
- Always remain within sight of the people you are jogging with
- Sixth Form may jog alone in the grounds if you have spoken to someone in House to let them know where you are going and have a phone with you

Out of Bounds

All lakes and ponds are out of bounds so you must not walk or sit near the water. Always stick to well defined paths when walking in the woods. The lakes and ponds have deep water signs warning you that there may be danger, so be observant and careful. In particular you must not climb over the fence next to the large lake. When you go into the woods or about in the parkland where there are also ponds, you should take a mobile phone with you. If someone falls into the water, look for the nearest safety equipment (life belt or rope) and phone for assistance. The number 01580 242000 will put you through directly to the Medical Centre.

The Victorian Water Garden is out of bounds unless you are supervised by a member of staff. The road down to Weston Crescent and the Walled Garden and all building sites where contractors are working are also out of bounds. During the School day the woods are also out of bounds.

LEAVING THE GROUNDS

Behaviour off-site

On all School trips you are expected to behave as ambassadors for the School. If you have been taken off-site by a member of staff, it is polite to show your appreciation afterwards, thanking the bus driver as well as those who have run the trip. It is important to remember that the non-smoking rules apply to all students on School trips during the holidays as well as term time.

The Village

All year groups may visit the shop in the village. You must always be in a group of four or more in the Lower School and you must get permission from your Hm, Deputy Hm or Matron. You must then sign out in your House signing out book. Sixth Form may go in twos, but also need to sign out. Take a mobile phone with you and a contact number for your House staff. You must go down the front drive or across Park Lax and you must use the pavement that runs from the School gates to the Post Office. Do not cut across the fields behind Founders. If you are offered a lift, you should only accept one from a member of staff. Do not use rollerblades or scooters on the way to the village.

You should only be in the village if you are going to the shop and you should come straight back afterwards. The play park is provided for the use of children living in the village, as the School has its own.

Sixth Form may visit the shop if you are free at lunchtime on a school day and during any free time at weekends.

Benenden village pubs are out of bounds to all students, unless you are accompanied by your parents. The one exception to this rule is for Grey Jumpers who may visit the village pub on a Friday evening with the permission of their Hm.

Sixth Form only

Sixth Form may arrange to go out for a meal on a Saturday evening. You should discuss the venue and book transport through your Hm.

You may go to London on a Saturday afternoon or on a Sunday, providing you have your Hm's permission and book transport through the School Office.

TRANSPORT

The School Office Manager carries overall responsibility for transport arrangements. Travel requests must be submitted to the School Office by email (travel@benenden.school) or in hard copy by Tuesday break or as advertised for Fixed Exeats and longer holidays. All travel forms must be signed by your Hm. Only certain approved firms are authorised to accept taxi bookings on account and they will ask users to provide a signed taxi bill permit (white) when the journey has been completed. This taxi bill permit is completed by House or School Office depending where the collection point is. No taxi may be ordered to run unaccompanied errands. All members of the School must order their taxis through the School Office.

The Travel list is published on the Portal and paper copies are put up in House. Check the list when it is published and make a note of the firm dealing with your booking. Train travellers: REMEMBER, there are no taxis waiting on a taxi rank at Staplehurst Station. Once a taxi is booked, please try not to change it. If you cancel, please inform the School Office. For late changes, a charge will be payable.

Train Tickets and Railcards

If you are going away by train at the weekend you may order your rail ticket and have it put on your School account by signing an order form by break on Tuesday. If you can plan far enough ahead you may order a ticket for travel at other times by the same method, but if not, you will have to buy it at Staplehurst. Pupils aged 16 or over may order a railcard through School which can be put on your account.

Train Travel: Fixed Exeats and Half/End of Terms (unescorted but with an adult presence)

At Fixed Exeats, Half Terms and Ends of Term, it is possible for you to travel by train to Charing Cross, usually via Waterloo East. To save your parents booking individual taxis for you, the School books a bus to Staplehurst Station. This is not an escorted service; however, members of staff are on the train in case of emergency. For younger pupils, the coaches to London may be more appropriate.

Train Travel: Other Weekends

On other weekends, students may also travel by train to London. The School books a bus to Staplehurst Station each Saturday and a return bus on Sundays. Pupils are not accompanied by a member of staff on these occasions and parents take full responsibility for their daughter's travel. Please note that unless the transport is escorted, you are the responsibility of your parents once you leave the School site and until you return to the School site.

Millions of people travel every day by train and very few become victims of crime. By following these simple guidelines you can reduce the risk:

- Wait for the train in a well-lit area and near to other people.
- If travelling in a party, make sure everyone knows where to go and where to meet up if separated.
- Make sure you have each other's mobile phone numbers and have your phones with you.
- Sit near other people in a busy carriage. If the carriage empties, move to a busier one or nearer transport staff. If you feel uncomfortable or uneasy, move. Do not just sit there.
- Choose a seat next to an aisle or corridor.
- Remember help can be given more easily in a station.
- Keep valuables and jewellery out of sight. Keep handbags to the front, closed and with the fastening towards your body.
- Be aware of what is going on around you - iPods reduce your ability to do this.
- Be cautious of strangers offering help. If you are not happy with an "official", ask for proof of identity. A genuine member of staff will be able to prove their identity.

If there is a problem:

- Protect yourself first - your property can be replaced, your good health cannot.
- Get away - scream, make a noise, move to another carriage, pull the emergency handle. If on a station, run to the nearest busy well-lit place you can find.
- Report anything to the police as soon as you can. Do not be embarrassed - you can ask to speak to a female police officer. Phone the Duty Hm on 07843 370038 or your own Hm at School and we will try to help you.

London, Wimbledon, Sussex and Essex/Suffolk Coaches

The School organises coaches to Clapham Common and the Albert Hall in London on Fixed Exeats and Half Term holidays. There is a separate bus which goes to Tibbet's Corner, Wimbledon, on the same occasions and also coaches to Sussex and Essex/Suffolk which have various stops en-route. Only the Essex/Suffolk coach runs at the end of the Autumn Term.

Airport Travel (Escorted/Unescorted)

At the beginnings and ends of terms and at Half Term, we run either coaches or taxis to the airport, depending on the number of students who need transport. Coaches to the airport are escorted and taxi drivers can be booked to act as escorts for Unaccompanied Minors. Your parents should notify your Hm and the School Office of flight details so appropriate transport can be booked. Because of the limited number of taxis available in the Benenden area, you may have to share taxis.

Taxis (Unescorted)

It is also possible to book taxis to other destinations via the School Office by email (travel@benenden.school). Your parents should always copy your Hm in on any correspondence regarding transport. The School only uses taxi firms who have licensed and plated taxis and drivers who have been DBS checked. We have an arrangement with local taxi firms whereby students are not allowed to book their own taxis directly with a firm; all bookings must be made via the School Office.

Travel Problems

A Duty Hm phone number exists for students who need help with travel difficulties. The phone is operational on days of travel at beginnings and ends of terms and Half Terms, out of School Office hours. At Fixed Exeats the phone is manned until the buses arrive at their destinations and from 5.00pm on a return from the Exeat. On other weekends the phone is operational from Saturday 12.30pm until Sunday at 10.00pm. **If you have a problem, you should call 07843 370038.**

Cars in School for Leavers

Members of the VI2 may return to School with their own car during the summer exam period. The specific purpose of this permission is to allow pupils to travel between School and home during the exam revision periods at a time that might not otherwise be convenient for Parents to transport them. Those who normally travel by a combination of train and taxi will not normally be granted this permission. Our main aim is to make life easier for Parents. You may not use cars for other journeys and must hand in your keys once you arrive at School. The main concern remains the safety of the pupils and to this end Parents must apply in writing to the Deputy Head Boarding and Pastoral requesting permission for you to bring a car on site. Bearing in mind we have 550 pedestrians, the combination of these with new young drivers is managed very carefully.

