

Bedales

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Glass

Openness and transparency are part of the Bedales way of life.

Teaching rooms are not shut off from the outer world. In the modern buildings at Bedales, Dunhurst and Dunannie they have huge windows – onto the corridor as well as the landscape. Everyone passing by can see what is going on, how the teaching and learning are progressing. Even in older buildings with more solid walls, there are windows in the doors.

Openness is the principle of all discussion, too. If you don't know, how can you act? It applies to personal and pastoral matters – the development of the individual – and to discipline and academic progress. A new style of half-termly report at Bedales is agreed with the students and results in a clear understanding with them about their future work and how they will set about it.

Students who break the rules may spend longer being questioned and guided than being punished: Why did you do this? Do you understand how it has diminished the trust that others have in you, or damaged the shared values that bind the community together? How are we going to avoid your doing it again?

In class, and particularly in the new Bedales Assessed Courses, students are encouraged to question, to challenge, to think for themselves – and they can do this best when the only limitation is not to give offence; when all ideas are possible until proved otherwise, whether they come from teachers or students.

Wood, brick, stone, landscape, glass – there are no inert materials at Bedales. They all breathe something of the spirit of the school.



Introduction

Bedales was founded to be different. Where other schools imposed conformity, we have nurtured individuality, initiative and an enquiring mind.

We maintain discipline, but we believe it arises best from self-discipline and from caring about others. Although our students are naturally ambitious and competitive, the school places particular emphasis on collaboration.

Our students move on comfortably to university and beyond, because they are already used to organising their own time; studying in depth; and mixing and debating with their elders.

Our founder, J H Badley, wanted to educate the whole person – 'head, hand and heart'. Pursuing this ideal, Bedales has evolved constantly. Most recently, we have led the country in replacing some GCSEs with our own more interesting and more demanding courses.

Personal relationships here evince remarkable trust and rapport. Mutual respect is earned, not exacted by rank. This is why everyone, staff and students, is on first-name terms. The relaxed atmosphere allows students to concentrate on the complex business of learning, developing, and becoming their own person.

The students who will gain most from our community are those who will give most and join us wholeheartedly in this unique educational experience.

Keith Budge, Headmaster

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Bedales Schools’ Board of Governors

Daniel Alexander, BA, LL.M, QC

Matthew Batstone, BA, MBA

Brian Ellis, BSc, PhD, MBA

Seona Ford, BA, PGCE

Rosamund Hollingsworth, BA, Dip in Social Administration

Brian Johnson, FRS, FRSE, FRSC, FAcadEuropa

Tim Parker, MA, MSc

Alan Redpath (Chair)

Nicholas Vetch, ARICS

Edward Williams, MA, DipArch, RIBA

Franciska Bayliss, Froebel, CertEd, FRSA

Bedales staff

Head of the Bedales Schools and Head of Bedales

Keith Budge, MA, PGCE Oxford (University College)

Deputy Head

Leo Winkley, MA Oxford (Lady Margaret Hall), MEd Open University

Assistant Head

John Scullion, BA Strathclyde Polytechnic, MA London

Director of Teaching and Learning

Richard Sinclair, BA Oxford (St Catharine’s College), PGCE London

Teaching staff

Head of Department

Art

Andy Cheese, BA Ravensbourne College

Kath Connolly, BA West Surrey College of Art & Design, PGCE Brighton Polytechnic

George Hatton, BA Bath Academy of Art, Art Teacher’s Certificate London (Goldsmith’s)

Sarah Oakley, BA West of England, PGCE Brighton

Biology

Victoria Alderson-Smart, BSc, PGCE Swansea

Cheryl Osborne, BSc Swansea, PGCE Southampton

Richard Sinclair, BA Oxford

(St Catharine’s College), PGCE London

Business Studies

Peter Jones, BSc City of London Polytechnic, PGCE St Mary’s College

John Scullion, BA Strathclyde Polytechnic, MA London

Chemistry

Lindsey Barnes, BSc Sheffield, PGCE Manchester

Michael Newman, BSc, PGCE Durham

Classics

Julian Spencer, MA Cambridge (Queens’ College), PGCE London

Dance

Joanna Alldridge, AISTD, ALAM, CertEd Chelsea College, Eastbourne

Rosie Nash, CDE

Design

Helen Howarth, BA Manchester, ATC London (Goldsmith’s)

