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Preface

Welcome to Sherborne Qatar Preparatory School! The following pages are intended to be a guide to our day to day procedures at the School and we hope that you will find them useful. We are a British school in an international situation. We teach the British Independent Curriculum and we approach it as we would in a Prep School in the UK.

It is worth remembering a piece of sage advice with regard to the ex-patriot lifestyle, particularly if this is your first time overseas, which is that, ‘The highs will be high and the lows will be low and you will experience both.’ Remember that there are many parents who have experienced both and who will be more than willing to lend support.

We are a listening school so please feel free to contact the school, via your child’s Form Teacher, at any time.

This handbook is a living document and from time to time various pages will be updated.
1. BACKGROUND INFORMATION

Ethos - An Introduction to the school

Sherborne School, Dorset in the UK is an independent boys’ boarding school that was founded in 1550 under a royal charter granted by King Edward VI. For 460 years boys have been educated in the shadow of Sherborne Abbey and the school has grown into a modern school of 596 pupils and 96 teaching staff. Surrounded by the bustling market town of Sherborne and the rolling countryside of Dorset the school attracts pupils from all over the world. Shirburnians follow a diverse range of careers at the highest levels and include actors, poets, diplomats, bishops, politicians, journalists and sports stars, to name but a few.

Sherborne International College, Dorset is an international study centre owned by Sherborne. It has been specially built, on its own separate campus, to accommodate up to 160 girls and boys in fully residential education with maximum class sizes of 8 pupils. Young people from all over the world join the College as the first step towards a successful school and university education in the United Kingdom. The college aims to place pupils in traditional schools after one year at the International College. It is the only one of its kind in England.

Members of the Qatari royal family such as the Emir, Sheikh Tamim, have attended Sherborne. Sheikh Abdulla bin-Ahmed al-Thani and his wife Sheikha Amal decided to send their son Ahmed to the International College and then Sherborne.

Sherborne Preparatory School, Dorset is an independent co-educational day and boarding school for children aged 3-13 years. Founded in 1885, the School has a long and distinguished history as a leading preparatory school in the south-west, and an enviable academic reputation as a feeder to many of England’s leading public schools.

Sherborne Girls’ School, Dorset was founded in 1899 as a Church of England boarding school and stands on a 40-acre site on the western outskirts of the town. Whilst Sherborne and Sherborne Girls remain independent of each other a distinct willingness to co-operate exists for the benefit of pupils, staff and parents. The sharing of timetables, dates, events and facilities all contribute to a sense of teamwork and common purpose. Boys and girls have many opportunities to meet and mix with their contemporaries through many activities. In the sixth form joint teaching provides greater choice and also the stimulus and intellectual challenge that teaching in a mixed group can provide.

Sherborne Qatar was founded in 2009 as a self-financed, non-profit, independent school as part of the Qatari Government’s Outstanding Schools initiative, with its own Governing Body (to which Sherborne School has half of the appointed membership). It teaches the British National Curriculum and its ethos, brand and educational standards are monitored from Sherborne. The Curriculum is delivered in English. The school opened on the 9th October 2009 in a new school building, borrowed from the SEC, to the west of Doha with 230 pupils and 23 staff. By the end of the 2009 – 2010 academic year there were 320 pupils and, at June 2016, there were 601 pupils in Pre School (which opened in September 2014) to Year 6.

Years 7 and 8 were opened in September 2010. Since then the Senior School has grown year by year and the Upper 6th (Year 13) opened in September 2015. The Prep School is for Pre School to Year 4 and the Senior School is Years 7 – 13. Pre School to Year 4 are housed at the Al Rayyan site.
Years 5 & 6 are currently at the Bani Hajer site and they are due to move to the Al Rayyan site as soon as all the relevant permissions on the new annexe are in place.

Whilst there may appear little in common between the historical town of Sherborne set amid the green hills of Dorset and the thrusting modern city of Doha, set in the sands of the Arabian peninsula, the vision of both schools is universal: a commitment to excellence, a broad academic curriculum, a conception of education very much wider than the classroom alone, a humane and internationalist outlook and the determination to provide a moral compass within which children can grow up with confidence. The school will continue to be strengthened in the future by the ongoing collaboration with all the Sherborne UK schools. Particularly strong links at staff and pupil level are being developed with Sherborne Prep School and we wish to see them flourish.

Sherborne Qatar Prep School’s Mission Statement is to produce:

Well-educated, well-rounded individuals who have high aspirations and achieve their potential, in a happy and nurturing school.

This Mission Statement is underpinned by our Values, which were developed in partnership between the pupils, staff and parents: Respect, Honesty, Kindness, Perseverance, Responsibility and Teamwork. Our aim is that these values pervade all aspects of school life. We aim to create a stimulating educational environment for the children, where they can achieve academically and holistically, preparing and equipping them for life, nurturing their skills, their ambitions and their moral and cultural development whilst, at the same time, growing their creative talents, their love for learning and, all the while enjoying the fun of school.

We believe that a child’s happiness and positive self-esteem are vital to their personal and social development:

- that children need to be taught to believe in themselves
- that the attitude of children should be healthy and positive
- that children should become independent learners
- that children should be taught to think
- that children should know how to set goals and how to achieve them
- that children should be taught that self-discipline and self-motivation are the keys to achievement and success.

A Sherborne education extends well beyond learning and academic achievement. We take huge pride in our pastoral systems too. Happy children will be children who want to learn. We have a lot of children in our care, but we aim to create a ‘small school feel’. This happens through the year groups, the house system, enrichment clubs, charity and service, which bring them into contact with lots of different children of all ages, giving them the opportunity to learn and develop many of life’s skills.

Standards and expectations of work and behaviour will be clear and high, but realistic for all the children. We aim to develop resilience in our pupils, with strategies which allow them to think for themselves. We want them to enjoy their successes but also to take on life’s disappointments, reflect on them and use them constructively.
We want our children to move away from fixed mind-sets and to move away from avoiding challenge, giving up, ignoring feedback, not celebrating others’ success and move towards fulfilling their potential. We will encourage them to develop a growth mind-set: embracing challenge, seeking out obstacles, learning from failure and feedback, as well as celebrating others’ success and always looking to achieve more.

