



SECONDARY FAMILY HANDBOOK 2021-22

Grow your heart & mind

Our young adults say:

**“The Olive Tree Secondary sees the bigger picture.
It is also much more welcoming than other schools and teachers really care about us.”**

Chiara Barbaroux

“In secondary, we are free to speak our ideas, our thoughts.”

Joana Rubio

**“We explore subjects in more depth because of the small classes.
I also love the drama and the creative vibe here.
The secondary school is my second family.”**

Gwen Fabra Davies

“The teachers take really good care of you. But the best thing here is the learning.”

Ariadna Comabella

“It is easy for me to learn loads of stuff at The Olive Tree Secondary.”

Erik Sueiras

**“Preparing my GCSEs at The Olive Tree Secondary makes me feel privileged. I feel I’m
being prepared for my exams in the most stimulating way. These are my best school
years, emotionally, academically and creatively.”**

Raphaëlle Perez

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Headteacher's welcome

Dear secondary families,

A warm welcome to The Olive Tree Secondary.

As we enter our twelfth year, we renew our pledge to guide our young adults on their way to making wise decisions with both head and heart.

And to inspire them with a love of learning that will last them their entire life.

OUR AIMS

To **inspire** young people to be effective and passionate learners.

To **empower** young people to become compassionate and active members of our global community.

To **equip** young people with the range of skills they need: social, emotional, cognitive, physical and ethical.

We hope your child will be happy and inspired at The Olive Tree Secondary, and that they will enjoy growing with us, both in heart and in mind.

Warmly,

Audrey Reeder

Who can help me when I have questions?

Teaching & learning, school policy

- The headteacher, Audrey, at audrey@olivetreeschool.cat
- The assistant headteacher, Maria, at maria@olivetreeschool.cat

Your child's welfare

- The head of pupil welfare, Natalie, at natalie@olivetreeschool.cat
- Your child's form tutor:
 - Year 7 Brooke brooke@olivetreeschool.cat
 - Year 8 Natalie natalie@olivetreeschool.cat
 - Year 9 Lindsay lindsay@olivetreeschool.cat
 - Year 10 Paula paula@olivetreeschool.cat
 - Year 11 Maria maria@olivetreeschool.cat
- The headteacher or the assistant headteacher (emails above)

Special educational needs

- The special education specialist, Mandi, at mandi@olivetreeschool.cat

Absence, illness, emergencies, after-school clubs, calendar, school lunch provision

- The front of house, Saray, at admin@olivetreeschool.cat

Finance

- The head of finance, James, at james@olivetreeschool.cat
- The finance officer, Ursula, at ursula@olivetreeschool.cat

Home - School: the learning community

School commits to:

Supporting every pupil's learning needs through excellent, personalized teaching.

Supporting every pupil emotionally in regular one-to-one mentor sessions.

Communicating homework for the week clearly via the school diary.

Communicating excellent work and behaviour to families.

Communicating any concerns promptly to families.

Providing a written report at Christmas, Easter and in June, and holding two Parents' Evenings per year.

At home, school requests that families:

Create a calm environment for pupils to carry out independent learning at home.

Hold dialogue in the evenings with the pupil about the day's learning.

Communicate any concerns as soon as they arise, to the class teacher or to the appropriate member of staff (see list above).

School invites families to:

Join our learning community by signing up to our **Inspiring Speakers** rota. Come and speak about your profession, travels, or passion.

Sign up your strengths & aptitudes on our **Careers Database** so that we may call on you to support our learning in specific areas.

Volunteer as a **Class Carer** – you can become involved in supporting their child's class social events. Ask us for more details.

Calendar 2021 – 2022

Autumn Term begins 8th September

Autumn Term ends 22nd December

Half-term break 1st – 5th November

Spanish national holiday 6th December

Christmas break 23rd December - 7th January

Spring Term begins 10th January

Spring Term ends 8th April

Half-term break & Carnival 28th February – 4th March

Easter break 11th – 18th April

Summer Term begins 19th April

Summer Term ends 23rd June

Half-term break 16th – 18th May

ACADEMIC

Staff List 2021-22

AUDREY REEDER, Headteacher

B.A. French & Spanish (Univ. of Oxford); PGCE Secondary French (Univ. of Oxford)

Audrey leads the secondary team in planning, teaching and assessment. She ensures the ethos of the school infuses all the learning. She has close daily contact with all secondary pupils, with an open door to any pupil who needs guidance.

audrey@olivetreeschool.cat

MARIA IRIARTE , Assistant Headteacher; Mathematics teacher; Year 11 tutor

BSc. Chemistry (Univ.of Madrid); M.A. CSR & Sustainable Development (EOI- Madrid); Diploma Spanish as a Second Language (Univ. of Barcelona); Master in Education (ITEAP- Madrid); International Baccalaureat Certificate in Teaching and Learning; PGCE Secondary (Univ. of Sunderland)

Maria is our assistant headteacher in secondary.

She also teaches Maths.

mariai@olivetreeschool.cat

NATALIE RIBBANS, Head of Pupil Welfare, English teacher; PSHE teacher, Year 8 tutor

BA English Literature (Univ. of Hull); Qualified Teacher Status, Graduate Trainee Programme, Suffolk, 2007;

Natalie is our Head of Pupil Welfare and Personal, Social and Health Education.

She also teaches English.

natalie@olivetreeschool.cat

BROOKE CAIRNS, Outdoor Learning Coordinator; History & Geography teacher ; Year 7 tutor

BA Geography (Univ. of Newcastle); PGCE Secondary Humanities (Univ. of Sunderland)

Brooke designs outdoor learning opportunities for every pupil across all subjects.

Brooke is also our Humanities teacher.

brooke@olivetreeschool.cat

PAULA HETHERINGTON, Mathematics & Science teacher; Year 10 Tutor

B.Ed Mathematics (Univ. of Canberra); Dip. Teaching Mathematics & Science (Univ. of Technology, Queensland); Qualified Teacher Status (De Montfort Univ., Bedford)

Paula is our Maths and Science teacher in Years 7 and 8.

paula@olivetreeschool.cat

LINDSAY CORR, English & Drama teacher; Enrichment teacher

BA English (Univ. of Plymouth), PGCE Secondary English with SEN (Univ. of Bath Spa),

Lindsay teaches English and a range of Enrichment projects in Years 7, 8 and 9.

lindsay@olivetreeschool.cat

KATIE GALVAEY, Chemistry, Biology & Physics teacher

BSc Marine Biology (Univ. of Plymouth); M.A. Teaching & Learning, specialism ICT (Univ. of Cumbria); PGCE Science, specialism Physics (Univ. of Cumbria)

Katie teaches all the sciences.

katie@olivetreeschool.cat

IRENE CASCALLANA, Chemistry, Biology & Physics teacher

BSc Chemistry (Univ. Autònoma Barcelona), PGDE Education (Univ. of Strathclyde), Masters in Education (Univ. of Strathclyde), PhD Inorganic Chemistry (Univ. of Glasgow).

Irene will teach all the sciences in 2021-22 as our maternity cover teacher for Katie Galvaey.

irene@olivetreeschool.cat

AILEEN HAMILTON, Art & Design teacher

BA Fine Art (National College of Art & Design, Dublin); Higher Diploma in Art & Design Education (National College of Art & Design, Dublin)

Aileen teaches art projects to all pupils up to GCSE in painting, drawing, modelling, photography and ceramics.

aileen@olivetreeschool.cat

JARA SANCHEZ-OCAÑA, Spanish & Catalan coordinator; Spanish Beginners teacher

BA Philosophy (Univ. of Oviedo); CAP Secondary Education (Instituto Ciencias de la Educación, Oviedo); Qualified Teacher Status (UK government)

Jara is our Spanish & Catalan coordinator.

She specializes in teaching Spanish to our beginner and intermediate pupils.

jara@olivetreeschool.cat

SARA CARMONA, Spanish & Catalan Advanced teacher

BA Translation and Interpreting (Univ Pompeu Fabra, Barcelona); MA Teaching Foreign Languages, (Univ. Rovira i Virgili, Barcelona); MA Education (Univ. Internacional Valencia).

Sara teaches Advanced Spanish and Catalan.

sara@olivetreeschool.cat

AINA BOSCH CODINA, Spanish Advanced teacher (Year 7)

BA in Pre-school and Primary Education (Univ of Vic); Master in Education (Univ. Oberta de Catalunya, Barcelona)

Aina is our Year 7 Advanced Spanish and Catalan teacher.

aina@olivetreeschool.cat

JESSICA GUIGON, French teacher

BA Psychology (Univ. of Nice), DAEFLE Diploma French as a Foreign Language (Alliance Française).

Jessica is our French teacher from beginner level to GCSE.

jessica@olivetreeschool.cat

LUCILA CICCOLELLI, Music teacher

BA Education (Univ. of Wisconsin-Madison), Post-graduate certificate in Neuroscience in Education (Univ. of Buenos Aires), Post-graduate diploma Music Education.