Alex McNaughton, BSc Salford, PGCE Brighton

Suzie Oliver, BA College of Art Sunderland, ATD Liverpool, Diploma in Art Psychotherapy London (Goldsmith’s)

Ben Shaw, BSc Loughborough

Drama

Joanna Alldridge, AISTD, ALAM, CertEd Chelsea College, Eastbourne

Jenni Brittain, Dip Speech & Drama Queen Margaret College, Edinburgh, Scottish STC in Speech and Drama, Morag House College of Education

Steven Gardner, BA Central School of Speech & Drama

Joanne Greenwood, MA University College, Chester

Joanna Murphy, BEd London

Economics

John Scullion, BA Strathclyde Polytechnic, MA London

English

Graham Banks, BA, PGCE Leeds

Mary-Elizabeth Houghton, BA Exeter, PGCE Bath

Rupert Crisswell, BA York, PGCE Cambridge

Simon Kingsley-Pallant, BA Brighton

Diana Wallsgrove, BA Exeter, MA Birmingham, PGCE Bolton College of Education

Geography

Kevin Adlam, BSc Loughborough, PGCE University College of North Wales

Colin Prowse, BSc London (University College), MA Open University, PhD Southampton, FRGS

Jackie Sueref, BA Leeds, PGCE Hull

HE Adviser

Victoria Alderson-Smart, BSc, PGCE Swansea

History

Christopher Bott, BA London (University College), PGCE London Institute of Education

Nicholas Meigh, BA Durham, PGCE University College, Worcester

Philip Parsons, BA London (Queen Mary College), CertEd London Institute of Education

Jonathan Selby, BA, PGCE Durham

Information Technology

Becks Hobson, BSc Southampton IHE, PGCE St Mark & St John, Plymouth

Andrew Cooper, BSc, MSc Portsmouth, PGCE University College, Chichester

Karen McCathie, BSc Bristol

Learning Support

Gill Harris, BA Exeter, PGCE Cambridge

Stuart Inglis, BA Portsmouth Polytechnic, PGCE West Sussex Institute of Higher Education

Kathryn Ireland, BSc Leicestershire Polytechnic, MSc UMIST, PGCE Oxford, RSA DipSpLD

Sue Mabe, BA Newcastle, PGCE Sheffield, RSA DipSpLD

Mathematics

Peter Coates, BEd Southampton

Sally Couper, BSc Reading, MA, PGCE Southampton

Gillian Sylvester, BSc London, PGCE Cambridge

Paula Tribe, BEd West London Institute of Higher Education

Michael Truss, MPhys Oxford (Balliol College), PhD Leicester

Jane Webster, BEd Southampton

Modern Languages

French

Thierry Drot-Troha, MA, PGCE Southampton

Virginie Nibloe, Diplôme University of Rennes 2 (France), PGCE Westminster College

Alison Mason, BA South Bank, PGCE London

Nick Shannon, BA Ulster, PGCE Warwick

German

Rebecca Parkyn, MA Oxford (St Hilda’s College), MPhil, PGCE London

Spanish

Ruth Carpenter-Jones, BA London (Queen Mary College), PGCE Bristol

Alison Mason, BA South Bank, PGCE London

Music

Nicholas Gleed, MA Cambridge (Trinity Hall), PGCE Durham (Director of Music)

Will Lithgow, Prof Cert Music, Royal Academy of Music, PGCE London (Goldsmith’s) (Assistant Director of Music)

Keir Rowe, ARCM, LRAM (RCM) (Head of Wind)

Outdoor Work

Peter Coates, BEd Southampton

Personal, Social and Health Education

Sarah Chubb, CertEd Stockwell College of Education

Philosophy and Religious Studies

Thierry Drot-Troha, MA, PGCE Southampton

Carmody Grey, BA Oxford (Trinity College)