We want our pupils to live and learn honestly and reliably, doing their best to be their best, with a spirit of respect and kindness for their families, school, teachers, friends and other pupils, as well as the wider community. We want the children to take responsibility for their learning, to persevere with challenges and to understand the importance of teamwork.

1.2 Partnership

The staff and governors recognise the importance of an effective relationship between home and school. During term, children share their time between these two places and the influences of both have an enormous effect on them. Conflicting approaches and standards can certainly be detrimental and confusing for a child, so regular contact is essential as we aim to provide a uniformity of ideals and expectations that is easy to follow.

The school sets out to be highly approachable at all times. We would hope that any parental concerns would be brought to our attention as soon as possible so that a meaningful solution can quickly be found. The school undertakes to keep parents informed of developments and we would ask parents to provide all information which may assist us in fulfilling our duty towards ensuring their child’s welfare.

As part of the vital support parents should offer their children and the school, we ask all parents to:

• work in partnership with the school to the best interests of the pupils and to support and promote the ethos of the school
• to support the school in maintaining good standards of behaviour and conduct.
• to agree that their children attend all parts of the school’s compulsory curriculum
• ensure that children adhere to uniform guidelines and that they come to school in a neat and well-groomed state of appearance, provide a quiet environment for homework and ensure that homework is completed in a proper manner
• attend Parents’ Meetings
• inform the school of any home circumstances that might affect the child’s welfare at school.

In accordance with accepted practice The Headmaster may, after consultation with parents, require the removal of a pupil if:

• he considers that the pupil’s attendance, progress or behaviour is, or has been, unsatisfactory or
• if he considers that it is not in the best interests of the pupil or the school for that pupil to remain in the school or
• he considers that the relationship between you and the school has broken down or
• in his reasonable opinion you have behaved unreasonably towards any member of the school staff.
• in his reasonable opinion you (the parents) have brought the school into disrepute through comments made on websites or other social media. (It will be much more productive to talk directly to the school.)

Our staff are happy to engage in frank professional discussion. However, they have the right to be treated courteously and rudeness and abuse will not be tolerated.

All pupils and parents are required to sign a Home / School Agreement which establishes the school's basic expectations outlined above. Additionally, absence is monitored and an escalating sequence of actions, agreed by both the Private Schools’ Office of the Ministry of Education and Higher Education and the School Governors, will be triggered if a pupils’ attendance falls significantly below 90%, as measured from the beginning of the academic year to the date on which an attendance report is triggered. (Across the academic year 90% is the equivalent of 18 school days in the academic year and is the figure used in Qatari Independent Schools.)

2. GOVERNANCE OF THE SCHOOL AND STAFF

2.1 The Headmaster

The Headmaster is a member of The Independent Association of Prep Schools (IAPS) and the school is a member of British Schools Overseas (BSO), The Council of British International Schools (COBIS) and The British Schools in the Middle East (BSME). The Headmaster has overall management responsibility for all educational aspects of the Prep School, including the academic standards and the delivery of an effective curriculum and the welfare of pupils and staff.

He delegates significant responsibility to members of staff through the Senior Leadership team (SLT) and the Senior Management Team (SMT).

2.2 The Board of Governors

The Governing Body comprises four members nominated by Sherborne UK and four eminent Qataris. These are all non-executive directors. The Board has established an Executive Committee which meets regularly and focuses on the educational and financial requirements of the school.

2.3 The Senior Leadership and Senior Management Teams (SLT & SMT) and Staff

The Prep School Senior Leadership Team consists of

The Headmaster of the Prep School
The Deputy Head of the Prep School
The Assistant Head of the Prep School
The Phase Leaders

The Assistant Head will stand in for The Headmaster in his absence.

The Prep Senior Management Team consists of:

The Headmaster
The Deputy Head
The Assistant Head
3. ADMISSIONS PROCEDURES and FEES

3.1 Admissions
Admission to Sherborne Qatar is subject to an entry assessment. For Pre School, Reception, Year 1 & Year 2 the child will be invited to spend some time in the age appropriate class in order to be assessed. For Years 3 - 6 applicants are assessed via their most recent School Report and a confidential reference form their current school. They may also be required to take an ‘on line’ assessment which takes up to two hours.

The minimum age on the 1st September in the year of entry is 3 years for Pre School, 4 years old for Reception, 5 years old for Year 1, 6 years old for Year 2 etc.

Once year groups are full a waiting list system operates. Consideration will be given to the siblings of existing pupils if they pass the assessment, but this is not automatic. In addition, in order to even the balance of the genders, priority may be given to children of the minority gender where there is an imbalance in an individual class. We cannot accept pupils who have been assessed as having special needs, since we have neither the specialist facilities nor the expertise that they would need. However, we do have staff to provide support for mild learning difficulties.

Sherborne Qatar Prep School reserves the right to withdraw a place from children whose behaviour or educational needs cannot be met by the school.

Full details of the Admissions Policy and procedures can be found on the website from where application forms can be downloaded. The form must be completed fully and accurately and have been signed by parents. The forms also show the supporting documents which are required for an application.

3.2 Fees
School fees are due to be paid by the due date stipulated in the current fees policy on the website. Fees can be paid annually or in termly instalments. Fees which are not paid by the due date will be subject to an administration fee and a surcharge, at the school’s prevailing rate, until the outstanding balance is paid in full. New pupils applying for the next academic year are required to pay a non-refundable half term tuition fee in advance. The school reserves the right to refuse admittance if fees are not paid.

Written notice of parents’ intention to withdraw a child from the school must be given to The Headmaster at least six weeks before the end of term or leaving date. Failure to do so can result in a penalty of half a term’s fees being imposed. The school will require completion of a Leaving Form so that the Finance Department can contact parents about any outstanding fees. Reports and transfer certificates will not be issued until all outstanding fees have been settled.
4 SCHOOL LIFE

4.1 Introduction

This section is designed to give you an overview of daily life for pupils at Sherborne Qatar Prep School so that you will have an understanding of what to expect and what life will like for your children whilst they are here. All of our routines and procedures are designed to give pupils a clear structure because this helps them to feel settled and secure and so helps them to develop their real potential.