FIRE ALARM

Assembly Points

All Houses assemble outside their House main door, away from the building. When you hear the fire alarm:

1. Night Time

- Wake everyone in the dormitory up and pull back your duvet so that it is easy to check that your bed is empty
- Put on sensible footwear and warm clothing
- Take a torch with you
- Shut all windows
- Leave the dormitory and go quickly in silence to your Assembly Point for Roll Call
- At the Roll Call repeat your surname clearly when your name is called
- **Be silent**, until you are given permission to speak as someone might be calling for help

2. Day Time

- Shut the windows of any room you are in
- Go quickly and in silence to your House Assembly Point for Roll Call
- Do not enter your House in any circumstance - wait for the Roll Call and the all clear or other directions
- Wait until your House is dismissed before going back into School

VI: SCHOOL FACILITIES

THE LIBRARY

Opening Hours

8.30am - 9.20pm weekdays

8.30am - 5.00pm on Saturday

3.00pm - 6.00pm on Sunday

Loans

- All Lower School students may borrow up to 10 items; books are issued for three weeks, DVDs and audiobooks for seven days.
- Sixth Form students may borrow up to 20 items and have a four week loan period for books. DVDs and audiobooks are available on a seven day loan.
- Reminders for overdue items are emailed to students. Unreturned items go on the School bill.
- Book reservations and requests are welcomed.

Library Organisation

- All non-fiction books may be borrowed. They are arranged in Dewey order and colour-coded according to subject. Fiction is arranged alphabetically by author. The Library stocks classic fiction and literary prize winners, as well as contemporary and popular fiction.
- The Library subscribes to newspapers, magazines and journals.
- Reference books are for Library use only.
- The Library Portal page is for catalogue searches, reading lists, book blog, links to reference libraries and websites.

Computing Facilities

- All students have access to the computers during Library opening hours.
- Laptops can be plugged in on the desks at the back of the Library and along the window.
- Students using computers must adhere to the School guidelines on computer usage.
- Printing, scanning and photocopying facilities are available.

Library Rules

- You must work quietly at all times. Work with a partner or small group should be done in the alcoves outside the Library. You must take care not to disturb others.
- All resources must be taken to the issue desk for borrowing and returning. All resources must be returned or renewed at the end of term.
- Social network sites and games are not permitted. Mobile phones can be put in the "drop box".
- Please do not bring food and drink into the Library.

JSTOR

What is JSTOR?

JSTOR is an online research database with a wide range of academic articles from journals and papers.

Why use JSTOR?

- Speed
- Accuracy of information
- Breadth of range
- Narrows down information within a document
- Accessible from home
- Very useful for coursework, independent research, scholars' projects, MUN, EPQ and university essays
- Competitions
- Long-term gains of independent study
- Preparation for university

Setting up a JSTOR account

- Go to portal>curriculum>library>web links> JSTOR
- Register for my JSTOR by filling in the boxes and submitting the information
- Login to JSTOR by putting in your username and password

ENCYCLOPEDIA BRITANNICA

- Safe, trusted and fact checked information created by Britannica's team of editors
- Intuitive search tool offers article suggestions as you type
- The 'My Workspace' feature allows you to write and store documents, images and videos to your own workspace

LIBRARY ABSTRACTS SERVICE

- News-based resource taken from three daily newspapers and weekly news journals are available for research and can be photocopied.
- Updated weekly; over 5,000 online to date
- Subject files and indexes are designed to link directly to the curriculum
- Offers students a valuable, contextual view of their subject
- Wealth of primary resources e.g. witness accounts
- Helpful qualitative analysis on issues of debate e.g. assisted suicide
- Supporting up-to-date quantitative data for evidencing facts
- An inspiring and highly current reference point for EPQ research

DINING ROOM AND CAFÉ

Because mealtimes are informal and you are all eating at different times, it is especially important that everyone behaves helpfully. Queue sensibly and wait your turn. Clear up anything you spill on the table or the floor - the catering staff will help you if you ask them. Clear your tray to a rack when you have finished eating and make sure that your place is ready for someone else to sit at, with the chair pushed in. All meals must be eaten in the Dining Room but you may take fruit or break snacks back to House.

Anyone may use the Café at meal times, break times and outside of the normal school day. During the school day, it is reserved for Sixth Form, though you may all go in to get fruit or water.

MEDICAL CENTRE

The Medical Centre consists of a surgery, examination room and a waiting room; there are also bedrooms if you need to stay overnight. There is always a qualified nurse on duty and you may go to see her if you feel you need to.

The School Doctor is Dr Sara Butler-Gallie and she has surgeries in the Medical Centre on Mondays Wednesdays and Thursdays. In addition to Dr Butler-Gallie usual surgeries, another doctor from the practice is prepared to see those of you who would prefer to consult another doctor. Arrangements for such visits must be made with the Senior Nurse.

Illness

If you become ill during a lesson, your teacher will send you to the Medical Centre. This saves you making the journey back to House and you may be well enough to return to class after a short period of time. Do not go back to your House unless the nurse tells you to do so. In the Medical Centre you will see the nurse on duty and she will help you.

Outside lesson times, you should report first to the Matron on duty for your House and she will advise you on whether a visit to the Medical Centre is necessary. She will also go along to an appointment with you if you would like her to do that. If you need to visit the Medical Centre after 9.30pm in the evening your Hm or a Matron will take you there.

Appointments with the Nurse or Doctor

Trained nurses are available twenty-four hours a day in term time in the Medical Centre if advice is needed. The nurses run clinics for reviews of injuries, medical conditions, asthma and vaccinations Your Matron will let you know any appointment times and these may also be emailed to you. If you want to make an appointment to see a nurse or the doctor, you can either do that yourself by going to the Medical Centre or you can ask your Matron who will do it for you.

Self-medication Guidelines

All medicines, both prescribed and non-prescribed, must be handed to your Matron in the Lower School. She keeps them in a locked cupboard and issues them at dispense. You may keep and administer your own asthma inhalers, treatment creams and medicines needed in an emergency such as an epipen, but you do need to:

- Complete a self-administration form with the nurse
- Remember to ask your Matron to order new ones from the Medical Centre before they run out

Parents are requested to label fully and clearly in capital letters any medicines sent to House for you and provide full written instructions in English for the matrons. This ensures the safe administration of medicines. All medicines must be in their original packet with the instruction leaflet. There is no need to have paracetamol or ibuprofen/nurofen products in School as each House has a supply of these, which can be administered according to Medical Centre written guidelines.

Founders' pupils can be responsible for the storage and administration of their own medicines and are trained and assessed to do so safely.

THE SCHOOL SHOP: LASS (LIME AVENUE SALES & SERVICES LTD)

New and second-hand uniform, stationery, stamps, mobile phone top-ups and some personal items are available in LASS. Books, including revision guides and textbooks, can be ordered if you ask LASS staff. You may buy with cash or on your LASS account. You will require a note from your Matron if you wish to purchase main items of uniform (Lower School only). Anything bought on your LASS account is itemised and billed to your parents each term. Your parents may wish to impose a credit limit on your account (excluding uniform and textbooks) and they may do this by emailing LASS@benenden.school

Opening Times

8.45am – 4.45pm Monday to Friday

8.45am – 11.15am Saturday

A pad of file paper is supplied by the School each term (2 pads for V – V12) and these should be collected from LASS.

FITNESS SUITE

The Fitness Suite is open to all students and is manned by qualified fitness instructors at all times. Anyone who wishes to use the Fitness Suite must have an induction with a fitness instructor before they start using the equipment. The induction will take 45 minutes and there can be up to 4 students in an induction group. Once the induction paperwork has been completed, students will be shown how to operate the equipment and an individual fitness programme is written.

There is a yearly timetable and access to the equipment from 7.00am - 9.00pm Monday to Friday in term time. Weekend access is usually from 10.00am - 5.00pm on Saturday and Sunday. Students also have the option to use the Fitness Suite during PE lessons from the LV - VI.

There are rules which every student must follow:

- You must sign in and out when you use the Fitness Suite.
- Only V and above are allowed to use the weights machines and free weights unless there has been parental permission.
- The power plate is for VI and UV use only.
- You may not use a piece of equipment that you have not been shown how to use.
- Clean trainers must be worn in the Fitness Suite.
- Please bring your own towel with you or borrow one from the Fitness Suite and use it to wipe down the equipment after use.
- Please note that we expect you to bring a water bottle with you when you use the Fitness Suite as you should be drinking water regularly throughout your gym session. House water bottles can be purchased from the SPLASH Team.
- Photography and filming are not permitted in the Fitness Suite.
- Mobile devices may only be used to listen to music whilst you are in the Fitness Suite.