Alistair McConville, MA, Cambridge (Fitzwilliam College), PGCE Gloucester

Rebecca Parkyn, MA Oxford (St Hilda’s College), MPhil, PCGE London

Leo Winkley, MA, Oxford (Lady Margaret Hall), MEd Open University

Physical Education

Kevin Adlam, BSc Loughborough, PGCE University College of North Wales

Sonia Cartwright, BSc, PGCE Chichester Institute of Higher Education

Frank McMorrow, BEd St Mary’s College, Twickenham

Helen Retter, CertEd North Wales Institute of Higher Education

Physics

Gordon Dale, Higher DipEd, Edgewood, South Africa

Tobias Hardy, BSc York, MA Southampton, PGCE Warwick

Ransi Jayatissa, BSc Peradeniya, Sri Lanka, PGDE Colombo, Sri Lanka, MBA Sri Jayewardenapura, Sri Lanka

Psychology

Naomi Klepacz, BSc Southampton, PGCE Portsmouth

Speech and Drama

Jenni Brittain, Dip Speech & Drama Queen Margaret College, Edinburgh, Scottish STC in Speech and Drama, Morag House College of Education

Elizabeth Housden, (LAMDA – Acting)

Vanessa Hunter, LRAM, LTCL

Textiles

Helen Howarth, BA Manchester, ATC London (Goldsmith’s)

Dunhurst staff

Head

Penny Watkins, BA Cardiff

Deputy Head

James Beatty, BA Brighton

Head of Groups

Kate Olphert, BEd Bath

Senior Master

Alan Simmons, BA Open University, CertEd Exeter

Director of Studies

Darran Kettle, BEd Oxford (Westminster College)

Director of Music

Kathy Misson-Uttley, BA Liverpool, PGCE Manchester Metropolitan



Dunhurst teaching staff

Andrew Alexander, BEd Hertfordshire, CertEd Bedford College of Education (Humanities)

Maggie Alexander, CertEd Bedford College of Education, Diploma in Counselling Stevenage College (Group 3 teacher)

Louise Banks, BEd London (Goldsmith's) (Art)

James Beatty, BA Brighton (Mathematics)

Fran Box, BEd King Alfred's College, Dyslexia Institute Diploma, Assoc. Member British Dyslexia Association (Learning Support)

Moony Budge, BEd Oxford Brookes, DipSpLD (Learning Support)

Sophie Carnell, BA Bristol, PGCE Cambridge (French)

Sarah Chubb, CertEd Stockwell College of Education (PSHE)

Madeleine Clark, BA Liverpool, PGCE Worcester College of Education (Group 2 teacher)

Sylvia Coates, BEd Southampton (LAMDA Speech and Drama)

Mark Collins, BEd Leeds Metropolitan (Mathematics, PE)

David Ellis, (Physical Education)

Gail Graham, BEd Southampton, RSA CertSpLD (Learning Support)

Rachel Hearnshaw, BA Brighton (Physical Education)

Elaine Hewitt, BA West Surrey College of Art & Design, Member Craftsman Potters Association (Art & Design)

Wendy Houston, BA Nottingham, PGCE Cardiff (Modern Languages)

Carol Innes, BA Southampton, ALCM Piano (Music)

Jenny de Jongh, (LAMDA Speech and Drama)

Darran Kettle, BEd Oxford (Westminster College), Diploma in Educational Coaching, Newcastle College (Mathematics, Geography)

Simon Kingsley-Pallant, BA Brighton (Drama and Performance)

Nick Maddocks, (Outdoor Work)

Karen McCathie, BSc Bristol (Information Technology)

Rosie Nash, CDE (Dance)

Richard Nice, City & Guilds (Workshop)

Kate Olphert, BEd Bath (Group 1 teacher)

Cheryl Osborne, BSc Swansea, PGCE Southampton (PSHE)

Debra Payne, BEd Sussex (Group 1 teacher)

Lyn Perry, (Textiles)

Alan Simmons, BA Open University, CertEd Exeter (Physical Education and Boys' Housemaster)

Alan Suart, BSc Birmingham, PGCE St Martin's College, Lancashire (Science)

Paula Tribe, BEd West London Institute of Higher Education (Mathematics)

Anderly Tudor, (Classroom assistant)

