



D'OVERBROECK'S OXFORD

A NORD ANGLIA EDUCATION SCHOOL

D'OVERBROECK'S SENIOR PARENTS HANDBOOK 2025-2026

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Welcome to d'Overbroeck's Senior School

We hope you will find the information in this handbook useful, should you have any questions, please do not hesitate to contact us.

If you have questions or need guidance at any time, please contact reception staff, your child's Personal Tutor or the key stage coordinators who will provide you with the relevant information. Staff contact details are included in the student handbook.

'd'Overview' is our weekly newsletter, full of recent events and upcoming important dates. This is emailed to you on Fridays and is a way of keeping in touch with what is happening in school.

School Policies and Further Information

We have sought to keep the information contained in this handbook to a manageable level. A more comprehensive compendium of d'Overbroeck's policies may be found on the website (www.doverbroecks.com).

Should you have any queries or concerns please do get in touch.

Contact Details

d'Overbroeck's Senior School Leckford
Road
Oxford
OX2 6HX

For any general query or to report your child's absence from school please call the office on 01865 688700 or email senior@doverbroecks.com Alternatively, you can contact selected staff as follows:

d'Overbroeck's Leadership Team

Principal

Patrick Horne
patrick.horne@doverbroecks.com

Academic Director

Andrew Gillespie
andrew.gillespie@doverbroecks.com

Pastoral Director

Joanne Croft
joanne.croft@doverbroecks.com

Staff and Curriculum

Stephen Creamer
stephen.creamer@doverbroecks.com

Head of Senior School

Nick Haines
nick.haines@doverbroecks.com

Head of Sixth Form

Andrew Colclough
andrew.colclough@doverbroecks.com

Head of d'Overbroeck's International

Mikaela Parker
mikaela.parker@doverbroecks.com



Senior School Leadership Team

Headteacher	nick.haines@doverbroecks.com
Deputy Head	emily.nicholls@doverbroecks.com
Acting Deputy Head	rachel.bayley@doverbroecks.com
Head of KS4	jo.kalies@doverbroecks.com
Head of KS3	lauren.golightly@doverbroecks.com
Academic Co-Ordinator	stephen.okeeffe@doverbroecks.com
Office Email:	senior@doverbroecks.com

Who to contact?

You can contact us by phone, email or arrange a personal visit.

For routine matters please call the Office. Otherwise, your first port of call should always be your child's Personal Tutor. Personal Tutors are always willing to discuss any academic, pastoral or social issues.

We are always here to support our students at d'Overbroeck's. Should you have any worries about any aspect of your child's educational wellbeing, please use this First Port of Call Protocol so that we can process your concerns in the correct manner and in an order which allows us to address each situation appropriately.

Initial contact with Personal Tutors is vital as these are the first staff to see students every day, and who will meet with students individually on a regular basis.

As appropriate, the Head of Key Stage may be asked to support and then, as necessary, the Deputy Head or Head may become involved to achieve a positive resolution.

Calendar 2025-26

Academic Term Dates

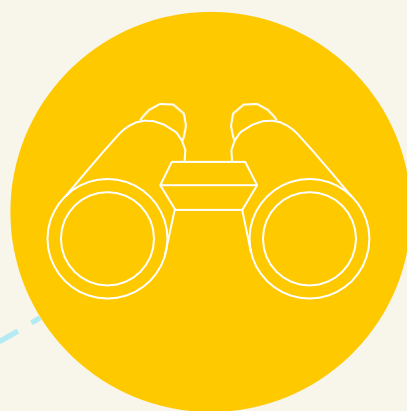
Autumn Term Thursday 4 September—Friday 12 December 2025
Half term: Friday 24 October – Monday 3 November 2025 (inclusive)

Spring Term Monday 5 January – Friday 27th March 2026
Half term: Friday 13 February – Friday 20 February 2026 (inclusive)

Summer Term Monday 20 April – Thursday 2 July 2026
Half term: Monday 25 May – Friday 29 May 2026 (inclusive)

Please note that at the end of each term the last day will always finish at 12 noon after which students are free to go home. No lunches are served on the last day of term.

Half term holidays end at the normal school finish time of 4.00pm.



THE SCHOOL DAY

The school day commences with registration at 8:35am although students are welcome to be dropped off from 8:00am. Students should not arrive any earlier because we cannot guarantee either access or supervision. Once they have entered the school premises students are not permitted to leave until the end of the school day except with special permission.

Registration is not simply an opportunity for the Personal Tutor to perform daily administrative tasks but will also be used for important pastoral activities and as part of our programme of Personal Development (PD).

Teaching begins at 8:45am. There are three breaks during the day: at mid-morning, lunchtime and mid-afternoon, giving plenty of opportunity for recreation and refreshment as well as time to attend lunchtime clubs and activities.

In addition to normal timetabled lessons, Years 7-9 have an Activities Programme delivered on a Thursday morning to enable them to pursue a wide range of extra-curricular activities within the school day.

