



Darton
HIGH SCHOOL



A Specialist Humanities College

School Prospectus

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Darton High School is a comprehensive co-educational community secondary school maintained by Barnsley Metropolitan Borough Council, designated as a Specialist Humanities College with effect from September 2005. We value equally all members of the school and work together for the educational progress of all our students.

Published September 2008 - all information correct at time of publishing.

SCHOOL ETHOS

Our vision is to provide a high quality education for all our students. We are committed to continuously improving all aspects of that education for young people. What we offer at Darton High School will, within the context of our humanities ethos, support the development of successful, moral, adaptable, autonomous, life-long learners. When this vision is fully realised we will be the first choice for secondary education within our community.

AIMS

- Provide a secure, caring and stimulating environment in partnership with the whole community.
- All members of the school community feel valued.
- All members of the school community thrive in an atmosphere of mutual respect and consideration.
- Provide students with the confidence and ability to rise to challenges of learning and employment in the wider world.
- Provide students with the skills to continually challenge themselves to fulfil their potential through life.

OUTCOMES

Students will be mature, respectful and considerate young people, ready to take their place in society as active citizens. They will have confidence in their own abilities and be ready to accept challenges in their own lives as well as having the independence to overcome difficulties. They will appreciate that learning is a continuing, lifelong process which never ends.

All members of the community will have benefited from their association with Darton High School, in feeling that they have been considered, valued and have contributed to the work of the school within the community.

YOUR SCHOOL IN YOUR COMMUNITY

Darton High School currently provides education for students aged 11-16, catering for the needs of the full range of abilities. When the new school building is opened in 2010, Darton High School will become an 11-19 school. Here traditional values and modern developments combine to promote a broad and balanced comprehensive curriculum.

AN ESTABLISHED SCHOOL IN A NEW AGE

Accommodation is constantly being updated and refurbished, providing additional classrooms and offices. The Building Schools for the Future programme, providing new accommodation for all local secondary schools between 2009 and 2012, will see Darton High School redeveloped as a new Advanced Learning Centre to be built on the existing site during 2010.

SPECIALIST SCHOOL STATUS

The school was successful in achieving Specialist School status in 2005. Darton High School is a Humanities College, specialising in the key subject English (Language and Literature) with Citizenship and Religious Education (Ethics and Philosophy). We feel this combination gives us a strong identity that focuses on developing young people as active and articulate citizens and through that builds high aspirations throughout the school and wider community. The vision of Darton High School as a Specialist School is fundamental to effecting change, raising aspirations and driving up standards of achievement.

Best practice is clearly evident in the main focus areas, but the process and resources that come about from becoming a Specialist School affect the whole school. We use those initiatives and developments in the target areas to permeate throughout the school and community. The development of communication skills, raising opportunities to involve students in serious individual and critical thought, student involvement in developments affecting themselves, being active citizens – these are just a few examples of aspects that drive up achievement throughout the school. Humanities may be the focus but in reality it is the means by which we affect the whole learning process.

One way we are developing in cross-curricular links and sharing good practice is through the termly Learning Zones. These involve a variety of subjects contributing towards an event or theme over a few days or weeks. In this way staff are encouraged to work with other staff from different teams and students are helped to see connections between subjects and use transferable skills and planned Learning Zones include War & Peace. The first Learning Zone undertaken was based on the theme 'Creation'.

Darton is a school that delivers best practice for the benefit of all in the community and it shares best practice with its business and community partners. It is our intention to secure, develop and embrace partnerships in the local and wider community, regionally, nationally and globally. The aim here is that we create 'Learning Partnerships' which open people's minds and significantly raise people's aspirations. The emphasis on 'Lifelong Learning' is a key feature. We intend to take the opportunity to develop co-operative ventures that not only drive up educational standards in school but also have advantages and developments for our sponsors.

We will ensure our students (young, adult and old) are fully embraced in a rich and diverse learning environment, where there is truly a sense of 'Lifelong Learning', a sense of community and partnership.

HIGH STANDARDS OF TEACHING AND LEARNING

We have a reputation for combining good results in examinations with sustained care for all our students, whatever their capabilities, needs and ambitions. Over 75% of our students last year went on to further education. Many of these will progress to higher education in colleges and universities. This is something we encourage and plan for.

SERVING THE SCHOOL

We value any contribution from students, parents, employers, residents and friends to the enrichment of the life of the school.

SERVING THE COMMUNITY

Our students are encouraged to acquire knowledge and develop skills which will enable them to fulfil their potential in personal and working life and to play a full part as an adult in a democratic, multi-cultural and rapidly changing society. Our work in this area is highly regarded and we were judged Good by Ofsted in 2008.

VALUES AND COMMITMENT

We want students to build on the achievements they bring with them. We help them to respect and value themselves and others, striving to work together to improve the quality of life in the families and communities to which they belong.

COME AND SEE

Visitors are always welcome. If you would like further help or information please ask us.

ADMISSIONS POLICY

The school is a comprehensive community school for boys and girls aged 11-16. The Standard Admission Number for each year group is 235. We received 235 applications of which 235 were successful in September 2007. Applications for admission to the school should be made to the LA.

Parents are invited to contact the school at any time as required prior to making application for admission of their son or daughter but for the normal admission in September we arrange visits during the Autumn Term, usually in September. Students due to join the school in September spend 2 days in school in the Summer Term in July, which are followed by an evening for parents.

DATES FOR TERMS - 2009 / 2010

	Begins	Ends
Autumn Term	Monday 7 September	Friday 18 December
Half Term Holiday	Monday 26 October	Friday 30 October
Spring Term	Monday 4 January	Thursday 1 April
Half Term Holiday	Monday 15 February	Friday 19 February
Summer Term	Thursday 15 April	Friday 23 July
Half Term Holiday	Monday 31 May	Friday 4 June

School is closed Monday 3 May for May Day.

INSET days have yet to be announced.

SCHOOL DAYS

The student's day begins at 08.50 and ends at 15.25. The midday break will be 12.25 to 13.25. 25 hours per week are spent in classes: these are three lessons in the morning and two lessons in the afternoon.

