

Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:


- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: 

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] County Durham [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> <input type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> <input type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> <input type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input type="checkbox"/> <input type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> <input type="checkbox"/> No		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		

Details of company limited by guarantee

11.	Company name: Durham Free School Ltd	
12.	Company address: [REDACTED] Durham [REDACTED]	
13.	Company registration number: 07959449	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> <input type="checkbox"/> No
15.	If Yes, please provide details:	
Company members		
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
16.	Please confirm the total number of company members:	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	
	4. Name: [REDACTED]	

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name:	
2. Name:	
3. Name:	
4. Name:	
1. Name:	

19. Please provide the name of the proposed chair of the governing body, if known:

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> <input type="checkbox"/> No
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21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none">• their name;• their Companies House and/or Charity Commission number, if appropriate; and• the role that it is envisaged they will play in relation to the Free School.
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22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).
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Existing providers

23.	Is your organisation an existing independent	<input type="checkbox"/>
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	school wishing to become a Free School?	<input type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> <input type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

Please tick to confirm that you have included all the items in the checklist.

Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Chair of company / Member of company (please delete as appropriate).

Print name: ██████████

Date:

NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Section B: Outline of the school

1.	Proposed school name:	To be decided with community consultation
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 11-19 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017 (11-16) 2019 (16-19)
5.	Will your proposed school be:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input type="checkbox"/> NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian, non-denominational
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> <input type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	
11.	Local authority area in which the proposed school would be situated:	
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

Durham, with its University, Cathedral and many churches, is a centre both of academic excellence and Christian tradition; yet neither is adequately reflected in its state secondary school provision. In particular, families to the south and east of the city find that provision for their secondary education is disjointed and geographically scattered. This compounds the effects of the deprivation that is found across these former mining communities. We aim to set up a secondary school for 11-19 year olds that will address these deficits.

Aims: These are threefold:

- To raise the standard of secondary school provision.
- To offer access to a high quality of education to those communities, primarily to the south and east of Durham, which are currently denied it.
- To offer the choice of a wholly inclusive school with a strong Christian ethos - something that is currently unavailable in local secondary education.

Current provision of secondary education:

As secondary schools have amalgamated or closed, commitments to these communities have been repeatedly broken. This has led to the wholesale scattering of children to fill the remaining school places. (This was exemplified in Parkhill in 2010 when all the girls leaving year 6 were sent to different secondary schools.) The best performing state secondary schools are now located to the centre/north of Durham and all have distance from school as their primary admissions criterion. This has resulted in an inequality of opportunity between those in the affluent city centre, who have first choice of places at all schools, and those living in the largely deprived villages to the south and east.

There are plans to build 5000 new homes by 2030. The vast majority of these are proposed to be between the villages to the south and the best performing secondary schools. This will effectively further exclude the villages from access to these schools as well as creating a clear need for an additional secondary school to provide for the increased population. At present, the

council have no declared plans (and presumably no funds) to build an additional school.

The secondary schools to which the communities have very limited access include Durham Johnston School, Framwellgate School, and St Leonard's RC VA School. These three are the best performing schools but, because of location and admissions policies, only a very small number of students from the south and east are able to access their services.

The overwhelming majority of students are dispersed to fill spaces at the Academy Shotton Hall, Belmont Community School, Dene Community School, Durham Gilesgate College, Ferryhill College, St Bede's RC/Byron College, Sedgefield Community College, Spennymoor Comprehensive, Tudhoe Grange School and Wellfield Community School. (Tudhoe and Spennymoor will be merged from 2013.)

The dispersal of local secondary schools can be seen at http://www.education.gov.uk/schools/performance/geo/la840_all.html with Bowburn and Coxhoe being the largest centres of population and being most centrally located within the proposed catchment area.

Performance tables for 2011 show a significant discrepancy in the achievement of five GCSE's at A* to C, including English and Mathematics, between the best performing state schools in Durham and those that are accessible to the students in the south and east. This is even more pronounced with regard to the English Baccalaureate (see annex C, table 1).

The most recent Ofsted reports show similar discrepancies with the majority of accessible schools being graded at level 3 for overall effectiveness and a significant proportion being graded at level 3 with regard to capacity for sustained improvement (see annex C, table 2).

There are a number of primary schools with a Christian ethos in Durham and the surrounding villages. These schools are inclusive, highly successful and very popular yet there is no provision for the continuity of this into secondary school. The two existing secondary schools with a Christian ethos (St Leonard's and St Bede's) both have admissions policies which give priority to Roman Catholic students or those who have attended Roman Catholic

primary schools. This and proximity, in the case of St Leonard's, means that the majority of students in the proposed catchment area are excluded.

A survey of secondary schools with a Christian ethos in the local region shows that they regularly outperform other schools in their town or local authority (see annex C, table 3). It has become part of popular culture that parents will go to considerable lengths to gain a place at a good, local faith based school even when they do not practise that faith. One founding member of this group supports the Christian ethos despite being an atheist himself. In his own words, he has looked around and seen that schools with this ethos work. A Christian ethos school with an open admissions policy will offer all students the same breadth of choice that is available in other areas but currently lacking in Durham.

The communities to be served:

These are defined by the boundaries of the following electoral wards: Bishop Middleham and Cornforth, Cassop cum Quarrington, Coxhoe, New Trimdon and Trimdon Grange, Thornley and Wheatley Hill, Tudhoe, Shincliffe, Wingate. These communities are almost exclusively white British with a very low number of households where English is an additional language.

(Map available at: <http://gis.durham.gov.uk/durobs/ia/ia1000/> .)

There are significant levels of deprivation across these former mining communities. Over half of the Super Output Areas (SOA's) rank in the top 30% of national indices of deprivation according to overall deprivation, income deprivation affecting children and deprivation affecting education. Almost three quarters of the SOA's rank in the top 50% of the same indices (see annex C, tables 4, 5 and 6).

Many children from these villages come from a culture characterised by:

- A sense of powerlessness, resulting in apathy and dependency.
- Low aspirations.
- Little expectation that the education system will make any difference to life chances.

- A narrow vision, concerned with immediate household needs and popular culture, but not engaging with the wider world.

We believe that Durham Free School, with its distinctive but inclusive Christian Ethos, will be able to address these problems and, in the long term, have a transformational impact upon these communities.

Vision and Ethos:

We aim to educate the whole person. To challenge and support the individual student to reach their full potential in mind, body and spirit within community. This will be delivered within the framework of a traditional Christian ethos - valuing, but not imposing, the teachings and example of Jesus. We will seek to develop perseverance, character and hope in our students as key to realising that potential, to the benefit of themselves and the communities, present and future, of which they are part.

Our school community will be driven by a Christian Ethos within which every individual will know what it is to be valued, thereby enabling them to contribute to the fullest possible extent. This will be the supreme formative experience and we therefore aspire to all our pupils moving seamlessly into further education, employment or training of some kind when they leave us but most important of all they will be mindful of their duties to their families and their communities, and their role as citizens of the U.K.

We aim to create a smaller than average secondary school which offers a distinctive and inclusive education, shaped by traditional Christian values and welcoming to all. Its declared ethos will completely match the reality of the ethos at work in the school, thereby giving consistent messages and re-enforcement to staff and pupils alike. It will provide a calm, ordered and safe environment, where good manners and courtesy are essential, respect is earned, and every individual is known and valued. Every morning (mindful of the relevant statutes) we will gather for our short daily act of collective worship which will set the tone for the day. These assemblies will be instrumental in providing a sense of community and in imparting the values and ethos of the school.

We believe that children from the communities we will serve have the potential to excel but low expectations are preventing them from making the progress that they should. We will aim for educational excellence, not making excuses for poor performance. We believe the EBacc is an appropriate target

for the majority of our pupils and we are determined that all our pupils will gain good grades in genuinely valuable qualifications.

The following Christian beliefs will underpin our educational vision:

- Human beings are 'made in the image of God' and this gives every human being their unique value.

We will therefore value every student for who they are, not for what they can do or where they come from. It also means we recognise the enormous potential of every student and we will have high expectations of them in every area of school life. This will enable us to build an infectious culture of success in all areas of school life and a belief amongst students and staff that what they are doing is worthwhile. Whilst we will support students in the difficulties some may face in their home life, we won't be making excuses for them. We will create a safe and ordered environment with a strict uniform policy which ensures that students' backgrounds are not obvious and 'baggage' is left at the door. This will be a critical factor in raising the aspirations of students, the expectations of others and, consequently, achievement.

Humans are fundamentally relational and it is in relationship that we find our identity and fulfilment.

We will expect our students to be outward-looking, focusing on others' needs before their own. Building skills of empathy and helping our pupils to relate well to one another will build vital social skills for the rest of their lives.

- Human abilities are gifts, given for a purpose

The full range and variety of students' gifts is to be valued and celebrated, to be developed and used to serve others in community as well as themselves. This will give our students a sense of significance, raising their self-worth and giving them the confidence that their own abilities are valuable to others and they can use them for the common good. This will help to combat apathy and prepare our students to be active citizens. Whilst offering a good core academic education, we will not be valuing academic gifts more highly than others and will therefore also provide demanding vocational training as part of a broad curriculum.

- God's purpose for humanity is to create a community of diversity

Community will be very important at the school. We will deliberately keep the school small enough that every student can be known as an individual by all teachers and other students and where their distinctive contribution to the school community can be recognised. Rich extra-curricular provision will develop students' diverse gifts and community service both within the school and in the wider community will be a major feature of the school's life. We expect our students to take this community spirit and valuing of diversity beyond school into their adult lives.

- The Universe owes its existence to God's creative activity.

The curriculum will draw attention to the awe inspiring nature of the Universe, a place of meaning and purpose, and the bountiful way in which it provides for the needs of life. This will broaden our students' perspective on the world, giving them a sense of place and purpose. Students will be encouraged to see our environment as something we hold in trust as stewards. Whilst this view of the Universe will inform our curriculum, this does not mean our curriculum will not consider other views of the Universe.

Creationism/Intelligent Design will not be taught as valid scientific theories.

- The Universe, for all its glory, is also marred by suffering and evil.

Good and evil are realities in our world. As our students study this world in the curriculum, they will be faced with suffering as well as joy; cause for grief as well as awe and wonder. The school will help our pupils to face-up to this, to engage with the world as it really is and to feel empowered to take action to work for justice.

Whilst these Christian beliefs shape the character of the school, we do not expect every student or staff member to share them. The school will be welcoming to students of all religions and none. Nevertheless, these beliefs will provide the coherent basis for the operation of the school. The conclusions drawn from them above are very broadly shared in contemporary British society and will shape every aspect of the school, including the curriculum. We are open in presenting our vision to key stakeholders so they can make an informed choice; most of all to parents/carers of prospective students. We believe these emphases in the education the school will provide address the fundamental needs of the communities it will serve, as identified in the rationale.

We will serve our communities with a school which offers new hope and opportunities, excellent role models, clear boundaries, high expectations and good outcomes for students. This is neither merely the accumulation of facts nor the successful sitting of examinations but the building of character to ensure a truly civilised society. We therefore wish to encourage open minds, independent judgement and moral courage, so that our students will become good citizens, capable of having a transformational impact in their own communities.

We aim to

- Open minds, expand horizons and introduce the discipline of study.
- Provide equality of opportunity.
- Raise aspirations.
- Provide an excellent education by creating a culture of success across academic, vocational and extra-curricular fields.
- Build a school community based upon putting the needs of others before our own.

We believe

- All students are equally valuable because of who they are, not what they can do or where they come from.
- In the innate potential of every student and will pursue excellence in character and behaviour as well as academic attainment.
- Knowledge is important, still more so is the power to use it; but most important of all is what a person believes, what they think good and bad, whether they have clear values and are prepared to live by them.
- The world has meaning and purpose, and that learning infused with this principle will engender in students a sense of awe and wonder which will provoke in them a passion to work for justice.
- Good relationships are the bedrock of good behaviour and discipline, which should never be reduced to mere compliance.
- In a culture of serving others

Our students will

- Complete their education as well skilled and well qualified citizens, taking responsibility for making their own way in the world. We expect 35% of our students to achieve a C grade in all English Baccalaureate

subjects in our first year, rising to 50% by the fifth year of GCSE results. Our aspiration is that all students will gain the demanding school award which measures engagement in extra-curricular activities, endeavour and community service.

- Be polite, self-disciplined, considerate of others and willing and able to bear responsibility.
- Have learned the value of learning and work, and the fulfilment to be found in it.
- Be able to handle evidence, solve problems and discern truth from falsehood.
- Have learned how to communicate and the importance of listening and hearing.
- Understand and appreciate different cultures.
- Have learned to value and respect all human beings regardless of differences.
- Have been introduced to the importance of a life lived by a set of values and the ability to discern right from wrong, which will mature into rational conviction.

Our ethos is summed-up in the school's vision statement:

“Our aim is to provide a distinctive and inclusive education shaped by Christian principles and welcoming to all. Students will experience a calm, ordered and safe environment where every individual is known and valued and where respect for others is demanded. The school community will be characterised by care for one another, exemplified in the service of the Principal, staff and the governing body. We firmly believe that students from all backgrounds can excel and the school will create a culture of success which will be reflected in the excellent qualifications our students obtain, academic and vocational. However, education at the school will prepare pupils for life in the twenty-first century beyond grades in public examinations. The aim of education at the school will be to produce wisdom, as well as knowledge and understanding. Our aspiration is that our students will go on to have a transformational impact in their communities.

The school values:

- The example and teachings of Jesus

- Every pupil and staff member as a human being made in God's image
- The unique gifts of each pupil, to be developed to their fullest extent and used in response to Jesus' command to love God and their neighbour
- The world the students are studying in the curriculum, responding to both its glory and wonder and its pain and suffering with a passion to work for justice

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		60	90	120	120	120	120	120
Year 8			60	90	120	120	120	120
Year 9				60	90	120	120	120
Year 10					60	90	120	120
Year 11						60	90	120
Year 12							90	90
Year 13								90
Totals		60	150	270	390	510	660	780

Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

D1: Curriculum and Qualifications

Curriculum Orientation

The purposes of the curriculum, both in and out of the classroom, will be as follows:

1. To develop character and wisdom. This will include development of clear principles of right and wrong and the ability to empathise with others.
2. To discern and to develop pupils' various gifts for use in serving others as well as themselves, both in and out of paid employment.
3. To enable pupils to understand and engage with the world they live in. This will include a structured awareness of human history, locally, nationally and internationally and a critical understanding of their heritage which will give them a sense of place and purpose. It will also give students an understanding of how different people see the world, leading to greater tolerance of diversity.
4. To develop life-long skills of learning, enquiry and critical thinking.
5. To shape students' minds through the various academic disciplines
6. To lead to outstanding and genuinely useful qualifications which maximise young peoples' access to higher education, further training and employment.

The curriculum will therefore have a balance between skills development and cultural transmission.

1. The pursuit of wisdom

Aims:

Wisdom: the ability to make sound judgements, choosing what is right and turning away from what is wrong is the highest order skill we aspire to develop in our pupils and is what they need above all to be well equipped for life. We don't see this as separate from the core business of the curriculum: rather, it is the right application of the knowledge and understanding gained in the curriculum which constitutes wisdom.

Rationale:

As our pupils engage with the world in this way, exploring issues of meaning and engaging practically and purposely with the world, we will be combating the sense of meaninglessness and powerlessness which lead to apathy and dependency, preparing our pupils to begin to transform their communities.

Practical Measures:

- The School Award

What a school chooses to assess gives the strongest message to pupils about what really is important and ultimately valued. All the 'right' things can be said about how academic achievement is not the only sort of achievement and how it's really more important to be a good citizen than to get brilliant exam grades, however if all the school actually chooses to assess are academic or even vocational courses, the children will inevitably value their own achievements in these terms, seeing what they are capable of doing as a means of ultimately serving themselves (good job, more money etc) than thinking of how they can serve others. In contrast to this we are determined in our school to demonstrate clearly to our pupils that we truly value serving others by assessing them in this area alongside all their academic and vocational achievements, showing that they are all equally important and equally recognised.

To do this we would use a school award system, where each pupil has a booklet where they are able to record extracurricular activities and practical ways in which they have been able to serve others, at home, school and in the wider community. The achievements in this would be assessed and lead to a concrete award of some kind to demonstrate to the child that this service are both recognised and valued and is truly seen on a par with academic or vocational success. In fact we want to ensure that our pupils view all their achievements as better equipping them for a life of useful contribution and service to their community, both local and global.

We wish to engender in our pupils a sense of moral responsibility and to encourage them to take a holistic view of themselves and the way they interact with the world around them. We believe using the school award system will not only produce better citizens but also inspire our pupils to pursue excellence and integrity in all areas of their lives because they all matter. Thus, living with a high and unified purpose they will also develop high self-esteem and respect, a true sense of their own value and tremendous personal satisfaction; not as ends in themselves but as a result of genuine service.

Students will work on completing the School Award throughout their time at Durham Free School. This will document the student's involvement in service activities both inside school and in the community. We will adopt the Duke of Edinburgh's Award Scheme and the Archbishop of York's Youth Leadership Award Scheme, at least at Key Stage 3, which will feed into the School Award. However, our in house scheme will allow for small but oft-repeated acts of service to be recorded and valued alongside these. Whilst success in completing the School Award will lead to rewards, these will be used to acknowledge and celebrate significant achievement rather than to provide prizes for meeting basic expectations. Our aim is that it will be the intrinsic reward of serving others rather than extrinsic rewards on completing a section of the School Award which will be the primary motivator.

Working on completing the award will be a central part of our pupils' experience of being at the school. It will form a key focus of conversation between the form tutor and parents on consultation evenings and will raise the profile of service and of the importance of character development.

The School Award will not relate exclusively to extra-curricular activities: it will be used to document students' service activities that respond to their formal learning.

Examples of activities which could contribute to the award include:

- Service within the school as a prefect, librarian, student IT assistant, reading mentor or ad hoc but significant responsibilities taken on in lessons
 - Visiting elderly care homes as part of the school choir to sing carols
 - Charitable activities (including those which form part of the formal curriculum)
 - Community Service Projects
 - Significant and sustained contribution to housework at home
 - Doing the shopping for an elderly neighbour
-
- The study of work done by charities and other groups will be included within subject curricula where it is appropriate in order to show what is possible and to inspire.
 - Service activities will similarly be integrated in order to train pupils to respond to what they learn and to show them they can make a positive difference in the world.

2. Discovering and developing gifts

Aims

We believe all pupils are gifted and talented: but they are gifted in a variety of ways. This variety needs to be celebrated and pupils' gifts need to be uncovered and developed.

Some skills are needed by all: literacy, numeracy, the ability to question, to empathise with others.

Rationale:

As pupils' gifts are valued, they too will feel valued and grow in confidence to develop and use their gifts. We will avoid demoralising the less academically able by not valuing academic gifts more highly than others and we will demand hard work from all.

We will focus on ensuring that pupils who have fallen behind in basic skills make up this ground by the end of year 9, thereby ensuring they can access the curriculum in years 10 and 11.

For pupils who are more gifted in literacy, we will not assume no work is to be done, but will continue to develop their skills to give them the basic tools required for success in the academic disciplines.

Practical Measures:

- We aim to have breadth, as well as depth in our curriculum. At Key Stage 4, we will achieve this through partnerships with other educational institutions in Durham City which will enable us as a small communal school to deliver breadth beyond what most large secondary schools can deliver. For example, Durham High School (Ancient Greek), East Durham College (Small Animal Care, Horticulture, Football Academy), New College (Mechanics, Plumbing), Durham University (Engineering), Durham Chinese School (Mandarin)
- We will build up a large range of extra-curricular clubs and activities. Early in the life of the school, we recognise that this will be difficult with a small number of teachers, so we will work in partnership with the local scouts and cadets' organisations and other providers of extra-curricular activities.

- We will not patronise less academic pupils with ‘vocational’ courses which are no more than watered-down academic courses; rather, we will select vocational courses which are demanding and develop real practical skills which employers value, for example, GCSE Catering. We will also step beyond the usual range of courses offered by schools to deliver professional certifications, such as Microsoft Technology Associate.

Literacy

- Every pupil in year 7 to 9 will have a twice weekly lesson in English Language, which will include significant coverage of grammar. For the more able pupils, this will take the form of learning to analyse the structure of sentences in pursuit of more precise understanding of written English and a greater ability to express themselves with precision and clarity in the written word. For those who are behind their chronological age in literacy, these lessons will take the form of a phonics-based literacy programme, such as ‘Toe-by-Toe’, with the aim that literacy ceases to be a significant barrier to learning for all pupils by the end of year 7 and that all pupils’ reading ages will have reached their chronological age by the end of year 9.
- Work on literacy will be embedded in all subjects. This will be achieved by high quality CPD regularly focused on literacy and through monitoring procedures. Teachers will adopt a range of strategies in lessons to deliver this, and literacy learning objectives will be present in most lessons across the curriculum. The programme of study for grammar/literacy lessons will be easily accessible for all teachers, enabling them to know the appropriate level of detail and the terminology to use in discussing issues of literacy in their own lessons.
- There will be a weekly literacy focus responding to common errors which will be shared with all staff at the weekly briefing and will be worked on in all lessons, for example, the appropriate use of ‘there’, ‘their’ and ‘they’re’.
- In our opening year, our SENCO will also be the literacy teacher, delivering a minimum of two hours of literacy to students who are behind. There is scope within the timetable for this to expand to 4 hours a week if needed earlier in the year. We will ensure this teacher is fully trained in literacy strategies. This teacher will not be timetabled for other lessons, leaving him or her free to go into other lessons to offer support, to monitor the progress of the less able and to remove individuals or groups as necessary for extra support. This will put the

SENCO in a unique position in our year of opening to ensure the needs of those behind in literacy are catered for both through withdrawal and across the curriculum.

3. Understanding and Engaging with the World

Aims:

Cultural transmission as well as skills development is a key aim of our curriculum.

Rationale:

Young people need to feel a sense of rootedness: connection to their heritage and to the wider world which gives them a foundation from which to face the future. A sense of place in culture and history engenders a sense that they matter both in themselves and in the role they have to play in the world. We will seek to give students a sense of belonging and rootedness, an appreciation of how we have got to this point in history. It will also give them a sense of purpose as they see they are called to play a part in the continuing story.

Practical Measures:

Rigorous Learning within Subject Disciplines

Our aim will always be to provide engaging lessons with a good variety of activities. However, our aim is that the most significant factor in our pupils' enjoyment of lessons will arise from the subject itself. We will not therefore habitually pursue 'fun' in lessons at the expense of rigour. We also believe that education involves shaping young peoples' minds. Whilst education needs to meet pupils where they are in their interests and abilities, it must not leave them there. Our lessons will therefore be demanding and will maintain the distinctive disciplines of study in each subject, developing the modes of study and of thought that characterise each subject.

This applies equally to vocational subjects. In Catering for example, our pupils will be required to develop the ability to organise themselves with an efficient order of work, to carefully budget for ingredients and to push themselves to work at a fast pace for extended periods in order to produce food to a specification within a tight schedule, clearing up as they go and working seamlessly with other pupils. Our pupils will experience the reward of knowing they are genuinely achieving and are engaging with real learning, not playing at the margins.

Historical Perspective within Subjects

Every subject will include an historical perspective and our pupils will acquire a sense of how learning in that subject has developed over time. Science, for example, will not primarily be presented as a set of facts to be memorised, but as the ongoing human quest to understand the Universe.

Our History curriculum will have a structured approach to give pupils a clear sense of chronology. It will also be focused on the development of both British and more local culture so that our pupils feel they are standing in a tradition which they value. Whilst celebrating the achievements of the past and getting inspiration from them, we do not want to be one-sided: there is much in our heritage to question and we want our pupils to learn from the mistakes as well as the achievements. Citizenship education will be delivered primarily within this context.

Similarly, the Geography curriculum will include learning in outline the locations of continents, major countries and capitals and Britain's regions and major cities and their distinctive characteristics.

Approach to Diversity and Controversies

Our focus on understanding British and local heritage will not preclude the study of others: indeed, it is a realistic understanding of the diversity of origins of British culture and its mixed history which is the ideal preparation for understanding others. Our Geography curriculum will include the study of contrasting cultures and lifestyles which will be compared and contrasted with pupils' own experience.

Advancing medical technology and the increasing interactions between cultures due to globalisation raises many controversial issues which will form part of our programmes of study in many subjects. In dealing with these disagreements, we will help our pupils to understand the differing worldviews which lie behind peoples' differing opinions. For example, we will avoid the crass citing of 'religious views' as a reason for disagreeing with medical advances which can be found in some GCSE Science textbooks. Similarly, the study of English literature gives the opportunity for exploring the worldview expressed in novels, or worldviews of the past.

Our RE curriculum will include a major focus on worldview, including contemporary Western secular worldviews as well as those of the major religions. We want our pupils to be able to genuinely understand how other people see the world and how this shapes their everyday actions as well as their religious practices (or lack of them).

IT Curriculum

We will not have discrete ICT lessons to teach the use of office applications: the responsibility for this will be given to the various subjects: spreadsheets to Science, for example, so that the relevant skills are learnt in context. We will however have IT lessons which have a more technical focus, for some students leading on to study for the Microsoft Technical Associate certification: in other words, our approach to IT is to teach technical proficiency with IT technology and then for some to move on to prepare them for a career in, or related to, the IT industry, whether that is at the level of a network technician, a smart phone app developer, or to pursue a degree in Computer Science.

4. Learning Skills

Aims:

To enable our pupils to learn effectively in school and to equip them with the skills to continue to learn throughout their lives.

Rationale

Our pupils will need higher-order learning skills to enable them to continue to learn after they leave school. With the right foundation laid in school, our pupils will go on to learn most of what they will know in later life after leaving school. A rapidly changing world and a much more fluid jobs market will require our pupils to be adaptable.

Practical Measures

Learning to learn, research and study skills, metacognition, developing their ability to work together as a group and reflecting upon that, developing the ability to evaluate themselves and other such important skills will be developed across the curriculum as part of our approach to pedagogy. We will ensure they form part of lessons through our CPD programme and monitoring procedures - see the relevant sections of this application.

Curriculum Days

Our curriculum will be organised around the traditional subjects with the distinctive approaches to understanding the world that each embodies. However, we recognise that the subject disciplines are complementary 'windows' onto the same world. We will therefore have whole days half-termly for enquiry-based learning in cross-curricular projects which will require pupils to integrate what they have learnt in their various subjects to solve problems. This will also require team-working and students' evaluation of the day will provide excellent opportunities for meta-cognition, reflecting upon the variety of skills needed to work as part of a team, for enquiry, enterprise, etc.

5. Qualifications

Aims:

To ensure our pupils gain outstanding and genuinely useful qualifications which maximise their access to higher education, further training and employment and to accredit the capabilities they have acquired.