Throughout the year there are various gym challenges and charity fundraising activities in the Fitness Suite.

SWIMMING POOL

Leisure swimming will be permitted at times as posted on the SPLASH noticeboard and in the Houses. Swimmers must be aware of the Emergency Evacuation Procedure.

Rules of the Pool

- No-one may enter the water without a qualified member of staff present.
- Always sign in before entering the water and log the time you get out of the pool.
- All swimmers must change in the changing rooms and use the showers and footbaths.
- You may not go to the pool or return to House in your swimming costume.
- Shoes may not be worn in the changing rooms or on poolside.
- All swimmers must wear a full costume and not a bikini.
- Towels and costumes (IV - LV) should be kept in the pool drying rooms, otherwise back in House.

On poolside

- No running, pushing, pulling or play-fighting.
- No jewellery may be worn.
- No diving without permission.
- No back flips or acrobatics.
- No masks or snorkels (unless in a scuba diving lesson).
- No boisterous behaviour or screaming.
- No eating or drinking in or around the pool.
- No fake drowning.
- No diving in the shallow end (unless in a lesson or competition).
- Always return and replace equipment from where it is stored.
- No camera, electronic or mobile devices to be taken on poolside ie laptops, tablets and phones.
- Weak and non-swimmers to stay in the shallow end.
- Any additional behaviour or activity, which the teacher / lifeguard considers to be unsafe will not be allowed.
- Take notice and adhere to the poolside safety signs.

Emergency Evacuation Procedure

- One short whistle blast = Attention! Stop, Look and Listen.
- One long whistle blast = Emergency! Everybody out of the pool.
- Once you are out of the pool, please sit on the tiered seating and await further instructions from the member of staff on duty.

VII: RULES AND POLICIES

The policies in this section are adapted from full policies in the Staff Handbook. If you wish to see a copy of the full policy, please request this from the Deputy Head of Boarding and Pastoral. If any dispute arises, the Staff Handbook version takes precedence, as it is updated more frequently in particular as legislation and guidance from the Department for Education changes.

DRESS CODE

At all times you are expected to present yourself in a manner which the School considers appropriate. Everything you wear at School should be clean and in good repair. All items of clothing must be clearly marked. Inappropriate hair colour is not allowed. During school time, visible body piercing is unacceptable with the exception of discreet ear piercing. Girls should not wear more than two studs in each ear and only small hooped earrings are allowed. Coloured nail varnish is not allowed and hoodies are not allowed.

Uniform

Please wear your uniform properly. With your School uniform you may wear plain and discreet jewellery (such as a simple chain and emblem and a simple bracelet) but rings are not to be worn. The uniform comprises:

- School skirt
- School blouse
- Navy pullover (cardigan in summer)
- School jacket (compulsory on Mondays)
- Navy or black tights (or ankle socks not trainer socks)
- Black leather shoes (not canvas)
- Hair tied back with plain and simple hair bands
- School sports tracksuit jacket or a navy or black plain coat (with no emblems or accessories)
- School scarf

Sixth Form may also wear:

- Coloured scarves, except in Prayers
- Smart home clothes for Saturday morning lessons

You must be in School uniform for all academic lessons. You should always change out of games clothes as soon as you finish playing and should not wear them in lessons.

There is student representation on the Dress Committee which meets once a term and discusses changes in the uniform from time to time.

Home Clothes

You may wear home clothes after lessons on weekdays and at weekends.

Games Uniform

IV – UV games kit comprises: plain white shirt; navy skirt; navy mid layer or Benenden tracksuit; games socks or white socks. You may not wear jewellery for sports and all earrings must be removed. Anyone intending to get their ears pierced should therefore do so in the summer holidays, so the six week period of healing is completed before term begins. Various sports organisations (including the England Lacrosse Association whose rules we follow) forbid the playing of sport when wearing earrings.

Sixth Form Games Uniform must be Benenden PE or Team kit except for Fitness Suite options (gym, Zumba, spinning etc.) where students may wear their own suitable fitness kit.

There is a separate kit list for team players of all ages which will be given to you at the appropriate time. Please ask for a copy of the uniform list if you would like further details.

School Services

You may wear your own clothes providing they are in good repair, clean, not too revealing and look reasonably smart. Jeans and other trousers, shorts in the summer, skirts, t-shirts, blouses and jumpers are fine if they fulfil those criteria.

You may not wear:

- Very short shorts – if you cannot bend over without revealing too much, they are too short
- Very short skirts – as above
- Items of clothing with large slogans or logos
- Any clothing which is ripped or in need of repair
- Tracksuit bottoms and other sports kit

St George's Church

The village church services are more formal than School Services, so you wear your School uniform including your jacket for these occasions.

PUPIL BEHAVIOUR POLICY (REWARDS AND SANCTIONS)

This policy, which should be read by all pupils and parents, expands and complements the notes on pupil behaviour and disciplinary procedures as found in the Parents' Contract (signed on acceptance of a place in the School).

The aim of our Pupil Behaviour Policy is to encourage pupils to behave well, with thought and care for others, and to stay safe. Where pupils are disabled or have special educational needs, account will be taken of those circumstances and consideration will always be given to modifying any appropriate sanction. Where a pupil's behaviour may be influenced by safeguarding matters, there will be liaison with the Safeguarding team. Staff managing disciplinary issues will always be open to considering the possibility of a multi-agency assessment.

Promoting Good Behaviour

The school promotes good behaviour through educating pupils about the expectations which are placed upon them. The Behaviour Guidelines provide the basis of our expectations for pupil behaviour. These are publicised to pupils in House, printed in the Student Handbook, considered and reinforced in Prayers and are the foundation of the leadership which the Grey Jumpers exercise in their role as prefects upholding good order.

The School ethos, supported by each House's own ethos, encourages positive behaviour. Staff take every opportunity to reinforce the appropriate behaviours expected of pupils and these are discussed in PSHE lessons, Form Order, House Order and in tutor meetings. Staff are expected to be good role models and to educate pupils about how to behave.

The ethos of kindness and support which flourishes among the pupils, is adopted by those entering the school as they follow their student leaders and staff role models. Benenden has a very positive behaviour culture which is affirmed through the rewards system.

Appropriate Behaviour

1. We encourage and affirm responsible and considerate behaviour at all times. You should treat one another, staff and visitors with respect and courtesy.
2. You are expected to use your common sense and to keep within the law.
3. You should aim to realise your academic potential, by working hard, being organised and being punctual. You should show respect to each other and staff during lessons, ensuring your behaviour helps you and others to learn effectively. Prep and coursework should be completed and handed in on time.
4. Look after the school facilities and grounds when you use them. Keep your room tidy and do not damage any school property in any way. If you spot anything worrying or unsafe, please report this to a member of staff.
5. When in school, you must stay within the bounds mentioned in termly House briefings. Whilst you are free to use most of the site, you may not go to Weston Crescent, the Walled Garden or the surrounding area, near any of the ponds, the incinerator, the sewage works, the field leading down to the lake and any building sites where contractors may be working, unless accompanied by a member of staff. You may also not use the footpath which runs from Top Lax and goes behind the All-weather Pitch, accessed via the kissing gate.
6. In school you must wear the school uniform as required, and on all visits out of school you must dress appropriately to the occasion and with regard for your own safety.
7. Whenever you go out of the school grounds, you must have permission from the duty member of your House staff and sign out.
8. Your behaviour on all educational visits and trips organised by the school is expected to comply with these guidelines.

