

SENIOR SCHOOL PARENTS' HANDBOOK 2023-2024

A School of Great Character



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EXETER SCHOOL VISION



Exeter School has a proud and strong reputation, established over almost four centuries, as a centre for educational excellence in the south-west.

Throughout that time the school has evolved into a vibrant, forward thinking, contemporary independent school of the highest quality; always seeking to move ahead and prepare its pupils for an ever-changing life beyond school. It has been the vision of those who have come before us, and their willingness to change and seize opportunities, that has given us such a strong foundation today.

We challenge all members of the Exonian community to excel beyond expectations, enabling them to lead fulfilling, happy and productive lives which make a positive contribution to the lives of others. A supportive culture of excellence, pastoral care, academic challenge and character development underpins all we do.

TERM DATES FOR THE ACADEMIC YEAR 2023-2024

AUTUMN TERM 2023

Start of term	Wednesday 6 September, 8.30am
Open event preparation	Friday 29 September: school finishes at 3.15pm with no after school clubs
Half term	Two weeks beginning Monday 23 October
End of term	Friday 15 December, 12 noon
Staff INSET days	Friday 1 September and Monday 4 September
Induction day for all new pupils	Tuesday 5 September
Sixth form induction day for all sixth form pupils (new and current)	Tuesday 5 September
Induction morning for all new junior school pupils	Tuesday 5 September

SPRING TERM 2024

Start of term	Wednesday 3 January, 8.30am
Half term	Week beginning Monday 12 February
Non-pupil days	
Educational Festival for staff	Monday 19 February
INSET Day	Tuesday 20 February
End of term	Wednesday 27 March, 3.55pm

SUMMER TERM 2024

Start of term	Wednesday 17 April, 8.30am
Half term	Week beginning Monday 27 May
Non-pupil days	
INSET Day	Friday 24 May
End of term	Wednesday 10 July, 3.55 pm

Parents are asked to ensure that family holidays are arranged during the school holiday periods.

WELCOME TO EXETER SCHOOL



Having joined the school just three years ago, I am still a relative newcomer on my journey as a member of Exeter School and in that time, I have quickly discovered what a warm and positive community the school provides. Exeter is a wonderful city, and the school reflects the character of the city in many ways, being grounded in our Devon traditions, but also aspirational and ambitious, and looking ahead and beyond, to the local community, and further afield. You will have met lots of our pupils on your admissions journey and I am sure that you have enjoyed hearing what they love about school. There are many exciting activities and challenges here for your children, in all aspects of school life. I know that they will love the exciting learning opportunities which they encounter here alongside their new friends, as they make progress through the school.

Our classroom teachers take pride in the content and delivery of their lessons, in which enjoyment, innovation and rigour happily co-exist. An important aspect of an Exeter School education is the wide range of enrichment opportunities offered through our extensive co-curricular programme and we hope that your children will quickly find lots of activities to engage with which will ignite their passions and develop their skills beyond the classroom.

One of the most impressive aspects of our school is the closeness of the Exonian community. We really value close contact with parents, formally and informally and we hope to see you often. Happy and constructive relationships within and beyond school matter a great deal to us. A fruitful partnership with parents is particularly important as we guide our young people towards adulthood. The importance of this supportive relationship will be key to your children's happiness and progress at school.

School should be a place of positive relationships, and happy experiences. Inevitably every young person will encounter bumps and challenges along the way, and the fundamental role of the pastoral team and pastoral care which is delivered through our house-based system, is crucial to provide the support that each Exonian might need.

Developing character is key to an Exeter School education and we hope that your children will seize all the opportunities presented in so many facets of school life to be able to develop their moral, intellectual, performance and civic virtues. Through our extensive range of enrichment and academic opportunities, we hope that your children will quickly ignite their passions and develop their character in myriad ways.

This booklet is intended to offer some helpful introductory information about our way of working. In the coming terms you will, of course, receive more detailed guidance, both in person and via our newsletters and you will be able to access your child's records and reports regularly via MySchoolPortal.

I very much hope that your children will find their time here fulfilling, exciting and memorable. I wish them every happiness and success at Exeter School, and I look forward to getting to know you all.



Louise Simpson

Head

head@exeterschool.org.uk
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A SCHOOL OF GREAT CHARACTER

At Exeter School our commitment to developing the character of our pupils underpins all that we do. Drawing on the ideas of Aristotle, our school ethos is rooted in virtue ethics and promotes aspiration and flourishing in all. Our aim is to equip pupils with the practical wisdom they will require to navigate the challenges and opportunities of our fast-paced and ever-changing world, whilst celebrating their unique talents and individuality. Our expectation is for pupils to embody the school virtues through their time at Exeter School, embracing the rich and varied opportunities on offer.

Through our intellectual virtues of inspire and challenge curious minds we consider how pupils develop as independent thinkers, creating space within lessons for questions to abound as pupils embark on journeys of discovery. Pupils may choose to attend clubs and societies that further extend this learning, or even create a club of their own. School trips are designed to stretch and challenge pupils, inspiring curiosity about the world around them.

Kindness and integrity are our moral virtues, through which we encourage pupils to care for those around them and the school community as a whole. Within the busyness of school life, we ensure pupils have chances to contribute in a meaningful way and to stand up for what is important to them. Through organising charity fundraisers, leading green initiatives, delivering assemblies, participating in mentoring schemes or representing the views of their peers in school council meetings, pupils are empowered to make a positive impact and have their voices heard.

Stepping out of our school community, pupils are expected to practice the civic virtues of welcome and serve, recognising a world bigger than themselves and understanding their potential to make a difference within it. Through partnerships with schools and charities in the local area, our pupils may spend time in conversation with elderly members of the community, or sharing their love of music, drama, physics, or chess with children from neighbouring schools. They may also undertake volunteering ventures of their choosing through participation in the Duke of Edinburgh's Award.

In all that they do, our pupils are encouraged to use our performance virtues of endeavour and collaborate, drawing on the support of all those around them, in addition to their own resolve, in order to achieve their full potential. Whether completing the Ten Tors challenge, performing at a school concert, representing the school on the sports field or participating in a school play, working as a team is what gives pupils the resilience to achieve things they did not believe themselves capable of.

Character education is both an implicit and explicit part of school life, influencing our approach to learning and teaching, our pastoral care, and our co-curricular programme. Pupils are taught about character through allocated time in the curriculum,



exploring the origins of virtue ethics and using role models and moral dilemmas to enhance their understanding of our school virtues. Each half term sees a focus on a different school virtue, with assemblies, form time and house meetings considering this theme with pupils. We also take time to celebrate the character development of pupils regularly, both within house meetings and assemblies. As a school of great character, it is our hope for every pupil that they will aspire and flourish, both in their time at Exeter School and throughout their life.

SCHOOL ROUTINES

Daily routine	Monday Friday	Tuesday Wednesday Thursday
Registration and form meetings	8.30am	
Assembly/pastoral time		8.35-9am
Period 1	8.35-9.15am	9-9.40am
Period 2	9.15-9.55am	9.40-10.20am
Period 3	9.55-10.35am	10.20-11am
Assembly/pastoral time	10.35-11am	
Break	11-11.25am	
Period 4	11.25am-12.05pm	
Period 5	12.05-12.45pm	
Lunch	12.45-1.55pm	
Afternoon registration	1.55pm	
Period 6	1.55-2.35pm	
Period 7	2.35-3.15pm	
Period 8	3.15-3.55pm	

Monday (10.35-11am)

Whole school assembly

Tuesday-Thursday (8.35-9am)

Form time, PSHE, assembly or chapel

Friday (10.35-11am)

House meetings

Friday (3.15-4.45pm)

For all Middle Fifth to Upper Sixth

CCF – Army, Navy and RAF, Duke of Edinburgh's Award. Sixth form pupils may undertake community service, SWUNK music, sports leader award, drama partnership or *The Exonian* magazine.

The school bell rings to announce the start of registration and each new period.

ACADEMIC

Careers and higher education advice

Exeter School provides pupils with high quality careers education, information, advice and guidance and post-18 advice from the Third Form onwards. This allows our pupils to access relevant information on careers, the labour market and post-18 options, alongside opportunities to develop and nurture key transferable skills so that they are ready and able to create their own futures. This is delivered in a variety of ways during their time at school through assemblies, form time sessions, specific class lessons, events and through one-to-one guidance. There will be opportunities for work experience, to take part in mock interviews, to discuss goals, to listen to guest speakers working in a variety of sectors and to attend our successful careers convention and activities during national careers week.

Pupils are invited to take part in our careers psychometric profiling which gives them access to an interactive careers and post-18 options database that allows them to explore career and post-18 option ideas and provides them with a wealth of information from A Levels needed for careers and degrees or apprenticeships, labour market information and career videos to watch.