The school day finishes at 4.00pm for all students, enabling them to catch dedicated bus facilities, although some sports and activities will have a later finish time. There is no Saturday school.

After school, students should either make their way home promptly or attend an after-school club or activity. No child should be on the premises unsupervised after 4.00pm. We ask that parents contact us as soon as possible with an ETA if they are held up for any reason. In such circumstances, children will be placed in after-school homework club to await parents. We ask that parents reinforce the need to leave the school safely, checking before crossing the roads which are busy at this time of day, and using lights, helmets, and high-visibility clothing if cycling.

PERIOD	START TIME	DURATION
Morning registration	8.35	10
1	8.45	50
Morning break	10.25	50
3	10.40	55
Lunch break	12.20	55
5	13.16	50
Afternoon break	14.05	15
7	15.10	50
End of school day	16.00	finish

Homework Club runs Monday-Thursday, 4.00 – 5.00. Places are allocated on a first come first served basis so please register your interest with the office.

Homework club will not take place in Reading Weeks or in the first or last weeks of term.

Daily Life in d'Overbroeck's Senior School

Attendance and Absence

School hours and attendance

Official start time for all students is 8.35am and formal school finishes at 4.00pm (clubs and activities will have a later finishing time). If you are dropping off or collecting your child from school, we ask that you respect our neighbours and do not block access to properties; our relationship with our neighbours is important to us.

We comply with the legal requirement to complete attendance registers twice a day, morning and afternoon. It is assumed that students will be in attendance each day and, once registered, they must remain on the school premises and are not permitted to leave on their own initiative during the school day, or after school if they are staying for an event or club.

If a student has to leave (doctor, dentist, or family business) they must have written permission from their parents. Any student leaving school in these circumstances must sign out in the school office and then sign in upon their return if returning during the same working day. With parental permission, students in Year 11 are extended the privilege of signing out over lunchtime to enjoy the local area, should they wish to. This is contingent on students agreeing to return promptly (by 1.10pm) and attending all lunchtime commitments on-site during the week. Students who do not observe this will have this privilege withdrawn.

If students are absent with vomiting, they must be away for an additional 48 hours after being unwell in order to limit the spread of infection.

Absence

If a student is absent through illness or for any other reason, parents need to contact the school office before the start of the school day either in writing/email if the absence is planned, or by telephone. For morning registration, if a parent has not contacted us within 30 minutes of the student's start time to give a reason for absence, we will contact the parent or other listed contact.

We ask that parents contact us on each day of a child's absence to confirm that they will not be coming to school on that day.

Parents will need to ensure that any absence is followed up by a written communication explaining the circumstances, such communication being retained in the child's file.

Staff responsible for student registration will follow up reasons for lateness and absence.

Persistent poor punctuality/absence will involve the pastoral staff, student and parents.

Holidays during Term Time

Absence is not automatically authorised for holidays taken during term-time. The Head is able to authorise absence for special or unusual circumstances only, but this must be requested in advance in writing on the appropriate forms, available from the Office.

Lateness

We expect students to arrive in time for 8.35am registration. Sometimes lateness is unavoidable, but lateness without a good cause and persistent lateness is a serious concern which can have a detrimental effect on student progress and wellbeing. We will, of course, let parents know about any emerging problems in this area.

If a student arrives late to school, they should report to the office in the first instance and they must sign in. They must then proceed to their lesson.

Closure during severe weather

Every effort will be made to keep the school open during severe weather. However, should the school need to close in such circumstances then we will contact you by text and email and post an announcement on the website. We will also send you a text and email on re-opening. A decision on closure will always be taken by 7.30am on the day of closure.

In circumstances of such closure, lessons will be available through Teams as far as possible.

Academic

Online teaching

The intention is that there will only be online teaching during a national or local lockdown (or other enforced school closure). Online teaching will not be provided for students who do not arrive at school for the start of term or if they leave early at the end of term. If a student is unwell, their priority should be rest and recovery and, to support this, we will not be providing online lessons for students who are absent due to illness.

Books and Stationery

Exercise books will be handed out by subject teachers as required and must be kept in good order. Students will be asked to sign for any text books issued, they then become their personal responsibility. Any books lost, damaged or defaced will have to be paid for, so it is advisable that they do not share textbooks, as with other equipment; parents are reminded that a book deposit is charged which will be returned only if the books themselves are returned at the end of the year in satisfactory condition, allowing for some natural wear and tear. Any books lost or damaged will be replaced out of the child's book deposit.

Equipment

Students must come to every lesson suitably equipped with basic materials and with any specialist equipment required by the subject. It is taken for granted that everyone will have pen, pencils, and appropriate equipment for Maths and Science including rulers, compasses, and a calculator in their pencil case for each lesson.