Inappropriate Behaviour

1. Bullying is not tolerated in any form and you should be aware of the Anti-bullying Policy which helps you understand what to do if you come across bullying at any point. Bullying includes any physical, verbal or emotional harm you cause to another person. You must not cause physical harm to another pupil: this is likely to result in a temporary or permanent exclusion.
2. Relationships which are inappropriate in a school context are not permitted. This means that whilst pupils may have girlfriends within the school community and girl or boyfriends beyond it, no physical expression of such relationships is allowed.
3. You must use the internet and electronic or virtual media including your personal mobile technology responsibly and comply with the Acceptable Use of ICT Agreement which you have signed.
4. It is not permitted to smoke or vape anywhere at school or on school visits. You must not possess cigarettes, tobacco related products, e-cigarettes, any form of vape pen, any psychoactive substances (sometimes named Legal Highs), at any time in school or on school visits.
5. Similarly, alcohol must not be brought into school or drunk in school or on school visits or trips. There are some specific exceptions to the consumption of alcohol by members of the Sixth Form under formal staff supervision (Alcohol Policy).
6. You may not use illegal or controlled substances (drugs) at any time; such use is likely to result in permanent exclusion.
7. You must not engage in body piercing or tattooing in school.
8. You must not do anything inside or out of school which brings the school's name into disrepute. This is to be interpreted as widely as possible and also includes all forms of electronic media, for example communication through websites or mobile technologies. Do not communicate with any journalists without the permission and guidance of the Headmistress, Deputy Head or Head of Marketing.
9. You must not make a malicious allegation, spread rumours about or tell lies about a member of the school community. To do so would result in serious disciplinary action.

Breaking these guidelines is likely to result in a sanction being applied. If you find it difficult for any reason to keep these guidelines and/or you find yourself in trouble for having broken the guidelines, you should seek support from someone in school. There is a section earlier in this handbook entitled Pastoral Care, which outlines support for pupils.

Older pupils, especially those in the Sixth Form, Grey Jumpers and those with other positions of responsibility, have a duty to be good role models and promote good behaviour in school. They should lead by example and should never underestimate the influence they have on younger girls.

Reward and Sanctions

Rewards

Benenden's reward system is noted through **Pink Slips** which are awarded electronically, with a verbal communication. The system is designed to promote communication between the teacher, the tutor and the House staff and to increase a student's self-esteem by recognising her achievements in a wide range of areas from academic to pastoral. Each Department should include a policy in their Handbook about their criteria for awarding the slips within the Department.

Guidelines for when to give Pink Slips are best understood from looking at the list of reasons given on the Pink Slip. These are as follows: conspicuous effort; excellent prep; excellent work or performance in lesson; excellent test; initiative; noticeable/encouraging improvement (in.....); positive contribution in class; boarding house award, special helpfulness, and other.

As an approximate guide to quantity, a teacher might expect to issue as many Pink Slips as there are pupils in the class, per term. It is essential that pupils perceive the issue of Pink Slips as being applied fairly and consistently within a Department and indeed across the School.

Pupils and tutors will receive Pink Slips electronically. The tutor will discuss the slip with their tutee. A consolidated record is available through iSAMS. Once three have been awarded in one term, the pupil is

called to receive a simple commendation from the Headmistress at a ceremony known as Pink Slippers. Certificates of Achievement will be awarded in Mark Reading at the end of every term to the girls who have the greatest number of Pink Slips.

Outstanding pieces of work may be sent to the Headmistress for consideration. She may decide to award a Head's Commendation. This is a special award for a student who has produced outstanding work. The Head of Department should approve your proposal to make such an award and the Headmistress should then be notified. She will see both the work and the pupil and congratulations and a certificate will be given at a Monday Prayers (assembly).

In addition, Grey Jumpers may award **Orange Slips** for good and helpful behaviour which sets an example to others. Such slips are completed and handed in to the Deputy Head Staff and Co-curricular who records them on iSAMS and passes them on to House staff.

Behaviour and Performance Issues

Concerns about a pupil's academic performance: Girls of Concern slips

Where a pupil's work falls below the standard that you would expect of them a **Girls of Concern** slip should be used. These GoC slips are for issues concerning **ATTAINMENT**. It is important to follow up on this, ideally via a discussion with the pupil in the first instance. Early identification of an emerging problem allows us to intervene sooner and help support girls to meet their full potential. The slip should state the problem and what is being done by the class teacher to try to address the problem.

Girls of Concern slips are **NOT** seen by the student but go to the student's tutor, Hm, HoY and the Academic Office to alert them of a problem. These are reviewed by the Deputy Head Academic and Assistant Head Academic every fortnight to assess action being taken to support the student. In addition, the girl should be raised at the next departmental meeting via the Girls of Concern agenda item.

Sanctions for Poor Behaviour

The School rejects the use of corporal punishment as a sanction for any type of poor behaviour. The sanctions for behaviour of increasing concern are listed here.

There are two levels of sanctions for poor behavior.

1. **Notification Slips** are available to teaching staff for use as an early warning of concerns about an aspect of behaviour or attitude to learning. Examples are given in a table at the end of this document. The slips go to the tutor, HoY, Hm and the girl.

On receipt of **three** such notifications, a girl will automatically be given a Blue Slip. They should be discussed with pupils in the same way as Blue Slips but there is no need for them to be recorded on reports.

2. **Blue Slips** are also given for poor behaviour, but where it is more serious than a notification slip would merit, or for accumulation of three notification slips. Tutors will discuss the reasons with tutees; three Blue Slips will usually lead to further measures, such as and most commonly Detention.

Grey Jumpers may hand out a **Grey Slip** to a pupil for poor or unacceptable behaviour (such as talking in Prayers, behaving thoughtlessly in the Dining Room or House). These are treated in the same way as Blue Slips and three within a term will usually result in the pupil being put in detention.

Detention

Detentions are penalties incurred for bad behaviour, including going out of bounds without permission, being disruptive in class and repeated failure to do preps. It will also be used as a sanction for unkind behaviour between pupils, including bullying.

Detention may be used as a penalty for any inappropriate use of electronic technology, such as sending inappropriate emails or making unpleasant comments on social networking websites. Teachers and Hms may request a detention for a pupil for a series of minor incidents (most commonly, the accumulation of three or more Blue Slips). Only in exceptional circumstances may a detention be given for an offence without Blue Slips having been issued as part of the formal warning process. In these circumstances there must be consultation with the First Deputy Head before the detention is confirmed.

Detentions are held by one of the Deputy Heads on Saturday mornings from 7.45am for 45 minutes. Pupils complete set work under supervision.

Evening Detention

Evening detentions are supervised by a member of SMT and take place from 6.30pm-8.30pm on Saturday evenings. They are given for more serious examples of the offences above and can be given for other offences such as:

- Missing Saturday morning detention for reasons which were avoidable, e.g. sleeping in.
- A repeat offence for which a morning detention has already been given within the same term.
- Issues of Health and Safety, e.g. abandoning someone who may need medical assistance.
- Any other offences which are not serious enough to result in gating.

Gating

Gating is a more serious punishment than detention and is always combined with attendance at both morning and evening detentions. It is given after discussion between the Deputy Head, the Hm and the pupil concerned for offences such as drinking alcohol or smoking, but it may also be used at the discretion of the Deputy Head in different situations where a single or double detention may not be sufficient punishment.

When a pupil is gated, she may not leave the school premises for the duration of the gating unless on a staff supervised curricular activity. Pupils may not represent the school at away matches or go out of school on trips or attend other activities off site. The gating card is issued the day after the sanction is confirmed. For the duration of the gating, the pupil is required to sign in regularly with a combination of the Duty Hm and her own Hm every hour at weekends and at various points during the week.

In exceptional circumstances, pupils may also be required to attend weekday evening detentions or miss organised activities, as deemed appropriate by the Deputy Head.

Internal Suspension

Some offences may be deemed serious enough to warrant a punishment greater than a gating, but it may not be practical for a student to return home for a period of temporary suspension. In such cases pupils may receive an 'internal suspension'. This will take the form of the student leaving her boarding accommodation, and the company of her peer group during the day, for one or two days and to spend time in the Deputy Head office instead of attending lessons. During this time the student will be encouraged to use her time purposefully but will not be permitted to socialise with other pupils, or join in with school lessons and activities, or enjoy use of her mobile phone or tablet. She may use a computer, but only for the purposes of work.

Temporary and Permanent Exclusion

Where a pupil has either persistently offended or has committed an offence which is serious enough to warrant a period of exclusion from School, she will normally be excluded for a period of up to one week in the first instance. It is likely that any further poor behaviour will result in the pupil being permanently excluded. Exclusions are always discussed with parents or guardians. The process for exclusion is outlined in the Exclusions Policy.

Pupils will meet with the Headmistress or the Deputy Head on return from internal suspension or temporary exclusion.

In any case of misbehaviour, where it is clear that a student is having significant difficulty, support is available from her Tutor, House staff, Medical and Counselling staff or other sources. This applies particularly to pupils with special educational needs and/or disabilities.

