Rougemont School

Parents' Handbook

2026 - 2027

Rougemont School
Parent Handbook 2026-2027

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"A fantastic education can open many doors, but it's a Rougemont education *that will give your child the confidence to walk through them."*

Lisa Pritchard | Head of Rougemont

Welcome to Rougemont

Choosing the right school for your child is pivotal to their happiness and wellbeing. Here at Rougemont, we place high importance on ensuring each child is happy in their educational and social environment. A happy, safe child is one who wants to learn and succeed.

One School...One Location

Nestled in 90 acres of countryside, Rougemont is located on the outskirts of Newport and is unique in that all pupils, from 3 to 18 are educated on one beautiful site. Our vast grounds enable pupils from Nursery to Sixth Form to enjoy all that our one-site provision provides. It's not unusual to see our Sixth Form pupils participating in Infant Maths classes, supporting our younger pupils. Likewise, our Junior pupils thrive on the opportunity to use the Senior DT workshops or benefit from subject specialist teaching in the Senior Science Labs. From the outdoor woodland classrooms to our green sports fields, our 'school for life' ethos is clear as you walk around the School.

Academic Excellence

The School's strong academic standards rank us as the top 5 school in the country (Sunday Times Parent Power) with the best academic results, once again, in South East Wales in 2023. The Telegraph also lauded Rougemont as the 'best value Prep School in Wales' in 2020 – accolades that we are truly proud to hold.

The Rougemont Journey

I hope the following pages give you a sense of what makes Rougemont so special: educational excellence, outstanding opportunities, nurturing talents and individuality, prioritising wellbeing and happiness.

ETHOS & AIMS

The Principal Aim

Rougemont School, a co-educational day school for boys and girls from the ages of 3 to 18, aims to help each pupil realise their FULL potential by offering an all-round education which will prepare each pupil to play an independent, confident and successful role in the world beyond school.

Academic Development

Rougemont School aims to provide an excellent academic education enabling pupils to reach their full potential and to help each pupil to develop an enquiring and independent mind. In pursuing these aims the School has the following objectives:

- To help each pupil to develop good working habits;
- To enable each pupil to tackle work independently and to develop the ability to think independently;
- To stimulate intellectual curiosity and help develop enquiring minds and a desire to learn;
- To teach each pupil to communicate effectively in writing, speech and action;
- To help each pupil to acquire a sense of judgement by encouraging the ability to read, listen, observe and discriminate;
- To help each pupil to develop talents, skills and interest in art, drama, literature

Personal and Social Development

Rougemont School aims to have a positive influence on the development of each pupil's character and personality so as to enable them to be an engaged and responsible member of the school community, a useful member of society and to be prepared for the world beyond school. In pursuing these aims the School has the following objectives:

- To encourage self-discipline and a sense of responsibility;
- To help each pupil to develop as an individual and grow in independence, confidence and self-knowledge;
- To encourage initiative, enterprise and a desire to excel;
- To equip each pupil to use their leisure time effectively, enjoyably and profitably;
- To help each pupil develop their physical abilities;
- To promote and encourage good manners;
- To make pupils aware of problems and dangers associated with drugs, alcohol and sex;
- To promote teamwork and cooperation with others;
- To appreciate and acknowledge the strengths and achievement of others;
- To maintain the school as a caring community, emphasizing the central importance of good human relationships based upon a sense of belonging, sensitivity, tolerance, good will and a sense of humour;

- To make pupils aware of the wider community and to teach them to appreciate the importance of the individual's contribution to and responsibility within the wider community;
- To teach pupils to respect other people's property;
- To teach pupils to take care of their cultural and physical environment;
- To instill and encourage a sense of fair play and sportsmanship;
- To encourage pupils to respect social, political, racial or religious attitudes that may differ from their own;
- To help each pupil to acquire a set of moral values;
- To help pupils to explore the spiritual dimension of life;
- To enable pupils to understand both the Christian faith, and the needs and beliefs of others;
- To foster an awareness of environmental issues;
- To encourage pupils to take part in charitable activities

Structure of the School

Senior Leadership Team

Head	Mrs L Pritchard
Director of Prep School	Mr A Bevan
Director of Seniors and Sixth Form	Mr A Griffiths
Director of Partnerships and Pathways	Mr H Singer
Director of Safeguarding and Inclusions	Mrs S Howell-Jones
Director of Operations	Mr P Rich
Director of Business and Finance	Mr A Knight
HR Manager	Mrs J Vineall

All Directors report directly to the Head of Rougemont. Directors have considerable authority in the day-to-day running of their areas of the School, and are responsible for the delivery of the curriculum, pastoral and discipline issues for pupils and staff.

Board of Governors

Rougemont School is a non-profit making charitable trust run by a Board of Governors. At Governors' Meetings, which are held once a term, the Governors determine the major lines of school policy. In addition to the Full Board meetings, a Finance and General Purposes Committee and an Education Committee hold regular meetings. The Head, an ex officio non-voting member of the Board of Governors, has the delegated responsibility of executing the Board's policies at Rougemont School. Members of the Board of Governors are listed as follows:

Accreditation

The Head or the School is a member of the following associations:

HMC	Headmasters' and Headmistresses' Conference
GBA	Governing Bodies' Association
ISC	Independent Schools' Council
WISC	Welsh Independent Schools' Council
ISCO	Independent Schools' Careers Organisation
ISBA	Independent Schools' Bursars' Association

Chair of Governors: Dr Stephen Anthony
His son attended Rougemont.

Mr Richard Green
Joined the Governing body in 2014. Both children attended Rougemont.

Dr Wendy Williams
Dr Williams has worked as a Dentist in general practice for some time, but for the last 20 years she has held a senior position in the Aneurin Bevan University Health Board in the Community Dental Service. Both of Dr Williams' children attended Rougemont School. Dr Williams joined the Board in June 2021.

Mrs Fiona Bennett
Mrs Bennett is a specialist transport planning consultant with around 20 years' experience of the development planning process, traffic engineering and road safety. She currently has one son who attends Rougemont School and one who graduated in 2025. Mrs Bennett joined the Board in June 2021 and currently chairs the Finance and General Purposes Committee.

Dr Anish Kotecha
Dr Kotecha is a past pupil and a current parent of Rougemont School, with two children in the School. Dr Kotecha is a GP partner at a local surgery. He has ambitions in Medical Education, an area which he finds both exciting and rewarding.

Mr David Lunt
Mr Lunt worked for Hoover Candy for many years and has extensive knowledge of Human Resources and employment legislation. Mr Lunt is a past parent and has had two children attend Rougemont School.

Mrs Sonal Kotecha
Mrs Kotecha is a chartered accountant and has two children in the School and joined the board in November 2023.

Mrs Eleanor Farncombe
Mrs Farncombe has a strong interest in the performing arts. Her son attended Rougemont.

Mrs Patricia Green
Mrs Green was a primary school teacher in Newport for over 30 years and joined the Governing Body in 2025. Her son attended Rougemont.

Mrs Jeanette Darling
Mrs Darling joined the Governing Body in 2025. All four of her children attended Rougemont.

Mrs Veronica Thomas
Joined the Governing Body in June 2026. Has worked in Administration and Project Management in the private and public sectors for 24 years and has been a resident of Malpas for 25 years. She has been an active part of local Malpas life for many years and is Secretary of Malpas Institute Trust. Veronica is very family focussed (husband, son and cat!) and also thoroughly enjoys catching up with friends - especially if a visit to a garden centre is involved!

Miss Sophia Ramzan
Miss Ramzan is a former pupil of Rougemont School. She is a qualified senior lawyer and currently serves as Partner and Head of Residential Conveyancing at a well-established and highly regarded law firm.

Mr Neil Quigley
Mr Quigley is a former parent and his four children attended Rougemont.

Staff List

The names and roles of staff are listed below.

ROUGEMONT SCHOOL 2026/27

Head	Mrs L Pritchard
Director of Seniors and Sixth Form	Mr A Griffiths
Director of Prep School	Mr A Bevan
Director of Partnerships and Pathways	Mr H Singer
Director of Safeguarding and Inclusion	Mrs S Howell-Jones
Director of Business and Finance	Mr A Knight
Director of Operations	Mr P Rich
HR Manager	Mrs J Vineall

DESIGNATED SAFEGUARDING TEAM: Click here to view contact details
DSP: Mrs Sarah Howell-Jones
Deputies: Mr Andrew Bevan, Mr Huw Singer

SENIOR SCHOOL

Ms P Rogers	**Deputy Director Academic**
Mr M Robinson	**Deputy Director Lower School (KS3)**
Mrs T van der Linde	**Deputy Director Upper School (Y10-13)**
Mrs S Archer	Biology
Mrs L Bateman	Head of Art
Mr K Bell	Head of Boys' Sport
Ms H Brazier	English
Ms R Bret	Psychology and Sociology (Maternity Cover)
Mrs E Hughes	English, Duke of Edinburgh Manager, Literacy Co-Ordinator Years 5 - 8
Mrs K Bridges	Biology, Chemistry, Physics
Mrs S Boon	Art, ICT
Mr M Bowman	Mathematics
Miss C Bromley	Mathematics, Second in Mathematics
Mr O Davies-Edwards	Senior Laboratory Technician

Mrs E Carnevale	Head of Year 7, Geography, RS
Ms A Clason-Thomas	Head of Years Sixth Form, French
Mr R Cording	Joint Head of DT, BTEC Engineering Lead
Mr P Daley	Head of Latin, UCAS advisor
Mrs L DeCruz	Head of Religious Studies, Curriculum Coordinator
Mrs M Davies	Music
Mr C Dobbins	Director of Music
Mrs C Dugdale	Religious Studies; History
Mrs K Elms	English, Film Studies, House Tutor, Second in English
Mrs H English	French and Spanish Pupil Progress Lead (Maternity Cover)
Dr H Evans	Mathematics
Mrs S Evans	Music
Mr C Foley	English; Head of Year 10
Mrs R Garrod	History
Mr M Grimes	Head of Physics, Pupil Progress Lead
Mr J Hardwick	Biology
Ms K Horsfall	Higher Level Teaching Assistant (Inclusion)
Mrs S Hughes	Head of Psychology; Sociology
Miss R Hayes	Joint Head of Design & Technology
Mr J Hawkins	Physical Education; House Tutor
Miss L Hobson	Mathematics, Duke of Edinburgh Co-ordinator
Mrs K Hughes	Head of Geography, Co-Curricular Co-ordinator
Mrs L Jones	Physical Education
Mrs A Jenkins	Head of Year 11, Physics, Chemistry
Mr M Jenkins	Head of History

Mrs C Langford	Head of Chemistry
Mr P McMahon	Head of Computing and ICT, Google Administrator, ECDL Co-ordinator; Digital Lead Seniors
Mr S Mansfield	Head of Biology, UCAS advisor
Miss A Mintowt-Czyz	Head of English
Mrs D Morgan	French
Mrs S Munro	Head of French, Year 7 Pupil Transition, Support and Wellbeing
Mrs L Nepean	Head of Drama, Performance Co-ordinator
Mr W Price	Head of Year 9, Head of Spanish
Mr A Richards	Head of Mathematics
Mrs S Northam Roberts	Mathematics
Mr M Savery	Head of Economics, Spanish
Mr J Steadman	Director of Sport (Whole School)
Mr J Thomas	Head of Year 8, Physics
Mrs T van der Linde	Chemistry; Deputy Director Upper School
Mr T Webb	DT Technician
Miss M Williams	Computing, ICT, Business, House Tutor
Mr J Williams	Head of Business

INCLUSION DEPARTMENT

Mrs S Howell-Jones	**Director of Safeguarding and Inclusion**
Ms K Horsfall	HLTA
Mrs B Cobner-Matthews	HLTA
Mrs K Jones	HLTA

PREP SCHOOL

Mr A Bevan	**Director of Prep School**
Mrs L Singer	Assistant Director of Prep School; Director of Prep Sport; Year 5 Form Tutor
Ms K Athanasis	Year 1 Class Teacher
Mrs H Ashill	Teaching and Learning Assistant
Mrs E Beale	Teaching and Learning Assistant
Miss C Burdett	Reception Class Teacher
Mrs B Cobner-Matthews	Higher Level Teaching Assistant
Mrs C Devine	Year 3 Class Teacher, Charity Co-ordinator
Mrs A Exley	Prep Art, Year 6 Form Tutor
Mrs J Forouzan	Nursery Manager
Mr K Fradd	Year 4 Class Teacher; House Co-ordinator; Numeracy Co-ordinator
Mrs K Galloway	Teaching and Learning Assistant
Mrs R Hale	Year 3 Class Teacher
Mrs K Jones	HLTA
Mrs L Kelley	Year 2 Class Teacher
Mrs R Manley	Year 3 Class Teacher
Mrs R Morgan	Year 2 Class Teacher
Mrs R O'Hare	Year 2 Class Teacher; Literacy Co-Ordinator
Mrs R Payne	Teaching and Learning Assistant
Mr A Pritchard	Year 5 Form Tutor; Numeracy Co-Ordinator Years 5-8
Mrs L Watson	Year 4 Class Teacher
Mrs K Williams	Year 6 Form Tutor;

SUPPORT STAFF

Mrs V Mills	*Head's PA*	Mr R Mutlow	*Risk, Compliance and Systems Manager*
Mrs C Shepherd	*Executive Administrator*	Mr L Smith	*Transport and Facilities Manager*
Miss K Dyer	*Examinations and Data Manager*	Mr R Williams	*Operations Officer*
Mrs E Rees	*Senior Administrator*	Mr C Price	*Head Groundsman*
Mr R Bridge	*Events and Catering Manager*	Mr D Rees	*Operations Officer*
Mrs J Vineall	*HR Manager*	Mr D Kirkby	*Operations Officer*
Mrs A Jones	*Learning Resources Admin Manager*	Mr P Collins	*Operations Officer*
Mrs T Brown	*Prep Administrator*	Mrs A Morris	*After School Assistant*
Mrs H Marshall	*Marketing and Admissions Manager*		
Mr O Periam	*Marketing and Admissions Officer*		
Miss L Heighton	*Finance Manager*		
Mrs L Wenger	*Finance Officer*		
Miss G Vincent	*Finance Officer*		
Miss M Russell	*Catering Finance Officer*		

SUPPORT STAFF

Melanie Brunnock	*Senior Catering Assistant*		
Beth Bryan	*Catering Assistant*	Nicola Rudge	*Cleaner*
Rachael Burke	*Catering Assistant*	Helen Mahoney	*Cleaner*
		Helen Casagrande	*Driver*
Helen Collins	*Assistant Catering Manager*	Colin Davies	*Driver*
Amanda Elmes	*Senior Catering Assistant*	Howell Roberts	*Driver*
Rhiannon Hicks	*Catering Manager*	Terry Mackerson	*Driver*
		Rob Maddocks	*Driver*
Tomoka Peters	*Kitchen Porter*	Michelle Morgan	*Driver*
Amanda Styles	*School Meals and After School Catering Supervisor*	Ian Read	*Driver*
Pauline Tanner	*Senior Catering Assistant*		
Rachel Worthing	*Prep School Meals Supervisor*		
Caroline Thomas	*Cleaner*		
Nicola Guscott	*Cleaner*		
Angela King	*Cleaner*		
Ian McDonald	*Cleaner*		

Some members of the Senior Teaching staff are also specialist subject teachers in the Junior and Infant Schools. All staff undergo staff induction, appraisal and are actively involved in staff development programmes.