Lucila is our Music teacher and also teaches instrumental lessons in percussion and saxophone.

lucila@olivetreeschool.cat

JERRY LINEHAM, P.E. teacher

BA Industrial Design (Inst. Technology, Carlow, Ireland); PGCE Education (Univ. of Sunderland)

Jerry teaches a range of sports in P.E., as well as a termly Forest School Day.

jerry@olivetreeschool.cat

MARK THOMAS, Computer Science (Years 7-11)

BA Economics & Social History (Univ. of Hull)

Mark teaches ICT across the secondary school.

mark@olivetreeschool.cat

MANDI TUCKER, Special Education; GCSE Examinations Officer

BSc Speech & Language Therapy (Univ. of Wales); Level 2 Teaching Assistant (QECC, Devon).

Mandi designs Individual Education Plans for pupils with a learning difference and teaches them individually.

She is also our Exams Officer and deals with administration and liaison with the examination board.

mandi@olivetreeschool.cat

FRANCISCA DE TEVES COSTA, Learning Support (Years 7-9)

BA International History & Politics (Univ. of Leeds); BA English Literature (Birkbeck College, Univ. of London)

Francisca supports secondary pupils in the classroom in a range of subjects.

francisca@olivetreeschool.cat

NON-TEACHING STAFF:

SARAY GALLEGO, Front of House & Communication

For information on clubs, lunches, daily routines, events, day trips, illness and absence.

admin@olivetreeschool.cat

JAMES HOYLE, Director of Finance & Business Development

For information on finance policy and your billing queries.

james@olivetreeschool.cat

URSULA RAGETTLI, Finance Officer

For information on your monthly bill.

ursula@olivetreeschool.cat

ALEX HENSEL, Admissions

For information about admissions for interested families.

admissions@olivetreeschool.cat

Our Priorities in Secondary

Grow your heart & mind

1. **Small classes** with an emphasis on active, **personalized** learning.
2. A high level of **English**.
3. **Exam success** in preparing pupils for the UK GCSE exams at 16 years old.
4. A strong system of **welfare**, with an effective mentoring system where each pupil has regular meetings with the same trusted mentor.
5. A commitment to **critical thinking and reflection**. An emphasis on researching, thinking deeply and presenting confidently.
6. A **balance** of academic and creative subjects. As well as aiming for excellence in examinations, we create opportunities for young adults to explore, create and express themselves, both through the arts and through projects that encourage problem-solving and critical thinking.
7. **Global awareness**. Our pupils are committed to making a difference in the local and global community through charity work; taking part in the Model United Nations; and other inspiring social projects.

Subject List, Years 7, 8 and 9

All pupils study:

- Mathematics
- English Language
- English Literature
- General Science (including Biology, Chemistry and Physics)
- History
- Geography
- Music
- P.E.
- Art & Design Technology
- Spanish
- Catalan (those pupils who have fluency in Spanish)

- Information & Communication Technology (ICT)
- Personal, Social & Health Education
- Enrichment: a range of inspiring activities including sports, sciences and arts

Subject Lists, Years 10 and 11 (GCSE)

All pupils study:

- English Language (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Science (including Biology, Chemistry and Physics) (GCSE)
- Spanish (GCSE)
- P.E. (non-exam)

Pupils may choose from these:

- History (GCSE)
- Geography (GCSE)
- Music (GCSE)
- ICT (GCSE)
- Art & Design (GCSE)
- Psychology (GCSE)
- Sociology (GCSE)
- Drama (GCSE & also London Academy of Music and Dramatic Arts examinations)
- Musical instruments (also Associated Board of Royal Schools of Music examinations)

Enrichment

Our Enrichment programme offers non-examined courses and experiences to secondary pupils.

Pupils take part in:

- A programme of visits in the local area - art, architecture and archaeology
- A rotation of short courses e.g. Philosophy, Geology, Critical Thinking, etc.
- *Colonias* /a summer residential (London, Lisbon, the Pyrenees are regular destinations)
- Sailing
- Paddle (short indoor tennis)

These are optional:

- Model United Nations residential trip to Madrid
- Hiking Club with survival skills

Extra-curricular Activities

School clubs are generally held between 4.15 - 5.15 / 6.30 pm

Please note that certain of these may be affected this school year by the Covid-19 safety regulations.

- Football Club
- Drama (LAMDA acting exams)
- Taekwondo
- French conversation
- Theatre trips in English (evenings)
- Musical Theatre

Assemblies

Secondary assembly is weekly.

A range of issues is explored: current affairs, local or school events, and students' achievements.

We also allow for some quiet reflection time in assemblies, and sometimes, a guided relaxation.

Homework

Thank you for providing your child with a calm place to work at home.

The teaching team takes great care to give a manageable workload, as well as homework that is relevant to your child's learning.

Reading should be part of every pupil's evening activities: we recommend 30 minutes' minimum.

Details of homework and the due date are written in the pupil's diary.

Homework should be handed in to the teacher in printed format, or handwritten. Work should not be emailed to teachers. Teachers do not print pupils' work.

If a piece of work is late or poorly done, it should be handed in again within 48 hours.

If a pupil hands in a piece of homework in late twice, a conversation is held between pupil, subject teacher and the form tutor/headteacher. The constructive three-way conversation establishes the cause of the problem and proposes positive solutions.

Colonias (Residential Trips)

An essential part of the learning in a year is the residential trip in Spring or Summer Term.

YEARS 7, 8, 9

A rotation of trips (all 3 nights / 4 days) – these are the trips we have organised in recent years:

- Sports trip to Port del Compte (Pyrenees): water sports, archery, orienteering, trekking, forest adventure park.
- Humanities trip to Cardona: the salt mines, mediaeval village and local geography
- History & Geography trip to the Ebro Valley, visiting Spanish Civil War sites & taking part in water sports (3 nights/4 days).

YEARS 10 & 11

- Year 10 London Cultural Trip: museums, theatre, a workshop at Shakespeare's Globe, concerts.
- Year 11 Lisbon Cultural Trip: museums, theatre, concerts, local geography.

Prices of all residential trips are payable in 3 instalments usually charged in February, April and May of the school year.

In Years 10 and 11, pupils are responsible for raising the money for their trips through fundraising: school supports and organizes some of these activities.

Tutor Time

The personal tutor is a key figure in a pupil's day.

The tutor is the first port of call for families who have any questions or concerns.

The tutor provides welfare and academic support. S/he monitors academic progress, behaviour, attendance, punctuality and wellbeing for each pupil.

Pupils spend some time every day with their tutor.

Themes per Year Group

Year 7 GET INVOLVED!

The theme of Year 7 is 'Get involved!'

Happy students flourish: pupils are encouraged to join clubs, and to feel a part of the Olive Tree Secondary community.

Pupils discuss the school's expectations and ethos. The tutorials, PSHE classes, Enrichment sessions and assemblies address this through activities around tolerance, altruism, celebrating diversity and instilling a positive work ethic.

Pupils develop good habits in Year 7: personal organisation and completing homework.

In tutor time, pupils may Drop Everything and Read! and take part in Book Club. Pupils also read articles from the press and discuss them.

Tutor time is also a time to develop empathy by charity fundraising through creative class projects. As part of the school's focus on global awareness, each pupil in Year 7 prepares a Model United Nations speech on a chosen theme in current world affairs, in preparation for a visit to the Model United Nations in year 8.

Year 8 TAKE RESPONSIBILITY!

The theme of Year 8 is 'Take responsibility!'

Many of the topics build on or reinforce ideas and issues discussed in Year 7.

At Year 8, pupils are given the responsibility of leading lunchtime clubs for primary and Year 7/8 pupils, leading assemblies taking a more active lead in extracurricular activities.

Study skills include work on speaking and listening, meeting deadlines, personal organization, and homework.

In tutor time, pupils are given opportunities to discuss current affairs, global issues and to take part in charity fundraising.

As part of the school's focus on global awareness, each pupil in Year 8 prepares a Model United Nations speech on a chosen theme in current world affairs, which they have the opportunity to present at the annual MUN conference in Madrid (see Trips).

Year 9 BUILD ON YOUR STRENGTHS!

The theme of Year 9 is 'Build on Your Strengths'.

It is a time for a pupil to discover and build on his/her strengths in the curriculum.

Pupils focus on making informed decisions about options, choices, and future career paths, as they choose GCSE options for the following year.

Pupils continue to build on the tutor time areas from Years 7 and 8.

A growing emphasis in Year 9 is on strong independent learning and study skills.

Towards the end of the year students prepare for their transition to the GCSE years.

Year 10 REACH OUT TO OTHERS!

The theme of Year 10 is 'Reach Out to Others.'

Pupils choose and research a charity, raise money, help in the community, research and give presentations to younger pupils, and discuss global issues in tutorials and other subjects.

Year 10 pupils continue to develop effective independent learning and study skills as they embark on GCSE courses. They improve note-taking skills and revision techniques, as well as devoting more time to independent work, both in study sessions and at home.

Year 11 AIM HIGH!

The theme of Year 11 is 'Aim High!'

Pupils now take fuller responsibility for their learning by honing their independent learning and organisation skills: they learn effective revision and study techniques.

Pupils also prepare for their transition to further education. The school's careers database draws on local professionals in the community, both in weekly Inspiring Speaker talks and class time.

Pupils are given personalised careers guidance.

Pupils can advise younger pupils in Year 9 on their transition into GCSE.

Further Education (post-16) & Careers Guidance

Further education and careers guidance are both included in PSHE lessons in Years 7 - 11.

Personalised sessions are also given to pupils in Year 11 as they make decisions in their final year of school.