Practical Measures

Seamless year 7-11 Curriculum

We don't see the purpose of separating our pre-16 curriculum into Key Stage 3 and 4; rather, we will construct our programmes of study to provide a spiral curriculum seamlessly from year 7 to 11 so that our pupils are best prepared for assessments at the conclusion of these five years, working backwards from the course requirements at the end to ask how best the curriculum can lead up to these. We believe that by doing so, we can eliminate needless repetition and ensure progression. Given that our curriculum exists to fulfil a number of purposes as listed here we will of course include material within all five years that may not be directly assessed as part of GCSEs or equivalents. Our curriculum will therefore not be narrowly qualifications-driven. We do however recognise the importance of qualifications and the fact that it is what is assessed which in practice primarily drives teachers and pupils more than that which is declared as valuable in vision statements... We are therefore prepared to step outside the normal range of qualifications offered by schools to ensure we are assessing what we value.

Qualifications Offered

It will be four years after the opening of the school before our first pupils gain their qualifications and we recognise that the Head will need the scope to decide on the best courses in response to the needs of the pupils who attend the school. However, we set out here our current aspirations which will in part drive the development of our curriculum in the younger years:

The English Baccalaureate

The English Baccalaureate represents the best combination of subjects for around half of our pupils (of which we would expect a high percentage to gain C grades in all of these subjects). The groundwork done in preparation in years 7-9 will be beneficial to all pupils and will ensure that the English Baccalaureate remains an option for all pupils capable of it at the end of year 9.

We believe the more straightforward, academic nature of IGCSEs will suit our in-depth approach to the study of the subjects.

Once the school is well established, we may also be able to offer our most academic pupils in Mathematics or English AS level qualifications in Year 11.

Vocational Qualifications

We believe that the full range of gifts that our pupils have are valuable, to be developed and celebrated. We therefore see vocational qualifications as equally valuable as academic ones, and aim for the same level of rigour: albeit of a different kind. We will therefore avoid vocational qualifications which are merely watered-down versions of academic qualifications and will ensure our pupils following vocational courses are developing real skills to a high level. In order to offer a wide range of courses as a small school, we will partner with New College Durham for a range of BTEC qualifications leading on to apprenticeships and with East Durham College, Houghall Campus for land-based qualifications.

Courses delivered by our own staff:

- WJEC GCSE Catering
- Microsoft Technical Associate Certification

In conjunction with New College, Durham, BTEC qualifications in:

- Construction – plumbing, brickwork, carpentry and joinery, painting and decorating
- Engineering and Motor Vehicle
- Hairdressing
- Beauty Therapy
- Hospitality and Catering
- Sport and Exercise
- Uniformed Services
- Childcare

In conjunction with East Durham College, Houghall Campus:

A range of land-based courses, including agriculture, animal care, equine studies, arboriculture.

Other Options

We will also offer the following options:

- GCSE Music
- GCSE Art
- GCSE PE

Other Compulsory Subjects

In addition to their other courses, every pupil will study RE, as required by national legislation, and it is likely that we will pursue some kind of certification

for this to ensure it is valued. Every pupil will also have at least 2 hours of PE every week, even if not following the GCSE PE course.

Extra Support

We recognise the key importance of literacy and numeracy, and whilst we believe our strong interventions in year7-9 will lay a firm foundation, we have designed our timetable for years 10 and 11 to allow an extra hour of English and Maths for one class of pupils who need the most help to gain these grades.

Timetabling Key Stage 4

Clearly, timetabling Key Stage 4 with these options being delivered by different institutions will be complex, and appears potentially impossible. It is not possible to negotiate precise arrangements for scheduling lessons with these other institutions six years in advance of when they will become operational; however we do believe that these plans are likely to be achievable for the following reasons:

New College, Durham already offers these courses to pupils at other Durham schools and runs them for one day every week. We do not anticipate that pupils following these courses are likely to also study Ancient Greek, for instance, or any of the other courses provided externally. It will therefore be possible to timetable the rest of the curriculum for pupils involved in courses at New College on the other four days of the week. Our pupils would spend the whole day at New College rather than having New College staff travel to Durham Free School. This will be necessary so that the required equipment will be available. Pupils would make their own way to and from New College using existing transport arrangements New College have in place.

East Durham College. is almost adjacent to the preferred site for Durham Free School. Should we be successful in obtaining this site, it will greatly facilitate a partnership. East Durham College is currently very keen to expand its operations in new ways as its core business appears to be struggling. The simplest method of timetabling courses at East Durham College would be to timetable on the same day that New College run their courses.

Durham Chinese School is not a school in the normal sense and does not run classes through the day at their own premises. Their staff would travel to Durham Free School, a pattern already established with another school in the area. Mandarin will be taught in normal hour long lessons to pupils who are unlikely to be following courses at East Durham College or New College. Thus there will be considerable flexibility on both our part and Durham Chinese School's part as to when these lessons can be timetabled. We will begin our partnership with Durham Chinese School before our first pupils reach year 10 by inviting them to run an after-school club for younger students. Attendance at this club will be compulsory for those continuing to take Mandarin GCSE.

Durham High School already offers Classical Greek as an after-school club for Key Stage 3 without charge to Gifted and Talented pupils at local state schools and there is no reason why our pupils could not be involved in that. We very much hope it will be possible to arrange a GCSE course with Durham High School, but we do recognise this particular option could be challenging in the timetabling at the two schools. Durham High School is however in relatively close proximity to our preferred site. If it proves impossible to schedule these lessons, it is likely that an Ancient Greek teacher for GCSE pupils, prepared to come in just to teach these lessons could be found from those in ministry at local churches, or from theological students and trainee vicars at Durham University and Cranmer Hall, both of which already have systems set-up to promote engagement of their students in serving the needs of the local community, including in the field of education.

Pupil Guidance on Course Choice

Parents will be fully involved in the process of course choices at the end of year 9 through open evenings. In addition, every pupil will have a member of the senior teaching staff at the school to act as their mentor through the process and to ensure their combination of choices makes the most of their gifts and abilities and keeps the widest possible range of opportunities open for further education or training after year 11.

Key Stage 5

It is difficult at this stage to offer specific details of what we would offer at Key Stage 5, given that the pupils who will eventually be our first 6th form students are currently aged 8 and 10. The following is meant to give some idea of our direction of travel but we recognise the need to tailor our offering to the needs of our pupils as well as to position ourselves in what is a competitive market in the local area for 6th form pupils.

Our aspiration is to run the Cambridge Pre-U course for our most academic, rather than A levels. This will build on the rigour of study we have developed lower down the school and will also attract teachers who are passionate about their subject, benefiting all pupils. It would currently also be a 'unique selling point' in the local area.

Implementing the Curriculum

To realise Durham Free School's distinctive approach to education, it will be necessary to ensure that the principles identified not only shape the selection of subjects and courses and curriculum days, but that they are carried over into the teaching of each subject.

Planning the teaching within each subject discipline will follow this procedure:

- A statement will be constructed which identifies the distinctive contribution that subject makes towards the curriculum aims identified above. Annex A contains some example statements; these will be refined in consultation with Heads of Department.
- The requirements for outstanding success in this subject at Key Stages 4 and 5 will be identified, and from this, the ideal starting point for teaching this subject in year 10.
- A sequencing document will be produced, outlining the content to be covered in Key Stage 3 which responds to both No's 1 and 2 above.
- The sequencing documents for the various subjects will be compared and cross curricular links will be identified.
- In response to identifying these links, one or more of the following actions will be taken:

- The sequencing within linked subjects will be adjusted to optimise the timing of the teaching of topics so one subject can build upon learning in another.
- Needless repetition will be eliminated (e.g. not duplicating the teaching of the water cycle in Science and Geography)
- It will be decided which areas of a topic will be dealt with by different subjects (e.g. impact of earthquakes in Geography, plate tectonics in Science)
- Cross-curricular teaching opportunities will be identified, possibly delivered in part through one of the half-termly curriculum days (e.g. Industrial Revolution).
- The links will be recorded on Unit Plans. For the pro-forma, see Annex B.
- Responsibility for writing Units will be delegated to teachers.
- Teachers will begin writing a unit plan by completing the cover sheet (see Annex B) with reference to the subject statement and the placing of the unit within the sequencing document. This includes, for example, the values that the teaching of this unit will inculcate.
- Having identified the key objectives for the unit, teachers will write the rest of the unit plan on that basis, first identifying learning outcomes for different abilities of student (using the must, should, could scheme) and identifying activities and resources to deliver each learning objective.
- As the school grows and more teachers are appointed, each teacher will take charge of related units across the different year groups to ensure progression is maintained as individual units are revised.
- As teachers deliver the units, they will add their own suggestions so that an increasing range of activities are available for teachers to choose from to achieve the same learning outcomes with different classes.

Lesson Allocations
based upon 25 hour-long periods of
teaching per week

Year 7

Subject	Hours per week (percentage of timetable)
Maths	4 (16%)
Science	4 (16%)

English	2 (8%)
Grammar/Literacy	2* (8% - Grammar for the more able, literacy for those who need it.)
Geography	2 (8%)
History	2 (8%)
PE	2 (8%)
RE	1 (4%)
Engineering	2 (8%)
French	2 (8%)
Art	1 (4%)
Catering	0.6 (1% - delivered by withdrawing classes from Science for blocks of lessons)
Music	2 (8%)
Ancient Greek	1 for some students, delivered as an after-school club.
Mandarin	1 for some students, delivered as an after-school club.

* There is flexibility built into the allocation of staff and lessons to allow time spent on literacy to expand at the expense of English Literature should this be needed early in year 7 with some groups of pupils. The aim is to make rapid progress so pupils will quickly have access to the full curriculum without the barrier of poor literacy. See section on Literacy on page 4 of this section for more details.

Lesson Allocations
based upon 25 x 1 hour lessons per
week

Year 8

Subject	Hours per week (percentage of timetable)
Maths	4 (16%)
Science	4 (16%)
English	2 (8%)

Grammar/Literacy	2 (8% - Grammar for the more able, literacy for those who need it. We anticipate very few if any will continue to need literacy support: our aim is to complete remedial work swiftly in year 7 to ensure pupils have access to the rest of the curriculum.)
Geography	2 (8%)
History	2 (8%)
PE	2 (8%)
RE	1 (4%)
Engineering	2 (8%)
French	2 (8%)
Art	1 (4%)
Catering	0.6 (1% - delivered by withdrawing classes from Science for blocks of lessons)
Music	2 (8%)
Ancient Greek	1 for some students, delivered as an after-school club.
Mandarin	1 for some students, delivered as an after-school club.

Year 9

Subject	Hours per week
Maths	4 (16%)
Biology	1 (4%)
Chemistry	1 (4%)
Physics	1 (4%)
English*	4 (16%)
Geography	2 (8%)
History	2 (8%)

PE	2 (8%)
RE	1 (4%)
Engineering	2 (8%)
French	2 (8%)
Art	2 (8%)
Catering	0.6 (1% - delivered by withdrawing classes from Science for blocks of lessons)
Music	2 (8%)
Ancient Greek	1 for some students, delivered as an after-school club.
Mandarin	1 for some students, delivered as an after-school club.

Years 10 and 11

Course Name	Estimated % of year group following course*	Hours per Week
Art	19	2 (8%)
Ancient Greek	5	2 (8%)
Catering	9	2 (8%)
Electronic Products	24	2 (8%)
Courses at New College or East Durham College (see above)	11	5 (20%)
Graphic Products	40	2 (8%)
Resistant Materials	25	2 (8%)
English	100	3 (12%)
Performing Arts - BTEC 1st Ext. Cert.	8	3 (12%)
additional english ¹	11	1 (+4%)
French	36	2 (8%)
Geography	63	2 (8%)
History	38	2 (8%)
Asdan	15	2 (8%)
Mathematics	100	3 (12%)
additional maths ¹	11	1 (+4%)
Mandarin	18	2 (8%)
Music	8	2 (8%)
Physical Education (examined)	50	2 (8%)
Physical Education (Boys - non-examined)	50	2 (8%)
Physical Education (Girls - non-examined)	50	2 (8%)
Religious Education	100	2 (8%)
Further Science ²	12	1 (+4%)
Biology	93	2 (8%)
Chemistry	93	2 (8%)
Physics	93	2 (8%)

Single Award Sci	7	3 (12%)
Microsoft Technical Associate	10	2 (8%)

* These figures are based on the proportion of year groups choosing from a similar selection of courses at another school in the region with a similar catchment area.

¹ Additional Maths and English are extra lessons for those who need extra support with those subjects.

² Further Science is an additional hour of science per week in addition to Biology, Chemistry and Physics to provide the curriculum time required for Triple Science (separate GCSEs in the three sciences)

2 hours for optional subjects more than meets the guided learning hours of 130-150 given by exam boards.

These courses will be organised into 3 broad pathways. Pupils will be allocated to pathways on the basis of attainment in year 9 and feedback on their potential from their teachers. Assessment in year 9 will be tailored to inform these choices. Pathway allocation may be revised in discussion with parents and the pupil concerned, but the final decision will rest with the Senior Management of the school, exercised in the best interests of the pupil concerned. Pathway allocation will be used to create broad groupings of students to facilitate timetabling but within these pathways, there will be considerable choice and pupils will be guided in the detail of these choices by senior staff in consultation with the pupil's form tutor and year 9 teachers. This guidance will ensure pupils' choices maximise choices available to pupils following Key Stage 4, both in the combination of subjects chosen and the grades they are likely to attain. Following meetings with their Senior Management mentor, pupils will submit a prioritised list of choices which will be used in constructing the timetable.

1. Academic Pathway (EBacc)

Approximately 50% of pupils will be placed in this pathway. They will study the following:

- Cambridge International Level 1/Level 2 Certificate in First Language English
- Cambridge International Level 1/Level 2 Certificate in English Literature
- Cambridge International Level 1/Level 2 Certificate in Mathematics

Either:

- Cambridge International Level 1/Level 2 Certificate in Physics
- Cambridge International Level 1/Level 2 Certificate in Chemistry
- Cambridge International Level 1/Level 2 Certificate in Biology

or:

- AQA Dual Award Science A.

1 out of:

- Cambridge International Level 1/Level 2 Certificate in History
- Cambridge International Level 1/Level 2 Certificate in Geography

1 out of:

- Cambridge International Level 1/Level 2 Certificate in French
- OCR Level 1/Level 2 GCSE in Classical Greek
- AQA Level 1/Level 2 GCSE in Chinese (Mandarin)

In addition, they may choose 3 out of:

- An additional humanity
- An additional language
- any other subjects listed in the table above other than those delivered off site at East Durham College or New College, Durham, subject to the number of students wanting to pursue the courses and the consequent timetabling constraints.

The timetable will be constructed to deliver the best combination of subjects possible to as many pupils as possible following the careful guidance of senior staff in their choices. The final allocation of subjects will need to take into account best value as well as individual need. It is likely that some unusual choices of additional subjects will not be possible.

2. Mixed Pathway

All pupils following this pathway will take:

- Cambridge International Level 1/Level 2 Certificate in First Language English
- Cambridge International Level 1/Level 2 Certificate in English Literature

- Cambridge International Level 1/Level 2 Certificate in Mathematics
- AQA Dual Award Science A

In addition, pupils may choose 4 other subjects out of any of those in the table above, with the exception of courses run at East Durham College or New College. It is also unlikely that it will be possible to timetable Ancient Greek for these pupils. As these pupils are those identified as not capable of gaining the EBacc, it is likely that many of their remaining choices will be from:

- GCSE Art
- GCSE Catering
- GCSE Graphic Products
- GCSE Music
- GCSE PE
- BTEC Performing Arts

However, it will be possible to align some Academic and Mixed pathway subjects and this will allow some choice of individual academic subjects for Mixed pathway pupils who have a particular talent in that area.

3. Vocational Pathway

This pathway is for pupils who find academic subjects very challenging but who may be gifted and talented in other ways. It will provide:

- Extra curriculum time and support to gain at good grade in those academic subjects which are essential (English and Maths)
- Science through Single Award GCSE where the smaller content allows more time to be spent re-enforcing concepts, whilst still gaining valuable knowledge and analytical skills.
- Extensive opportunities for vocational learning which are genuinely useful in the workplace.
- Lifeskills through an ASDAN course.

All pupils following this pathway will take:

- Cambridge International Level 1/Level 2 Certificate in First Language English
- Cambridge International Level 1/Level 2 Certificate in English Literature
- Cambridge International Level 1/Level 2 Certificate in Mathematics
- AQA Single Award Science A
- ASDAN CoPE award (Level 3)

For one day every week they will attend **either** East Durham College **or** New College Durham.

At New College, Durham, they will choose from BTEC qualifications in:

- Construction – plumbing, brickwork, carpentry and joinery, painting and decorating
- Engineering and Motor Vehicle
- Hairdressing
- Beauty Therapy
- Hospitality and Catering
- Sport and Exercise
- Uniformed Services
- Childcare

At East Durham College, Houghall Campus, they can choose from a variety of land-based courses, including:

- Agriculture
- Animal care
- Equine studies
- Arboriculture

In addition to these, they may choose 2 from:

- GCSE Art
- GCSE Catering
- GCSE Graphic Products
- GCSE Music
- GCSE PE
- BTEC Performing Arts

In exceptional cases where students in the Green Pathway are talented in other subjects, it may be possible to expand this list of choices subject to timetabling constraints.

Compulsory Subjects for all pathways

In addition to their other courses, every pupil will study RE, as required by national legislation, and it is likely that we will pursue some kind of certification for this to ensure it is valued. Every pupil will also have at least 2 hours of PE every week, even if not following the GCSE PE course.

Enrichment Programme

Enrichment will be delivered as already detailed: the school award will drive student involvement in extra-curricular activities, which will be delivered as described under 'Developing Gifts'. In addition, Curriculum Days (see above) will give new perspectives on subject-based learning and develop different skills.

D2:

School Calendar

We plan to keep to the same term and holiday dates as the rest of County Durham for the convenience of families with children at different schools, particularly our feeder primary schools. This will also increase our opportunities for hiring part-time teachers who have school age children, which will help us to cover all the subjects in the school's early years. Currently, that means a traditional three term year of 40 weeks in total in school.

As Durham LEA has not yet published these dates, they are not listed here.

There will be 5 staff training days during the year in addition to the regular hourly slot after school on a Tuesday detailed elsewhere in this application. Three of these days will be during the holidays and two during the 40 weeks of term time. There will therefore be 191 normal teaching days during the year and a further 6 curriculum days for cross-curricular projects (see section D1). We do however reserve the right to vary our arrangements for the benefit of the school, for example, for joint participation in staff training days with schools outside Durham.

In addition, the Head will lead 4 days of induction at the end of August 2013 prior to opening.

School Day

08:00 Latest time for teachers arriving on-site, teachers on duty outside the building.

08:15 Pupils admitted to the building

08:25 Morning Registration

08:30 Assembly

09:00 Period 1

10:00 Period 2

11:00 Break

11:20 Period 3

12:20 Lunch (this may occur at different times for different year groups depending upon space available in the building)

13:15 Period 4

14:15 Period 5

15:15 Afternoon Registration

15:25 End of formal school day

15:25-16:25 (varying depending upon activity)

After-school clubs, including homework club in the library where LSAs and/or teachers will be available to give assistance.

We may vary the start and finish times in response to public consultation and depending upon the location of the school to facilitate transport. An hour of staff training will occur weekly on Tuesdays from 3:35-4:35, in addition to CPD days. Detailed timings can be viewed on the detailed year 7 timetable at the end of this section. Again, this may need to be adjusted both to ease transport arrangements and depending upon the lunch arrangements that are possible in the building.

Extended Hours

We will not have the capacity to run a breakfast club early in the life of the school. We are also keen to maintain the focus of the school's purpose on supporting parents in their task of bringing up their children by providing expertise in academic and vocational education, not attempting to usurp their unique role and responsibility. As already discussed, we are open to revising our start and finish times in the public consultation phase, which may, for example, be done to accommodate working parents.

After-school clubs will include:

7. Mandarin
 8. Ancient Greek (for G&T pupils only, delivered at Durham High School)
 9. Portuguese
 10. Russian
 11. Homework club which provides a quiet, ordered environment for pupils to complete their homework with help on hand when needed
- Various clubs run by teachers or other volunteers reflecting their own interests
 - Various clubs run by teaching departments (e.g. STEM club)
 - Sports team practices and matches
 - Activities run by partner organisations, such as Scouts and Cadets

Organisation of Pupils

Setting

Pupils will be set according to ability in subjects where this best facilitates their progress. Initial setting in year 7 will be based upon CAT tests carried out by the school. We would like to carry these out as part of transition activities organised with feeder primary schools in the second half of the summer term of year 6: this is obviously subject to discussion with them. Other data from primary schools, such as Key Stage 2 assessments will also feed into this process. There will be rigorous monitoring of where pupils have been placed every term and opportunity for them to move into a different set

in order to be in the set where they will learn best. We will be careful to avoid moving pupils to lower sets as a consequence of poor assessments resulting from lack of effort and thus we will avoid creating 'sink sets'. Indeed, poor effort may be an indication of lack of challenge and a move up may be more appropriate. The lower sets will have smaller numbers of pupils to enable greater individual attention to be given. In the first year, set sizes will range from 26 for the most able to 12 for the least able. Teachers will still be expected to differentiate and personalise learning within each set; the smaller spread of ability will facilitate this, not replace it.

Wherever possible, setting in the different subjects will be independent of others. This will avoid pupils feeling labelled as not being intelligent, will value the diversity of gifts pupils have, and will not allow continuing difficulties with literacy to hold back performance in Maths, for example. We recognise that this will be impossible in the first year of the school, where there will be no independent setting. As the school expands, it will move towards independent setting by timetabling similar subjects in blocks. Setting in subjects in the same block will be tied together but setting can be different in different blocks. As the school grows, it will be possible to reduce the number of subjects within each block, moving progressively towards independent setting.

We are aware of the evidence that shows that for most pupils in most situations, setting lowers outcomes. We believe the reason for this is primarily its demotivating effect upon pupils who are placed in lower sets and sometimes staff attitudes. We are convinced that by creating the right school culture (both amongst staff and pupils) with hard work and expectation of achievement by all pupils, it will be possible to counteract this effect and benefit from classes where pupils are more similar in ability to one another so that teachers can better provide for the needs of all through differentiation for a narrower range of ability. Our curriculum days will allow pupils of differing abilities to work together.

Form Groups

Within year groups, pupils will be assigned to form groups of mixed ability; each form group will have a member of teaching staff as a form tutor. The form tutor will be the first point of contact at the school for parents and will be responsible for registering pupils in the form group and for delivery of a pastoral care programme based on the school's Christian ethos. There will be 8 form groups in each year group, so each form group will have around 15 pupils which will enable strong relationships to be built up with the form tutor who will remain with these same 15 pupils as they move up through the school. The form tutor will be key in taking an overall view of each pupil in their form group and ensuring their needs as a whole person are being met by the school.

The form tutor will also have a key role in monitoring pupil's engagement in the School Award (see section D1), and will meet with parents at every consultation evening, at which the school award will be a major focus of the

conversation. In doing so, the form tutor will ensure that pupils are involved in extra-curricular activities, service activities inside and outside of the school and are developing in their character.

Individual extra-curricular activities will therefore maintain their traditional status as optional lunchtime or after school activities which pupils can choose to attend. However, the school award will make it compulsory for them to make the choice to attend a certain number of these. This will maintain the distinctive character of extra-curricular activities that arises from their optional status and the shared special interest of those choosing to attend, with the added element of recognition in the school award and compulsion via the form tutor where absolutely needed to ensure all pupils participate. As the school award also recognises extra-curricular activities not organised by the school, this system will enable us to avoid compelling pupils who already have very significant extra-curricular commitments outside the school (for example, those who are very talented at sport) to attend conflicting sessions at school.

Each form group will be assigned to one of four 'Houses' and pupils will remain within the same House throughout their time at the school. Siblings will be assigned to the same house. The system will provide a structure for pupils in a House to mix across year groups, to compete against pupils in other Houses and to develop a sense of loyalty and personal development as they gain points for and contribute to the achievements of their own House. Some pupils will be appointed as house leaders and will have a key role in organising teams for house competitions. This will help develop their leadership and organisational skills and also further the valuable links between pupils of different age within the same house. A wide range of house competitions will be organised throughout the year with the intention that all pupils will be able to participate. This will range from a variety of sporting competitions, to quizzes, engineering challenges, chess competitions, performing arts competitions etc. Merit marks earned by individual pupils will contribute, along with the results of these competitions, to the awarding of the house trophy at the end of each academic year.

Mentoring of younger by older students

Pupils will be expected to take responsibility for themselves in terms of attendance, punctuality and personal presentation, and increasingly for their learning. They will also be encouraged to take responsibility for serving others, meeting needs where they can and helping peers and younger pupils with learning and extra-curricular activities. Examples of this would be a paired reading scheme between older and younger pupils, and the Community Sports Leadership Award. Pupils will thereby recognise the important contribution they can make to individuals and to a community,

learning mutual support and finding reward in giving of their time and talents for the good of others and not merely to develop themselves.

Key Stage 4 Pathways

Each pupil will be assigned to one of 3 pathways for GCSE option choices, although there will be considerable flexibility of choice within each pathway. These pathways will exist primarily to determine timetabling priorities rather than to create mutually exclusive groups of pupils: some classes will include pupils from different pathways. Full details are given at the end of section D1.

Sixth Form

The sixth form will maintain the same basic structure as lower down the school, with minor modifications. Setting will obviously only occur in popular subjects and where timetabling makes this possible: most likely only in English Literature and Language and Mathematics, and even that may well prove not to be possible. We will be prepared to run courses with small numbers of students initially in order to offer a wide range of courses and consequently attract more students in the future.

Sixth Form students will be re-organised into different form groups from those they were in lower down the school and will usually have a different form tutor. The form tutor will have a key role in helping students to prepare their Personal Statements for UCAS and in writing references.

Year 7 Timetable, 2013-14

See '60 in year 7' spreadsheet.

D3: MEETING THE NEEDS OF STUDENTS WITH DIFFERING ABILITIES

Ethos: Every student should be valued equally highly by the whole school community. Their development as individuals should take place as an integrated part of that community. All students should have access to the curriculum regardless of ability or different needs; where specific difficulties or needs are identified, every effort will be made to support the student in overcoming them. We are committed to supporting every student in reaching their potential by offering a high quality education and encouraging high expectations of achievement appropriate to their individual needs and abilities. Every student will be encouraged to find ways in which they can contribute to the school and wider community and to gain self-respect through the recognition (by the individual and the school) of the achievements and contributions they have made. Individual students should be able to recognise and share in the value that is placed on them.

Students with Special Educational Needs (SEN)

Definition: Students have a special educational need if they require additional or different educational provision to that which is normally provided for local students of the same age. This may result from significant learning, behavioural, medical or physical difficulties.

Students must not be regarded as having a learning difficulty solely because the language of their home is different from that in which they will be taught, namely English. (Although additional support may sometimes be necessary in the short term in order to allow students to develop their use English to a level that allows them to access the educational opportunities offered.)

Aims:

- It is the responsibility of the Governors, Principal and class teachers and any designated SEN staff to identify the special educational needs of individual students and to ensure that appropriate provision is made.
- All students should be supported in accessing a broad and balanced curriculum relevant to the needs of the individual and those of the communities in which they will live, study and work.