ACADEMIC LIFE

Infant Curriculum

There is a daily emphasis on Numeracy and Literacy which are taught daily as discrete lessons, in both the indoor and outdoor environment. All other areas of learning are covered through 'Topic' work throughout the week, and are led by pupil voice, allowing independence and curiosity to be at the forefront of learning. We adopt an inquiry approach through using the questions, 'I see, I think, I wonder...'. Infant Children have a weekly ICT lesson and apply their skills through the use of their Digital Profiles. PSHE filters through all areas of learning. Children have specialist teaching from Nursery to Year 2 in Music, PE and Art.

Daily Phonics sessions take place utilising the Monster Phonics multisensory approach, to engage learners from Nursery to Year 2. Children have the opportunity to read individually, and explore group guided reading throughout the week.

The curriculum broadly follows the guidance outlined in the Welsh Statutory Framework for the Early Years Foundation Phase and the Curriculum for Wales in Year 1 and 2. The guidance divides children's learning and development into key areas. In the early years, much of the learning that takes place is cross-curricular and interactive. In Year 1 and 2, the planning of lessons is based on the National Curriculum.

Junior Curriculum (Key Stage 2)

The Junior School follows a two-week timetable. There are 50 lessons across the two weeks, and lesson length is usually 1 hour. The Junior School curriculum is bespoke however, it builds on the foundations of the National Curriculum for Wales and the National Literacy and Numeracy Framework.

The Junior School curriculum is broader by the addition of MFL and is designed to meet the needs and abilities of our pupils. All Junior School schemes of work show progression from one year to the next and include differentiation with appropriate provision for ALN and MAT pupils.

Routine assessment and tracking is used to monitor the progress of pupils.
Pupils in Year 3 and 4 follow a similar structure to the Infant School, where the children are taught Numeracy and Literacy as discrete lessons. The Humanities and Science and Technology are taught through a topic, following the creative curriculum approach in Year 3. In Year 4, pupils follow the same structure as Upper Juniors. In Years 3 and 4, the children have subject specialist teachers for Music, PE, Art and Games and PE.
Pupils in Year 5 and 6 experience subject-specialism for all their lessons. Some of the teachers are Senior School trained and have either taught in the Senior School or are currently teaching in the Senior School. This promotes continuity and progression within the school as a whole.

The form classes in the Junior School are mixed ability. However, pupils are in ability classes for English and Mathematics. The personal and social development of pupils is the responsibility of all staff. However, the PHSE programme is delivered predominantly by the Form Tutor. The PSE programme is designed to reflect the School's aims and ethos.

The number of 1 hour periods studied over a two-week time-table by pupils in Years 5 & 6 is as follows:

Year	Eng	Mat	Sci	His	Geog	RS	Fr/Sp	IT	DT	Art	Mus	PSE	PE	Games
Y5&6	9	9	4	2	2	2	2	2	2	2	2	2	2	6

Any enquiries about the Junior Curriculum should be directed to the Director of Juniors. As in the Infants, the curriculum is supported by a wide range of co-curricular activities.

Senior School Curriculum (Key Stage 3)

The Deputy Director Seniors (Academic) has overall responsibility for the curriculum in the Senior School. At Key Stage 3 (ages 11-14), the curriculum is deliberately broad so that there is the finest possible blend of the best traditional schooling and the latest national curriculum initiatives. At this stage all the Key Stage 2 subjects continue, but the separate sciences - Physics, Chemistry and Biology - replace General Science. Latin, and Drama are introduced in Year 7 and pupils study both French and Spanish,

The number of periods studied over a two week time-table by pupils at this stage is as follows:

Year	Eng	Mat	Fre	Spa	Phy	Che	Bio	Geo	His	Lat	RE	IT	Art	Mus	DT	PE	Games
Y7	7	6	3	2	2	2	2	2	2	2	2	2	2	2	2	2	4
Y8	6	7	3	2	2	2	2	2	2	2	2	2	2	2	2	2	4

Year 9 have the opportunity to choose certain subjects from the Limited options list., allowing them to begin to narrow their subject choice in preparation for GCSE but also to experience some new subjects.

Core Subjects

Eng	Mat	Fre	Bio	Che	Phy	Geo	His	RS	ICT	PE	Games
6	6	3	3	3	3	3	3	2	2	2	4

Limited Options (4 subjects chosen)

Spa	Lt	DT	Mus	Art	Bus	Dra	Prog
3	3	3	3	3	3	3	3

Periods over a two-week period

Senior School Curriculum (Key Stage 4)

When it comes to the GCSE years of Key Stage 4 we believe in choice. Maths, English Language and English Literature normally remain compulsory, as does Games, but following a special conference half way through Year 9, pupils are allowed to choose a further six subjects. The option subject groupings vary from year to year in order to cater for the subject combinations required by the majority. Each pupil, however, normally takes at least one modern language, one science subject and one humanities subject. In this way a broad and balanced education is ensured. The full list of subjects available is as follows:

Languages	*Sciences*	*Humanities*	*Creative*	*BTEC*
French	Biology	Business Studies	Art	Engineering
Spanish	Chemistry	Geography	Computing	
Latin	Physics	History	Design and Technology	Physical Education
		Religious Studies	Drama	
		Sociology	Music	

Senior School Curriculum (Sixth Form)

While the Sixth Form remains an integral part of the School, it boasts a dedicated common room and distinct social sphere situated within a separate area of our school. To gain admission to the Sixth Form, students should meet the standard entry requirement, which is a minimum of 5 GCSE passes at Grades A*-C. Subsequently, pupils undergo individual discovery sessions, where their strengths, interests, and potential career aspirations are evaluated. Typically, students select three subjects for AS Level studies during Year 12, and carry these subjects forward to A2 studies in Year 13. In exceptional circumstances, the option to take either two subjects or as many as four is considered. The available subject combinations vary annually to accommodate the preferences of the majority of our pupils.

Our A Level curriculum offers a diverse range of subjects for study, including Art, Biology, Chemistry, Design & Technology, Drama, Economics, English Literature, Film Studies, French, Geography, Spanish, History, Mathematics, Further Mathematics, Music, Psychology, Physics, and Religious Studies, which consistently feature as A Level choices. Additionally, we offer BTEC Business Studies.

Furthermore, our Sixth Formers have the opportunity to pursue an Extended Project Qualification, culminating in an AS Level certification by the end of Year 12. All Sixth Form students actively participate in Enrichment studies to broaden their educational experience.

For any inquiries regarding the Sixth Form Curriculum, please direct your questions to Mrs Paula Rogers Deputy Director Seniors (Academic). We also extend a warm welcome to prospective parents who are interested in reviewing the Senior School's comprehensive curriculum and the learning opportunities we provide.

The School Day

Structure of the Day - Nursery and Infants

Nursery

08.50 - 09.00	Registration
09.00 - 15.15	Full Day
09.00 - 12.00	Morning Session *not staying for lunch*
09.00 - 12.30	Morning Session *staying for lunch*
12.30 - 15.15	Afternoon Session *not staying for lunch*

Infants – Reception - Year 2

08.50	Pupils to be in School
08.55	Registration
09.00	Start of School
10.30	Break
11.00	Classes continue
12.30	Lunch
13.30	Classes continue
	Snack time
14.45	Classes continue
15.15	End of School

Structure of the Day - Years 3 - 13

Juniors, Seniors, Sixth Form

08.50 - 09.00	REGISTRATION
09.00 - 09.30	PHSE / ASSEMBLY / FORM PERIOD
09.30 - 10.30	PERIOD 1
10.30 - 10.50	BREAKTIME
10.50 - 11.50	PERIOD 2
11.50 - 12.50	PERIOD 3
12.50 - 13.50	LUNCHTIME
13.50 - 14.00	AFTERNOON FORM
14.00 - 15.00	PERIOD 4
15.00 - 16.00	PERIOD 5

Years 3 and 4 finish at 15.50

The Extended Day

SENIORS:

The School offers an extended day facility from 8.00 am to 6.00 pm. Senior School pupils may stay for prep in the Library until 6.00 pm. The Library is a major focus for the learning culture of the School. It contains a wide range of reading material: novels, reference books, daily press, subject based sections, all textbooks used in class and books to assist revision. Computers and a printer are available for pupils. We insist on pupils keeping quiet between 4 and 5pm so that the Library remains a place of study and reading. A librarian and teacher (4-5pm) are present to assist pupils in researching for their studies. After 5pm pupils may choose to play games with peers, all the while being mindful that other pupils may still be studying.

PREP SCHOOL:

Formal Infant teaching concludes at 3.15pm and any child remaining will join a club which ends at 4.00pm. Thereafter, after-school provision is available from 4.05pm until 5.55pm with collection by 6.00pm.

Formal Junior teaching concludes at 4.00pm and any children remaining will join a club which will run from 4.00pm - 5.00pm. Thereafter, after-school provision is available until 6.00pm. If not attending clubs, after-school provision is available from 4.05pm until 5.55pm with collection by 6.00pm.

Prep pupils should be dropped off in the morning and collected at end of day from the bottom car park.
The doors of the Prep School open at 8.00am and the pupils are supervised until the start of the School day.
The school day begins at 8.50am, with registration. All children should arrive in school by 8.45am.

CHARGES:
There is a £5 flat charge for any child who remains at School for any length of time after 5.00pm. The service remains open until 6.00pm. Please note that late pick up after 6.00pm will incur a standard charge of £20.00. These charges allow us to cover some of our operating costs and more importantly, to provide an efficient service which will assist parents to plan childcare to fit in with their busy lives.

Setting

At Foundation Phase and Key Stage 2, pupils progress at their own optimum rate in small mixed ability classes. Fluid differentiated groups also facilitate a more directed delivery.

From Year 7 onwards, pupils may be set in a number of subjects, such as Languages and Mathematics, according to the best interests of the year group and the requirements of individual subjects. In Year 9 pupils are also set in English.

At Key Stage 4 the option subjects are taught in mixed ability groups while English and Mathematics are set according to ability.

Inclusion Department - Additional Support Needs

The Inclusion Department aims to help pupils to find strategies to overcome their difficulties while building confidence and self-esteem, enabling them to become curious, independent learners. The Director of Inclusion co-ordinates the provision for learners with ASN (Additional Support Needs) in all sections of the school ensuring a tailored approach to education and allowing learners to thrive academically and socially. The Inclusion Department aims to help pupils to find strategies to overcome their difficulties while building confidence and self-esteem, enabling them to become curious, independent learners. In addition to support lessons in the department, all Inclusion staff also work across all sections of the school, and liaise extensively with colleagues on pastoral and academic matters. Support is offered to pupils, parents and staff alike. Regular staff training is delivered by the department and the department hosts half termly Inclusion Coffee Mornings for parents which serve as a valuable resource for parents seeking advice and support for their children's educational journey.

Assessment and screening procedures are in place throughout the School, ensuring any additional support needs are identified as early as possible in a child's education. On entry to Nursery, all pupils' speech and language is screened using the Wellcomm assessment tool and appropriate intervention then planned and implemented, if required. Whole year screening for specific learning difficulties takes place prior to the start of each key stage in the Primary section and midway through KS2 (during the Spring Term of Year 4) and in the Autumn term of Year 7. All new starters to the school are also screened for specific learning needs during their initial first few weeks with us.

Pupils who may require support include those with the following difficulties:
- Communication and interaction;
- Cognition and learning;
- Behaviour, emotional and social development;
- Sensory and/ or physical.

Following identification, appropriate support and intervention are arranged by our Director of Inclusion. This may take the form of differentiation or additional support in the classroom, group support on a withdrawal basis, working on an intervention programme, or individual support with a member of the department. Reasonable adjustments to timetables and strategies for support are arranged on an individualised basis, taking into account strengths and areas of need.

A graduated response is implemented which shows all extra support made available to pupils:

- **Rougemont Universal**; effective whole school practice and inclusion of all pupils, classroom differentiation for all, 'catch up' interventions with class TAs as appropriate. Pupils at this level are not on the Additional Support Needs Register but may have a one-page profile in place which outlines what is important 'for them' and 'to them'.
- **Rougemont Universal Plus** – A pupil is making some progress in the classroom which requires 'reasonable adjustments' at any given time. These pupils will be provided with a 'One Page Profile'. Support may include short-term intervention (usually between 6-18 weeks). These pupils are expected to 'Catch Up' with their peers given these adjustments. Pupils at this level are not on the Additional Support Needs Register but may have a one-page profile in place which outlines what is important 'for them' and 'to them'.
- **Rougemont School Targeted Intervention:** Additional Support Provisions delivered or facilitated by Inclusion team members in the form of interventions, small group teaching, study support etc. A school-based Individual Support Profile (ISP) will be drawn up with the child and their parents, using person-centred practices, incorporating a one-page profile and detailing the ASPs (Additional Support Provisions) in place for the child or young person. The child or young person will be placed on the School's Additional Support Needs Register. ISPs for all pupils with Additional Support Needs are reviewed at the end of the Autumn Term and mid-way through the Summer Term.