We also have a careers database which comprises many local professionals in the local community: these visit as Inspiring Speakers and to enrich our teaching with their expertise. Parents are invited to join this database

SCHOOL POLICIES

When Families Have Concerns (Complaints Policy)

At The Olive Tree, we value our close relationship with families. Clear communication between home and school makes for pupils who are secure in their learning and wellbeing.

We encourage frequent, informal dialogue between tutor and parents: any minor issues are usually resolved in this way.

Occasionally, it may also be necessary to follow the steps below.

Social, Emotional & Learning concerns

If a parent is concerned about any aspect of their child's school day, we encourage them to make an online appointment and talk to the tutor / subject teacher as promptly as possible.

Stage1. Class teacher / subject teacher	In the first instance, any concerns should be discussed with the class teacher or subject teacher.
Stage 2. Class teacher with a senior teacher's support	A senior teacher may join the class teacher and the parent in the discussion if another perspective is considered beneficial.

<p>Stage 3.</p> <p>The headteacher / assistant headteacher</p>	<p>If the two earlier stages are inconclusive, parents may speak privately to the headteacher or assistant headteacher.</p> <p>The headteacher will work with the family and the teacher to provide the best solution for the pupil.</p>
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Staffing and policy issues

If a parent has a concern related to a staff member or to school policies, please address the headteacher directly audrey@olivetreeschool.cat

The headteacher works to resolve such issues promptly.

Administrative and financial issues

If a parent has a concern related to our administrative or financial issues, please address James Hoyle, our Finance and Legal Director james@olivetreeschool.cat

Impartiality & fairness

School commits to being fair, open and honest when dealing with any concern or complaint and to dealing with it swiftly.

Our focus will always be on the pupil and the best outcome for him/her.

Concerns and complaints file

A record is kept of families' concerns and complaints.

Positive Relationships Policy (Behaviour)

1 Aims

- 1.1 Every member of the school community is valued and respected and each person treated respectfully and kindly. We are a caring community, whose values are built on mutual trust and respect. This behaviour policy supports the way in which all members of the school can live and work together in a supportive way.
- 1.2 The primary aim of this behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together in our learning community.
- 1.3 The school understands the importance of teaching social, emotional and behavioural skills and fosters a growing sense of empathy in pupils. It rejects a punitive approach as counter-productive. Reflective dialogue and restorative discipline are key to redirecting anti-social behaviour.
- 1.4 This policy aims to help young people to grow in a safe and secure environment, and become positive, responsible and increasingly independent young adults.

2 Expectations

- 2.1 The school expects every member of the school community to behave in a respectful, caring way towards others.
- 2.2 The school expects that all pupils are treated fairly and that all staff apply this behaviour policy consistently.
- 2.3.1 The school recognizes and praises good behaviour; this develops an ethos of kindness and co-operation. This policy is designed to promote pro-social behaviour and deter anti-social behaviour.
- 2.3.2 The school does not tolerate violent or aggressive behaviour and all cases are taken seriously and dealt with promptly.

3 Redirecting behaviour

A range of options are available to staff when guiding pupils towards better choices. See the list below.

Internal exclusion

A pupil who has displayed extreme / repeated anti-social behaviour may be excluded from group activities, working one-to-one in an 'internal exclusion' with the headteacher.

4 Anti - bullying

Our school does not tolerate bullying of any kind. If an act of bullying is discovered or intimidation has taken place, prompt action is taken. (See the Anti- Bullying Policy below.)

5 The role of staff

- 5.1** All staff implement the behaviour policy consistently.
- 5.3** The class teachers in our school have high expectations of pupils in terms of courtesy and behaviour.
- 5.4** The staff treat pupils fairly and support restorative discipline and dialogue. Staff treat all pupils in and around the school with respect, understanding and gentleness.
- 5.5** The class teacher will deal with minor incidents him/herself in a discreet, non-punitive manner. Supportive dialogue with the pupil is our first port of call. However, if anti-social behaviour continues or escalates, the class teacher seeks help and advice from the headteacher and decisions are made jointly.

6 The role of the headteacher

- 6.1** It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and to ensure the health, safety and wellbeing of all children and young adults in the school.
- 6.2** The headteacher keeps a confidential record of all reported incidents of serious misbehaviour.

7 The role of parents

- 7.1** The school values a high degree of dialogue with parents so that pupils receive consistent messages about how to behave at home and at school.
- 7.2** The school builds supportive dialogue between home and school. The school informs parents immediately if they have concerns about behaviour and invites parents to do the same. (See Parents' Concerns Policy earlier in this Handbook).
- 7.3** The school welcomes parents to contact staff regarding any situation that they feel is affecting their child's behaviour.

8 Restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The handling of the pupil is in line with UK government guidelines on the restraint of children and young people.

Revised July 2021

Pupil Expectations Around School

Aims of these strategies

1. To create a calm, productive working atmosphere.
2. To encourage staff treatment of pupils as young adults, by modelling gentleness, consideration and courtesy.

THE CLASSROOM

- **Entering the classroom.** Teachers ask pupils for calm outside classroom, remind them they are entering a place for thinking and working. All equipment to be brought in initially: pencil case, books and diary.
- **Lateness.** Pupils **excuse themselves** for coming late into class- even if it is only a minute or two. A valid reason should be given as a matter of courtesy.
- **Repeated lateness without a good reason.** Pupils talk privately to the form tutor, then to the headteacher if necessary.
- **Leaving the classroom.** Pupils must ask respectfully if they may leave the classroom during a lesson.
- **Classroom access.** The secondary classrooms are closed after each lesson and pupils asked to spend their breaks outdoors. Unsupervised pupils (except those in Years 10 and 11) do not remain in the classrooms.
- **Order around school.** Pupils walk calmly around school and keep to the right on stairs, and speak in soft voices.

Learning

- **Timetable** is displayed prominently on tutor's wall.
- **Diary** Every piece of homework is written/glued in the diary, along with the date due. Homework may also be posted on Google Classrooms.
- **Display** Teachers regularly invite the class to choose a piece of work they are proud of and display in any attractive format (using ICT, fountain pens or artwork).
- **Presentation** Pupils should use ink pens for all subjects except Maths. All work must be titled, dated and be written in such a way as to respect the reader.
- **Rough books** may be used for any drafting work, warm-up notes, or brainstorming which will clutter the exercise book.

- **Turn-taking** Respectful, patient listening is essential in all lessons.
- **Homework** May be given by any teacher. Teachers check diaries before giving a new piece of homework to prevent overload on any one week.
- **Care of classroom.** Pupils clear all tables, floor space and shelves before they leave the classroom.
- **Care of resources.** Pupils and staff model care of resources and equipment. We recycle, clean and organize.

Mobile Phones

Mobile phones are not used in school, but are collected by tutors and returned at hometime.

Revised July 2021

Redirecting Anti-Social Behaviour

At The Olive Tree all pupils are treated as individuals and every situation is judged in its context. Staff are guided by an approach which encourages calm reflection and restorative dialogue. We are a non-punitive school: we do not believe punishment of any form has a positive impact on future behaviour choices.

Good relationships with adults foster good behaviour choices.

We work with pupils who are making poor choices through supportive, empathetic dialogue.

Anti-social or anti-learning behaviour in the classroom

Members of staff open dialogue discreetly with the pupil.

The following steps may be used.

For serious incidents, pupils have dialogue with the headteacher.

Step 1: Sanctions for low-level inappropriate behaviour such as:

- Talking inappropriately, continual calling out, non-completion of tasks, disturbing others, being disrespectful to others.

Reflective dialogue. Consideration may also be given to: a verbal reminder, moving place in class, working calmly alone, making amends, making up lost learning time at break or lunchtime.

Step 2: Sanctions given by class teacher for pupil who continually disrupts the class and the work of others, for example:

- Deliberate time-wasting, deliberate unkindness, aggressive attitude or words.

Reflective dialogue with teacher or HT; going with work to complete calmly in the HT's office.

Step 3: When a pupil consistently displays inappropriate behaviour such as that in Steps 1 and 2, the class teacher should inform and arrange a meeting with the parent/carer to discuss the pupil's behaviour choices.

Step 4: For continued inappropriate behaviour that prevents learning taking place and acts of serious misbehaviour such as:

- Aggressive or disrespectful attitude or language.

Reflective dialogue with the headteacher. The headteacher will also make contact with the child's parent/carer.

Step 5: If it is agreed that behaviour choices do not improve, an incident of this kind, a long term restorative discipline program will be drawn up to support the pupil.

Anti-social behaviour outside the classroom

All members of staff challenge pupils who make anti-social choices around the school buildings, asking them to stop and reflect.

Step 1 All staff have dialogue with pupils involved in the following:

- Litter-dropping, running indoors, shouting, treating the school building and gardens disrespectfully.

Dialogue with teacher, making amends (e.g. by clearing the mess).

Step 2 If pupils continue to display the behaviour at **Step 1**, or if they behave in these more serious ways:

- Deliberate aggression or unkindness.

The headteacher should be informed.

Reflection time and restorative dialogue in the headteacher's office, and making amends.

Revised July 2021

Anti-Bullying Policy: a 'Good Friends' Approach

Aims

To promote the well-being of all pupils based on trust between all members of the school community. It is everyone's responsibility to prevent bullying from occurring.