Judy Walker, MA Portsmouth, PGCE Buckingham (Librarian, Physical Education, History)

Penny Watkins, BA Cardiff (English)

Mags Watney, BSc Bristol, PGCE Chichester (Group 2 teacher)

Pam Weston, BSc Southampton (Science, Girls' Housemistress)

Pam Wilson, BA Open University (Learning Support, Mathematics)

Dunannie staff

Head

Katie Potter, BEd West of England, RSA Diploma in Drama in Education

Deputy Head

David Stunt, BA(Ed) University of Wales Institute Cardiff



Dunannie teaching staff

Louise Banks, BEd London (Goldsmith's) (Sculpture)

Julia Brown, BEd London (Froebel Institute) (Class teacher)

Christina Canter, CertEd, CertSpLD (Helen Arkell Dyslexia Centre) (Learning Support, English)

Catharine Claasen, BA King Alfred's College, Winchester, MA(Ed) Open University (Class teacher)

Amanda de Courcy, BEd West Sussex Institute of Higher Education (Class teacher)

Nicola Curry, BA Bristol, PGCE West London Institute (Class teacher)

Carol Innes, BA Southampton, ALCM piano (Music)

Bridget MacMillan, BEd Brighton (Class teacher)

Kathy Misson-Uttley, BA Liverpool, PGCE Manchester Metropolitan (Music)

Sharon Rose, BA Chichester Institute of Higher Education, QTS Primary (Dance and Drama)

Jacqui Uttley, City & Guilds (Class teacher and Art)

Fiona Willans, BEd Chelsea College of Education (PE, Games and Swimming)

Classroom Assistants

Kathy Anderson, (LSA and Swallow Club Leader)

Ros Boulton, BA Arizona State

Dorota Butler, BA Polytechnic of Central London

Kessie Hourahine, NNEB, CertEd Zhao Qing Teacher Training College, China

Georgina Knowles, Montessori Diploma

Claire Reynolds, BA Open University, NNEB

Joanne Swallow, NNEB

Bedales Schools' visiting music staff

Violin/Viola

Catherine Lett (Guildhall)

Victoria Sutherland (Moscow Conservatoire)

Cello

Graham Elliott (Trinity)

Katy Wright (RAM)

Double Bass

John Thomas (Trinity)

Harp

Frances Kelly (Cambridge)

Bassoon

Anna Meadows (RCM)

Recorder

Helen Hooker (Trinity)

Suzi Stewart (Trinity)

Flute

Mark Dancer (Durham University)

Clare Lund (RCM)

Eleanor Steinitz (RCM)

Oboe

Helen Hollowood (RCM)

Clarinet

Emma Hall (RCM)

Keir Rowe (RCM)

Saxophone

Thomas Law (Guildhall, RAM)

French Horn

Simon Gallear

Trumpet

Jeremy Banks (Guildhall)

Trombone/Tuba
Russell Howarth (RCM)

Piano
Janice Butcher (London University)

James Cheung (Moscow Conservatoire, RAM)

Mark Dancer (Durham University)

Julia Freeman (RAM)

Gillian Hill (LRSM)

Naoko Makino (RCM)

Piano Improvisation
Jeremy Banks (Guildhall)

Percussion
Kristian Bediako (African Drums)
Tony Layzell (RAF)
Jonny Raper (Trinity)

Guitar (Acoustic, Electric and Bass)
Neil Hornsby (RAM)
Dylan Kay (Oxford University, Guitar Institute)
René Mayr (Middlesex University)
Stuart Wheaton (Surrey University)

Vocal Studies
Phillip Guy Bromley (Birmingham)
Jacquelyn Fugelle (Guildhall)
Maggie Hughes
Louise Jackson (University College, Chichester)
Hilary Pardoe (Manchester University)

Practice Supervision
Annie Kelly

Bedales Arts

John Barker, BLib, ARCM (Arts Programme Coordinator)

Joanne Greenwood, MA University College, Chester (Theatre Technical Manager)



Housestaff and Health Centre

Bedales
Housestaff in 6ii House (Year 13)
Boys: Philip Parsons
Girls: Suzie Oliver