<u>Methods of support available to children in Preparatory School:</u>

- Differentiation by the Class/Subject Teacher.
- Additional support in the classroom by a Teaching Assistant
- Learning Support in a group or 1-1 with a Teaching Assistant/HLTA/Teacher which may focus on developing specific skills
- Individual tutorials with a member of the Inclusion department payable by parent at an extra cost which is added to the bill at the end of each term. This is an exceptional arrangement and will need approval from the Director of Preparatory School, Director of Inclusion and the Headteacher.

<u>Methods of Support available to young people in Senior School:</u>

a) Differentiation by the Class/Subject Teacher.
b) Additional support in the classroom by a member of the Senior Inclusion Department for groups of pupils. This is a very rare and exceptional arrangement
c) Supported/supervised study in the Senior Inclusion Department, which is usually accommodated by a timetable/curriculum modification/reduction
d) Individual tutorials with a member of the Inclusion department payable by parent at an extra cost which is added to the bill at the end of each term. This is a rare and exceptional arrangement and will need approval from the Director of Senior School, Director of Inclusion and the Headteacher.

Reasonable adjustments to timetables and strategies for support are arranged on an individualised basis. Access Arrangements for external examinations are made as appropriate.

The School may suggest parents allow us to refer to NHS services or parents may choose to refer to medical, clinicians or educational psychologists working in the private sector. We will ask that recommendations are shared with the school and followed by all parties. The cost of formal assessment must be borne by parents. Any assessments completed by the Director of Inclusion will be at no additional charge to parents.

The School's Director of Inclusion is always happy to discuss any concerns parents may have concerning their child's learning/support needs, and a full copy of the school's Additional Support Needs Policy can be found on the school website.

Form Size

The School aims to have usual class size of 16 pupils in Years 0-2, 18 pupils in Years 3-6 and 22 pupils in Years 7-11. In years 10 and 11 pupils are normally divided into three or four groups for compulsory subjects and four groups for most of their optional subjects. Sixth Form teaching groups range in size from 3 to 17 pupils, and the current average is 7 pupils per class.

Homework

Homework is an integral part of the academic programme at Rougemont. It is a vital part of a pupil's education and must be undertaken diligently. Pupils will be expected to carry out a certain proportion of their work in the evenings at home, and the School will insist on a proper performance.

Pupils receive weekly homework in the core subjects in the Juniors and two or three subjects each night in the Seniors. Homework is introduced later in the Autumn Term for Year 7 pupils as they settle into Senior School. The exact amount of time spent on homework depends on the pupil's needs and his/her year group. However, in broad terms a pupil in Year 7 should expect to spend an hour each night on homework. A pupil in the GCSE and A Level years should expect to spend two to three hours on homework per evening.
All pupils in the Juniors receive a planner whilst KS3 pupils use Google Classroom and a planner so that they can note the details of what homework has been set each day and when it is due in. Parents are asked to check and sign the planners each week, and these in turn are checked regularly by form tutors.

Pupil Evaluation and Assessment

There are no formal examinations for pupils in Nursery to Year 6 though testing occurs throughout the year. Internal examinations are held for pupils in Years 7 – 10 in the week after the summer half term break and for pupils in Year 6 in mid-May. Mock examinations are held in the Autumn/Spring Term for pupils in Year 10, 11, 12 and 13.
With the modular AS and A2 examinations in Years 12 and 13 a more flexible approach to formal examinations in all subjects is adopted with students sitting external examinations in the Summer of Years 12 and 13. Some pupils in Year 10 may also sit external modular examinations in June.
The school is also involved in the benchmark assessment projects organised by Cambridge University for secondary age group pupils and GL testing for Preparatory age pupils.

Reports and Assessments are sent to parents as follows:

NUR – Year 2 Full written report in the Summer Term – attached on iSAMS Parent Portal

Year 3 – Year 4 Full written report in the Summer Term – attached on iSAMS Parent Portal

Year 5 – Year 6 Full written report in the Summer Term – attached on iSAMS Parent Portal

Year 7 – Year 9 Full written report in the Summer Terms with addition of Progress reports in October for years 8-9, Years 7 - 8 Target Report in December, Progress reports in April for years 7-9, – attached on iSAMS Parent Portal

Year 10 Full written report in the Summer Term with addition of Progress reports in October a Target Report In December and Mock results in March– attached on iSAMS Parent Portal

Year 11 Full written report in April with addition of Progress report in October and Mock results in January- Attached on iSAMS Parent Portal

Year 12 – Year 13 Full written report in April with addition of Mock results in November and February for 12 and 13 , Progress Report in December for Year 11 and 13 – Attached on iSAMS Parent Portal

Examination Entries

At our school, we are committed to providing a comprehensive education that values each student's potential. All pupils are automatically enrolled in a complete range of GCSE subjects. We do not restrict entry for pupils who may be perceived as unlikely to achieve a grade C, a practice that differs from some other schools.

We strongly encourage Year 11 students who demonstrate the capacity to pursue AS/A2 Level courses to continue their academic journey into the Sixth Form (Years 12 & 13). In the Sixth Form, the standard course load comprises three AS Level subjects and three A2 Level subjects. To gain admission to the Sixth Form, students are expected to have accumulated a minimum of 10 points from their five highest GCSE grades. This point system assigns A* = 4 points, A = 3, B = 2, and C = 1 (averaging to 5 B grades). On occasion, exceptionally talented students may undertake four A2 Levels, while others may opt for a reduced load of two.

Parents' Evenings

Welcome meetings for parents in each year group open the academic year. There are three parents' evenings – one in each form across the Prep School with two additional opportunities to see your child's work. For parents of pupils in Years 7–13, each year group is offered a dedicated in-person Parents' Evening, providing a valuable opportunity to meet with subject teachers and discuss your child's progress.
In addition, online Parents' Evenings are arranged for Years 12 and 13, as well as for Year 10, to offer further support and discussion in preparation for the summer examinations at the end of the academic year.
To ease the transition of pupils from Year 2 to Year 3, Year 4 to Year 5 and Year 6 to Year 7, there is an additional informal meeting with the staff. Dates of parents' evenings can be found in the termly school calendar.

There are many informal and formal opportunities for parents to share their child's work and progress in the Infants, with at least one per term, either a 'Share my learning journey' or a Parents' evening.

Prefectship & Leadership Opportunities

The primary role of all pupils involved in leadership roles is to make the School a happier place, through their example, leadership, ideas, influence, involvement in school life and encouragement of other pupils.

All Sixth Form and Year 6 pupils pupils assume the role of prefects, taking on specific responsibilities to support the School's smooth operation. The appointment of Senior Prefects takes place at the end of the Spring term during Year 12. All Year 13 students are Community Prefects, Subject Ambassadors, House Captains or part of the Senior Leadership team. Our Prefects consistently exemplify high standards in their contributions to various aspects of School life to the roles available , encompassing academics, sports, culture, and more.

Prefectship holds considerable significance in the eyes of college admission tutors and prospective employers. It provides students with valuable experiences in leadership, decision-making, collaborative teamwork, and, for those entrusted with Head Boy and Head Girl and Senior Prefect positions, the art of delegating responsibilities to their peers.

In Key Stage 3 we offer the opportunity to students early in the 1st term to help lead their peers in Years 7-9. This leadership helps develop the relationship between pupils themselves and with staff too. The opportunity for self reflection, and support of what their day to day looks like provides purpose for these pupils and helps them set positive examples for their younger counterparts.

Additionally, it offers a clear pathway to leadership and a recognition of the 'soft skills' that are so important. The process is similar to the senior prefect process and along the way the younger leaders meet regularly to 'learn how to lead' in their roles.

The Key Stage Three Milestones Award

We recognise that pupils put in a lot of hard work each year and we are keen to acknowledge this by giving them a valuable award at the end of each school year.

The award is split into three main levels - Bronze, Silver and Gold. Completing the award is very much part of the learning and personal development culture of KS3 with many pupils achieving their award every year and some going on to receive three Platinum Awards in succession (A Diamond Award).

Essentially to gain the award children need to show that, throughout the year, they have worked hard and reached the standard expected throughout a range of activities, tasks and challenges, gaining credits for their efforts.

All awards are presented at the Key Stage 3 Milestones Award ceremony. Every child is expected to reach at least the Bronze Award each year.

PASTORAL

The Philosophy of Pastoral Care

As a 'School for Life', we provide our pupils with the opportunity and support to excel academically, and to develop in character as they progress through the school. Our aim is that our pupils leave our school being the best version of themselves, achieving not only academically, but with sound core values and positive social experiences preparing them for their future. Our thematic approach to pastoral care covers topics such as 'responsibility', 'kindness', 'perseverance' and 'resilience' to name but a few, with an increasing awareness towards mental health and wellbeing. We believe that our school environment champions the fundamental qualities so vital for a happy and orderly community, underpinned by the understanding that this is the collective responsibility of everyone to preserve. Should our standards of conduct not be met, there is a clear disciplinary process by which sanctions may be applied; however we are mindful of the reasons behind behaviours and will always work with our pupils in an environment of support and learning.

We hope that when pupils join us, their parents also feel that they are an integral part of the School. We appreciate and welcome our parent body within a school context and recognise that we have a shared responsibility and duty of care. There is an obvious benefit in mutual support between parents and teachers in pursuit of the same goals. We hope that we will work together in a relationship of mutual respect, social responsibility and shared endeavour, with any differences being recognised and discussed with due regard and understanding.

It is our expectation that pupils, influenced by the ordered and civilised atmosphere of the School, will conduct themselves appropriately. Pupils are expected to be courteous, considerate and conscientious, to foster the general well-being of their fellow pupils, and to develop a strong sense of self discipline and a respect towards others.

Safeguarding (and Child Protection)

Safeguarding children is everybody's responsibility. The School has a responsibility to safeguard and promote the welfare of all children in the School and this is of paramount importance regardless of age, gender, ability, culture, race, language, religion or sexual identity. The School has a statutory responsibility to ensure that reasonable measures are taken to minimise risks of harm to children's welfare and appropriate actions are taken to address concerns about the welfare of a child or children, working with agreed local policies and procedures in full partnership with other local agencies.

Pupils, parents and members of the wider community have access to an anonymous online reporting form called 'My Voice'

Pupil Voice and Student Councils

All pupils are encouraged to involve themselves fully in the wider life of the school, and to this end there are roles and responsibility on our active and energetic Pupil Voice. Positions reflect the diversity of our school; as a core these include Form Representatives, Mental Health Ambassadors, Charity and Eco Representatives and House Ambassadors.. Through their input into Pupil Voice, our pupils develop responsibility and leadership, as well as the ability to express themselves purposefully and clearly. Student Council meetings are held regularly throughout the year and are chaired by the Sixth Form team, with minutes being fed back to the wider school.

Mental Health and Wellbeing

At Rougemont we are passionate about supporting the mental health and wellbeing of our whole community, including students, staff, parents and carers. We recognise that maintaining good mental health is just as important as physical health. Opportunities are provided for all members of our community to have their voice heard – this includes having Mental Health Ambassadors, weekly themed meetings for staff, weekly thoughts for staff and pupils, wellbeing weeks and wellbeing enrichment sessions, along with regular newsletter updates.

The School takes full advantage of awareness days from the mental health calendar to start conversations in the hope that any existing stigma surrounding mental health is minimised. Students are fully informed throughout the year of the support available in School through Form Tutors, posters and assemblies. The creation of a wellbeing room gives all members of the School community a safe place to go to should they require additional support. A school-based counsellor is available to support pupils' wellbeing; however, please note that availability is limited. Access to counselling services is coordinated through Mrs Howell-Jones and Mrs Van der Linde.

Being mentally healthy during childhood means reaching developmental and emotional milestones and learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities. At Rougemont, we aim to create a culture of awareness of wellbeing and mindfulness alongside mental health needs, with no stigma or prejudice. Wellbeing is not a given in life and is something that needs to be worked on by all in our whole community.

Enrichment

Enrichment is a significant and integral part of our curriculum, designed to extend learning beyond the traditional academic framework and provide meaningful opportunities for personal development. Delivered through a carefully planned, bespoke programme for each year group, our enrichment offer reflects the needs, interests and developmental stage of our pupils. It plays a vital role in equipping them with essential transferable skills such as teamwork, communication, problem-solving and time management, which are fundamental to success both in school and in the wider world.

Enrichment sessions take place every fortnight and provide a distinctive space within the timetable for pupils to engage in experiences that go beyond the classroom. These sessions bring pupils together in different groupings and contexts, enabling them to participate in activities such as House competitions, themed events, special assemblies, and extended cross-year collaboration. They also allow time for deeper exploration of topics, independent inquiry, and sustained project work that cannot always be accommodated within lesson structures.

Our enrichment programme is meticulously planned and enriched through extensive engagement with over thirty external agencies, presenters and specialist providers, who work directly with pupils to broaden their horizons and provide authentic, real-world insight. As a result, pupils increasingly recognise and value enrichment as an important and enjoyable aspect of their school experience, offering them the opportunity to grow in confidence, develop new interests, and apply their learning in practical contexts beyond the classroom.

We are proud of the breadth and impact of our enrichment provision, which continues to evolve in response to pupil voice, staff expertise and external partnerships. By drawing on a wide range of internal and external resources, we ensure that our offer remains current, engaging and aligned with the skills young people need for the future. In return, we see our pupils embrace these opportunities with enthusiasm, demonstrating resilience, curiosity and a willingness to take on new challenges.