All d'Overbroeck's students are asked to bring their own device to school for educational purposes: a laptop or tablet, ideally operating a Windows platform and equipped with a touchscreen and stylus. Devices should be charged ready for the start of each day.

Educational Visits

At d'Overbroeck's we believe that learning outside the classroom is an essential component of our curriculum. Our educational visits are many and varied, they offer our students unique opportunities to develop their resourcefulness and initiative, to extend their learning and to spend time together in an informal environment. It is the school's duty to ensure that all educational visits are safely managed and that the health, safety and welfare of students, staff and volunteers are maintained.

Full details are contained in the school policy [here](#).

Homework

Homework is an important part of academic study, both as a way of extending independent learning beyond the school and as a diagnostic tool to help staff assess student progress.

Our policy is one of a sensible balance of work and play. Students must complete homework on time and to the best of their ability but at the same time we recognise that they need to have plenty of time to relate to parents and siblings and also have the opportunity for their own hobbies and pursuits.

A wide range of tasks may be given depending on the subject being studied. Tasks set may include: collection and presentation of information; learning and revising (with a written component); extension of classwork activities; problem solving; reading set texts.

Homework will be set in accordance with the published homework timetables. The number of homework assignments will vary according to age, but good practice suggests that the average amount of time spent on homework should fall within the following ranges:

- Years 7-8: 60 minutes per day in total
- Year 9: 90 minutes per day in total
- Years 10-11: 90-120 minutes per day in total

It is the parents' prerogative to decide when their child has done sufficient work for one evening and parental communication to that effect will always be accepted. If this becomes a recurring problem, we would ask that you contact the Personal Tutor to discuss in more detail. Students should submit completed homework to their subject teacher in the next available lesson.

Teachers will ensure that homework is monitored for quality and quantity while Personal Tutors will be responsible for checking that homework is being completed through regular 1:1 meeting with students as well as dialogue with teachers. Parents can help through encouragement and advice. All work is set via the Assignments function in Microsoft Teams to support students' organisation and for ease of monitoring completion.

Where homework has not reached the required standard, students will be asked to re-present it. Non-production of homework will be reported by subject teachers to Personal Tutors and will be subject to follow-up procedures should the situation warrant.

Genuine difficulties will be addressed initially by subject teachers but this may be supplemented by attendance at after school homework club. This is not a punishment but is designed to provide an environment in which children can complete homework and seek the supervisor's advice as appropriate.

In the case of ongoing concerns about students' engagement with homework, individuals will be required to attend Friday Work Club with the Head or Deputy, 4-5pm after school to catch up as needed. This is intended as a short-term intervention.

Parents' Evenings

Parents' Evening are held annually for KS3 and twice yearly for older students. In Year 10 and 11, one of these will be in-person and one online.

We ask that students attend parents' evening with their parents. Subject teachers and Personal Tutors will be available throughout the evening (5.00- 7.30pm), although some may be available to start a little earlier. Should a teacher be unable to attend parents' evening for any reason, we will arrange contact with parents via telephone or Teams call as soon as possible.

Presentation of Academic Work

It is important that all students take a pride in their work and present it accordingly.

All exercise books must be clearly marked with name, class and subject on the front and must have no other decoration applied unless instructed by the subject teacher.

Standards of presentation apply equally to work completed on devices. Whilst we appreciate the infinite creative options afforded by OneNote and a stylus, work must still be well-communicated, organised, and straightforward for teachers to read and review.

Progression to our Sixth Form

d'Overbroeck's is a school which encompasses Years 7-11 at the Leckford site and the Sixth Form at 333 Banbury Road. We expect that all students will progress through to the Sixth Form at the end of Year 11. Please note that we will require a full term's notice in writing if you decide to withdraw your child from d'Overbroeck's at any point before the end of the Upper Sixth (Year 13). Alasdair MacPherson has the role of co-ordinating Sixth Form progression and will be happy to answer any initial questions about your child's move up to Sixth Form – alasdair.macpherson@doverbroecks.com.

Starting in Year 9, students will be given a good deal of help in thinking and planning ahead for progression beyond Senior School, whether to our Sixth Form – as we hope – or elsewhere if circumstances dictate, through a series of information sessions, meeting with Alasdair, visits to our Sixth Form buildings, meetings with Heads of Department in the Sixth Form, etc. There will be information events for parents as well as Open events. Our aim is that students and parents should feel well informed and prepared for the transition to the Sixth Form in very good time. To find out more about our Sixth Form, please visit www.doverbroecks.com/sixthform

Reports

All students will receive grades for Approach to Learning, together with an attainment score or, for older students, GCSE predictions on a regular basis as part of our student progress system; these are then made available to parents so as to keep them informed of progress. More extensive reports are written in the Autumn term for Year 11, Spring term for Years 7 and 10, and Summer term for Years 8 and 9.

Tests and Examinations

Tests and exams are held regularly as appropriate by every department. In addition, on-timetable class tests are held for Years 7-10 in June. Year 11 have formal mock examinations in January, which are conducted as similarly as possible to real GCSE sittings.