Contacting Parents about Poor Behaviour

The Housemaster/mistress will make parents aware of poor behaviour and consequent sanctions where these are a concern and parents should be made aware.

It is recognised that a small number of pupils may experience difficulty in maintaining the standard of behaviour expected of them. In such circumstances the Deputy Head will work closely with other members of staff including the Deputy Head Boarding and Pastoral, House staff, SENCO, outside agencies and parents to provide the support and disciplinary structure necessary for the student to succeed.

Smoking, Alcohol and Illegal/Controlled Substance Offences

The School has specific sanctions for smoking and alcohol offences and the use of illegal substances. The sanctions for smoking, alcohol and illegal/controlled substances can be found in the relevant policy.

Smoking and Vaping

When a pupil has been caught smoking/vaping, they are recommended to contact the Medical Centre who can advise on the health risks of these activities and also to give support for those wishing to stop smoking/vaping.

Alcohol

Pupils found to be in possession of alcohol can usually expect to be treated as for a first offence of smoking. Pupils found drinking or drunk will normally be dealt with as at the second smoking offence, but the school reserves the right to consider temporary exclusion in the case of a pupil who repeatedly drinks or is found on at least one occasion to be drunk to the point of being incapacitated or who contravenes the Alcohol Policy when on a school trip, where the staff do not have the support of the Medical Centre. Pupils who are found drinking are likely to be excluded from the next social event for their year group. Supplying drinks to other pupils is also a serious offence and will be dealt with on the appropriate point on the scale above. This is likely to be with two weekends' gating. When a pupil has been caught drinking unwisely, they are recommended to contact the Medical Centre who can advise on the health risks associated with drinking and also to give support for those who are concerned about their drinking habits.

Offences concerning smoking/vaping and alcohol are considered very serious. These sanctions apply on all educational visits as well as at school. Pupils who have been sanctioned for either of these offences should be aware that they may be subject to random searches of their property and area with an adult present in addition to the member of staff conducting the search. Offences 'carry' for the duration of a student's time in: a) IV/UIV; b) LV, V, UV; and c) VI. Generally, at the end of the IIV and of the UV pupils are given a fresh start.

Illegal and Controlled Substances

Illegal and controlled substances can cause serious damage to pupils' health. If there is a concern that a pupil has taken an illegal or controlled substance at school or returns from time out of school appearing to be under the influence of an illegal substance, the pupil will undergo a substance test. Please refer to the policy for further guidance.

All staff, pupils and parents should be aware that:

- Any student found in possession of illegal or controlled substances, under the influence of illegal or controlled substances, or passing illegal or controlled substances to other pupils must normally expect to be permanently excluded.
- In the event of a student being allowed to remain at school after an illegal or controlled substance offence, a condition will be that the individual submit to random testing.
- The school reserves the right to test any student suspected of illegal or controlled substance misuse.
- It is school policy to inform the police of our concerns in these instances.
- Parents will be informed if the school becomes aware that illegal or controlled substance misuse has occurred in the holidays or weekends away from school.

These sanctions are designed to protect the individual and the school community. The school will be helpful to any individual seeking advice and guidance in this area, within the constraints of the law and our responsibility to maintain good discipline.

In addition to our own PSHEE programme, Invicta Community Care NHS provides the Cornerstone Drugs Advisory Centre which pupils and their parents may consult for free, confidential information and help (Telephone 01892 534422).

Searches for illegal or harmful items

When there is reasonable suspicion that a pupil, or group of pupils, are in possession of cigarettes, vape equipment, alcohol, illegal or controlled substances, stolen property or any item that may cause personal injury, including matches, cigarette lighters, sharps being used for self-harm and medication which is not locked away, the school reserves the right to search the area and belongings of those individuals. Mobile devices and laptops will be confiscated if they contain illegal images such as pornography.

It is likely that little or no notice will be given of such searches. However, efforts will be made to conduct such searches with due regard to the personal distress and embarrassment which may be caused to the pupil/pupils. The search will normally be conducted with the consent of the pupil/pupils and in her/their presence, unless there is a risk that serious harm might be caused if the search does not take place immediately. There will always be at least two adults present, at least one of whom will be female. Members of the Safeguarding Team, the Deputy Heads and Hms/DHms are sanctioned by the Headmistress to search pupil belongings.

Whilst staff do not conduct personal body searches for the items mentioned above, it is appropriate for staff to ask the pupil to hand over any such substance or item. Once confiscated, items will be dealt with in one of the following ways:

- Alcohol, cigarettes, vape pens and lighters and self-harm sharps will be disposed of
- Medication will be either returned to the parents of the pupils concerned or disposed of on their instruction
- Controlled drugs will either be handed to the police or disposed of
- Other substances such as 'legal highs' will be disposed of
- Stolen items will be returned to their owner or handed to the police
- Pornographic images will either be deleted or saved as evidence and handed to the police. The device on which they are held will be returned to the owner once the issue has been dealt with.

Where a pupil refuses to cooperate with a search and/or refuses to turn out her pockets or hand over a bag to be searched, parents will be contacted to seek their permission. A refusal to cooperate may result in a sanction being given in lieu of cooperation.

Where there is good reason to suspect the possession of illegal or controlled substances the police may be called. The police are sometimes accompanied by sniffer dogs on such occasions.

Department for Education guidance on searches can be found in the document:
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

If illegal or controlled substances are found, staff should ensure the following:

- A second adult witness is present throughout.
- Seal the sample in a plastic bag and include details of the date and time of the seizure/find and the name of the witness present.
- Store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff.
- Notify the Head who will notify the police without delay (they will collect it, and then store or dispose of it in line with locally agreed protocols.) The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so.
- Record full details of the incident, including the police incident reference number.

Appeals against any action taken by the school may be initiated using the Complaints Procedures for Parents.

SAFEGUARDING

Part of the role of Staff and senior pupils is to keep you safe and to make sure you know what to do if you are being mistreated. The School has a Safeguarding Team, who are here to help you. Safeguarding is everyone's responsibility.

SAFEGUARDING TEAM



Designated Safeguarding Lead
Mrs Wakefield



Headmistress
Mrs Price



Deputy Designated Safeguarding
Lead Anti-Bullying
Miss Dobson



Deputy Designated
Safeguarding Lead
Online Safety
Mr Miller



Deputy Designated
Safeguarding
Lead
Mr George



Anti-Radicalisation
Mrs Harber



School Medical Officer
Dr Sara Butler-Gallie

CHILD PROTECTION

Abuse - physical, emotional, or sexual - and neglect are forms of significant harm from which we are committed to protecting you. At Benenden we want every pupil to feel safe and protected from neglect and abuse or to know there is someone you can turn to if you are being neglected or abused.

Physical abuse is the causing of physical harm to a child for example by hitting, shaking, throwing, burning or scalding, drowning or suffocating a child.

Emotional abuse is the persistent bad emotional treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. Types of emotional abuse include:

- Conveying to a child that she is worthless, unloved or inadequate
- Not allowing a child to express her views
- Persistently criticising, teasing or humiliating a child
- Bullying including cyberbullying
- Causing a child to feel frightened or in danger

Sexual abuse is the forcing or tempting of a child to take part in sexual activities, whether or not the child is aware of what is happening. Types of sexual abuse may involve physical contact or non-physical contact such as involving children in looking at or in the production of abusive images, watching sexual activities or encouraging them to behave in sexually inappropriate ways.

Neglect is the persistent failure to meet a child's basic physical, emotional and/or psychological needs.

Types of neglect include failure to:

- Provide adequate food, clothing and shelter
- Protect a child from physical or emotional harm or danger

There are other forms of abuse such as peer-on-peer abuse, female genital mutilation, child sexual exploitation (involving rewarding young people for engaging in sexual activities) and radicalisation (persuading young people to become involved in terrorist activities).

If you have any concerns about how you are being looked after or what is happening to one of your friends, please let someone know.

The Safeguarding Team consists of the people on the chart shown above. When dealing with disclosures, concerns, suspicions and allegations, the Safeguarding Team work with the Kent Safeguarding Children Board. You can call the KSCB (03000 410888) or Social Services Area Safeguarding Advisers (03000 412284). If you want to call for help outside school, Childline (0800 1111) will guide you to the right service.