Unless granted leave by the school to go home at lunchtime all students are required to remain on the premises. As at any other time through the school day, the school cannot be held responsible for students who leave the premises without permission.

HOW CLASSES ARE SET UP

The years are numbered 7 - 11. This year we have introduced Vertical Tutoring. Instead of students belonging to a Form Group consisting of only their own age group, the make-up of the group is mixed across all year groups. This means there will be students from Year 7 right up to Year 11 in the same Form Group. There will be 4 or 5 students from each of Years 7 to 11 all working together.

ATTENDANCE

Parents and guardians are **required** by law to ensure that children of compulsory school age receive full-time education. We want all students to attend school because they feel safe, comfortable and able to develop their full potential in a positive environment. We shall attempt to recognise good attendance by praise and reward - both oral and written. Parents and guardians have a responsibility to ensure that their children attend promptly (punctuality is most important) and stay in school. They must also inform the school of any absence as soon as possible, ideally on the first day, and they should state the nature of illness and how long the absence might last. On return, a note is required even if previous telephone contact has been made.

A child should only be absent for unavoidable reasons. Allowing a child to be absent without good reason is against the law. Every half day absence has to be classified by the school (not the parents) as authorised or unauthorised. This is why a proper contact and explanation are vital.

AUTHORISED absence may be caused by illness or a similarly unavoidable reason

UNAUTHORISED absence may include truancy or absence through trivial and unacceptable reasons (eg shopping, minding the house or pet, or a treat)

The Headteacher is empowered to grant discretionary leave of absence from school including for family holidays for up to 10 days in any one school year. Leave of absence will not be considered in the following periods:

- At any time for Year 11 due to the importance of their examination year.
- During the first half of the term of a new academic year.
- Between February and the completion of Key Stage 3 SAT's for students in Y9.
- The pupil has internal examinations/assessments near or during the time of the proposed absence.
- If, on granting the request, the pupil's attendance rate falls below 92% as a result of the granted leave.

Leave of absence will only be granted in exceptional circumstances outside the periods and the restrictions detailed above.

Absence that is not authorised by the Headteacher is recorded as unauthorised. All unauthorised absence is monitored and may lead to the involvement of the Education Welfare Officer.

The school policy on leave of absence is currently being reviewed and the criteria may be substantially tightened. Details will be sent to all parents following the review.

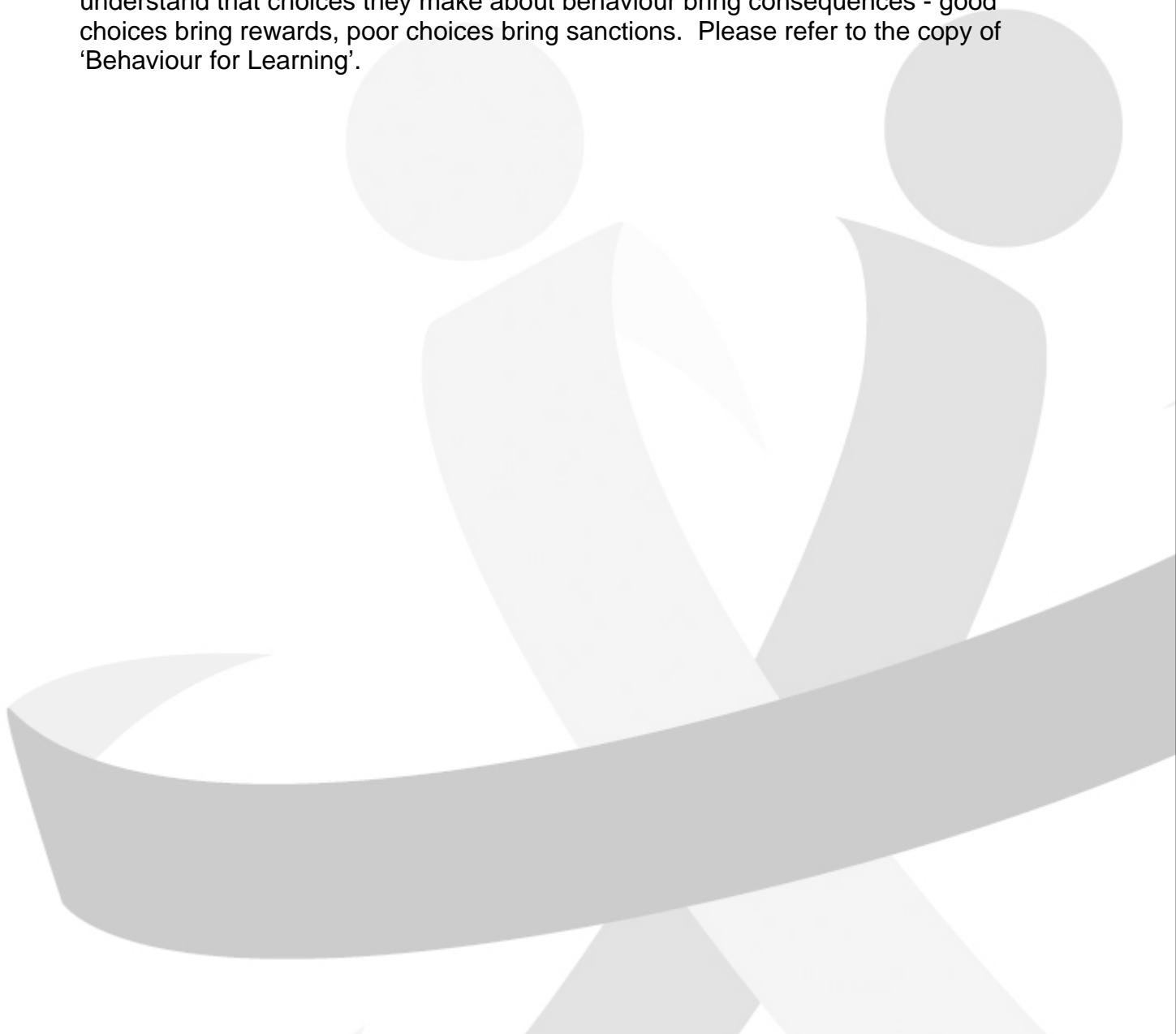
A small minority of children need encouragement to attend school. However, early recognition and involvement from all bodies, governors, parents, teachers and educational welfare, can normally resolve the problem. There is a need for firmness and rigour, tempered by understanding and support.