- This education should be delivered to the individual in community. Students with SEN will be educated alongside their fellow students.
- The school will train teaching and support staff to identify and meet the SEN needs of students.
- The school will make early assessments of individual needs.
- The school will prioritise communication and partnership. Clear and close communication will be established between staff, relevant professionals and agencies, parents/carers and the students themselves. This will include the identification of needs, the provision made and the evaluation of progress.
- All students will feel valued and learn to value themselves and others.

Objectives:

- The ethos of the school will be understood and adhered to by the staff and will shape every aspect of engagement and delivery within and without the school.
- The high value in which students will be held will be matched by equally high levels of support as well as expectations of their ability to work towards, and achieve, their full potential in all areas.
- All students, without exception, will be able to access a high quality, broad, balanced and differentiated curriculum. This will be relevant to the whole person and their environments.
- Communication will be clear with efficient and appropriate sharing of information. The position of Head of Pastoral Care (HPC) and Special Educational Needs Co-ordinator (SENCO) will be filled by the same member of staff.
- SEN policy and procedures will be known and demonstrably understood and adhered to by all members of staff. Appropriate staff training will be given.
- There will be clear and consistent procedures for identifying needs and appropriate interventions. This will include input from the student, parents/carers, sending schools and other appropriate outside parties.
- Students will be encouraged to understand themselves, identify goals and contribute to planning. They will understand their own responsibilities in making progress. They will understand that they have been listened to and heard.
- Information will be well managed and well used. There will be a clear and accessible system of assessment, recording, evaluating and reporting.
- There will be a clear structure of management regarding SEN provision which will be known and demonstrably understood by staff.
- The Governing Body will seek to include an SEN Governor.

Procedures:

These will be based on the current code of practice. While the school will be mindful of the current Green Paper and possible resultant changes, at the time of writing, SEN provision will be in accordance with the following:

The HPC/SENCO will maintain an SEN register. This will record all students within the categories of School Action, School Action Plus and Statement. This information will be shared with all teaching staff.

The HPC/SENCO will arrange and conduct multi-agency meetings or attend those out of school meetings that are arranged by external agencies. They will ensure that all relevant information is communicated safely and efficiently both internally and with appropriate external individuals and agencies.

As the primary providers of teaching and pastoral care, it is expected that class teachers and tutors will be first to identify students who are not at an appropriate level of achievement or not making appropriate progress. This places the individual teacher in a key position with regard to identifying and responding to the student's needs. They will be supported in this by a thorough and on-going training in procedures.

Observation: Before deciding on intervention, the teacher will observe the student, hold informal talks with parents/carers and the student and try to devise a differentiated approach to the curriculum. The teacher will consult with the HPC/SENCO.

Intervention: If the student is identified as having SEN then School Action intervention will be implemented. The criteria for this will be current evidence of inadequate progress based on existing evidence of ability. This measure will also be used to evaluate the action taken.

Definitions of adequate progress:

- Closing the gap between the general level of attainment and that of the student.
- Arresting any widening of this gap.
- Improvement on the student's previous rate of progress.
- Enabling the student's access to the full curriculum.
- Improvement in the student's executive function, behaviour and interpersonal skills.

School Action: This will be implemented when differentiated approaches have not resulted in evidence of adequate progress.

- Where, despite targeting areas of weakness, there is inadequate progress in literacy or numeracy skills. This may affect attainment across the curriculum.
- Where on-going behavioural and/or emotional difficulties are evident and which have not been dealt with successfully by usual pastoral support.
- Where the student has sensory or physical difficulties and does not make adequate progress even with the provision of special resources/equipment
- Where the student has difficulty with communication and interaction and where differentiated approaches have not delivered adequate progress.

The HPC/SENCO will:

- Direct further assessment of the student's needs and abilities.
- Devise a plan of support in collaboration with other staff.
- Monitor, evaluate and review the action taken.
- Ensure that the situation is clearly communicated to parents/carers.

The teacher will:

- Continue to work with and observe the student
- Deliver differentiated work to meet the needs of the student
- Maintain appropriate records and ensure that all appropriate information is input into the system described in the Objectives.

The intervention will be decided by the HPC/SENCO and class teacher informed by the previous assessment. Appropriate action may include:

- Specific targets and their monitoring.
- Individual and/or group support.
- Different resources – learning materials and/or equipment.
- Involvement of appropriate specialists for assessment, advice and training (on a one off rather than on-going basis).
- Appropriate development and training for staff.

The system of support will require the following documentary procedures:

- The SEN register will be reviewed and updated by the HPC/SENCO.

- The storing of the student's individual record will be the responsibility of the HPC/SENCO with the assistance of appropriate administrative staff.
- An SEN registration form, signed by parents/carers, is a requisite for SEN registration.
- The record should include the student's personal information form.
- The record should include the student's assessment information.
- The record should include reports from appropriate professionals as applicable.
- There will be a timetable of review meetings to be written at the beginning of the year.

Progress will be discussed with the student and parents/carers. This will take place at an annual review meeting and one other occasion.

Where a student is deemed to need further support, this should be decided by the HPC/SENCO in discussion with the class teacher. This decision should be supported by the relevant recorded evidence.

School Action Plus: This will be implemented when:

- There is insufficient progress made in specific areas over a sustained period.
- Attainment with regard to the National Curriculum continues at levels below those expected at that age.
- There is an on-going lack of progress in developing literacy and numeracy skills.
- The student has on-going behavioural and/or emotional difficulties that regularly and significantly impede the learning of the student or that of the class and where this continues despite an individual behavioural management programme.
- The sensory or physical needs of the student require additional specialised equipment and/or regular advice or intervention by a specialist service.
- Difficulties with communication and/or interaction continue to cause significant impediment to the student's learning.

The HPC/SENCO will consult with specialists when implementing School Action Plus. These consultations should include:

- Advice regarding new targets, strategies, materials and resources.

- Specialist assessments.
- The possibility of support, as appropriate, for specific activities.
- The possibility of direct specialist involvement with the student.

The same documentary procedures will be followed as with School Action, above. The HPC/SENCO will record in the student's records what advice is sought and the nature of support that will be provided while waiting for that advice.

Where the HPC/SENCO and specialist decide that there is insufficient information and further input is required from other professionals, the written consent of the parents/carers will be sought.

Statements

Referral for statutory assessment: The HPC/SENCO, in conversation with the class teacher will decide whether there is sufficient cause for concern to request a statutory assessment of the student. This must be discussed with the parents/carers. This should be supported by the following documentary evidence:

- The actions implemented through School Action and School Action Plus.
- Reports of reviews and their conclusions.
- Student attainment in literacy and numeracy and in National Curriculum levels.
- Any involvement by social/welfare services, specialists and other professionals.
- The assessments and views of support teachers, specialists and other professionals.
- Relevant medical history.
- The views of the student and their parents/carers.

Statements should be clear with specified targets and arrangements for monitoring and evaluation. They will be reviewed annually and amended accordingly.

Students with statements of SEN: Students with statements of SEN will receive additional support. This will be structured and delivered in order to meet the declared objectives of the statement. Curriculum delivery will remain the responsibility of the class teacher with appropriate support. The

HPC/SENCO will continue to monitor and evaluate the action taken with an Annual Statutory Review taking place.

General provision for students with SEN: As stated, the ethos of the school supports that education is provided to all students through full integration into the school. Where necessary, a sensitive and differentiated approach to the curriculum will be employed so that how and what the student is taught are in line with their abilities and needs. This will always be underpinned by the commitment to enabling the student to see beyond their current circumstances and identify and realise their full potential.

Where there is setting, the student will learn in a set where the learning targets and resources can be best tailored to meet their specific needs.

Other support may include:

- Personal/pastoral support and mentoring.
- Reading support with a home reading programme as appropriate.
- Support with literacy and numeracy.
- Provision of a homework club offering a suitable environment for study.
- Individual work (supported as necessary) and work in small groups.
- Provision of an alternative curriculum if necessary.

Individual Educational Plans: IEP's should:

12. Raise achievement for students with SEN.
13. Be treated as working documents.
14. Use a clear, simple format.
15. Detail provision additional to or different from those generally available for all students.
16. Detail and prioritise key targets which are additional to or different from those for most students.
17. Be comprehensible to all staff and parents.
18. Be distributed to all staff as necessary.
19. Promote effective planning.
20. Help students monitor their own progress.
21. Result in good planning and intervention by staff.

22. Result in the achievement of specified learning goals for students with SEN.
23. Identify success/exit criteria.

Preparing For and Conducting Annual Reviews: The annual review meeting will, in the light of the reports, consider:

- The student's views.
- The views of parents/carers.
- The student's overall progress over the past year, with attention to each SEN.
- The student's progress towards meeting the overall objectives set out in the statement.
- The successes the student has achieved in meeting the targets in the IEP and the objectives set out in the statement.
- National Curriculum levels, including the most recent end of key stage assessment.
- The student's current levels of attainment in literacy and mathematics.
- Comments upon any continuing difficulties, noting successful strategies.
- Any significant changes in the student's circumstances.
- Any changes in the student's special educational needs.
- Any changes to requirements for equipment, aids and access

The purpose of the annual review is to ensure that at least once a year the parents/carers, the pupil, the school and all professionals and agencies involved monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement.

Interim or early reviews will be called:

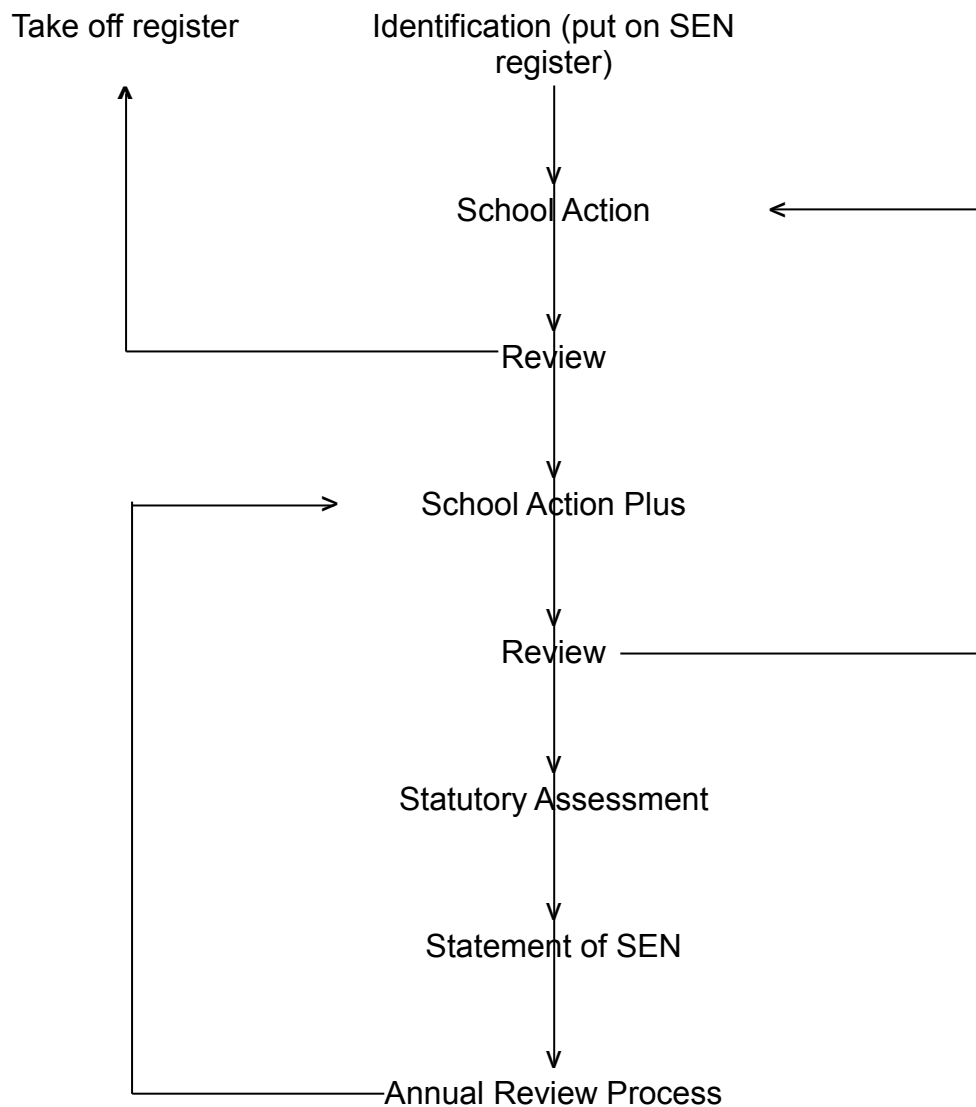
- When it is the recommendation from a previous annual review.
- Where the school identifies a student who is at serious risk of disaffection or exclusion.

- When a child has needs that are known to change rapidly.
- To reassure parents/carers and professionals where there is disagreement.

Recommendations should be recorded with reasons, e.g.:

- Does the statement remain appropriate?
- Is the student fully included within the school community? If not, how can this be accomplished?
- If the student is currently in specialist provision are they ready to be included in a mainstream environment?
- Is the statement still needed to achieve inclusion in mainstream education?
- What does the student need in order to be included successfully?
- Is any further action required and if so, by whom?
- Have the student's needs changed?
- Should the LEA cease to maintain the statement?
- Should the statement be amended? If so, why and how?
- Are there any other significant recommendations?

If differing opinions are expressed at the meeting then these views should be recorded so that relevant individuals and agencies are aware of the views of all present.



Students with Behavioural, Emotional and Social Difficulties:

Although at present these are characterised under SEN, we anticipate that students arriving with such difficulties will respond to a high quality of pastoral care and clear boundaries, mindful that for some it will be their first experience of such. The school will also ensure that any pupil with perceived mental health problems will be referred to the well-established Child and Adolescent Mental Health Service in Durham. A close partnership between school and the Educational Psychologist will be developed in order to facilitate the assessment of the nature, likely cause and possible strategies to use in cases of pupils with EBD. Advice contained in the Individual Education (Behaviour) Plan will be disseminated to staff by the HPC/SENCO. If it becomes apparent that the school has to deal with significant numbers of pupils with EBD, it may become necessary to man a small, separate unit with entrance requirements and exit strategies. The procedures for supporting students with EBD will

follow those described for SEN (above).

Durham Free School IEP/IBP/PSP

Name				Date of meeting			
Class group.....				Staff member responsible			
MLD	SpLD	BESD	SLCN	ASD	HI	VI	PD
Assessment data:		SEN stage:		SATS			
Reading age		School action		English			
Spelling age		School action plus		Maths			
Numerical age		Statement		Science			
Nature of difficulties:							
Key strengths:							
Additional provision:							
Targets:1)							
2)							
3)							
4)							
Action/additional strategies:							
Signatures							
				student			
				parent/carer			
				staff member			
Review date and evaluation:							

Provision for Most Able Students

Definition: The students regarded as most able academically will, initially, be those who have a KS2 score of 5 or above.

In line with the declared vision of educating the whole person the identification of most able students will not be limited to academic fields. Observation of students and careful use of the School Award programme will help to identify and develop abilities in all areas. This could include, for example, social skills, leadership skills and abilities in sports and the arts.

Aims:

- All students should be supported in accessing a broad and balanced curriculum which is stimulating and challenging and is relevant to the needs of the individual and those of the communities in which they will live, study and work.
- The students should be encouraged and challenged to identify their abilities and identify and reach their full potential. This will generally translate into the achieving of A* and A grades at GCSE and Distinction or the equivalent grades in vocational qualifications.
- Achieve four levels of progress from KS2.
- Identify students with high ability or potential in all areas, not limited to academic study, and support their development.
- This education should be delivered to the individual in community. The most able and gifted and talented students will be educated alongside their fellow students.
- The school will make early and on-going assessments of individual needs.
- The school will prioritise communication and partnership. Clear and close communication will be established between staff, parents/carers and the students themselves. This will include the identification of needs, possible support at home, the provision made and the evaluation of progress.
- All students will feel valued and learn to value themselves and others.

Objectives:

- It is the responsibility of the Governors, Principal and class teachers and any designated staff to identify the particular needs of individual students and to ensure that appropriate provision is made.
- The ethos of the school will be understood and adhered to by the staff and will shape every aspect of engagement and delivery within and without the school.
- The school will train teaching and support staff to identify and meet the needs of these students.
- Most Able/Gifted and Talented policy and procedures will be known and demonstrably understood and adhered to by all members of staff. Appropriate staff training will be given.
- There will be a clear structure of management regarding this provision which will be known and demonstrably understood by staff.
- There will be clear and consistently procedures for identifying needs (including apparent under achievement) and appropriate support. This will include input from the student, parents/carers, sending schools and other appropriate outside parties.
- Communication will be clear with efficient and appropriate sharing of information.
- Information will be well managed and well used. There will be a clear and accessible system of assessment, recording, evaluating and reporting.
- The high value in which students are staff will be held will be matched by equally high expectations, and support, of their ability to identify, work towards, and achieve, their full potential in all areas.
- All students, without exception, will be able to access a high quality, broad, balanced and differentiated curriculum. This will be relevant to the whole person and their environments.
- Students will be encouraged to understand themselves, identify goals and contribute to planning. They will understand their own responsibilities in identifying and developing their gifts and abilities. They will understand that they have been listened to and heard.

Policy and Procedures:

Structure:

- The HPC/SENCO will have ultimate responsibility/oversight for policy and procedures. This will ensure that the needs of students who have

other educational needs but also have high ability or potential in certain areas will be fully met.

- The HPC/SENCO will maintain a register of most able/gifted and talented students.
- An Achievement Leader will be appointed. They will support the HPC/SENCO in maintaining the register and will be delegated working responsibility for ensuring that students achieve to the best of their potential.
- The Achievement Leader will seek input from Subject Leaders and Teachers to create an Educational Plan to set out the actions for identifying the most able students and their needs and how these needs will be met.
- This information will be shared, by the Achievement Leader with the HPC/SENCO and other members of staff.
- The Achievement Leader will monitor the progress of the students' Education Plan throughout the year with regular evaluations.

Staff:

- Staff will receive support and training as part of their continuing professional development. The outcome will be to enable them to deliver stimulating and engaging delivery of the curriculum which challenges students to reach their potential.
- The Achievement Leader will lead other teachers in maintaining a bank of appropriate resources and keeping up to date on proven developments and innovation in teaching and learning. External partnerships will be sought and developed with regard to this.
- Staff will be encouraged, where appropriate, to expand and deepen their subject knowledge by further study.
- Staff will be encouraged, as appropriate, to explore current assessment criteria and methods, possibly by marking for exam boards.

Observation and Intervention:

- Students will be given a target grade for all subjects. This will be referred to regularly in light of progress made.
- Short term targets will also be set such as study skills or key study areas.
- Regular assessment will be used, along with discussion with the student, in identifying strengths, weaknesses and appropriate strategies.

- Staff will plan appropriately differentiated lessons in order to challenge the most able students.
- Students will be taught and encouraged to develop study skills and independent learning skills.
- Students will be given access ICT and supported in using it to achieve their targets.
- Regular assessment, along with other observation will be used to identify students who are underachieving, or are at risk of doing so. This will also be used to identify those who have potential that has been hidden.
- The Achievement Leader will work with teachers to respond immediately where underachievement or undiscovered potential has been identified. Responses may include:
 - Discussion with student and, if necessary, with parents/carers.
 - Mentoring.
 - Identify and utilise appropriate additional resources.
 - Adjustments, where appropriate, to personnel and/or timetable.
- Information will be disseminated regarding achievement/under-achievement to HPC/SENCO and teachers by the Achievement Leader.
- Information will be disseminated regarding intervention to HPC/SENCO and teachers by the Achievement Leader.
- There will be a collective responsibility for ensuring achievement targets are met. This will include students as well as staff.

Policies and procedures will be reviewed annually by the governing body in conjunction with the Principal, SENCO and Achievement Leader.

General Provision:

As stated, the ethos of the school supports that education is provided to all students through full integration into the school. Where necessary, a differentiated approach to the curriculum will be employed so that how and what the student is taught are in line with their abilities and needs. Where there is setting, the student will learn in a set where the learning targets and resources can be best tailored to meet their specific needs. Other support may include:

- Personal/pastoral support and mentoring.
- Support for independent learning
- Provision of a homework club offering an ordered environment for study.

- Individual work (supported as necessary) and collaborative work in small groups.
- Provision of an alternative curriculum if necessary.
- The involvement or introduction to, appropriate outside agencies which can further develop abilities and talents. Where external agencies are involved, their input will be sought regarding the identification of students' abilities and needs.
- There will be a broad approach to identifying ability including, but not limited to:
 - Linguistic skills – reading, writing, speaking, listening, factual recall
 - Mathematical skills – number manipulation, logical and sequential processes
 - Reasoning skills – handling evidence, analysis, argument
 - Visual & spatial skills – observation, artistic representation
 - Naturalist skills – awareness of natural world, environment
 - Musical skills – musical appreciation, singing, instrumental
 - Physical skills – fine & gross motor skills, sports, creativity
 - Creativity – imagination, innovation
 - Entrepreneurial skills – identifying (and creating) opportunities in all arenas, including, but not limited to, business
 - Social skills – relationships, leadership, structures
 - Personal skills – self-awareness, emotional intelligence
- Students will be encouraged to share their gifts with others, as appropriate. This may include peer mentoring, contribution to discussion and collaborative projects and contributions to the school and wider communities.

Very able students may benefit from becoming involved with external agencies. This may take place through work experience, sporting organisations and arts providers. For students who are very able academically, access to online programmes such as the Oxford Learning Platform and the International Gateway for Gifted Youth (currently free of charge). Every effort will be made to allow students to broaden their horizons and engage with peers with similar abilities and interests. Such programmes often include the opportunity for summer schools which are sometimes residential. The school will actively seek additional income and sponsorship for individual students who might not be able to afford any associated costs.

Students will be encouraged to understand their place in a changing world. The most able students showing aptitude and interest in languages will be able to access introductory Mandarin, Portuguese and Russian. They will also be offered an introduction to Ancient Greek in partnership with a local

independent school. It is hoped that these will ultimately lead to study towards GCSE qualifications. The school will be well placed to develop partnerships with the neighbouring, international university as well as the EG West Centre, Newcastle University, in order to develop this and other programmes aimed at meeting the needs of its most able students.

Students will be encouraged to recognise and value the diversity of abilities and qualities in all their peers and how this diversity is essential in wider society.

English as an Additional Language (EAL)

Students with EAL will not be seen as having SEN. They will, however, have equal access, along with other students, both to procedures for SEN identification and provision as well as those for the most able students.

Aims:

- Appropriate provision of teaching and resources will be made for students for whom English is an additional language.
- To raise the level of achievement for those students who are at risk of underachieving.
- To enable all students to use English with confidence and competence.
- To enable all students to use English in order to access all areas of the curriculum.
- To value the student's knowledge of other languages and to support and encourage them in appropriate use and sharing of this knowledge.

Objectives:

- The ethos of the school will be understood and adhered to by the staff and will shape every aspect of engagement and delivery within and without the school.
- The high value in which students will be held will be matched by equally high levels of support as well as expectations of their ability to work towards, and achieve, their full potential in all areas.

- All students, without exception, will be able to access a high quality, broad, balanced and differentiated curriculum. This will be relevant to the whole person and their environments.
- Communication will be clear with efficient and appropriate sharing of information.
- EAL policy and procedures will be known and demonstrably understood and adhered to by all members of staff. Appropriate staff training will be given.
- There will be clear and consistent procedures for identifying needs and appropriate interventions. This will include input from the student, parents/carers, sending schools and other appropriate outside parties.
- Students will be encouraged to understand themselves, identify goals and contribute to planning. They will understand their own responsibilities in making progress. They will understand that they have been listened to and heard.
- Information will be well managed and well used. There will be a clear and accessible system of assessment, recording, evaluating and reporting.
- There will be a clear structure regarding EAL provision which will be known and demonstrably understood by staff.

Policy and Procedures:

- The HPC/SENCO will have ultimate responsibility/oversight for policy and procedures. This will ensure that the needs of those EAL students that have other educational needs, including most able students, will be fully met.
- The HPC/SENCO will maintain a register of EAL students.
- An EAL Co-ordinator will be appointed. They will support the HPC/SENCO in maintaining the register and will be delegated working responsibility for ensuring that EAL students' needs and abilities are identified and supported
- The EAL Co-ordinator will seek input from other staff to create an Educational Plan to set out the actions for identifying the needs and developing the abilities of EAL.
- Information will be recorded regarding the student's linguistic and educational background.
- Input will be sought from parents/carers and, where available, previous schools.
- Where a student's progress and achievements appear to be affected by difficulties related to EAL, support will be directed by the EAL Co-ordinator. This may include additional in-class or small group support.

- If necessary, additional tuition in English could replace the study of an additional second language.
- Identify and plan for both general language needs and those specific to learning tasks and activities.
- This information will be shared, by the EAL Co-ordinator with the HPC/SENCO and other members of staff.
- The EAL Co-ordinator will monitor the progress of the student's Education Plan throughout the year with regular evaluations.
- The HPC/SENCO and EAL Co-ordinator will decide, in discussion with other staff, the student and parents/carers if EAL support is no longer required.
- Observation will continue, to ensure that when specific EAL support has ceased that students continue to be able to access all aspects of the curriculum and school life and to achieve according to their abilities.
- Students will be supported, where possible, in studying their home/first language(s) with a view to achieving a GCSE qualification.
- The school policies and procedures for EAL will be reviewed and evaluated annually.

Looked After Children (LAC)

Definition: A Looked After Child may be one who is

- Accommodated – a voluntary arrangement with the parents retaining parental responsibility.
- In care – when a court has issued a Care Order (resulting from actual, or risk of, suffering or significant harm). Parental responsibility will be given to the local authority or may be shared with the parents.
- Subject to placement, under an Emergency Order, for their protection.
- Remanded or detained
 - by police for the child's protection
 - by a court following criminal charges
 - by a court ordering social services to accommodate a child subject to a supervision order for criminal behaviour.

Looked After Children may have low self-esteem, have emotional and behavioural problems and have mental health problems. They may also suffer from delayed or impaired social or cognitive development. They may

also be prone to perceived or actual social isolation with attachment issues and may be vulnerable to bullying. These issues, along with interrupted time at school, may mean that these students are at risk of underachieving in educational terms as well as having impaired general well-being and other life opportunities.

Aims:

- It is the responsibility of the Governors, Principal and class teachers and any designated LAC staff to identify the needs of Looked After Children and to ensure that appropriate individual provision is made in order to meet all statutory obligations.
- Looked After Children should be supported in equal access to a broad, balanced and relevant curriculum and to the whole of school life.
- The school will facilitate the training of teaching and support staff to identify and meet the needs of individual Looked After Children and to understand all statutory obligations.
- The school will make early assessments of individual needs.
- The school will prioritise communication and partnership. Clear and close communication will be established between staff, relevant professionals and agencies, parents/carers and the students themselves. This will include the identification of needs, the provision made and the evaluation of progress.
- Students will feel valued and learn to value themselves and others.
- Students will understand that they are valued both as individuals and as having a place in the school, and wider, community.