As a British school in an international setting, English is expected to be the language spoken in school, except in Modern Foreign languages lessons. Naturally pupils feel more comfortable speaking in their first language but this will not help them to become competent in speaking and using English. Therefore, we have an ‘English only’ policy during the school day.

4.2 Organisation of Classes

All other year groups, from Pre School to Year 6, consist of four classes. The year group staff work closely together to ensure that a rich and varied programme is in place to nurture and develop the children in that year group. Consequently, although most teaching takes place within class groups, pupils can be placed in sets for certain things if the year team feel that this is a beneficial option. They also operate as a whole year group for big projects, such as year group productions.

The most important person in any pupil’s school life is the Form Teacher and he or she should always be your first point of contact. Form Teachers will get to know their pupils very well indeed and they will accumulate a wealth of information, both academic and pastoral, which they will use to advise both you and colleagues on your children’s progress and development. Form Teachers will monitor all aspects of their pupils’ school lives. They will want to establish effective ‘home / school’ links with you and they will be in regular contact with you. Equally, it is important that you inform the Form Teacher of anything which is happening at home which might affect how your children feel about school or how they perform at school. Seemingly small things (the death of a pet, a favourite toy being broken or lost) can make all the difference. Contact can be via the school planner, which pupils are given on their first day, via e-mail, (staff email addresses will be issued separately) a letter which your child takes in to school on your behalf or seeing the Form Teacher when you collect your children. If there is something which will require more than few minutes an appointment can be made for a mutually convenient time. There is more on communications later.

Staff will aim to respond to e-mails and messages in the Pupil Planner on the same day. This may be a holding response if the query requires more investigation and a fuller response will normally follow within forty eight hours.

Pupil Planners contain a wealth of useful information for pupils together with spaces for recording timetables, homework, merits, parent contact notes etc. They are used all the time and pupils will need to look after them carefully. Lost planners will be replaced at a charge of QR50.

The first day in a new school can be particularly daunting and Form Teachers will do their utmost to help new pupils settle in quickly. They will spend time familiarising pupils with their timetables, lockers, day to day routines etc.
Form Teachers will monitor their pupils’ academic progress thorough a range of assessment procedures which will guide them in their recommendations. These will include liaison with staff who teach English as an Additional Language and staff who provide Learning Support. If the school is considering whether these would be beneficial options for your children the Form Teacher will be in touch at an early stage to discuss the reasons why, the options and potential benefits. There will also be regular formal feedback and there is more on this later.

4.3 Daily Routine
Form Teachers will be in their Form Rooms from 7.15 a.m. and all pupils should be in their Form Rooms in time for morning Registration. Registration times are:

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre School</td>
<td>8.30 a.m.</td>
</tr>
<tr>
<td>Reception to Year 6</td>
<td>7.20 a.m.</td>
</tr>
</tbody>
</table>

Parents should be aware that pupils who arrive and are left before the gates open at 7.00 a.m. will be unsupervised and only members of the ‘Drop Off’ Club will be admitted early. ‘Drop Off’ admittance is from 6.45 a.m. Membership, which is by the term, attracts a fee of QR300.

Pupils who arrive between 7.00 a.m. and 7.15 a.m. should go to the shaded areas. Pupils up to Year 2 should go to the Circus tent shading and pupils in Years 3 – 6 should go to the Hangar shading. Pupils will be taken into Form Rooms at 7.15 a.m. and pupils who arrive between 7.15 and 7.30 a.m. should go directly to Form Rooms. There is space for parking all-round the building. Parents and drivers are asked not to park on the pavements. Parents who have children at both sites are advised to drop off at Bani Hajer first because the journey to All Rayyan is quicker than the reverse journey to Bani Hajer.

Pupils who arrive after Registration has finished must go into school, via the Receptionist’s desk, where they will be given a ‘late slip’ to take to their Form Teacher. The primary reason for this is to enable Form Teachers to update our electronic register so that, for security purposes, we have an accurate list of who is in school. However, if Form Teachers are concerned that there is a developing pattern of lateness or absence they will be in touch to explore the reasons why and see what remedial action / support can be put in place. Registration is an important time because the Form Teacher will outline the plan for the day, give out any notices (events for the day, changes to routine etc.) and collect any letters or notes in planners from parents.

Parents will not be admitted to the buildings after 8.00 a.m. unless they have an appointment. They will need to leave their ID cards with Security at Gate 1 and wear a Visitors’ Badge.

Tri-Logistics operate a bus service to and from certain parts of Doha. Parents who would like details should contact the Tri-Logistics Transport Manager who is in the Prep school every day at the Bani Hajer site. The phone number is 66185773 and the email is sherborne@trilogistic.com

If a pupil is absent then parents are required to advise the Form Teacher of the reason, via e-mail, as soon as possible so that our records can be updated. All pupils are expected in school on all days that the school is in session (i.e. the dates shown on the Term Dates notice which is sent to parents and is on the website). This is important because the more school days pupils miss the more curriculum input they will miss and this can put them at a disadvantage with their peers. All
requests for leave of absence should be addressed to The Headmaster, stating the reason for the request. There is no guarantee that requests for leave will be authorised. All unexplained or unauthorised absences (i.e. absence which in the school’s view is not justified and for which leave has not been granted) will be marked on our records as ‘unauthorised’. Pupil’s attendance records are stated on reports. The parents of pupils whose attendance is becoming a cause for concern will be contacted by the Form Teacher. (Please see Section 1.2 on pages 6 & 7 above.)

There are several blocks of teaching during the course of the day. Between these blocks there is a mid-morning break and a lunch break because the children’s learning benefits from regular breaks. During these they can have a snack or lunch and a drink, get some exercise, recharge their batteries and have a chance to relax with their friends. These supervised breaks take place outdoors for all but the very hottest months of the year and children are helped to learn to organise their time so that they have done all they need to do to be ready for the next session. When the weather is poor, for example on dusty days, asthmatics will be advised to stay indoors for break times. During the occasional sand storm which we experience, all pupils will remain indoors for breaks.