In the sixth form, pupils take part in our 'Futures' programme which centres around employability, careers, and higher education. It includes a Lower Sixth 'Futures' conference with the opportunity to talk to professionals from a range of sectors, an enrichment 'Futures' week including sessions on transferable skills, gap years, interviews, internships, a business day, higher education and working abroad. It also includes the school's two internal UCAS training days offering further guidance about higher education and apprenticeship admissions procedures and, by extension, making pupils aware of the requirements of their chosen or possible careers. In both the Lower and Upper Sixth, pupils take part in a series of workshops on careers, employability, apprenticeships, and higher education during school time. Topics include business awareness, mindfulness, enhancing interpersonal skills, leadership training, writing the perfect CV, improving time management, developing self-awareness and developing perseverance. In the Upper Sixth, pupils take part in our interview scheme which gives them the opportunity to be interviewed by two professionals taken from the parent, friends of Exeter School and alumni body.

There are specific support groups for our aspiring medics and Oxbridge candidates.

One-to-one guidance is available throughout a pupil's time at Exeter School from our qualified careers and higher education advisor.

The careers and post-18 pages of the pupil intranet are an excellent resource, and our careers and higher education advisor is on hand to provide impartial advice to pupils. There is also a

very well stocked library with books, leaflets and magazines on hundreds of different types of careers, gap years, apprenticeships, university applications and more.

Collective worship

All pupils from Third Form to Upper Sixth normally attend one chapel assembly service each fortnight. These assemblies explore a range of issues, including spiritual and moral reflections, current affairs, and mental wellbeing. They usually include a hymn, readings, and a period of silent meditation.

Curriculum 2023-2024 Third, Fourth and Lower Fifth Forms (Years 7, 8 and 9)

The aim of the curriculum in these years is that pupils with a diverse range of educational backgrounds and abilities are given an equal chance to sample the full range of subject options. Pupils are set by ability for mathematics but are taught in mixed ability teaching groups for all other subjects. The setting in mathematics is initially done after autumn half term in Third Form.

Prior to the start of GCSE courses, pupils have a chance to sample the full range of subject options. In all three years, pupils will study English, mathematics, modern foreign languages and/or classical studies (see below), physics, chemistry, biology, history, geography, art, design technology, religious studies, computer science, music, drama, physical education, and games.

Just as reading is central to learning, so also the School House Library is placed centrally within the school site.

With the assistance of all teachers and the librarian, we look to cultivate a love of reading amongst our pupils together with a sense of its importance and the enjoyment that can be had through reading.

In addition to these subjects, in Third Form, there is also a single period of PSHE with form tutors that will focus on settling into the senior school, run in parallel with drama. In Fourth Form, there is a period of PSHE, focusing on citizenship, run in parallel with drama. In Lower Fifth, there is a period of PSHE run in parallel with a short course on character and practical wisdom. Modern foreign languages and classical studies: Third Form pupils follow a languages curriculum in two modern languages chosen from French, German and Spanish. All pupils will also study classical studies. Pupils in the Third Form will then choose to study two subjects, from French, German, Spanish and classical studies, that they continue with through the Fourth Form and Lower Fifth. There are then further choices when selecting their GCSE language options in Middle Fifth. A single modern foreign language is compulsory at GCSE.



Middle and Upper Fifth Forms (Years 10 and 11)

Middle and Upper Fifth are the two years of GCSE courses. The process of choosing GCSE options starts at Christmas in the Lower Fifth and every effort is made to ensure that parents and pupils are given clear and individual advice.

The choices currently available are:

Core: English (language and literature), mathematics, a modern foreign language, religious education (non-examination) and science (double award science or separate sciences).

Optional: Guided choice of three subjects chosen from art, classical civilisation, computer science, design technology, drama, geography, history, Latin, music, religious studies, and a further modern foreign language.

The core GCSE subjects of English, mathematics, and science, plus some language groups, are set by ability. The top mathematics set has the option to do an additional level 2 further mathematics qualification.

The core subject of character and practical wisdom is a single period per week and does not lead to a qualification. It is designed to encourage lifelong aspiration and flourishing in pupils, covering themes linked to the school virtues as well as statutory relationships and sex education, religious education and spiritual, moral, social and cultural content. Pupils take GCSE examinations in nine to eleven subjects in the Upper Fifth.

Sixth Form (Years 12 and 13)

Lower Sixth and Upper Sixth are the two years of sixth form study. In the Lower Sixth, all pupils study four main subjects from: art, biology, business, chemistry, classical civilisation, computer science, design technology, drama, economics, electronics, English literature, French, further mathematics, geography, German, history, Latin, mathematics, music, physics, politics, psychology, religious studies, Spanish and sport. All subjects are A Levels except for sport which is a BTEC Level 3 National Extended Certificate. In the Upper Sixth, pupils may continue with three or four subjects.

All sixth formers also take part in the school's Futures programme, which focuses on developing three key strands essential for future success: employability, careers, and university. This takes the format of optional lectures, workshops, and other activities, which take place in dedicated timetabled slots. As part of this, pupils can also choose to work towards the extended project qualification (EPQ). This is a two-year course based on independent study and tutorials, where pupils are required to plan, research, write, reference, edit and present a 6,000 word dissertation on a topic of their choice.

All pupils are required to participate in senior games on a Wednesday afternoon and in Friday afternoon service. Games are designed to combine physical development with recreational enjoyment. Sports currently offered over three terms are: athletics, badminton, basketball, body conditioning, climbing, cricket, cross country running, football, hockey, netball, rounders, rugby football, shooting, squash, swimming, and tennis.

Homework in Years 7-11

The Deputy Head (Academic) publishes a homework timetable for each year group in September detailing the day of the week of each homework and the maximum length of each homework. The total maximum number of hours per week varies from seven hours in Third Form up to 10 hours per week in Upper Fifth. Homework is issued via Google Classroom for all year groups.

Homework in Sixth Form

In the sixth form, work done outside lessons is a more essential element of the study process and the aim is to plot a progression from the structure of the homework timetable in early years to the less imposed structure that will constitute studying at university. As such, greater responsibility is placed on the pupil to organise their time during the week, both at home and at school. There is no published timetable, but there is an expectation of three hours study per subject per week, making a total of 12 hours per week.

Internal exams

Pupils in the Upper Fifth undertake GCSE trial exams at the start of the spring term. Upper Sixth pupils undertake A Level trial exams in the week immediately following the spring half term break.

All Third Form to Middle Fifth and Lower Sixth pupils undertake end of year written exams and these usually take place over the five to seven days immediately before the May half term holiday. Pupils in the Lower Fifth or Middle Fifth who do not do well in these exams may be required to resit papers at the beginning of the autumn term to help provide them with as positive a start to the new academic year as possible.

The end of year exam period including the two weeks following the exams is an important time and it is essential that pupils do not miss either of these weeks if possible.

Learning support

On application to the school, you will have been asked to send any previous information regarding specific educational needs. All new pupils are screened by means of an online test during the first term. If any concerns are raised, then a learning support coordinator will contact you and, in collaboration with you and the (deputy) head of house, ensure that any necessary further action is taken, so that pupils can receive the support they need.

The role of our learning support coordinators is to support pupil learning, train our teachers and maintain the school's learning support register. This provides information to teaching and pastoral staff in order that they can differentiate their teaching appropriately for a pupil. Individual pupil strategy sheets are published to staff for pupils on the register, detailing a pupil's strengths, areas of difficulty and giving strategies to support their learning in the classroom.

Lower Fifth pupils all complete an online test to assess for any needs they may have relating to exam access arrangements, for example, extra time or word processing. The senior school learning support coordinator is a qualified access arrangements



assessor and can complete further assessments, if necessary, to award appropriate exam access arrangements for external exams in collaboration with the pupil's teachers.

Personal, social, health, and economic (PSHE) education

PSHE education at the school aims to provide opportunities for pupils to explore and understand a wide range of social and emotional issues. Our aim is for pupils to develop personal resilience, learn to question global issues and critically assess information and experiences. We hope that pupils will go on to feel equipped to make good decisions in any given moment.

Our PSHE curriculum is broad and responsive to the current challenges and issues relevant to our pupils in today's world. We use guidance from the PSHE Association to ensure that our content is up to date and the three core themes focused on are health and wellbeing, relationships, and living in the wider world. PSHE education delivery varies through the school using a combination of the following: formal PSHE lessons, form tutor-led sessions, house meetings, assemblies and workshops, external speakers, themed days/weeks, and cross-curricular opportunities in subjects such as biology and RS. House staff also provide individual support and advice as appropriate. The school subscribes to the *Teen Tips Wellbeing Hub*, giving pupils in Lower Fifth and above, and all parents, free access to a range of useful resources and courses designed to help teenagers and adults navigate the sometimes-choppy waters of adolescence. Relationships and sex education (RSE) is taught within PSHE education. It is important that our pupils understand how to enjoy positive and healthy relationships as they grow up, and in later life, and that they know how to keep themselves safe. Our Relationships and Sex Education Policy can be found on the school website.