A full policy on Attendance and Related Issues is available at the school.

You should note the dates of examinations and assessments: leave of absence will not be granted during these periods under any circumstances and the school cannot vary examination and assessment schedules.

SANCTIONS

All staff will use a framework, both in and outside the classroom. Our students understand that choices they make about behaviour bring consequences - good choices bring rewards, poor choices bring sanctions. Please refer to the copy of 'Behaviour for Learning'.



THE CURRICULUM

To achieve the overall aims in the curriculum we endeavour:

- To offer equal opportunity for all to experience the full range of the curriculum.
- To offer a personalised learning experience for all.
- To provide a balanced range of subjects and courses.
- To deliver the National Curriculum in exciting and stimulating ways.
- To ensure all students achieve their potential in all subjects.
- To develop natural links between subjects.
- To foster links between school and industry.

CURRICULUM ORGANISATION

In years 7, 8 and 9 students follow a common curriculum which fulfils the requirements of the National Curriculum in:

Art	Geography	Physical Education
Dance	History	Religious Education
Drama	Information Technology	Science
English	Mathematics	Technology
French	Music	
Personal, Health, Social & Citizenship Education (PHSCE)		

In year 7, students follow a Skills for Learning programme, based on transferable skills.

During year 9, students make a choice from a range of options, in 4 pathways - academic, vocational, specialised and accredited, which they may take in years 10 and 11 in addition to the fixed core. The fixed core in years 10 and 11 is currently:

Careers Guidance	Ethics and Philosophy	Physical Education
Citizenship/PHSCE	Mathematics	Single Science
English Language	CoPE	

Both English and Science can lead to dual certification at General Certificate of Secondary Education (GCSE) level if students opt for the academic pathway.

Students currently choose three subjects from the following:

BTEC Art	Geography	Modern Foreign Language
Additional Science	History	Music
Business Studies	Hospitality & Catering	Resistant Materials
Child Development	ICT	Sports Science
Dance (GCSE & BTEC)	Leisure & Tourism	Textiles
Drama	Media Studies	Triple Science

We also offer an extensive range of Vocational Courses including NVQL2 Accounting and NVQL1 Hairdressing.

RELIGIOUS EDUCATION

Religious Education is one of the three lead subjects of the Humanities School and is an integral part of the curriculum for all students in school. Religious Education provides an excellent opportunity for students in school to learn and expand their thoughts concerning the global village and pluralist society in which they will live and work in the future.

In KS3, students are given the opportunity of extending their knowledge and understanding of the beliefs and practices of Christianity as well as other key world faiths such as Islam and Judaism. Issues of belief, suffering and behaviour as well as special times, places and books are studied through a variety of activities and learning opportunities including visits to faith communities outside the area.

In KS4 students build upon the understanding gained in years 7-9 and consider key questions in religious thinking relating to them as individuals as well as society as a whole. At present a short course GCSE is followed in Philosophy and Ethics. There are plans to introduce a full course opportunity with a number of students through the specialist school strategy. In turn this could lead to some students being offered the chance to start an AS in Philosophy before leaving school. This work is supported by working on the Virtual Learning Environment.

At present a new school of work is being introduced as a direct consequence of the publication of the new Agreed Syllabus for RE in Barnsley which was launched in June 2005. It is intended that this scheme of work will be available on line through the school website, so that parents can be informed of the work being undertaken.

In accordance with the Education Acts, if you wish your child to withdraw from Religious Education and/or Collective Worship on religious grounds, this request will be accommodated. However, parents making the request will be required to draw up a scheme of work and provide lesson content for their child.

EQUIPMENT

Every student is expected to provide basic personal items of equipment:

Black or blue pen	Pencil eraser
Calculator	Pencil sharpener
Coloured pencils	Protractor
Pair of compasses	Ruler (30cm)
Pencil	Set square

The Mathematics Department can supply a suitable calculator at minimal cost. Other basic equipment is sold at Reception or in the library.

For reasons of safety we do not allow the use of Tippex Fluid in school.

HOMEWORK

We set homework regularly for all students and ask you to look at the homework record in the Student Planner. You should try to provide suitable facilities at home where your child can work comfortably and free from distractions. The Learning Resource Centre is now open before and after normal school hours, offering ICT facilities and access to the internet.

MARKING AND ASSESSMENT

Work done by students in school and at home is regularly assessed by teachers, though you should not expect always to find red marks on it! Teachers endeavour to be constructive in their comments on students' work and your child will need to take note of both what is written and what is said about a piece of work.

In Years 10 and 11 much of the work done in class and at home is assessed as part of the GCSE examinations, so it is vital that such work is properly cared for and presented on time.

SPECIAL EDUCATION NEEDS POLICY

The school has continued to provide a comprehensive education to all its students so far as they are able to benefit from it. The Department of Individual Needs advises other departments on appropriate provision for individual students and a team of Curriculum Support staff are employed to implement Statements of Special Educational Needs. The school has continued to consider with the LA and parents the individual needs of students and to make representation to the LA where it considers the provision to be inadequate. Governors have also communicated views on the provision for students with special educational need to the LA.

DISABLED STUDENTS

The school has not needed to make any special arrangements for the admission of any disabled students. Students with disabilities have been integrated as far as possible into the school's full curriculum and have access to extra-curricular activities.

Plans have been completed for disabled access including ramps, handrails, stair lifts and a lift has been installed on the link bridge between the science and administration buildings. We are constantly reviewing our provision and our premises planning always take full account of relevant regulations.

SEX EDUCATION

The physical aspects of sexuality are taught in science to all students in Year 7. Moral issues - personal responsibility and respect for other people - crop up unexpectedly as well as in planned lessons and we try to deal with them tactfully and sensitively.