PSHE

We understand that life outside the school gates has its own set of challenges. As a 'School for Life', our aim is to equip our pupils not only with outstanding academic qualifications, but with the knowledge to empower them in considering their place in the wider world, and supporting them in their future endeavours.

Our PHSE programme, incorporated into daily pastoral time, uses bi-weekly themes and age-appropriate material to facilitate assemblies, guest speakers, class discussion, presentations and some written consideration of a wide range of topics such as managing finance, personal safety, mental health, resilience, interview skills and so on.

For further details on the PHSE programme for different age groups across the School, please contact the relevant Director who will be able to share more detailed information.

Partnerships and Pathways

In tandem with our dedication to academic excellence, we understand the significance of providing thorough and timely careers guidance. We recognise that some students possess a clear career direction from an early stage in their educational journey, while others prefer to explore subjects they are passionate about, allowing their path to unfold naturally.

The journey begins with aspirational conversations throughout their Prep years, followed by preliminary discussions about 'favourite' subjects in Year 7 and Year 8. However, the pivotal moment arrives in Year 9, just before selecting GCSE options when we enroll all pupils in the Unifrog Aspirations and Careers Platform. This program prompts students to explore personality types and potential careers through a series of interactive questions. Not only does this aid in making informed option choices, but it also provides valuable insights for those who are less certain about their future aspirations. The program generates a portfolio accessible to parents, and students can continue to update it throughout their GCSE years. At the end of Year 9, each pupil is invited to attend a brief interview to ensure alignment with their options and careers profile as they transition into Key Stage 4.

In Year 11, the Unifrog Aspirations and Careers Platform continues formally during pastoral and PHSE (Personal, Health, and Social Education) time. Year 11 pupils are encouraged to complete their profiling before an individual interview at school, where their post-16 plans are discussed, including the most suitable AS/A2 level choices and potential career paths. Students are also provided with a wealth of career literature, and we actively support and encourage work experience opportunities following the completion of their GCSE examinations.

In addition to the career assistance provided to all pupils in Years 7 - 11, we arrange lectures for Year 11 and Sixth Form students featuring speakers from diverse professions and backgrounds who offer valuable insights and advice. Our dedicated staff members specialise in careers guidance, including crucial UCAS applications and work experience opportunities. Once pupils reach Sixth Form, UniFrog is the core programme to support and guide pupils towards higher education and employment channels.

We take pride in hosting the annual 'Careers Fair' in the Spring Term, primarily targeting Years 9, 11, and 12 students. Professionals are invited to our school to deliver brief talks, engage in one-on-one discussions, and provide tailored guidance. Our strong professional network allows us to offer bespoke interviews and advice throughout the year.

Our commitment is to consistently deliver timely, personalised, and engaging advice and support to all our pupils, ensuring that our guidance remains relevant and up-to-date.

Passport for Life

Our *Passport for Life* is designed to support our pupils throughout their academic career at Rougemont. At Sixth Form level, our pupils' *passports* become integral to guiding and supporting their next steps. Through our unique Partnerships and Pathways Programme, Sixth Form pupils have opportunities to engage in mentoring schemes, business networking events, links with alumni and connections to specialised fields of industry ensuring they experience individual support and a pathways unique to them.

Our Sixth Form curriculum focuses on both the academic achievements of our pupils, ensuring they attain their very best results and thus opening doors, and the personable skills that will enable to them to walk through those doors. Independent, curious and resilient learners emerge from Rougemont Sixth Form with their best results and their best selves. These Rougemont Milestones are designed to support our pupils long after their journey beyond the Rougemont gates, preparing them for a life of success and happiness.

Work Experience

Upon completing their external exams, pupils are encouraged to participate in a structured work experience programme, typically lasting up to a week. Through our well-established links with a wide range of local and regional employers, we facilitate meaningful placement opportunities across diverse sectors, ensuring pupils gain valuable insight into the world of work.

In addition to traditional in-person placements, our provision has evolved to include virtual work experience, micro-placements and volunteering opportunities. This flexible and inclusive approach ensures that all pupils can access high-quality experiences that align with their interests, aspirations and individual circumstances.

These experiences form a vital part of our wider careers and pathways provision, enabling pupils to develop essential workplace skills, build confidence, and make more informed decisions about their future education and career pathways.

Higher Education and Post 18 Pathways

Upon completing their learning journey at Rougemont, the vast majority of Sixth Form students progress to higher education, undertaking degree courses at universities and colleges including Oxford, Cambridge and other prestigious Russell Group establishments. Through strong partnerships with these institutions, we provide regular access to guest speakers, workshops and campus visits, enabling pupils to make informed and aspirational choices about their next steps.

Alongside this, a growing number pursue alternative pathways, including degree apprenticeships or direct entry into the workforce, reflecting the breadth of opportunities available to them. We also actively support pupils who choose to undertake gap years, ensuring that these are carefully planned and purposeful, contributing positively to their longer-term aspirations.

Our support programme is comprehensive and personalised. Students receive detailed guidance on course selection, university and apprenticeship applications, and alternative pathways, ensuring that decisions are well informed and aligned with individual strengths and ambitions. We organise university open day visits and offer a structured programme of preparation for interviews, including mock interviews with both staff and external professionals.

In addition, we provide ongoing support at key transition points, including during the results period in August and beyond, where staff are available to guide students through Clearing and to secure appropriate destinations. This sustained, individualised support ensures that every pupil is well prepared to take their next step with confidence, clarity and ambition.

CO-CURRICULAR

The School encourages all pupils, and all members of staff, to be actively involved in the School's extensive co-curricular and extra-curricular programme. Opportunities span the Infant, Junior and Senior sections and are designed to nurture curiosity, confidence and character beyond the classroom.

Activities run during lunchtime and after school and cover a wide range of interests including sport, STEM, coding, performing arts, outdoor education and academic enrichment. A full programme is published each term on the School website.

In addition to clubs and societies, pupils benefit from a rich Performing Arts offer including individual peripatetic music lessons, a wide range of music ensembles, drama productions, and elocution and public speaking. The School also promotes active citizenship through initiatives such as the Sunshine Society, and offers specialist opportunities including Green Car, F24, and Esports.

Duke of Edinburgh's Award Scheme

The Duke of Edinburgh introduced his award scheme to encourage and stimulate the enthusiasm and energy of young people by presenting them with a challenging programme of activities - as an introduction to worthwhile leisure time activities and a challenge to the individual to personal achievement.

The scheme started at Rougemont in 1979 with 15 pupils participating at Bronze level. For the last few years the majority of pupils in Year 10 have participated in the Bronze Level, and we now have a large number of pupils involved at Silver level in Year 11 and attempting the Gold Award in the Sixth Form. The Scheme has four main components: expeditions, volunteering, skill and physical recreation, with the addition of a residential project for the Gold Award.

The aim of the expedition section is to 'encourage a spirit of adventure and discovery'. Following an extensive training programme, expeditions have taken place in a variety of areas: the Brecon Beacons, the Black Mountains, the Wye Valley and mid Wales have been some recent destinations. For those reaching the heights of the Gold Award there is the opportunity to learn to canoe and complete a 4 day water based expedition with an external provider.

The volunteering section aims to 'encourage service to others' and across all three levels we have well over 50 pupils involved in a variety of community based activities within our school. Some assist learning support across the curricula for our younger pupils, some are on placements throughout the county coaching Infants' School children. Other pupils take part in a plethora of community and fund raising activities. Thousands of pounds are raised each year for various charities all due to the efforts of our Student Charity Committee. Mrs Brandt is the DofE Manager.

'To encourage the discovery and development of personal interests and social and practical skills' is the aim of the skills/hobby section. Again choice is left with the pupil. Some students at Bronze and Silver learn coaching/refereeing skills to be used at Rougemont and on placements throughout the area. The physical recreation section aims 'to encourage participation and improve performance'. Rugby and netball are popular activities, but pupils follow many others - cricket, swimming, tennis, athletics, physical achievement and so on.

In any one year over a hundred pupils may be involved in the Duke of Edinburgh's Award Scheme which is co-ordinated by Mrs Brandt with the support of many others.

School Trips

Trips are a central and valued part of the school's educational provision. They provide pupils with opportunities to extend their learning beyond the classroom. At appropriate stages in their school journey, pupils are offered a structured range of experiences, beginning with local day visits and progressing to short residential adventure activity trips. This programme culminates in opportunities for international travel, including European cultural visits and ski trips, ensuring pupils benefit from increasingly enriching and challenging experiences as they move through the school.

Non-residential trips for pupils in the Infant and Junior Schools are included within school fees. Trips for pupils in the Senior School and Sixth Form may incur an additional charge, depending on the nature of the experience.

Physical Education and Games

All pupils participate in Physical Education and Games lessons on a weekly basis and are taught by specialist PE teachers from Nursery upwards. From the earliest stages, there is a strong emphasis on broad participation, ensuring all pupils develop a positive relationship with physical activity. Within the Foundation Phase, pupils focus on the development of fundamental motor skills through fun and engaging activities that build confidence and enjoyment.

In Key Stage 1, pupils begin to refine and apply these skills through a varied curriculum that promotes lifelong participation in physical activity. Children develop manipulation, creative and body management skills, forming the foundations for both recreational engagement and future performance pathways.

Progression into Key Stage 2 provides exciting opportunities for pupils to move from participation into developing performance. Alongside PE lessons, pupils learn how to play and compete in modified games, supporting skill application in competitive contexts. All pupils are provided with opportunities to participate in friendly, inclusive fixtures against local schools, promoting both enjoyment and personal development. Across the winter season, fixtures include rugby, football, hockey and netball, while summer sports include cricket, and athletics. An intensive swimming programme for Years 3–6 further supports participation and performance development, with a focus on water safety, confidence and stroke technique.

As pupils transition into Senior School, there is a clear pathway that supports both performance and elite performance development. Pupils continue to build on their knowledge and experience within Games lessons, with opportunities to participate in a wide range of activities. Opportunities for enhanced performance pathways are provided through fixtures, competitions, and representative sport. The School has a full programme of fixtures to allow most age groups to compete against other schools in the major sports. All fixtures can be viewed on the iSAMS School Calendar.

Pupils in Years 7–9 receive six hours of timetabled Physical Education over a two-week period, with four hours allocated for pupils in Years 10–13. At this stage, pupils are supported in identifying and progressing along participation, performance or elite pathways, depending on their interests and abilities. In addition to core lessons, pupils may opt to study Physical Education at GCSE and A Level, further enhancing their understanding and supporting progression into higher-level sport, coaching or related fields.

Across all year groups, the programme is designed to ensure that every pupil has the opportunity to enjoy sport, develop their performance, and, where appropriate, access pathways within school and beyond. Pupils who are unable to take part in PE and Games lessons due to illness or injury are require an email from their parents through to their teachers. .

ADMISSIONS

We welcome enquiries for admission at any time throughout the year, from Nursery to Sixth Form.

Mrs Helen Marshall, our Marketing and Admissions Manager, will be happy to help and guide you through our friendly admissions process.

We offer free Taster Days to prospective pupils along with a fully-guided tour of the School for families and meetings with the Head to discuss what Rougemont has to offer your child.

Email: registrar@rougemontschool.co.uk

Phone: 01633 820812

Entry to Nursery & Preparatory School (Infant & Junior)

Entry to Nursery and the Infant Department is by parental/family interview and by a day's assessment visit for older children. Pupils wishing to enter the Junior Department are invited to spend one or two days with us for assessment. Depending on the individual needs of the child, the School may advise that additional days be required during the admissions process.

Entry to Senior School

We have a formal Entrance and Scholarship Assessment morning for pupils wishing to enter Year 7. If you wish to enter your child for the assessments, please contact Mrs Nicky Bates, Registrar, during the Autumn Term to register your child. For entry to Years 8 - 10, pupils generally join us for a two or three-day assessment visit.

Entry to Sixth Form

For entry to the Sixth Form, candidates must have a minimum of 10 points from their five best GCSEs, where A* = 4 points, A = 3, B = 2 and C = 1 point (average 5 B grades).

Fees & Extras

SCHOOL	TERMLY GROSS FEES(£)	MONTHLY GROSS FEES (£)
Nursery	3392	848
Infants	4853	1213
Juniors	5645	1411
Seniors (Years 7 – 9)	6620	1655
Seniors/Sixth Form (Years 10 – 13)	7094	1774

***Nursery fees remain VAT exempt from January 2025, subject to any changes in legislation.*

A 20% discount is granted for all full-time Nursery places i.e. 5 full days per week for the cost of 4 full days.

Net fees are normally set for the coming academic year by Easter; The School reserves the right in the event of non-payment of fees, to refuse the pupil admission to the School without any further warning.

Fees for each term must be received by the School within fourteen days of receipt of the account or not later than the first day of that term (whichever is the later), together with payment in full for any extras incurred by the pupil and outstanding at the date. Fees not paid by the due date incur interest at 1½ % per month. Parents or guardians accept full responsibility for all fees both before and after a pupil reaches the age of majority at 18.

No remission of fees can be granted when a pupil is absent through illness or any other cause. Parents have no claim to total or partial refund of any advance payment made in the event of their child not completing the period covered by payment(s) for whatever reason, voluntary or involuntary, either on their part or that of the School.

Parents are required to accept financial responsibility for any loss or damage caused by their children to any property belonging to the School, the staff or other pupils.

Extra charges:

- School Lunch (Infants: £3.85; Juniors: £4.10; Seniors: £3.50 [main meal], £1.10 [dessert])
- Breaktime Snacks (Seniors and Sixth Form only)
- Uniform
- Transport
- Examination fees
- Externally provided co-curricular clubs

*School lunches are payable via ParentPay
*Transport routes and charges can be provided by the Operations department and via our Transport booking website

Scholarship

Rougemont offers:

- Senior School Scholarships *(Year 7 Entry: Academic, Sport, Performing Arts)* and
- Sixth Form Scholarships *(Academic, Sport, Creative Arts, Performing Arts)*.

