



**STARTING SECONDARY SCHOOL**

**ADVICE FOR PARENTS OF PUPILS STARTING**

**YEAR 7 IN SEPTEMBER 2020**



## **STARTING SECONDARY SCHOOL**

### ***HELPING YOUR CHILD BECOME A PART OF YSGOL FRIARS***

Moving from Primary to Secondary school is both an exciting and worrying time for children. While Primary schools and Secondary schools follow the National Curriculum and in many ways the work that Secondary schools do is a continuation of the work children did in Primary school, the environment, size and organisation of the school will be much different and there will be many new expectations of your children. It will be a test of how well they can socialise with others, how well they can work independently, organise their own learning and how well they form constructive working relationships with a much greater number of teachers than they have been used to.

At Ysgol Friars, senior staff visit all the Primary schools in the catchment area in the autumn term, in order to tell the children a little about the school and to give them the opportunity to ask questions about what to expect when they start the following September. An Open Evening is also held (usually in November) to enable parents and children to view the school and meet pupils and staff. The following Summer pupils have another opportunity to come into school and work in what we call “roll over day”, where children make their own way to school, follow a timetable for the day and are basically treated as they will be treated when they are actually in Year 7 at the school. We hope that by these arrangements, we can make the transition from Primary to Secondary school smoother.

However, during our visits to Primary schools, the same worries and concerns usually surface. The main ones are:-

- Being bullied.
- Not knowing anybody or having to make new friends or being separated from current classmates.
- Getting lost.

- Coping with homework.
- Not being able to do the work (particularly in Maths and subjects with which they are not familiar such as Modern Foreign Languages).
- Not getting on with the teachers or getting into trouble.
- Getting to and from school.
- Knowing to whom they can turn if they have a problem.

We make a point of telling children when we visit the Primary schools that these are common worries which are raised year after year by children in all schools in the area. The fact that your child may have these worries does not make him or her different in any way. It is important that you also reinforce these messages in the period leading up to your child's move to secondary school.

Ysgol Friars is a big school. There will be many more children in Year 7 than there were in your child's Year 6 class. We present this to children as an advantage, in that there are plenty more potential friends in the school and our experience is that usually pupils leave school with a broader circle of friends than when they came in.

You may also want to reassure your child that classes at Friars are kept relatively small (the average is around 26) , in order that children may receive individual attention from teachers. Year 7 also has a Pastoral Support Officer, whose main responsibility is to look after the discipline, welfare and needs of children in that year group. We also operate a buddy system with our sixth formers, many of whom have been trained by the NSPCC, who as well as helping children with their reading skills, as part of our Literacy Scheme, will act as confidants and mentors to them and will be available to discuss any problems which your child does not wish to raise with a member of staff.

When children do encounter problems, they will often be the result of secondary schools expecting greater independence and better organisation from children, as they progress from

Year 7 to Year 11 or Year 13. It is never easy to get the balance right in providing help and support on one hand and encouraging independence on the other. However, a useful guideline is not to do anything regularly for your child in relation to their work at school or their preparation for school, which they are capable of doing for themselves.

What follows is a series of sections, each of which gives specific on aspects of secondary school. Many parents will be aware of much that is in them and we hope that none of you feel like grandparents being trained to suck eggs. However, we believe that there is a lot of good advice in these sections which can avoid the fighting of losing battles which we sometimes see parents engaged in by the time their child is in Year 10 or 11 and which can avoid a lot of heartache and worry on your child's part before they start at school or in the first few weeks.

Each section is split up into three parts:-

- Key tasks for your children.
- How you can help.
- Things to avoid.

### ***GETTING THERE AND BACK***

At Ysgol Friars, we believe that the journey to and from school is potentially one of the most difficult parts of the school day, especially for young children. Not only do they have new travel arrangements to cope with but in many schools school buses are hunting grounds for bullies. While we have never had a serious accident involving school transport, sometimes in other parts of Wales accidents, occasionally with tragic consequences, involving school buses make the national and local news.

We believe that the school day begins when your child leaves home in the morning to come to school and ends when your child returns home. While the school is not legally responsible, for example, for the organisation of school transport or the supervision of pupils on school

transport or public service transport, we do exercise our jurisdiction. This means that to protect our pupils, we will punish any child who behaves in a manner which is damaging to the school's reputation or causes distress or discomfort to any other pupil between the two times mentioned above. When children travel on public transport, we expect them to set a good example and act as ambassadors for the school. This means avoiding any rowdy behaviour, shouting, bad language, running on the bus or any other behaviour which could cause annoyance or distress to other passengers. When buses or trains are very full, giving up a seat to an elderly person or expectant mother is usually appreciated.