ANTI-BULLYING POLICY

Definition of Bullying

Bullying is behaviour by an individual or group, which could happen once or is repeated over time and intentionally hurts another individual or group.

Bullying can have a significant psychological, emotional, and/or physical effect on a victim causing damage to self-esteem and confidence. It often involves an imbalance of power between the perpetrator and the victim. This imbalance of power can manifest itself in several ways: it may be physical or psychological; it may derive from an intellectual imbalance or by having access to the support of a group; or it may derive from the capacity to socially isolate someone. It can result in the intimidation of a person through the threat of violence or by isolating them physically or online. The persistent use of unkind comments or actions which may seem trivial in isolation but which, taken together, create a climate where the victim feels unworthy, inferior, or excluded can also have a harmful effect.

Types of Bullying

Some examples of behaviour which could count as bullying at Benenden include:

- Name-calling and hurtful or discriminatory remarks
- Banter bullying, when 'joshing' or 'joking' are used to target, humiliate, or intimidate
- Spreading rumours or gossip about a person
- Exclusionary behaviour
- General unkindness
- Attempting to humiliate or isolate someone by exclusion from a group
- Cyberbullying, which involves e-technology. Bullying can happen through text messaging, blogs, social media platforms and websites etc. Please refer to Cyberbullying below:
- Physical violence such as kicking, hitting, pushing, or the threat of violence

Severe Bullying

Bullying that is so extreme that a pupil suffers or is likely to suffer significant harm is a Safeguarding and Child Protection concern and will be reported as such. In these cases, the Child Protection and Safeguarding Policy will be followed, and a referral will be made to external agencies, such as the police/ children's social care, as appropriate.

Vulnerability to Bullying

Examples of characteristics which might make a person feel vulnerable or become a target of bullying include:

- Age
- Physical appearance
- A disability
- A difficult situation at home
- Ethnic background
- Social background
- Nationality
- Religion
- Sexual or gender preference

Signs of Bullying

Signs of bullying can be difficult to interpret as many of them are the same as signs of other stress-related difficulties. Nevertheless, these symptoms are signs that something is wrong, and they may be the symptoms of bullying:

- Significant changes in behaviour patterns e.g. becoming withdrawn, anxious, disruptive, or aggressive
- Beginning to self-harm which could include cutting or changes to eating habits
- Significant changes in sleep or work pattern
- Having unexplained injuries or giving an odd explanation about how injuries happened
- Having possessions go 'missing'
- Being often seen alone

If a member of staff, a parent, or a pupil notices any of these signs, or others which cause concern, they should speak to a member of the pastoral staff, medical staff, or Safeguarding Team.

Procedures for Responding to Bullying

When a disclosure is made about a potential case of bullying, members of staff (or parents or pupils) should adopt the following procedure.

Where pupils are disabled or have special educational needs, account will be taken of those circumstances and consideration will always be given to modifying how a concern is managed and how any sanctions are applied.

Listen. The member of staff, parent or pupil should listen to the concern, avoid asking leading questions and record what is said straight after the disclosure, using the pupil's actual words where possible.

Reassure. The victim can be reassured that the situation will get better and that they were right to report the bullying. If a parent or pupil is told about bullying, we strongly encourage them to contact the Hm or another appropriate member of staff.

Seek help. The member of staff, parent or pupil must then seek help and advice in dealing with the matter from one of the following: The Headmistress, the Deputy Head of Boarding and Pastoral Care or a Housemistress or Housemaster. If bullying is reported to an older pupil, she should tell a member of staff right away, without trying to investigate it.

Next steps. What happens next will depend on the nature and persistence of the bullying. The bullied person will be included in discussions on the right course of action so that she feels comfortable with any action agreed. There is no set pattern. We will give help and support to any victims of bullying, and to anyone who brings such issues to our attention.

Monitor. Once the situation has been addressed, monitoring will continue so that the situation does not recur.

Other routes. If a pupil does not wish to report the concern to a member of staff, they may speak to the School Counsellors or the School's Independent Listener (Mrs Helen Commander) or organisations (e.g. Childline) outside the school community.

Outcomes. Help will also be given to the alleged bully. The school will give support to enable a pupil to make a fresh start. However, repeated, or persistent bullying, however minor, will not be tolerated.

Sanctions

We will do all that we can to resolve issues of bullying through mediation, discussion and making bullies aware of the effects of their actions, but we will use sanctions against them when this is necessary. These sanctions will be in line with the Pupil Behaviour Policy and, in clear cases of severe and persistent bullying, may result in exclusion and the reporting of allegedly criminal behaviour to the police. In lesser cases, pupils might be placed in detention, be gated, or be temporarily excluded.

If a parent or pupil is not satisfied that an issue of bullying has been addressed appropriately they should speak with the Deputy Head Boarding and Pastoral Care in the first instance and then, if still unhappy, refer to the School's Complaints Procedure, as set out in the Parents' Information Booklet and Student Handbook.

Cyberbullying

Cyberbullying is the use of information and communications technology (ICT), particularly mobile devices and computers, deliberately to upset someone.

Examples of cyberbullying Additional considerations

- Cyberbullying can have far greater impact on the victim because it is very intrusive. Cyberbullies are able to invade their victim's personal space - whether they are at home or at school - anonymously and continuously. They have the ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly and over a long period of time.
- Cyberbullying can therefore be relentless and inescapable. It can take the form of peer to peer bullying or across generations, such as pupil to teacher or vice versa.

Cyberbullying and the law

The school has a duty to safeguard and protect its pupils and staff from cyberbullying. Misconduct which takes place out of school - in holiday time as well as term time - but affects pupils or staff, is now the responsibility of the school as outlined in the Education and Inspections Act 2006 (EIA 2006). This legislation gives schools the power 'to such an extent as is reasonable' to regulate the conduct of pupils both in and out of school.

The law protects people against cyberbullying in many ways. The list below shows some criminal and civil offences for which bullies can be prosecuted.

- a. Using threatening, abusive, or insulting words, behaviour, or images with the intention of causing harassment, alarm, or distress.
- b. Sending an indecent, grossly offensive, obscene, or threatening letter, electronic communication, or other article to another person with the intention that it should cause them stress or anxiety.
- c. Harassment (behaviour which causes alarm or distress) is an offence if repeated more than twice.
- d. Causing another person fear, on at least two occasions, that violence will be used against them.
- e. Sending a message that is known to be false for the purposes of causing annoyance, inconvenience, or needless anxiety.

Procedures for Responding to Cyberbullying

The procedures for responding to cyberbullying are the same as those for other forms of bullying. In addition:

Evidence. The pupil should pass on any evidence of cyberbullying such as saved web pages of chat rooms or social networking websites, texts, emails. A copy should be made of them in case the evidence is later deleted from the original source.

Response. A member of staff should ascertain whether the victim has responded to the bullying and record evidence of any response, making sure the victim understands that there should be no retaliation.

Identification. Steps will be taken to identify the bully, where possible. This may include examining school system logs, identifying and interviewing possible witnesses, contacting the service provider and the police, if necessary.

Liaise. The person dealing with the initial incident will liaise with the Online Safety Officer to decide whether any material found on an electronic device should be deleted, retained as evidence of a breach of the AUP, Anti-Bullying Policy or Pupil Behaviour Policy or whether it is of such seriousness that it requires the involvement of the police.

The Online Abuse and Bullying Prevention Guide (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414118/NSPCC_online_abuse_and_bullying_prevention_guide_3.pdf) has an excellent summary in Annex C about responding to a pupil disclosure of online abuse. It follows the same procedure outlined in the Safeguarding 1: Child Protection Policy ([https://connect.benendenschool.net/staff/Handbook/Documents/Safeguarding 1 - Safeguarding and Child Protection.docx](https://connect.benendenschool.net/staff/Handbook/Documents/Safeguarding_1_-_Safeguarding_and_Child_Protection.docx)).

Sanctions

In addition to the sanctions outlined in the Anti-Bullying Policy and the Acceptable Use of ICT Policy, those involved in cyberbullying may:

- a. Be asked to remove any material deemed to be inappropriate.
- b. Have their mobile device confiscated so that inappropriate content can be deleted.
- c. Have their internet access suspended and have their access to mobile devices restricted.
- d. Be reported to the police if a criminal offence is suspected.