Objectives:

- There will be a designated member of the governing body with responsibility for policy and current statutory requirements and guidance in relation to Looked After Children.
- The HPC/SENCO will have responsibility for Looked After Children.
- There will be clear procedures for provision for Looked After Children and the management of information that relates to them.
- The HPC/SENCO will work closely with the relevant agencies and professionals, the student and, as appropriate, parents/carers.
- All staff will have an understanding of how the ethos of the school relates to Looked After Children.
- All staff will have a clear understanding of issues of confidentiality.
- Each Looked After Child will have an Individual Education Plan.

Policy and Procedures:

The HPC/SENCO will:

- Gather and record all relevant information including any special requirements, educational information, care status and relevant contact details.
- Ensure that the student (and carers) feels welcomed into the school.
- Ensure that an Individual Education Plan is completed at the earliest opportunity. This will be done in co-operation with the student, carer, social workers and relevant agencies and professionals.
- Arrange all necessary meetings, internal and external, including regular review meetings and meetings in response to urgent situations.
- Arrange the support of external agencies and professionals as necessary.
- Maintain accurate and up to date records.
- Manage and share information efficiently, carefully and only as appropriate (based on the need to know) and ensure that this approach is taken by other staff members.
- Monitor and record the student's progress in all areas and evaluate and report on all actions taken.
- Advise the governing body and staff and provide/facilitate training to staff members.
- Maintain clear and close communication with all relevant parties, including the student.
- Encourage and support the student's involvement in all aspects of school life, curricular and extra-curricular.
- Be an advocate for Looked After Children and to support and encourage them in finding their own voice and making decisions.
- Encourage the student, with appropriate guidance and oversight, to identify a "go to" member of staff with whom they can talk.
- Ensure that statutory requirements regarding admissions are met.

All staff will:

- Understand the ethos and how it relates to Looked After Children.
- Promote a sense of value and inclusion in the student and promote good relationships.
- Respond positively, and seek support/advice, when named as a "go to" person by a student.
- Exemplify and promote stability, reliability and consistency.
- Be diligent in observing and reporting on all aspects of a student's well-being and progress.

- Supply and handle all information efficiently, carefully and confidentially.
- Have regard to all aspects of confidentiality, including public access to images of or mention of Looked After Children especially where this could identify their location.
- Demonstrate high hopes and expectations for the educational and personal progress of the student.

The governing body will:

- Be aware of all current statutory requirements and guidance.
- Ensure that there is a named, designated teacher (HPC/SENCO) with responsibility for Looked After Children and that they are able to carry out these responsibilities
- Be aware of numbers, but not identities, of Looked After Children.
- Review Looked After Children Policy annually.
- Appoint a designated governor with responsibility for Looked After Children. This person will:
 - Assume working responsibility for the above.
 - Liaise with the HPC/SENCO, ensuring that they are enabled to carry out their responsibilities, and report to the governing body.

Admissions: The admissions policy with regard to Looked After Children will be in accordance with statutory requirements (see section D5).

Confidentiality: Information will only be shared with school staff on a need to know basis. The HPC/SENCO will meet with the student, carers, social workers and other appropriate parties to discuss what information will be shared and with whom. The agreement reached at this meeting will be recorded on the student's IEP and will be strictly adhered to.

Students with Physical Disabilities

Aims:

- To ensure that students have full access to the curriculum and all aspects of school life including after school clubs and school visits.
- To ensure that students feel valued and value themselves, recognising their abilities and their place in the school and the wider community.

- To ensure that all students identify themselves and others as whole people – mind body and spirit and develop in all these areas.
- All students will identify, and seek to achieve their full potential in every aspect of life.
- To work to identify and remove or overcome obstacles, whether attitudinal, social or environmental, that hinder those with disabilities from achieving their full potential and fully participating in the communities in which they live.

Objectives:

The HPC/SENCO will have overall responsibility for seeing that the needs of students with disabilities are identified and provided for. Depending on workload, working responsibility may be delegated to a Designated Teacher.

Make information about the school accessible, in different formats as appropriate, to students, their parents and carers (and to staff).

Ensure that all areas of the school and all events are accessible and safe for those that need to be there.

Raise awareness of disability issues among students and staff to prevent discrimination

Make special arrangements, as required, for breaks, lunchtimes, moving between lessons and school trips. This may include appropriate transport.

To monitor, prevent and take measures against bullying related to disability.

Use appropriate areas of the curriculum to promote a good understanding of disabilities.

Provide and promote good role models both in attitudes to, and living with, disabilities.

Ensure equal inclusion of disabled students, parents/carers and staff in decision making and positions of responsibility.

Provide/facilitate additional training for staff, as appropriate. (This may include training in lifting and handling of students for key staff members.)

Policy and Procedures:

The governing body will:

- Have responsibility for ensuring that students with disabilities have full access to the curriculum and school life.
- Be aware of, and responsible for, meeting all current statutory requirements with regard to people with disabilities, whether students, parents/carers or staff.
- Appoint a member to assume working responsibility for the above and to liaise with the Designated Teacher and report to the governing body.
- Review policy and procedures annually.

Staff responsibilities will include:

- The Principal will have responsibility for ensuring that all areas of the school are safe, accessible and useable for all those that need to be there.
- The Designated Teacher will gather, record and share, as appropriate, all necessary information. This will include:
 - Input from external agencies and professionals.
 - Information from the student, parents/carers, teachers and support staff regarding progress and needs.
 - The recording of bullying and the measures taken in response
- This information will be recorded and used, in collaboration with appropriate parties, to complete an Education Plan for the student.
- Appropriate information will be efficiently and carefully shared with members of staff and the governing body
- The Designated Teacher will ensure that this plan is monitored, evaluated and reviewed regularly in collaboration with the student, parents/carers, other staff and appropriate external parties.
- The Designated Teacher will direct the promotion of positive role models.
- The Designated Teacher will have responsibility for the oversight of a bank of materials and resources, and sources thereof, to meet general and specific needs of provision.
- The Designated teacher will provide/facilitate, in conjunction with external partners, necessary staff training.
- All members of staff and students will understand the ethos of the school and how it relates to disability.
- The highest expectation will be made of staff to support students in achieving their potential.
- Staff will have high expectations of students with regard to working to achieve their potential.
- Students will be encouraged to have an input into general provision as well as their own specific needs.

ICT and Technology

The school will make best use of ICT/technology to ensure that all students are able to access the curriculum and to maintain their place in the digital age.

This will be achieved by:

- The best use of mainstream ICT/technology
- The use of hardware or software that is designed to improve or allow general access to a computer by students who are otherwise impaired or prevented from doing so.
- The use of hardware or software designed as an educational tool to meet specific needs.

The following is an indicative, but by no means exhaustive description of various means of doing so:

- There are a variety of ways in which, at no extra cost, existing equipment and software can be used. Display and accessibility options which are standard on most pc's can be used to meet specific needs. This may involve alteration of text size or the use of background colour. The use of specific colour combinations will be helpful to some students. Keyboard repeat rates can be varied and on screen keyboards can be used.
- The use of standard equipment such as projectors and interactive whiteboards can help in various ways when combined with assessments of individual needs. Such equipment may also help in discovering hidden needs and abilities. For example, a group discussion utilising Twitter might highlight potential in a student who might otherwise have been unwilling or unable to contribute.
- The most able students may benefit from a range of online learning platforms. They will be presented with the opportunity for individual challenges as well as online collaborative work alongside students from around the world. Examples include the Oxford Learning Platform and Da Vinci Group and the International Gateway for Gifted Youth.
- EAL students may benefit from resources including hardware and software offering bilingual dictionaries (assuming student literacy in their first language), thesauruses, lists of key words and key visuals

and other graphic organisers to help with the organisation of language and thinking across the curriculum.

Where more specialised equipment or software is required, appropriate assessment will be co-ordinated by the senior designated member of staff, for example:

- **Motor function impairment:** Students may require specially designed equipment including ergonomic keyboards or alternatives such as joysticks, switches, touch pads and touch screens. Software such as voice recognition and word prediction may also help to improve access. Dictaphones may be used when the student has difficulty in taking notes.
- **Visual impairment:** Keyboards with large characters, along with large monitors can assist with access to computers as can magnification software. Students can be helped to access non digital documents with the use of closed circuit television systems (either self-contained or connected to a computer or monitor) which magnify documents. Similarly, portable cameras are available which allow visually impaired students to see distance objects, such as whiteboards, or close-up objects. Dictaphones may be useful for note taking and can be used, with limits, in conjunction with computers and voice recognition software
- **Hearing Impairment:** Personal hearing aids should be checked every day for functionality. Use will be made of radio microphones in lessons. Where signing can be used, online resources can be referred to as part of lesson preparation particularly when subject specific terms will be used.
- **Literacy difficulties:** Again, a Dictaphone can help with note taking. Reading pens are available, operating as mini scanners which both speak and display words as well as providing definitions. Simple portable writing aids with a strong construction can be helpful for students who have problems taking notes by hand. These devices include predictive text and spelling aids. A range of software is available to assist students with dyslexia.
- **Irlen filters:** These coloured transparencies, placed over text may be of help to students with a variety of conditions which cause difficulties in reading. The principles involved may be of use in using when using computer software.

It will be the responsibility of the HPC/SENCO, supported by designated teachers, to maintain a bank of resources and equipment and of sources and

suppliers. They will be responsible for keeping abreast of new developments while adhering to the principle of good value. All teaching and support staff will be encouraged to contribute to this bank of materials and knowledge.

The HPC/SENCO will have responsibility for co-ordinating any external assessments required with regard to the specific needs of students and will encourage and facilitate staff training and awareness with regard to the application of ICT/technology in meeting differing needs.

D4:

Introduction

Our pupils will complete their education as polite, well qualified young citizens - determined to make their way in the world by dint of their own efforts. They will be self-disciplined, considerate of other people's feelings and able to shoulder responsibility. They will have learnt to find work interesting, to see the difference between fact and fiction and to acquire an outlook, a habit of mind, a sense of values, an insight into the science of good and evil, which will later ripen into a rational conviction. Citizens are made, not born - and our pupils will have experienced community life at its best in our school. They will therefore know how to contribute and why that is so important. The development of character is the chief aim of education, and this means for us courage, honour, independence, fair play, public spirit and leadership. These are the qualities necessary if men and women wish to live together in a society.

The KPIs listed here also measure the 5 purposes of the curriculum identified in section D1.

Pupil Achievement

Whole-school Targets

Targets:

1. 90% of pupils' reading ages will be at or ahead of their chronological ages by the end of year 7, rising to 97% by the end of year 8.

These are ambitious but critical targets for us to meet in order to ensure pupils have access to the curriculum. Reading ages will be tested at least at the end of each academic year, in addition to baseline assessment at the start of year 7. The progress of those whose reading age causes concern will be closely monitored with measurable progress occurring within each half-term. The progress of individual pupils will be monitored by literacy teachers, with the SENCO, assisted by LSAs monitoring the progress of key groups of pupils (boys/girls/SEN/FSM/in care/travellers etc.)

The results of monitoring of reading ages will be used to inform the proportion of English curriculum time (5 hours per week in Key Stage 3) given over to literacy teaching for each set and the placing of pupils within these sets. Further intensive work may take place after school with small groups before or after school, led by specifically trained LSAs as directed by literacy teachers should this be necessary to achieve the target.

2. Residuals in FFT group D measure for key groups of students (boys, girls, pupils with SEN, G&T pupils, and, if statistically significant, looked after children, pupils on Free School Meals):

Attain on average positive residuals in the FFT Group D measure for all these groups of pupils within 2 years of opening, i.e. by 2015, on which we expect to build further outstanding progress as the school becomes more established. FFT analysis will only be used retrospectively to measure progress against National norms. We will not use contextual measures such as FFT to determine targets for pupils.

3. By 2018, 40% of GCSE pupils gain the English Bacc., which we believe to be a good measure of having attained a basic standard of academic education.

4. By 2018, 70% of pupils gain 5 or more A*-C grades including English and Maths at GCSE. This figure is an ambitious 10% higher than the Durham Local Authority average of 60% in 2011.

5. By 2020, at Key Stage 5, KPIs will include average number passes, merits and distinctions in the Cambridge Pre-U.

6. Pupils who would benefit from, excel at and / or enjoy pursuing a vocational route identified in Year 9, and encouraged and facilitated accordingly. With a combination of appropriate courses, excellent teaching and above all an atmosphere of positive hard-work in the school, 80% of pupils will gain the equivalent of 5A*-C grades at GCSE and vocational equivalents in 2018, rising to near 100% by 2012.

Although the school will be about far more than qualifications or attainment in terms of national curriculum levels, these measures are key in monitoring the progress in learning within the subjects taught at the school. These figures also tell a wider story about the culture of success in the school; the expectation of further and wider success which derives from success narrowly conceived and the consequence of this in raising aspirations and setting families and communities free from low expectations. This indicator also sheds light on the work ethic of both teachers and pupils and the determination to make the most of their gifts and opportunities.

We also believe that some pupils will have gifts and abilities in other, vocational areas and we value such abilities equally highly. We therefore value truly vocational courses which are highly demanding, such as GCSE Catering, or professional qualifications in secretarial work, plumbing etc. We will make it a priority to form working partnerships with other local specialist providers to help with training in such areas. This will also help promote community cohesion and potentially give pupils a degree of independence if they are training off-site, broadening their horizons and giving them an insight into employment and its demands.

Individual Pupil Targets

Target: Pupils make at least four levels of progress in English and Maths between KS2 scores and KS4 results.

Strategy and Rationale:

A baseline NC sub-level for all curriculum subjects will be established for each pupil on entry to Year 7. We will not rely on teacher assessments from primary schools, but will carry out our own rigorous baseline assessment at the start of year 7 using past Key Stage 2 SATS papers.

Individual Pupil Targets

We will draw on a variety of data, e.g. SATs results and / or TA from primary or previous schools and / or NFER, baseline assessments (see above) and subsequent attainment. As wide a range of data as possible will be used, in order to give a fair profile of ability for each individual. Individual targets for all pupils in every subject will be set and made available to pupils, subject teachers and parents. This will keep pupils' aspirations high and encourage them to develop strengths and to address weaker areas. Pupil targets can then be raised as they are met, with pupils always aiming for improvement on personal best.

Assessment will be regular and rigorous, and designed to provide clear evidence of attainment.

Success Measures:

24. pupils meet or exceed the targets set

Monitoring and Accountability:

Academic Deputy to be responsible for procurement of data from primary schools and NFER tests (or equivalent).

Subject teachers to assess pupil achievement both qualitatively and quantitatively, using the whole-school system to track and monitor the pupils for whom they have responsibility. They must be confident in the use of the school's assessment and tracking system.

Heads of Department analyse where subject-specific improvements are required.

Senior staff, in particular the Academic Deputy, to oversee and carry out analysis of whole-school performance and progress.

Pupils' targets will be included on the annual reports to parents and discussed at parents' evening.

SEN Coordinator to implement targeted support and intervention as required.

Academic progress and attainment will be measured by termly subject assessments and annual examinations: we will set in place a robust, coherent system of criterion-referenced assessment (NC levels / GCSE grades). NC levels will allow us to compare Key Stage 3 results nationally and with local schools. A whole-school system for data entry will be in place,

whereby pupil achievement will be tracked and monitored by subject and by strand within subject, as well as by pupil group, e.g. by class, by gender, by ethnicity, by FSM, by SEN etc.

Pupil Responsibility

Target: Pupils will increasingly take personal responsibility for learning

Strategy and Rationale:

To complement numerical test results there will be means of assessing albeit more qualitatively how pupils develop in independence and responsibility, e.g. oral question and answer in class, working individually, in small group and whole class situations, wider reading, helping peers, initiative and risk-taking. This will help to address the 'dependence' culture from which the majority are likely to come, to foster a work ethic and self-discipline, to promote listening to others and encourage good relationships in the school.

Success Measures:

- a culture of listening to others pervades the learning environment
- pupils contribute voluntarily to class discussion, to ask as well as to answer questions, and are willing to hypothesise and explore ideas
- pupils submit homework on time
- pupils engage in study beyond teacher requirements

Monitoring and Accountability:

Subject teachers in liaison with form tutors to supply a criterion-referenced number or grade for responsibility for learning, a descriptive comment and a target for improvement for each pupil, to form part of the annual report to parents.

Pupils involved in Extra-curricular Activities

Target: 90% of pupils to be involved in at least one extra-curricular activity within the first year and, by targeted interventions, this figure to rise to near 100% within the first three years of the school's existence.

Strategy and Rationale:

We will offer as broad a range of extra-curricular activities as possible, aiming to appeal to varied interests to attract the widest range of pupils, and to gain the involvement of as many teaching and support staff as possible. We believe that our pupils will have a wide variety of gifts and have the potential for a wide variety of interests. Part of our task in broadening pupils' outlook can be achieved by giving them access to a wide variety of experiences and activities. Doing so also creates groups of students with specialist expertise which binds them together socially and allows them as a group to contribute to the school and the wider community. This also has the effect of enriching the school community and providing a model of how society should function,

with many different types of people with many different kinds of abilities working together in mutual respect to promote the good of all. It is also the case that pupils otherwise disaffected with school life can be engaged and drawn in by interest in a particular sport or a drama production. Enjoyment of school in general can be enhanced by success in an extra-curricular activity.

Both subject teachers and support staff will be asked to contribute their personal interest and / or expertise to at least one extra-curricular activity, thus broadening the range and number available and giving opportunity for rapport and respect to be built up.

Success Measures:

- pupils are enthusiastic in joining in with new activities
- pupils enjoy, regularly attend and are committed to the activities they choose

Monitoring and Accountability:

Staff leading or supervising to keep a record of all attendance at extra-curricular activities and log centrally.

Form tutors to keep the data set of attendance for the pupils their own class.

Thus a member of staff who knows particular individual pupils well will encourage and motivate attendance in the first place, and help activity organisers to hold non-attenders to account. A list of activities in which pupils have been involved will form part of the annual report to parents.

The Pastoral Deputy to oversee this area.

Target: All pupils will complete the School Award.

Rationale and Strategy:

This is perhaps our most important measure. The School Award has been conceived in order to assess some of those areas we believe to be important in the development of the young people in our care. Its successful completion by every pupil demonstrates they have demonstrated a spirit of service to others, in the home, the community and the school, that they have risen to challenges, have tried new things and pursued interests and have displayed determination to complete the award.

For more detail, see section D1 above.

Success Measures:

All pupils complete the relevant section of the School Award by the end of each Key Stage.

Monitoring and Accountability:

Form tutors to be key motivators for this and keep records on individual students, writing comments on progress towards completion as part of the annual report to parents.

The Pastoral Deputy to oversee the scheme.

Parents to check completion for tasks to be carried out in the home.

Local project / charity representatives to monitor and evaluate activities carried out for them.

Percentage of pupils not going on to further or higher education or employment (NEETS)

Target: All pupils will go on to further education or training.

Rationale and Strategy:

The school is not an end in itself: our main concern is to prepare and equip pupils for life beyond the education that we provide, as good citizens, contributing community members and diligent workers. Our aims, ethos and values constitute an ideal basis for their development towards this. By offering both academic and vocational qualifications and tailoring routes to individual pupils, and by building effective relationships with local employers and training providers for practical experience, we will afford pupils as wide a choice as possible when decisions need to be made. It is our aim that our pupils should be confident and aspirational young people, eminently employable and trainable, as a result of our focus on good character, developing gifts, healthy relationships and personal responsibility, and our emphasis on high attendance, punctuality and smart uniform.

Monitoring and Accountability:

Form tutors, trained careers staff and representatives from careers agencies will give individual mentoring on career and further education choices, monitoring pupils' intentions as they develop and facilitating access to relevant work experience.

SEN (+D) Achievement

Outstanding provision for pupils with SEN will be one of our key aims. As discussed in section D3, we believe in making provision primarily within normal lessons rather than withdrawal and teaching being delivered by less qualified LSAs. Thus if SEN provision is outstanding, there is a good indication that teaching is being successfully personalised for all.

As SEN provision is integrated, our primary achievement measures will be the same as for all other pupils; we will simply ensure that the performance of pupils with SEN is included in regular monitoring procedures.

However, in addition to the Deputy (Academic) having primary responsibility for monitoring this, the SENCO will also take an interest. The SENCO's ultimate aim is that pupils with SEN make progress as quickly as other pupils,

although it is recognised that with some types of SEN this may not be possible.

As well as removing barriers to learning, the aim will be to help pupils in the areas in which they have a need, with the aim of removing them from the SEN register as their difficulties are overcome. Again, the extent to which this is possible will vary with the specific need and it is not possible here to set out numerical targets; merely that this will be a key aim.

Quality of Teaching

Curriculum

Target: Curriculum plans are appropriate to intake.

Strategy and Rationale: It is critical that the curriculum meets pupils where they are in both ability and interests but then takes them beyond this with ambitious aims. It is also critical that the curriculum as pupils experience it is in line with our declared approach to curriculum (see section D1).

Unit plans will be monitored by the Deputy (Academic) who will work with Heads of Department to ensure they meet the needs of pupils.

Lessons

Target: All lessons are graded as at least 'Good' and a substantial and increasing number 'Outstanding' according to Ofsted criteria.

Strategy and Rationale:

Good lessons are clearly central to the business of the school and a key contributor to the success of our pupils. We do not accept that an Ofsted grade 3 is 'Satisfactory' and anticipate being able consistently to achieve 'Good' or 'Outstanding' within the first year of the school's existence.

Recruitment of the very best-trained, committed and aspirational teaching staff and on-going training are vital. Focused CPD and InSe will be vital in ensuring that staff feel confident and are up-to-date with requirements. Our weekly INSET sessions, close work with INSET providers such as local teaching schools or Northern Education for staff training days will promote the highest standard of teaching, with regular and focused assessment, informing frequent, detailed and accurate feedback to pupils.

Monitoring will be by termly formal lesson observations carried out by each teacher's line manager in addition to informal 'learning walks' carried out by Heads of Department. Lesson observation judgements will be carefully calibrated through joint observations. Lesson observations will be carried out with reference to Ofsted criteria.

Appraisal and Performance Management

Effective appraisal and performance management and training will ensure that teachers progress in their teaching skills, becoming outstanding practitioners. Further details are given for both teaching and support staff in section F4.

Success Measures:

95% of appraisal targets met in each appraisal round.

Monitoring and Accountability:

Monitored by assistant deputy head with responsibility for training, appraisal and teaching and learning.

Leadership and Management

The quality of leadership and management of all relevant staff will be monitored as part of the standard appraisal process, monitored individually by appraisers with overview and ultimate responsibility taken by the Headteacher.

Accountability of the Headteacher

The Headteacher will be accountable to the governing body for the implementation of the school's vision. The headteacher will be held accountable through the annual cycle of reporting to the governors as follows:

- In conjunction with other senior staff at the school, the headteacher will prepare the school's self-evaluation form (SEF) along with the school-wide development plan each year.
- An external education consultant, such as a former HMI inspector or school improvement partner, will be commissioned to audit the SEF. This will include at least one whole day spent at the school to confirm the judgements in the SEF. The SEF will include judgements on the leadership and management of the school.
- The consultant will prepare a report for the governing body to accompany the SEF and development plan.
- The annual governors meeting to approve the development plan will occur one week after the submission of these documents.

Safety of Pupils

Efficient but thorough Health and Safety procedures will be in place prior to opening with clear areas of H&S responsibility delegated to relevant staff.

Success Measures

All whole school and departmental H&S and child protection policies and procedures in place by August 2013 (Headteacher), including Fire, evacuation, invacuation, dealing with intruders, Child protection, manual handling (including COSHH), Science, Art and Engineering H&S policies.

Hazards and control measures for all equipment and activities listed in unit plans complete in advance of first teaching (Heads of Department/all appointed teachers in first year, checked by Head in first year, then Deputy (Pastoral))

Behaviour of Pupils

The school will be a safe place with a warm, encouraging atmosphere where pupils care for one another and promote each other's learning.

Recorded bullying incidents less than 5 per term and declining (see bullying policy in D6)

Exclusions

Target: Our aim is to keep our exclusions (both fixed term and permanent) as low as possible, whilst recognising that exclusion unfortunately on occasion is unavoidable and sometimes desirable in order to maintain our high standards of discipline and behaviour.

Strategy and Rationale:

Our policies will clearly state what needs to be in place in order to keep both at a minimum. We recognise the following groups of pupils as being particularly at risk of disaffection:-

- (a) those with special educational needs
- (b) looked-after children
- (c) minority ethnic children
- (d) Travellers
- (e) young carers
- (f) those from families under stress
- (g) pregnant schoolgirls and teenage mothers

Success Measures:

- the school Behaviour Policy is consistently implemented by all staff
- behaviour is at least Good and often Outstanding

Monitoring and Accountability:

All staff shall follow the school Behaviour Policy, monitored through lesson observations and learning walks by appraisers/Heads of Department.

Form tutors

Pastoral Deputy

Percentage Attendance

Target: Attendance will be 96% or above within a year of opening with this figure increasing as the school matures.

Strategy and Rationale:

Pupils will not benefit from the school unless they are there. Considerable effort will therefore be put in by staff to limiting absence (see Section D6 Behaviour and Attendance). A high figure for this measure also reveals the self-discipline, motivation and honesty of the pupils. Following the opening of Trinity Academy in Thorne, which adopted a vigorous approach to promoting the attendance and punctuality of its pupils, the Headteacher was contacted by a local employer, reporting that punctuality and attendance of his employees had improved. He attributed this to the Academy: a knock-on effect of the higher expectations of children on their parents. We will set the bar high in this as in every other area and would anticipate that the influence of this policy will likewise be felt in the wider community.

Success Measures:

- pupils are present and punctual

Monitoring and Accountability:

Form tutors to register pupils for whom they have responsibility each morning and afternoon.

Admin. staff to identify where there are absences and no explanatory note or telephone call has been received, and telephone pupils' homes to establish the reason for non-attendance.

A permanent Attendance Officer, to be appointed as resources permit, to monitor attendance records, phone and visit families, and on occasion if necessary collect recalcitrant pupils from their homes. Ultimately the aim is that parents would play a fully cooperative role in ensuring that their children attend school, and pupils themselves will take increasing responsibility.

D5:

The school will admit students who live in the electoral wards of:

Bishop Middleham and Cornforth, Cassop cum Quarrington, Coxhoe, New Trimdon and Trimdon Grange, Thornley and Wheatley Hill, Tudhoe, Shincliffe and Wingate

according to the boundaries current at the time of application for a place.

The admissions criteria will be, in order of priority:

Students with SEN statements

Looked after children

Students with medical or social needs based on written evidence from a doctor or social worker.

Sibling attending the school (including half and step siblings).

Students who live in the catchment area (above)

Current attendance at a primary school in the catchment area

Distance, as the crow flies, from the front door to the school.

A lottery will be used as a tie breaker in the event of two or more equally entitled students.

Places will not be allocated on the basis of faith or ability. The admissions policy will be reviewed in light of any changes in legislation.

The school will seek to join the local authority admissions process at the earliest opportunity.