Moral and physical aspects of sexuality are treated as part of the Health Education element in form Tutor Periods throughout the school.

PERSONAL, HEALTH, SOCIAL AND CITIZENSHIP EDUCATION

The aim of Citizenship, Personal Health and Social Education (CPHSE) is to enable our students to develop fully as an individual member of society. There are three inter-related components run through all education for Citizenship.

Social and moral responsibility: Pupils learning - from the very beginning - self-confidence and socially and morally responsible behaviour both in and beyond the classroom, towards those in authority and towards each other.

Community involvement: Pupils learning about becoming helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service to the community.

Political literacy: Pupils learning about the institutions, problems and practices of our democracy and how to make themselves effective in the life of the nation, locally, regionally and nationally through skills and values as well as knowledge - a concept wider than political knowledge alone.

The key themes within citizenship are:

- Legal and human rights and responsibilities.
- Key aspects of parliamentary government, including elections and voting, local and central government.
- The diversity of national, regional, religious and ethnic identities in the UK and The need for mutual respect and understanding.
- The significance of the media.
- The world as a global community and the implications of this, including the role of the European Union, the Commonwealth and the United Nations.

Pupils develop skills of enquiry, communication, participation and responsible action through learning about and becoming informed and interested citizens. This will be achieved through creating links between pupils' learning in the classroom and activities that take place across the school, in the community and the wider world.

THE WORLD OF WORK

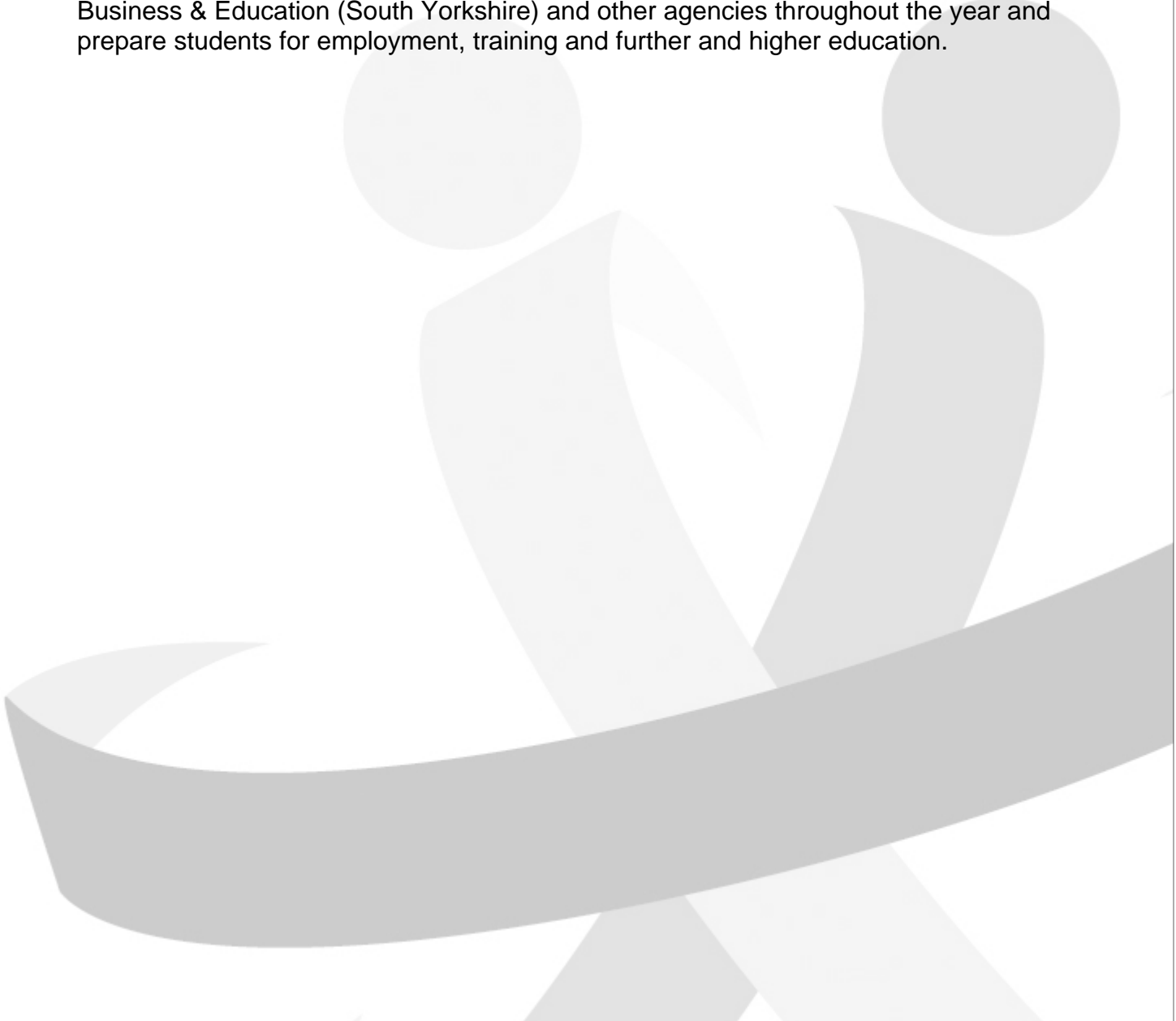
Careers guidance is offered to all students in Years 10 and 11 in regular lessons. Our Careers Officer and Careers Teachers will offer advice on any matters relating to employment and further studies or training. Students in Year 9 are also offered advice before making choices of courses in Year 10 and the resources of the Careers Library are available to all students of any age at dinner times, before and after school.

Students in years 7 and 8 are presented with issues related to the world of work via form tutors during a 6 week block in PHSCE lessons.

All students have the opportunity to experience work in industry and commerce for two weeks during October of Y11. Each student is personally supervised and visited by a member of the teaching staff and placements usually have a bearing on the student's curriculum and help to inform career choices.