Scholars are a core part of School life at Rougemont. Scholars are expected to take the lead in the academic and extra-curricular life of the School with active involvement in clubs, committees, House events and teams providing leadership, inspiration and excellent role models for younger pupils.

In assessing candidates we are not simply recognising existing talent but will also take into account pupils' future potential, motivation and aspiration. Scholars are expected to consistently achieve high standards.

It is important that potential candidates, both internal and external read the criteria carefully to ensure that they will meet the standard.

The Scholarship Brochure is available on the School's website.

Bursary

A number of means-tested bursaries are available for pupils entering the Senior School and Sixth Form.

Sixth Form bursaries are also available and require five A grades at GCSE, which should include the subjects to be studied at AS Level. Bursaries are means-tested by an independent company.

As a registered educational charity, we are also able to be offer a number of means-tested bursaries to pupils in Year 7 and above. If you would like more information on bursaries, please contact the Admissions Registrar in the first instance. Bursaries are confidential.

Withdrawal

If a pupil is to be removed during or at the end of a term, the parent or guardian must give written notice to the Head by the first day of that term and the full fees for that term must be paid. If such notice is given after the first day of that term, then the full fees for the following term will also become payable in lieu of notice. Provisional notice cannot be accepted save in special circumstances by prior agreement received in writing from the Head. Such notice must be confirmed by the end of half term or it will be regarded as cancelled.

Sibling Discounts

Sibling discounts are available for all qualifying children currently enrolled at Rougemont School. For further details please contact the Admissions Registrar.

Transport

Rougemont operates its own fleet of minibuses with more than 50 pick-up points across South East Wales. Led by our own team of friendly drivers, our transport service ensures pupils arrive to and from School safely, and on time. All Transport bookings can be made online here VECTARE BUS BOOKINGS

GENERAL

Attendance

All pupils are expected to attend school for full terms. Dates are published well in advance. Leave of absence will be granted only for compassionate or other urgent reason. If possible, dentist's appointments and similar commitments should be arranged outside school hours. Requests for leave of absence must be made as far in advance as possible. Please note that legally only the Head can authorise absence for family holidays. It is unlikely that a request to take a pupil out of School for family holidays in excess of ten school days in any one school year would be granted. Where a pupil does not attend School regularly, or where parents take a pupil out of school without the Head's authorisation, parents may be asked to withdraw the pupil from the School.

No pupil, other than Sixth Formers, who are expected to sign out, is allowed to leave the School without permission during the School day; such permission may be given only if written request from parents produced in advance.

For further information on Attendance please refer to the School's Attendance Policy.

Absence

Parents are asked to telephone the School and leave a message via the School Absence Line on the first day of absence. For security reasons, if we do not receive a call or message via the School Absence Line by 9.00am, a member of staff will contact you. On return to School the pupil should bring a written explanation of the circumstances which caused the absence. A written explanation of the circumstances should be sent by the third day of a pupil's absence directly to the school.

Punctuality

While some delays are unavoidable, persistent lateness is disruptive to learning. Any pupil arriving late must sign in at one of the school offices.

Leaving School during the School Day

If your child needs to leave School during the day to attend appointments for the dentist etc. it is essential, for fire/security reasons, that they sign out and sign back in on their return. This should be done in the appropriate school office. All pupils should have a note of permission/prior email to present at the office when signing out. Pupils will not be allowed to leave without written/verbal permission from parents.

Illness at School

The Receptionists and approximately 30 members of staff hold First Aid certificates. A child who falls ill during the day is taken immediately to the Medical Room or the Secretary's Office. Minor cuts and grazes can be dealt with straightaway. If it seems unlikely that a pupil will be able to return to lessons that day, the Senior First Aider will telephone the parent or guardian to advise that the child should be taken home or, in the event of an accident, to the A&E department or Minor Injuries Unit as appropriate.

Pupils are not allowed to make their own decision about going home. Pupils cannot contact parents using their own phone in the school day, as phones are stored in accordance with school policy in locked form class boxes until the end of the school day.

In an emergency, the parent or guardian is telephoned and asked to go straight to the A&E department of The Grange University Hospital, where one of the staff will wait with the child and act in loco parentis.

If pupils are taking medicine this should be left with the Receptionist in the relevant school office. Many medicines including paracetamol can only be administered by prior arrangement with the Receptionist.

Obviously we stress the importance of having an up-to-date emergency number we can call for every pupil.

Meals

At Rougemont School we operate a cashless catering system in our Refectory from Year 3 through to the Sixth Form, and in the Infant Hall for our younger pupils. This reduces administration and cash handling in School and also allows pupils to reduce the amount of cash they carry to School. Parents are required to create an account with Parent Pay: https://www.parentpay.com/ Further information is available from Ms M Russell in the Accounts Department.

Weekly menus are available on the website here.

In the Infants' School pupils should bring 2 snacks each day, labelled with their name. The morning snack must be a portion of fruit (either fresh or dried) or vegetables.

We have a number of pupils at School who have nut allergies and so we ask that students do not bring nuts into School.

Security

The entire site is covered by closed-circuit television cameras, both internal and external in key areas to ensure the security and safety of all pupils, staff and visitors. Recordings are retained for a minimum of 30 days. Access to the School site is covered by an ANPR system and enables us to control access to site safely and efficiently.

Uniform and Personal Property

All pupils are expected to wear school uniform and to be properly dressed at all times. It is widely accepted that the reputation of a school is influenced in no small degree by the appearance of its pupils. Consequently, with the ultimate benefit of all pupils in mind, the School's approach to uniform is firm, and parents are requested to co-operate with the School by ensuring their children dress correctly and tidily.

Pupils must travel to and from School in proper school uniform which must be worn in the correct manner. School rules apply when travelling to and from School. Pupils who arrive at School wearing incorrect uniform will be sent home, when practicable, to change. Otherwise a warning will be given and parents contacted should this persist.

Earrings must be small and discreet (studs or very small hoops). Any makeup worn should be discreet and excessive bangles and necklaces are not permitted. The growing of beards and moustaches, and hairstyles considered to be extreme in haircut or in colour are forbidden. In all cases a Senior Teacher's decision is final.

The School will not be responsible for any jewellery brought to School.

For full guidance, please refer to the School's Uniform Guidelines on our website. All School uniform is available from www.schoolblazer.com

Condition of Clothing

All articles of clothing must be in good repair and should fit comfortably at the start of the year.

Marking of Property

The names and initials of the owner must be clearly marked in a permanent medium on ALL articles of clothing. Sewn on name tapes are probably the best medium of marking. It is probably also advisable to mark the name in indelible ink in a less obvious place in addition.
All normal school implements, pens, pencils, rulers, calculator, dictionary etc., should all be clearly marked with the pupil's name if practicable. With more valuable items, such as calculators and laptops, it is also a sensible precaution to mark the name in some unobtrusive place in addition.

Games Clothing and Equipment

All pupils are expected to have the required Games/PE uniform, as outlined in the school list. We ask parents to support this by ensuring that their child attends school with clean kit and that games shoes are cleaned regularly.

Lost and Found

Items which are found lying around the School or which are handed in to the school office and which are properly named will be handed back to the owner as soon as possible.

Items which are not properly marked will be placed in a lost property box. Every so often items which have not been claimed from the lost property box by their owners will either be auctioned or given away. All proceeds from fines or sale of lost property will go a charity designated by the School's Charities Committee.

Responsibility for Property

Each pupil is responsible for their own property. Whilst the School will do everything it can to ensure that property is safely guarded and that adequate storage is available, the School cannot be held responsible for any loss or damage to personal property. Parents are recommended to take out their own private insurance for items such as musical instruments and Electronic devices.

Mobile Phones and Smart Devices

To support pupils' wellbeing, safeguard privacy and minimise disruption to learning, pupils in Years 3 to 11 are not permitted to keep a mobile phone, smartwatch or any other smart or Wi-Fi-enabled device in their possession during the School day. This applies from the time a pupil arrives at School until they leave the School site at the end of the day.

Wherever possible, pupils should leave mobile phones and other smart devices at home. Where it is considered essential for a pupil to bring a mobile phone to School, the device must be switched off and handed to the designated member of staff during morning registration. Devices will be stored securely and returned to pupils at the end of the School day.

Smartwatches and other wearable devices capable of connecting to the internet, recording, taking photographs or communicating with others are not permitted for pupils in Years 3 to 11.

Pupils in Years 12 and 13 may bring mobile phone at their own or their parents' risk. Devices must remain switched off and out of sight during lessons, assemblies and other School activities unless a member of staff has expressly permitted their use. Sixth Form pupils may use mobile devices only in designated 6th Form areas and at times authorised by staff.

The recording of sound, or the taking of photographs or videos on the School site, is strictly prohibited unless prior permission has been given by a member of staff.

The School accepts no responsibility for the loss, theft or damage of any mobile phone or smart device brought onto the School site.

Prohibited Items

It is not permitted for pupils to bring into school, or to have in their possession whilst on site, any tobacco or tobacco-related products, including e-cigarettes or vapes, nor any drugs or alcohol in any form. In addition, smart watches (with exceptions for medical purposes agreed in advance with the Head) and smart glasses are not allowed. Where there are reasonable grounds for concern, staff may ask a pupil to empty their pockets and permit a search of their school bag.

Stationery for Junior and Senior Pupils

Pupils in the Junior and Senior Schools will be expected to have their own pens, pencils and other writing materials. All pupils should have the items listed below available by the first day of term.

- Writing pen

A good make, preferably cartridge type, is certainly recommended. Pupils should not bring bottles of ink to school.

- Pencils

HB, H and 2H

- Coloured pencils

Set of coloured pencils for geography maps etc.

- Red & Green pens

Biro or fine felt-tip

- Rubber Soft type for pencil work

- Pencil sharpener

- Ruler

12"/30 cm. Both inch and metric markings are desirable.

- Geometry Set

Protractor, 45 degree and 60 degrees set squares and compasses.

- Calculator

Casio Classwiz fx-85GT CW (up to KS4) and Casio Classwiz fx-991CW (up to KS5)

- Glue Stick

COMMUNICATION

Communication between parents and the School is key to a successful and happy educational journey for your child.

The staff at Rougemont are always on hand to give guidance, offer support and answer more general questions regarding your child's education. We want you to be as involved as possible in your child's life here at Rougemont.

Read on to find out the ways in which you can expect us to communicate with you.

For guidance, emails sent outside the hours of 8.00am and 6.00pm, Monday to Friday, will be responded to within two working days within normal working hours.

Community WhatsApp

All parents are invited to join their child's official Year Group Community WhatsApp Group.

The School uses this platform to share important notices, for example, School closure due to snow, traffic updates of fixtures or general reminders. This is a Community Group only and notifications from the School cannot be responded to.

Upon joining Rougemont, parents are automatically invited to join the group. It is then parental choice whether to accept the invitation to the Community WhatsApp Group. We strongly advise accepting the invitation so that important notices and reminders are not missed.

Letter or Email

Email is now the preferred and most efficient way to write to parents. You may receive emails from your child's Form Tutor or Head of Year, however, in the main, emails will be sent from your child's School Secretary and/or the Head's PA.

Please check your emails regularly, including your spam folder (if you have a hotmail or live email account).

From the Head's Study

Each Friday, an email is sent containing the weekly online newsletter 'The Rougemont Times' and other important news, dates and notifications directly from the Head's Study. This email will generally come from the Marketing Office on a Friday afternoon.

Social Media

The School has many followers across its official social media platforms including Facebook, Instagram and Twitter. Daily photos and news are posted across these channels and offers parents an opportunity to see the life of the School in almost real time. Follow us on the following accounts:
@RougemontSchool (Facebook, Instagram, Linkedin, YouTube, TikTok)
@RougemontSport (Instagram)
@RougemontCreativeArts (Instagram)

COMMUNICATION

iSAMS

iSAMS is the School's official portal for pupils, staff and parents and holds important information relating to your child and their school life including:

- School Reports
- School Calendar (including all sports fixtures)
- Pupil Timetables

Please ensure you log in to your parent account and download the app as soon as possible so that you can easily and efficiently access the School calendar.

Pupil Images

We never identify a pupil by their full name in a photograph. Pupil images are used at Rougemont as part of our news and marketing initiatives which could include the weekly newsletter where we celebrate pupil achievements and share a week in pictures and on our official social media channels. All parents are asked to give permission for their child's image to be used when they join the School. If permission is not granted, it is important that parents understand we operate an 'all or nothing' policy to ensure the integrity of our pupils and staff.

The School makes various uses of images of pupils during their time at school; in the first instance some of these are necessary for administration and the safety of pupils, such as our MIS system.

Snow and Emergencies

In the rare event of a School closure due to snow or another emergency, parents will be notified in the following ways:

- Community WhatsApp
- Email via the Head's PA, Mrs Victoria Mills

Term Dates

All Term Dates are published on the website: https://www.rougemontschool.co.uk/term-dates/

Parent Code of Conduct

Rougemont School

1. Introduction

At Rougemont School we are committed to fostering a safe and respectful environment for everyone. As part of this, we set expectations about the conduct and behaviour of all members of our community, including the families of children at the School.

When you accept a place for your child at Rougemont School it is the start of a partnership in which good working relationships between staff and parents are essential. In order to fulfil our obligations to you and your child, and to maintain a constructive relationship with you, we ask for your cooperation and that you engage with the School in a manner that is reasonable and respectful.

Paragraph 9 of the Parent Contract sets out your obligations as parents of a child at the School.

This Code of Conduct provides further detail about how we expect parents to interact with the School and behave towards and communicate with other members of the School community, including School staff, representatives of the School and other pupils – in person or online.

For the purpose of this Protocol, parent has the same meaning as parent in the Parent Contract and means any person who has signed the Acceptance Form as a holder of parental responsibility for the child at the School.