D6:

Behaviour and Attendance

Introduction

Durham Free School is committed to the importance of each pupil striving to achieve their 'Personal Best'. This not only relates to academic achievement but also to achieving the highest standards of behaviour. The School's aim is to mould and shape each pupil's character according to the Christian ethos, which values each individual's unique potential and the positive contribution they have to make. We take seriously the core Christian teaching that we "should behave towards others as we would like them to behave towards us". Our approach to 'behaviour management' and pupil well-being will therefore be less about 'managing' and more about nurturing good character which promotes love and respect for fellow human beings, regardless of race, social or educational background, gender, sexuality or belief. We believe that in such an environment pupils will thrive in mind, body and soul. We aim to create an environment utterly consistent with our Christian vision, where pupils will feel valued, accepted, safe, loved; and where they will be able to achieve their full potential. In such an environment they will want to attend school because they can be confident that good behaviour will be an absolute requirement and the positive relationships and attitudes that shape our whole approach will be the key to their personal success.

The primary means of achieving character development is through the relationship that exists between an individual member of staff and each individual child. This relationship needs to be built on respect and the understanding that the teacher (in loco parentis) has the responsibility, authority and mandate to pass on those values, customs, traditions and manners which represent the best of our school culture. The relationship needs to be both compassionate and demanding of the fulfilment by each child of their great potential. Each child needs the security of knowing they are valued, accepted and cared for, and to experience praise and encouragement. Yet, at the same time, they need to know that the school has the highest expectations of the kind of people it would like them to mature into and anything less is not satisfactory. It is essential that staff show integrity by demonstrating our core values as effective role models.

It is vital that there is clarity regarding expectations of the pupils. Pupils are given clear guidelines and boundaries and these become the basis of routines, procedures and traditions. Pupils should be helped to understand the rationale for guidelines and boundaries, and learn that discipline is an aspect of a parent's (or loco-parentis) love. Rather than restricting the child, these boundaries give each pupil both a sense of security and the freedom to act in the right way and to develop self-discipline.

Children need to learn that every action has a consequence. When they behave in a manner which is outside the boundaries then the consequences

will include those sanctions which will form part of the Behaviour and Discipline policy.

Rewards and Sanctions

Rewards

Our aim is that the principal reward for good behaviour is that pupils know what they have done is right and can enjoy the good relationships which flow from treating other people well, and appreciate the benefits of a school community which emphasises this, including the opportunity to learn. We don't want to give prizes for that which should be a basic expectation or devalue the significance of right actions through trivial rewards. Nevertheless, we want to recognise pupils' good behaviour and give encouragement and praise where this is due. Our **School Award**, detailed in section D1, will allow this. In addition, we will have a merit point system which contributes to the house competition. **Merits** will be awarded for helpfulness and contribution to the community of the school as well as for good work. Merits will take the form of **postcards** written to parents. Large numbers of merits will be rewarded by **certificates** given out in assembly by the Headteacher.

By drawing attention to good behaviour of some pupils in this way, we believe we will promote good behaviour in others. Similarly, outstanding acts of kindness and service to others will be recognised with a **Headteacher's Commendation**.

Sanctions

Teachers should be clear, consistent and fair as they discipline.

25. To be clear means explaining what the expectations are, why they are as they are, and what will happen if the expectations are not met.
26. To be consistent means being prepared to always keep one's word, never warning of a consequence one will not carry out, and never making a promise one does not deliver. Also, to lead from the front, demanding from oneself what one demands from pupils. Sanctions must be applied consistently from one day to the next and from one child to another. This is not to say that the same approach is taken with every child. Each child is unique, and disciplinary instruction should be skilfully tailored to the child.
27. To be fair means ensuring that the punishment is proportionate. Staff will be clear as to the Behaviour and Disciplinary policy and procedures which will be communicated through wall displays and reminders in the weekly staff training as well as in writing and in staff induction. Both teaching and support staff will be aware of this training.

When pupils fail to meet expectations, it is important that there are clear and consistent strategies for dealing with them and that the sanctions applied are firm yet fair. To this effect Durham Free School will publish a 'tariff' which outlines the consequences of a range of serious misdemeanours. These are summarised in a table of sanctions overleaf which shows how these consequences progressively become more severe. At each stage the objective is to make the pupil aware of the seriousness of their actions, the importance of modifying their behaviour and the further consequences if they continue to misbehave.

In order to remain effective the amount of time a pupil spends at each 'level' is critical. Avoid 'accelerating' a pupil through the sanctions without trying at each stage to achieve a real change in behaviour. On the other hand, each stage should not be progressed so slowly that the effectiveness of the system is lost. For example, if a pupil is endlessly on detention and no further action is taken it means that not only has detention become ineffective for that child but also their impression will be that the next sanction will also be ineffective. In order to avoid this it is essential that sanctions to pupils are constantly monitored applied and further action taken as necessary.

Finally, it is important to avoid seeing the list of sanctions as a 'slippery slope' with pupils heading inevitably towards permanent exclusion. Rather each pupil should be pictured as on a rail track heading towards their personal best. As pupils go 'off the rails' sanctions are applied to get them back on track. The further off the rails they go the stronger the sanctions needed to get them back on again.

6. Dealing with Misbehaviour in the Classroom

One of the keys to achieving high standards of behaviour and academic achievement in the school is to minimise low level disruption in the classroom. The main strategy to achieve this is to ensure that lessons are engaging so that pupils are motivated to learn coupled with awareness of the school's expectations and the strength of its systems and staff to maintain high standards. However, it is also recognised that despite these, pupils may on occasion cause disruption hence the existence of a system of warnings and consequences which reinforce:

- The positive expectations of appropriate behaviour;
- The choices made by each pupil to meet or fail to meet these expectations;
- The consequences of continued misbehaviour and the failure to heed warnings.

This process can be summarised as follows:

Firstly a teacher is encouraged to use approaches that the pupil(s) will understand as an instruction to correct their behaviour as follows, on an increasing scale:

- Looking directly and disapprovingly towards a particular pupil.
- Clearly stating a pupil's name.
- Walking deliberately towards a particular pupil and maintaining close proximity with them for a short period.
- Re-locating a pupil in the classroom if this would be likely to improve his/her ability to focus on the lesson.
- Giving the pupil a first warning and explaining that another warning will lead to a BLUE mark.

BLUE Marks

In order to ensure that low-level disruption and disobedience is consistently picked up on, and to inform report-writing, teachers record against pupils' names in their register the following BLUE Marks:

B	Behaviour	eg failing to respond to request for silence
L	Lateness	a minute after other pupils without excellent reason
U	Uniform	eg tie too short, top button undone, skirt rolled up
E	Equipment	eg pen or book missing

A detention is normally given for **three BLUE Marks in a particular category** (eg being late three times), and the record is then wiped clean.

- At the end of each term the record is wiped clean.
- Teachers are encouraged to use the homework diary to communicate concerns to parents and form teacher at an early stage.
- If there is a clear record of a pupil failing to respond to this procedure then they must be referred to the Head of Department.
- The BLUE system is designed to deal with low-level disruption only. Any serious behavioural incident falls outside its scope.
- The BLUE system does not apply to incomplete homework, where a separate policy exists.

A teacher should be able to proceed with the lesson with minimal disruption to the rest of the class. It also means that pupils cannot get away with continually misbehaving in the same 'low-level' way without facing a consequence.

In rare cases a pupil may exhaust all warnings and consequences in one lesson and fail to respond despite being given a detention. If this does happen 'First Call' should be used to prevent any further disruption to the learning of the other pupils.

This strategy of warnings and consequences is meant to be applied in cases of low-level disruption only. There will be other instances where more serious measures are required, for example, where a pupil refuses to comply with an instruction from any member of staff.

In other circumstances a flexible approach is required. For example, a teacher may give an immediate detention for throwing in the classroom.

7. Detention

A centralised system of detention is used to reinforce the seriousness of this consequence for unacceptable behaviour.

<p>PRACTICE</p>	<ul style="list-style-type: none"> • Detentions, in the first instance, usually take place within Departments. • Departmental detentions will be supervised by departmental staff on a rota basis and overseen by senior staff. • Departmental detentions occur on a rota basis each week. • Individual staff may also set detentions. • Pastoral Detentions run four times a week, Monday to Thursday from 3.45pm to 4.45pm, following referral from Departments/Class Teacher or Tutor. • All detentions must be recorded in the behaviour tracking system. • Detentions will be of 30/45/60 minutes' duration. • Pupils are to be silent throughout the duration of the detention. • All pupils will be given a meaningful task to do during detention. • Homework must not be done during detentions. • Staff may take responsibility for pupils they have put in detention by withdrawing them to another room after prior consultation with the appropriate senior staff. • Detention statistics will be analysed regularly. Any pupil who is regularly on detention should be followed up by the Teacher/Pastoral Head. In general a pupil who is in detention on more than three occasions during a half-term should be placed on Green Report. • Senior Staff will check Departmental detentions and support as required. In the case of nonattendance, Senior Staff will contact missing pupils and the member of staff running the Departmental detention will inform their HOD via email so that the teacher who set the initial detention can reset it. Any further issues (eg further non-attendance) from this must be referred to the Pastoral Office.
<p>NOTIFICATION</p>	<ul style="list-style-type: none"> • Parents must be given 24 hours' notice of a detention.
<p>PROBLEMS</p>	<ul style="list-style-type: none"> • Final decisions re the composition of the detention list will be made by the senior member of staff overseeing the detention. Any problems raised by pupils, staff or parents should be referred to the relevant senior member of staff by break time on the day of the detention. • Pupils who fail to turn up for a detention without an acceptable explanation will be re-issued with a detention and given a letter to inform their parent (with copy by post).

	<p>An extra 15 minutes should be added for failing to turn up to the original detention.</p> <ul style="list-style-type: none">• Pupils who fail to turn up for a second detention will be followed up by the Deputy Head (Pastoral). Failure to attend a third time would result in temporary exclusion from School.• Pupils who 'earn' more than 60 minutes of detention will be placed in a subsequent detention(s) until they have 'done their time'.
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8. Support Strategies

The behaviour report system is designed to modify pupil behaviour by:

- Maintaining a high level of monitoring and recording of behaviour. At the beginning and end of each lesson staff are reminded to observe the pupil's behaviour and the pupil is reminded of the areas they need to concentrate on;
- Providing staff and parents with daily evidence of an improvement or deterioration in behaviour;
- Frequent (at least daily) one-to-one contact between the pupil and form teacher/Deputy Head (Pastoral) to discuss how things are going and give praise or further cautions as appropriate.

The report system operates on three levels; green, amber and red. Examples of the record sheets used are attached to the end of this policy. The behaviour report system is administered as follows:

Level	Initiated and Monitored by	Duration	Further Action
GREEN	Form teacher	10 Days	<ul style="list-style-type: none"> • If there is real improvement the pupil can be taken off report. • If there is no improvement after 10 days, pupils will be placed on Amber report. • Alternative intervention strategies could be used at this point. eg referral to the Learning Centre.
AMBER	Deputy Head (Pastoral)	10 Days	<ul style="list-style-type: none"> • If there is real improvement the pupil can be transferred to Green Report for further monitoring or taken off report altogether. • If there is no improvement after 10 days, pupils will be placed on Red report. • Alternative strategies could also be used at this point, eg a second course of intervention time in the Learning Centre, fixed-term exclusion.
RED	Deputy Head (Pastoral)	10 Days	<ul style="list-style-type: none"> • If there is real improvement, pupils can be transferred to Amber or Green report for further monitoring or taken off report altogether. • If there is no improvement after 10 days, pupils will be referred to the Headteacher who will consider the pupil's future at the school.

In order to be effective and maintain its 'cutting edge' the report system must involve both staff and parents. When a pupil is placed on report the parents should be interviewed, and this should be repeated at each stage of the report process. Parents are also expected to sign the report form each evening.

Furthermore, pupils must not be allowed to stay on one level of report indefinitely; after 10 days a decision should be made to move either up or down, or to try an alternative form of intervention. Any pupil on Red Report faces possible Permanent Exclusion if they fail to conform. Therefore, it is anticipated that only a small number of pupils will be on Red Report at any one time. In order to achieve this it is essential that pupils on Green and Amber Reports are followed up rigorously by the Deputy (Pastoral).

When pupils on Green/Amber Report fail to meet expectations and it is thought that further intervention is necessary they may be referred to the Learning Centre. This should be done through the Deputy Head (Pastoral); whilst receiving input from the Learning Centre their behaviour will continue to be monitored using the Green or Amber report sheets.

9. 'First Call'

The purpose of 'First Call' is to ensure that a senior member of staff is always available to deal with more serious incidents of ill-discipline or in circumstances where a member of staff has exhausted their strategies for dealing with a pupil and needs assistance.

The types of incident for which First Call is appropriate include:

- Physical violence to another pupil or member of staff.
- Verbal abuse towards a member of staff (including support staff).
- Breaches of health and safety rules.
- Deliberately swearing at anyone.
- Blatant refusal to follow staff instructions.

In cases where a pupil persists in low level disruption in the classroom, First Call should **only** be used when the system of 'warnings and consequences' has been properly applied.

In order to call for assistance the member of staff should telephone the reception desk (NB there will be a telephone in every classroom). The receptionist calls the Pastoral Office where the Pastoral Manager (see section F4) or other staff available will speedily come to the classroom to remove the pupil.

The First Call member of staff will:

- discuss with the teacher what happened and what sanctions have already been applied;
- talk to the pupil away from the lesson;
- **either** exclude the pupil from School, **or** remove pupils to a separate place to work **or** place them back in the lesson. Removal could include working for a lesson or more:
 - at the back of another lesson;
 - in an empty classroom with a free member of staff;
 - in an office;

- in the Learning Centre.
- Record the action taken on the First Call spreadsheet and in the behaviour tracking system and inform the Form Tutor, Pastoral Heads and HoD via email as appropriate.
- If appropriate (or requested) meet with the member of staff at the next available opportunity for a debriefing of the incident and action taken.

All pupils 'triggering' First Call for repeated classroom disruption will have been given a detention as a 'second consequence' and this should be followed through. In most cases an additional consequence (eg a further detention) will be appropriate.

The First Call spreadsheet will be analysed regularly. If First Call is triggered by an individual pupil three times or more in any term, then the pupil should be placed on Stage 1 (Green) Report.

10. Internal Exclusion in the Learning Centre

As an alternative to fixed-term exclusion or on return from fixed-term exclusion pupils may attend the School but work in the Learning Centre. As far as possible each pupil will follow the normal curriculum and be supervised. This room will be overseen by the Pastoral Manager, under the supervision of the Deputy Head (Pastoral). Pupils will be expected to comply with all of the School rules and expectations. Failure to do so will result in them being excluded. No contact is permitted with other pupils.

Pupils may only be referred to the Learning Centre by the Deputy Head (Pastoral).

11. Exclusion (Policy on Exclusion follows at the end of this section)

Pupils whose behaviour is in serious breach of reasonable expectations will be excluded from the School, either temporarily or permanently, in order to teach them that actions have consequences, and to protect the majority. Temporary exclusion is triggered by a physical assault on another pupil, a verbal assault on a member of staff, or equally serious behaviour. Permanent exclusion ('expulsion') is applied upon sustained defiance, breach of a final warning or a single very serious misdemeanour such as a drug-related offence. Only the Headteacher can temporarily or permanently exclude a pupil.

Any pupil who is excluded from Durham Free School will be expected to make-up the corresponding number of days in the holiday (or on a Saturday, if required) in order that they do not fall behind in their learning. This measure is used as a deterrent to ensure that pupils are not behaving in such a manner that they find themselves excluded repeatedly.

Temporary Exclusion

Once the decision to exclude is taken the parent is to be phoned to secure their permission for the pupil to return home then and there. (The phone call may be made by a member of the Administrative or Pastoral Teams.) If parental permission is not secured, the pupil must not be sent home but should remain in isolation within the Learning Centre. The exclusion is deemed to have started from this point. Ideally, a time for a parental meeting should be arranged during this initial phone call. Failing that, a meeting must be arranged as soon as possible thereafter.

When the pupil leaves the premises (whether at 3.45pm or earlier) they must take with them a letter to parents. This letter should specify the reason for the exclusion, the time the exclusion started and say that a meeting must take place with the parents before readmission.

Once the parental meeting takes place the pupil may be readmitted to the School, either then and there or at a specified time thereafter. A letter is then sent to parents thanking them for attending the meeting, detailing the behaviour giving rise to the exclusion, stating the time when the pupil was readmitted, and summarising the action to be taken from this point on. If a warning of expulsion needs to be served as to the consequence of repeat action then this should be checked with the Headteacher. This letter is copied as above.

12. Final Warning

A final warning can be issued by a Deputy Head or the Headteacher. In order to be an effective strategy it needs to be what it says it is – final. The wording of the warning and the consequences if it is not followed should be carefully talked through with the Headteacher before the warning is issued.

Further Points

- There is no 'cooling-off' category which differs from exclusion. Any child sent home should be considered excluded. If they do not deserve to be excluded then they should work in the Learning Centre.
- A general final warning should not be served without a lengthy temporary exclusion (of at least one week), and this should not normally be the first exclusion. Only the Headteacher can serve a general final warning.
- A specific final warning (in relation to smoking, theft and the like) may be served by the Deputy Headteacher after a briefer suspension, but the Headteacher's endorsement must be sought.
- All pupils excluded should serve an appropriate number of days in the holidays, as befits the misdemeanour, with a minimum of one half-day and a maximum of three full days.

13. Permanent Exclusion

Decisions regarding Permanent Exclusion are made only by the Headteacher. A pupil will be permanently excluded when:

- they commit an offence which warrants immediate permanent exclusion (see Behaviour Code);
- all other disciplinary and intervention strategies have been employed by the school and the pupil continues to refuse to conform to the school's standards;
- when allowing the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil or of others.

Providing Work for Excluded Pupils

- Work must be provided for pupils who have been given a longer suspension, or who await an appeal against permanent exclusion to be heard. Ready-made packs for pupils in each Key Stage will be available and given to a pupil if suspended for a longer period. The packs will contain work at least for the core subjects. Teachers will also be asked to provide work which will be collated in the Learning Centre. A cover letter in the pack will explain that whilst the pupil is absent from the School they must continue to work.

Durham Free School Discipline Code:

When pupils misbehave, we will always seek to help them to see what they have done wrong and encourage them to behave in future. We will also involve whatever support and encouragement we can through the Pastoral team but we will find it hard to handle pupils if they refuse to change in spite of our efforts. **Therefore, if a child commits any of the acts listed below, they can expect the corresponding punishment:**

Act	Punishment
Failure to complete homework satisfactorily	Repeat the Homework
Failure to hand-in homework at all	Detention
Breach of Uniform	Correction
Habitual Lateness	Detention
Truancy	Making up lost time in holidays
Ill-discipline on Sports field and inter-school matches (namely removal from the field for abusive or foul conduct)	Exclusion from Sports and consideration on Merits
Fighting	Exclusion and consideration on merits
Assault on another pupil	Exclusion and final warning with consideration on merits
Bullying (physical or verbal)	Final Warning
Deliberate damage to School Property	Final Warning and Payment for Repair
Theft	Final Warning
Smoking on site or off site in School Uniform	Exclusion and Final Warning
Verbal assault on any member of staff	Exclusion and Final Warning
Illegal drug possession, supply, purchase or arranging deals in School uniform	Permanent Exclusion
Physical Assault on any member of staff	Permanent Exclusion
Breach of Final Warning	Permanent Exclusion
Possession of Offensive Weapons	Permanent Exclusion
Criminal Activity/ Criminal conviction away from the School	Consideration on merits

Note: This list cannot include every possible act and the resulting punishment, but it gives an indication of how the School will respond to ensure that the highest standards of behaviour are maintained.

Establishing Standards at Durham Free School

The aim at Durham Free School is to achieve the highest standards of discipline and behaviour. This will be achieved by:

- An understanding that it is us, as a whole staff (teachers, teaching assistants, support staff), who will make the difference.
- The Christian ethos: Assemblies, Class teacher/Tutor Reflections, PTE and the Lecture programme all present and reinforce the School's values; prayer for the School and its individual members.
- We need to have very high expectations of the pupils which we all share and which we make explicitly clear to the pupils.
- An expectation that pupils should show respect to all members of staff at all times, including support staff.
- "The Philosophy of the Corridor". Every public space (corridors, halls, playgrounds, restaurants, reception, etc.) is tightly managed and controlled by staff with strict routines, constant supervision and highly visible staff 'presence'.
- A strong attention to detail, particularly in the areas of uniform, jewellery, make-up, punctuality and personal organisation.
- Common classroom routines which are followed by all staff.
- Striving for excellence in teaching and learning; lessons which are well prepared and structured and are challenging, stimulating and stretching. Regular marking of books. Frequent reviews of pupils' achievements against the targets set.
- Creating a vibrant atmosphere where there is always lots going on; extra-curricular clubs and activities, productions, sports fixtures, inter-house competitions, etc.
- Establishing strong and positive yet appropriately professional relationships between staff and pupils with staff setting high standards as role models for the pupils.
- Public recognition of pupil achievements. Praise and encouragement for positive behaviour and good work. Frequent opportunities for celebrating success. Excellent displays of pupils' work.
- A commitment to always challenge unacceptable behaviour from pupils, not just in our classroom or when we are on duty but whenever and wherever we encounter it.
- A set of agreed common strategies for tackling poor behaviour and a commitment to applying sanctions fairly, consistently and systematically. Pupils are clearly warned of the consequences of continued bad behaviour, and such warnings must always be followed through.
- Efficient communication and record keeping of pupil achievements and misdemeanours, and a commitment to see these followed up.
- The importance of the role of the Class Teacher/Tutor in monitoring pupil achievement and behaviour, demanding high standards and following up on those who consistently underachieve and misbehave.
- A commitment from all staff to eradicate 'low-level disruption' in their classrooms.
- Senior Staff are a visible presence and frequently 'walk the beat'.

- Proactive Pastoral Teams who look ahead to identify possible problem areas and plan to avoid them. Identify 'Key Workers'; members of staff who have a good working relationship with difficult pupils and who can get alongside them.
- A strong belief in the idea that children can change. Escalating bad behaviour does not mean an inevitable progression towards permanent exclusion but provides a series of opportunities for change.
- Sheer stamina, determination and hard work to ensure success, even when things are at their toughest.
- Close links with parents and recognition of the importance of the parental partnership between home and the School.

Application of Rewards and Sanctions

It is important that when dealing with more serious cases of ill discipline they are not simply responded to mechanistically by imposing a sanction. Rather, there is a need to look for the reasons which lie behind the misbehaviour as well as at the incident itself and then lead the child through a process of restoration. In the light of our ethos this emphasis on the restoring of relationships is paramount, as it is key to the values that inform our vision and educational plan. This will include bringing them to a point where they can admit that their action was wrong, they feel a sense of regret and have a desire to make amends. If this can be achieved then their 'punishment' brings the matter to a conclusion, restoring their relationship with those in authority and anyone else involved, and allows the pupil to move forward with a 'fresh start'.

At Durham Free School therefore, 'behaviour management', the manipulative control of behaviour by the use of reward and punishment to eliminate antisocial habits and thereby make teaching possible will not be practised. Behaviour management aims to give a teacher control over a class; discipline aims to give children control over themselves.

This does not mean that reward and punishments are not given, but that rewards and punishments are accompanied with instruction and place it within a context of a caring relationship.

Confusion /Recognition Admit
(Mind)
Regret
(Heart)

Restoration
Make Amends:
Punishment
(Will)

Wrong Action

Opportunity For Change

Crucial to our vision and ethos is the concept that children can change. Children are in the process of change as they mature from childhood into young adults. Who they will become, just as what they will become, is far from predetermined by their current state. Each new challenge, including each wrong action, is a learning opportunity with the potential for a positive outcome. Our goal is that our pupils will leave school having experienced the highest standards of behaviour and values, both from staff and peers, and will go on to model and display these, not only as they progress in Higher Education and employment but also in their own homes and communities.

Expectations

The School's expectations of the pupils will have a major influence on their behaviour. Low expectations will lead to poor behaviour and our Christian ethos demands that we adopt the highest of expectations. We recognise that it is crucially important that expectations are not merely theoretical but that pupils are constantly reminded of the standards expected, insisted upon and that action is taken when they fail to meet them. Staff need to be both compassionate and demanding in striving to help pupils achieve their 'Personal Best' behaviour. Expectations of every pupil include:

- Attend
- Are Punctual
- Work Hard
- Act Sensibly
- Treat Everyone and Everything with Respect

In greater detail the following is expected:

IN CLASS
MAKE IT EASY FOR EVERYONE TO LEARN
This includes:
• Listen carefully;
• Follow instructions;
• Work hard;
• Ask for help when you need it;
• Help each other when it is appropriate but don't distract or annoy anyone;
• Put your hand up to answer a question;
• Be sensible at all times;
• Do your homework as well as you can and hand it in on time;

<ul style="list-style-type: none"> • Sit facing the front looking at and listening to the teacher.
<ul style="list-style-type: none"> • Being responsible for the health and safety of others, which includes putting all bags under chairs or in drawers/pegs, and always keeping chairs on all four legs.

OUT OF CLASS
MOVE CALMLY AND PURPOSEFULLY ABOUT THE SCHOOL
This includes:
<ul style="list-style-type: none"> • Realising that expectations of pupils are as high in corridors as they are in classrooms;
<ul style="list-style-type: none"> • Walking to lessons rather than running, pushing or barging past others;
<ul style="list-style-type: none"> • Being ready to help by opening doors;
<ul style="list-style-type: none"> • Being ready to help by offering to carry things;
<ul style="list-style-type: none"> • For safety, keep to the left at all times.

IN GENERAL
SPEAK POLITELY TO EVERYONE
This includes:
<ul style="list-style-type: none"> • Using appropriate tone and volume;
<ul style="list-style-type: none"> • Using language which is neither abusive or offensive;
<ul style="list-style-type: none"> • Offering to help others;
<ul style="list-style-type: none"> • Being polite to visitors.
<ul style="list-style-type: none"> • LISTEN TO OTHERS AND EXPECT TO BE LISTENED TO
This can include:
<ul style="list-style-type: none"> • Listening actively, attentively and thoughtfully;
<ul style="list-style-type: none"> • Trying to understand other people's point of view;
<ul style="list-style-type: none"> • Not interrupting anybody or being interrupted by others;
<ul style="list-style-type: none"> • Being silent when required;
<ul style="list-style-type: none"> • Answering questions thoughtfully, and recognising the differences between questions and instructions.
<ul style="list-style-type: none"> • KEEP THE SCHOOL CLEAN AND TIDY SO THAT IS ALWAYS A WELCOMING PLACE OF WHICH PUPILS CAN BE PROUD
This includes:
<ul style="list-style-type: none"> • Taking great care of displays;
<ul style="list-style-type: none"> • Keeping the walls and furniture clean and unmarked – no graffiti on any property including books and bags;
<ul style="list-style-type: none"> • Putting all litter in bins (even if this means carrying it until you find a bin);
<ul style="list-style-type: none"> • Only eating in the dinner hall and never chewing gum;
<ul style="list-style-type: none"> • Wearing the correct uniform at all times;
<ul style="list-style-type: none"> • Reporting any damage you see to a teacher.

Attendance Policy

As high standards of behaviour ensure that teaching and learning are not disrupted, and most importantly that good relationships and attitudes are

nurtured, so good attendance is obviously fundamental for pupils to make the most of their learning opportunities in school and maximise the impact of that teaching and learning. We believe the high expectations we have of pupil and staff behaviour, combined with the excellent quality of the education and pastoral care we seek to offer will lead to good attendance.