Also in October we hold a Post 16 Opportunities Evening for Y11 students. This is a Careers Fair where there are representatives of the major providers of Post 16 education, training and employment in the area.

We maintain regular links with Lifetime Careers, Barnsley College, School 6th Forms, Business & Education (South Yorkshire) and other agencies throughout the year and prepare students for employment, training and further and higher education.



REPORTING ON PROGRESS

You will receive periodically a Report which describes the progress and achievements of your child. The results of tests and assessments in National Curriculum subjects taken by students in year 9 are sent to you at the end of the year.

A parent-teacher consultation evening is arranged for the parents of students in each age group at an appropriate time of the year. The dates of these meetings are sent to you at the beginning of the school year.

If you are concerned about any aspect of your child's life in school at any time please do not hesitate to contact us.

COMPLAINTS CONCERNING THE SCHOOL CURRICULUM

We do hope that if you have any concern about the curriculum - or any other matter - you will discuss it with the Headteacher. However, you may contact the Clerk to the Governors through the LA (Local Authority).

CHARGING AND REMISSIONS POLICY

Activities outside the curriculum are conducted on the basis of voluntary contributions from the parents of participants. Such contributions must cover the total cost of the activity. The full policy is available from school and is also on the school website.

Activities which are an essential part of the curriculum are provided free of charge.

ACCESS TO DOCUMENTS

If you wish to consult any documents as allowed by law we shall be pleased to help you. Please ask at Reception. In general, policies are also available on the school website.

PUBLIC EXAMINATIONS POLICY

PUBLIC EXAMINATIONS

Most of the courses followed in Years 10 and 11 lead to the General Certificate of Secondary Education (GCSE), which is awarded in single subjects and on the basis of both the assessment of coursework and the results of end-of-course examinations.

At this stage most courses lead to examination and assessment by the Northern Examining and Assessment Board, though some courses are certificated by other GCSE examining boards.

We try to provide an education which will equip students to achieve their realistic ambitions and we maintain a programme of systematic consultation with students and their parents throughout the school but particularly at critical stages in the student's school life.

Currently we enter students for certification in any subject in which they have a reasonable chance of attaining a grade and we shall consult you during the Autumn Term of Year 11 on this matter. The final decision on both allocation to courses and entry for public examinations remains with the school.

The fees for entry to GCSE examinations are high. It is the policy of the Governors to recover the cost of entry to public examinations from parents of students who fail to fulfil requirements in subjects for which they have been entered.

We are proud of our students' achievements across the whole range of ability since most of them work extremely hard and deserve their success. Results in public examinations in 2007 are to be found at the end of this prospectus.

SYLLABUSES CERTIFICATED

The following subjects are studied to GCSE standard by students in Years 10 and 11. An Entry Level Certificate and Adult Numeracy and Literacy Certificates may be offered to some students where appropriate.

Art and Design	Graphics
Business and Information Studies	History
Business Studies (Vocational) Dual Award	Hospitality & Catering
Child Development	ICT
Citizenship	Leisure and Tourism
Dance	Mathematics
DIDA	Media Studies
Drama	Music
ECDL	Physical Education
English Language	Resistant Materials
English Literature	Science Dual Award
Ethics and Philosophy	Spanish
French	Systems & Control
Geography	Textiles
German	

PASTORAL CARE

The Children's Act (2004) requires us to ensure that "Every Child Matters". We are interested in the "wellbeing" of every child - not just those with special problems. There are FIVE outcomes which all children have the right to expect:

- Be healthy.
- Be safe.
- Enjoy and achieve in school.
- Make a positive contribution.
- Achieve economic wellbeing.

All parties - teachers, support staff, other adults in school, governors, parents and students are committed to working together to achieve these outcomes. We will use other agencies as we need to. All bodies - schools, police, social services, health etc MUST cooperate in working for these targets for all children.

To achieve the overall aims in our school community we endeavour:

- To encourage our students to develop their self esteem and to value their own contributions to school life.
- To establish a caring and supportive relationship with all our students.
- To develop social skills in our students.
- To promote links with all who can contribute to the welfare and development of our students.
- To offer opportunities for all students to have access to the full curriculum.
- To respond to the needs of all students.

CHILD PROTECTION

Darton High School has a legal duty to work with other agencies in protecting children from harm and responding to allegations of abuse. All schools are required by law to assist with enquiries into possible abuse.

Abuse is identified in four forms:

- | | |
|-------------------|------------------|
| 1 Neglect | 2 Physical Abuse |
| 3 Emotional Abuse | 4 Sexual Abuse |

The school will always listen to and respond to the needs of its students. School staff especially teachers are in daily contact with students and they can identify not just physical signs but serious changes in attitude and behaviour. However, the school will not investigate, and will not pass judgements. It will pass on relevant concerns to the appropriate agencies especially Social Services and the Police. Parents will be kept informed unless the school feels that this would represent a serious threat to the child.

If parents themselves have concerns then they can relay them to Mrs Derbyshire, who is the nominated Child Protection Officer in school, or in her absence to Mr Bisley, Assistant Headteacher

CONDUCT

Our discipline aims to promote good behaviour. We have a policy for the promotion of good behaviour which students have helped to produce.

Most students develop caring relationships with staff, parents and other people, their own consistent discipline and an enthusiasm for school. We do have rules which support civilised standards and they are included in the Student Planner. When behaviour falls short of acceptable standards there are some simple steps we can take in classes. If other more serious steps are necessary we will contact you. For example, we do use detentions after school but we always give you at least 24 hours notice. We also use isolation but these are used when behaviour falls well short of expectations.

We hold violence of any kind, including offensive language, to be inexcusable and unacceptable. Students who use such aggression in relations with other people must expect to be treated with the utmost severity.

Self-discipline is the best discipline and recognises the need for mutual respect and concern.

FORM GROUPS

Your child will be looked after by one of our Form Tutors, who meet groups for registration at 12:05 every day. They are your first point of contact. They maintain records and take an active part in helping students to get the most out of their education. For example, they monitor attendance and progress made in school and they give advice on planning work, coping with homework and examinations, choice of courses at the appropriate time and other educational matters as they arise.