Virtual Learning Environment

All digital resources can be found via Microsoft Teams. Students will be added to a separate team for each of their classes.

Upon joining the school, your child will be inducted into Teams and shown by staff how to access useful key materials, such as class slideshows, electronic whiteboard notes and handouts. These can be accessed at home for revision purposes, to catch up with missed work due to absence or to help with homework. All your child's homework will be set in the 'Assignments' part of Teams. Using your child's login, you are able to read your child's homework assignments as well, enabling you to help if appropriate.

Associated with each team is digital notebook, accessible via a separate Microsoft app called OneNote. Within this are sections available to the whole class ('Content Library' - editable only by teachers, and 'Collaboration Space' - editable by all) as well as a section that is personal to each student. We encourage students and teachers to choose whether learning activities are best completed on devices or in more traditional formats, thus replicating the choices that are made daily in all aspects of life.

Conduct

Students are expected to show respect for themselves, for others and for their school. We aim to be a positive environment in which students feel valued and are encouraged to grow, develop and give of their best. We consequently use a wide variety of methods to recognise and reinforce positive behaviour, please refer to the Code of Conduct.

We are a school that values the individual but we are also a community; where the activities of the individual conflict with the needs of the community, then we must put the needs of the community first.

The d'Overbroeck's Behaviour, Rules, Rewards and Sanctions Policy can be found on the school website. It provides detailed information about expectations of student behaviour; how good behaviour is rewarded and also the sanctions which may be imposed in response to contraventions of policy. Parents and students are advised to read this in full, and also to read our smoking and substance abuse policies.

[Policies & Inspections - d'Overbroeck's \(doverbroecks.com\)](http://doverbroecks.com)

Rewards

We want this to be a positive environment in which students feel valued and are encouraged to grow, develop and give their best. We consequently use a wide variety of positive messages to recognise and reinforce commendable activity and positive behaviour.

Rewards include: house points, regular verbal and written praise for work and positive behaviour, praise post cards, and end of year prizes.

Sanctions

Negative behaviour will, of course, bring consequences and a range of sanctions can be employed, from a verbal reprimand for minor issues through to after-school detentions and internal exclusion for more serious matters. It is to be hoped that the ultimate sanction of exclusion will never prove necessary but it is available as a last resort.

In circumstances of student misbehaviour, parents will be informed so that they and the school can work in partnership to rectify the problem.

Sanctions include:

- Slips – these are issued for minor offences and infringements such as a poor approach to learning or a lack of respect being shown to other members of the community. These are passed to, and recorded by, the personal tutor who will then discuss with the student how to avoid a repeat of the infraction. An accumulation of slips, especially where the same issue occurs repeatedly, will be communicated to parents by the personal tutor.
- Withdrawal of privileges.
- Community service e.g. lunch duty
- Detention – This can be either lunchtime or after school between 4:00pm and 5:00pm. Parents will be informed in advance.
- Withdrawal from class /internal exclusion - this is an option to avoid going straight to suspension and is a temporary measure, usually only for one day. A senior member of staff supervises the student and they lose break and lunch privileges.
- Suspension and expulsion - (fixed period and permanent exclusion) only the Principal has the authority to exclude a student from school, for the most serious offences or repeated refusal to abide by the rules.
- We can also establish behaviour and/or homework reports which are a useful way of monitoring these areas of a student's life and of informing teachers and parents as to the current state of affairs.

Rules and Regulations

We aim to develop self-awareness and self-discipline amongst our students; consequently, we are not a school that believes in rules for their own sake. Nevertheless, rules are necessary for the proper functioning of any community and, while we keep these to a minimum, we do expect them to be observed.

Bullying

An important part of our ethos at d'Overbroeck's is creating a strong sense of community, where students feel happy, safe, and motivated to realise their full potential personally as well as academically. Bullying in any form is against this ethos and will not be tolerated within the school.

We are proud of the fact that incidents of bullying have traditionally been very few and far between and we will continue to do all in our power to ensure that this remains the case.

If you have any worries about bullying, please get in touch with your child's Personal Tutor immediately. You will find our Anti-Bullying Policy here: [Policies & Inspections - d'Overbroeck's \(doverbroecks.com\)](https://www.doverbroecks.com/policies/anti-bullying-policy)

Smoking, Vaping, Alcohol and Drugs

The possession, use or supply of illegal and other unauthorised drugs is unacceptable. We have a zero-tolerance policy on students being in possession of illegal substances on site. Students may not at any time bring alcohol into school premises or be under the influence of it during the school day or at any school event. Smoking and vaping in any form are not allowed in, or in the immediate vicinity of, any of the school's teaching or residential buildings.

Please be aware that we will also inform parents of any suspicions of misbehaviour involving drugs, alcohol or tobacco outside of school.