Pupil voice

We consider our pupils to be bright, articulate individuals whose opinions we respect and value. Our school council meets every half term to explore and discuss different topics, such as pupil wellbeing, rewards and sanctions, sustainability, inclusivity, and anything else that the pupils feel is important. Opportunities for pupils to represent the views of their peers and discuss important issues include the school council (including food and digital committees), Q&A (LGBT+) group, the equalities forum,



EcoSoc, charity committee and through the senior prefect team. The school uses *Whisper*, an anonymous reporting app, which gives pupils the opportunity to ask a question or raise a concern anonymously if they wish to.

Religious education

All pupils up to the Lower Fifth have two periods a week of religious studies. The syllabus is not narrowly denominational but is based on aspects of religion. In the Middle Fifth and Upper Fifth, religious education is combined with other strands within the one period a week of character and practical wisdom lessons. All these lessons are compulsory.

Written school reports

We look to ensure that we update parents in a regular and helpful way. For each year group, there is a combination of reports, that are accessible through the year on My School Portal, and parents' meetings. The times that reports are released to parents is communicated through the weekly newsletter. Within reports, there are three type of grades that are used. 'approach to learning (class)' indicates the teacher's assessment of the level of engagement, perseverance and curiosity that the pupil shows in lessons. 'Approach to learning (homework)' is a similar grade but covers the work produced by the pupil outside of class, and in the sixth form is referred to as 'approach to learning (independent work)'. Approach to learning grades range from 'excellent' to 'below expectation'. The attainment grade in Third Form to Lower Fifth is based on the pupils understanding and quality of work. The attainment grade is Middle Fifth to Upper Sixth is predictive of the grade the pupil is likely to get if their

work over the last report cycle continues to develop at the same rate over the GCSE, Lower Sixth or Upper Sixth course.

We have recently moved away from a report at the end of each half term to a more fluid process, with more parents' meetings (eleven of them in a child's journey through the senior school) and reports released at different points through the three terms. Please remember that your (deputy) head of house will wish to help you with any queries you might have at any time, without needing to wait for a particular report cycle to finish.

Each academic year, for most year groups, there are two reports that include the approach to learning grades, two reports that include the approach to learning grades and attainment grades, one full written report and then either one or two parents' meetings. Upper Fifth receive their last report at the end of the spring term and Upper Sixth at the start of the summer term. An additional report is published during the year giving the grades achieved and predicted grades from trial exams in Upper Fifth and Upper Sixth and from the end of year examinations in Lower Sixth. The full list of report times for each year group will be accessible through My School Portal.

Heads or deputy heads of house read and comment on all school reports except for the one that is nearest to a parents' evening. They should be the first point of contact to discuss a report further. The Deputy Head (Academic) is also happy to answer any questions relating to options, academic reporting, and assessment.

PASTORAL CARE

Pastoral care and wellbeing

The wellbeing of our pupils is central to all that we do, and we place great emphasis on the importance of pastoral care. We understand that happy and confident pupils achieve well academically, as well as developing socially and emotionally, and we understand that positive relationships between pupils and staff are key in a supportive senior school environment.

Our ten houses are core to our pastoral care – Acland, Buller, Collins, Crossing, Daw, Dowrich, Drake, Goff, Raleigh, and Townsend. There are approximately seventy-five pupils in each house from Third Form to Upper Sixth; each house is led by a head of house who is supported by a deputy and two tutors. Pupils remain in the same house for the whole of their senior school career. This creates a sense of belonging and allows pupils to get to know their house staff and peers well. House staff focus on fostering positive and constructive relationships with every pupil in their care and work closely with each individual to guide, advise, and support as appropriate.

There are three assistant heads (heads of sections): Mrs Daybell, Mr Glanville, and Mr Chu oversee the pastoral care and academic monitoring of the pupils in their respective sections. They work closely with house teams and form tutors to support and guide pupils.

We believe that the most effective way to support pupils through their education is to communicate openly and to work closely with families. Parents' meetings provide an opportunity to meet your child's teachers, we extend invitations to a range of school events and functions throughout the year, and we openly invite parents to join us on the side lines at sporting fixtures.

Please do contact your child's house staff should you have any queries or concerns and feel free to share any information with us regarding family or personal circumstances that may have an impact on your child in school.

In Third Form, pupils also have a form tutor who they see each morning and who should become a familiar person for support throughout the year.

In Fourth Form and Lower Fifth, pupils meet with and are registered each morning by their deputy head of house. In Middle Fifth and Upper Fifth, this role is taken by the upper school tutor for their house.

The head of sixth form, sixth form team, and sixth form house tutors provide an important part of the pastoral care of our older pupils. They see the pupils daily and facilitate assemblies and talks from visiting speakers as well as planning opportunities for the pupils to discuss and explore a wide range of issues regarding personal wellbeing and development.

In the senior leadership team Miss Dunning is our Deputy Head (Pupil development, welfare and wellbeing) who provides the daily leadership of the pastoral programme. The school chaplain is responsible for supporting the wellbeing of all pupils at the school regardless of their faith position, and to offer confidential listening and guidance. Our pastoral assistant, Mrs Glanville, is based in our dedicated wellbeing room and offers practical advice and support to any pupils in need.

The school nurse, Mrs Barlass, is based in the bursary and provides first aid. Mrs Barlass is the school's senior mental health lead.

Child protection responsibility is headed by the Senior Deputy Head, Mr Hughes. The Child Protection (Safeguarding) Policy is published in full on the school website and his contact details, along with those of the whole safeguarding team, are available around the school site. Our head of safeguarding, Mrs Jess Doku, works closely with the senior leadership team, house teams, and chaplain.

House staff teams

House	Head of house	Deputy head of house	Upper school tutor	Sixth Form tutor
Acland	Mr R J Baker	Mr R A Charters	Mr P Bell	Mrs E V Cartwright
Buller	Mr D I Trim	Mr R F J Tear	Mr D L N Tuohey	Ms C Brownsey and Mrs J H Rafferty-White
Collins	Mrs K L Ridler-Murray	Mrs R A Glanville	Mr G J McGrath	Mr T N Ross
Crossing	Mrs J H Daybell	Ms M E Montagu	Mr S G Hancock	Mr M F Latimer
Daw	Ms S T Shrubbs	Mrs D D S Masters	Mr P M Hyde	Mr T Bowler
Dowrich	Mrs H M Sail	Dr M J Commin		Mr B M Hall
Drake	Mr E J Seaton-Burn	Mrs S C Wilson	Miss A H Nye	Mrs A Roff
Goff	Mr M F C Glanville	Mrs M F Sheehan	Mr C C Harknett	Mr S G Munday
Raleigh	Dr G B N Robb	Mrs A C Blackmore	Mr P I O'Connor	Mr C L O'Rooke
Townsend	Mrs A J Culley	Mrs F J Tamblin		Mr S K Mackintosh

**Assistant Head (Lower School),
Years 7, 8**

**Assistant Head (Middle School),
Years 10 and 11**

Assistant Head (Sixth Form)

Mrs J H Daybell

Mr M F C Glanville

Mr L Chu

Bullying

Our community is based upon kindness, respect, and good manners. We are committed to providing a safe and caring environment that is free from disruption, violence, and any form of harassment so that every one of our pupils can develop their full potential. We expect our pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed, orderly, atmosphere. All pupils should care for and support each other. Full details are provided in the school's Anti-Bullying Policy published on the school website.

Parents/guardians have an important role to play in supporting the school in maintaining high standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this Anti-Bullying Policy forms part of our standard terms and conditions.

Health

Parents are asked to complete the health questionnaire and special dietary needs form on MySchoolPortal in respect of all new pupils. Parents must update the school nurse if there are any changes to this information.

If a pupil has a food allergy or intolerance it is important that we are aware so the catering manager can be informed, and a specific meal can be prepared.

The school nurse is available to discuss any aspects of health and wellbeing with pupils or parents. The medical room, located in the bursary, is open throughout the day from 8.30am until 4.30pm. The medical room is supervised by the school nurse who is a qualified paediatric nurse and a team of qualified first aiders. A health information board is located in lower corridor and is changed regularly with information pertinent to the pupils regarding many aspects of health. Please can we ask for your support with the following:

- Pupils who are already sick should not be sent to school.
- Pupils with diarrhoea or vomiting must not return to school until 48 hours after the last episode of diarrhoea or vomiting.
- Pupils who become ill during the school day must report to the bursary. They should not call home and arrange to be collected from school without first reporting to the medical room or bursary reception.
- No pupils are allowed to go home without permission of the school nurse, bursary first aider and/or head of house/heads of section.
- For pupils attending medical appointments in school time, they should sign in if arriving in school late and sign out if leaving the premises early. This should be done at the Head's reception.
- Pupils are not permitted to carry any medication on them while in school. The school nurse stocks basic over the counter medicines (paracetamol, ibuprofen, antihistamines, throat lozenges) and will be able to dispense these with parental consent.
- Pupils requiring regular medication i.e., pain relief or antihistamines (for hay fever), should where possible take this before school. If further doses are required to be taken while



in school these should be handed in to the medical room where they can be dispensed by the school nurse. Any regular or prescribed medication left with the school nurse must be labelled and in the original box with instructions. Pupils requiring regular joint support i.e., tubigrip, must provide their own.