PASTORAL SUPPORT

The school has revised its pastoral support system to better support students. There is a team of dedicated staff. The inclusion team, led by Mr Bisley works to support students with behavioural and social issues. The team includes Mr Hickie, the Behaviour Manager, and the Assistant Behaviour Manager, who as members of the support staff do not have teaching commitments. This greatly increases availability to respond promptly to issues. The inclusion team are now based in the Darton Inclusion and Support Centre (D.I.S.C.)

The academic mentoring staff focus on pupil learning and in liaison with all staff, support students to achieve their potential while at Darton. They play a crucial role in ensuring students do not underachieve and actively monitor performance.

We recognise that year 7 is a special year and that additional support is needed to help students settle. For this reason Ms Kaye, who manages the transfer of students from primary school, has oversight of all year 7. Please contact the form teacher, or Ms Kaye for any initial issues in year 7 as students become used to their new school.

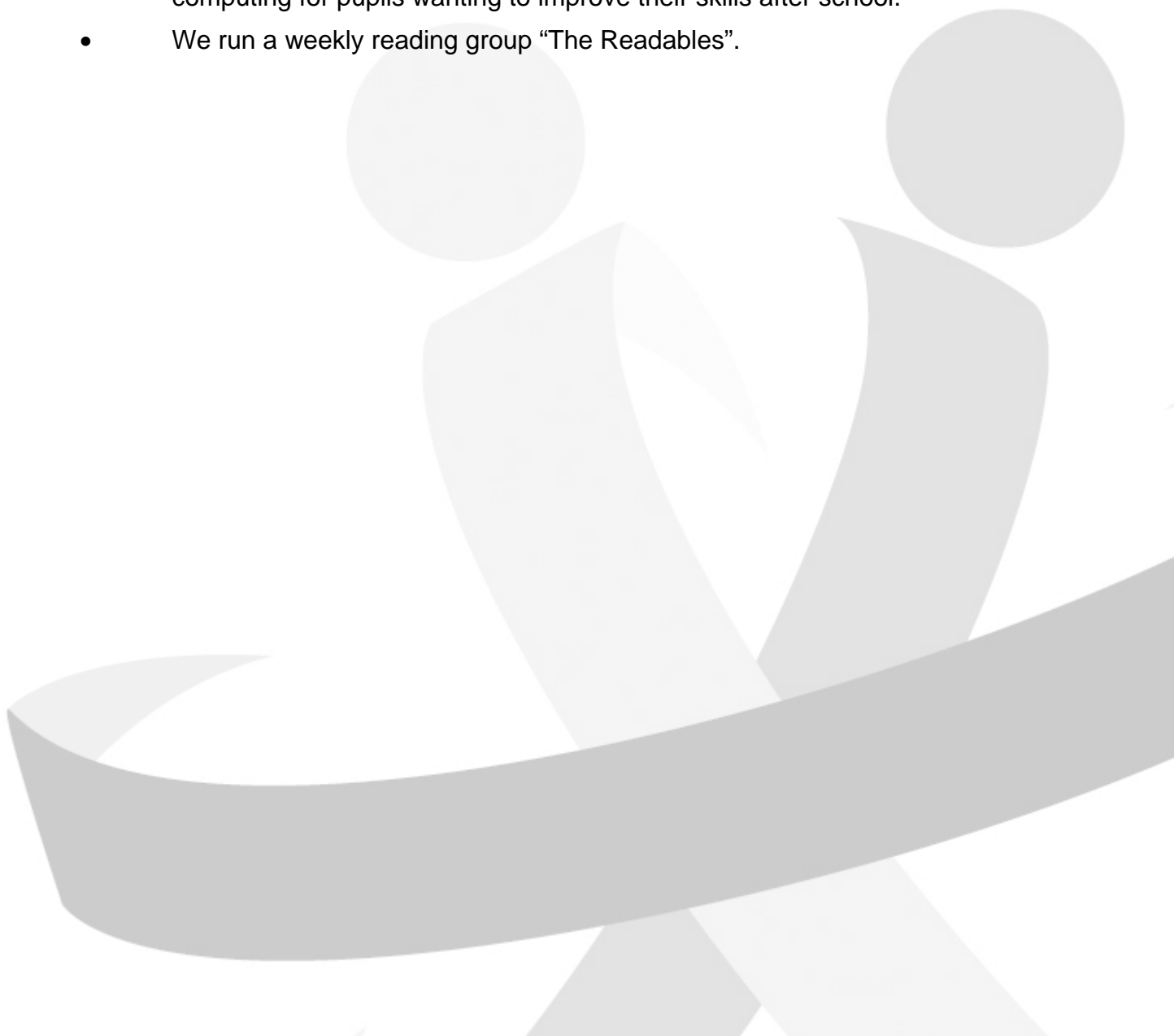
We also have four Heads of Year that follow a year group from year 8, staying with them till year 11. These provide daily support for all students in their year group.

LIBRARY LEARNING RESOURCES CENTRE

- We encourage access for all students to the facilities.
- We ensure the atmosphere is welcoming and comfortable.
- We have a wide variety of resources including books, magazines, newspapers, computers and other media.
- We promote reading both as a source of information and for pleasure.
- We develop close links between subject areas and the L.R.C.
- We believe the L.R.C. area should help students of all abilities to fulfil their potential.

We opened the Library Learning Resource Centre in July 2001. It provides an excellent environment where students can take charge of their own learning. This resource is available outside normal school hours, Monday to Thursday from 8am and after school until 4.45pm.

- There is staff expertise to guide and support.
- We offer extra one to one coaching sessions in reading, writing and computing for pupils wanting to improve their skills after school.
- We run a weekly reading group "The Readables".



BIOMETRIC CASHLESS CATERING PAYMENT SYSTEM

WHAT IS A CASHLESS SYSTEM?

A cashless system is used for the payment of school meals, where no cash is taken at the point of sale. Each student and member of staff using the system will be allocated an account, much like a bank account. This information is held on a secure server and stores details of individual cash balances, food purchased and the exact date and time the money was spent.