Housemasters in Boys' House (Years 9-12)
Gordon Dale
Nick Shannon

Housemistresses in Girls' House (Years 9-12)
Sarah Chubb
Becks Hobson

Day Boys' Housemaster
Andrew Cooper

Day Girls' Housemistress
Joanna Alldridge

Resident House Assistant, 6ii House
Caz Hulbert

Matron of 6ii House
Sonja Bulpitt

Matrons of Boys' House
Patricia Gardner
Jane Shannon

Matron of Girls' House
Helen Perry

Medical Centre Sisters
Judith Paynter, RGN
Jan Peskett, RGN

School Counsellor
Katy Wilson

Dunhurst
Housemaster in Boys' House
Alan Simmons

Housemistress in Girls' House
Pam Weston

Senior Matron, Dunhurst
Jo Brunson

Matron of Boys' House
Tracey Thornton

Matron of Girls' House
Alex Freeman

House Tutor in Girls' House
Abby Walsh



Administrative staff

Bursar's Office
Mark Taylor (Bursar)
Tracy Barr (Payroll Administrator)
Janet Cole (Accounts Manager)
Lisa Cooper (Accounts Administrator)
Jo Hunter (HR Manager)
Simon Knee (Accountant)
Helen McBrown (Bursar's Assistant)
Pat McGrath (Accounts Administrator)
Jayne Rundell (Accounts Administrator)

Catering
Dave Greenman (Catering Manager)

Facilities Department
Victor Ardley (Deputy Facilities Manager)
Jan Cobb (Facilities Support Manager)
Linda Foulcher (part-time Receptionist)
John Wakefield (Facilities Manager)
Karen Wright (part-time Receptionist)

External Relations
Dennis Archer, MA, DipMan (Development Manager/Alumni Officer)
Tricia Bryanton (Assistant Registrar)
Janie Jarman (Registrar)
Rob Reynolds, BSc (Director of External Relations)
Susan Simons (Marketing Assistant)
Alison Stevens, BA, MA (Education Liaison Manager)
Oriane Tyndale, BA (Writer)

Information Technology
Simon Ashenden
Lewis Brown
Chris Bull, MBCS, CITP (Head of ICT and Digital Resources)
Nigel Green
Justin Latter
Andrew Pigott
Liz Robertson, BSc
Suzanne Thomas

Librarians
Jane Kirby, BSc, MSc
Philip Brittain

General administration

Bedales
Sarah Emson (Head's Secretary)
Wendy Hudson (Communications and Administrative Co-ordinator)
Wendy Rogers (Staff Common Room Secretary)
Sheila Rowe (Music School Administrator)
Jackie Slade (General Secretary)

Dunhurst
Sarah Sears (School Secretary)
Caroline Keeling (part-time Receptionist/Administrative Assistant)

Dunannie
Marian Baldwin (Secretary)
Nicky Howard (Assistant Secretary)

Technicians

Design
Mohammed Halli

Dunhurst
Janet Auty, BSc

Science
Rod Edwards
Lesley Morris, BSc
Mary Shotter, CertEnvSci

Technology
Paul Farley

Outdoor Work
Geoff North
Carole Prowse, BA, DipGeog

Bedales Schools

Bedales comprises three schools (Dunannie, ages 3–8; Dunhurst, ages 8–13; and Bedales itself, ages 13–18).

The schools' five aims:

To develop inquisitive thinkers with a love of learning who cherish independent thought.

To enable students' talents to develop through doing and making.

To foster individuality and encourage initiative, creativity and the appreciation of the beautiful.

To enable students and staff to take pride in the community's distinctiveness – to feel valued and nourished by the community.

To foster interest beyond the school – engaging with the local community and developing an international awareness.

Foundation

Bedales was founded by J H Badley in 1893 to be a humane alternative to the authoritarian regimes typical of late-Victorian public schools. Although Mr Badley's ideas were highly radical for England at that time, in retrospect he can be seen as part of a wider European reform movement (he was the contemporary of Montessori and Steiner). The school became fully co-educational in 1898; students were given a formal voice by 1916, when the School Council was formed.