### **KEY TASKS FOR YOUR CHILDREN**

- Getting up on time.
- Having everything ready to go to school.
- Leaving the house to reach the bus stop or school on time.
- Being in the right place at the right time at the end of school.
- Going home so that the child arrives at the expected time.
- Knowing what to do if there is a delay.

### **HOW YOU CAN HELP**

- Time the journey to the school or bus stop so that your child knows the latest time by which he or she must leave the house.
- Be sure your child knows what time you expect him or her home and what to do if for any reason there is a delay.

- Make sure that they know any contact numbers (including mobile phones) for you, other important relatives or reliable neighbours and that the school also has this information on file.
- Buy an alarm clock. Make sure your child knows how it works and that using it (and getting up afterwards) is your child's responsibility. Agree a routine for the mornings and after school including showering/bathing arrangements, ensuring that all equipment and books are in their bags, making packed lunch or providing lunch money and who will undertake these tasks and when.
- Set a fixed bedtime for school days and apart from exceptional circumstances, keep to it.
- Have a practice run before the first day at school (roll over day will be useful for this).
- Decide after your practice run whether any of the arrangements need changing.
- Remind your child that the law says that there is little difference between repeated lateness and truancy.

### **THINGS TO AVOID**

- Changing the arrangements you have agreed above without good reason or allowing your child not to stick to them.
- Not being strict about arriving at school on time, as bad habits which set in early are harder to break and employers do not like employees who are regularly not punctual.
- Allowing your child to have time off school unnecessarily. We do not allow more than ten days' holiday leave in any year and we do not grant any in important examination years such as Years 10, 11 and the VI form. Allowing your child time off to go shopping or to visit friends and relatives will not be authorised by the school which means it will go down on the register as truancy. While there have been prosecutions of parents in some areas for not sending their children to school, we are more concerned

that allowing periodic absences without good reason effectively says to the child that their education is less important than other activities which is likely to lead to serious problems later on in school. There is a clear link between children's achievement in external examinations and their attendance at school. Research shows that missing three weeks' school can cost pupils up to a grade at GCSE.

- Allowing your child to believe that arriving at school on time and arriving at lessons on time are not equally as important.

### ***SCHOOL UNIFORM***

At Ysgol Friars we believe that it is important that pupils attend school in the correct uniform and wear it smartly. It is not enough simply to be in the correct sweatshirt or trousers. We also expect children to wear their uniform smartly and look after it. The early days at secondary school can be worrying for children and one of the first ways in which they can draw attention to themselves in a way which is likely to get them into trouble is by being easily spotted by senior staff because they are not wearing the correct uniform. The school does punish pupils for breaking school uniform rules and may require them to do jobs around the school site (such as picking up litter) as a result.

### **KEY TASKS FOR YOUR CHILDREN**

- Making sure they know the school uniform rules in detail.
- Making sure that all the clothes that they need are put out ready the night before.
- Making sure that they have the full P.E. kit on days when they need it.

### **HOW YOU CAN HELP**

Please read the detailed list below to ensure that any clothing or footwear you buy fits in with these requirements and that you check your child's appearance before he/she leaves for school:

Hair:

- Hair dyed or streaked with natural colours is permitted; unnatural colours such as green and pink are not, nor are unconventional hairstyles such as shaved patterns
- Hair beyond shoulder length should be tied back in practical lessons
- Close cropped hair below number 2 is not permitted
- Dangling coloured plaits, hair extensions etc. are not permitted
- Muslim pupils may wear plain black headscarves
- No hats are permitted in school buildings - religious headgear excepted (e.g. turbans, headscarves as above).