HOW ARE STUDENTS AND STAFF RECOGNISED BY THE SYSTEM?

All individuals intending to use the system will have their finger/thumb scanned. This finger scan will be converted into a number and stored on the system against that individual. Once the finger scan has been taken it is automatically converted to numeric form. No register of fingerprints is kept and it is impossible to reconstitute a fingerprint from the numeric reference. (See the **Biometric Registration for further details**).

HOW IS THE BIOMETRIC RECOGNITION SYSTEM USED TO OBTAIN A MEAL?

At the till point is a small dermal scanner; when the student wishes to pay for the meal they simply place their thumb / finger on the scanner; this will show the individual's account. A display will show the terminal operator the cardholder's photo, name, tutor group and current cash balance held within the system. The selected food items will be entered into the system from the touch screen terminal while the product values and the total balance will show on the display.

HOW IS MONEY ENTERED INTO THE SYSTEM?

- By 'Cheque' made payable to **Barnsley MBC** to cover any period. i.e. Term - 1/2 Term - Month or Week - Or a fixed monetary amount of your own choice.

NB: to enable the catering office to identify the account in which to place any payment by cheque, please write the full name and tutor group of the student on the back of the cheque or on the envelope in which the cheque is placed. If the payment is to be shared between two students, identify both with full name and tutor group.

- By Cash (notes) into a Revaluation Unit located in the dining hall.
- By Cash (coins) into a Revaluation Unit located in the dining hall which is set to accept £2, £1, 50p, 20p, 10p, 5p coins. (1p, 2p coins, can not be used).

HOW DOES THE REVALUATION UNIT WORK?

Firstly the student places their thumb / finger on the scanner mounted on the Revaluation Unit, the system will identify the individual and display their name and current cash balance held within the system.

The second stage – coins/notes are inserted into the slot. Each incremental cash balance will show on the display, the transaction is then completed by pressing the green lit button.

HOW CAN YOU CHECK YOUR CURRENT BALANCE HELD ON THE SYSTEM?

You may access your account through the Revaluation Unit by placing your thumb/finger on the scanner; there is no need to deposit any money. Your details will show on screen and press the green button when finished.

IF WE PAY FOR A SET NUMBER OF SCHOOL MEALS, CAN IT BE SPENT IN ONE DAY?

No, a global period spend limit will be set up for all students and no purchases above that limit can be made.

Period	Global Limit
Breakfast	£2.00
Lunch	£3.00

On request the school will set up individual spending limits for students.

In order to enable a smooth flow of service, visits to the tills will be restricted to one visit per serving session, i.e. 1 visit at breakfast, 1 visit at lunchtime.

WHAT IF THE STUDENT DOES NOT HOLD A SUFFICIENT CASH BALANCE ONE DAY TO PAY FOR A SCHOOL DINNER?

Individuals using the system will not be allowed to be overdrawn on their account; however, a 'loan' facility will be available **as an emergency measure only**. The student should notify either the Head of Kitchen or staff in Reception if they have insufficient funds. Designated staff will loan the individual sufficient money for a meal up to the value of £1.60. It is then the responsibility of the individual to repay any monies owed and credit the system **the following morning**. The emergency loan facility will not become available again until any outstanding money has been repaid.

HOW DOES THE SYSTEM DEAL WITH STUDENTS ENTITLED TO FREE MEAL BENEFIT?

The system works exactly the same for all students whether they pay or have a free school meal. The amount allocated for the free school meal will be entered into the system by the software daily and **will only be accessible at dinner break**, currently £1.60. **Any unspent allowance will not be added to the next day's balance.**

The student can also add extra cash onto his or her balance in the system by using the Revaluation Unit, to enable purchases over the free meal allowance, **extra cash added into the system can also be used for breakfast.**

All students in receipt of this benefit will retain complete anonymity.

HOW WILL 'HEALTHY EATING' BE ENCOURAGED?

To enhance the school's Healthy Eating policy balanced, healthy and nutritious meals purchased through the system will be allocated a point's value which will be linked to the school's house/reward system.

WHAT IS MEANT BY DIETARY CONTROL?

The system has the ability to restrict a specific food products or group of products from being sold to an individual throughout the day or at specific periods. Where a student has a food allergy or is diabetic the sale of these products can be prohibited to that individual. The till operator will be advised by an on screen warning when a restriction is present on an account, which will enable them to refuse a sale.

CAN WE OBTAIN ANY INFORMATION ON HOW THE SYSTEM IS BEING USED?

Reports can be obtained from the system giving comprehensive information on individual student accounts. These reports can be produced for a specific day or specific period; reports can be obtained from Reception upon request. The reports available include:

- Every item of food sold to that account and the cost of each serving.
- All individual payments made directly to the school by cheque or cash and manually entered onto the system.
- Each payment made at the biometric kiosk by the student including the number of individual coins and their denomination.
- Every transaction including all sales and credits itemised.

BIOMETRIC REGISTRATION

Each individuals finger and thumb prints are unique. The Biometric cashless system will store only a section of the print as a unique number and not as an image.

Each child will have that unique number stored on a central server. This is carried out by scanning the finger or thumb with a non-evasive electronic scanner, which passes light over the finger or thumb. The same scanner is installed in the Revaluation machines where the children deposit coins/notes and also at the tills where they purchase food.

A thumb/finger print will be stored numerically, a set consisting of between 20 to 50 reference points, unique to the individuals print. Each reference point comprises of three numbers which are the X and Y co-ordinates and an angle of curve. The system does not store the image of the finger scanned. The stored co-ordinates are only of use in matching part of the individuals print. They cannot be used for the purpose of reconstructing a print.

The numbers will be held in a secure SQL database on the server. Access to this database is given only by the school and then only to those who are required to administer the system.

All biometric data will be erased when the student leaves the school.

DATA HANDLING

Certain data will be held on the system to enable accurate operation. This will include your child's name, class, house, photo, account balance and meal entitlement. This data will be handled under the guidelines of the Data Protection Act and only used by parties directly involved with the implementation of the system.