In line with Bedales' tradition of tolerance, we welcome all faiths and denominations. We have no chapel, but we have a Quiet Place open to all. Students' exposure to spiritual and ethical values and religious faith comes in many forms, including classroom teaching, assemblies, visiting speakers and discussion groups. We can arrange for students to follow their own religious observances.

The school is named after the house in which it began, in Hayward's Heath. Bedales moved to its rural Hampshire site in 1900. Dunhurst, the junior school, was founded in 1905, and Dunannie in 1953.

The three schools are located in 120 acres of farmland, woods, orchards and playing fields. Students still follow Mr Badley's ideal (quoted from John Ruskin) of educating 'head, hand and heart'. The strong practical element of Outdoor Work, for example, includes work on the landscape, ranging from hedge-laying to tending the school's flock of Jacob sheep.

The Memorial Library and adjoining Lupton Hall (the original assembly hall) from the second decade of the 20th century are Grade-1 listed. The Olivier Theatre (1998) and Orchard Building (2005) have both won awards for the quality and originality of their architecture.

Figures

In 2008 the school had:

	Bedales	Dunhurst	Dunannie
Boy boarders	150	21*	
Boy day	67	70	42
Boys (total)	217	91	
Girl boarders	159	21*	
Girl day	75	75	43
Girls (total)	234	96	
Overall total	451	187	85

Sixth form:

Boys	79
Girls	87
Total	166
Boarders	128

* includes half-boarding but not flexi-boarding

Boarding

Bedales is a boarding school. Day students are completely integrated – to the extent that they usually follow the same full, intense school day that may run from 8.30am to 9.30pm. Boarders can opt to go home between Saturday lunchtime and Sunday evening (many do, others don't), and there are times when attendance at the weekend is required – for drama or music rehearsals, for instance, or during the Whole-school Effort (the annual weekend of work on the estate).

Why board?

Because relationships intensify when people work and live so closely together – and relationships are key to the Bedales approach and ethos. Because there is so much to do, so much to try, that a shorter working day could not fit it all in; students focus better when they are not split between home and school. And this is where many of their friends are. At Dunhurst, pupils can try out boarding and get used to it gradually through flexi-boarding (occasional boarding for one or more days at a time) and half-boarding.

Although weekend activities are available for boarders in both schools, as often as not (and especially in Bedales) they will choose just to relax (or sleep) by way of contrast with the busy week – exactly as they would at home.

The curriculum

Dunannie

By the time they leave at 8+, children will be fluent readers, spontaneous and literate writers, sound mathematicians and able to apply rigorous creative imaginations to any practical and theoretical challenges.

Pupils benefit from being part of the Bedales family: there are close links with Dunhurst and Bedales, academically and in areas such as sport. All three schools share facilities, e.g. the swimming pool and sports fields and the Olivier Theatre.

We have created a structured yet flexible curriculum for all years, including the Nursery, and we give equal value to intellectual, creative and emotional development. Children are encouraged to enquire about the deeper how and why of everything from an early age.

The performing and creative arts are important at Dunannie – notably music, drama and dance – and we have access to specialist teachers as well as Dunhurst's excellent music school resources. We encourage children to take individual music lessons.

Dunhurst

We follow our founder's vision of focussing on all aspects of a child's life – head, hand and heart – and we believe that education should empower children through opportunity and experience.

The curriculum is broad as well as deep. Unlike many preparatory schools, we are not bound by the Common Entrance syllabus; and we are guided by the National Curriculum but not locked into it. If teachers want to pursue a topic in depth, they can.

In Groups 1-3 (Years 4-6) the children spend most of their lessons with their class teacher. Much of the English and Humanities curriculum is taught through topic work, which makes it more interesting and relevant. There is specialist teaching in Maths, Science, Creative Studies, Physical Education, Drama, French, Dance and ICT.

In Blocks 1-2 (Years 7-8) all subjects are taught by specialists.

All Dunhurst pupils have ‘Green’ periods when they can complete independent study or prep, or pursue other activities: academic (modern languages, or extra Maths or English), creative (music lessons or LAMDA) or sporting. The number of Greens increases as children move up through the school: they are one of the means by which children learn to take responsibility for themselves and to organise their own time.