2. Supporting your child

It is important that parents model good behaviour and learning habits. The School expects that you will support your child in their education and participation in School life including by:

- encouraging your child in their studies and giving appropriate support including by providing suitable time and space for any homework to be completed independently;
- ensuring your child attends School and arrives on time and ready to learn;
- responding to any requests for information or consent regarding your child's participation in School activities in a timely manner;
- engaging quickly, openly and cooperatively with School staff should they raise any concerns with you regarding your child's academic progress, behaviour or wellbeing; and
- attending routine parent meetings or any individual meetings arranged to discuss or support your child.

This list is not exhaustive.

3. Sharing information with the School

In order for the School to provide the best possible education and care for your child it is essential that details of any matters that may affect your child are shared with the School in a timely and transparent manner and that such information is accurate, truthful and not misleading. This will include information (or any updates to information) relating to:

- your child's emotional, psychological or physical wellbeing;
- any health/medical condition, disability or allergies;
- any special educational needs;
- any court orders applicable to your child;
- your child's ability to continue as a pupil at the school (e.g. inability to pay the School fees/any change in immigration status); or
- any other matter that may impact on your child's engagement in day-to-day School life.

4. Communicating with the School

The School values positive, timely, two-way communication with parents and expects that all parents will:[1]

- check the most appropriate member of staff to contact about a particular issue
- refrain from unreasonably duplicating correspondence;
- respect the working hours of staff when making contact and while awaiting a response;
- understand that teachers must prioritise time with their pupils and are unlikely to be able to answer calls or respond to emails immediately during the School day;
- if requesting a meeting or telephone call, provide as much information as possible in advance so that staff can prepare appropriately and ensure a productive meeting;
- raise any concerns or complaints directly with the School via the appropriate channels; and
- ensure all communications (whether in person, via email, by telephone or otherwise) are reasonable, polite and appropriate, including in respect of the content, tone, volume and/or nature of the communication.

We encourage you to raise any day-to-day queries or issues regarding your child's experience at school at the earliest opportunity and we hope we can work together in a constructive manner to resolve them. The School has a Complaints Policy which governs how any complaints will be handled and this seeks to resolve complaints informally, where possible and appropriate.[2]

5. Respecting professional decisions

Although always willing to discuss the context for any decision regarding your child, the School expects parents to understand and respect that, as education professionals, School staff:

- have a duty of care to each individual pupil which must always be balanced against the needs of the School community as a whole;
- may issue a disciplinary sanction against a pupil, following due process and in accordance with the School's policies relating to behaviour and discipline, with the expectation that parents will support and uphold any such measure;
- will allocate pupils to teaching sets (where applicable) based on their professional judgment and knowledge of each individual pupil within the context of the pupil's peer group; and
- are obliged to act with integrity and honesty when predicting grades or writing references for pupils.

6. Unacceptable conduct or behaviour

The School appreciates that the vast majority of parents are reasonable and respectful in all their interactions with School staff and the wider school community. However, instances where the School determines that parental conduct or behaviour has fallen short of the expectations as set out in this Code of Conduct will be taken seriously. Where warranted and depending on the nature of the conduct or behaviour in question, the School will take appropriate steps in response which could include, for example:

- writing to the parent/s to remind them of their obligations and the expected standards of behaviour/conduct;
- requiring specific action, for example, to attend a meeting or provide certain information;
- inviting the parent/s to meet with a senior member of staff or the Head;
- putting in place a communication plan which places some parameters or conditions on the manner in which the parent/s may communicate with the School;
- banning the parent/s from the School site or certain School events; or
- requiring the removal of their child from the School in accordance with the Exclusion Policy.

This list is not exhaustive.

The School will always respond to an incident in a proportionate way, prioritising at all times the interests of our pupils.

The following are examples of parental conduct that is particularly serious and may result in your child being asked to leave the School under the terms of the Exclusion Policy:

- repeated and or persistent breaches of the Parent Code of Conduct or Parent Contract;
- treating the School, a member of staff or another member of the School community unreasonably, which may include:
    - acts of physical aggressive, violence, intimidation or threat;
    - use of offensive, abusive or otherwise inappropriate or disrespectful language; or
    - any discriminatory, bullying or harassing conduct or behaviour including sexual harassment.
- making a malicious allegation about a member of staff or the School;
- posting derogatory, defamatory or offensive comments about the School or any member of the School community online;
- communicating with the School in person or in writing (directly or indirectly) in a manner which is deemed voluminous, relentless, confrontational, unreasonable, and/or overly aggressive; or
- behaving in a manner which is likely to, or does, adversely affect the safety or welfare of any member of the School community.

This list is non-exhaustive.

We thank parents for reading and following this Code of Conduct.

TERMS & CONDITIONS

What these terms cover. These are the terms and conditions on which we provide the Services (as defined below).

Why you should read them. Please read these terms and conditions carefully before you accept our offer of a place at the School for your child. These terms and conditions tell you who we are and how and on what basis the School will provide the Services.

If you think there is a mistake in these terms and conditions, or if anything is unclear or you would like to have something further explained to you, then please contact the Registrar via registrar@rougemontschool.co.uk to discuss.

Definitions

1.1 *Meanings of some words and phrases we use in these terms and conditions*. In these terms and conditions:

"**Acceptance Form**" means the form provided by the School for parents to complete when accepting a place for their child at the School;

"**child**" means a child of whatever age admitted by the School, and includes any pupil aged 18 or over;

"**Complaints Procedure**" means the School's procedure for handling complaints from parents, as amended from time to time. It is not intended to form part of the contract between you and the School. A copy of the most up-to-date Complaints Procedure is on the School's website and is available from the School at any time upon request;

"**contract**" has the meaning given in Clause 1.3 below;

"**deposit**" means the amount set out and referred to as the deposit in the Acceptance Form [(and that is separately set out in the Schedule of Fees)];

"**Education Services**" means the School's provision of classes and lessons to your child

"**Fees**" means the School Fees plus any and all Specified Charges, being the total amount payable by you to the School for the Services each term;

"**fees in lieu of notice**" means a term's School Fees [plus any non-optional Specified Charges] calculated in accordance with (as applicable) Clause 3.3 or Clause 5.1. Where applicable, fees in lieu of notice will be reduced to take account of any scholarship or bursary awarded to you;

"**Head**" means the person appointed by the Governors of the School to be responsible for the day-to-day running of the School, including anyone to whom such duties have been delegated;

"**Schedule of Fees**" means the list setting out the price for each of the Services , a copy of which is available on the School's website and from the School at any time upon request

"**School Rules**" means the body of rules and policies of the School which set out our expectations concerning the conduct and behaviour of our pupils [and parents], as may be amended from time to time. A copy of the documents comprising the School Rules is available on the School's website and from the School at any time upon request;

"**Services**" means all the services to be provided by the School on the terms and subject to the conditions of this contract, including Education Services (which are covered by the School Fees) and any other services (which are covered by a Specified Charge);

"**School Fees**" means the termly fees for the provision of Education Services, as set out in the Schedule of Fees;

"**Specified Charges**" means the charges for each Service excluding Education Services, as set out in the Schedule of Fees;

"**term**" means a term of the School as published on the School's website and as notified to parents from time to time;.

"**term**" means a term of the School as published on the School's website and as notified to parents from time to time;

"**a term's notice**" means **written** notice given not later than the first day of the term before the term to which the notice relates. For example, a term's notice is required to withdraw your child from the School. So, if you wish to withdraw your child with effect from the start of the summer term, you need to tell us in writing about the withdrawal by the first day of the spring term immediately before;

"**terms and conditions**" means these terms and conditions as may be amended from time to time;

"**we**" or the "**School**" means the legal entity carrying on as the School as identified in Clause 1.2 below; and

"**you**" or the "**parents**" means each person who has signed the Acceptance Form as a holder of parental responsibility for the child.

In these terms and conditions we sometimes provide illustrative examples by using the words "**for example**", "**includes**" or "**including**", which are not exclusive or limiting examples of the matter in question.

1.2 *Who we are*. We are Rougemont School Trust Limited a company registered in England and Wales. Our company registration number is 01178886, our charity registration number is 532341 and our registered office is at Llantarnam Hall, Malpas Road, Newport, NP20 6QB. Our VAT number is 480645381.

1.3 *Our contract with you*. The **Acceptance Form**, the **Schedule of Fees**, and these **terms and conditions** (as in each case may be amended from time to time) form the terms of the **contract** between you and the School. It is not intended that the terms of this contract will be enforceable by your child or by any other third party.

2. Acceptance and Deposit

2.1 *How you accept our offer of a place*. An offer of a place for your child at the School is accepted by your submitting the completed Acceptance Form and paying the deposit.

2.2 *The non-refundable status of the deposit*. **The deposit is not refundable**. The limited exception to this is where you have provided notice in accordance with Clause 3.1 below and the School actually fills the specific place created by your child's withdrawal, in which case the School will refund the deposit to you less its costs in administering your dealings with the School or a reasonable estimate of those costs. You should be aware that in the event of a late withdrawal it is very unlikely that the School would be able to fill the vacancy created by your child's withdrawal.

2.3 *How we use the deposit*. The deposit will form part of the general funds of the School. [Unless you have indicated that you would like to donate the deposit to the School's [eg, foundation/development fund], the /The] deposit will be applied (without interest) as payment towards the final balance due to the School on your child's leaving (unless otherwise stated in these terms and conditions).

PLEASE READ THIS NEXT SECTION CAREFULLY – *it deals with what you need to do if you wish to withdraw your acceptance of a place **before** your child joins the School and what happens if you withdraw at that stage.*

3. Withdrawing your Acceptance of a Place before your child joins the School

3.1 *Notice to withdraw your acceptance of a place before your child joins the School*. **If you wish to withdraw your acceptance of a place BEFORE your child starts at the School you must either give us a term's notice to that effect or pay to the School fees in lieu of notice**. For example, to withdraw your acceptance of a place starting in September you would either need to tell us on or before the first day of the preceding summer term or pay fees in lieu of notice. The only exception to this is if we make an offer of a place in the term immediately before your child is due to join the School, in which case you must either give us notice within fourteen (14) days of the date you accept our offer (in accordance with Clause 2.1) or pay fees in lieu of notice.

3.2 *If we receive notice*. If you provide notice in accordance with Clause 3.1, no fees in lieu of notice will be payable but you will not receive a refund of the deposit. (The only exception to this is if you are entitled to a refund of the deposit under Clause 2.2 above).

3.3 *If we do not receive notice*. **If you do not provide The Head with notice in accordance with Clause 3.1 (or if no notice is provided at all) fees in lieu of notice will be payable by you and will become due and owing to the School upon demand as a debt.** The fees in lieu of notice will be charged at the rate applicable for the term when your child was due to start. The School will apply the deposit you have paid (without interest or any entitlement to repayment under Clause 2.2 above) as payment of the fees in lieu of notice you will owe us.

4. School Fees, Specified Charges and Payment

4.1 *School Fees*. Unless set out in the Schedule of Fees or notified to you at any time, the School Fees cover the provision of Education Services.

4.2 *Specified Charges*. The Specified Charges are payable in respect of each Service excluding Education Services. Please see the Schedule of Fees for further information.

4.3 *VAT and applicable taxes*.

4.3.1 Except as expressly stated otherwise in the Schedule of Fees, all of the Fees are exclusive of VAT and any other taxes, which will be added (where applicable).

4.3.2 You may be required to reimburse the School for any costs or expenses we incur on your or on your child's behalf. If this happens, you must also reimburse the School for any VAT applicable on such costs or expenses, unless we are entitled to a credit or repayment from HMRC in respect of that VAT.

4.3.3 If the School at any time assesses (or HMRC at any time determines) that any of the Services supplied by the School under this contract are subject to VAT, and the School has not already charged you VAT on the applicable Fees for those Services, the School will promptly notify you and confirm the amount of VAT payable in respect of the relevant Fees and you will pay an amount equal to that VAT within fourteen (14) days of the School notifying you.

PLEASE READ THIS NEXT SECTION CAREFULLY – *it deals with your responsibility to pay the School Fees and Specified Charges.*

4.4 *Who is responsible for payment*. **Each of you is responsible for ensuring that all of the Fees are paid to the School. This is because our contract applies to both of you together and each of you on your own**. In practice this means that if any of the Fees have not been paid then the School can, in its discretion, choose to seek payment of the amount outstanding from either or both of you. The only exceptions to this are set out in Clause 4.5 immediately below. Court orders (for example, where parents are separated or divorced) and other arrangements between parents or third parties relating to fees do not normally bind or apply to the School, and do not extinguish either of your responsibility for the Fees due under this contract.

4.5 *How one parent can remove him/herself from their payment responsibility and circumstances where the School may agree to accept payment from a person who has not signed the Acceptance Form and is not a party to this contract*. A parent may be removed from their payment responsibility under this contract but that parent **must** have obtained the prior written consent of both the School and the other parent who has signed the Acceptance Form before submitting such notice. Separately, the School may agree in writing with each of you to accept payment from a third party (for example, a grandparent or employer), but this will not discharge your payment responsibility under this contract, unless we agree otherwise in writing.

4.6 *How [bursary and scholarship] awards are treated*. A [bursary/scholarship] or other award may be withdrawn in accordance with the terms upon which such award is made and/or if, in the opinion of the Head, your child's attendance, progress and/or behaviour (and/or your behaviour or conduct (or the behaviour or conduct of one of you, including in relation to an application for the award)) no longer merit the continuation of the award.

If your child has been awarded a [scholarship/bursary] which includes financial assistance (e.g., by way of fee remission), your responsibility will be to pay the amount of Fees due after taking account of that award. Where it appears likely to the Head that an award which includes financial assistance may be withdrawn, you will be notified in advance and, if within fourteen (14) days of that notification you give notice to withdraw your child from the School, no fees in lieu of notice will be payable by you.