To offer a harmonious environment free from verbal and physical abuse, providing an education free from aggression, verbal and physical.

To report and record all instances of bullying.

To promote a whole-school approach, where signals and signs are identified and swift and effective action is taken.

To teach pupils to recognise how others feel and treat others how they would like to be treated; to empathize.

Defining Bullying

Bullying is defined as deliberately hurtful behaviour, which is unprovoked and repeated more than once.

The three main types of bullying are: physical (hitting, kicking, theft); verbal (name calling, hurtful remarks); indirect (spreading rumours, excluding someone from groups).

Bullying is not simply two children falling out with each other.

Bullying in any form, by anyone, is not tolerated at The Olive Tree School. We do not accept any form of behaviour which hurts, threatens or degrades any member of the school community. Everyone has the right to feel safe and happy in school and on the playground.

We also believe in eradicating bullying without victimising the bully.

We teach pupils to recognise how others feel and treat others how they would like to be treated; to empathize.

A POSITIVE APPROACH TO PROMOTE 'GOOD FRIENDS'

An annual PSHE campaign of 2-3 weeks' duration to raise awareness of bullying.

All adults provide a positive role model; show care, respect and honesty.

We mentor each pupil at least once a month, more where necessary.

The headteacher has an open door policy to any pupil.

Staff teach and promote empathy in tutor time, PSHE and assemblies.

If necessary, we set up a buddy scheme whereby an older child guides and supports a younger child at breaktimes and lunchtimes.

We promote self-esteem, security, group identity and belonging.

We help pupils to develop positive strategies and assertiveness.

We refer often to 'caring'; raise awareness of how good it feels to care for others and how good it feels to be cared about.

We reward pro-social behaviour.

We explore feelings through role-play and viewing bullying situations from both sides.

We allow pupils to hear what other people feel and experience (e.g., tutor time and assemblies)

We ensure all adults are approachable and non-judgemental listeners.

ACTION AGAINST BULLYING

Every adult at The Olive Tree School is responsible for the welfare of the pupils.

Guidance for Staff

Take bullying seriously – tell the headteacher, who will investigate the facts of any incident.

Do not victimize the bully- offer dialogue and support until behaviour is understood and redirected.

Encourage all pupils to 'tell': *Silence is the bully's best friend.*

The headteacher works with bullies and victims individually, to encourage honest reflection and changes required.

Encourage new co-operative work/play, a special project to change a dynamic previously based on bully- target.

All staff take an active interest in breaktime dynamics and watch for signs of distress.

Promote a shared approach with parents/carers.

Guidance for the Pupil

Speak to an adult immediately- *Silence is the bully's best friend.*

Try being assertive - say "go away" loudly but calmly, or walk quickly and confidently away.

Get your friends to support you.

Show that you and your friends disapprove.

Talk to an adult at home. Talk to your mentor or form tutor.

Stand up for others if you see bullying: confront it. *Be an Upstander, not a Bystander.*

Don't stand by and watch - tell an adult straight away.

Remember we are all different and we can be very proud of it.

Guidance for Parents

Listen to your child.

Try to stay calm. Check all the facts – is it bullying or friendship problems, which may resolve without intervention/ with light guidance?

Show sympathy but help your child not to dwell on the situation.

Tell your child that it is not their fault.

Speak to your child's teacher or to the headteacher, or encourage your child to do so.

Talk to your child about the possible strategies for your him/her to use – see list above.

For more advice, read the websites listed at the end of this policy.

STAFF PROCEDURES FOR DEALING WITH BULLYING

Allow appropriate "cooling off" time for pupils involved.

Talk with the bullies and the bullied individually in confidence. It may then be appropriate to discuss behaviour together to propose changes in dynamics. If preferred, refer the incident directly to the headteacher.

Reparation work is set up in school time by headteacher.

If appropriate, allow bullies to hear the feelings of the bullied child. Ask aggressor / target what action they think is appropriate and fair.

Ensure that all incidents of bullying and procedures to be followed are recorded and passed on to the headteacher.

Guide parents on how to combat bullying (see above measures).

Continue to monitor the situation closely until the problem is resolved.

SOME CONCLUDING THOUGHTS

Bullying happens in every school to some degree. It can be extremely subtle as pupils grow older.

Bullying is addressed effectively through whole-school policy and swift intervention, which is based on active dialogue and empathy-rebuilding.

An active anti-bullying programme needs to be run every year.

ANTI-BULLYING WEBSITES for teachers and parents

www.dfes.gov.uk/bullying Government site with information about the new pack for schools and many links to related sites.

www.bullying.co.uk good for general information, support and strategies

www.kidscape.org.uk good for general information, support and strategies

www.smallwood.co.uk

www.luckyduck.co.uk

www.childline.org.uk Has very useful information sections, particularly on racial harassment and bullying.

www.antibullying.net This site also has a useful section on racist bullying.

www.ncb.org.uk The website of the National Children's Bureau has information on bullying in the Forum on Children and Violence section.

www.nspcc.org.uk The NSPCC site includes information on bullying as part of the Full Stop campaign.

Revised July 2021

Health & Safety Policy

We have a duty to ensure that each child stays safe and makes healthy choices.

At The Olive Tree the health and safety of all children is a high priority. Parents trust us to provide a safe, caring environment where their children can flourish.

The school has a health and safety policy, which is monitored regularly by the headteacher.

The school complies fully with Spanish Fire Safety Regulations, building regulations and upkeep of facilities. The school has the 'Licencia de Actividades' awarded by Sant Pere de Ribes 'ayuntamiento' (local council).

First Aid

In school there is always at least one fully-trained member of staff who can administer first aid.

Every staff member is given a refresher course in Week 0 of Autumn Term.

There is a full First Aid kit in school and a portable kit for day-trips.

When a child is unwell, or has suffered an accident in school or on the playground, there is a protocol for staff to follow. (See Protocol for Accidents & Emergencies in this Handbook.)

- A trained first aider is consulted (Saray, Audrey, Theresa)
- The incident must be logged in the Incidents Book found in the staff room
- For head injuries or more serious injuries or a different nature please inform either Audrey or Theresa immediately: a parent is always contacted.

School policy is that members of staff may only give medicines when the parent has expressly requested that staff administer medicine.

The First Aid Kit contains basic equipment for staff to use on minor injuries. There are also protective gloves for staff to use for their own safety.

Site Security

The Olive Tree provides a secure site with three locked gates to the street.

However, the site is only as secure as the people who use it.

So we ask that:

- Both the gates to the street and the main door into school are always closed to prevent intrusion and to prevent children leaving the premises unaccompanied at hometime.
- Children will only be allowed home with adults who are not known to school with formal parental permission.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, with prior permission.

- Visitors must be accompanied by a member of staff, must wear a 'Visitor' badge and must be signed in and out in the Visitors' Book.

The entire site (indoors and outdoors) is systematically checked (the 'sweep') on arrival by staff at 8.15 to ensure it is safe for the children's arrival at 8.30.

Attendance & Absence

Attendance is expected of all children, but when children are unwell, parents are asked to confirm absence by telephone or email the same day. If there is no notification, the school has a policy of phoning home the same day.

Praise is given to help children take pride in attending regularly and punctually.

Criminal Records Checks

All staff who are appointed to work in our school have an enhanced criminal records search: a UK police DBS check & a local criminal records check on the Spanish database (*certificado de delitos sexuales*).

The Design of the Curriculum

The curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in Science, PE and Design and Technology.

At all times there are appropriate staffing levels and, when the curriculum is taken out of school, correct adult/pupil ratios are maintained (one-to-twelve in secondary).

The level of risk involved in a visit will always be assessed before any LOTC takes place, preferably with a prior visit and with a considered Risk Assessment form being completed.

Internet Safety

Children should be encouraged to use the internet when appropriate, but at all times in a safe way.

Parents will be asked if they agree to their child using the internet.

Pupils will never be left online unattended.

(See the e-Safety Policy below.)

Equal opportunities

We value every child highly, irrespective of their ability, gender, religion or race and will challenge anyone who appears not to do so.

Race Equality

We want our children to be prepared for an increasingly ethnically diverse society here in Spain. The school will work hard to promote racial equality and harmony by preventing and challenging racism.

If anyone ever feels unjustly treated, then the school welcomes and values a response.

Race equality will be explored through the curriculum. The children will take part in discussions designed to raise awareness and address prejudice.

Followers of diverse world faiths are actively invited to come and share their beliefs with our children.

Images of pupils

Written permission is sought from parents for the public use of photographs and videos on the school website, school yearbook, and around school (see below).

Pupils' names are never published with images.

Revised July 2021

Accident and Emergency Policy

Our emergency protocol is as follows:

1. We contact parent or carer.
2. If no answer immediately and child clearly needs urgent medical attention (eg a fracture), we drive the child to the emergency department at Sant Camil hospital either:
 - In a staff vehicle (with a second adult supporting the child) or
 - In a taxi with a member of staff supporting child.

Admin staff will continue to call the parent or carer until successful.

Staff take school insurance form to the hospital.