Monitoring and Reviewing the Anti-Bullying Strategy and Policy

All cases of bullying, including cyberbullying, are reported to the Deputy Head of Boarding and Pastoral Care who administers the Behaviour and Bullying log. The Behaviour and Bullying log is reviewed by the Senior Management Team twice a year and reviewed at a meeting of all the Hms twice a term. The Anti-Bullying Strategy and Policy are reviewed by the Safeguarding Committee, and the Policy is referred to Council annually.

ONLINE SAFETY AND ACCEPTABLE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) POLICY

The internet brings enormous benefits to the world of education and work, as well as being an integral part of people's social lives. At Benenden we believe in embracing the online world and educating pupils to use technology responsibly and safely. E-technologies have both positive and negative potential. The safe use of ICT is an issue of behaviour, education, infrastructure and monitoring; it is fundamental to safeguarding Pupils and Staff both in and out of school. We take a proactive approach to minimise risks and to educate girls so that they can respond appropriately to an unsafe situation. Risks are considerably greater where devices are beyond the school's control (3G, 4G, social media platforms etc) and so the education aspect of safeguarding in this area is particularly important. The school takes all reasonable precautions to ensure that users access only age-appropriate material and to educate pupils about online dangers.

Management of Online Safeguarding

Online safeguarding is the responsibility of the Online Safety Officer/Designated Safeguarding Lead (Deputy Head Boarding and Pastoral) who is supported by an Online Safety Officer and the IT department and other members of the Safeguarding Team. Any online safeguarding issues (for Staff or Pupils) must be reported to the Online Safety Officer who works with the Kent Safeguarding Children's Board.

Monitoring Usage of the School Network, Information Systems and Wi-Fi

Pupils' use of the school's network, information systems, the internet and email is monitored to protect the interests of pupils and the School. Web access is filtered by Censornet to prohibit access to forbidden material and to provide age-appropriate access to other sites. Web activity is logged automatically and daily checks are made of suspicious searches containing, amongst other things, terrorist, sexual abusive and self-abuse language. Records of suspicious searches are reviewed by the Online Safety Officer who will follow up as appropriate with the pupil or member of staff who executed the search.

Online Safety Education

As the School is both a place of education and a home for pupils during term time, pupils have access to a wider range of sites, such as social networks, than might otherwise be the case in a day school. All pupils have laptops and mobile phones, and the majority have a tablet of some form or another and pupils are likely to be the first to have emerging technologies for which there is no specified guidance.

In terms of pupil education, the School:

- Encourages pupils to work with us and tell us when they have concerns
- Tries to maintain good channels of communication rather than 'over-blocking' sites, so that pupils let us know when they get into difficulties.
- Takes pupils through the Acceptable Use of ICT Policy in IV, LV and VI1 asking pupils to sign the agreement
- Gives other reminders in Form Orders as well as in House Order about online behaviour
- Has Whole School Prayers focusing on how to stay safe, as well as legal updates
- Informs pupils when changes happen to keep them safe
- Uses PSHEE, ACE lessons, Computing lessons and the Pupil Induction Programme to promote safe behaviour online
- Asks Big Sisters and Prefects to promote safe behaviour online and to work with pupils to ensure their privacy settings are up to date and appropriate
- Reminds pupils annually about the importance of not posting any content, comments, images or videos online which cause harm, distress or offence to anyone
- Produces a regular Online Safety/Safeguarding newsletter aimed at pupils
- Has a group of senior pupils, the 'Digital Leaders', who regularly visit House and talk to girls about online safety issues

Pupil Use of Mobile Phones

Mobile phones are great for keeping in touch but they also provide an opportunity for people to send unkind messages to one another very easily and without thinking of the consequences. Staff may confiscate a phone or device if they believe it is being used to contravene the School's Behaviour or Anti-Bullying Policies. If there is suspicion that the material on the mobile may provide evidence relating to a criminal offence, the phone will be handed over to the police for further investigation.

Dealing with Online Safety Concerns

1. You should report your concern to a member of the Safeguarding Team (see chart with photos in this handbook)
2. The member of staff will decide on the best course of action to respond to the concern
3. Parents and Carers will be kept informed about how incidents are being dealt with and whether any sanctions have been issued.
4. Where there is cause for concern or fear that illegal activity has taken place or is taking place then the School will contact the Children's Safeguard Team and/or Kent County Online Safety Officer and escalate the concern to the police.
5. Any issues will be dealt with according to the School's Disciplinary, Cyberbullying and/or Safeguarding/Child Protection policies.
6. Cyberbullying (along with all other forms of bullying) of any member of the School community will not be tolerated. Full details are set out in the School's policy on anti-bullying and behaviour.
7. In exceptional circumstances, the School will access files and email in order to protect the interests of pupils as well as the school's reputation. This will not be done routinely but may take place when investigating breaches of this policy.

It may be necessary at times for teachers or senior pupils to request that access to specified websites be granted in order to carry out school work. Teachers should make requests to the IT Support department in good time for this to be resolved before their lesson – the IT Support department will pass requests on to the Online Safety Officer if there is any concern about the websites to be accessed. Pupils must seek the permission of the Online Safety Officer first, who will then contact IT Support if the request is approved.

Pupil Acceptable and Safe Use of ICT Agreement

This document is explained to pupils at three points in their school career and they are required to sign it on each occasion: IV, LV and VI1. Anyone who joins the school at a different time signs at that point.

It is important that you realise that the power of the online world brings certain responsibilities to yourself and towards others. You must not misuse the network to hurt others or put yourself in danger. Breaching these requirements will result in appropriate sanctions in order to encourage safer behaviour in future.

Using the Network

- I will not attempt to log on as someone else or to access folders and files I do not have permission to use. I will not share my login details with others.
- I will not install software, including screen savers, on the School machines.

Communication (email etc.)

- I will not send offensive messages or pictures, use obscene language or use email to bully fellow students, harass, insult or otherwise annoy others.
- I will only access or use my email in lessons if I have specifically been asked to by my teacher.

I should not tolerate receiving offensive messages and can report any problems to my tutor, my HM, the Online Safety Officer, a member of the Safeguarding team or anyone else with whom I feel comfortable.

The Internet

- I will not try to enter websites that obviously contain forbidden* material (see definition below).
- I will not attempt to by-pass the school's internet filtering systems.
- I will not download files containing forbidden material unless my teacher specifically arranges for access to the material as part of my studies.
- I will not pass off material downloaded from the internet as my own as this is plagiarism.
- I will only access the internet in lessons if I have specifically been asked to by my teacher.
- I will not type in bad or sexually inappropriate language.

I understand that all web access is logged automatically and inspected daily and that inappropriate use of the internet will result in sanctions, usually beginning with a Blue Slip on the first occasion

Social Networking (Twitter, Instagram, Snapchat etc.)

- I will ensure that notification alerts are turned off during lessons and school events.
- I will not post offensive comments on any social network or website as this is illegal.
- I will not post images or videos of people on social networks without their permission.
- I will only upload content concerning the school, or using its name, after gaining permission from the Deputy Head Boarding and Pastoral Care.
- I will only access or use social networks in lessons if I have specifically been asked to by my teacher.

Mobile Devices

I understand that all of the above rules apply equally to the use of mobile devices including smart phones, tablets, hand-held gaming devices and laptops.

Taking images or videos in House and around school

I am aware that taking images (which includes videos as well as still pictures) needs to be carefully managed and that in terms of taking images:

- Changing times and areas are off limits.
- Showers/toilets are off limits.
- Images must not be taken of girls in towels, swimsuits or inappropriate nightwear.
- Images must not be taken of girls who are naked.
- I should get permission from others to take images of them and make clear what I intend to do with the image.
- I need to be aware that people might be accidentally caught in the background of a shot – if this happens I will delete the picture/video unless those caught give permission to use the image

I should not have to tolerate others taking images of me without my permission. I have the right to ask that images of me are deleted and not posted online.

Saved work

I will not save anything to my area on the network that breaks the above rules.

I understand that to protect all students, particularly when investigating misuse of ICT and certainly where the personal security of students is involved, the school can have access to student files and emails.