Pupils will spend a substantial part of each day with their Form Teacher who will take them for core subjects. They will spend some of each day with specialist subject teachers who will teach those subjects such as Languages and Music. As the children progress through the school the amount of specialist teaching will gradually increase. All pupils have regular exposure to The Library, the school reading schemes and to ICT, which is used as a tool within other subjects. As with all libraries there is a system for borrowing books and also a system of fines for late returns and lost books.

Several days each week will include an Assembly which provide an opportunity for whole sections of the school to come together. The Headmaster and other senior staff lead Assembly once each week and then other staff and pupils will share responsibility for Assemblies on the remaining days. These Assemblies are wide ranging and include House and Year group Meetings and Star of the Week Assemblies. They provide an opportunity to discuss the school’s core values with the pupils, to explore topics of interest, to set the background for whole school projects or fundraising initiatives, for a particular form to present some work which it has been doing and so on. They also present an opportunity for all pupils to share and celebrate success in all areas of school life. In short, they help to nourish a collective ethos for the school.

The day will end with a short Form Period during which the Form Teacher can round off the day, follow up on things which have arisen, give any messages for the next day and check that all pupils are taking with them what they need. Pupils are then taken to the departure points at 1.30 p.m., to meet whoever is collecting them. This must be an adult and Form Teachers will not release pupils until that person has been identified. Pre School and Reception pupils should be collected from their Form Rooms via the doors which lead onto their shaded play areas at the back of the main building. Pupils in Years 1 and 2 should be collected from the shaded areas in front of their blocks, by the Reception Office. Pupils in Years 3 – 6 should be collected from the Hangar shading. Any pupils who are in an Enrichment Activity will go to their activity. Any pupils who are not in an Enrichment Activity and who are not collected within 10 minutes of their official departure time will be taken to Mop Up (see below).

4.4 Enrichment Programme and Mop Up
The Enrichment Programme takes place on most days and Activities are from 1.45 p.m. to 2.30 p.m.. There are Inter House events on most Wednesdays. There is a wide variety of activities for pupils to choose from and they are encouraged to participate in at least one activity a week. Pupils are also encouraged to take a challenge and try something which they haven’t done before. Pupils make their choices for each term and they are then expected to stick with that choice for the term. The selection procedure is announced in advance. Many activities are free of charge but some, particularly those which involve outside instructors, (sailing, tennis, golf for example) attract a termly charge.

The Prep School Mop Up sessions are an emergency-only facility for pupils who have had their activity cancelled at short notice or for emergencies such as a car breaking down or a traffic problem. The facility is not for pupils whose brother/sister is at a club, for parents regularly working late or as an alternative to a child-care facility. Pupils must be booked into an activity if you need your children to be at school until 2.30 p.m. on a regular basis. There is a charge of QR75 if you are more than 15 minutes late collecting your children. There is also a similar charge if you are more than 15 minutes late collecting after an Activity.

4.5 Opportunities for Responsibility

Pupils are provided with opportunities for responsibility in a number of ways. All Form Teachers will have a rota of daily or weekly jobs which will be shared out amongst the pupils and periodically they will use pupils as messengers. Pupils may stand for election to The School Council as the representative of their form and senior pupils in the school are eligible for election or appointment as Library Monitors in Years 4 and 5, Play Leaders in Year 4 and Prefects in Year 6. The Headmaster appoints two Heads of School. These roles will give them various responsibilities, including helping with prospective parent tours and greeting visitors on public occasions such as concerts and Speech Day.

4.6 Houses

All pupils and all staff, except The Headmaster, The Deputy Head and the Assistant Head, belong to one of six houses and pupils will develop strong ties to their house. Three of the houses (Irons, Powys and Sheppard) are named after eminent Old Shirburnians and three (Amna, Jassim and Khalifa) are named after eminent Qatars. During the course of the year there will be a variety of Inter House competitions and these competitions will be variously academic, artistic and sporting. They will be both horizontally and vertically organised so that ties across all age group are developed. All pupils will have opportunities to represent their houses on various occasions and all competitions will contribute towards the overall inter House Cup. There are also periodic whole school House days. Many of these events are open for parents to watch and support and you are encouraged to do so. Details of the various competitions and events will be published in advance and can be viewed in the calendar in the Parent’s Portal and on the website.

www.sherborneqatarprep.org

4.7 Homework

If you are new to the British education system we would like to briefly explain our views and policy on homework.

The school believes that homework is a great way for children to develop independent, lifelong learning skills. Its aim is to reinforce or practise skills and to prepare for future learning. Homework
is designed to be appropriate for each age group so that most pupils will be able to complete it unaided and learn how to work on their own. We are happy for parents to support and help their children with their homework, and children will often get more from an activity if parents are involved, but we also want to see what they can do on their own.

Sometimes children can become confused or frustrated if the techniques being demonstrated at home do not match the systems being explained in school. This is especially true in Maths and the last thing we want is for homework to become a cause of family friction. Homework needs to be a positive experience for children so that their learning in school remains positive. Of course there are times when homework needs to reinforce learning (tables, spellings etc.) but generally homework should be stimulating and exciting and, as we have mentioned, tasks which children can achieve on their own.

We believe learning goes much deeper than merely learning knowledge so discovery, and applying and communicating that knowledge, are given equal emphasis. Therefore we use a variety of text books, teaching resources and teaching styles to suit a range of learning styles. We do not merely teach from one textbook which leads up to regular tests. Similarly, homework will encompass a variety of purposes and tasks which may involve reading, reinforcement of class work, a practical activity, research, investigations, preparation for classwork, preparing a presentation about something learned or a project. Some homework requires the use of the internet so please alert your Form Teacher if you are not yet connected. If you would like to see the range of books and materials which are being used in the classroom and the work your children are doing, your Form Teacher will be happy to make an appointment.

There is a progression in terms of time and demand through the school. As a consequence pupils learn to manage their homework time so that tasks are complete by the due date. This is an essential skill for the Senior School. They will find it easier to do this if they have a regular homework time each day and get into a routine. Homework will be explained by the teacher and recorded in the Pupil Planner. Reading and the learning of spellings and times tables are encouraged as daily activities. Homework for Reception, Year 1 and Year 2 will centre on reading and spelling. Years 3 – 6 will also have a weekly English and Maths task and, additionally, Years 5 & 6 will have a topic based task which may last several weeks. When, for any reason, homework has not been completed by the due date please write a note to the teacher concerned on the page where the homework was set.