3. If the parent or carer answers our call immediately, the parent or carer has the option of
 - The school driving child to Sant Camil hospital by taxi or staff vehicle and meeting the parent or carer there.
 - Asking the school to wait for parent or carer to collect the child.
4. Head injury/spinal injury.
 - The child is not moved.
 - The family and an ambulance are called immediately and simultaneously.
 - If a family member takes longer to arrive than the ambulance, a staff member will accompany the child in the back of the ambulance.

Revised July 2021

Child Protection Policy

Our Duty

We work with the Spanish authorities and social services in protecting children from harm and in responding to abuse.

Identifying child abuse

Abuse falls into four categories:

- Physical abuse – non-accidental cuts, bruises, fractures, bites, etc.
- Neglect – chronic inattention to a child's basic needs for warmth, shelter, food, clothing, health care, etc.
- Emotional abuse – extreme denial of love, attention, security and well-being.
- Sexual abuse – the involvement of children in sexual activity by one or more adults, including touch as well as penetration.

Children in our school are highly valued individuals and the school is an open and accepting place in which all staff are prepared to listen to children's fears and worries.

Children have opportunities to speak at registration times, circle times, at the end of lessons and to seek out a caring adult during break and lunch times.

The designated person for Child Protection is Audrey Reeder. She will investigate any concern following DfES guidelines and will contact with Spanish social services if there are concerns about a child.

Child Protection Procedures

1. Any member of staff who has a concern about a child, however small, should speak to the headteacher.
2. Staff should not investigate or interview a child on their own.
3. If there are frequent, unexplained injuries on a child, these will be marked on a sketched body map, showing the size, nature and position of the injury, then signed and dated.
4. If a child communicates that s/he is at imminent risk (or if a teacher intuits this), it should be reported to the headteacher immediately, before the child goes home from school that day. Even if the child asks for the information to be kept secret, a report must be made to one of the headteachers. No confidentiality can be promised to a child looking to confide in a staff member.
5. After discussion with the headteacher, it may be decided to monitor a child. If it is decided that a referral should be made to the Spanish Social Services, the HT will be responsible for making the referral. The parents will be informed of this referral, unless the allegation is of a sexual nature, in which case the parents will not be informed.
6. The HT will complete the referral form in conjunction with the class teacher and other relevant members of staff.

7. School staff **are not responsible** for carrying out an investigation and should not attempt to do so. Staff should report only the facts and must not ask a child any leading questions.
8. The headteacher will continue to liaise with parents, and will work to maintain a positive and supportive relationship with them.
9. All staff must respect the confidentiality of each case and not discuss it with anyone.

Adults within school

All staff who work within the school are subjected to enhanced UK police DBS checks when they are employed. The school fulfils all procedures recommended for safe recruitment.

Parents and other adults who work within the school on a voluntary basis do not spend time alone with children in closed rooms.

No form of physical punishment is permitted in our school. This includes shaking, pushing, striking, or any other form of degrading treatment.

Any concerns about a teacher will be dealt with immediately by the headteacher.

Restraint

A member of staff may use reasonable restraint when they are at risk of being attacked by a child, or if a child is endangering themselves or a peer.

If physical restraint is used, then it must be recorded by the headteacher and the parents must be informed on the same day that a pupil has been restrained.

Revised July 2021

Policy for Learning Outside the Classroom

Outdoor learning is an integral part of life at The Olive Tree School, enriching and balancing the education of our pupils.

'When you step outside the classroom you have the opportunity to transform learning and raise achievement. Learning outside the classroom allows pupils to learn in context, to learn by practical engagement, and to learn by personal discovery.'

DCFS, Council for Learning Outside the Classroom 2006

Our outdoor learning opportunities at The Olive Tree include; the school gardens, the local environment (the coastline, the Garraf '*parque natural*', the town of Sitges, the city of Barcelona, local school-farms, laboratories and other activity centres), museums and art galleries.

Pupils need to be well prepared for any learning experience to be of maximum benefit. All visits and learning outside of the classroom opportunities are planned jointly by teachers and the headteacher.

The health and welfare of our children on school trips is a priority.

General Information

Early planning is essential for any visit.

Outdoor and adventurous activities should be within the ability of the children participating and the accompanying staff.

Good planning and attention to safety measures reduces the number and gravity of accidents.

Party Leader

If a Class Teacher wishes to take a group of pupils out of school, they assume responsibility for the planning, risk assessment and risk management of the educational visit or experience outside of the classroom. They accept all reasonable responsibility for the well-being and safety of all pupils attending the trip.

If more than one class is involved in a visit, a party leader is named. This is normally the staff member with the most appropriate experience.. For any educational visit or learning outside the classroom experience to go ahead, the ratio of staff to secondary pupils must be correct, i.e. **one adult to twelve pupils in the secondary school.**

The party leader is responsible for informing any accompanying staff and other adults of their responsibilities.

Parent Volunteers

Parent Volunteers may be invited to join our outdoor learning visits.

They are informed of their responsibilities in the attached document.

The Olive Tree School does not permit staff or parent volunteers to assume responsibility for any activity for which they are not qualified.

First Aid

On any visit, at least one of the supervisory staff will be a competent First Aider and carrying an appropriate first-aid kit.

Transport

The Olive Tree School has a policy that all coaches used be fitted with seat belts when booked. All seats should be forward facing. The drivers should be suitably qualified.

On rare occasions, pupils may travel in staff or parents' cars. Children travelling in this way should comply with the legal requirements. Booster seats are legally required for all children travelling in a car under the height of 140cm. Parents consent in writing and with a signature to the school of the travel arrangements they have arranged for their child. No signature or notification will result in the pupil not attending the trip.

Supervision on trips

- Two members of staff should supervise the pupils getting on and off the coach – one on the coach and one by the steps.
- Count heads on outward and return journeys and at any point where children or adults board and leave the coach.

- Do not let pupils sit on the first two seats facing the front window or next to the emergency exit - adults should take these seats.
- Ensure pupils are settled and seat belts fastened before setting off.
- Pupils **must** wear their seat belts throughout the journey unless told to remove them in an emergency.
- When leaving the coach, check for lost property and litter.
- At least one staff member should be on the coach or minibus and have the school mobile phone with them.

Pupil Organisation

One or more sessions will be held with pupils to prepare them for the visit.

A group list is prepared for all staff and helpers attending the visit.

The party leader should keep a copy of the list and carry it when on the visit.

Adult: Pupil Ratios

The Olive Tree School follows British government guidelines with regard to adult:pupil ratios that are required on an outdoor learning visit. The usual ratio of adults to secondary-aged pupils is 1:12.

Pupil Welfare

All accompanying adults have a duty of care. Teachers are in *loco parentis* and legally responsible for the well-being and safety of the children.

Children should never be left on their own or allowed to become isolated from their group.

When forming groups, children should be considered individually according to need and placed with the adult who can best enhance their learning experience. Groups and group leaders should be decided in advance and attached to the risk assessment.

Information to be taken on trip

The party leader keeps the visit information for the duration of the visit. The information should contain details of:

- itinerary
- meeting points
- mobile phone numbers of places to visit
- staff – teacher in charge, her deputy, parent helpers, etc.
- emergency contacts for parents & coach driver
- copies of any tickets to museums, etc, insurance documents, critical incident policy, contracts, etc.

Emergencies

The leader contacts the appropriate emergency/rescue services and school.

Planning a trip

The information outlining the trip should be collated and given to the headteacher to approve.

A meeting of all those involved is held to organize the visit.

Risk assessment

The group leader initially draws up a visit plan and timetable (who, what, where, why, when and how?).

For any educational visit learning outside the classroom experience, an exploratory/risk assessment visit should be made by the school party leader of the group and a written copy kept.

This is to obtain the following information:

- is the venue suitable?
- to assess areas and levels of risk involved in the visit
- how to maximize the learning opportunities

If it is **not** possible to make an exploratory/risk assessment visit, we try to contact another school / teacher who has already visited the centre, the area, and the site.

If a preliminary visit has not taken place, the party leader must carry a visual risk assessment as soon as the party arrives.

Close Supervision

There must be **close supervision** of children on all visits. Close supervision is defined as the group remaining within sight and contact of staff or volunteers at all times.

Information to Parents for Day Visits

Parents are notified of the arrangements and cost of visits and sign a digital consent form.

Responsibilities of Parent Volunteers on School Trips

- You should attend meetings before the visit, if appropriate.
- You should be aware of the itinerary for the educational visit and receive a copy of the itinerary and the names of the pupils going on the visit.
- You should stay in close proximity to a teacher on the visit. You should not take a group away to an undesignated area.
- You may be given a small group of children to look after and should know who they are. (The party leader should check regularly on the pupils.)
- You should keep the children with you at all times.
- You should not assume any responsibility for an activity for which you are not qualified, e.g. rock climbing.
- You should be aware that the pupils must wear seatbelts at all times on a coach, unless told to remove them by the party leader or in the case of an emergency.
- You should tell the school party leader if a pupil is behaving anti-socially.
- You should accept you have a duty of care to make sure the children in your group are safe and well.