We reserve the right to conduct random bag searches as appropriate in line with school policy.

Computer Use

All students will be given a password and logon to access the student network. All computer use is subject to our acceptable use policy, a copy of which is sent out by the school office. This is explained in more detail in our e-Safety policy, which can be found on our website.

Any misuse of IT facilities – such as using other people's passwords or accounts, 'hacking' into other people's folders or files for any reason, downloading or viewing inappropriate material or downloading and installing software onto a school computer, will bring very serious consequences.

All online activity which takes place through the school network is monitored and serious misuse is automatically flagged to relevant staff.

Causing harm to individuals or bringing the school into disrepute through misuse of social networking sites such as Snapchat, TikTok, or WhatsApp will also bring consequences.

Students should use Teams on a daily basis to extend and clarify their studies. A school document outlining appropriate and effective use of MS Teams will be discussed with students via their Personal Tutor at the start of term.

Student Dress Code

We aim to strike a balance between a school identity and individual choice.

All students in Senior School are required to wear a school uniform polo shirt and school jumper, cardigan or d'Overbroeck's hoody. The jumper/cardigan/hoody, if worn, must be worn over the regulation school polo shirt. Please note, no other hoodies may be worn in school and hoods must not be up inside the school building.

In colder months, students may wear their own coat or jacket outside the school buildings – i.e. at break—but must not have anything covering their uniform whilst inside: in class or in the dining hall except by special dispensation, e.g. for religious reasons.

Apart from the uniform top, students may wear their own clothes with the following caveats:

- Clothing should be clean, decent, with no offensive logos and suitable for its purpose.
- Extremes of fashion are to be avoided.
- Shorts may be worn within the following limits:
 - ◊ Knee length or just above the knee
 - ◊ Plain colour
 - ◊ No rips or logos
 - ◊ Nothing too tight
- Skirts must be suitable for school and of a sufficient length – no unreasonably short skirts are to be worn.
- Clothing which could present a health and safety hazard is not permitted.
- No ripped clothing is permitted.
- Hair should be reasonable and must not present a health and safety hazard, i.e. in labs.
- Jewellery and make-up should be discreet. Large jewellery items are unsafe for a school environment, and we will ask students to remove them if they are worn, including piercings.
- Long acrylic or gel nails are not to be worn due to health and safety concerns.
- Sports kit must be worn as directed by the PE staff.
- Public performance may require specific types of clothing and students should comply with staff instructions on such occasions.
- Uniform must be worn to and from school. PE kit may be worn to and from school at the request of the Sports Department.
- All uniform and sports kit must be clearly labelled with the owner's name. P.E. kit should be taken home and washed regularly

PLEASE NOTE: On days when a student has PE/SPORT, they should come to school in their PE kit with tracksuit and they will need to remain in this for the day. In case they get wet during sport, please ensure they have a small bag of spare uniform to keep in their locker so that they can change into something dry.

Senior School Uniform List

Mandatory

Daily wear

- ♦ Polo shirt (we recommend 5 of these, short and / or long sleeved, depending on student preference)
- ♦ Hoodie / Zip-up Hoodie / V-neck jumper / cardigan (we recommend 2 or 3 of these, students can choose between hoodie, jumper or cardigan, or alternate between)

PE kit:

- ♦ Short-sleeved Eco Tee sports top (for indoor / summer sports)
- ♦ Reversible sports top
- ♦ Midlayer long sleeved sports top
- ♦ Shorts or skort
- ♦ Tracksuit bottoms
- ♦ Navy/white sports socks (recommend 3 pairs)
- ♦ Mouthguard
- ♦ Trainers
- ♦ Football boots
- ♦ Shin pads

Optional items:

- ♦ Rain jacket Baselayer
- ♦ Leggings Baselayer
- ♦ Shorts Baselayer top
- ♦ Rucksack or holdall

The full range can be found here: **[Blue Blood Sports](#)**

Students who participate in either the d'Overbroeck's Tennis or Dance Academy will have an additional kit list which will be shared with parents on an individual basis.

Cycling to School

Students who live sufficiently close to school are urged to walk or cycle to school. There is ample provision for cycle parking on the school site but all students wishing to cycle are required to:

- Wear a helmet
- Wear appropriately visible clothing
- Ensure appropriate lights are fitted
- Not use phones/devices while cycling
- Not cycle inside the school boundaries
- Cycle safely at all times
- Park their bike safely and lock it up properly

Infringements of these regulations will be reported to parents and may result in sanctions.

Food

d'Overbroeck's aims to practise a nut free policy, although we recognise that this cannot be guaranteed. This serves to reduce the risk to those children and adults who may suffer an anaphylactic reaction if exposed to nuts to which they are sensitive. Therefore, please ensure that any food item containing or potentially containing nuts is not brought to school. As well as nuts there are obviously many other foods causing allergic reactions. Please ask your child not to share their snacks with their friends to avoid accidental potential harm.