If you have any concerns about homework, or you are not sure what help to offer, please contact the Form Teacher.

4.8 Marking Policy

Marking is an important and effective tool in the teacher’s armoury because most pupils want to please and so positive and constructive feedback can be a powerful motivator. All work which pupils produce will be marked in accordance with the whole school marking policy. The aims are:

- To provide feedback to pupils about their progress and attainment and assist pupils to see how their work can be improved and developed.
- To provide visible and readily available feedback to parents with regard to their child's attainment and progress.
• To enhance and promote pupils’ learning and attainment as part of our ‘assessment for learning’ processes.
• To provide staff with information for future planning
• To assist with establishing suitably high expectations for each pupil and encourage and value pupils’ work within the school.

Class work, homework and coursework are marked and the style of marking will develop from mostly oral with the youngest pupils to mostly written and returned later for the older pupils. The symbols and stamps used for marking are shown in the pupil planner.

4.9 Formal Feedback on Pupils’ Progress
You will receive regular feedback on your children’s progress in both oral and written form. Written Reports are issued at the end of the Summer term and these reports are designed to give clear feedback on current progress and advice for the future. There are also Parents’ Meetings during the course of each school year at which you will have the opportunity to discuss your children’s progress. However, our system of continuous assessment and regular internal reviews means that staff will always have a clear picture of pupils’ progress. If Form Teachers have any concerns they will be in touch so that any issues can be dealt with in a timely fashion. Equally, if you have any concerns Form Teachers will be happy to meet you so that they can discuss how things are going.

Sherborne Qatar Prep School reserves the right to withdraw a place from children whose behaviour or educational needs cannot be met by the school.

4.10 PE and Games
All pupils receive PE and Games coaching within the timetable. PE kit should be worn on the days on which pupils have PE and Games lessons. There are also periodic matches with other schools, tournaments involving a number of schools and inter house matches. Parents will be advised in advance when pupils are selected for school fixtures and as many pupils as possible will be involved in fixtures over the course of the school year. The school also enters some overseas events e.g. The IAPS Games and the BSME Games. Parents will also receive details of venues and timings and you are very welcome to come and support all school fixtures; indeed, the pupils thrive on that support.

Gum shields are required in hockey lessons and shin pads are required in football and hockey lessons. Ear studs must be removed or covered with sticking plaster and watches should also be removed.

Occasionally it might be necessary for your children to be Off Games if they are injured or not fully fit after an illness. In this case a note for the Form Teacher and the PE team should be sent in to school and the PE team will find them something appropriate to do.

4.11 Music and Instrumental lessons
Music is an important part of school life and all pupils receive music lessons within the curriculum. All pupils are expected to attend music lessons which fall within time-tabled curriculum time. Instrumental tuition is also possible on various instruments and details can be obtained from The Head of Music. Musicians will also have the opportunity to join ensembles and choirs and to
perform in concerts, both in and out of school and to attend events such as the BSME Music Festival which rotates around the Gulf countries.

4.12 Food and Drink
Lunch is eaten in school each day and pupils are required to bring in a packed lunch which should be healthy and nutritious. Please do not include glass bottles or anything which needs re-heating. Pupils should also bring in a snack, such as a piece of fruit or a cereal bar, and a drink for break time. A water bottle for classroom use is also highly recommended.

For most of the year pupils will either eat in the Dining Room or at the Picnic benches. At the hottest times of the year all pupils eat indoors.

Sometimes pupils like to bring in a birthday cake to share with their friends on their birthday (although this is by no means compulsory!). If this is the case could you please let the Form Teacher know in advance. Please note that burger meals and fizzy drinks are not permitted on these occasions and sugar content on cakes should be kept to a minimum.

We do have some pupils who are allergic to nuts and, for them, exposure to nuts can be life threatening. Whilst we cannot guarantee that the school is nut free we do ask parents not to send in food containing nuts. Your help in this matter is very much appreciated.

4.13 Mobile Phones
Pupils are not allowed to have mobile phones with them during the day. However, we do recognise that some of our pupils travel to school by school bus or with a driver and that consequently some parents like their children to have a phone for the journey. If that is the case then the phone must be handed in at the front desk on arrival and it collected again at the end of the day. Phones which are found in pupils’ possession during the day will be confiscated. In all circumstances pupils bring in their mobile phones at their own risk.

4.14 School Internet Policy
The school's policy for responsible internet use is shown in the pupil planner and all pupils and parents are required to sign it before pupils are allowed to use the school computers. Parents are also given the option to allow or disallow the use of their children’s photographs in official school publications and on the website.

4.15 The Library
The school has a well-stocked Library and new books are being added all the time. The Library is run by our Librarian and library lessons are within the curriculum for most pupils in the Prep School. The Library is also open during Break and Lunch times. All pupils are members of the Library and, as such, they are entitled to borrow books. All borrowed books are the responsibility of the borrower and any book which is more than a month over the return date will be deemed lost and will incur a charge accordingly.

4.16 Trips
Periodically educational visits will be arranged for the pupils. The aim is that all pupils should have the opportunity for at least one trip during the school year. Advanced notice of a trip will always be
given, together with details of the destination, aims of the trip, costs and any equipment which may be needed. Parents will be asked to grant permission for their children to go on the trip and pupils will not be allowed to go on the trip without this permission. All trips are carefully planned and risk assessed.

4.17 Parking
Parking is available all-round the Al Rayyan site. We must ask parents to show respect for each other. This means parking properly within the allocated spaces, driving slowly on the roads around the site and observing directions given by the school security team. This is all for the children’s safety. We would also courteously remind parents that, for their own safety, children should always be sitting down and wearing a seat belt in a moving vehicle. Any children who travel in school transport, for any reason, will be required to wear a seat belt whilst they are in that vehicle.

4.18 Money and Personal Possessions in School
Pupils should not bring money into school unless it has been requested by the school for a particular purpose. (On those occasions it should be in a named envelope.) Pupils should not bring in anything, including electronic games, over and above what they actually need for the school day. Any unauthorised items are brought in at the pupil’s own risk.