Facial:

- No facial piercing is permitted and we do not accept pupils' simply covering them up with sticking plaster
- One pair of stud earrings permitted and they may be worn two in one ear or one in each
- Large square stud earrings (with mock diamonds etc.) are not permitted if they overlap the ear (i.e. stick out beyond the lobe, for example)
- No other loop or drop earrings are permitted
- Excessive make-up is not allowed

Torso:

- Only a school polo and sweatshirt are permitted
- Black cardigans, pullovers etc. are not permitted – some shops do sell these with the school crest but they are **sixth form uniform** only
- Wearing a coloured pullover, sweatshirt as outdoor clothing is not permitted
- Hooded tops are acceptable as outdoor clothing
- Anything with unacceptable logo not permitted – there are some quite offensive ones related to particular rock bands
- No tee-shirt should be visible under the polo shirt
- A watch is permitted, but no other visible jewellery

Below the waist:

- Trousers must be **plain black**
- Charcoal grey or any colour other than black is not permitted



- Jeans, corduroy or other casual trousers are not permitted. Jeans are defined as garments which have patch pockets and studs. These often fade and look untidy
- Combat type or others with large pockets mid way down the leg are not permitted
- Girls may wear trousers or a plain black skirt of a sensible length.
- Trousers are **not** acceptable if they
  1. Are so wide that pupils' shoes cannot be seen;
  2. Drag along the floor or touch the floor when pupils are standing;
  3. Are frayed at the hem as a result of the above.
- Plain black or natural tights are permitted
- Plain black shorts of a sensible length are permitted in the summer
- Leggings are not permitted
- Belts must be plain black and hold trousers up and not just worn as a fashion accessory

Feet:

- Shoes must be plain black
- Trainers are permitted if they are **plain black**
- If socks visible (especially girls' sandals or shoes) they must be black or white
- Heels should be no more than 4 cm.
- No flip flops or shoes which may come off easily are allowed

If there are any problems with your child's uniform (for example damaged shoes which necessitate wearing training shoes for a few days), please send a note with the child, as children out of school uniform and without a note are usually deemed to have broken the school's rules. We expect items of school uniform to be replaced as soon as possible. Parents in financial difficulty may be able to obtain a grant from the Education Authority by contacting the Educational Welfare Officer who works with the school. Your note will cover your child for a maximum of five school days only.

Please ensure that items of clothing have a nametag inside them. You would be amazed at the pile of clothes which is unclaimed at the end of each term.

Remember that unless your child is medically unfit to take part in P.E., he or she will be expected to participate and may be given clothing or footwear to use for the lesson if they have

not brought their own. The children do not like doing this, as they find it embarrassing and often wrongly assume (spare kit is washed regularly by the school) that the previous wearer could have had anything from head lice to bubonic plague. Making sure that the P.E. kit is washed, aired and put in the school bag before the child goes to bed on the day before a P.E. lesson is a great help.

### **THINGS TO AVOID**

Anything that does not fit in with the list printed on the previous pages. When buying school uniform, it might be advisable to take the relevant page from the school prospectus with you. Do not take the word of the shop that a particular pair of shoes or trousers meets the school's uniform requirements. Each year, we have to warn or punish pupils who turn up in shoes with heels or soles above 4cms. and who claim (possibly correctly) that the shop told them that these shoes would be acceptable.

### ***COPING WITH A TIMETAB LE***

Probably the biggest difference between primary and secondary school is being taught by a number of different teachers in different rooms and having to work out where and with which teacher children are supposed to be. For the previous six years or so, your child will have been used to having one teacher per year. Suddenly moving to a system where they are taught by up to eleven different teachers a week can seem like an almost impossible task to young children. However, they do adjust very quickly but can adjust even more quickly if some simple advice is followed.

### **KEY TASKS FOR YOUR CHILDREN**

- Knowing what lessons take place each day of the week.
- Knowing where the room for each lesson is.
- Knowing which teacher teaches each lesson.

- Understanding his or her timetable (remembering it too would be even better).
- Arriving at lessons on time, especially after break-time and lunch-time.

### **HOW YOU CAN HELP**

- Make sure you take advantage of the opportunity to visit the school so that both you and your child have an idea how the buildings are laid out.
- Reassure your children that they will soon find their way around and that after about two weeks, the school seems a much smaller place than it did on the first day. Very few pupils do actually get lost and there is always someone on hand to help when this happens. Teachers also understand that moving around the school can be difficult for the first few days and make allowances when a child arrives late because they have taken a wrong turning. However, teachers are not likely to be so understanding if your child still claims to be getting lost by Christmas!
- Your child will be given a map of the school when they first start at Friars. Look at the map with them and make sure they understand how the map represents the layout of the buildings.
- Help your child understand the timetable and possibly even make a test or memory game of the different lessons, room numbers and teachers, so that your child quickly reaches a point where it is not necessary to refer to it every day.
- Get your child to make a list of his or her teachers and to try to describe each one to you after being in school for a few days. You should then encourage them to link their description to the different lessons on the timetable.

