



## Cothill House Policy Documents

### ISSR 5 SMSC

*NMS for Boarding: 3.1, 6.1, 6.2, 6.3, 6.4*

Date: September 2023

Next review: September 2024

#### **Overview**

Cothill House endeavours to ensure that pupils' development in non-academic terms will enable them to play a confident and informed role in society, have a fully developed value system, and be able to interact with other people in a positive way

The school respects, and rejoices in, diversity within its community. The school actively promotes the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

#### **Religious Needs**

Pupils attend Christian worship assemblies, led by the school chaplain each week. The school chaplain also leads additional assemblies during the course of the school year and Christian festivals such as Easter and Christmas are celebrated by the school community. Boys also have the opportunity to go to Roman Catholic mass on a regular basis if they would like to.

Pupils are permitted - by arrangement with the Headmaster - to opt out of any religious celebrations which contravene their personal beliefs and would be cared for by staff as required. Parents are permitted - by arrangement with the Headmaster - to take their sons out of school for important religious ceremonies or festivals, e.g. for a Bar Mitzvah or to celebrate Eid al Adha.

Clothing and jewellery worn for religious reasons is permitted within Health and Safety restrictions. The school would seek to accommodate any specific requests as required such as prayer routines or fasting.

R.S. is not an examined subject in the school, but R.S. lessons are included in the curriculum for all year groups.

#### **Moral & Social**

Refer to the PSHE Policy (ISSR 2d)

#### **Dietary Needs**

The school is mindful of the special dietary requirements of some boys and staff and ensures that medical and dietary requirements are satisfied.

#### **Aims:**

- To identify all boys with special dietary needs, whether they be on medical, religious or cultural grounds.
- To ensure that special dietary needs are met and catered for wherever possible.
- To identify pupils at risk from allergic reactions to certain foods.

### **School Kitchen**

The school produces good quality cooked meals three times a day, together with snacks mid-morning, mid-afternoon and before bed. The school is very keen that pupils eat a well balanced diet and the quality and choices made by boys are closely monitored by the staff on the tables at meal times and by the catering staff who serve the boys. All staff liaise with the DSL, DDSLs or school nurse if they feel a boy is not eating well.

The younger boys' food choices are monitored by staff before they sit to eat. They are asked to include at least one portion each of protein, carbohydrate and vegetables. There is a wide selection of food to choose from with up to 10 salads available, in addition to the hot food - including vegetarian options - on a daily basis.

All boys have access to drinking water throughout the day and night.

At Chinese New Year, on special occasions and during Theme Weeks, the kitchens create menus reflecting the national dishes of overseas boys.

### **Procedure for Notifying School and Staff**

Parents of new boys are required to fill in a medical form to alert the school to any dietary needs. They are also required to advise the school of any intolerances or allergies that their son may have. It is the parent's responsibility to notify the school immediately of any change in circumstances so that adjustments can be made accordingly. The Head Matron or the school nurse will contact parents by phone, where necessary, to discuss their son's needs.

Parents are repeatedly discouraged from bringing additional food into school, for example at matches and after floater weekends. Birthday cakes are allowed, however, vigilance needs to be exercised to ensure that these are safe for the boys to eat. Match teas for parents and boys are provided by the school.

### **Safeguarding those with Allergies**

A list of boys who have allergies to certain foods is placed in an easily visible position with the boy's photograph in the kitchens, surgery & staffroom. Boys' Epipens (if required) are located in the surgery in the Main Building, with a second epipen kept at Bowlers for Junior boarders. The names of boys with allergies are also listed in the Learning Support teaching notes to staff.

Staff receive training in how to administer an epipen and both pupils are reminded about the importance of not sharing grub or bringing additional tuck into school which may contain allergens. Parents also receive regular reminders that nuts are not permitted on site.

This policy should be used in conjunction with the Medical and First Aid Policy.

### **Language Needs**

*The Learning Support department provides support for all EAL pupils. See the EAL/EFL Policy.*

All Staff are advised by the LS department as to how best to provide for children whose first language is not English. Boys are encouraged to participate in LAMDA activities to aid communication.

### **Cultural Needs**

Cothill celebrates the diversity of its community and boys are encouraged to share information about their own cultural background. In the curriculum - English, History, Geography, General Studies, Music, Art, Pottery, R.S. and PSHE - boys are informed about both their own and other cultures. Some boys also take additional lessons in Mandarin, Japanese, Russian or Greek and the school facilitates these activities.

Weekly 'celebration assemblies' provide a platform for boys (and staff) to give presentations to the whole school. The subject matter of these assemblies is chosen by the individual presenter and a wide variety of topics have been covered. Throughout the year, visiting speakers, theatre groups, etc. provide further input. School debates and mock elections (when there are general elections) are also held and activities are organised to celebrate a variety of cultural events such as Chinese New Year.

Through concerts, recitals, plays, exhibitions, poetry competitions, debates, lectures, local trips (to museums, the House of Commons, galleries, etc), the school library (with an emphasis on the Accelerated Reader programme in the lower half of the school) and assemblies, the boys are able to enjoy a rich variety of cultural activities. Evidence can be found for this in any school magazine. International trips, including to the Château de Sauveterre, are organised each year which allow pupils to broaden their horizons and experience different cultures first-hand. Year 8 participate in a wide variety of activities after their C.E. exams, including cooking, cleaning, ironing, debating, music making, etc.

Many boys have music lessons and/or belong to choirs and ensembles. Optional LAMDA lessons throughout the school encourage boys to explore their dramatic potential and pupils participate in Junior and Senior plays each year. The choir have performed in various churches as well as fulfilling regular engagements at a local pub (to sing carols) and an old people's home.

Boys are entered for the Oxfordshire Young Artist competition each year. In 2019, a number of boys had their work exhibited in the Ashmolean Museum, Oxford. Librarians are sometimes taken into Oxford to visit bookshops.

Each year, a 'Theme Week' or artist in residence provides opportunities for cultural input. In 2017, an author spent a week in the school, running workshops and helping boys to write creatively. In 2018, STEM week (science, technology, engineering & maths) brought in planetariums, visiting speakers, engineering workshops, etc. In 2019, the theme week enabled pupils to attempt to solve a school mystery, which involved a broad spectrum of cultural and educational activities and in 2021 pupils were given the task of producing presentations on the geographical, environmental and cultural importance of a variety of countries to mark the COP21 conference.

Concert performances with other schools within the Trust, social evenings with girls' schools (in Years 7 or 8) and family reeling evenings help ensure pupils do not form a negative or restrictive view of the role of the opposite sex.