- If children are unable to play sport, parents must email offgames@exeterschool.org.uk. This cannot be provided by the medical room.
- Pupils prescribed an Adrenaline Auto-Injector (EpiPen) should always carry one with them. Parents are required to provide a second, in date spare auto-injector to be held in the medical room. This is then taken as a spare, by staff, on school trips and sporting fixtures. Sixth form pupils are encouraged to take responsibility for their own health and should be encouraged to carry two in date spare auto-injectors with them at all times. Trip leaders and sports coaches will check that sixth form pupils have their prescribed auto-injectors with them prior to any off site activity.
- Any pupil who uses an inhaler for asthma must carry one with them and may keep a spare in the medical room.
- Pupils who require rescue medication e.g. for epilepsy or diabetes, should provide the school nurse with at least one dose. This will then be taken by staff on school trips, and sporting fixtures.
- Injuries that are sustained outside school hours should be assessed by an NHS health professional and not be referred to the school nurse on the pupil's return to school.
- The school nurse is not able to provide long term repeat dressings for more than one week.

Pupils off games/PE

Parents of pupils who are unable to participate in their PE or games lesson due to injury or for other medical reasons should email offgames@exeterschool.org.uk ahead of their session. This message will be passed on the relevant teacher. Where possible, pupils are encouraged to bring their kit so that they can take on alternative roles such as coach or referee.



School buses serving Exeter School

The Exeter School network of bus routes serves all major population centres within our catchment area, including Exmouth, Dawlish, Newton Abbot and Okehampton.

Our bus service is a more sustainable option for the journey to and from school, enabling a reduction in both our carbon footprint and on-site traffic congestion. We hope that you will find the service a convenient alternative to driving to and from Exeter School. All routes run subject to demand and early booking to secure a place is recommended.

We work in partnership with Vectare, a specialist school transport management company. Vectare provide an online booking system and real time vehicle tracking, along with ongoing customer services support to assist parents and pupils who wish to use the service. Their team are the principal point of contact for any queries in relation to the service and can be contacted by email at exeterschool@vectare.co.uk. To find out more or make a booking, please visit: exetermaynard.vectare.co.uk.

School lunches

School lunches feature well-balanced menus with plenty of choice and variety. The school recognises the need to educate and encourage young people to eat sensibly and the governors deliberately subsidise school lunches and set prices below the true economic cost. It is the policy of the school that pupils are encouraged to take school lunches.

Pupils in the senior school are accepted for lunch on a termly basis. Refunds are not payable for part of a term. Casual daily tickets can be purchased from the bursary. You are requested to complete the form on MySchoolPortal indicating whether you wish your son/daughter to have school lunches by **1 August**. If we have not received the form by this date lunches will be billed on your termly school invoice.

Cancelling school lunches is not possible during a term, cancellations must be received by the end of the previous term.

ADMINISTRATION

Box office

The box office is in the bursary. Parents are notified well in advance via MySchoolPortal of what ticketed events are coming up, e.g. concerts and plays.

Tickets should be ordered through the box office on the school website. Payment can be made either through PayPal or debit or credit card. Tickets are available for collection from the bursary a week before any event; pupils will be notified through the registers and asked to collect them from the bursary. Any tickets that are not collected in advance can be collected at the event.

Bursary

The bursary is located and accessed from Victoria Park Road and provides many of the non-academic facilities of the school. The office is open from 8am to 5pm during term time and 9am to 4.30pm during the holidays. Services provided include:

- Medical room
- Box office
- Daily lunch passes
- General enquiries by telephone and in person
- Lost property
- Second-hand uniform

This is also where parents should leave items to pass to their children, e.g. forgotten lunches, books or sports kit.

Data protection policy

Please see the Privacy Policy on the school website for details on how we process your data.

Parents' meetings

These are held to provide an opportunity for parents and pupils to discuss pupil progress with staff in individual subjects. The heads or deputy heads of house are also available. All pupils are encouraged to attend meetings with their parents. We have a mixture of parents' meetings across year groups, with some held online (with pre-booking of meetings essential) and others held in-person (no pre-booking). In both cases, meetings are typically available from 5pm to around 7.30pm. The pattern of parents' meetings through the year are:

Third Form:	November (in-person) and June (online)
Fourth Form:	January (online)
Lower Fifth:	January (in-person)
Middle Fifth:	November (online) and April (online)
Upper Fifth:	January (in-person)
Lower Sixth:	December (online) and June (in-person)
Upper Sixth:	October (online) and March (in-person)

Policies

The school has a comprehensive suite of policy documents and guidelines by which it operates to follow accepted good practice and to be consistent in its dealings with pupils, parents, staff, and other agencies.

Key policies are available on the school's website www.exeterschool.org.uk/about-exeter-school/inspection-reports-and-policies. Please contact the Head's PA if you have any queries.

Reception

The main reception to the school is signposted from the gate at Manston Terrace. When the gates are closed, please use the intercom to gain entry. The reception is located to the right as you enter through the gates. Visitor parking is available by the reception building.

This reception area does not have the facility to receive items from parents to pass to children, e.g. forgotten lunches, books, homework. These should be taken to the bursary on Victoria Park Road.

Visitors to the school wishing to see the Head, the Director of Admissions and Marketing or members of the teaching staff, usually by appointment, should sign in with the receptionist. This office is open from 8.15am until 4.45pm.

Pupils who need to deliver letters, messages, or work to members of staff should report to the Head's reception which is in School House Tower and is entered through the large door below the blue clock. This is also where pupils should register when arriving late or if they are leaving early for an appointment.

Stationery shop

The stationery shop is in reprographics. The shop stocks a limited range of stationery items which pupils can purchase.

Visiting the site

The school's perimeter gates are locked for the pupils' safety. At the start of the school year we refresh the parental access code to allow you to access the school site. The code is available on MySchoolPortal.

The code provides families access during term time via the perimeter gates between the hours of 8am-9.30am and 3.30pm-7pm, Monday to Friday, and 10.30am-6.45pm on Saturday. Access outside of these times is available via Manston Terrace or by ringing the phone number shown on the gates on the Victoria Park Road entrance.

Attendance and absence

Pupils may not be absent from school, except through illness or for compassionate reasons, unless the Head's permission is obtained beforehand. Leave of absence is normally given for educational purposes only.

If a pupil is ill (or absent for compassionate reasons), please inform the attendance officer by phone (01392 307080) or by email to registration@exeterschool.org.uk **on the morning of illness before 9.30am**. The school will seek to contact parents if a pupil has an unexplained absence.

- Those who become ill during the school day must report to the first aid room in the bursary.
- No pupils are allowed to go home without permission of the school nurse, a first aider and/or head of house.
- Pupils must sign out at the Head's reception before leaving the premises for routine appointments. Parents should notify the school of appointments in advance by email to registration@exeterschool.org.uk
- If children are unable to play sport, parents must email offgames@exeterschool.org.uk. This cannot be provided by the first aid room.

Communications (Parent Portal, Intranet and Website) www.exeterschool.org.uk @ExeterSchoolUK

Parents are given access to MySchoolPortal. This portal displays information relating to your child(ren) and will be the standard method for the school to communicate important information to parents.

Every week during term time the Head sends a newsletter which reports on events that have taken place during the previous week and highlights some of the many achievements of our pupils. All other notices, such as parents' evening booking, school reports, signing up for school trips and other activities and documents will be found on MySchoolPortal, and highlighted in an email which is sent on a Thursday afternoon.

Please check MySchoolPortal on a regular basis to keep up to date.

New parents are sent a letter (one letter for each household) detailing how to create a logon in MySchoolPortal. Parents may allow other relatives to create a logon if they choose but are always wholly responsible for the security of the information contained in the system. In the event of any concerns about, or suspected breaches of security they should contact the school immediately.

Likewise, if parents would like a logon to be cancelled, they should inform the school. The logons will be disabled once the last child of a family has left. The school reserves the right to cancel a logon.

The website contains a variety of news stories and certain legal policy documents, e.g. the Child Protection (Safeguarding)

Policy. Any very urgent notices (e.g. temporary school closure) will be posted on the front page of the website as well as on MySchoolPortal.

Contacting staff

Pastoral/academic: Please email your child's head/ deputy head of house.

Behavioural/disciplinary matters: Please email your child's head of section:

- Third Form and Fourth Form pupils
– Mrs Julia Daybell (jhd@exeterschool.org.uk)
- Lower Fifth, Middle Fifth, and Upper Fifth pupils
– Mr Mike Glanville (mfcg@exeterschool.org.uk)
- Lower Sixth and Upper Sixth pupils
– Mr Luigi Chu (lc@exeterschool.org.uk)

Most issues can be dealt with by one of the above. Alternatively, you can contact Miss Ali Dunning, Deputy Head (Pupil development, welfare and wellbeing) ad@exeterschool.org.uk.