In Durham Free School a simple system of registration will be used, rather than the number and variety of codes currently in use by the Local Authority. Parentally condoned absence and anxious school refusal for example can be much harder to spot in a complicated system. Any absence is a cause for concern, and parents and pupils alike must know that there will be a response on the very first day. Home visits will be built into our procedures and good communication with parents will be seen as essential. The ethos of our school may well conflict with the ethos of home leading to attendance problems. Much work may therefore have to be done to enable parents to see education from a new point of view, which will ultimately give their children the best possible chances in life to learn, behave and grow as human beings. We will ensure that all our staff are committed to provide support for parents and carers who want to learn more about how to help their children do well. This will be achieved by operating an 'open door' policy where parents are encouraged to come into the school for advice and to raise concerns, where the staff strive to be approachable and where parents and carers are genuinely seen to have the most important role in the child's life. The role of the school is not to usurp the parent or carer's role or responsibility but to support it in the best way possible. This may mean helping the concerned parent to access outside support provided by Social Services, the NHS etc. In the light of this commitment, maintaining and monitoring pupil attendance is of paramount importance. We recognise that attendance, behaviour and achievement are inextricably linked and are committed to convey this to parents and pupils alike. If two of these can be improved, the third often follows without too much difficulty.

Our procedure will be as follows:

If a pupil is too ill to attend school, the parent must ring and explain the absence. On the pupil's return to school, s/he must bring a letter of explanation from the parent and addressed to the Head.

We will have a vigorous approach to both attendance and punctuality and the beginning of the school day is a marker for this:

- All pupils must arrive in time for Registration and be marked present by their form tutor. This will be a formal event with teachers reading out both names and pupils answering "Yes Sir/Mrs.....". It will not be the relaxed informal, chat session prevalent in so many secondary schools today. If a pupil is not present, a gap will be left in the Register.
- On hearing the bell, all pupils will proceed to the Assembly Hall in order, by form and in silence. No pupil will be allowed into Assembly after this. It will proceed without interruption.

- At the conclusion of assembly, the Head (who will almost always take it) will signal to the monitors, the doors will be opened, and the latecomers allowed to join their forms in silence, for the Head to give out the notices for the day.
- At this point also, any pupils withdrawn from assembly (on parental request), will also join their forms.
- At the conclusion of the notices, all latecomers, together with pupils bringing absence notes must form an orderly queue at the front of the Hall, while the school leave the Hall to music. They will then either explain their lateness or hand their absence note to the Head. After reading it, the Head will return it to the pupil with the instruction that the note be handed to their Form Tutor for perusal and filing
- At the beginning of the afternoon session, pupils will report to their form rooms for Registration and the Register will be taken as before - in a formal manner. Form Tutors will be able to fill in any gaps from the morning as it will have become apparent whether any pupil was absent or late - in which case an L will be entered.
- Any absence/other correspondence viewed by the Head can now be handed over to the Form Tutor for perusal and filing.
- A period of Silent Reading will follow in which ALL pupils and members of staff throughout the school will read - no marking or any other kind of work allowed.

By conforming to these stringent procedures, pupils will quickly realise how seriously the school - and most particularly the Head - takes attendance and punctuality. It also shows the direct link with pastoral matters, illness, problems at home etc which the school deems to be so important that the Head MUST be kept informed. This all being done in the context and setting following Assembly flows naturally from our ethos and our care for every individual pupil. Once again, the way things are done in our school will give powerful messages to our pupils.

Any parent wishing their child to be absent from school for whatever reason, must write to the Head well in advance. Whilst it may be necessary to make some urgent medical appointments in school time, there is ample opportunity in the holidays for scheduled dental appointments for instance. Permission for holidays will almost never be granted except in the most exceptional circumstances. Bereavements and family funerals will obviously be treated with the utmost sensitivity.

All pupils will take lunch in school and stay on school premises throughout the lunch break.

We believe in setting good habits early, and establishing regular punctual attendance from the start, involving parents in the process. Authorised and unauthorised absence muddies the waters as any absence is a cause for concern and will be rigorously followed up, via prompt intervention. There will

be positive recognition of individual pupil, class or year group achievements in good attendance through mentions in assembly and awarding certificates.

Once the school reaches sufficient size, an attendance officer will be employed to work with form tutors and the Pastoral Deputy to closely monitor pupil absence, working closely with parents. On occasion, this may involve home visits in the morning to bring pupils in to school. Should parents persist in lack of co-operation with this, the school will not hesitate to involve an Educational Welfare Officer.

Pupil Welfare

Pupils learn and achieve well if they are secure, confident, happy, free from bullying and feel genuinely valued and valuable. Our strategies, structures and processes will promote pupil well being and are informed and underpinned by our Christian ethos with its emphasis on the value of the individual, in mind, body and spirit, the unique contribution we believe them to be able to make and our emphasis on nurturing excellent relationships.

Pastoral Care System

Durham Free School will operate a House System but this will be more for friendly competition in sporting and other activities, although merit marks may contribute to house points. The Pastoral care system will be operated primarily through a tutor group system, with the pupil's form tutor being responsible for each individual pupil's wellbeing within their tutor group. They will also be responsible for the twice daily registration on their group. They are clearly under a statutory obligation to keep an accurate attendance register. They will report directly to a specially designated deputy who will lead the Pastoral Care System and be ultimately responsible for interrogating data and intelligence to ensure that pupils' pastoral needs are identified and met systematically (in the first year this would be undertaken by the Head). Pupils' needs may be met internally, through the school's own provision, or where appropriate, in partnership with external agencies such as the NHS or voluntary organisations.

Our Christian ethos emphasises the need for pupils to take personal responsibility for themselves and in how they relate towards others, in school, at home and in the wider community. As such we would involve the pupils as much as possible in the design and delivery of certain parts of pastoral care, having a pupil council, with 2 representatives from each tutor group and training the older pupils to help the younger ones in ways such as listening to reading, helping with homework, serving at dinner, even providing 'peer support' and generally encouraging an environment where the younger pupils do not fear the older ones but respect and trust them. They will benefit from having these good role models and the older pupils will benefit from seeing that they can make a genuinely valuable contribution to fellow pupils and school life; it is also a preventative strategy in deterring bullying. All this gives the pupils a sense of empowerment while still giving them the security that the

school itself has provided clear boundaries in which such schemes would be operated.

Anti-Bullying Policy

Aim: The aim of the anti-bullying policy is to ensure that the whole Free School community is able to learn and work in a supportive, caring and safe environment without fear of harassment and where everyone has the right to be treated with respect.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Durham Free School. It is utterly at odds with our Christian vision and ethos of valuing, respecting and loving all our fellow human beings. We are not naive though and our Christian ethos also enables us to be realistic about human nature. We will not simply deny the reality of bullying if it occurs but address it honestly and head-on. Our emphasis on the restoring of relationships and the viewing of others in the right way compels us to adopt a rigorous and holistic approach to bullying.

If bullying does occur all members of the community should be able to tell and know that all incidents will be dealt with promptly and effectively. Durham Free School aims to be a “**Telling School**” which means that anyone who knows that bullying is happening is expected to share their concerns. This includes bullying situations within pupil groups, between pupils and staff or staff with pupils. It also includes concerns between members of staff.

Objectives of this policy:

All members of the Durham Free School community, which includes pupils, all staff and parents, should have an understanding:

- What is bullying?
- What is the bullying policy in the school?
- How is bullying reported and procedure involved?
- That bullying will not be tolerated at Durham Free School

Definition of Bullying:

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The main types of bullying are:

Indirect or Emotional: Being deliberately unkind, shunning, excluding someone from a group or tormenting.

Example: Passing notes about a victim or making threatening faces or gestures. Hiding the possessions of another pupil. This includes the use of new technologies such as social networking websites, and the posting of images taken without the subject's consent.

Exclusion: Excluding the victim from group activities.

Physical: Pushing, kicking, hitting, tripping, punching or using any other sort of violence against a victim, including stealing from another.

Example: Pushing others against walls or lockers. Throwing objects at others with the intent to intimidate or harm.

Racist/intolerant: Comments, taunts, slurs and/or physical threats directed around a victim's race, religion or ethnicity.

Example: Spreading graffiti with racial slurs, making unkind remarks about a pupil's religion.

Sexual: Unwanted physical contact or sexually abusive comments. Any harmful comment or gesture relating to a victim's alleged or actual sexuality.

Example: Sexual reference to a person's body or touching inappropriately. The use of an insulting label such as 'slut/slag'. Calling others names such as "gay boy" or mimicking the mannerisms of others.

Verbal: Name-calling, ridiculing, using words to attack, threaten or insult.

Example: Spreading rumours, sarcasm, making fun of a pupil's appearance, mannerisms, intelligence, or background such as 'gypsy' or 'gypo'.

Cases of bullying may belong to more than one of the above groups.

Cyberbullying can be defined as the use of ICT, particularly mobile phones and the internet, deliberately to upset someone else. Cyberbullying takes different forms: threats and intimidation; harassment or 'cyberstalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images; and manipulation. Bystanders quickly become perpetrators.

Signs and Symptoms of Bullying

A person may indicate by signs or behaviour that he or she is being bullied. Everyone should be aware of these possible signs and that they should be investigated:

- Is frightened of walking to or from Durham Free School
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Arriving at Durham Free School very early and/or a fear of leaving school on time.
- A reluctance to leave the classroom at break or lunch time.
- Is unwilling to go to school(school phobic)
- Begins truanting

- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go 'missing'
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home hungry (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. It is important to remember that an incident or concern should always be reported regardless how trivial it may appear as bullies may exploit this.

Procedures

A consistent approach will be adopted and an early response is vital.

- In the case of bullying or suspected bullying is must be dealt with by the member of staff who has been approached at that time.
- In the case of a minor incident, this will be dealt with by the teacher, form tutor or line manager. The incident must be recorded in the school's behaviour tracking system. A clear account of the incident and action taken must be recorded and passed immediately to the pupil's form tutor/Head.
- Persistent bullying or more serious incidents will be handled directly by the Head.
- Serious bullying will be dealt with by the Head and an evaluation of the incident will be undertaken. Any sanctions will be issued appropriately after investigations. Parties involved may be advised not to attend or may have a fixed term exclusion from school until appropriate measures have been taken.
- Parents will be kept informed of any incidents as and when they occur, by telephone call or letter from a member of staff.
- In severe instances local police will be consulted and/or the police will then follow their own procedures.
- All incidents will be recorded in a bullying register.
- Governors will be informed of serious incidents, especially where pupils are excluded for bullying. The following disciplinary steps will be taken:
 - Final Warning

- Exclusion
- An attempt will be made to help the bully to alter their behaviour:
 - To discuss what happened
 - To find out why the person became involved
 - To establish the wrong doing and need for change
 - To involve the parents to help change the attitude of the person who has bullied

Our emphasis will always be to restore relationships between the bullied and the bully, and we are committed to adopt this restorative approach, the teacher, form tutor or deputy (pastoral) or Head, facilitating meetings between the perpetrator and the victim, showing that they both take bullying seriously and also how important they see the restoring of relationship as an outcome.

In the case of persistent bullying or an exclusion a reintegration package will be put into place by the pastoral team. A contract of future behaviour may be drawn up, agreed, signed by pupil, parent and senior member of staff.

Preventative strategies

Within the curriculum the school will raise awareness of the nature of bullying through work in form tutorial time, assemblies and in subject areas as appropriate, in an attempt to initially reduce and ultimately stop such behaviour.

The school will establish schemes where older pupils support/buddy younger pupils and encourage them to disclose problems. Information is then passed discretely to pastoral staff so that all matters may be investigated. This is aimed at promoting the 'Telling School' environment.

At the end of lessons staff will supervise the movement of pupils in the vicinity of their classroom, stairwells as well as the movement of pupils into and out of the classroom. During break and lunch times pupils will be supervised to ensure that they are safe.

If at all possible we will attempt to 'design out' bullying in the physical buildings and grounds of our school.

Record Keeping

In order to monitor levels of bullying within the school, a written record or incident report must be kept on the pupil (or staff) records of both the victim and perpetrator. A copy must be logged centrally with the member of staff responsibly for pastoral care in a separate register so that information on the level of bullying is available at any time.

Statutory duty of the School

The Head has a legal duty under the School Standards and Framework Act 1998 and the Education and Inspections Act 2006 to identify and implement measures to promote good behaviour, respect, self discipline and draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

In addition by the European Declaration of Human Rights 1992 and in case law, an up to date policy must be available and procedures followed.

Monitoring and Review of Policy

The policy will be reviewed every two years or in response to any new information, circulars, guidance or legislation.

Complaints Procedure

All complaints concerning the management of any incident of bullying should be referred to the Head in the first instance.

Dedicated Curriculum Time

The wellbeing of our pupils will further be achieved through offering a broad and balanced curriculum and where we seek to meet the individual needs of our pupils both pastorally and educationally, in tailoring their education to be the most appropriate for them with their particular and unique collection of gifts and where they can achieve their full potential. We aim to consistently deliver stimulating and engaging teaching which genuinely meets the needs of pupils.

Dedicated curriculum time is particularly suited to promote certain areas if pupil well being. Our Christian vision and ethos will particularly valuable in informing our PSHCE programme as the pupils learn to discuss and form opinions about important life issues in a mature, unbiased and informed way.

Food technology and sport and PE are also valuable opportunities to reinforce positive attitudes towards healthy eating, exercise and life style. Our vision will encourage pupils to think in terms of the responsibility they have in keeping healthy as human beings made in the image of God with unique roles, gifts and talents to contribute.

These dedicated curriculum times will be particularly valuable in encouraging good attitudes towards learning in the less academic. As already stated our School award system will recognise achievements in these areas just as much as in the traditional academic subjects

Responsibilities

As already stated, positive and consistent School/home links are essential in maintaining high levels of attendance and combating poor levels of attendance. We will ensure that our expectations are made clear to all parents/carers, pupils and staff. This will be done by providing all parents/carers, pupils and staff receiving handbooks on admission outlining clearly the particular responsibilities they have.

Pupils are expected:

- To attend Durham Free School on a regular basis and to be punctual.
- To be appropriately prepared for the school day and always strive to do their best.
- To inform a member of staff/form tutor if there is a reason which may prevent them from attending school.

Parent/Guardians are expected:

- To ensure that their children attend Durham Free School regularly and are on time.
- To work with the School to improve pupil attendance where necessary.
- To ensure that contact is made with the school as soon as reasonably practicable whenever their child is unable to attend. Parents/guardians should inform the school of the reason for the absence on the first day of the pupil being absent, by telephoning the school receptionist or sending a written reason for the absence to the school.
- To provide their child with a written absence note explaining the reason for any absence on the day the pupil returns to school.
- To ensure that their child arrives at Durham Free School well prepared for the school day and to support the completion of all homework by set deadlines.
- To contact the school when situations other than illness arise that may hinder attendance or performance.
- To avoid taking holidays or medical appointments during term time. Parents/guardians will be reminded of the detrimental effect that such absences can have on a pupil's potential achievement.

What Parents/guardians and pupils can expect from Durham Free School:

- Clear policies and procedures for accurate recording, supporting and improving pupil attendance to Durham Free School.
- Early contact with parents/guardians when a pupil fails to attend school without providing good reason.
- To put individual strategies in place to support attendance to help improve pupil attendance, working in partnership with parents and carers. In serious cases of non attendance this can mean issuing fixed penalty fines and making parents/carers and pupils subject to fast track procedures for prosecution where appropriate with or without steps.

- immediate action/support will be provided regarding any problem which is reported to us that is likely to hinder pupil attendance.
- Good attendance and performance is recognised and rewarded.
- Provide a good quality of education tailored to the needs of the individual pupil.

Behaviour and discipline policy

We believe our pupils will leave us as polite, self-disciplined and well qualified young people who are responsible, hardworking and considerate of others. This will be delivered via the Hidden Curriculum, which equates with our whole -school Christian Ethos i.e. the agenda of values and beliefs that pupils and teachers ACTUALLY employ in their everyday interactions, as opposed to those they simply profess. In Durham Free School we pride ourselves on the fact that our actual ethos matches our proclaimed ethos. We believe that consistent messages build emotional resilience in children and help them to become emotionally intelligent adults. Clear boundaries will be established which will protect everyone in school from the negative effects of unacceptable, anti-social behaviour and bullying. A learning environment will be created in which staff and pupils can work in physical and emotional security.

AIMS:

- 1) To engender genuine respect and love for others
- 2) To instil good manners and courtesy
- 3) To promote positive behaviour for learning
- 4) To nurture excellent relationships
- 5) To state what is expected of pupils
- 6) To state what is expected of parents
- 7) To provide guidance for staff on behaviour management
- 8) To provide guidance on available rewards and sanctions

(1) Our vision and ethos demand that we promote a genuine respect and love of others, based on the core Christian teachings of;

(a) “behave towards other as you would like them to behave towards you”

and;

(b) “love your neighbour (i.e. each and every one of your fellow human beings) as yourself”.

(2) Good manners and courtesy are the bedrock of our ethos, as it is in the demonstration of such that we show our care for others and our ability to put their needs before our own. Unfortunately, in society at large with its

- (a) emphasis on rights
- (b) lack of good role models
- (c) general lack of courtesy

...children can be genuinely ignorant of what good manners are and may well have to be taught them. We are convinced however, that in our school with its clear rules, routines and procedures our pupils will quickly learn to be courteous and considerate. A separate sheet on Manners/Being Polite will appear in the Staff Handbook for staff to use in class.

(3) It is the aim of the school to provide a working environment in which all pupils can realise their full potential in a learning environment where they feel safe, happy, accepted and included.

- (a) Pupils learn more effectively and enjoyably when there is a sense of order, and the behaviour around them is polite and reasonable
- (b) By making the expectations of good behaviour explicit, the school can create a positive atmosphere that supports effective learning.
- (c) Pupils must be taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future.
- (d) Staff and pupils must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.
- (e) Pupils displaying emotional, behavioural and/or social difficulties will be referred to the appropriate agencies for specialist support and will be positively managed within school, both to include them in the educational experiences and opportunities provided, and to ensure that the learning of their peers is not impeded.

(4) In line with our Christian vision and ethos we emphasis the fundamental importance of good relationships, with parents, siblings, wider family members and friends, fellow pupils and teachers and the community, the ultimate model of this being God's redemptive and restorative relationship with us.

(5) In order to create our crystal clear boundaries, we believe in rules which begin with always or never. Pupils are required to conform to the following rules wherever they are in school:

- (a) Always follow the instructions of staff
- (b) Always walk on the right in corridors
- (c) Never run in school

- (d) Never swear, tease or name-call
- (e) Never resort to physical violence
- (f) Never drop litter
- (g) Always arrive fully equipped and on time for class
- (h) Always dress cleanly and smartly in the specified uniform for the activity
- (i) Never bring chewing gum into school

Our Code of Conduct encourages our pupils to:

- (1) Show respect, care and consideration to others
- (2) Never cause unnecessary hurt or unhappiness to anyone else
- (3) Be polite and helpful to others at all times
- (4) Show consideration and tolerance for the views and beliefs of others
- (5) Work to the best of their ability at all times
- (6) Demonstrate high standards of appearance and behaviour
- (7) Show respect for the property of others
- (8) Show respect for school property
- (9) Remember that every action outside school will reflect on the whole school community

(6) When parents are seeking a place at the school for their child, their unique role is emphasised and their duties clarified. It is expected that parents will:

- (a) ensure that their child arrives at school punctually every morning
- (b) ring school promptly if their child is unwell that day
- (c) write a clear, explanatory absence note to accompany child on return
- (d) refrain from taking any family holidays during term-time
- (e) endeavour to make dental appointments etc in school holidays
- (f) ensure child is fully equipped with uniform etc.
- (g) co-operate fully with school in the application of sanctions e.g. detention
- (h) encourage their child to be self-disciplined
- (i) provide a quiet space for the completion of homework
- (j) encourage completion of same
- (k) enforce a clear and sensible bed-time routine to ensure sufficient sleep

(7) Our golden rule for staff is:

Always treat a child in the way you would want your own child to be treated by a teacher. In other words:

- (a) Always treat children with courtesy and respect and be willing to apologise to them if you over-react.
- (b) Always teach by example. Show that adults can be honest, trustworthy, dependable, and concerned about children's welfare. Show that adults will listen to children and take seriously what they say.
- (c) Always make a distinction between children and their behaviour and recognise that misbehaviour is not a personal affront to you.

- (d) Always be honest with children about what is happening. Do not try to pretend that 'everything is all right' when it is obvious that it is not.
 - (e) Always be consistent and try to respond in a similar way to similar events.
 - (f) Never make promises you can't keep and always carry through what you say you are going to do.
 - (g) Try to be tolerant - but be prepared to define limits and stick to them.
 - (h) Try to improve self-esteem - create opportunities for children to succeed or demonstrate their competence. This will help them to feel good about themselves and to feel in control.
 - (i) Try to distract rather than react
 - (j) Don't panic - try to appear calm even if the situation is pretty hair-raising.
- N.B. A separate sheet entitled "De-escalation Techniques" will be included in the Staff Handbook for specific advice for staff in the face of serious disruptive behaviour.

(8) Reward rather than punish:

Rewards are a much more effective way of changing behaviour than punishment, so every opportunity must be taken to offer praise when a child does something good (or at least in the right direction) and lots of time and attention given as a matter of course. There must be an avoidance of making attention dependent on something dramatic happening! Punishments must be short and immediate, if possible. Sarcasm or belittlement must never be used - or any punishment that may further damage a child's self-esteem.

Detailed instructions to staff on rewards and sanctions will be included in the Staff Handbook.

The School Award system, referred to elsewhere in the Application will be used to help promote good behaviour by recognising achievement in all areas of life and valuing them by rewarding the pupils not only for academic success but also for sporting, musical and artistic achievements, helping at home and within their communities and also for excellent attendance and involvement in school life. We believe that by demonstrating to the pupils that they and the unique contributions they can make are truly valued that they will be encouraged to strive for even higher personal standards. Being publically praised and recognised in assemblies and prizegiving days will be an important part of implementing this policy as will other forms of award, e.g. house or form merit marks, book or gift tokens.

We recognise however that of course discipline issues will always be arising from misbehaviour and will need to be addressed firmly and compassionately. We will apply our codes of conduct clearly and rigorously to ensure that pupils know exactly where they stand, what is expected of them and what will happen if they step outside of the clear boundaries for conduct that have been set out (and which they and their parents have agreed to on admission). As

already stated, our discipline policy stresses primarily to restore good relationships not to merely gain compliance from the errant pupil.

Where concerns over a pupil's behaviour are raised, immediate action will be taken both by the subject teacher concerned and the form tutor, who will report directly to the deputy head (pastoral) and the Head in the first year.

The subject teacher may use sanctions such as after school/break-time detentions for minor misbehaviour in lessons, failure to hand homework in on time etc. These will always be passed to the form tutor and thus on to the deputy (pastoral) for recording etc.

Where a pupil more persistently and comprehensively offends, particularly with regard to disruptive or disrespectful behaviour and bullying it may be appropriate to put them on a 'daily report' where each teacher for every subject writes a short report on their behaviour in that lesson. At the end of the day they must report to their form tutor and then to the deputy (pastoral) and their behaviour discussed in terms of their responsibilities both to themselves and others and where possible encouragement given for improvements. They will then need to take the report home for their parents to see, comment on and sign. They may be 'On Report' for a week or however long deemed necessary and beneficial. Where the teacher has been the focus of the disrespectful behaviour the pupil must recognise the inappropriateness of their behaviour and genuinely apologise. It may be necessary for the Deputy Head (Pastoral), or the Head in the first year, to act as an intermediary. Where another pupil has been bullied or treated disrespectfully the offending pupil must seek to restore the relationship and give a genuine apology.

It may well be that this process will help alert the school and parents to particular needs that pupil may have and an appropriate support strategy can be put in place, either internally or in partnership with outside agencies. In regard to bullying in particular, it is worth noting that 'bullies' are often, or have been in the past, 'bullied' themselves. They may need particular help and interventions put in place. It is hoped that this concern for them and their situation may well help in their acknowledging of the need for them to change their own behaviour towards others.

In order to maintain high standards of discipline and behaviour, it may be necessary on occasion, if these other sanctions do not satisfactorily address the issues, to use exclusion - fixed term or even permanent for serious breaches of discipline e.g.

- stealing
- serious bullying
- serious disruptive behaviour
- being in possession of cigarettes, alcohol or drugs
- violence

The Head will always consult with the Chairman of Governors and the Senior Management Team before any permanent exclusion takes place. Arrangements may be made in some circumstances for a Fixed Term Exclusion to be served on school premises.

Durham Free School Exclusion Policy

Whilst we believe that pupils can change, we recognise that there are situations in which exclusion may be the only option to safeguard the safety, welfare and/or education of other pupils, and on occasions, this may need to be permanent. A clear policy on immediate permanent exclusion for illegal activities, which includes, for example, bringing drugs onto the premises is also needed as a deterrent to maintain the safe environment that we are determined to create for the good of all our pupils.

We will be prepared to work with other local schools and will consider taking pupils excluded from other schools on a case-by-case basis.

Durham Free School requires everyone to show respect, tolerance and understanding towards others. Pupils are expected to be self-disciplined, respectful, polite and behave in a sensitive and civilized fashion. Disciplinary procedures identify the appropriate action to be taken when a pupil's behaviour fails to meet the requirements of the School's policy on Behaviour and Discipline.

The decision to exclude a pupil lies with the Head.

The disciplinary committee of the Governors is the only body empowered to permanently exclude pupils. The Governors will provide an opportunity for parents to appeal against the decision to permanently exclude the pupil.

The School may choose to advise the police of any suspected criminal activity; this includes racist incidents that are categorised as crimes.

Who is responsible for carrying out this policy?

The implementation of this policy will be monitored by the Governors of the School and remain under constant review by the deputy head (pastoral) and in the first year by the Head.

What are the principles behind this policy?

Durham Free School is committed to treating pupils fairly and with the same respect and consideration.

The School has high expectations of behaviour based on individual responsibility and mutual respect in order to generate an environment where

positive relationships between pupils and staff and pupils are encouraged to flourish.

The School will seek to put in place a range of intervention strategies which minimise the need for fixed period exclusions or permanent exclusions. These may include being placed on report, internal exclusion, and the involvement of appropriate external agencies.

Decisions to exclude a pupil for a fixed term period will only be taken on the balance of probabilities in response to breaches in the School's policy on behaviour and discipline, including persistent and disruptive behaviour.

Decisions to permanently exclude a pupil will only be taken in response to serious breaches of the School's policy on Behaviour and Discipline and/or if the decision for the pupil to remain would seriously harm the education or welfare of another pupil. Whilst this is also based on balance of probabilities, being the ultimate sanction, the evidence base would be proportionately greater.