4.7 *How the School Fees are charged and payment requirements*. The School Fees are charged on a termly basis, regardless of the length of any term and regardless of your child's year group. **Each term's School Fees fall due for payment by you on or before the first day of that term.** Each term's School Fees will be included in an invoice sent to you (or such other person(s) the School may have agreed separately shall pay the Fees under Clause 4.5 above). **We may not allow your child to attend the School if you do not pay the School Fees on time**.

4.8 *Payment of Specified Charges*. All Specified Charges for each term (and for other unpaid Specified Charges that were agreed during the previous term) will be included in the School's invoice for the School Fees. All such Specified Charges must be paid in full by on or before the first day of the next term.

PLEASE READ THIS NEXT SECTION CAREFULLY – *it sets out what rights we have, and what action we may take, if the Fees are not paid in accordance with these terms and conditions.*

4.9 *Consequences of non-payment or late payment*. If you do not make any payment to the School by the due date for payment, we may:

4.9.1 refuse to allow your child to attend the School, withhold any references, and/or withdraw sponsorship of your child's Child Student or Student Visa (if applicable) while the School Fees remain unpaid or if there is a repeated or persistent failure by you to pay the School Fees on time. This applies in addition to our right to terminate this contract under Clause 14;

4.9.2 refuse to allow your child to participate in or receive the relevant Service while the applicable Specified Charge remains unpaid;

4.9.3 charge interest on the overdue amount at the rate of 1.5 per cent per month. This interest will accrue on a daily basis from the due date until the date of actual payment of the overdue amount, whether before or after we obtain a court judgment against you;

4.9.4 charge you the costs we incur in recovering, or attempting to recover, any unpaid amount from you (including reasonable legal costs); and/or administration costs;

4.9.5 inform any other school or educational establishment to which you propose to send your child of any non-payment or late-payment.

PLEASE READ THIS NEXT SECTION CAREFULLY – *it sets our right to increase the School Fees during the course of your child's time at the School.*

4.10 [*Our ability to increase the School Fees*. We will review the School Fees (usually annually) and may increase them. Notice of an increase in the School Fees will be sent to you before the end of the penultimate term before the increase is to take effect. For example, if the School Fees are to increase at the start of the autumn term, we will notify you before the end of the preceding spring term. This will allow you time to consider the increase and, if you wish to withdraw your child from the School before the proposed increase is due to take effect, then you will have sufficient time to provide the required term's notice of withdrawal to the School under Clause 3.1 or Clause 5.1.]

Our ability to increase the Specified Charges. We will review the Specified Charges and may increase them. Where practicable, we will try to give you notice of any material increases to the Specified Charges

4.11 ***Fees will not be reduced due to your child's absence or the School's closure*.** Fees will not be reduced or refunded as a result of absence due to illness or otherwise, or as a result of your child being required to study from home because we are providing Education Services remotely for whatever reason. If your child takes study leave at home before or during examinations, or stays at home following those examinations, or if a term is shorter than others (or shortened), no reduction of Fees will be made in respect of any periods spent at home.

4.12 *Information on your identity and the source of funds*. From time to time we may ask you to provide us with sufficient information so that we can properly and accurately verify to our satisfaction:

4.12.1 your identity;

4.12.2 your child's identity;

4.12.3 that you are not subject to, or within the purview of, any national or international financial, economic, trade, travel or other similar sanctions imposed by any competent authority;

4.12.4 your child's right to enter, live and study in the United Kingdom;

4.12.5 the legitimate source of funds you are using to pay the Fees; and

4.12.6 information provided to us as part of, or in connection with, an application for (or our grant of) a] bursary/scholarship award.

You must provide the School with the information and documentation we ask for.

4.13 *Allocation of payments to your Fees account.* **The School is entitled to allocate payments from you to your account as it sees fit.** For example, the School is entitled to allocate a payment made in respect of one child to the unpaid account of any other child of yours at the School.

PLEASE READ THIS NEXT SECTION CAREFULLY – *it sets out what period of notice we require from you if you wish to withdraw your child from the School, or remove your child from participating in or receiving a Service for which there is a Specified Charge.*

5. Notice Requirements

5.1 *Notice to withdraw your child from the School*. **If you wish to withdraw your child from the School, you must either give us a term's notice or pay to the School fees in lieu of notice.** Those fees in lieu of notice will be charged at the rate for the term that would have been the final term of your child's education, had you given a term's notice (and not the rate for the term when you gave notice). For example, if you wish to withdraw your child with effect from the start of the autumn term then you would either need to tell us in writing on or before the first day of the preceding summer term or pay fees in lieu of notice (at the rate applicable for the autumn term). The School will apply the deposit you have paid (without interest or any entitlement to repayment under Clause 2.2 above) as payment of any such fees in lieu of notice.

5.2 *When the relevant amount of fees in lieu of notice must be paid*. In cases under Clause 5.1 above, the appropriate amount of fees in lieu of notice will become payable by you upon demand as a debt.

5.3 *Notice to withdraw your child from participating in or from receiving a Service covered by a Specified Charge which is optional*. If you wish to withdraw your child from participating in or receiving a Service which is covered by a Specified Charge and which is optional, you must either give a term's notice to that effect or pay to the School as a debt a term's Specified Charges for the relevant Service in which your child has ceased to participate or receive.

5.4 ***Withdrawal part-way through a term does not reduce the amount you owe to the School*. It is not possible for you to reduce the amount of Fees due, or to obtain a refund of Fees, by withdrawing your child or by your child's ceasing to participate in or receive a Service part-way through a term.**

6. School Rules

6.1 *Compliance with the School Rules*. It is a condition of remaining at the School that you and your child comply with the School Rules. In addition, you must ensure that your child attends School in accordance with our Attendance Policy, attends punctually, and that your child conforms to any rules of appearance, dress and behaviour we may issue.

6.2 *We may undertake drugs and alcohol testing of your child*. The School may undertake drug and alcohol testing of pupils in accordance with its drug and alcohol policy as set out in the School Rules. The drug and alcohol policy has been adopted for disciplinary purposes and with the aim of safeguarding the health and safety of all pupils.

6.3 *Monitoring your child's telephone, email and messaging communications, internet and Wi-Fi use, and use of social media*. **The School may, subject to applicable data protection legislation, monitor your child's telephone, email and messaging communication, internet and Wi-Fi use, and use of social media**. We may do this for various reasons, including ensuring compliance with the School Rules or where it is appropriate or necessary for the School to do so in connection with the School's legal and/or other duties and responsibilities or other legitimate purposes or good practice requirements.

7. Suspension, Exclusion and Required Removal

7.1 *The Head's discretion to suspend or exclude your child from the School*. The Head may in his or her discretion suspend or, in serious or persistent cases, exclude your child from the School if the Head considers that your child's conduct or behaviour (including behaviour or conduct outside School or online) is unsatisfactory and/or the suspension or exclusion is in the School's best interests and/or those of your child or other children.

7.2 *Where you can find examples of offences punishable by suspension or exclusion*. The School Rules, the School's Behaviour and Discipline of pupils Policy and Exclusion Policy set out examples of offences likely to be punishable by suspension or exclusion. These examples are not exhaustive and the Head may decide that suspension or exclusion for a lesser offence is justified where there has been previous misbehaviour. All aspects of your child's record at the School may be taken into account.

7.3 *The Head's discretion to require you to remove your child from the School*. Instead of exclusion or suspension, the Head may in his or her discretion require you to remove your child from the School if the Head considers that:

7.3.1 **your** behaviour or conduct (or the behaviour or conduct of one of you): is unreasonable; and/or represents a serious or persistent breach of [the Parent Code of Conduct or any code of conduct in place with regards to parents; and/or causes a breakdown of trust and confidence; and/or adversely affects (or is likely to adversely affect) your child's and/or other children's progress at the School, and/or the wellbeing of School staff; and/or brings (or is likely to bring) the School into disrepute (among the School community or the general public).

7.3.2 your child's attendance and/or progress at the School is unsatisfactory and/or in the reasonable opinion of the Head, the removal is in the School's best interests and/or those of your child and/or other children; and/or

7.3.3 separate to the Head's discretion to suspend or exclude your child under Clause 7.1, your child's conduct or behaviour (including conduct or behaviour outside School), is unsatisfactory and/or the required removal is in the School's best interests and/or those of your child and/or of other children; and/or

7.3.4 the School is unable to meet your child's needs, including cases where the School cannot reasonably accommodate adjustments or reasonably provide the nature or level of support required by your child.

7.4 *What happens if your child is suspended, excluded or removed from the School*. Should the Head exercise his or her right under either Clause 7.1 or Clause 7.3 above:

7.4.1 you will not be entitled to any refund or remission of Fees due (whether paid or payable) in or relating to the term in which your child is excluded, suspended or removed;

7.4.2 in respect of exclusions and required removals under Clause 7.3.1, the deposit will be forfeited and retained by the School; and

7.4.3 in respect of exclusions and required removals, fees in lieu of notice will not be payable and any Fees that have been prepaid for or relating to any term after the term in which the exclusion/required removal occurred will be refunded.

7.5 *Impact of exclusion or required removal on this contract.* This contract will terminate with immediate effect if your child is excluded or if you are required to remove your child from the School and the School will stop providing the Services.

7.6 *Your right to have decisions to exclude or require the removal of your child reviewed*. You are entitled to have any decisions taken by the School and/or Head to exclude or require the removal of your child under this Clause 7 reviewed. Any such review shall be governed by the final stage of the Complaints Procedure ***or*** Discipline of pupils Policy and Exclusion Policy

8. The School's Obligations

8.1 *The period of your child's schooling*. Subject to these terms and conditions, the School will provide the Services (except any optional Services that you have chosen not to receive) and accept your child as a pupil from the time of joining the School until the end of his or her schooling.

8.2 *Moving up the School*. The School is not obliged to permit your child to enter the senior school / sixth form unless satisfied that it is appropriate to do so having regard to his or her academic attainments and all other relevant circumstances. The School may make a decision as to whether your child may join the sixth form after the results of GCSE or equivalent examinations are known, and may make entry to the sixth form conditional upon the results of such examinations. **However, even where the School has imposed conditions on entry into the senior school / sixth form, if you wish to withdraw your child prior to entering the [senior school / sixth form], Clause 5.1 applies.**]

8.3 *The scope of our duty to exercise reasonable skill and care*. We will exercise reasonable skill and care in the provision of the Services. This obligation will apply during school hours and at other times when your child is permitted to be on School premises or is participating in activities organised by the School. **We cannot accept any responsibility for your child while off the School premises unless he or she is taking part in a School activity or otherwise under the direct supervision of a member of School staff**.

8.4 *Consent to participation in trips and visits, in contact sports and other sports activities*. Unless you notify us to the contrary, you consent to your child participating, under supervision, in contact sports and in other sports and activities which may entail some risk of physical injury. You also consent to your child participating in trips and visits organised in the normal course of your child's schooling.

8.5 *What happens if your child needs urgent medical attention*. If your child requires urgent medical attention while under the School's care, we will:

8.5.1 take action (for example, by contacting the emergency services);

8.5.2 try to contact you and, if we cannot contact you, try to contact any other named emergency contact or 'responsible adult;

8.5.3 share relevant information that we hold about your child with any emergency services or treating medical professional (for example, by notifying them about any allergies which your child has); and

8.5.4 where necessary, deal with decisions about your child's medical treatment in accordance with the advice of the treating medical professional.

8.6 *We will give you notice of significant changes*. Our website and prospectus describe the broad principles on which the School is presently run. From time to time it may be necessary to make changes to any aspects of the School, including to the curriculum or to the manner of providing education for your child. Where practicable, we will give you notice of any planned changes that we regard as significant to your child's education prior to the end of the penultimate term before the change is to take effect. If you wish to withdraw your child from the School before the proposed change is set to take effect, then you will have sufficient time to provide the required term's notice of withdrawal to the School under Clause 3.1 or Clause 5.1 above.

8.7 *Your child's progress and needs at the School*. We will monitor your child's progress at the School and produce regular written reports. **We will advise you if we have any serious concerns about your child's progress but we do not undertake to diagnose dyslexia, ADHD, or other conditions.** A formal assessment in relation to any potential special educational needs or medical conditions may be required to help enable the School to understand the nature and extent of your child's needs and what support it may be appropriate for the School to consider. Such assessments can be arranged either by you or by the School, or be jointly appointed and, depending on the circumstances, at your expense. Given that a purpose of such assessments is to help enable the School to understand what support may be appropriate for the School to consider, the School will be able to nominate (in consultation with you) the expert or specialist who will carry out the assessment, put specific questions to them, input into the scope of their assessment and receive a copy of their assessment (with your consent) and seek clarifications in relation to it. We expect you to engage with the School in a cooperative and transparent manner and provide assistance in relation to matters concerning your child's progress and needs including in relation to obtaining such formal assessments. Please note that any additional support required in connection with your child's special educational needs may carry a Specified Charge.

8.8 *Religious observance and relationships and sex education (RSE) and health education*. Religious observance, relationships and sex education (RSE) and health education at the School will be conducted in accordance with the School's policies.

9. The Parents' Obligations

9.1 *We require your co-operation*. In order to fulfil our obligations under this contract and to maintain a constructive relationship with you, we, the Head and School staff, need your co-operation.

9.2 *Examples of the co-operation and assistance we require*. You must co-operate with the School and School staff in good faith, including by:

9.2.1 maintaining a constructive relationship with School staff, acting reasonably, and ensuring the tone, content, volume and/or nature of your communications with the School are reasonable and appropriate. You must refrain from any discriminatory, bullying or harassing conduct or behaviour towards staff including where this has the purpose or effect of violating the dignity of a staff member or creates an intimidating, hostile, degrading, humiliating or offensive working environment for them (for example, conduct or behaviour which constitutes sexual harassment)

9.2.2 complying with the Parent Code of Conduct and any policies relating to expectations concerning parental behaviour and conduct that may be in place from time to time;

9.2.3 encouraging your child in his or her studies, giving appropriate support at home, and ensuring your child attends school [in accordance with our Attendance Policy];

9.2.4 keeping the School up-to-date and informed about matters which affect or may affect your child;

9.2.5 ensuring that all details or other information notified or otherwise disclosed to the School about you and/or your child are accurate, truthful and not misleading and that relevant details and information, or changes to any of them, are not withheld and are shared in a timely and transparent manner;

9.2.6 engaging with the School in a cooperative and transparent manner and providing assistance to the School so that your child can participate in, and benefit from, the School's provision of the Services; and

9.2.7 attending meetings and keeping in touch with the School where your child's interests so require.