ICT Acceptable Use Policy

The school has an ICT Acceptable Use Policy which was written by the digital forum made up of staff and pupils from across the school.

Publicity

Images of pupils actively involved in school activities can provide a valuable record of life at Exeter School as well as individual and team achievements. Therefore, we may occasionally take photographs and film pupils involved in school activities or events. We request your permission to use your child's first name and take, store, and use images or video of your child for purposes related to Exeter School. These will include (but are not limited to) promotional activity and publicity through printed material, our website and school social media sites. We would very much hope you will feel able to support the school by allowing us to use pupil images in this way.

We would also highlight that:

- Images will be carefully and sensitively chosen and will not be used out of context.
- Images will also become part of the school archive, providing a visual insight for future generations of Exonians.
- Pupils will not be identified by full name in the photographs without you or your child's permission.

Further information can be found in the school's policy on taking, storing, and using images of children, which is available on the website and MySchoolPortal.

ENRICHMENT



After school provision

Pupils on school premises after 4.15pm should be in a designated area set aside for study e.g. the library or Wolfson Suite, which are available until 5.15pm, or taking part in a supervised extra-curricular activity. This includes those who use the school buses.

Book lockers

All pupils up to and including those in Upper Fifth are allocated a book locker in or adjacent to their form rooms. Sixth form lockers are located in the sixth form centre. Pupils are responsible for providing their own locks for these lockers. They are on sale from reprographics. All pupils are required to make use of both sports lockers and book lockers to reduce the weight of items carried in school bags and to minimise the risk of items being lost.

Clubs and societies

There are many clubs and activities at lunchtimes and after school. Details of these are published each term and are summarised in the clubs and societies booklet available early in the autumn term on MySchoolPortal. They include but are not limited to:

Catalyst Club: This academic club is open to all pupils in the Third Form, Fourth Form and Lower Fifth. It is very much hoped that the most academically gifted pupils will attend regularly.

Events take place through the year and each is based on a specific academic subject but is designed to excite, challenge and inspire pupils beyond the material that they encounter in class. This club feeds into Crossing Club in Middle Fifth and subsequently into the specialist university group. Recent events have included a creative writing workshop, an introduction to economics and a session designing and 3D printing Lego bricks. The Catalyst Club is an ideal forum in which to build up a breadth of knowledge and a willingness to think across a range of subjects; a skill which top universities seek at interview.

Crossing Club: This is the school's academic society for the Middle Fifth and above. Talks, presentations, quizzes, and workshops on a wide range of cross-curricular topics take place through the year at either lunchtimes or after school. All pupils in Middle Fifth and above are welcome to attend and those who obtain the highest academic standards are invited to become members.

Highlights include the great debate, the mock trial and inspEXE, a series of inspiring talks from pupils and staff. Crossing Club aims to provide challenging and inspiring opportunities for pupils to broaden their academic horizons.

Model United Nations: The Model United Nations (MUN) group meet weekly to discuss topical issues of global importance and to work towards participating in a number of MUN conferences. A MUN conference is a small-scale role-play of the actual United Nations. Pupils act as delegates representing their country in a particular committee and have to work together with other delegates to find constructive and realistic solutions to global problems.

Taking part in a MUN conference increases a pupil's self confidence in putting forward and discussing their ideas in both formal and informal settings, allows delegates to find out about issues of global importance, develops social and academic skills, and provides an opportunity to meet with young people from across the globe.

Medical Society: This society, held four to five times a term, provides an ideal opportunity for pupils of any age who are considering medicine, veterinary science, or dentistry as a career or, who just have a casual interest in the field, to develop their knowledge of the subject. Visiting speakers are invited to talk about, and answer questions on, their specialist area. The subject content often goes beyond the field of medicine and would also benefit any pupil studying biology or considering science beyond A Level.

Ten Tors: There is a long tradition of participating in and finishing this major endurance expedition on Dartmoor at all three distances of 55, 45 and 35 miles. As well as honing navigation and camping skills, the pupils also learn valuable lessons in teamwork, first aid and conservation.

Young Enterprise: The Young Enterprise programme helps pupils set up and run a real firm for a year under the guidance of a Young Enterprise business advisor. They get practical experience of the joys and pitfalls of creating a truly functioning enterprise. They do everything from raising the initial share capital, through to designing and making their product or service. Pupils can sell directly to customers, specially at trade fairs and weekend markets, before taking part in regional and national competitions.

Cultural life of Exeter School – Art, Drama, Music

The school offers a wide range of art, drama and music activities and pupils thrive through their participation in these activities outside of the classroom.

Field day

This occurs twice a year, in October and June, and engages all pupils in a special programme of educational visits and activities. Pupils in Middle Fifth and above are engaged in their Friday Period 8 activities. These include the CCF, Duke of Edinburgh's Award, community service, *The Exonian* magazine, a sports leader programme, arts award (gold) and SWUNK music.

The lower years (Third Form, Fourth Form and Lower Fifth) have a special programme of off-site activities, led by a rota of subject departments.

ICT facilities

As part of our wider ICT strategy, we operate a 1:1 pupil owned, school-managed iPad scheme for pupils in Third form to Upper Fifth. New pupils receive their iPad along with a thorough induction, when they join the school, most commonly in September.

There is more information on the scheme along with a comprehensive set of frequently asked questions available on MySchoolPortal.

We operate a 'bring your own device' scheme for pupils in the sixth form to ensure each pupil has a suitable device with them to participate fully in all lessons. There is a guide on MySchoolPortal containing more information on specific device requirements, a set of frequently asked questions and links to manufacturers providing an education discount for pupils.

In addition to mobile devices, the school has a large well-equipped computer suite containing a network of high-quality computers used for computer science classes for all age groups. The suite consists of three computer rooms available to the whole school including lunch times and after school. The design technology building has its own computer aided design system, and the music department has a computer suite for music technology. All classrooms and departments in the school have their own networked computers. The internet, which is under supervision and is filtered for pupil use, is available in the teaching day and at lunch time in designated rooms.

All pupils and staff must adhere to an acceptable usage policy that promotes a mature use of ICT facilities.

Music lessons

The school accommodates approved instrumental teachers within the music department and liaises with these teachers over the provision of lessons for our pupils. The instrumental teachers are self-employed and music lessons are a matter of agreement between parents and music teachers. Once lessons have begun, parents and music teachers should liaise directly. The cost of music lessons are set by the individual music teachers and are broadly aligned with each other and rates charged by music teachers regionally. Parents apply for lessons by means of the application form found on the intranet. Parents apply for lessons by means of the application form found on MySchoolPortal.

Lessons are provided on the following instruments: Piano, organ, violin, viola, 'cello, double bass, guitar*, bass guitar, harp, flute, recorder, oboe, clarinet, bassoon, saxophone, French horn, trumpet, cornet, trombone, euphonium, tuba, orchestral percussion, kit drumming, singing

*Please specify choice of acoustic or jazz/rock guitar on the application form for music lessons. Lessons on acoustic guitar can incorporate both a classical style of learning and as a starting point before moving on to contemporary/electric styles.

Where possible, pupils start lessons at the beginning of term. Availability of orchestral musical instruments is always very limited



as most are already in use, but there are some instruments available from our stock. Hire schemes for instruments are operated, amongst others, by the Babcock LDP Music Service and Musicroom on Sidwell Street.

Second-hand instruments are often good value. We strongly recommend that the advice of an instrumental teacher is obtained before purchase or hire, especially in the case of string instruments, which tend to be much better value when purchased second-hand.

On the first Friday of each academic year, all senior pupils learning instruments meet their teacher in the music school hall to discuss when their weekly instrumental lesson slot will take place.

Lesson times are fixed throughout the year. Instrumental lessons are timetabled to take place outside academic lessons for A Level and GCSE pupils, and as such they are given priority when lessons are allocated. All instrumental lessons for pupils from Third Form to the Lower Fifth are timetabled within academic lessons at the discretion of the Director of Music and pupils' subject teachers.

Please contact Mr Tamblin, the Director of Music, if you have any queries about lessons or instruments. If you would like lessons arranged for your son or daughter, please fill in the details on the forms available on MySchoolPortal.

Sport

Sport teams and fixtures

The school fields many sports teams throughout the school year and pupils can represent the school in the major sports each

term (autumn term: rugby (boys), hockey (girls); spring term: hockey (boys), netball (girls); summer term: cricket (boys and girls). We endeavour to field an A and B team each weekend and, when this is not possible, mid-week fixtures or internal matches will be scheduled to provide opportunities for pupils who wish to participate. Wherever possible we will provide those wishing to represent a school team an opportunity to do so each term.

There is also the opportunity to represent the school in athletics, cross country, football (Upper Fifth to Upper Sixth only), golf, squash, swimming, and tennis. The school enters district, county, regional and national competitions in numerous sports and many of our pupils get selected for county, regional or national squads.

Extra-curricular clubs and practices are plentiful and take place after school and at lunchtimes each day. A list of these is published ahead of each term.