Procedure

Pupils may be required to leave the School site under the following circumstances where:

- there is sufficient evidence that a pupil has committed a disciplinary offence which if by allowing the pupil to stay on site may seriously harm the education or welfare of others.
- a pupil is accused of a serious criminal offence
- for medical reasons the pupil's presence on site represents a serious risk to the health and safety of others (This does not constitute an exclusion)
- where a pupil is in breach of the School's policy on uniform and appearance (This does not constitute an exclusion)

Only the Head may take the decision to exclude a pupil.

In taking the decision to exclude a pupil the Head will take into consideration mitigating factors and aggravating factors.

Notifying parents

When the decision to exclude a pupil has been made the parent will be notified immediately by telephone and this will be confirmed in writing.

Written confirmation of the exclusion will include the following details:

- for a fixed term exclusion the precise period of the exclusion
- for a permanent exclusion the fact that it is a permanent exclusion and the date from which the exclusion takes effect

- the reasons for the exclusion including any relevant previous history
- the days and dates on which the parent is required to ensure that the pupil is not present in a public place during school hours
- the parent's right to make representations regarding the exclusion to the Governors and how the pupil may be involved in this
- the person in the School whom the parent should contact if they wish to make representations
- the latest date when the Governors must meet to consider the circumstances of the exclusion
- the arrangements that will be put in place to ensure that the pupil is able to continue their education during the first five days of the exclusion, including the setting and marking of work (it is the parents responsibility to ensure that this is completed and returned to the School)
- the School days on which a pupil may be provided with alternative full time education or may be required to attend an alternative provision. This information may be given by separate notification but will be at least 48 hours before the education is to be provided.
- for fixed term exclusion the arrangements for reintegrating the pupil into the School will be provided including the date and time the pupil should return to Durham Free School and this may also require the parent to attend an interview with the Head prior to reintegration.

Notifying Governors

The Head will inform the Governors of all fixed term exclusions once per term. The Head will inform the chair of the Governors within one school day of any permanent exclusions or fixed term exclusion which would result in a pupil being excluded for more than five school days in a term. This notification will include the following:

- the pupil's name
- the length of the exclusion
- the reason for the exclusion
- the pupil's age, gender and ethnicity
- if the pupil has a Statement of Special Educational needs
- if the pupil is looked after
- for fixed term exclusions of more than five days what alternative provision has been put in place

The Governors will review all fixed term and permanent exclusions and consider any representations made to them by parents.

On receiving notification from the Head, the Governors will, for permanent exclusions or a fixed period exclusion of more than 15 days, convene a meeting between the 6th and 15th school day after the date of receipt of the notice to consider the exclusion.

The Governors will invite the parents to attend the meeting.

The Governors will request written statements and will circulate these at least five days in advance of the meeting.

The Governors may uphold the exclusion or direct the pupil's reinstatement.

The outcome of the review will be added to the pupil record in the School.

Attendance Registers

Where a pupil has been permanently excluded they should not be deleted from the register until after the appeal process has been completed.

Appeals

Where a permanent exclusion is upheld by the Governors the parents must be notified in writing. This notification must include the following:

- the reasons for the decision
- the last day on which any appeal may be lodged
- an explanation that appeals may only be received in writing

Where an appeal is received, the School will convene an Independent Appeals Panel which will comprise of three to five members of the following categories:

- a lay person who will be the Chair of the panel
- one or two must be a Governor. They must not be or have been a Head or teacher in the last five years
- Clerk

An appeal panel will meet to consider the appeal no later than the 15th school day after the day on which the appeal is lodged.

The panel may agree to adjourn the hearing if, after having regard to the particular circumstances, it considers it would not be appropriate for it to proceed to determine the outcome. This may arise from circumstances where further information is required.

During the appeal panel each party will be given the opportunity to put forward their case. The Governors may wish to call witnesses who were directly involved in the incident which led to the exclusion.

The appeal panel may:

- uphold the decision to exclude
- direct immediate reinstatement with a specified date for return and potentially add conditions to the return
- conclude that permanent exclusion should not have taken place but reinstatement to the School is not practicable. The reasons for not directing reinstatement must be made in writing.

The appeal panel is independent and the decision is binding on the parent, the Governors and the Head.

The appeal panel will inform all parties of the outcome by the end of the second working day after the hearing outlining the reasons for the decision, clear information about the behaviour and offences. Where a panel overturns the exclusion but does not direct reinstatement clear reasons must be given.

Where the appeal panel recommends reinstatement the panel must immediately inform the Head specifying the date by which the pupil must be readmitted.

Staff training and support

We will ensure that all our staff in both teaching and support roles, as well as our governors, have access to the appropriate training and support in these areas. This will include sharing best practice with other local schools, drawing on the expertise of longer established schools with similar visions and ethos and where possible 'buying in' expertise and training from the local LEA.

Safeguarding

Safeguarding training will be carried out with all staff annually, both new and existing staff (both teaching and support) so that awareness of signs of abuse or neglect and the procedures to be followed are refreshed. Clear policies and advice to staff on such matters as physical restraint and intimate care will avoid any ambiguous situations occurring at school.

A noticeboard in the staff room will contain a large, clear flow chart outlining safeguarding procedures.

If any staff become aware of any information which might indicate a safeguarding concern, they will fill in a cause for concern form and ensure it is passed to the school's Child Protection Officer as soon as possible, and certainly before the beginning of the last period of the day. Should they become aware of information during the last period of the day, they will detain the child until the Child Protection Officer can review the evidence in the light of any other information known about the child. This will ensure the child does not return home until the school has identified whether action needs to be taken.

The Child Protection Officer will be part of the Pastoral team, led by the Deputy (Pastoral), which will work hard to build good working relationships with other agencies to ensure swift and effective communication.

D7:

The Communities the school will serve are described in section C. There are significant levels of deprivation with largely below average achievement in local schools.

The ethos of the schools with its clear, consistent boundaries, strong values and insistence on self- respect and respect for others will be counter-cultural for some of our intake. For others, it will be a much needed opportunity to experience a calm, ordered environment in which they can flourish.

Public Consultation

Progress to Date:

The group has laid significant groundwork in the area of consultation throughout 2011.

The individual and groups with which we have contact to date are:

The local MP, Roberta Blackman Woods.

County Councillors for the south Durham area.

Parish Councillors.

Representatives of the Local Education Authority.

We approached the head teachers of the relevant primary schools and, while there was some initial sympathy, the level of engagement from these schools was arrested, we assume at the instruction of the LA.

An approach was made to explore the possibility of partnership with the Durham Diocesan Board for Education.

All local churches have been contacted by letter.

We have also held a series of public meetings in the villages of Bowburn, Coxhoe, Croxdale, Parkhill as well as central Durham City. These meetings were publicised by leaflets to homes, posters in shops and public buildings and prominent coverage in local newspapers. We have also held a stall in the town centre and continue to do so at appropriate public events.

The response has broadly positive with no outright hostility being expressed.

Our MP is tacitly, and discreetly, supportive of the idea, while being a governor of Durham Johnston School.

The response from County Councillors has ranged from benign neutrality to encouragement as is the case with the parish councillors with whom we have had contact.

Our dealings with the LA have been cordial although they argue that a new school is not necessary as there are sufficient school places to meet demand. (While this may

be true based strictly on numbers, the school places that are available are not at the best performing schools and are in diverse locations.)

The Diocesan Board for Education has stated that it is not interested in becoming involved with establishing this school. They have responsibility for a number of CofE primary schools as well as the independent Durham High School for Girls.

The contact with churches elicited little response and it is felt that establishing face to face contact will be the best approach to engaging with them.

We have subsequently had a conversation with the new Bishop of Durham and have been invited to discuss the matter further in April.

The public meetings have been moderately well attended and, as with other occasions where we have interacted with the general public, the response has been overwhelmingly positive to a ratio of ten to one.

We have been invited to address some of the parish councils and have won the support of some parish and county councillors.

We have also built relationships with individual members of the steering committee of the Centre for Social Justice and Community Action of Durham University, as well as with local support groups for ethnic minorities and asylum seekers.

Future Consultation:

Our plan for the future is to revisit the above and build on the success and relationships that we have achieved so far.

MP

Councillors (County and Parish)

Local Authority

Other schools (secondary and potential feeder primaries)

Durham Diocese (possibly the Province of York)

Other churches.

Residents (organisations, where they exist) surrounding proposed sites.

Institutions of further and higher education.

Possibly the police and local medical providers.

Employers, businesses and their organisations.

Parents and carers.

Anyone can view the plans for the school as they are developed and publicised on the website. The site allows members of the public to forward their comments and enquiries to our group.

Meeting with these groups and individuals will be by direct invitation and general advertising, as appropriate.

Responses will be invited within an appropriate timeframe.

This will give us the opportunity to address reasonable (and legal?) objections.

It may also allow us to adjust aspects of the plan to accommodate any needs that become apparent.

Particular attention will be paid to the enquiries and expressed wishes of parents and carers with a mind to ensuring that they commit to taking up places at the school. This will not, however, be done at the expense of the core ethos of the school.

Services to the communities:

We have a range of plans to serve the local communities including:

Access to a money skills programme through our partnering bank.

Facilitating debt counselling (in conjunction with financial education for students) through agencies such as Christians against poverty.

Visiting homes for the elderly with performance or art displays.

Inviting older residents to use our ICT facilities with student mentoring.

Opening our courses in languages (Russian, Mandarin, and Portuguese) to other schools.

Encouraging service to the community through the School Award programme.

D8:

The communities that we will serve are overwhelmingly white British with a tendency identify as Christian, even if not practising. This, combined with an insularity that can manifest in racist attitudes will provide the school with an incentive to broaden the horizons and understanding of the students.

While the curriculum will be significantly weighted to a study of the Christian faith, it will unambiguously provide for an understanding of other faiths and of the people who practise them. The school will establish links with the places of worship of other faiths in neighbouring cities and invite representatives into lessons to talk about their faith. This will be an essential part of the education for those students who wish to make their way in the wider world. It will also explore non-religious worldviews.

The curriculum will provide opportunity for reflection and exploration as to how spirituality/worldview has been a force for good and for bad. This will include an honest appraisal of the history of organised Christianity. Religious education will not be used to impose a Christian belief system onto students.

It is part of a civilised society to respect and tolerate the beliefs and views of others and their right to hold them. Where there are differing views these may be expressed but this must always be done in a respectful manner. All people have the right to their own beliefs and to none and to express them, or not, without fear of any negative consequences.

The school ethos prizes individuality in community. It is accepted that there will be a diversity of worldviews within any community. This is an opportunity for discussion and not discord.

Where there are special dietary requirements, these will be accommodated as far as possible in partnership with parents/carers.

Where there is a written request from the parents/carers to be withdrawn from collective worship, this will be accommodated.

Because children of other faiths would likely be in a very small minority, teachers and pastoral staff will be observant to signs of bullying or distress and will deal with the issue immediately.

Year 13								
Totals								

Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

Parents and carers were presented with the following survey and asked to indicate if they would make the school their first choice.

To date, parents/carers have signed up for 480 children (giving the details requested on the survey - see below).

Of these, 55 are children who will be eligible to enter year 7 in September, 2013.

A further 36 are children who will be eligible to enter year 7 in September, 2014.

A sample telephone survey was carried out and the results from this survey, based on answered calls translate into approximately 74 children who would have the school as their first choice and who would be eligible for year 7 entry in September, 2013 and 70 for year 7 in September 2014.

A further 54 indicated that they would consider making the school their first choice with further information. These leads will be followed up immediately. With an anticipated 60 places available for students in September, 2013 there appears to be strong demand for the proposed school. (There are reserve plans available to make up to 120 places available.)

Durham Free School

We are collecting surveys to measure support for a new state secondary school in our area in 2013. We may share this information with the Department for Education as part of our application for a new school.

The school will primarily serve the families and communities in the villages south and east of Durham City as well as Durham City. We will offer an excellent broad academic education and high quality, useful vocational qualifications. By developing good character and relationships with strong pastoral support and good discipline we will create a safe and happy school that will allow pupils to leave us both well qualified and skilled and ready to make their own contribution to their communities. This will be delivered within the framework of a traditional Christian ethos, although the school will welcome and respect pupils of all faiths and none.

If you provide us with contact details we will keep you updated on the progress of our campaign.

This will not affect your application to other secondary schools - it is separate and confidential.

Please print clearly and fill in every box. No signature is required.

Name

Postcode

Email

I would select Durham Free School as my first choice of school (please tick)

I would like more information (please tick)

E2:

The school has a strong base of demand relative to places upon which to build.

There are a number of obstacles to be overcome. The results of the telephone survey show that the most frequent objection to putting the school as first choice was not knowing for sure where the premises would be. This would be overcome early in the pre-opening phase and the school would begin to seem like a tangible reality.

In furtherance of this, a uniform will be chosen and advertised on the website along with a proto-prospectus.

Events such as a fun day could be used again to give the school a tangible feel but also to engage with children and give information to parents/carers and potential students. Such opportunities will always be utilised to collect "first choice" signatures.

Another obstacle is a general sense of apathy among sections of the communities. While they are generally supportive of the school, there is very much a "wait and see" attitude. This may, in part, result from a sense of betrayal in the face of previous broken promises regarding local educational provision.

All of the villages are home to new build housing developments. While it is our declared intention to serve the most deprived, as a marketing strategy, we will circumvent this sense of apathy and maintain momentum of demand by tapping in to the likely aspirational outlook of the residents of these new builds.

We will continue to make good use of local contacts such as childminders, sympathetic teachers.

The website can now be updated significantly as the shape of the school is finally in place. We will also develop our YouTube and Facebook accounts and begin making use of Twitter.

Finally, there is no substitute for speaking face to face. As winter recedes, and the evenings lighten, it will be appropriate to begin our plans for door knocking in order to impart information and gather further evidence of demand.

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

F1:

We have built a strong team with a breadth of experience in each of the areas necessary to setting up the school. What follows is a description of the structure of the team and a description of their skills and qualifications. We also have received on-going help and advice from individuals who, for career reasons, would prefer not to be identified.

The team meets as a core steering group which draws on the expertise of the wider group as needed. All members have demonstrated a commitment to the project and have worked consistently over the past months. Where we have identified weaknesses in our structure, we have successfully recruited additional expertise to make up any deficits. In some cases, this has been relatively recently as some individuals have had to free themselves from other commitments before they could become involved. Where necessary we have ensured that there is more than one person with essential expertise. It is hoped that this will proof the project against unforeseen circumstances and potential consequences of being over-reliant on key individuals.

Should any further deficits become apparent, we will further look into utilising the services of organisations such as Capita and Cocentra. In the first instance, we would take advantage of the advice, support and contacts provided by the DfE.

All the core members are aware of the time commitment and duration involved in setting up the school. We anticipate meeting at least weekly in the pre-opening phase with

Company Members/Directors (current):

Education:



Financial:



Company Members/Directors (agreed):

Legal:

[REDACTED].

Marketing:

[REDACTED]. [REDACTED].

Voluntary Partners (pre-company Durham Free School Group):

Education:

[REDACTED]. [REDACTED].

[REDACTED].

[REDACTED]. [REDACTED].

ICT/Education:

[REDACTED].

Buildings:

[REDACTED].

Legal:

[REDACTED]. [REDACTED].

Administration:

[REDACTED].

Publicity and Marketing:

[REDACTED].

[REDACTED].

[REDACTED]. [REDACTED].

Human Resources:

[REDACTED].

Voluntary Partners (agreed):

Admin/Finance:

Barclays Bank, Willing to supply a director and free services including: finance, marketing and HR management. Also, free learning resources including: business, IT, time management and money skills as well as work experience.

EG West Centre, School of Education, Communication and Language Sciences, Newcastle University. Willing to enter informal, voluntary partnership in pre and post-opening phases.

F2:

██████████.

██████████.

██████████. ██████████

Our legal expertise is located in ██████████, a solicitor, who has agreed to be a Director and ██████████, a barrister, who continues to help as a voluntary partner. Where legal input is required to complement financial skills, eg formalising the funding agreement, it is hoped that this combination of skills will serve.

Should any deficit in our financial expertise become apparent, we will seek the advice and support offered by and through the DfE and , if necessary seek specialist services from providers such as Capita, Cocentra or one of the local educational consultants with whom we are in contact.

F3:

Please refer to F1 for details of relevant individual experience.

Our existing team many, of whom have been involved in the project from the start, offer an excellent breadth of skills and experience which match well to the requirements of opening the school.

Project start up and management: ██████████.

School Governance: ██████████.

Legal and accounting: While we have a strong financial skills base, we are always keen to expand this, particularly with financial experience that is specific to secondary schools. To this end, we will develop our existing

relationships with school business managers/bursars and continue to supplement their advice when possible.

Marketing: [REDACTED].

Buildings and site: [REDACTED].

ICT: [REDACTED].

Human Resources: [REDACTED].

Clerk to the Governors: This has been referred to in F4, where it was suggested that the clerk might be the school administrator. It may be that such a person might not be sufficiently detached, nor qualified for this role. [REDACTED]. We will also approach the various organisations that support clerks to governors as well as being advised by the DfE

F4:

Staffing

Our staffing structure is designed to enable the school to develop depth in its delivery of the various subject disciplines, as discussed in Section D1. Lines of responsibility will therefore primarily be structured around academic specialisms. Also important to the school will be its close pastoral care, so a secondary pastoral accountability is layered on top of the academic to ensure that there is clear accountability and support in caring for each pupil as a whole person. Both are detailed below.

This staffing structure will be developed year-on-year following opening in a carefully managed way with both routes of progression for staff as the school grows and clear responsibilities assigned in the interim before the full staffing plan can be realised. Details of how this will be achieved are given at the end of this section.

Here follows an outline of structures and responsibilities which is followed by details of how this staffing will be built up over the early years of the school.

Academic

Classroom teachers will be assigned to a subject team, led by a Head of Department, to whom they will be responsible. The Head of Department will be their line manager and will write their annual appraisal statement. The annual appraisal statement will reflect a year of close performance management, where each teacher will have been advised, encouraged, and will have followed an individualised training programme with a view to their long-term potential of contribution to the life of the school.

Exceptions to this will occur in the case of members of the school's Senior Management who will also be assigned to subject teams to reflect their subject specialism but will report to a more senior colleague: usually the Head (for details, see below).

Heads of Department will have a pivotal role within the school. Within the strategic leadership of the Head, they will be primarily responsible for structuring the details of curriculum and assessment. Responsibilities will include:

28. Performance Management of staff in their department (teaching and non-teaching).
29. Ensuring Unit Plans are written to a high standard, implementing the school's curriculum plan within their subject.
30. Ensuring the Health and Safety of pupils and teachers within their department through proper Risk Assessments of activities carried out.
31. Ensuring assessments are regular, valid, reliable and rigorous.
32. Monitoring the teaching of the subject team, including carrying out both formal lesson observations and regular learning walks.

33. Monitoring assessments on individual units of work and planning and carrying out appropriate early interventions (the Deputy Head with responsibility for curriculum will monitor termly assessments across all subjects, as will the form tutor)
34. Writing of the annual Department Development Plan which will relate to the schools' Development Plan.
35. Managing of extra-curricular clubs linked to their subject.

Support staff who are specific to a department, for example, science technicians, will also report to their Head of Department, although they may be 'lent' to other Departments or to work on whole-school projects as necessary.

It is our ambition to develop or appoint Heads of Department who will build enthusiastic, committed teams with a clear and ambitious vision for the contribution their subject can make to the development of young people. Good practice will be shared within teams in weekly department meetings and members will spur one another on to ever higher standards.

The work of the Head of Department as a subject leader will be directed primarily by the Deputy Head with responsibility for Curriculum. However, in order to spread the workload, Heads of Department will be line-managed and appraised by different members of the school's Senior Management.

Pastoral

Almost all classroom teachers will also be form-tutors, responsible for overseeing the welfare and development of their tutees in all aspects of school life. Form tutors will be responsible to the Deputy Head with responsibility for Pastoral Care in this aspect of their work. Whilst this is a second and different responsibility structure, the distinction between the two is very clear: in all matters related to teaching of the subject, a teacher is responsible to their Head of Department; in relation to members of the tutor group and to time spent with their tutor group, they are responsible to the Deputy Head (Pastoral). They also answer to the Deputy Head (Pastoral) in matters related to duties before and after school and at break and lunch times.

Each teacher's appraiser (usually the Head of Department) will however have an eye to the whole of their appraisee's work and has the responsibility for resolving any conflicting demands that arise.

The Senior Management Team

This will comprise:

- Headteacher
- Deputy Head (Academic)
- Deputy Head (Pastoral)
- Head of Sixth Form (reporting to Deputy Head (Academic))

The Deputy Head (Academic) will oversee curriculum (including the selection of externally examined courses), assessment, both internal and external and the work of Heads of Department. This deputy has a key role, under the strategic leadership of the Head, for ensuring that the school's curriculum plan is implemented across subjects. They will also have oversight of the half-termly curriculum days but will delegate the preparation and running of these to other staff.

The Deputy Head (Pastoral) will oversee Pastoral Care and will have a major role in giving care, advice and discipline to pupils referred on by form tutors. This deputy will also be responsible for overseeing the running of the school's 'Learning Centre' to which pupils will be removed if they seriously disrupt lessons or are defiant to teachers.

The Deputy Head (Pastoral) will also be the school's SENCO, ensuring that pupils' special needs are fully considered in dealing appropriately with poor behaviour and ensuring that behaviour plans and IEPs are integrated wherever possible, and where not, are in harmony.

Given the extent of the role, this Deputy will be assisted by two non-teaching staff: a high level LSA (as detailed in section D3), who will assist with administration relating to providing for SEN and a Pastoral Manager who will supervise pupils in the Learning Centre and assist with administration relating to support and behaviour issues.

Support Staff

As explained above, support staff who are specific to a department will be responsible to their Head of Department.

LSA's will be responsible to the SENCO.

The management structure for other support staff will depend to a large extent upon whom we are able to appoint. We would hope that some support staff will be able to take on management responsibility for other support staff, leading their teams. Each of these more senior support staff would then be

responsible to a senior member of the teaching staff. For example, the administrator could take on an office management role, leading the clerical support team and being responsible to the Head teacher.

Consistent with our ethos, valuing the range of gifts and talents equally, support staff, like teaching staff, will be properly performance managed, with training provided to develop their career and a proper annual appraisal cycle. However, this cycle will run from March to February so that it does not coincide with the teachers' September-July appraisal cycle.

Building the team

In the early years of the school, small pupil numbers will not enable the appointment of staff to fill all the above posts. In the critical first two years of the school, as its ethos is developed with pupils and the culture of the school is established, it will be critical that the staff team are very strong. There will be limited back-up available from other staff and teachers will be required to teach outside their specialism. We will therefore prioritise appointing experienced staff and have budgeted for those on U3 pay. We aim to attract teachers who are experienced and ambitious for the pupils and the school with a view to giving them Head of Department responsibility in the future. We will aim for subsequent teachers who are appointed to be at a more affordable level on mainscale pay, bringing enthusiasm and new, creative ideas which can be harnessed by the more experienced Heads of Department.

Although we will not be able to afford to be generous with TLR points early on, as both a new and growing school, we will be able to give staff an unusual influence over the development of the school, something which will attract teachers who, like us, are dissatisfied with the status quo, with the opportunity to prove themselves in a challenging situation and to enjoy career progression as the school grows.

Pay and Conditions

We value the flexibility of not being required to conform to national pay and conditions for teachers but at the same time recognise that we will recruit teachers who have reached a certain point in national pay spines and will expect to continue to progress, both for their time at Durham Free School and to prepare the way for further progression thereafter.

We will therefore replicate the national pay scheme with thresholds and points, subject to the caveats above. We will however take advantage of our freedom to vary conditions of employment in minor ways. For example, to maintain good order at break and lunch times and before and after school, we will require teaching staff to be on duty on a rota basis. We will also keep open the option of some staff attending during holiday periods so that pupils who have been temporarily excluded can be supervised as they make up the time they have missed.

Appointments

Here follows a detailed breakdown of appointments by year.

This list has been generated using a spreadsheet which takes into account the number of pupils in each year group, the maximum usual class size for the subject group, the maximum 'bottom set' size, the percentage of the year group following the subject and the number of lessons of that subject taught per week. We have also taken into account the likely combinations of subjects a single teacher could deliver in the first couple of years. This spreadsheet can be used to adjust this plan depending upon the subject specialisms of the Head and Deputies and the additional subjects which teachers appointed are most able to teach in addition to their main subject in the early years of the school. It may also be possible to replace a full time teacher with 2 part-time teachers to cover the various subjects with greater expertise. This will depend upon the match between teachers available and timetabling constraints.

This list is therefore an example of how we will be able to achieve our educational goals within the funding available to us and is **likely to be adjusted**.

2012/13 (lead in)

- Head teacher (also filling the role of SENCO)
- Bursar (part-time: 0.5 salary)
- Administrator

2013/14

- Science Teacher - with a view to becoming Head of Science in 2014-2015
also teaching Maths and Geography
- English Teacher - with a view to becoming Head of English in 2014-2015
also teaching Literacy, RE and History
- French Teacher - with a view to becoming Head of MFL
also teaching Engineering and co-ordinating PE lessons.

The Headteacher will be teaching 10 periods per week.

Despite Maths being a core subject, we have decided not to appoint a Maths teacher in the first year as we would be unlikely to be able to cover all subjects if appointing both Maths and Science teachers. Given the practical requirements of Science, it is more likely that a Science teacher, already used to teaching some Maths in their lessons would be able to teach Maths than the other way round.

All three teachers will report directly to the Head who will be their appraiser and line manager.

- Part-time (0.5) Technician (term-time only) - shared between Science, Engineering and Art
- Learning Support Assistant
- Clerical assistant
- Caretaker

In order to provide sufficient numbers of pupils for team games, the whole school (i.e. year 7) will have PE lessons at the same time and all teachers will contribute to its delivery.

2014/15

- Deputy Head (Pastoral) - taking over the role of SENCO from the Head teacher.
- Head of Maths
- Science Teacher (additional), the existing science teacher likely to take on the role of Head of Science.
- Geography - with a view to becoming Head of Geography in 2016-17
- PE - with a view to becoming Head of PE in 2016-17
- History teacher on a 0.5 timetable. If possible, depending upon the candidate, aiming to become full-time in 2015/16 and with the potential to become Head of Department in 2017-18.

In this year only, oversight of the Heads of Department will be shared between the Head and the Deputy Head who will function as both line managers and appraisers.

From 2014/15 onwards, the Head and Deputy Heads will each teach 1 class, the number of periods depending upon subject specialism.

- Pastoral Manager (see above for explanation of role)

2015/16

- History (see above)
- Geography
- RE
- Engineering - with a view to becoming Head of Engineering in 2016-17
- Music - with a view to becoming Head of Music in 2017-18
- Art

- Deputy Head (Academic)
- LSA - see D3 for details.

- Pastoral manager (see above)
- Bursar becomes full-time and assistant bursar appointed

2016/17 - To be finalised depending upon course choices at Key Stage 4.

- English
- Maths
- 2 Science
- PE
- IT/Engineering
- Catering/Child Dev.