9.3 *You must notify us of your child's health/medical conditions or special educational needs*. You must inform the School of any health or medical condition, special educational need(s), disability or allergies that your child has at the time of joining the School or which subsequently changes or develops after joining the School, whether underlying, long-term, or short-term, including any infections or injuries. You must also provide us, whether upon further request by the School or otherwise, any reports (whether in existence or to be commissioned), other materials or information relevant to any of the same and cooperate with the School in relation to the same. **If you withhold from us or otherwise misrepresent to us information of this nature in particular, please be aware that this may result in us exercising our right to end this contract under Clause 14.1.2 below**.

9.4 *Circumstances where we may require you to keep your child away from School*. The School reserves the right to require your child to remain away from School in the following circumstances:

9.4.1 due to a health or safety risk (including a virus, pandemic, epidemic or any other health or safety risk, including circumstances where the School reasonably concludes that your child does or may pose a risk of harm to themselves or others). We may provide Education Services to your child remotely during such period on an interim basis and to the extent this is reasonable or proportionate. For the avoidance of doubt, the School is not a remote-education provider and long-term arrangements in respect of remote provision are unlikely to be considered reasonable or proportionate; and/or

9.4.2 where a potential ground for required removal or exclusion is being investigated by the School and this relates to the conduct of your child or engages their (or another child's) safety or well-being. In such circumstances, the requirement to keep your child away from School would be a neutral act during the investigation procedure. (Alternatively, your child may be placed under a special regime if they remain on School premises); and/or

9.4.3 in accordance with Clause 4.9.1.

9.5 *You must notify us of any special arrangements needed for your child*. You must inform the School of any situations where special arrangements may be needed for your child, including for their education or welfare, and provide on reasonable request from the School such further information as may be reasonably required by the School to understand the basis for and scope of such arrangements.

9.6 *You must notify us of any court orders that relate to, or that may impact upon, the provision of education to your child*. You must inform the School if, at any time prior to or during your child's time at the School, a court order is put in place or an undertaking is given to a court in relation to your child's attendance at the School and/or the School's provision of education to your child. In any such circumstances you must promptly provide the School with relevant information, including copies of the relevant court order(s) or undertaking(s), having obtained the permission of the court if necessary.

9.7 If at any time during your child's time at the School you (or either of you) will not be in the United Kingdom at any time or will otherwise be absent from your main residential address then you must also inform the School immediately in writing and provide the details required by the School as a result, including the name and contact details for a 'responsible adult' for the period of your absence.

9.8 *Receiving information from you and sharing information with you*. The School is entitled to assume that you have consulted with each other so far as significant decisions regarding your child are concerned. Accordingly, except under Clause 9.9 below or otherwise according to the circumstances, you (and each of you) accept that the School is entitled to treat:

9.8.1 any instruction, authority, request or prohibition received from one of you as having been given on behalf of both of you and

9.8.2 any communication from the School to one of you as having been given to both of you.

Please note that any person who has parental responsibility for your child is entitled to receive certain core information from the School about your child's progress and attainment. The School will therefore disclose such information as a matter of routine to each such person unless the School is restricted from doing so by a court order (or similar direction) or by any other legal requirement or obligation (for example, under data protection law).

PLEASE READ THIS NEXT SECTION CAREFULLY – *it sets out who needs to sign a notice of withdrawal of your child.*

9.9 *We are entitled to require that notices of withdrawal must be signed by both parents*. **A notice of withdrawal of your child served under this contract (ie, under any of Clauses 3.1, 4.6, 4.10, 5.1 or 5.2) must be in writing and signed by each of you as the holders of parental responsibility for your child (and the School is entitled not to accept such notice unless and until all holders of parental responsibility have signed such notice).**

9.10 *You must notify us of your child's absence from School*. The School must be informed as soon as possible in writing of any reason for your child's absence from School. You can do this by contacting the Heads PA. Wherever possible the School's prior consent should be sought for absence from the School.

9.11 *Raising concerns with the School and making formal complaints*. If you have cause for concern about your child's safety, care, discipline or progress you must inform the School as soon as possible. Complaints should be made in accordance with the Complaints Procedure.

10. Insurance

Your responsibility to make your own insurance arrangements. You must make your own insurance arrangements if you require cover for your child or their property while at School or for the payment of Fees due to absence of your child or closure of the School premises. [Your child is included in an obligatory personal accident insurance scheme, the charge for which is included in the Fees.]

11. How we may use Personal Information; References; and Data Protection

11.1 *References for your child*. We may supply information and a reference in respect of your child to any educational institution which you propose your child may attend or to any prospective employer. Any reference supplied by us (or received by us) will be confidential. We will take care to ensure that all information that is supplied by us relating to your child is accurate and any opinion given about him/her is fair. However, we cannot be responsible for any loss you are or your child is alleged to have suffered resulting from opinions reasonably given, or correct statements of fact contained, in any reference or report given by us.

11.2 *You are required to update us of changes to information held, or circumstances relating to, you and/or your child*. You must:

11.2.1 confirm (or update, if necessary), when requested, such information (and/or documentation) about you and/or your child that is held by the School; and

11.2.2 inform the School of any change to your or your child's circumstances (including, where applicable, in connection with your child's entitlement to enter, reside and/or study in the United Kingdom), or to information about you or your child that has previously been notified to the School, including relevant contact details.

11.3 *Data Protection Law*. The School will process personal data about you and your child in accordance with data protection law, including the UK General Data Protection Regulation and the Data Protection Act 2018 (each as amended or superseded) and other related legislation. We will process such personal data:

11.3.1 as set out in this Clause 11, and in the School's *'Privacy Notice'* which is available on the School's website, as may be amended from time to time;

11.3.2 to comply with any court order, request from or referral to an appropriate authority, or legal, regulatory or good practice requirement;

11.3.3 to perform our obligations under this contract, and where otherwise reasonably necessary for the School's purposes [.; and

11.3.4 to comply with our responsibilities as a licensed *Child Student and/or Student Sponsor* for immigration purposes. For example, by providing information relating to your child's right to enter, reside and/or study in the United Kingdom to the Home Office (and to do so whether your child is a sponsored child or not). Such information may include information about your child's immigration status, attendance records, and any changes in your or your child's circumstances (including where your child is excluded, required to be removed, or this contract is terminated). Occasionally, information regarding your immigration status in the UK may also be required.]

12. Intellectual Property Rights

Recognising these rights. We will recognise any intellectual property rights created, generated or owned by or vested in your child.

13. Changes in Ownership, etc

The circumstances in which we may transfer this contract to someone else. We may transfer our rights and obligations under this contract to another person or organisation. We will tell you in writing if this happens and we will ensure that the transfer will not affect your rights under this contract.

PLEASE READ THIS NEXT SECTION CAREFULLY – *it sets out the rights we have, and that you have, to terminate this contract early (that is, before the normal leaving date for the end of your child's schooling which is at the end of year 6 / year 11 / year 13.*

14. Ending this Contract

14.1 *Our rights to end the contract*. In addition to where this contract is terminated automatically as a result of an exclusion or required removal under Clause 7, the School may end this contract at any time by notice in writing to you, without any obligation to return any deposit or Fees to you, if:

14.1.1 you do not make a payment to us when it is due and you still do not make payment within fourteen (14) days of us reminding you that such payment is due;

14.1.2 you (or either of you) make a serious misrepresentation of facts or circumstances to us, or you (or either of you) withhold important information from us, about you and/or your child or that is relevant to the provision of the Services by the School to your child (such as misrepresenting at any point in time that your child is legally entitled to enter and study in the United Kingdom when in fact your child is not or any information about your child's health, medical conditions, special educational needs, disability or allergies);

14.1.3 you fail or refuse to provide us at any time with information we require under Clause 4.13; or we are not satisfied with the information you have provided (if any). Instead of ending this contract, we may otherwise refuse to allow your child to attend school until the relevant satisfactory information has been provided;

14.1.4 [your child no longer holds an immigration status which confers a right to study in the UK;]

14.1.5 you (or either of you):

(a) are unable, following our request, to demonstrate that you will be able to pay the Fees due under this contract;

(b) repeatedly or persistently fail to pay the Fees when they fall due for payment;

(c) are otherwise unable to pay your debts as they fall due; or

(d) are the subject of a bankruptcy petition or order, or enter into an individual voluntary arrangement; or

14.1.6 you otherwise do not comply with (i.e., you breach) your obligations under this contract (including under Clause 9) such that we have a legal right to end the contract because of something you have done wrong or, in the Head's reasonable discretion, the School is not able to provide, or is compromised in providing, the Services it needs to in satisfaction of its obligations under this contract.

14.2 *Your rights to end the contract*. In addition to where you withdraw your child, you may end this contract at any time by notice in writing to the School if:

14.2.1 you have a legal right to end the contract because of something we have done wrong; or

14.2.2 the School becomes insolvent or goes into liquidation or receivership or administrative receivership or is wound-up for any reason.

14.3 *When this contract will end if not terminated early*. For the avoidance of doubt and without you or us having to provide notice, this contract will end at the end of your child's schooling [(at the end of [year 6] / [year 11] / [year 13])]. This may be at the end of the [fifth form] if your child does not meet any requirements imposed by the School under Clause 8.2 for entry to the sixth form.

14.4 *Ending the contract will not affect any accrued rights*. Once this contract ends, it will not affect any legal rights or obligations that either you or we have that may already have arisen, for example your obligation to pay any outstanding Fees. After this contract ends, you and the School will keep any rights each has under, or as a matter of, general law.

15. Events outside of our, or your, control

15.1 *What we mean by an "event outside of our/your control"*. In this Clause 15 "**event**" means any event beyond either your or our reasonable control including acts of God, war, riot, civil commotion, compliance with any law or governmental order, rule, regulation, guidance or direction (including that of a local authority), accident, fire, flood, storm, pandemic or epidemic of any disease, or terrorist attack.

15.2 *What happens if we are affected by an event outside of **our** control*. If an event arises which prevents or delays the School's performance of any of its obligations under this contract, the School will give you notice in writing. Provided that the School has acted reasonably and prudently to prevent and/or minimise the effect of the event (including by providing Education Services remotely, if appropriate), the School will not be responsible for performing those obligations which are prevented or delayed by the event.

15.3 *Events lasting more than 6 months*. If the School is wholly and completely prevented from performing all of our obligations as a result of an event (and we are unable to provide Education Services remotely) for a continuous period of more than six (6) months, the School will notify you of the steps we plan to take to ensure performance of the contract after such period and you will then, following receipt of such notice, be entitled to end this contract on written notice to the School and without giving a term's notice or paying fees in lieu of notice.

15.4 *What happens if your child is affected by an event outside of **your** control*. Subject to Clause 4.12 (which means that you are not entitled to a refund or reduction in Fees in cases of illness or absence), if your child is wholly and completely unable to receive any of the Education Services (including remotely) due to reasons caused by an event you must give the School notice in writing and the following provisions shall apply:

15.4.1 in consultation and cooperation with the School you must do everything you reasonably can to minimise the impact of the event in order to continue to perform your obligations under this contract in any way that is reasonably practicable in the circumstances; and resume the performance of the obligations as soon as reasonably possible;

15.4.2 in circumstances where, following the efforts made and steps taken under sub-clause 15.4.1 above, your child is not able to participate and benefit from any level of provision of Education Services by the School (whether at School or remotely) then you will not be responsible for failing to perform your obligations (including the obligation to pay Fees, pro-rated accordingly) during the continuance of the event; and

15.4.3 if the event continues to prevent your child wholly and completely from attending the School or being able to receive any of the Education Services (whether at the School or remotely) for more than six (6) months, you or the School will be entitled to terminate the contract on written notice and without you being required to give a term's notice or to pay a term's School Fees in lieu of notice.

16. Communications between you and the School

16.1 *We will use the contact details held by the School to contact you*. Communications (including notices) will be sent by the School to you at the address(es) shown in our records or using your other contact details included in our records. **You must notify the School of any change of address(es) or other contact details**.

16.2 *How to provide written notice to the School*. Notices that you are required to give under these terms and conditions must be **in writing** addressed to the Head and either:

16.2.1 sent by email to the School using this email address: registrar@rougemontschool.co.uk; or

16.2.2 delivered by hand or post to the School.

We recommend that if you provide notice under any of Clauses 3, 4.6, 4.10, 5.1, 5.2 or 5.5 (which are the provisions dealing with withdrawing your child from the School) you telephone the School to confirm receipt if you have not received an acknowledgement from us.

17. The Law that applies to this contract and where legal proceedings may be brought

17.1 *The law that applies to this contract*. The contract between you and the School is governed by English Law and either you or the School must bring legal proceedings in respect of this contract in the English courts.

17.2 *Rights in relation to the enforcement of this contract*. If we choose not to enforce any part of this contract, or delay enforcing it, this will not affect our right to enforce the same part later (or on a separate occasion) or the rest of this contract. If we cannot enforce any part of this contract, this will not affect our right to enforce the rest of this contract.

18. Changes to these Terms and Conditions

Reserving the right to change these terms and conditions. We reserve the right to change or add to these terms and conditions from time to time for legal, safety or other substantive reasons or in order to assist the proper delivery of education at the School. The School will send you notice of any such modifications prior to the end of the penultimate term before the modifications are to take effect. For example, if the updated terms and conditions are to take effect at the start of the autumn term, we will notify you before the end of the preceding spring term.