Selection and availability

Whilst we are a day school and the mid-week fixture card is significant, the vast majority of our school fixtures are on Saturdays and there is an expectation that pupils will make themselves available to represent the school. Team sheets are published well in advance of the scheduled fixtures and, if a pupil is unavailable for a valid reason, parents/pupils are asked to email the team coach or head of sport a minimum of a week in advance to let them know that their daughter/son is unable to play.

Team sheets and communication

Team sheets are produced using SOCS. SOCS is an online platform, available from MySchoolPortal, which aims to provide our PE and games department several useful tools to help perform their usual duties. Most notably it allows staff to create fixtures, team sheets, and share this information to all parties involved. It is used by most schools on our fixture card. SOCS allows staff to upload team sheets and enables parents to select the teams their child/ren are involved in and download fixtures into a calendar (e.g., on your personal mobile phone or iPad) if you wish. There is a guide and video that can be found on MySchoolPortal which helps with subscribing to notifications and downloading the shortcut to your device.

Parent support

We actively encourage parents to come and support the school teams and refreshments are available for parent and spectators after sports fixtures.

Service activities (Middle Fifth to Upper Sixth)

On Friday afternoons all pupils in the Middle Fifth and Upper Fifth are required to join in the Duke of Edinburgh's Award (DofE) or the Combined Cadet Force (CCF). In the sixth form the range of options for the Friday Period 8 Programme is expanded to typically cover community service, arts award (gold) with drama or art routes available, sports leader programme, *The Exonian* magazine and SWUNK, as well as DofE and CCF. These activities take place from 3.15pm until around 4.45pm and on field days.

School House Library

The library is a welcoming place, which promotes reading for pleasure and supports pupils in their academic work and in their extra-curricular activities and interests. It extends over two floors to provide a spacious, light, airy study space seating approximately 80 pupils.

The library's normal opening hours are 8.45am until 5.15pm, Monday to Friday term-time only.

Pupils may use the library freely during break, lunchtime and after school. During lesson times they may sometimes be sent to the library to undertake independent learning, or they may come with their class to take part in a research-based task or for a reading lesson. Pupils in sixth form have timetabled private study periods and may also use the library during their free periods. All new pupils receive a library induction, and further information on skills such as using online resources, referencing, and avoiding plagiarism as they progress through the school.

Sports lockers

All pupils are allocated a sports locker in their respective games changing rooms. Each locker has a unique combination code. The PE department will inform all new pupils of the location of their locker and the combination code at the beginning of the school year. After which, any queries with the lockers or combinations should be raised at the bursary.



FINANCE AND INSURANCE



Dental insurance

This covers dental treatment arising because of a dental accident or emergency. This insurance is provided by Hayes Parsons, as an extension to the personal accident insurance, and is included in the termly fees. A brochure on the policy is available from the bursary.

Fees and charges

Parents are notified by letter of any alteration to fees and charges in advance. Tuition fees do not include the charges for external examinations, whether modular or linear. These are paid in advance by the school on behalf of the pupil and shown separately on fees invoices. It is a condition of acceptance that all fees' invoices should be paid by the first day of term, unless otherwise agreed by separate contractual arrangement. In the event of late payment, the rate of interest charged will be 1.5% per month accruing on a daily basis. This late payment charge will be added to subsequent invoices.

Electronic payment: Parents who wish to pay the school fees via an online banking or similar service may do so by quoting the school's bank details (Sort Code 56-00-49; Account No. 00719722). For payment to be acceptable by this method, it is essential that the account number shown at the top of the fees

invoice you receive, is quoted as the reference for our payment. Without this information, your payment may not be able to be allocated to your account, which would then appear to be overdue.

Termly instalment scheme: The school also offers parents, at its discretion, the option to pay a particular term's fees by direct debit in instalments under our termly instalment scheme. Under the termly instalment scheme the dates and amounts of each instalment for the three terms' fees will be set out in a separate agreement. Providing the payment terms of the scheme are adhered to, there are no additional administration or interest charges added.

The school reserves the right to withdraw or amend the terms of the termly instalment scheme at any time by giving you notice in writing before the beginning of a new school term. No agreements to accept payment on deferred terms will be valid unless it provides for no more than four payments within a 12-month period. Extras will not be included in the termly instalment scheme and will be due on the first day of each term, but payment can still be taken by direct debit. Full details are available on request from the Bursar's office.

The school no longer accepts debit or credit cards for the payment of fees.

Notice of withdrawal of a pupil

Parents are reminded that pupils may be withdrawn from the school either by giving a full term's notice in writing to the Head or, subject to a payment of an amount equal to a full term's fees, on giving notice in writing at any time before the commencement of the next following term. Notice if not acted upon will be deemed to have lapsed.

Payment for textbooks and off-site trips

The cost of providing most textbooks is included in the fees. The textbooks are loaned to pupils by the school. Any loss or damage will be charged for according to the condition of the book when issued. Textbooks and materials are normally required to be handed back by the penultimate week of the summer term. Occasional charges may be levied for books or materials connected with specific projects where the items concerned are to be retained by the pupil.

No pupil is under an obligation to participate in any activity involving extra expense without prior parental agreement. Theatre visits, foreign exchanges and similar school organised outings are the financial responsibility of parents, though application can be made in difficult financial circumstances, via the Bursar for help from one of the school's modest trust funds.

Personal accident insurance

This covers serious injury of a lasting nature occurring during term time or holidays. This insurance is provided by Hayes Parsons and is included in the termly fees. A leaflet on the policy is available from the bursary.

School fees refund scheme

Please see separate document on MySchoolPortal.

Security of personal effects and lost property

The school's insurance policy covers loss or damage which is attributable to neglect on the part of the school. However, the cost of a comprehensive premium to cover theft, loss or damage in all circumstances would be prohibitive. Parents are therefore strongly urged to ensure that their own policies cover these contingencies adequately, including expensive clothing, sports kit, school bags and contents, mobile phones, watches, calculators, bicycles, and musical instruments.

All items should be named so that if they are sent to lost property in the bursary, they can be placed in house bags for easy retrieval.

Parents are strongly advised to discourage pupils from bringing high value items or large sums of money into school.

GOVERNORS

Mr J D Gaisford, BSc, ACA
(Chair)

Ms G Hodgetts, MSc, MCIPR, BA, DMS, DN, RGN (OE)
(Vice Chair)

Ms R M Vigers

(Vice Chair; Nominated Safeguarding Governor)

Miss R E C Edbrooke, BEd (Vice-Chair)

Mrs C N Baillie

Mr A P Burbanks, BA (OE)

Mrs H Clark

Ms C Gibaud, KC, B Bus Sc, MA

Brigadier S P Hodder, BSc (OE)

Mr ME Johnson BA, PGCE

Mr D A Kalantary, BSc

Mr R May, BA, MRICS

Mr D M McGahey, MA

Mr A H Richards FCA CTA TEP

UNIFORM

Labelling

It is essential that all items of clothing and portable property, including footwear, belts, bags, books, lunch boxes, water bottles and sports equipment are clearly marked with the owner's name. The addition of the house name is advisable.

Lost property

The lost property room is located behind the bursary and is accessible to pupils outside of lesson times. Parents can request the key from the bursary during opening hours.

Make-up and nail polish

Make-up is generally not suitable for school and where worn should be discreet. Any pupils wearing heavy or ostentatious make-up will be asked to remove it.

In the sixth form, nail polish is allowed.

Second-hand uniform

The school has a second-hand uniform shop, which is located beside the bursary. Pupils can have access outside of lesson times. Parents can request the key from the bursary between 8.30am and 4.30pm, Monday-Friday.

Uniform may be obtained from the school's outfitters, 'Monkhouse', and the shop is located behind the bursary. Opening times during term time are Mondays and Fridays 1pm-5pm; Wednesdays 8.30am-12.30pm.

During the summer holidays, the outfitters run an appointment system to minimise waiting times. If you would like to book an appointment, details can be found by visiting www.monkhouse.com. We strongly recommend that parents book an appointment during the summer holiday.

Senior school dress

All pupils should be proud of their uniform and wear it smartly and with care.

	Uniform A (boys)	Uniform B (girls)
Third Form to Upper Fifth	<ul style="list-style-type: none"> • Single-breasted navy school blazer with badge (bought from the school shop). • Traditional charcoal or dark grey trousers (bought from the school shop) or traditional charcoal or dark grey shorts (with regular pockets). Belts, if worn, must be a plain dark colour. • Traditional white shirt and school tie. • Black polished shoes (trainers and canvas shoes are not acceptable). • Plain dark grey or black socks. • Navy V-neck pullover with school crest (hoodies, fleeces and sweatshirts are not acceptable). • Rucksack. • A large protective overall, smock or oversize shirt (to be worn in all art classes). 	<ul style="list-style-type: none"> • Single-breasted navy school blazer with badge (bought from the school shop). • Regulation school skirt or regulation school trousers (bought from the school shop). Skirts should be worn on or just above the knee, and not rolled over • White shirt with revere-style collar. • Black, flat polished shoes (trainers and canvas shoes are not acceptable). • Black or navy-blue tights, or short white unbranded socks (not trainer socks) to be worn with a skirt; plain dark grey or black socks to be worn with trousers. • Navy V-neck pullover with school crest (hoodies, fleeces and sweatshirts are not acceptable). • Rucksack. • A large protective overall, smock or oversize shirt (to be worn in all art classes).
	<ul style="list-style-type: none"> • Hair should be smart and styled in a modest way. • Excessively long, short, eccentrically styled, or dyed hair is not acceptable. In general, it is expected that long hair will be tied up and off the face. • Pupils should not wear make-up or nail varnish for school. • Jewellery is limited to a pair of stud earrings and a simple, plain chain around the neck. 	