4.19 Charitable Work
Periodically the school will hold charity days and these usually take the form of non-uniform days in exchange for a voluntary donation to the particular charity. They are always announced in advance and the children will be told what the charity is for and why we are supporting it. This will be via Assemblies, classwork or a combination of the two.

5 UNIFORM & PE KIT
With the exception of official non-uniform days all pupils are required to wear school uniform every school day and this uniform must conform to the shades, styles, textures and colours determined by the school and in keeping with the uniform stocked by the school suppliers. Uniform should be clean and tidy at all times and it should be worn in full and not in conjunction with other home clothing items. So, for example, during the colder months pupils may wear a school jumper, or a school fleece outdoors, but not any other type of jumper or coat. During the warmer months pupils will need to wear hats for outdoor play but these must be school hats. Smart (best) uniform is worn for special occasions which are announced in advance. All children wear flat soled black shoes (not trainers) which should be properly polished.

The PE uniform is worn for PE and Games lessons. Trainers should be predominantly white and should only be worn for PE, Games and indoor Sports Hall break times.

There are three types of school bag available: a book bag, a ruck sack and a trolley bag. Parents may choose whichever one they prefer. Bags of a non-school design will not be permitted. All pupils are expected to use one of these types of school bag and not a bag of another design.

No jewellery is permitted and this includes friendship bands. Girls may wear discreet stud earrings but these must be removed or taped over for PE and Games. Girls’ hair may be long or short but if long, i.e. below the chin, it must be tied back. Boys’ hair should be cut to a conventional short
It is particularly important that all uniform items are named, preferably with sewn in name tags, so that lost property can be reunited with its owner quickly. Any lost property which is found will be placed in the lost property cupboards. Lost property whose owner can be identified is returned to its owner on a regular basis. Unnamed lost property will be kept for a certain time and then recycled into the second hand uniform shop.

The full uniform list is available on the website. The list shows the variations for each part of the school and gives details of the official school suppliers. In summary, summer uniform is the blue school shirt not tucked in. In winter uniform shirts are tucked in and pupils in Years 5 and 6 arrive and depart wearing their blazers. Pupils may also opt to wear a school jumper during the colder months and they may also wear a white vest but the sleeves must not hang below the shirt sleeves. The date for switching between summer and winter uniforms will be announced in advance.

The school reserves the right to refuse entry to pupils who persistently (i.e. after reasonable warning) refuse to follow the school uniform and dress codes.

6. SCHOOL RULES, REWARDS AND DISCIPLINE

6.1 Rules and Pupil Ethos

At Sherborne Qatar Prep School we teach children to work independently, to think imaginatively and to care sincerely for others and for our world. Children seek through learning to discover their full potential and appreciate the joys of life. Our rules and expectations of the pupils are shown at the front of the pupil planner.

6.2 Manners

Good manners are very important at our School. All children are expected to behave with respect and courtesy to others, and we encourage these values from an early age.

At lunchtimes teachers are encouraged to eat with the children so they are able to spend some social time with them. Each day’s duty staff ensure that table manners and Dining Room behaviour are appropriate.

6.3 Rewards & Sanctions

Merits can be awarded for work in class, extracurricular activities, helping with a job, being kind and helpful to other pupils or for honesty for handing in lost property which is found. They are usually given one at a time but special things may earn more than one. Staff will record merits on the Merits page in the school planner and every week Form Teachers will check to see how many their pupils have earned. These totals also contribute to the Inter House Competition. For every twenty five merits they earn pupils will receive a certificate, awarded in Celebration Assembly. These will begin with Bronze and go through Silver, Gold, Platinum, Diamond and onwards.

Poor work or behaviour may result in a pupil being given a Yellow Card. Three Yellow Cards will result in a Red Card and an interview with the Year Leader and three Red Cards will mean an interview with the Deputy Head. Parents will be informed in writing whenever a Yellow or Red Card
Continued poor behaviour or episodes of serious misconduct will result in referral to the Headmaster who will take appropriate action. This may include temporary suspension from the school. Where a pattern of poor behaviour is developing, or following an episode of serious misconduct, parents will be informed and invited to a meeting in school.

<table>
<thead>
<tr>
<th>Role</th>
<th>Sanction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form Teacher</td>
<td><strong>Yellow cards</strong> give pupils a clear warning that continued poor behaviour will lead to them being sent to the Year Leader. When a yellow card is given it should be recorded in the pupil’s planner. They should only be given for repeated poor behaviour or more serious misdemeanours. Once three yellow cards have been recorded the Form Teacher should discuss the pupil with their Year Leader.</td>
</tr>
<tr>
<td>Year Leader</td>
<td><strong>Red cards</strong> can be given on the agreement of the Year Leader. At this stage the Form Teacher explains why the pupil has been given three yellow cards. Red cards are recorded in the pupil’s planner and the Year Leader may choose to keep the pupil in for a longer period of time to reflect on their behaviour.</td>
</tr>
<tr>
<td>Deputy Head</td>
<td><strong>Detentions</strong> can be given by the Deputy Head for three or more red cards or incidents of serious misbehaviour. Detentions are designed to ask the pupil to reflect on their behaviour. If a detention is given the Deputy Head contacts the pupil’s parents to inform them of the reasons why. In the unlikely event that three detentions have been reached the Deputy Head discusses the pupil’s behaviour with the Headmaster.</td>
</tr>
<tr>
<td>Headmaster</td>
<td><strong>Suspensions</strong> are rare and decided by the Headmaster, normally for a pupil who displays extremely poor behaviour over a period of time. They may be asked to reach improved behaviour targets if they are to remain at Sherborne Qatar.</td>
</tr>
</tbody>
</table>

7 COMMUNICATIONS

Communications from the school will take a variety of forms, most of which will be via email and the Parents’ Portal. Some will be sent as text messages and these will include notices of an immediate nature such as if a sporting fixture is cancelled. **It is therefore very important that the school has your correct contact** details so if these change please let us know. (You can also update your contact details via the Parents’ Portal.) The regular weekly Parents’ Notices will be posted in the Parents’ Portal and sent out as email. You will also receive periodic hard copy items
such as letters from The Headmaster, newsletters and the school magazine. If you are not receiving mailings please check your spam and mark Sherborne Qatar as a safe sender.