Snacks may be brought into school, but no drinks other than water are permissible.

Chewing gum is completely banned – the buildings are carpeted and well-appointed and we do not wish our environment to be spoiled by chewing gum.

All students should bring their own reusable water bottle (no single-use plastic please!) into school which can be replenished from the water coolers. No other food or drink is to be consumed in classrooms except in special circumstances with teacher permission.

Lockers

Lockers are available for students' use and require students to supply their own padlock, should they wish to. As far as possible, all belonging should be stored in a locker or hung on a coathook. If students need to bring larger items to school (eg Cricket bags or Art projects), they should consult their Personal Tutor about where to store these when not in use.

Lost Property

Lost property is easy to return to its rightful owners if it is clearly named. We would therefore ask all parents and students to ensure that items are properly named whether sports kit, jumpers, water bottles or anything else that could be easily lost or mislaid. This is especially important in relation to electronic equipment; many devices and styluses look extremely similar.

If a child loses something, they should check carefully with friends and with the Office. If it still cannot be found, they should report the loss to their Personal Tutor as soon as possible. Students must remove all of their personal possessions from lockers and pegs at the end of each term. Items left behind in the holidays may well be disposed of without further notice.

Mobile phones, Smartwatches, and other devices – Code of Practice

Mobile phones are permitted in school subject to two provisos: that they are the responsibility of the owner, and that they are used appropriately. Students may bring a mobile phone into school for security reasons, but they are prohibited from using phones, tablets or any similar electronic device at any point in the school day without the express permission of a member of staff

- Phones and other devices must be switched off and in the student's bag during the school day unless staff have granted permission for them to be turned on.
- Phones and other devices must never be brought to any examination.
- Phones/ tablets must under no circumstances be used to take video or photographs in school without the express permission and supervision of a member of staff.
- No student should phone home for a medical or any other issue without speaking to the office first.
- Any phone or device that is used contrary to these rules will be confiscated until the end of the school day. Staff will log and hand any phones confiscated in to the staffroom; these may be collected at the end of school. Repeated infringements will result in sanctions being applied; in extreme cases students will be prohibited from bringing any kind of smart phone to school.

Visitors

All visitors need to report to Reception, sign in and out and wear a valid security badge. Students must not bring any friend or anyone else into any part of the buildings or grounds at any time without the express authorisation of the Head or Deputy Head. Please would parents always report to reception if they need to come on site.



Pastoral Care

Personal Tutors

Every student has a personal tutor who is responsible for registering students each morning as well as checking absence and lateness. Students meet with their tutors as a group each morning during registration from 8:35am to 8:45am.

Your child's Personal Tutor is there to ensure that he or she is achieving all that they can academically and as part of their pastoral role will also take a broader interest in their happiness and well-being. All students have a one-to-one meeting with their Personal Tutor on rotation, approximately twice each half-term, although of course these can be arranged more frequently if necessary.

The personal tutor should be your first port of call should there be any issues regarding your child's education or welfare at school that you wish to discuss. They will be only too pleased to help.

Counselling

The first port of call if a student has any problems is their personal tutor, or indeed any teacher that they feel they can talk to. We do, however, have counselling facilities available and we will refer students to our School Counsellor if, following discussions with pastoral staff and parents, we feel that they would benefit from some professional assistance. School Counselling is provided on a fixed-term basis (usually a block of six once-weekly sessions); if further support is needed then this will be discussed with families. At times there may be a waiting list to see the School Counsellor.

Houses

All students in Senior School are allocated to one of our three Houses: Morris, Cooper and Austin. They can earn house points for themselves and their house and participate in all kinds of house competitions from swimming and athletics to debating, drama and music.

Medicines

Prescription medicines: The school expects only rarely to be asked to participate in administering medication or any other form of treatment. In general students under 16 will in almost all cases have the daily support of their parents. There will, however, be cases where the school may need to help. These will include cases where a student is likely to forget to administer their own treatment; cases where the student may be unable to do so (e.g. through seizure or unconsciousness); and cases where a medicine is particularly dangerous (e.g. a prescribed medicine on the Controlled Drugs list). The school's assistance will be conditional upon the completion of an agreed Individual Health Care Plan.

This means that the school will accept responsibility for storing and administering medication only after a formal, written Individual Health Care Plan for the student concerned has been drawn up and agreed by the parents, the student and the School Nurse. Before agreeing such a plan, the school will assess carefully whether it has the means to provide the assistance required. The school accepts no responsibility unless and until the School Nurse has signed a declaration confirming agreement to the proposed Plan.

If the school agrees to have custody of a prescription-only medicine, secure storage will be provided at the site where the medicine is kept.

Non-prescription medicine: In general, staff are discouraged from giving students any non-prescription medication (such as paracetamol) except in emergency circumstances. Please see our [Administration and Storage of Medicines policy](#) for more details.