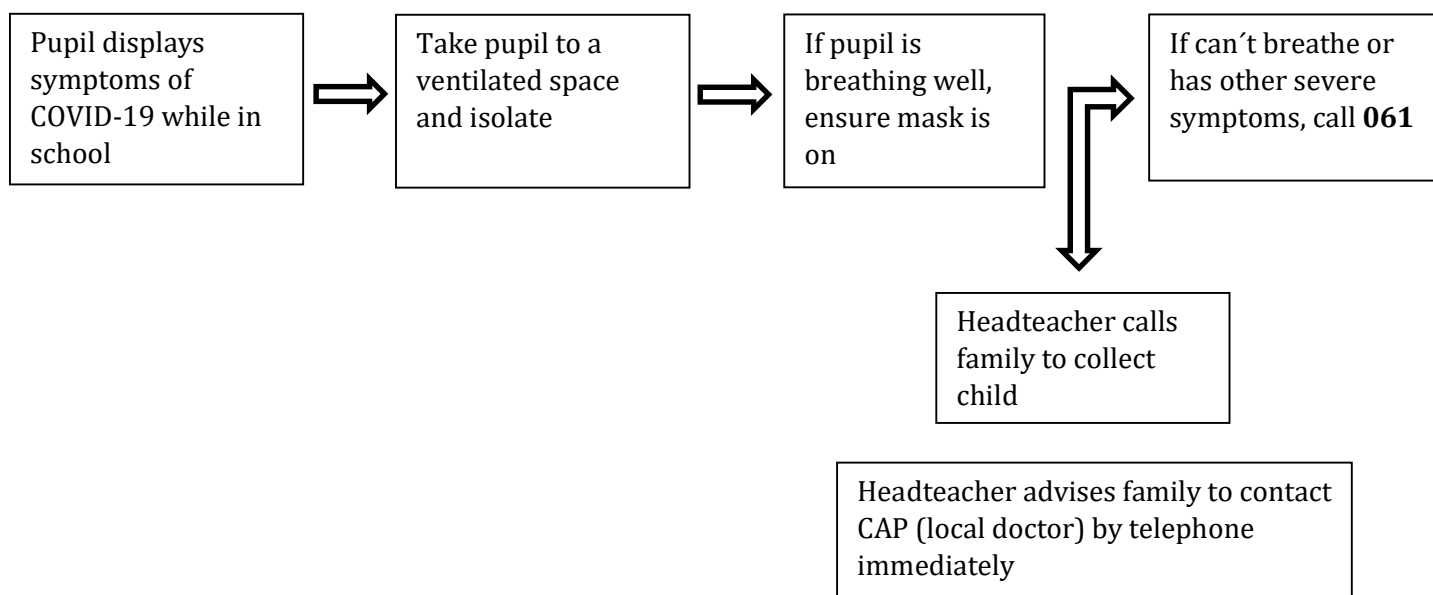
COVID case management in schools

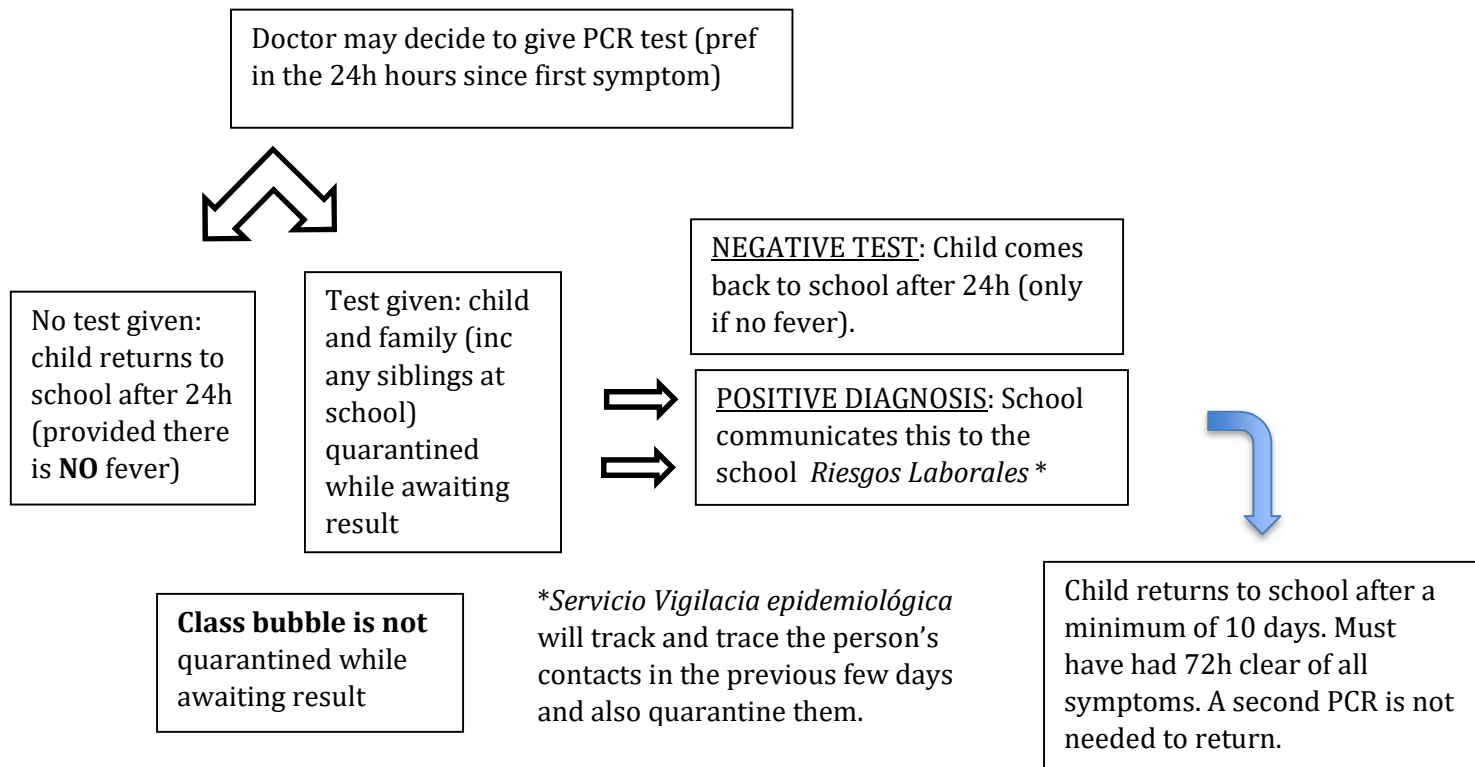
Below is a guide to procedures to be followed in case of suspected Covid-19 and if there is a positive diagnosis of a school pupil.

SYMPTOMS CONSISTENT WITH COVID-19

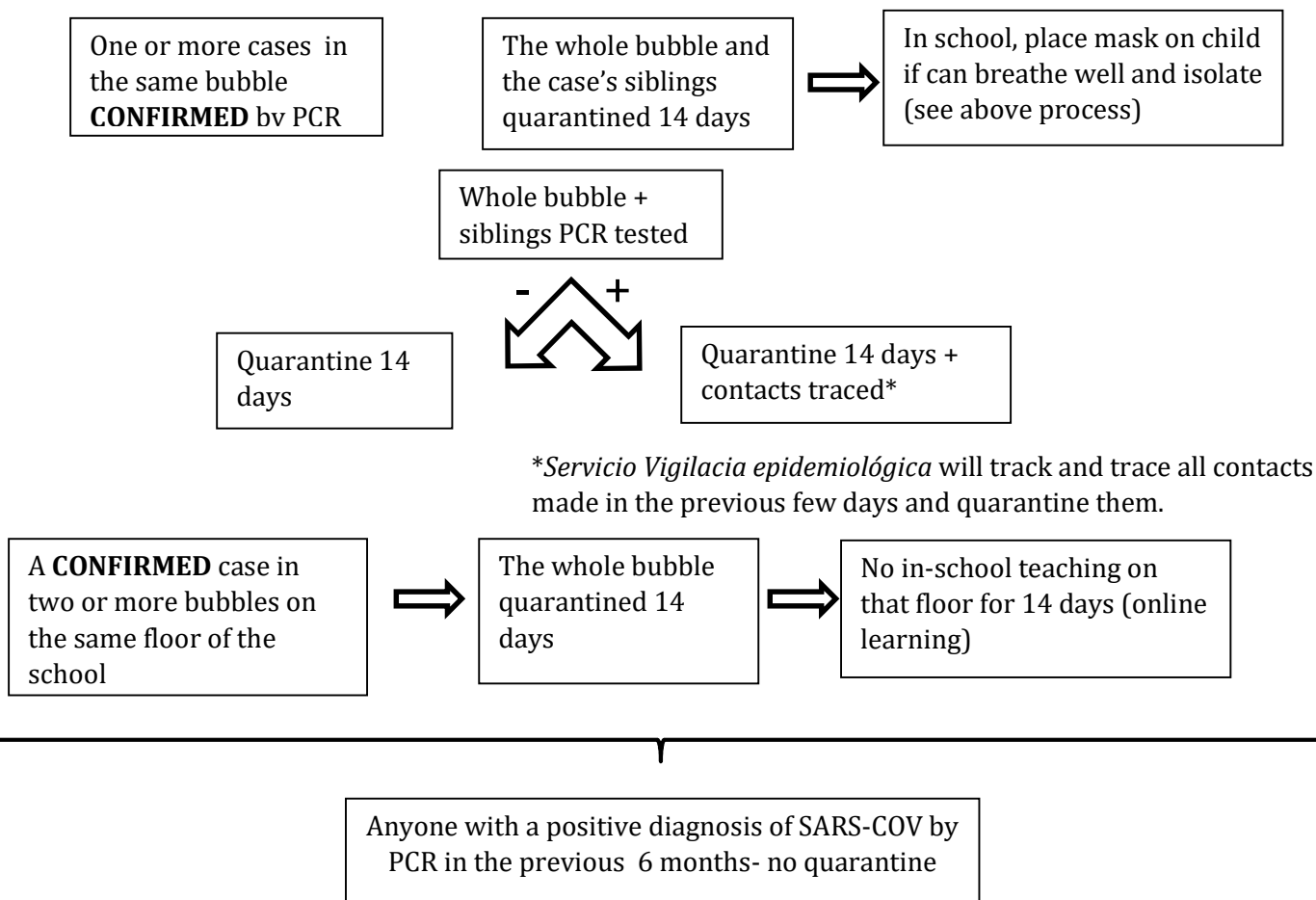
<u>Under 14 years old</u>	<u>Over 14 years old</u>
Fever	Fever or chills
Cough	Cough
Breathing difficulty	Breathing difficulty
Sore throat	Sore throat
Blocked nose	Altered sense of taste and smell
Abdominal pain / discomfort	Vomiting and /or diarrhoea
Vomiting and /or diarrhoea	Headache
Headache	Muscular pain
Muscular pain	