<p>Sixth form dress</p>	<p>These expectations are designed to allow sixth formers reasonable freedom to express themselves, whilst ensuring they remain smartly dressed for a professional, working environment:</p> <ol style="list-style-type: none"> 1. A business-like suit (or smart trousers and blazer), with formal shirt and tie, OR 2. A business-like skirt, trouser or dress suit (or smart skirt/trousers/dress and tailored jacket), with formal collared shirt or blouse (or smart woollen top – see No11 below) 3. Skirts/dresses that are formal and smart for a professional workplace in terms of fabric, fit and length; they should hang freely, ideally be lined, and finish closer to the knee than the hip 4. Formal, tailored jackets always worn around school (not just carried) 5. Smart, formal shoes, with soles/heels that are sensible for school – no trainers or canvas shoes (even if these are black). Smart, formal boots, if in keeping with the outfit 6. In cold weather, socks worn under opaque tights so they cannot be seen, or relatively thin black socks over black tights, so they are not very noticeable 7. Shirts of a suitable size/fit that the top button can be comfortably done up and a tie worn, and can be tucked in at the waist. Blouses can be worn untucked if they are suitably fitted/tailored and look smart 8. Dresses/blouses that cover the midriff, with a discreet neckline; no straps, cami-vests, etc. 9. Undergarments that are not clearly visible outside or through other clothing 10. Plain/lightly patterned woollen pullovers worn over a shirt, blouse or dress. These must be smart in appearance and fit comfortably under a formal jacket, without noticeably hanging below 11. Business-like, fine-knit woollen tops worn without necessarily a collared shirt/blouse underneath, if the fit, style and length make them look smart 12. No denim, clothing with large logos/slogans or bold patterns, sweatshirts, fleeces, baggy/chunky-knit jumpers or hoodies (including leavers' hoodies, etc.) 13. Jewellery that is discreet and not ostentatious 14. Small earrings; no other body piercing jewellery to be worn visibly, or beneath clothing. No tattoos. 15. Hair that is neatly styled and smart; may be worn down (but must be off the face), not shaven or extremely short, eccentrically styled or noticeably dyed. Facial hair that is well established and well groomed 16. Overcoats/jackets/waterproofs that are muted in colour and style, without large logos; may be worn around the campus but not in lessons, chapel, assemblies, lunch, etc. 17. No headphones or earphones worn around school, including around the neck 18. The games dress code and sixth form sports kit regulations are provided at the start of the year 19. CCF kit may be worn, correctly, to and from school if travelling by car, school bus, or on foot. It may NOT be worn on public transport, in public spaces or when visiting shops. <p>We appreciate that some of the expectations above may be open to interpretation, and therefore the school's view and decision will always be final. The expectations of dress do not discriminate on grounds of religion or ethnicity; individual requests will be considered on this basis and allowances made as appropriate. If in doubt, parents and pupils should always ask before purchasing new shoes or items of clothing specifically for sixth form, as any wasted expenditure cannot be taken into consideration.</p> <p>Pupils who do not reach our required expectations of dress can expect to be advised by any members of staff, in particular tutors, heads of section/house, and senior leadership team. Every effort will be made to do this discreetly and to avoid any embarrassment, but the school reserves the right to challenge a pupil's appearance at any time and warnings will be issued where appropriate. Not being advised previously that an item of dress is unsuitable does not mean that it is acceptable. Pupils persistently failing to dress within our expectations will be subject to the discretionary powers of the Head.</p> <p>Sixth form pupils wearing smart business dress is something that sets us apart from other establishments in the area offering post-16 education. We consider this to be a very positive point of difference for the young adults in our sixth form, and one that is entirely in keeping with the character education, ethos, and standing of Exeter School. It is hoped that all sixth form pupils will take pride in always looking smart and presentable.</p>
<p>Physical education Third Form to Lower Fifth</p> <p>Pupils in Third Form and Fourth Form have one double PE lesson each week. Pupils in Lower Fifth have a single PE lesson each week.</p>	<p>Pupils are required to wear Exeter School branded PE kit for all their PE lessons.</p> <ul style="list-style-type: none"> • White t-shirt/polo shirt with school crest or navy polo games shirt with school crest • Navy blue shorts or skirt with school crest. • White ankle socks. • Trainers with non-marking soles for indoor use only. • Plain coloured swimming trunks/shorts or one-piece swimsuit. • Pupils are also encouraged to wear navy blue tracksuit bottoms and navy-blue hoodie with school crest and pupil initials. • Pupils in Lower Fifth who have outgrown their PE shirt may wear their school rugby top as an alternative.

<p>Games Third Form to Middle Fifth</p> <p>Pupils in Third Form to Middle Fifth have one double games session each week.</p>	<p>Pupils are required to wear Exeter School branded games kit for all their games lessons.</p> <p>Autumn and spring term</p> <ul style="list-style-type: none"> • Maroon and navy school rugby/hockey shirt with school crest. • Navy blue rugby shorts/skort with school crest. • Maroon and navy-blue hooped socks for field sports, white ankle socks on court (e.g., netball) • Navy track suit bottoms with school crest. • Maroon showerproof top with school crest • Plain navy long sleeve base layer (optional). • Rugby boots (where appropriate). Outdoor trainers, shin pads, mouth guard. <p>Summer term</p> <p>Cricket - team players will require:</p> <ul style="list-style-type: none"> • White cricket shirt with school crest. • White cricket jumper with school crest (optional) • White cricket trousers. • White cricket boots or outdoor trainers. <p>All other pupils will require (including tennis team players):</p> <ul style="list-style-type: none"> • White polo shirt with school crest • Navy blue shorts/skort with school crest • Navy track suit bottoms with school crest. • White ankle socks and outdoor trainers. <p>All pupils are encouraged to purchase a school sports bag or plain dark sports bag and a school cap for the summer term.</p>
<p>Senior pupils (Upper Fifth and sixth form)</p> <p>Pupils in Upper Fifth and the sixth form must also wear Exeter School branded sports kit during their Wednesday PM games session. They can choose to continue to wear the same games/PE kit they have worn in previous years. However, they also have the option to purchase sports kit linked to the sport teams supplied by O'Neill's (this is not compulsory but encouraged if they are part of the school teams). Parents and pupils should purchase kit from the online shop:</p> <p>https://www.oneills.com/uk_en/shop-by-team/education/schools/exeter-school.html</p> <p>We strongly recommend that pupils try on their size before ordering; sample sizes are available from Mr David Gibson (Director of Sport). Items should be worn according to the sport being played and further information about what is required as well as times when pupils can try on sizes will be sent to parents.</p>	

STAFF

Senior Leadership Team (SLT)		Email prefix@exeterschool.org.uk
Head	Ms Louise Simpson	Head
Senior Deputy Head	Mr Martin Hughes	Dep-head
Bursar	Mr Miles MacEacharn	Bursar
Deputy Head (Co-curricular, Compliance, Digital)	Mr Graham Bone	GSB
Deputy Head (Pupil development, welfare, and wellbeing)	Miss Ali Dunning	AD
Deputy Head (Academic)	Dr James Wilson	JLW
Assistant Head (Sixth Form)	Mr Luigi Chu	LC
Assistant Head (Lower School)	Mrs Julia Daybell	JHD
Assistant Head (Middle School)	Mr Mike Glanville	MFCG
Assistant Head (Character)	Miss Bethan Rose	BVR
Head, Junior School	Mrs Saskia van Schalkwyk	juniorschoolhead
Deputy Head, Junior School	Mr John Wood	JSW
Director of Admissions and Marketing	Mrs Elizabeth Williams	ESW
Pastoral staff		
Head of safeguarding	Mrs Jess Doku	JLD
Pastoral assistant and deputy head of Collins House	Mrs Becky Glanville	RAG
School nurse	Mrs Lisa Barlass	LJB
Art and Design		
Head of art	Mrs Jen Brewer	JLB
Teacher of art and Buller House sixth form tutor	Mrs Jess Rafferty-White	JHRW
Teacher of art and Buller House sixth form tutor	Ms Chloe Brownsey	CB
Biology		
Head of biology and director of science	Mrs Julia Metcalf	JHM
Teacher of biology	Mr Pete Boddington	PJCB
Teacher of biology	Mrs Katie Coe	KAC
Teacher of biology and head of PSHE	Mrs Amelia Johnson	ACJ
Teacher of biology and deputy head of Crossing House	Ms Monette Montagu	MEM
Teacher of biology, head of technology for learning, and curriculum and assessment manager (on maternity leave)	Mrs Jade Seaton-Burn	JMSB
Teacher of biology (maternity cover for Mrs Jade Seaton-Burn)	Mrs Katherine Britton	KSB
Chaplain		
Chaplain		chaplain
Chemistry		
Head of chemistry and deputy head of Buller House	Mr Richard Tear	RFJT
Teacher of chemistry and Raleigh House upper school tutor	Mr Phil O'Connor	PIO
Teacher of chemistry and CCF Contingent Commander	Dr Simon Smale	SPS
Teacher of chemistry and deputy head of Townsend House	Mrs Fiona Tamblin	FJT
Teacher of chemistry	Mrs Helen Wilson	DHW
Classical subjects		
Head of classics	Mrs Emily Dunlop	EKJD
Teacher of classics	Dr Elinor Keane	ELK
Teacher of classics and head of Daw House	Ms Stephanie Shrubbs	STS
Computer science		
Head of computer science	Ms Alice Pinches	AOP
Teacher of computer science and Collins House upper school tutor	Mr Gareth McGrath	GJM
Teacher of computer science, maths	Mr Al Reynolds	AJR
Teacher of computer science	Mrs Siobhan Morgan	SSM