You may request that your child's biometric details not be taken. Upon refusal of you child's numerical thumb/finger print, they will be given a 4 digit pin number to access the system. **This must be kept safe and private by the pupil, so others do not use the individuals account.**

SCHOOL WEBSITE

The school website has recently been re-launched with a new design and layout. It contains the latest news and information about the school including:

- News & Letters – news articles and school letters.
- Departments – subject descriptions, KS3 and GCSE course outlines.
- School Information – school Governors, job vacancies, new school build, school history, specialist status, school uniform and more.
- Prospectus – school introduction and information.
- Clubs and Activities – before and after school clubs and activities.
- Calendars – school and exam calendars.
- Contact Details – address, contact numbers and e-mail.

Please visit www.dartonhigh.org for more information.

DRESS AND APPEARANCE

We specify school dress because:

- We want our students to care about their appearance.
- It helps develop a sense of belonging.
- It is practical, reasonably priced and safe.
- It spares parents from chasing fashion.

Governors expect that parents who apply for the admission of their child to Darton High School will ensure their child continues to wear school dress through the full five years.

APPROVED SCHOOL DRESS

- Grey or black skirt (plain, knee length, not tight fitting and without slits), or Grey or black formal trousers (plain, without any decoration, not combat trousers, leggings or trouser skirts).
- White blouse with collar and sleeves, or white or grey shirt with collar and sleeves and a Darton High School tie. School ties are compulsory for all students and are also available in house colours. In the summer, students are allowed to wear a white polo shirt inscribed with the school logo.
- Students wear a black v-necked jumper inscribed with the school logo. There are four different versions of the jumper to incorporate the house that students are in. This is distinguished by a coloured logo on the left sleeve, Blue for Bretton, Green for Cannon, Red for Wentworth and Yellow for Tankersley.
- Low-heeled black shoes (not boots, trainers, shoes with platform soles or stiletto heels).
- The school sports kit consists of a polo shirt inscribed with the school logo, in the colour of their house with a matching sweatshirt for outdoor work. Black tracksuit bottoms and/or shorts must be worn with trainers. Football boots are also required for some activities.
- Denim is not acceptable.
- All items of clothing should be labelled with the owner's name.

Wishing Well, 41a Towngate, Mapplewell (Tele: 01226-388588), is Darton High School's approved and recommended supplier of school uniform, providing high quality school wear for students at an economical cost. The school receives 10% commission from sales of uniform and other items bearing the school logo. These funds are used to benefit students in school.

JEWELLERY

Earrings and other items of jewellery can be dangerous and must not be worn in school. Any pupil who arrives at school whose dress and appearance do not comply with the code outlined above will be dealt with in an appropriate manner.

MOBILE PHONES AND MP3 PLAYERS

These items will be allowed in school for use at break and lunchtimes.

They must be switched off at all times in lessons unless a teacher gives permission for use. The recording or publishing of any school activity is forbidden. Please note that the school cannot be held responsible for any loss of, damage to, or theft of these items.

LINKS WITH BUSINESS AND INDUSTRY

Local businesses have made significant contributions to the experiences of our students. In some courses students establish their own links and, of course, we have beneficial links with countless local firms through the Work Experience programme and the course in Business and Information Studies.

Representatives of local industry and commerce visit Careers Guidance classes and our Student Planner is sponsored by local enterprises and Barnsley College.

The school has developed successful links with the Army. This has included Personal Development days and residential work experience.

The school is currently establishing further business links as part of our successful bid to become a Humanities College.

SCHOOL COUNCIL

The school is proud of its active Student Council, which operates at all levels. All students have the right to be a member of this, and every participant is trained in the procedures and democratic processes of it. The Student Council also works with our link primary schools' Student Council, and operates in partnership with them in a pyramid. The Student Council makes and contributes to decisions at all levels, such as in fundraising, representing the students on committees and involvement in all staff appointments. The Student Council also actively investigates democracy, and has recently visited the Houses of Parliament and European Parliament.

HOME SCHOOL AGREEMENT

The purpose of the agreement is to set out clearly the responsibilities of the school, parents and students. By working together, and fully accepting the responsibility to play a full part in the education process, we can ensure that students not only benefit from their time at school, but also leave school with a sense of future purpose and a commitment to ongoing learning. The main principle behind this agreement is that the parent/guardian accepts that, by law, the prime responsibility for their child's education rests with the parent/guardian and that the school will assist them to carry out this responsibility.

The parents will:

- See that their child goes to school regularly, punctually and properly dressed in school uniform equipped to ensure the learning process takes place.
- Let the school know about any concerns or problems that might affect their child's work or behaviour so that the school knows and can be sensitive to the child's needs.
- Support the school's rules and policies to ensure equality of opportunity for all students and to enhance a sense of responsibility within the community.
- Support their child with learning out of school.
- Attend parent's evenings and discussions about their child's progress and behaviour so that they are fully aware of their child's development and progress.
- Discourage truancy by informing the school if their child will be absent and on their return send a letter giving the reason for absence.
- Ensure that the school is informed of changes of address and contact numbers immediately so that in an emergency situation they can be informed quickly and without delay.

The school will:

- Contact parents if there is a problem with attendance, punctuality or equipment to assist students to get the best from their education.
- Let parents know about concerns and problems that affect their child's work or behaviour to ensure liaison between home and school and to give support where needed.
- Set, mark and monitor homework to reinforce the learning process.
- Arrange parent's evenings during which progress will be discussed to promote sound home school links and the opportunity to work together in the child's best interests.
- Keep parents informed about school activities through regular newsletters etc so that parents and students have the opportunity to participate fully in school events.
- Care for children's safety and well-being so that parents can have confidence concerning their child's safety and well being.

The student will:

- Attend school regularly, punctually, properly dressed and bring all necessary equipment so that they can show full commitment to their school.
- Do all their classwork and homework as well as they can so that they will learn, make progress and achieve as much as they are able.
- Be polite and helpful to all members of the school community.
- Obey all school rules so that they may benefit from their time at school and work well with their peers.