If a case is suspected in school

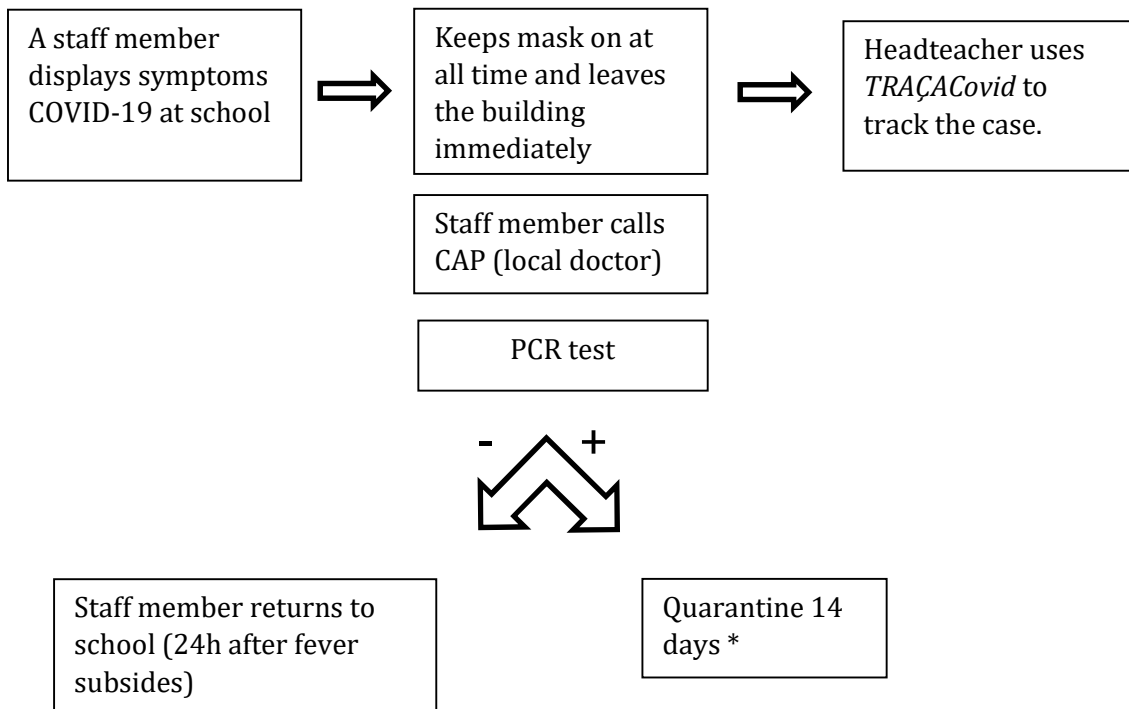




When to quarantine



If a staff member has symptoms



**Servicio Vigilancia epidemiológica will track and trace the staff member's contacts in the previous few days and quarantine them.*

Please note that our Covid protocols are compliant with guidelines issued by the Catalan Department of Education. They are subject to change in accordance with the latest updates and for this reason are not included in the Handbook. Parents are given an updated Covid protocol and are required to sign before the start of the school year to agree to the measures included and to declare that they take responsibility for their children as required by the guidelines.

If you require any further information in regard to Covid protocols, please contact the Headteacher, Audrey Reeder, at audrey@olivetreeschool.cat

Uniform Policy

At secondary level, we have a relaxed uniform policy.

Pupils may wear any trousers or skirts in any colour, including jeans.

Shoes should be suitable for sport and walking (training shoes.)

We request:

1. A white polo/t-shirt (with or without the school logo)
2. The black school sweatshirt/hoodie with the school logo (as designed by our secondary pupils).

You can buy the shirts, sweatshirts and hoodies referred to above at:

COIMA

Carretera de les Costes 38-39,

Sitges.

Opening hours:

Monday to Friday: 9.30 to 13.00 and 16.30 to 19.00.

Saturdays: 10.00 to 13.00

E-Safety Policy

Managing Information Systems & Email management

- Pupils may only use school email accounts for school purposes.
- Pupils must immediately tell a designated member of staff if they receive offensive email.
- Pupils must not reveal personal details of themselves or others in email communication, or arrange to meet anyone without specific permission from an adult.
- Whole -class or group email addresses will be used for communication outside of the school.
- Staff will only use official school provided email accounts to communicate with pupils and parents/carers.
- Access in school to external personal email accounts may be blocked.
- Social media use interferes with learning and is disallowed in school hours.
- The forwarding of chain messages is disallowed.

Publishing pupils' images or work

- Images or videos that include pupils will be selected carefully and will not provide material that could be reused.
- Pupils' full names will not be used anywhere on the website, particularly in association with photographs.
- Written permission from parents or carers will be obtained before images/videos of pupils are electronically published.
- Pupils' work can only be published with their permission or that of their parents.

- Written consent will be kept by the school where pupils' images are used for publicity purposes, until the image is no longer in use.
- The school has a policy regarding the use of images of children.

Management of social networking, social media and personal publishing

- The school disallows access to social media and social networking sites.
- Pupils are advised never to give out personal details of any kind which may identify them and/or their location. Examples would include real name, address, mobile or landline phone numbers, school attended, email addresses, full names of friends/family, specific interests and clubs.
- The use of mobile phones is strictly disallowed between the times of 8.30 and 4.15.

Protecting personal data

- Personal data is recorded, processed, transferred and made available according to the European General Data Protection Regulations (GDPR), 2018.

Age-specific supervision

- Secondary students will apply for Internet access individually by agreeing to comply with the School e–Safety Rules or Acceptable Use Policy. Secondary pupils may not use the ICT Room unsupervised by an adult.

Risk Assessment

- The school will take all reasonable precautions to ensure that users can access only appropriate material. However, due to the global and connected nature of Internet content, it is not possible to guarantee that access to unsuitable material will never occur via a school computer. The school cannot accept liability for the material accessed, or any consequences resulting from Internet use.
- The school will audit ICT use to establish if the e–Safety policy is adequate and that the implementation of the e–Safety policy is appropriate.
- Methods to identify, assess and minimise risks will be reviewed regularly.

Community Internet Access

- The school is sensitive to Internet-related issues experienced by pupils out of school, e.g. social networking sites, and offer appropriate advice.
- The school will provide appropriate levels of supervision for students who use the internet and technology while on the school site.

E-Safety: Contacts and References

CEOP (Child Exploitation and Online Protection Centre): www.ceop.police.uk

Childline: www.childline.org.uk

Childnet: www.childnet.com

Click Clever Click Safe Campaign: <http://clickcleverclicksafe.direct.gov.uk>

Cybermentors: www.cybermentors.org.uk

Digizen: www.digizen.org.uk

EiS - ICT Support for Schools and ICT Security Advice: www.eiskent.co.uk

Internet Watch Foundation (IWF): www.iwf.org.uk

Kidsmart: www.kidsmart.org.uk

Teach Today: <http://en.teachtoday.eu>

Think U Know website: www.thinkuknow.co.uk

Data Protection

New General Data Protection Regulations (GDPR) were put in place across Europe in 2018. While broadly similar to the previous regulations, it changes how schools store and use personal data and it strengthens individuals' rights in relation to their personal data.

All personal data kept by the school is strictly confidential and will not be transferred to third parties without your consent under any circumstances.

Consent is requested from parents/carers for children to be photographed/recorded and for the images/recordings to be used by school in its newsletter, on the website and social media and in displays and brochures. Please see the request for consent form. You will be required to complete this form via DocuSign, our digital document & contract system. You have the right to deny consent for any or all of the different media listed.

This consent is requested because we like to celebrate the achievements of our pupils via in our school newsletter, on the school website and via social media.

If you have any questions about data protection please contact our Acting Data Protection Officer James Hoyle: james@olivetreeschool.cat

Consent Forms and Permission Requests (reference only)

Consent Forms

The forms are reproduced here for reference only. On registration with the school you will be asked to sign the consent forms online.