### **THINGS TO AVOID**

- Sending your child to school without a watch. Please note that some children use the clock on mobile phones instead of a watch. However, because of the disturbance that

mobile phones ringing in lessons can create, children are not allowed to take them into lessons. Doing so may lead to their being confiscated.

- Letting your child believe that punctuality to lessons is not as important as punctuality at the start of the school day.

### ***BOOKS AND EQUIPMENT***

It is important to send your children to school properly equipped. They should come to school every day with their timetable (in a school planner if possible), pens, pencils, other stationery as required (rulers rubbers etc.) and geometry equipment, details of which the school will give them. It is frustrating for teachers and a waste of lesson time to have to supply pupils with pens or pencils and other basic equipment and your child may be punished if he or she repeatedly does not have the timetable in school.

### **KEY TASKS FOR YOUR CHILDREN**

- Having a system for keeping books and equipment which includes checking the school bag the night before and comparing the books in the bag with the subjects on the timetable.
- Knowing what lessons there are each day.
- Knowing what equipment is needed for different subjects.

### **HOW YOU CAN HELP**

- Supervise the bag packing the night before, at least for the first few weeks of school.
- Make sure that your children understand the timetable and it is used to sort out which books and items of equipment are needed.

- Make sure that they have bought all the necessary equipment **before** they start at Ysgol Friars.
- Try to find a space in their room or somewhere else in the house so that your children have a storage space for all the equipment to do with school.

### **THINGS TO AVOID**

- Do not allow your child to spread books or equipment around different parts of the house. Children, particularly as they get older, often adopt a scattergun approach to their property and do not appreciate how much panic can be caused ten minutes before the bus leaves when items for a test that morning cannot be found. Do not allow children to pull pages out of exercise books for their own use or to draw or colour on the covers. This could lead to their having to pay for a replacement book and copy up work.
- It is not good to let your child get into the habit of telling you what items he or she requires the night before. Not everybody is able to jump in the car and go to the supermarket to buy ingredients for Food Technology at 10:00 p.m. on the night before they are needed in class. Encourage your child to establish a pattern of telling you what he or she needs at the weekend for the following week.

<b><i>BULLYING</i></b>
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Bullying is an issue which is raised as a concern by pupils in every Primary School which senior staff from Ysgol Friars visit every year. We always make a point of telling them that in our view, no secondary school can honestly say that they have no bullying. We have never pretended that occasional acts of bullying do not take place at Ysgol Friars. They are, however, very rare because the school takes a firm line on bullying and from the first day gives new pupils at the school clear advice as to how they should approach it.

### **KEY TASKS FOR YOUR CHILDREN**

- Knowing that the school's view is that if somebody calls them a name or says something unpleasant to them once, they should ignore it.

- Equally, knowing that the school believes that if name calling happens more than once, and particularly if it goes on over a period of time, that they must tell either their Year Team (or Assistant Year Team) Leader, or, if they are not available, one of the Deputy Headteachers or the Headteacher.
- Remembering the advice that if somebody touches them in a way that they do not like (anything from over rough play to physical assault) that they **must** report it.

### **HOW YOU CAN HELP**

- Your children must remember that at Friars, we define the school day as starting from the minute they leave home to come to school in the morning, to the minute they arrive home from school at the end of the afternoon. Any incident which occurs on the journey to or from school or while waiting for buses etc. is treated by us in exactly the same way as if it happened in class or in the middle of the school yard.
- You should regularly ask your children how their day went and if they encountered any problems and you should include in this, the journey to and from school.
- You should also make sure that your child knows that bullying is usually defined by the victim and not the bully. In other words, something that may seem like relatively harmless teasing to the person who uttered the words can be dreadfully hurtful bullying to the child at whom they are directed. The definition of bullying is now very wide and includes things like sending a child to Coventry, refusing to speak to him or her, persuading others not to be friends or spreading deliberate malicious rumours. Bullying can also be done by sending malicious or threatening text messages via mobile phones.