Mentoring and Coaching

Personal tutors mentor all the students in their form, in that they are the person with an overview of each child in the group and the first port of call for students and parents if there are queries or concerns.

In addition, some students may be assigned a coach or academic mentor; this would be another staff member, not necessarily the Personal Tutor. Student and mentor meet regularly, usually once a week, and for a limited number of sessions, e.g. six or eight. Students may be assigned a mentor or coach for a wide range of reasons, both academic and personal. In either case, the focus is on helping the students understand and overcome barriers to learning. If your child is offered an academic mentor or coach, we will discuss it with you, and the staff involved will keep Personal Tutors fully informed.

Personal Development

The Personal Development curriculum includes Personal, Social, Moral, Health and Economic education. We believe that the personal development of each child is a shared responsibility between the school, the family and the wider community and our curriculum is developed with this in mind.

All students will follow a broad Personal Development curriculum building upon the knowledge, skills and understanding gained earlier. As they progress through the school students will take on new and more adult opinions and roles, both in school and the wider community, developing into confident, well rounded individuals, able to make informed judgments.

Students will learn to respect themselves and others moving with confidence from adolescence into adulthood. All areas covered will focus on the following three elements:

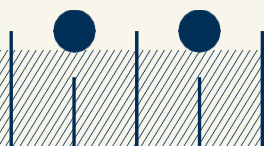
- Attitude and values
- Personal and social skills
- Knowledge and understanding

Students will also cover health, sex and relationships, drugs and alcohol and general wellbeing. During Key Stage 4, all students will have the opportunity to complete one week of work experience.

Delivery of PD will include a range of activities and visiting speakers and lessons will be of an interactive nature with the flexibility to respond to the needs of the students and topical issues which may arise.

We provide Health, Sex and Relationships education as part of the Personal Development programme. The PD curriculum is designed to help young people to develop self-esteem, self-responsibility as well as the understanding and attitudes that will help them to form caring, stable, and healthy relationships.

As in other aspects of school life, we aim to offer a broad and balanced view which reflects the nature of the world in which we live and which fosters a respect for the rights, beliefs and lifestyles of other people, reflecting current legislation and paying particular regard to the protected characteristics under the Equality Act 2010.



The Curriculum

We aim to nurture our students, developing knowledge, skills and talents in a supportive environment which stretches rather than pressurises and which is tailored to the individual. The aim is for students to become confident, independent learners who are able to make full use of their potential wherever it may lie.

To achieve this, we offer a full and broad curriculum with a strong academic core. It covers the full range of subjects in the sciences, humanities, arts, and modern foreign languages. There is also an emphasis on Art, Music, Drama, Sport and Personal Development, both as curriculum subjects and as after school activities.

In order to ensure that students make maximum progress and are prepared for higher education and lifelong learning, all students experience a balance and range of curricular subjects and extra-curricular opportunities.

Years 7-9

In years 7-9 all pupils are taught in mixed ability groups except for Maths where classes are set according to learning styles and needs.

All pupils follow a broad curriculum, embracing Mathematics, English (including Literature), Geography, History, Latin and Classical Civilisation, Computing, Art and Design, Music, Drama, Games and PE, Personal Development and Religious Education. A General Science course taught by specialists in Years 7 and 8 leads to the separate sciences from Year 9 onwards. A commitment to fluency in foreign languages is reflected in the provision of French and Spanish. From Year 8 onwards, students select two languages from French, Spanish, and Latin. In Year 9, Classical Civilisation separates from Latin as per the GCSE curricula, and students can opt for this in lieu of a second language.

Years 10 -11

Our students study nine GCSEs and option groups are created with a view to maintaining a good level of student choice and flexibility. Students follow a balanced programme with a core of Maths, English Language and Literature, and at least two Science subjects (Biology, Chemistry, Physics): students are otherwise supported in making a choice to suit their skills, interests, and future ambitions.

Students also complete a Higher Project Qualification (HPQ), in which they complete a research project of their own choosing.

They will also attend Academic Explorations classes: short non-examined courses in which students experience academic disciplines outside the GCSE curriculum, such as Psychology, Business, Politics, and Sociology.

During their GCSE years, pupils will also receive guidance on preparation for public examinations, careers and their options for Sixth Form and further education.

Personalised Learning

One of our most important aims at d'Overbroeck's is that we tailor what we do to the needs of the child – our aim is for each individual to meet their academic, social and personal potential. All children have learning needs that are particular to them and one of our strengths as a school with small class sizes is our ability to tailor the learning experience to the individual. So, if a child has a gift or talent for a subject or other learning needs we have strategies in place to meet these.

Where students need to be challenged academically, we can employ three main strategies to do so:

Extension: this is about depth. We encourage students to apply higher order thinking skills. Students follow the standard curriculum but develop a deeper understanding.