We will send out or place in the Parents’ Portal, all relevant information (dates and timings of events, event details etc.) It is the parents’ responsibility to read and note the information.

8 BULLYING POLICY

Bullying is defined by the Oxford English Dictionary as:

“Using strength or power to hurt or coerce others by intimidation”.

Bullying happens when one or more people use physical, verbal, emotional or psychological means to hurt others in a premeditated way. Bullying may be linked to racist, religious or sexist issues and, more recently, the use of the internet and mobile phones (‘cyber bullying’).

Every school will experience incidents of bullying at some time, and our school is no exception. However, bullying has no place at Sherborne Qatar Prep School and will not be tolerated.

8.1 How can bullying be recognised?

Bullies tend to be assertive and aggressive. However, this is not always the case as bullying can also happen in subtle, insidious ways. Bullies also tend to be lacking in empathy or guilt. It is important to note that bullies may themselves be victims, or feel socially inadequate in other ways. It is sometimes difficult to spot victims of bullying, as they can be skilled at putting a brave face on their suffering. However, some common signs may be:

• Poor work
• Feigned illness
• Attention-seeking behaviour towards adults
• Bed-wetting
• An unwillingness to socialise during free time

Please be aware of changes in your child’s behaviour.

8.2 Strategies used to address bullying

1. Pupils are urged to share their problems with other pupils and preferably report bullying incidents to staff.
2. Silence is a bully’s best friend so we are a “telling school”. We encourage children to speak up for themselves and, very importantly, for their friends. Recent research into bullying has shown that when a bystander intervenes to question the bully’s behaviour, the bullying stops at once in over 80% of cases.
3. The bullying behaviour or threats of bullying will be investigated and strategies put in place to get the bullying stopped quickly. One member of staff will be responsible for co-ordinating the approach. This will normally be a child’s Form Teacher, guided by the Deputy Head.
4. The process of dealing with the bullying will include talking to the perpetrator about his or her behaviour; explaining why it was unacceptable and the consequences it has; and explaining what will happen should the bullying recur.

5. If felt appropriate, sanctions may be applied, especially in the case of a repeat offence.

6. If felt appropriate, the situation may be sensitively discussed with other pupils, especially if it is felt their behaviour, active or passive, intentional or unintentional, augmented the effect of the bully’s actions.

7. All cases of bullying will be recorded. The record will include the type or types of bullying identified.

8. In serious cases, parents will be informed and asked to come to a meeting to discuss the problem.

9. An attempt will be made to help the bully (or bullies) change their behaviour but sanctions will be applied if this does not happen.

10. All incidences of bullying are logged on a pupil’s school file.

8.3 Preventing Bullying

The School works to minimise the incidence of bullying by raising awareness amongst the children, through discussion, videos and role play in assemblies and English and PSHE lessons:

Parents also have a role to play and we would ask you to support our approach. If you have concerns about possible bullying or would welcome a chance to discuss the issue generally, please do feel free to speak to your child’s Form Teacher at any time.

If you believe your child (or any other) is being bullied let your child’s Form Teacher know about your concerns as soon as you can. The School’s response to possible bullying will then be initiated. Please be patient, though: the teacher and his/ her colleagues will need to follow up and investigate to ensure there is a proper understanding of what is happening. The Form Teacher or a senior colleague will keep in touch with you during this process.

Be supportive of your child and please avoid over-reacting towards the possible bully. Please do not approach the possible bully, or the family, directly. The school will deal with the issues as necessary. The school needs to be able to get to the root of the problem. This requires the co-operation of all parties.

If your child is accused of bullying such an accusation may come as a tremendous shock to you. You are likely to feel very defensive about the situation and it may seem highly unlikely that your son or daughter could be bullying another child.

Please be patient. The School will try to unravel what is going on and, if it seems likely that your child has adopted bullying behaviour, we will try to establish what has caused this. The Form Teacher will work with you and your child to address the causes and to improve behaviour.

It would be unusual for a child, particularly at Prep School age, not to respond to the support and guidance given. Most children can learn how to make proper friendships and how to avoid hurting others. They will put events behind them.
However, in a very rare case where the level of bullying is severe, the level of sanction applied by the School must take account of this – **bullying has no place at Sherborne Qatar Prep School.**

## 9 CHILD PROTECTION

### 9.1 Introduction

The Prep School Child Protection Co-ordinator is Nick Fawcett, Headmaster and the Child protection Officers are David Payne, Deputy Head and Gail Williams, Senior House Leader.

Sherborne Qatar Prep School strives to be a school where children are nurtured, valued, happy and safe. Any Child Protection concerns are dealt with very seriously. All concerns are logged and reviewed through the Child Protection Co-ordinators.

Please note that we are sensitive to some parents’ wishes that their child/ren should not appear in any school photos that might appear in the public domain (e.g. on the school website, in the local paper, etc.). Therefore, if you are happy for your child’s photo to appear in the public domain, please sign the consent form which can be found in the pupil planner.

### 9.2 Our aims

Our policy applies to all staff, governors and volunteers working in the School. The main elements to our policy are:

- Establishing a safe environment in which children feel secure, learn, are encouraged to talk and are listened to.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the School whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Our Child Protection Policy is monitored by regular reviews from the School Leadership Team. It is reviewed annually to ensure it is effective and in line with latest and best practice. All staff work within its guidelines.

## 10 HEALTH AND SAFETY
The Bursar has overall responsibility for Health and Safety in the whole school. The Bursar, Pauline Puddicombe, is the nominated Prep School Health and Safety Officer.

10.1 Premises
Our aim is to ensure that the premises, equipment, materials and systems are made and kept safe and without risk to people using them. We aim to ensure that all people on the School site have an active, effective and positive attitude towards health and safety.

The school is a no smoking zone and smoking is not permitted in school buildings, the school grounds or on school transport.

10.2 Fire procedures
The fire alarm is a continuous sounding of a high pitched klaxon. A ‘walk through’ fire drill is held at the beginning of each term and there is also at least one unannounced practice each term. We will usually try and do this when there are no visitors in school. However, should the alarm sound whilst you are in the building, you must leave with everyone else and go to the relevant Assembly Point.