### **THINGS TO AVOID**

- Please do not encourage your children to take the law into their own hands if they feel themselves to be being treated badly by another pupil. The difference between self-

defence and a fight is very difficult to define at the age of eleven and advice to hit bullies back can sometimes land the victim in almost as much trouble as the bully. The behaviour of our pupils was described by the inspectors as “outstanding”. For this situation to continue, it is important that children keep to the rules of the school and report incidents of bullying when they arise.

- Advising them that it is just a part of school life that they have to put up with. It clearly is not.
- Allowing your child to take a mobile phone to school when it is not absolutely necessary to do so (please also see the section on things which should not be brought to school).
- Seeking to confront the alleged bully yourself particularly near the school or on the way home in the presence of other pupils.

<b><i>OTHER THINGS IT IS USEFUL TO KNOW</i></b>
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### **AVOIDING GETTING INTO TROUBLE**

It would not be possible to list all the forms of behaviour that most schools would consider unacceptable. However, we can give you a list of the sort of behaviour which can lead your child to be in serious trouble and possible to be excluded from school.

- Violent conduct or the threat of violent conduct.
- Swearing at or using offensive language to a member of staff or doing so deliberately in the presence of a member of staff. This rule also applies to members of the public and will be applied on public transport and off school premises.
- Theft.
- Vandalism or malicious damage (this can include writing graffiti depending on the nature of the graffiti and the extent of the damage).

- Provoking a confrontation with a teacher or deliberately refusing to carry out the instructions which a teacher has given your child.
- Bringing something to school which could be used as an offensive weapon.
- Bringing or using a prohibited substance such as illegal drugs or alcohol onto school premises.
- Not co-operating with other disciplinary procedures such as not attending detentions or repeatedly failing to bring in reports when your child is put on a report card to monitor his or her behaviour.

We do exclude pupils from school for serious misconduct. We assume that you (or your child) have chosen Friars for a reason and that your child would not wish to leave. Children do not always understand how difficult it can be settling into a new secondary school part way through the year, possibly in a town some distance away. If they do get themselves into trouble, they should be encouraged to think about the difficulties with transport, missing their current circle of friends, and possibly having to start new or different subjects from scratch.

Please do not allow your child to believe that a threatened punishment or exclusion is just a threat. As a school, we do not make idle threats. Unfortunately a handful of pupils are expelled every year. While we do not wish to lose any pupil, if they have not responded to the support (and punishments) we have given them, and if keeping them at the school would hinder the education of others, they will be expelled.

The school does not need a parent's permission to keep children in detention and it is not helpful if your child sees that you are not supporting the school in its use of punishments to try to enforce proper standards of behaviour. On the few occasions where parents have tried to say that they will not accept their children being kept in detention, we have used our only other alternative which is to exclude the child from school. This is often a completely unnecessary escalation of a matter which could have been dealt with by a short punishment which would be over and done with and it is something we should always work to avoid.



### ***THINGS YOUR CHILD SHOULD NOT BRING TO SCHOOL***

- Offensive weapons (see above), alcohol, illegal drugs (see above) or cigarettes.
- A mobile phone, although pupils who live some distance away, particularly if they have after school activities, may bring a mobile phone to school and leave it in reception provided it is clearly marked with their name.
- Expensive items of personal property. The school does have a policy on this and there is more detail in the school's handbook.
- Liquid paper, Tippex or correcting fluid.
- Chewing gum.
- Aerosol sprays, such as deodorants. Some people have allergic reactions to these.

### ***COURTESY AND MANNERS***

The school seeks to promote good manners as well as good behaviour. Each classroom contains a list of classroom rules and what we expect from pupils as far as courtesy and manners are concerned. The following brief tips may be helpful.

- We expect please and thank you at the appropriate times.
- We expect a child to know to say pardon and not "what" (or just a grunt), if they have not heard or understood something said to them.
- We expect children to walk on the left on the corridors and not push past or into other pupils or staff.

- We do not expect pupils to push through doorways when an adult is about to walk through.
- We expect pupils to hold doors open for those coming behind them and not to let them go in other children's or staff's faces.
- We expect pupils in years 7-11 to stand when an adult enters the room.

### ***HOW DO I KNOW HOW MY CHILD IS DOING?***

The school will always try to keep you informed of your child's progress across all the subjects he or she is taking. In Year 7, you will get two reports and in most other years three, each of which will give you an indication of effort and how well they are achieving in every subject. One report each year will give you a full page of information about each subject along with some indications as to what your child needs to do to improve in that subject. We also expect pupils every year to go through their report and set their own targets.