Enrichment: this is about breadth and means going beyond the usual limits of a subject or topic. We will deliver enrichment through a programme of activities which might include, for example: activities for KS3; entering and preparing for competitions such as the UKMT Maths Challenge, Salter Science projects, public speaking and debating; school concerts and dramatic productions; theatre visits; master classes; trips; one off days, e.g. Financial Awareness. Our enrichment programme is usually open to all students in that they may all apply to take part. In some cases, there may be an element of selection e.g. where a limited number are needed for a team.

Acceleration: this is about pace. It involves students working at the level of an older age group. We will adopt this strategy only in exceptional circumstances where it is essential to meeting the needs of a particular student. We will also support students through the usual pastoral mechanism of Personal Tutors and staff are supported in differentiating effectively through ongoing CPD.

Learning Support

We are happy to offer places to those children who will require curriculum support if they fulfil our wider academic criteria and if we are satisfied that we can offer them a complete package of such support. Clearly, we will only accept students for whom we are confident that, as a school, we can make appropriate provision.

Our aim is to remove barriers to learning and to enable those students who require support to enjoy equal access to the curriculum and to achieve results commensurate with their abilities, so far as this is practically possible. We also want to build confidence and self-esteem and equip students with the necessary practical skills for future success.

Teaching staff are committed to, and experienced in, providing a classroom environment which enhances the learning opportunities of all students. This means that although some children may benefit from one-to-one support sessions, many will find that their needs can be met through the medium of small mainstream classes with differentiated activities.

All children receiving learning support in the Senior School are provided with an Individual Education Plan, which is reviewed termly, and we monitor need and progress very carefully.

Religion, Ethics and Philosophy

d'Overbroeck's is not associated with, or committed to promoting, any one particular faith or religious belief. However, we believe that it is important for young people to gain an open-minded understanding of a range of religious and spiritual traditions as well as investigating social and moral issues. REP is therefore a part of the core curriculum up to and including Year 9 and available as an option thereafter.



Physical Education

All students are expected to take part in the Physical Education programme. We see this as a crucial part of a child's physical, intellectual and social development. The aim is to encourage participation and skills development through enjoyment and good sportsmanship.

All year groups enjoy timetabled Physical Education as well as opportunities to participate in more sport during the KS3 activities programme on Thursday mornings. We teach a broad range of sports throughout the year, such as, tag rugby, hockey, football, netball, swimming, tennis, cricket, rounders, athletics, handball, dance, basketball and badminton.

For those students wishing to follow the academic route for Physical Education, the GCSE course is offered. Students choosing this option will follow separate additional theory and practical lessons with a view to examination after two years.

We play a full fixture list against other schools in a variety of sports, believing that a degree of healthy competition is useful for developing individual skills and team spirit. We regard it as vital, however, that everyone has the chance to play in a team and that they enjoy the experience. Fixtures are usually scheduled into the regular squad training slots for each team; as most fixtures extend beyond the usual school day this will always be communicated with parents.

We are pleased to offer an additional higher-level programme for students with a particular passion for Tennis or for Dance. For more information about these programmes, please contact the Head of Sport.

Students can only be excused from Physical Education lessons for medical reasons, (for which an email to the school office from a parent is mandatory), or for other reasons agreed with the school. This, however, does not exclude them from contributing to lessons, for example, as a coach, official or assistant, or from gaining additional knowledge through observation, students will therefore accompany their group to the venue.

The Extended Curriculum

A range of clubs and activities is on offer both during the school day and afterwards, designed to broaden pupils' experience and improve their skills and knowledge. Pupils have opportunities to participate in activities that may be closely related to the subjects they study during the day, for example in our range of subject 'clinics' and clubs, or that may open up a new experience as in our debating society, chess club or the Duke of Edinburgh Award scheme.

One session a week at KS3 is also devoted to extra-curricular activities with students able to opt for a range of different activities. These may include football, basketball, netball, table tennis, cookery, art & crafts, Airfix modelling, rocket-building, photography, drama, choir etc. They will also take part in the Think programme, which involves problem solving activities. In addition, a number of other activities take place after school from sports fixtures to music, dance, drama and so on.

Cross-curricular activities will also be developed in which pupils investigate particular themes that transcend conventional subject and timetable boundaries.

Required Equipment List

All d'Overbroeck's students should have an electronic device that conforms to our whole-school IT policy. We strongly recommend students use a stylus, rather than trying to type their work in Mathematics, so a device with a touch screen that supports inking directly into OneNote is highly recommended.

Required equipment:

- Pen (blue or black ink)
- Pencil
- A selection of coloured pencils
- Rubber
- 30cm ruler
- Glue stick
- Scissors

In addition, they should bring the following equipment to every Maths and Science lesson:

- Calculator
- Green Biro (for marking work)
- Compass
- Protractor

Calculators

All students must have their own calculator. This should be the Casio fx-83GT CW model.



If a student in KS4 needs a new calculator and is likely to do A-Level we will advise them to buy an fx-991 CW.

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