Permissions 2021-22

Name of Child / Nombre y Apellido del niño	
Year Group / Clase	

1. Use of Images / Uso de imagenes

I give permission for my child's image to be published in the following media:

Doy mi permiso para que la imagen de mi hijo/a se publique en los siguientes medios:

- School newsletter / Boletín escolar
- School website / Página web de la escuela.....
- School Facebook Page / Página en Facebook de la escuela.....
- School Instagram / Cuenta Instagram de la escuela.....
- Around school buildings / En las instalaciones de la escuela.....
- School performances on video (not published online) / Actuaciones escolares grabadas en video (no se suben a Internet)....

2. Leaving Unaccompanied / Salir de la escuela sin acompañante

I give permission for my child (Primary) to leave unaccompanied at the end of the school day.

Secondary pupils may leave without permission, so choose option: n/a

Doy mi permiso para que mi hijo/a marche de la escuela a las 16.00 sin acompañante al (solo en primaria). Los alumnos de secundaria pueden marchar sin permiso, así que elige la opción: n/a (no aplicable)

3. Leaving School Premises at Lunchtime / Salir del recinto escolar a medio día

I give permission for my child to leave the school premises between 13.15 and 14.10. I assume full responsibility for my child's wellbeing and safety within those hours and while offsite.

I understand that this privilege will be withdrawn from any pupil who is late back in school for afternoon lessons, or for offsite behaviour which brings into question the maturity and sense of responsibility of the pupil.

Years 10 & 11 only. If your child is not in year 10 or 11 choose option: n/a

Doy permiso para que mi hijo/a salga de las instalaciones de la escuela entre las 13.15 y las 14.10. Asumo toda la responsabilidad por el bienestar y la seguridad de mi hijo/a dentro de esas horas fuera de la escuela. Entiendo que este privilegio será retirado a cualquier alumno que regrese tarde a la escuela para las clases de la tarde o por un comportamiento fuera de la escuela que ponga en duda la madurez y sentido de responsabilidad del alumno.

Solo los alumnos de Year 10 y Year 11. Si tu hijo/a no está en estas clases, elige la opción: n/a

4. School Excursions / Excursiones escolares

I give The Olive Tree School permission to take my child on day trips in the local area (Sitges, Sant Pere, Vilanova and the local countryside) without having to request specific permission for an individual trip. (Please note: trips to more distant locations, Barcelona and further afield, will require individual permission.)

Doy permiso al Olive Tree School para que mi hijo/a asista a las excursiones escolares organizadas en la zona local (Sitges, Sant Pere de Ribes, Vilanova y los alrededores de la escuela), sin tener que solicitar permiso específico para cada excursión. (Las excursiones a cualquier otro lugar requieren un permiso concreto.)

5. First Aid /Primeros auxilios

I give permission for my child to be administered simple first aid in case of minor accident. For example, cleaning and dressing of a minor cut or applying ice to a bruise.

Please note: Medication cannot be administered without your express permission.

Doy permiso para que a mi hijo/a se le administren primeros auxilios en caso de accidente que no sea grave. Por ejemplo: limpiar y vendar un pequeño corte, o aplicar hielo a un hematoma.

Tenga en cuenta: No se pueden administrar medicamentos sin tu permiso concreto.

Parent's name: Nombre y apellidos	
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Request for Leave In Term Time

Children are not allowed to take holidays in term time. Our methodology is heavily based on project work and group collaboration which often involves experiential learning. If pupils are away from school they cannot 'catch up' – they have simply missed the learning experience and project work while away.

We understand that there are exceptional circumstances when parents may wish to request absence from school during term time, for example, a funeral of a family member, or a hospital appointment. However, we ask that request for such absences are made in writing to the headteacher at least 2 weeks before the event.

Below is an example of the request form. If required, you can obtain a copy from reception or ask Saray to email you a copy: admin@olivetreeschool.cat

I would like to request permission for my child, _____, from
Year _____, to be absent from school on the following dates:

From: _____ To: _____

Reason for absence:

Requested by: _____

Date: _____

Request Approved/Denied by: _____

Date: _____

TERMS AND CONDITIONS

Tuition Fees 2021-22

AGE	CLASS	ANNUAL FEE
3	Nursery	7.950 €
4	Reception	8.550 €
5	Year 1	PRIMARY 9.750 €
6	Year 2	
7	Year 3	
8	Year 4	
9	Year 5	
10	Year 6	
11	Year 7	SECONDARY
12	Year 8	10.700 €
13	Year 9	
14	Year 10	SECONDARY - GCSE
15	Year 11	11.125 €

All fees include tuition, materials and school insurance. For Secondary and GCSE courses (Years 7 to 11) some additional textbooks are required and are charged separately.

Registration Fee

- No Registration Fee is charged for children entering at Nursery level.
- The Registration Fee of 2500€ is payable on admission to the school, and once only.
- A second child pays a registration fee of €1500.
- Subsequent children pay €1000 registration fee.

Discount for Advance Payment of Annual Fee

- 3% discount for payment of the annual fee in full before 5th July 2021.
- Notification of intention to pay the annual fee in advance is required by 28th June 2021.

Discount for Siblings

- 30% is discounted in tuition fees for a third child.
- 50% is discounted in tuition fees for a fourth child.

Invoicing

- The fees are charged in 10 instalments (from September to June).
- Fees must be paid by the 5th of the month. (September fees payable by 5th September etc.)

If you are paying by direct debit and the request for payment is rejected by your bank, an additional charge of 15€ will be added to your monthly fee to cover bank charges and administration costs.

If payment falls more than one month in arrears the school reserves the right to withdraw a child's place with immediate effect and to recover any outstanding fees, if necessary, via legal proceedings, the cost of which are added to any outstanding debt to the school.

Punctual Payment

Invoices are issued in advance of each month - for example, September's tuition fees invoice is issued at the end of August; October's fees at the end of September etc. Payment is due before the 5th of the month (for example September's fees must be paid by 5th September). In the event of late payment, the school reserves the right to apply a surcharge in line with legally-established guidelines.

If you are paying by direct debit and the request for payment is rejected by your bank, an additional charge of 15€ will be added to your monthly fee to cover bank charges and administration costs.

If payment falls more than one month in arrears the school reserves the right to withdraw a child's place with immediate effect and to recover any outstanding fees, if necessary, via legal proceedings, the cost of which are added to any outstanding debt to the school.

Extras

- Any additional textbooks required are charged to the monthly invoice (primarily IGCSE coursebooks).
- Colonias: (the annual residential trip) and other educational trips are not included in the tuition fee. Details of school trips and excursions are provided prior to the event and you will be asked to specifically sign up and give permission for your child to attend. Charges, as published, will be added to your monthly invoice.
- Extra-curricular Clubs: availability of extra-curricular clubs is published at the beginning of the school year with the pricing. Charges are added to your monthly invoice.
- Individual music tuition: classes are available for individual tuition to learn a musical instrument. Prices are published at the beginning of the school year and are charged to your monthly invoice

Lunch Provision

There are 2 options for lunch:

1. School Lunch – provided by the school's caterers. We have arranged with our caterers for lunch to be delivered straight to classrooms, where children will be having their lunch under the measures taken re Covid 19, as the dining room will not be used.

This is a balanced, healthy 3-course meal. You can reserve on a monthly basis for 7.95€ per day. If lunch is requested for less than one month's duration the daily price is 9.45 €

2. Packed Lunch – You can choose to provide your own packed lunch. If you take this option, a small charge of 10€ per month is made to cover the cost of cleaning and monitoring. Packed lunches will be eaten in the classroom under supervision, and the classroom will be cleaned and disinfected after lunch before classes re-commence in the afternoon.

- If your child is absent through sickness, you will not be charged for a school lunch for the days absent.
- Any changes in your child's school lunch requirement must be communicated by the 21st of the previous month to Saray at admin@olivetreeschool.cat

Renewing a Place- Current Pupils:

- To keep a current pupil's place for the following September, families pay a €300 reservation fee by 5th April 2022.
- This fee is non-refundable but is discounted from September's tuition fee.
- If a place is reserved for 2022-23 but is not taken up, the whole September fee (minus the 300€ reservation fee) will be charged.

Waiting List Fee- New Pupils

- To join the waiting list for admission there is a non-refundable fee of €100 fee. This is **not** discounted from the first monthly fee should your child subsequently register with the school.
- Joining the waiting list does not guarantee a place, but does ensure you will have first refusal if and when a place comes available in the appropriate year group.

Reserving a place in advance

- A place is only secured once the matriculation fee has been paid.
- In the case of Nursery, where there is no matriculation, September's fee is requested to matriculate a child and the place is only secured on payment of this fee.

Individual Tuition

Pupils with special educational needs may require the additional support of individual tuition. For 2021-22, each hour of one-to-one teaching will be invoiced at 27,50 per hour.

Two Months' Written Notice Before Leaving

Two months' written notice is required if you wish to withdraw your child from the school once the school year has started. Tuition fees will be charged until the end of the 2-month notice period. This means that if, for example, notice of withdrawal is received in October 2021, you will be invoiced for the tuition fees of the subsequent months of November and December 2021. So, if a pupil is not returning for January 2022, for example, notice is required by 31st October 2021 and fees would then be charged for the months of November and December 2021.