On hearing the fire alarm all occupants of the school should walk quickly and silently, using fire exits where indicated, to the relevant Assembly Point. The assembly point is the large Circus tent shaded area near Gate 1. Pupils are required to line up in forms and Form Teachers will check numbers and call names using their register. Staff and other employees will be checked in by the Bursar. Visitors should line up next to the staff.

Please note that all fire prevention equipment is checked on a regular basis.

10.3 Medical issues and First Aid
Parents of every pupil are required to complete a medical record, which is kept in each pupil’s file. It is most important that parents inform the school of any change in a child’s medical circumstances. Also, if your child has a contagious illness please inform the school.

The school has four fully qualified medical staff but many other staff also have First Aid certificates.

The Medical Room at the Prep School situated on the ground floor of both main building. Parents will be informed immediately if a pupil is deemed too unwell to continue in lessons. The school medical team will treat injuries and illnesses which are within school resources and all treatments will be recorded in the school’s medical records. An ambulance will be called for serious cases which require emergency assistance and parents will be informed. If parents are unavailable a member of staff will accompany any pupil who needs to go to hospital, taking the pupil’s school medical record for reference by hospital personnel.

Medication will not be given by the school without the express written authority of a parent on the appropriate form which requests permission to administer ‘over the counter’ medication if required.

Pupils who have been suffering from vomiting or diarrhoea should not return to school until twenty four hours after the last episode.
Please note that head lice (pediculosis) occur even in the cleanest of households so a thorough check of your child’s hair before he/she returns to school would be a useful preventative measure. All children should have a comb or brush in school (in their kit bag). Medical advice is that regular shampooing, conditioning and combing of hair helps to keep head lice at bay.

All pupils in school are encouraged to maintain good personal hygiene. The medical team will also conduct periodic medicals on all pupils, looking at teeth, eyes, measuring height and weight.

10.4 School bags
Whilst pupils are encouraged to be prepared for lessons by carrying an appropriate selection of books and equipment it is important that they ensure their bags do not contain unnecessary materials and thus place an unhealthy one-sided weight on their shoulders. Please see the uniform section for choices of school bag.

10.5 Safety in sports activities
Pupils will be advised by the PE Department when items such as shin pads and gum shields are required. Pupils who do not have required items will not be allowed to participate in that activity.

11 COMPLAINTS PROCEDURE
Sherborne Qatar Prep School has an ‘open door’ policy and we always welcome feedback from parents. Consequently, almost all issues can be solved very easily and quickly. However, if that is not possible, parents may feel that they wish to make a complaint.

A complaint is an expression of dissatisfaction about a real or perceived problem. It may be made about the school as a whole, about a specific department, event or an individual member of staff. We do not distinguish between formal and informal complaints. An informal complaint might appear trivial but it can easily escalate and so is afforded the same attention as a more formal complaint.

The school prides itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be taken seriously. The School will always try to receive complaints in an open and supportive way. Wherever possible we seek to resolve complaints, anxieties and issues in a positive manner, to the satisfaction of all parties.

It is hoped that most complaints and concerns will be resolved quickly and informally. If parents have a complaint, they should normally contact their child’s Form Teacher. In many cases, the matter will be resolved straightaway. If the Form Teacher cannot resolve the matter alone, it may be necessary for him/her to consult the SLT.

Complaints made directly to the Headmaster will usually be referred to the relevant Form Teacher unless the Headmaster deems it appropriate for him to deal with the matter personally.

The Form Teacher will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within a few days or in the event that the Form Teacher and the parent fail to reach a satisfactory resolution on an informal basis then parents will be advised to put their complaint in writing to The Headmaster. After considering the complaint
The Headmaster will decide on the appropriate course of action. Please note that we will not rush into a decision. We hope you will appreciate that our response will be “considered”.

In most cases the Headmaster will meet the parents concerned to discuss the matter. If possible, a resolution will be reached at this stage. It may be necessary for The Headmaster to carry out further investigations. The Headmaster will keep written records of all meetings and interviews held in relation to the complaint and these will be confidential.

Once The Headmaster is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Headmaster will also give reasons for his decision.

If parents are still not satisfied with the decision, they may choose to go to the next stage of this procedure and details of this, which will involve a Complaints Panel which includes members of the Governors, are available on request.

It is hoped that parents and the public will always feel able to complain in person. However, if an anonymous complaint is received it will be recorded in the Complaints Log. The Principal will decide what, if any, action should be taken as the result of such a complaint.

The full Complaints Policy is available on request to all parents, both current and prospective.

12. EQUAL OPPORTUNITIES
The School is committed to a policy of equal opportunities. As part of our Equal Opportunities Policy we treat pupils, parents and employees in the same way.

Through the curriculum, assemblies and PHSE (Personal, Health, & Social Education) we celebrate and learn about world cultures and religions. This is an aspect of school life that the children particularly enjoy.

We make every effort to cater for and respect the dietary, prayer and cultural needs of each religion and ethnic group. If your child has particular needs please do not hesitate to speak to a member of staff.

13. CONFIDENTIALITY
The school ensures that all confidential pupil information is secured in a locked filing cabinet or on password protected computers and administration systems.

14. THE PARENTS TEACHERS’ ASSOCIATION
The Sherborne Qatar School Parent Teachers’ Association exists to foster a feeling of ‘community’ amongst the parents and teachers through its social events whilst at the same time raising funds for the benefit of pupils in the Prep School. All parents and teachers of Sherborne Qatar Prep School are automatically members of the Parent Teachers’ Association. Apart from holding functions which enable parents to socialise with each other the Association raises funds to help provide extra equipment or activities for the pupils, over and above that which the school would
be expected to provide from fees. In short, it can enhance your child’s education. Parents can get involved by joining the committee or by volunteering their time to help run events.

Each form also has a parent rep who will liaise with the school for events, the PTA and the parents. They will extend a welcome to new parents and help them to meet other parents from the year group. Form reps may also organise periodic form social events.

The PTA also has its own web site, which can be found at www.sherborneqatarpta.org