In both the short and long reports, your child will be given a letter grade for achievement (i.e. how well they have done) and a number grade for their effort (i.e. how hard they are trying). A\* is the top achievement grade and G is the bottom. These grades refer to where we believe your child will reach by the end of Year 9 (end of Key Stage 3) based on the current rate of progress (A\* = Level 8+; A = Level 7; B/C = Level 6; D/E = Level 5; F = Level 4; G = Level 3). 1 is the top effort grade and 4 is the bottom. While we would love all pupils to be achieving A\*'s and A's, clearly not all pupils are able to do so. The most important thing to look at, therefore, is the effort grade against each subject on the report to ensure that your child is getting at least a 2 and ideally a 1 in each subject.

We can convert your child's effort grades into a percentage and place the whole year group into rank order depending on how much effort they have made during the year. You will usually be told in writing if your child falls below an acceptable level of effort.

You and your child will also be given a login to ShowMyHomework when they start in Year 7 which they will be expected to use. Please check the system regularly to ensure that your child

is completing their homework tasks. We will be selling Ysgol Friars planners to run alongside Show My Homework so that pupils can write their homework down if they wish. There will be some information sections with maps, timetables, key words in each subject area. The back of the books can be used as a mini -whiteboard and there will be red amber green cards to ask for help or show understanding. The planners will cost £3 each and will be available from September 2019.

The school will also provide an opportunity for parents in Year 7 to come into school to meet with Mr Martin Williams, Deputy Headteacher, where you can raise any problems or concerns you may have.

The school also arranges a Parents' Evening for each year group where you can come and discuss your child's progress with each of the teachers who teaches him or her. The school operates an appointment system for staff on these evenings to avoid parents wasting time between staff. It is very important that you attend these evenings, as this is the best opportunity for a detailed conversation about your child's progress with each of his or her teachers.

#### ***WHAT TO DO IF THERE IS A PROBLEM***

Secondary Schools are very different from Primary Schools - it is not always possible to go straight to the Headteacher or Deputy Headteacher and expect to be able to speak to them face to face or on the phone there and then. We have staff who are responsible for your child's welfare and development and it is important that you address concerns to the correct person, so that problems may be dealt with as speedily as possible. You may find the following helpful:-

- If your child was on the Special Needs Register in primary school and has been placed on the Special Education Needs Register at Friars, you should contact Mrs Ceri Parry who is the school's Additional Learning Needs Co-ordinator (ALNCO).
- If there is a problem with your child's attendance or punctuality you should contact Ms Meredith, the attendance officer.

- For most other aspects of your child's progress and behaviour the pastoral support officer will be the responsible person. Mrs Whelan is the pastoral support officer and all other queries or concerns, should be addressed to her.

All of the above staff can be contacted via the school's main switchboard number (01248-364905). If they are not available when you call, please leave a message including, if necessary, a telephone contact number and we will respond as soon as possible. Alternatively, send an email to [pennaeth@friars.gwynedd.sch.uk](mailto:pennaeth@friars.gwynedd.sch.uk), including your child's name and year group.

Any problems arising from your child's relationships with other pupils will be dealt with by the Pastoral Support Officer and any concerns or complaints should be addressed to him or her. The school does have a Complaints Procedure which we seek to follow. Occasionally parents direct complaints to the Local Education Authority or the Chair of Governors. In these cases, complaints are referred back to the Headteacher and valuable time in dealing with the problem can be lost. You should only refer a complaint to the Chair of Governors if you are not happy with the way it has been handled by the Headteacher.

We are all human and we do sometimes get things wrong. However, problems can be dealt with much more speedily if the procedures above are followed. If you can't solve a problem informally with any of the above staff, the school does have a complaints officer, Mrs Jackie Street, who will deal with all formal complaints. Please also note that the Headteacher will not intervene in any complaint until it has reached Mrs Street and she has attempted to resolve it. We take complaints seriously and Welsh Government guidance is quite clear: the Headteacher should not investigate complaints where these may lead to action being taken against staff. Please, therefore, do not be offended if the Headteacher tells you that he cannot deal with your complaint himself.

We hope this booklet has been useful. Any suggestions as to how it could be further improved would be gratefully received.