- Additional Science technician
- Additional Engineering technician
- Additional Learning Support Assistant
- Additional Clerical Assistant

- Assistant Deputy Head. This member of staff will be given responsibility for a major area of the school and will be appointed by the Head to complement the skills of the existing Head and Deputies. He or she will be line managed by the deputy whose role most closely ties in with their work. Examples of areas of potential responsibility include:
 - Teaching and Learning, including managing the INSET programme, Performance Management and Appraisal;
 - Timetabling and organisation of events including managing curriculum days;
 - Liaising with other organisations, including transition work with feeder primary schools, curriculum partners at Key Stage 4 and organising work experience
 - Pastoral responsibilities, assisting the Deputy Head (Pastoral)

2017/18 - To be finalised depending upon course choices at Key Stage 4.

- 2 English teachers
- Maths
- 2 Science teachers
- French
- History
- PE
- Engineering
- Music
- Head of Sixth Form: paid as an assistant deputy head role. This member of staff will be appointed in the year before the Sixth Form

opens to take charge of 'marketing' the Sixth Form' both internally and externally to the school, organising open evenings, managing the process of choosing courses and setting the systems in place which are required to make the sixth form a success. Alongside this, the Head of Sixth Form will take on other assistant deputy duties, as listed above.

- Additional administrator

2018/19

- A further 7 teachers: subjects to be decided depending upon sixth-form course choices.

2019/20

- A further 9 teachers: subjects to be decided depending upon sixth-form course choices.

F5:

Recruiting the Principal Designate:

We will be looking for someone:

- Who is currently working as a Vice-Principal.
- Ideally has senior management experience in a non- selective state secondary school outside of local authority control, e.g. academy.
- Who has demonstrated a high level of competence in their current and previous positions.
- Who understands and embraces the ethos of the school and can communicate it back to the company as well as to others.
- Who understands the challenges in serving the communities that will use the school.
- Who believes that obstacles can be overcome and can communicate that to staff and students.
- Who believes that background and current circumstances are not necessary determinants of outcomes.
- Who is prepared to work at the coalface with multiple responsibilities (our current plans mean that the Principal will initially act as SENCO).
- Who has vision and can both communicate that and deliver.
- Who can think analytically and strategically.
- Who may have demonstrated leadership in fields other than education.
- Someone who is willing and able to be a figurehead for the school and will play a significant part in its promotion and market in the pre-opening phase and beyond.

We will aim to attract strong candidates by:

- Offering a clear opportunity for career, and salary, progression as the school grows.
- A good initial salary.
- Offering the opportunity to build something new (in collaboration).
- Presenting the opportunity to transform young lives and communities.
- Offering the support of a strong and experienced governing body.
- Offering the opportunity to lead in choosing their colleagues.

We are in the position of having a number of successful academies with a similar ethos in our region. This gives us a good pool of potential candidates on which to draw. We currently have three or four in mind and have begun to have informal conversations.

Should we decide to look elsewhere, in addition to word of mouth and personal contacts, we will consider the use of advertising in the educational press and websites, and the use of agencies.

Our strong base of educational governors will be of great advantage in the identification and recruitment of suitable candidates. [REDACTED]. We will begin the formal process of recruitment at the beginning of the 2012/13 academic year.

Recruiting Other Staff:

We will aim to recruit staff who:

- Have QTS.
- Understand and embrace the ethos of the school and can communicate it back to the company as well as to others.
- Have the potential to, or the experience of, build a new department.
- Believe that success, by whatever measure but including academic, should be an option for all.
- Have good subject knowledge and the willingness to develop this and other skills.

We will aim to attract good staff by:

Offering a good initial salary.

Excellent prospects for career and salary progression.

The potential to genuinely make a difference.

An environment in which they are fully supported and are able to teach.

We will again, especially in the pre-opening phase, draw on our contacts and our broad knowledge of the local pool of talent. Many potential candidates will be known by reputation to the company and, potentially, to the Principal Designate. We will follow an open recruitment process and will use the usual channels as needed. We would aim to begin our formal recruitment process at the discretion of the Principal Designate but probably at the beginning of 2013.

Recruiting Additional Governors:

We believe that the credibility of our governors will assist in attracting high quality recruits. It is essential that they fully understand the ethos and are wholly supportive of the ethos, aims and direction of the school.

We have identified a number of potential candidates who we would approach if successful in our application. These include the Principal of a college at the University who was brought up in the Durham coalfields and is now a highly qualified scientist and academic of national renown. He has some years experience as a governor of an academy.

We will consider the offer of Barclays Bank to provide a governor and will discuss the merits of inviting the local authority to join the governing body.

In the pre-opening phase, we will consider having a community governor as a forerunner to the two parent governors. We have identified a number of residents, including parish and county councillors, who are sympathetic to the school and could act as a voice for the communities in which they live.

There are some skills gaps in the current group of directors, particularly in designated ICT and HR. We would seek to fill these from our existing team of voluntary partners who are not members of the company. This will be essential in helping to meet the demands of the pre-opening phase.

We would aim to have no more than twelve governors at any phase.

All directors/governors will be appointed in accordance with the articles of memorandum and association.

F6:

Accountability:

Durham Free School Ltd is a company limited by guarantee using the DfE memorandum and articles of association. It is owned and controlled by the members of the company.

The company currently has four members all of whom are directors and has appointed one additional director who is not a member. Directors are appointed by the members and are accountable to them. As more directors are appointed, the number of directors who are not members will increase, in line with DfE guidelines on maintaining clear lines of accountability.

The company is directly accountable to the Secretary of State for Education for the running of the school. The directors of the company will be the governors of the school (along with the Principal, two parent governors and such others as the members decide to appoint). As the company is a charity, the directors also have the role of trustees under charity law. The directors/governors are accountable to the members of the company. The school is accountable to the governing body and, thereby, to the members of the company.

Secretary of State

for Education

↑

Company Members

↑

Company Directors

↑

School

Roles and Responsibilities:

Members: As the owners of the company, members appoint the directors of the company. It is the members' responsibility to appoint suitable directors and to hold them to account for the proper running of the school and for their conduct as trustees. The members will carry out these responsibilities in accordance with the memorandum and articles of association and with statutory requirements.

Directors: Directors must honestly declare their suitability for this position. They will act as trustees of the company and as governors of the school. In both the pre and post-opening phases of the school, the governors have responsibility for the deciding the aims and objectives of the school which will define target outcomes and measures of success. They will establish the policies by which these will be met. The governors will monitor the performance and progress of the school against the aims and objectives.

The governors set the ethos, aims and objectives of the school and ask the head to provide policies, strategies and targets to achieve them. The governors advise upon and ultimately adopt these policies etc.

Clear lines of accountability are required. There will be a structure of committees that have distinct responsibilities, various members, and all of which report to the Governing Body meetings once per term and the Annual General Meeting. Committees would include:

1. Finance and General Purposes Committee - matters relating to investment, procurement, maintenance of facilities etc. as arising from the strategic requirements of the school.
2. Risk Management Committee - mainly concerned with financial risk which will include keeping abreast of government policy and the projections for pupil numbers - demographics, other schools, LEA policy etc.
3. Health and Safety Committee – responsible for due diligence: This committee appoints and receives report from 3rd party auditor(s).
4. Education Committee - all matters relating to curriculum and academic achievement.

5. Search and Nominations Committee - sets roles of, searches for and appoints the governors and senior management of the school (including Bursar).
6. Appointments Committee - makes staffing decisions for all other employees.
7. Salaries Committee - sets remuneration (possibly subordinate to 5 and 6).

There will be interaction between the various committees interact, for example the education committee may decide that a new area of curriculum should be covered in order to meet the latest aims of the school as agreed by the governing body. This would likely place a requirement on staffing and infrastructure investment. In practice this could work along the following lines:

1. The governing body determines that 'X' must be done. The finance and education committees provide initial reports on requirements and budgets for the next meeting.
2. Members of the respective committees determine frames of reference and ask the Head et al for their report/suggestions/requirements to achieve the specific target.
3. Committees receive reports and jointly arrive at a consensus on budgets, timescales etc.
4. Report is made to the board of governors at their next meeting.
5. The board of governors will accept the conclusions or amends them and delegate to, for example, the education committee, to provide a syllabus and the finance and general purposes committee to make budget available while the appointments committee to bring in the required staff.

The Principal and Bursar would be expected to raise any appropriate issues with the relevant committee chair as they arise. In carrying out its functions, the governing body must consider advice given by the Principal under regulation.

In addition a rolling development plan (possibly 3 years scope) will be set and agreed by the Board of Governors each year. This will include annual targets and will be the main strategic document which forms the basis for the Principal's planning and subsequent performance analysis. The Principal will be expected to provide annual reports against this plan as well as intermediary progress reports highlighting expected deviations at each Board of Governors meeting.

The above committee structure would exist in the pre-opening phase as well as when the school is open. The Board of Governors will also appoint an

'executive committee' for the pre-opening phase. This group will meet weekly and will have an evolving membership according to the demands of the project. Ultimately it will include:

Principal designate; Governors' representative(s); Accountant; Bursar; DfE Project manager

and will receive reports from: Principal designate; Governors' representative(s); Accountant; Bursar; DfE Project manager

and also from : Construction project managers; ICT delivery team; Architect; Quantity Surveyor; Academic project manager; Legal advisors and others.

Schedules of meetings will be more hectic in the pre-opening and early years of opening. They will be likely to be ad-hoc as well as periodic.

The responsibilities of individual governors and other stakeholders can be seen in table F6

The Principal: The Principal will be accountable to the governing body for the implementation of the school's vision. They will be responsible for the internal management and running of the school and the implementation of the strategies and policies decided by the governing body. They will advise the governing body with regard to strategy, suggesting aims and objectives with related, policies and targets

The Principal will be held accountable through the annual cycle of reporting to the governors as follows:

- In conjunction with other senior staff at the school, the Principal will prepare the school's self-evaluation form (SEF) along with the school-wide development plan each year.
- An external education consultant, such as a former HMI inspector, school improvement partner or principal of another school, will be commissioned to audit the SEF. This will include at least one whole day spent at the school to confirm the judgements in the SEF. The SEF will include judgements on the leadership and management of the school.
- The consultant will prepare a report for the governing body to accompany the SEF and development plan.

- The annual governors meeting to approve the development plan will occur one week after the submission of these documents.

Should the Principal believe that any reviewer is unsuitable for professional reasons, they may present their reasons in writing to the governing body with a request that the reviewer is replaced. If the governing body agrees then it will make a fresh appointment.

It is essential that there is a clear understanding of the relative functions of Principal and governors. While the governing body exercises the control that belongs to the company, the Principal is delegated sufficient powers and autonomy to manage the school. This delineation must be clear and consistent. The governing body should not become involved in the day to day management of the school. It decides the strategy, the Principal implements it. There should be two way feedback with the governing body offering support and constructive criticism with the Principal offering advice and information that allows the governing body to plan and review.

Conflicts of Interest:

Neither members nor governors/ directors of the company shall be paid for any work in this role.

It is not expected, that any member of the company will be employed by the school. Should a member declare such an intention then it would be preferable for them to resign their membership. In such an event, a transparent and fair process of recruitment will be employed involving independent parties as appropriate.

Similarly, it is not expected that a member of the company would tender for a contract. In such an event, it would be preferable for them to resign and bid through a fair and open tender process.

Where a member or governor director is involved in recruitment or assessing tenders, it is expected that they will declare any interest or relationship to the governing body who will decide on the appropriate course of action.

Members of staff who are also members of the governing body will not participate in deciding their own salaries.

It is the responsibility of the company to ensure that all functions of the governing body are carried out by suitable persons and with propriety.

Section G: Initial costs and financial viability

██████████

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

Our Preferred sites are:

██████████

Currently vacant

██████████

Due to close summer 2012

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

Annex A

INTRODUCTION

STANDING IN A TRADITION

Christian involvement in the provision of public education in Britain has a long and distinguished history. Indeed, prior to the Enlightenment, practically all education was Christian. At the end of the Roman occupation, the monasteries became Britain's centres of learning, the guardians of literacy and literature, of medical knowledge and perhaps most significantly of all, of a broader awareness of the World in a rapidly fragmenting Europe. Later in the Middle Ages, church schools attached to cathedrals and abbeys provided free education to boys in the local area, and these ultimately developed into the first European universities, teaching Theology, Law, Medicine, the Arts, and in the case of Oxford, Mathematics and Science.

In the Eighteenth and Nineteenth Centuries, Christian churches founded many thousands of charity schools to educate the poor; a project which was ultimately to grow into Britain's modern state education system, in which the churches continue to be involved. By 1840, between 67 and 75 percent of the British working class had achieved a basic level of literacy.¹

This was a remarkable achievement given the long working hours for children as well as parents, the absence of any government educational provision and manual labour at the workplace which gave little economic incentive to learning. Nick Spencer notes:

'As has sometimes been observed, the sheer number of such voluntary and charitable associations thwarted revolutionary theorists who predicted the collapse of the social order and saved the nation from a social revolution like those enjoyed on the continent.'²

Inspired by the achievements of the past, our school will consciously stand in the mainstream of this tradition, whilst seeking to provide a broad and rigorous non-denominational curriculum relevant to students from all backgrounds in the Twenty-first Century.

¹ Prochaska, Frank. 2006. Christianity & Social Service in Modern Britain. New York: Oxford University Press, 2006.

² Spencer, Nick. 2006. "Doing God": A Future for Faith in the Public Square. Theos Think Tank. London : Theos, 2006.

BIAS AND NEUTRALITY

The concept of a Christian ethos school has worried some that students will be given a narrow, sectarian perspective on the World, or even that students will be indoctrinated with a curriculum that distorts the truth. A Christian approach is in fact the very opposite of this. Christianity sets a high value on truth and given Christianity's emphasis on personal accountability for individual choices, we will always emphasise presenting our students with different views and equipping them with the skills to make their own judgements.

Christian values demand that education includes a range of views and that students need to be equipped to compare and evaluate them. This needs to be done honestly and without bias as far as possible. In discussing controversies, it is essential that evidence is presented fairly: that due weight is given to the evidence used in support of positions that are incompatible with Christian beliefs and that the arguments are presented fully and fairly.

The aim of this document is to outline the specific implications on the curriculum of a being a school with a Christian character

BROAD PERSPECTIVES

Teachers often bemoan students' inability to apply knowledge and understanding gained in one subject to another. A Christian approach to education has the advantage of providing a unifying framework for knowledge.

Education however should be concerned about more than mere knowledge and understanding. Wisdom: the ability to make sound judgements, making good choices and rejecting destructive ones is the highest order skill we aspire to develop in our students and is what they need to be well equipped for life.

Our Christian ethos gives us the confidence to address issues of meaning and purpose within the curriculum. This is of crucial importance for our contemporary society.

As the Australian economist, Clive Hamilton, has pointed out:

“A society that scorns intrinsic religiousness and trivialises the pursuit of meaning discards thousands of years of insight and can only suffer for it.”
(Hamilton p. 53)

Our ethos means that we are both idealistic and realistic. We believe each and every one of our pupils has enormous potential and a role to play in school, their own families and wider communities. As such, we have very high expectations of each and every one of our students, irrespective of their social background or their particular combination of gifts. On the other hand, we accept that we are not perfect; we don't imagine that our high ideals can be approached without discipline as well as encouragement.

PURPOSE OF EDUCATION

Our ethos will be built around the central Christian idea of recognising the whole pupil, in mind, body and spirit and to seek to nurture each individual in this holistic way, affirming the real possibilities of change and improvement.

We also affirm the traditional Christian view that we should behave towards other people in the way we would wish them to behave towards us. This is a quality we will seek to nurture in our pupils.

We genuinely believe that all our pupils are unique, with unique gifts, talents and roles to play. Education, therefore, must develop students' gifts and equip them with the knowledge necessary to use these gifts in a way that benefits both themselves and others and, in doing so, aim to develop their full potential in a whole and rounded personality.

THEMES

The following statements attempt to tease out the main elements of how our ethos may inform our approach to a sample of subjects. There are four main themes identified. Each statement or outline addresses the question: how can the subject provoke students to consider:

Awe and Wonder

This section considers the ways the subject can lead students to recognise all that's good and wonderful in our experience of life. This can be through considering the amazing universe, either in the external world or as we look in at ourselves, seeing our own creativity and potential. A Christian education affirms a positive approach to life and a hope for the future.

Challenges and Sorrows

The more students learn about themselves and about the World we live in, the more cause they have to grieve over the state we are too often in. Too often in contemporary society, we use our wealth and entertainment to hide from the ills of our world. Our culture is obsessed by trivia whilst much of the rest of our world is embroiled in wars, persecuted by unjust governments, or starving. Even in our own society, clinical depression is becoming endemic (Office for National Statistics, 2006 p.110). Students need to be called to empathise, identify and engage with the suffering of others while remaining grateful for and celebrating all the good they enjoy.

OUR PLACE IN THE STORY (Every individual's unique role and importance)

Each individual and event does not stand in isolation but has implications for everything else. This is in contrast to much of our contemporary individualistic, disconnected, live-for-the-moment culture but we want to engender in our students a sense of being part of “the big picture”, they matter both in themselves and in the role they have to play in the world. Our curriculum will seek to give students a sense of belonging and rooted-ness, an appreciation of how we have got to this point in history. It will also give them a sense of purpose as they see they are called to play a part in the great story of our world. It considers the historical context of the students in the subject, and their relation to the human race as a whole.

ACTION

An honest acknowledgement of all that is wonderful in our world but also all that is wrong demands response. Our Christian ethos is ideally suited to allow us to provide a full, balanced and rounded education in the context of hope and genuine progress as this concept is central to our vision. Thus for all the suffering in the world, we are not faced with a hopeless situation. Our ethos will encourage our pupils to consider the idea that all knowledge carries with it an implicit moral demand to respond in love to God and in love to our neighbour. We aim to engender this sense of responsibility towards others. Our curriculum therefore will be profoundly practical, not detached and clinical. Wherever possible, the curriculum will include opportunities for students to get involved in practical activities so that they are trained to apply the knowledge they have gained in a meaningful way.

This can be within the school community, for example writing articles for a school newspaper, or outside it, such as raising money for projects to help those in need in other parts of the world. Indeed, it is critical that the curriculum is constantly challenging students to respond appropriately to what they learn in lessons. The more students learn about the suffering of our world, the more they should be encouraged to respond to it. Our curriculum, informed by our ethos, will engage the mind, body and spirit of all pupils and call them to action.

Section C:

Table 1

School	% 5 A*-C inc Eng & Math	% EBacc
Durham Johnston School	67	32
Framwellgate School	71	18
St Leonards RC VA School	78	38
Academy Shotton Hall	NA	NA
Belmont School	58	13
Dene Community	50	3
Durham Gilesgate	63	4
Ferryhill College	47	8
St Bede's RC/Byron College	56	5
Sedgefield Community College	66	8
Spennymoor Comprehensive	55	4
Tudhoe Grange School	51	6
Wellfield Community School	44	3
Average	59	12
Average minus top 3	54	6

Source: <http://www.education.gov.uk/schools/performance/>

Table 2

School	Overall Effectiveness (Ofsted)	Capacity for Sustained Improvement (Ofsted)
Durham Johnston School	1	1
Framwellgate School	2	2
St Leonard's RC VA School	2	2
Academy Shotton Hall	n/a	n/a
Belmont School	3	3
Dene Community	3	2
Durham Gilesgate	3	3
Ferryhill College	2	1
St Bede's RC/Byron College	2	2
Sedgefield Community College	3	3
Spennymoor Comprehensive	3	2
Tudhoe Grange School	2	2
Wellfield	3	3

Source: Ofsted

Table 3

Christian ethos schools in region:

School (town/LA ranking)	% A*-C inc Eng & Math (town/LA Ave)	% EBacc, (town/LA Ave)
Carmel RC, Darlington (1/7)	89 (66)	19 (13)
St Aidan's CoE, Darlington (7/7)	44 (66)	3 (13)
Emmanuel, Gateshead (1/10)	88 (57)	41 (12)
St. Th. More RC, Gateshead (2/10)	74 (54)	25 (12)
Cardinal Hume RC, Gateshead (3/10)	72 (57)	16 (12)
King's Academy, Middlesbrough (3/11)	51 (44)	24 (7)
St Peter's Catholic College, Middlesbrough (6/11)	42 (44)	0 (7)
Trinity Catholic College, Middlesbrough (6/11)	42 (44)	3 (7)
Whitburn CoE, South Tyneside (1/9)	77 (59)	23 (7)
St. Joseph's RC, South Tyneside (5/9)	61 (59)	10 (7)
St Wilfred's RC, South Tyneside (2/9)	73 (59)	6 (7)
All Saint's CoE, Stockton (3/9)	84 (60)	7 (11)
St. Patrick's RC Stockton (4/9)	70 (63)	10 (11)
Our Lady & St Bede RC, Stockton (5/9)	52 (53)	8 (11)
Ian Ramsey CoE, Stockton(6/9)	65 (60)	13 (11)
St Aidan's RC, Sunderland (8/18)	59 (55)	19 (10)
St. Anthony's RC, Sunderland (2/18)	72 (55)	33 (10)
St Robert/Newminster RC, Sunderland (1/18)	80 (55)	20 (10)
Ven. Bede CoE, Sunderland (4/18)	60 (55)	15 (10)
Average	66 (57)	15 (10)

Source: <http://www.education.gov.uk/schools/performance/>

Table 4

Index of Deprivation: Overall 2007					
SOA Code	SOA Name	Ward	ID2007	County Rank/320	National Rank/32482
ED1020790	Wheatley Hill S.	Thornley & Wheatley Hill	54.19	17	1068
ED1020795	Station Town	Wingate	51.9	22	1966
ED1020793	Wingate West	Wingate	48.64	34	2554
ED102791	Thornley North	Thornley & Wheatley Hill	46.88	38	2544
ED102792	Deaf Hill	Wingate	43.06	56	3243
End of top 10% national ranking					
ED1020842	Spennymoor Green Lane	Tudhoe	42.86	58	5533
ED1020789	Thornley South	Thornley & Wheatley Hill	40.24	73	4585
ED1020797	West Cornforth	Bishop Middleham & Cornforth	39.67	75	5440
ED1020699	Coxhoe North	Coxhoe	35.59	77	4779
ED1020788	Wheatley Hill N.	Thornley & Wheatley Hill	38.65	82	5081
ED1020700	Kelloe	Coxhoe	37.91	85	5287
End of top 20% national ranking					
ED1020694	Bowburn North	Cassop cum Quarrington	34.91	116	7419
ED1020827	Trimdon Grange	New Trimdon & Trimdon Grange	29.98	129	8203
End of top 30% national ranking					
ED1020794	Wingate East	Wingate	25.17	162	10488
ED1020695	Cassop	Cassop cum Quarrington	25.03	164	10592
ED1020696	Hett	Cassop cum Quarrington	24.59	170	10848
ED1020843	Tudhoe	Tudhoe	16.88	231	16436
ED1020697	Bowburn South	Cassop cum Quarrington	11.51	270	21919
ED1020796	Bishop Middleham	Bishop Middleham & Cornforth	11.37	271	22077
ED1020701	Coxhoe Central	Coxhoe	11.16	273	22343
ED1020698	Coxhoe South	Coxhoe	7.39	303	27154
ED1020732	Shincliffe	Shincliffe	6.99	304	27650

Table 5

Income Deprivation Affecting Children Index (IDACI) 2007					
SOA Code	SOA Name	Ward	ID2007	County Rank/320	National Rank/32482
ED1020790	Wheatley Hill S.	Thornley & Wheatley Hill	0.45	26	3846
End of national 10% ranking					
ED1020795	Station Town	Wingate	0.44	29	4080
ED1020797	West Cornforth	Bishop Middleham & Cornforth	0.43	34	4467
ED102792	Deaf Hill	Wingate	0.42	43	4754
ED102791	Thornley North	Thornley & Wheatley Hill	0.42	44	4759
ED1020842	Spennymoor Green Lane	Tudhoe	0.38	58	5700
ED1020793	Wingate West	Wingate	0.37	62	6063
End of national 20% ranking					
ED1020699	Coxhoe North	Coxhoe	0.34	77	7154
ED1020700	Kelloe	Coxhoe	0.33	83	7563
ED1020789	Thornley South	Thornley & Wheatley Hill	0.3	93	8454
ED1020694	Bowburn North	Cassop cum Quarrington	0.3	95	8502
ED1020788	Wheatley Hill N.	Thornley & Wheatley Hill	0.27	104	9501
End of national 30% ranking					
ED1020696	Hett	Cassop cum Quarrington	0.24	133	10880
ED1020695	Cassop	Cassop cum Quarrington	0.21	156	12372
ED1020827	Trimdon Grange	New Trimdon & Trimdon Grange	0.21	159	12551
ED1020697	Bowburn South	Cassop cum Quarrington	0.14	210	17397
ED1020794	Wingate East	Wingate	0.11	232	19955
ED1020843	Tudhoe	Tudhoe	0.09	253	22287
ED1020701	Coxhoe Central	Coxhoe	0.06	278	25937
ED1020698	Coxhoe South	Coxhoe	0.06	285	26974
ED1020796	Bishop Middleham	Bishop Middleham & Cornforth	0.05	297	28260
ED1020732	Shincliffe	Shincliffe	0.04	307	29903

Table 6

Index of Deprivation: Education Domain 2007					
SOA Code	SOA Name	Ward	ID2007	County Rank/320	National Rank/32482
ED1020793	Wingate West	Wingate	70.89	9	860
ED1020699	Coxhoe North	Coxhoe	64.34	14	1374
ED1020790	Wheatley Hill S.	Thornley & Wheatley Hill	62.91	17	1500
ED102791	Thornley North	Thornley & Wheatley Hill	59.96	23	1823
ED1020842	Spennymoor Green Lane	Tudhoe	57.8	34	2095
ED1020795	Station Town	Wingate	56.93	37	2187
ED102792	Deaf Hill	Wingate	53.59	47	2655
ED1020700	Kelloe	Coxhoe	50.07	59	3213
ED1020797	West Cornforth	Bishop Middleham & Cornforth	49.98	60	3237
End of national 10% ranking					
ED1020789	Thornley South	Thornley & Wheatley Hill	47.3	77	3681
ED1020788	Wheatley Hill N.	Thornley & Wheatley Hill	45.31	81	4075
ED1020694	Bowburn North	Cassop cum Quarrington	37.36	109	5933
End of national 20% ranking					
ED1020827	Trimdon Grange	New Trimdon & Trimdon Grange	31.78	133	7687
End of national 30% ranking					
ED1020794	Wingate East	Wingate	26.15	160	9969
ED1020696	Hett	Cassop cum Quarrington	23.44	175	11332
ED1020695	Cassop	Cassop cum Quarrington	22.93	179	11621
ED1020697	Bowburn South	Cassop cum Quarrington	14.48	222	17453
ED1020843	Tudhoe	Tudhoe	12.75	238	18980
ED1020698	Coxhoe South	Coxhoe	11.57	244	20049
ED1020796	Bishop Middleham	Bishop Middleham & Cornforth	10.05	260	21509
ED1020701	Coxhoe Central	Coxhoe	9.11	266	22454
ED1020732	Shincliffe	Shincliffe	0.21	318	32440

Source (tables 4,5,6):

<http://content.durham.gov.uk/PDFRepository/ID2007CabinetReportandtables.pdf>

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