Design technology		Email prefix@exeterschool.org.uk
Head of design technology and head of RN section, CCF	Mr Alex Collard	AC
Teacher of design technology and Third Form tutor	Mr Liam Mc Menamin	LM
Drama		
Head of drama	Mr James Brough	JSB
Teacher of drama, English and Goff House upper school tutor	Mr Chris Harknett	CCH
Electronics		
Head of electronics, teacher of physics	Mr Mark Schramm	MES
Teacher of electronics, physics and deputy head of Dowrich House	Dr Matt Commin	MJC
English		
Head of English	Mr Andrew Dobson	ASD
Teacher of English and head of Crossing House and Assistant Head (Lower School)	Mrs Julia Daybell	JHD
Teacher of English and Crossing House upper school tutor	Mr Stephen Hancock	SGH
Teacher of English, drama and Goff House upper school tutor	Mr Chris Harknett	CCH
Teacher of English and Raleigh House sixth form tutor	Mr Ciaran O'Rooke	CLO
Teacher of English and head of Collins House and head of DofE	Mrs Kat Ridler-Murray	KLRM
Teacher of English and head of Drake House	Mr Ed Seaton-Burn	EJSB
Geography		
Head of geography and Goff House sixth form tutor	Mr Sebastian Munday	SGM
Teacher of geography and Daw House upper school tutor	Mr Phil Hyde	PMH
Teacher of geography and Drake House sixth form tutor	Mrs Amanda Roff	AR
Teacher of geography, religious studies and Assistant Head (Character)	Miss Bethan Rose	BVR
Teacher of geography and head of Dowrich House	Mrs Helen Sail	HMS
History		
Head of history and Goff House sixth form tutor	Mr Giles Trelawny	GNT
Teacher of history, head of politics and head of Acland House	Mr Richard Baker	RJB
Teacher of history	Mrs Sarah Bartholomew	SLB
Teacher of history and head of Townsend House	Mrs A-J Culley	AJC
Teacher of history and Drake House upper school tutor	Miss Millie Nye	AHN
Teacher of history and head of politics	Mrs Mel Sheehan	MFS
Library		
School librarian	Mr Tim Halpin	TDH
Learning support		
Learning support co-ordinator	Mrs Anne Reeves	ALR
Learning support co-ordinator	Mrs Harriet Coogan	HEC
Mathematics		
Head of maths	Dr Geoff Chapman	GJDC
Teacher of maths, economics and deputy head of Raleigh House TBC	Miss Annabelle Blackmore	ACB
Teacher of maths and Daw House sixth form tutor	Mr Thomas Bowler	TB
Teacher of maths and Acland House sixth form tutor	Mrs Emma Cartwright	EVC
Teacher of maths and head of Goff House and Assistant Head (Middle School)	Mr Mike Glanville	MFCG
Teacher of maths and Dowrich House sixth form tutor	Mr Ben Hall	BHM
Teacher of maths and Senior Deputy Head	Mr Martin Hughes	MJH
Teacher of maths	Mrs Maggie McCluskey	MM
Teacher of maths, computer science	Mr Al Reynolds	AJR

Modern foreign languages		Email prefix@exeterschool.org.uk
Head of MFL	Ms Leda Trotman	LT
Teacher of MFL and deputy head of Acland House	Mr Rob Charters	RAC
Teacher of MFL and Assistant Head (Sixth Form)	Mr Luigi Chu	LC
Teacher of MFL	Mrs Natalie Cushion	NHRC
Teacher of MFL and Deputy Head (Pupil development, welfare and wellbeing)	Miss Ali Dunning	AD
Teacher of MFL and Third Form tutor	Mrs Alice Francis	AMF
Teacher of MFL and Crossing House sixth form tutor	Mr Michael Latimer	MFL
Teacher of MFL and deputy head of Daw House	Mrs Delphine Masters	DDSM
Teacher of MFL and deputy head of Drake House	Mrs Samantha Wilson	SCW
Music		
Director of music	Mr Peter Tamblyn	PT
Assistant director of music	Mr Matt Davies	GMD
Teacher of music and junior school music coordinator	Mr Jonathan Titchin	JPT
Physics		
Head of physics and Buller House upper school tutor	Mr Dominic Tuohey	DLNT
Teacher of physics and Deputy Head (Co-curricular, Compliance, ICT)	Mr Graham Bone	GSB
Teacher of physics, electronics and deputy head of Dowrich House	Dr Matt Commin	MJC
Teacher of physics and head of Raleigh House	Dr Gary Robb	GBNR
Teacher of physics, head of electronics	Mr Mark Schramm	MES
Teacher of physics, head of Buller House and head of Army section, CCF	Mr Dan Trim	DIT
Teacher of physics and Deputy Head (Academic)	Dr James Wilson	JLW
Psychology		
Head of psychology	Mrs Claire Goody	CG
Teacher of psychology	Mrs Marie Godfroy	AMG
Religious studies		
Head of religious studies	Mr John Goody	JFMG
Teacher of religious studies and Third Form tutor	Mrs Jo Murrin	JMKM
Teacher of religious studies, geography and Assistant Head (Character)	Miss Bethan Rose	BVR
Social studies		
Head of economics and business and Townsend House sixth form tutor	Mr Stuart Mackintosh	SKM
Teacher of economics, business and Acland House upper school tutor	Mr Paul Bell	PB
Teacher of maths, economics and deputy head of Raleigh House TBC	Miss Annabelle Blackmore	ACB
Head of politics and head of Acland House	Mr Richard Baker	RJB
Head of politics and deputy head of Goff House	Mrs Mel Sheehan	MFS
Sport		
Director of sport	Mr David Gibson	DJG
Teacher of PE and games	Miss Laura Barnes	LSB
Head of BTEC sport and teacher of PE and games	Miss Emily Horn	EJH
Head of netball and Third Form tutor	Miss Brittany Johnson	BGJ
Head of PE and games and head of hockey	Mr Ed Jones	EPMJ
Head of cricket and teacher of PE and games	Mr Andy Mason	ACFM
Head of rugby and Collins House sixth form tutor	Mr Tom Ross	TNR
Hockey coach	Mr Graham Skinner	GS
Teacher I/C tennis	Miss Hetty Hayden	HH

Administrative staff – members of the support staff who you may need to contact		Email prefix@exeterschool.org.uk
Admissions manager	Mrs Alex Irons	AOCI
Academic and exams secretary	Miss Emily Buchanan	ECSB
Assistant librarian	Mrs Lowena Rich	ELR
Attendance officer	Mrs Karen Gratton	KAG
Bursar, clerk to the Governors and company secretary	Mr Miles MacEacharn	MCMM
Bursary manager and PA to the Bursar	Mrs Lisa Stewart	LMS
Bursary receptionist	Mrs Ariel Friend	AF
Careers and HE advisor		careers
Combined Cadet Force SSI	Mr David Jones	SSI
Director of Admissions and Marketing	Mrs Elizabeth Williams	ESW
Director of development and alumni relations	Miss Alice Holohan	ASAH
Exams officer	Mr Stephen Butler	SB
Finance bursar	Mrs Gina Robins	GMR
Head of HR	Mrs Ailsa McGregor	AM
Head's PA	Mrs Kim Leach	KL
Hiring and events coordinator	Mrs Helen Didon	HD
Information systems manager	Mr Alan Carter	ADRC
Marketing manager	Mrs Lucy Bates	LKB
Music administrator	Mrs Sally Daldorph	SD
Operations bursar	Mr Craig Stewart	CAS
Senior finance officer	Mrs Ann Hooper	AJH

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