***Forbidden and Inappropriate Material**

Examples of forbidden or inappropriate material include: pornographic material, material promoting the use of drugs, harmful behaviours, politically extremist and violent material, racist material and the use of bad, sexually inappropriate or explicit language. Generally, it is material that you would not wish parents or teachers to see. The School's filtering systems protect access to forbidden material; however, you must be on guard in case a site is allowed through the filter by mistake. Such sites should be reported immediately to a member of staff.

Consequences

I am aware that if I break this agreement, sanctions will apply. Blue Slips and detentions will be given for more minor offences, but temporary exclusion or permanent exclusion could result from very serious offences such as repeated or extremely serious cyberbullying.

I will always check with a member of staff if I am unsure whether certain uses of ICT are appropriate or not.

CAUSING HARM TO YOURSELF OR OTHERS: USE OF FORCE

We expect everyone to be treated with respect and consideration but occasionally situations arise where it might be necessary for someone to use physical intervention in order to keep you safe. We believe that it is only ever acceptable to use reasonable force to prevent someone harming herself, property or from harming someone else. For example if a pupil were trying to harm herself or someone else very seriously, or was about to run in front of a moving vehicle, or if a pupil were about to throw something which would hurt someone else, then it is right to use reasonable force to prevent an injury. Force will only be used when it is absolutely necessary and the consequences of not using it would be extremely serious. Staff will only ever use force and pupils should only ever use force in the circumstances outlined here and pupils should follow these guidelines too, never using unnecessary force against each other.

The types of force people might need to use are passive physical contact such as blocking a pupil's path, active physical contact such as leading a pupil by the hand or arm or ushering a pupil away by placing a hand in the centre of the back.

Where there is an immediate and high risk of serious injury, it might be necessary to use more force. People should always make every effort to avoid acting in a way that might cause injury and will only ever intervene to protect you from yourself or from someone else.

If you have to use force to prevent an accident or injury or someone uses force on you for the same reason, please make sure you report this to a member of the Safeguarding Team.

You should never use force against anyone else, except to prevent harm. You should also never hurt anyone physically.

EQUALITY POLICY

The Equality Policy is designed to help you to understand the current law as it applies to all of us. Its purpose is to remind us to treat each other well and to show respect - you should be aware that:

- You must treat everyone with equal respect.
- You should not treat anyone badly or differently because they are different to you or have different views or beliefs from you.

This School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated solely on the basis of their relevant merits and abilities. We do not tolerate any form of unlawful or unfair discrimination which could include but is not limited to age, race (which includes colour, nationality, ethnic or national origin), gender, marital status, sexual orientation, gender reassignment, trade union membership, disability, pregnancy or maternity, political views, religious or similar philosophical beliefs or because someone is married or in a civil partnership. Benenden School aims to ensure equal treatment for all.

In all areas described below it is possible for discrimination to be direct, indirect, or to take the form of harassment, bullying or victimisation, including third party harassment and which may also include the use of electronic technology.

The following examples would constitute unacceptable behaviour – the list is not exhaustive:

- a. Physical assault against a person or group because of a protected characteristic (under the Equality Act 2010)
- b. Verbal abuse, derogatory name-calling, insults, threats and jokes - any of which may be based on a protected characteristic
- c. Graffiti relating to a protected characteristic
- d. Inciting others to behave inappropriately towards others on the basis of a protected characteristic
- e. Making derogatory remarks, comments or suggestions about a particular ethnic or religious group or gender in the course of discussions or lessons
- f. The use of electronic technology to further any of the above abuses

Disability

A person is disabled if he or she has 'a physical or mental impairment which has substantial or long-term adverse effect on their ability to carry out normal day-to-day activities'. ('Mental impairment' includes those with learning difficulties and mental illness – providing that the illness is clinically well recognised - and 'long term' means at least one year).

You must not engage in any behaviour which discriminates or hurts or makes fun of a disability. If you experience any discrimination, please talk to the Deputy Head of Boarding and Pastoral Care.

Race

We regard as racism any attitude held by a person or group of one ethnic origin towards an individual or group of different ethnic origin which is offensive, discriminatory or hostile towards the individual or group. We also consider racism to be behaviour, acts or expressions that reflect such attitudes, or any incitement to behaviour of that kind.

Gender

We consider sexism to be any attitude held by a person or group of one sex towards an individual or group of another sex which is offensive, discriminatory or hostile towards the individual or group. We consider sexual harassment to be behaviour, acts or expressions that reflect such attitudes, or an incitement to behaviour of that kind.

Sexual Orientation

We consider it unacceptable to hold or express any attitude towards an individual which is offensive, discriminatory or hostile on the basis of that individual's or group's orientation towards persons of the same sex or opposite sex (namely homosexuals, heterosexuals and bisexuals). It is also unacceptable to discriminate on the grounds of perceived sexual orientation (that is, assuming – correctly or incorrectly – that someone is homosexual, heterosexual or bisexual), and association (that is, being discriminated against on the grounds of the sexual orientation of those with whom you associate).

Religion or Belief

We consider it unacceptable to hold or express any attitude towards an individual which is offensive, discriminatory or hostile on the basis of that individual's or group's religious belief or similar philosophical belief. It is also unacceptable to discriminate on the grounds of perceived as well as actual religion or belief.

Age

We consider it unacceptable to hold or express any attitude towards an individual which is offensive, discriminatory or hostile on the basis of that individual's age.

What to do when an incident occurs

An individual or group who has been subjected to any form of discrimination on account of their race, gender, sexual orientation, religion or belief, age or disability may wish to try and resolve the problem informally first, by seeking advice from their Tutor or Hm. If such an approach is difficult or unsuccessful the incident should be discussed with the Deputy Head Boarding and Pastoral. Staff will seek to help the individual or group and consider how the problem may best be resolved on an informal basis.

At any time during such a process and/or if any informal approach proves unsuccessful in resolving the issue, the individual or group may report the incident to the Head who will then ask a senior member of staff to investigate the matter. Any pupils involved in the incident will be interviewed and it is likely that your parents will be informed.

Sanctions

If a pupil or group of pupils is considered to have committed a breach of this policy then the Deputy Head Boarding and Pastoral will apply an appropriate sanction which will be recorded in the pupil's personal file. Parents and Hms will be informed.

COMPLAINTS PROCEDURES FOR PUPILS

Pupils

How to make an Informal Complaint

In School we recognise that it is possible for misunderstandings and disagreements to arise or for mistakes to happen. If you are unhappy about the way in which the School is dealing with something, you can make an informal complaint. This procedure is designed to help us to resolve such concerns or misunderstandings. There is a separate procedure for parents, so you should discuss with them whether you would rather make the complaint yourself or whether you would like them to use the Parental Complaint Procedure on your behalf.

To make an informal pupil complaint you should:

1. Email one of the following people to explain the issue:
 - a. Your Head of Year
 - b. Mrs Wakefield about Boarding, Pastoral Care and Safeguarding
 - c. Mrs Harber for academic matters
 - d. Mr George for co-curricular matters
 - e. Mr Miller for any matters which do not come within the areas above.
2. You will then be invited to a meeting to discuss your complaint and we will try to resolve the issue together.
3. If you are not satisfied with the outcome of your complaint, you should speak to your parents who can then use the Parental Complaints Procedure to ask the School to look again at the issue.

External Complaints Organisations

Parents and pupils are advised that they may also take their complaints to the Independent Schools Inspectorate. Current contact details are available from the ISI website (<http://www.isi.net/parents-and-pupils/concerns-about-a-school>).

Alternatively, parents and pupils are advised that for matters in respect of the Safeguarding of children they may contact Claire Ray, the Area Safeguarding Adviser at 30 Kings Hill, West Malling, ME19 4AE or call her office on 03000 412284.

Record Keeping

The Deputy Head Boarding and Pastoral Care keeps a full record of all informal and formal complaints and any appeals. This record states whether complaints are resolved by formal procedure or proceed to a panel hearing as well as the action taken by the School as a result of the complaint (regardless of whether it is upheld). This file is reviewed termly to monitor any pattern in the complaints.

All paperwork in respect of complaints is confidential, except where access is required by an appropriate body, for example one conducting an inspection of the School's complaints procedure.



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