Bedales

Block 3 (Year 9)

We consolidate what students have learnt previously, and introduce and explore new areas of study. Some subjects begin to prepare them for GCSE work, which commences fully in Block 4. They will experience different ways of learning and being taught. In addition to work in the classroom, students will be given prep to complete in their own time according to a weekly timetable available early in the autumn term.

Block 3 spends a week camping at Ullswater early in the autumn term. Older students spread myths about it beforehand, but the reality is that Block 3 students return full of excitement about the whole experience – and much closer as a year group.

All Block 3 students study Art; Biology; Chemistry; Design & Technology; Drama; English; French; Geography; History; Information Technology; Mathematics; Music; Outdoor Work; Physics; Personal, Social & Health Education; PE & Games. In addition, they must choose one from Classical Civilisation, German, Latin, or Spanish.

Blocks 4 & 5 (Years 10 and 11)

After much thought and research, we introduced a new curriculum for the GCSE years in Block 4 in September 2006.

The most important and innovative element is a range of internally designed Bedales Assessed Courses. These are intended to fulfil our central educational aim of developing inquisitive thinkers. The content of the courses is broad and stimulating, offering cross-curricular opportunities and being suited to a wide variety of learning styles.

Internal assessment includes a mixture of written assignments, presentations, projects and performances, together with terminal examinations as appropriate. Each course is moderated by external experts, as a guarantee of academic standards.

The responses from students, staff and parents have been enthusiastic. Students especially like the flexibility to pursue in depth a topic that interests them.

Each student’s programme is built up from four elements:

Core examined subjects:

GCSEs in English (single subject), Mathematics* and a Modern Language, and IGCSE Science (Double Award)*. This ensures that the basic requirements for higher education are met.

Core non-examined subjects:

All students take part in the Physical Education programme and can choose between Outdoor Work and Games. There is one period per week of Personal, Social and Health Education, which includes aspects of Personal Development and Current Affairs.

Bedales Assessed Courses (maximum of three):

Ancient Civilisations; Art; Classical Music; Dance; Debating; Design (Product Design); Design (Textiles); English Literature; Outdoor Work; PRE (Philosophy, Religion and Ethics); Theatre Arts.

Other externally examined subjects (maximum of two).

GCSE:

Geography, History, ICT, Latin, Music, a second modern language, European Computer Driving Licence, Digital Cre8or.

* The IGCSE curriculum is more demanding than the standard GCSE. The Science Double Award includes the three subjects of Physics, Chemistry and Biology and is a good foundation for any combination of them at A level. The more able students take IGCSE Mathematics, followed by AS-level Pure Mathematics.

The Sixth Form

A-level students enjoy an unusually broad and stimulating environment at Bedales, in which they can combine serious academic responsibility and opportunities for leadership. For example, students help to run – or even initiate – activities and societies, from literature to sport or the performing arts.

Students in the lower sixth (6i) share much of the responsibility for running the boarding houses, taking a pastoral role with the younger children and working closely with the house staff.

In 6ii, students live in the separate coeducational boarding house (although with boys and girls on different floors), which acts as a half-way house between school and the independent living they will face in higher education. They receive a great deal of advice and guidance on choosing, and gaining admission to, universities and colleges.

Each student’s programme will include: academic study; physical education; service to the community; cultural and current affairs; moral, ethical and spiritual issues; and a programme of personal development. The normal academic programme in 6i is four AS subjects, reducing to three subjects at A2 in the second year. The Bedales Sixth Form Programme booklet gives a full description of subjects and combinations.

These 23 subjects are available: Art; Biology; Chemistry; Classical Civilisation; Computing; Dance; Design (Product Design); Design (Textiles); Economics; English; French; Geography; German; History; Latin; Mathematics; Further Mathematics; Music; Physics; Psychology; Religious Studies (Philosophy of Religion and Ethics); Spanish; and Theatre Studies. Provision for September 2009 may vary slightly from the above.

Higher education

Almost all our sixth-formers go on to further study – though many take a gap year, which is why the figures below are incomplete.

2007: places accepted

Bath Spa University	Art/Textile Design Studies
Bournemouth University	Computing
Brighton University	Architecture
Bristol University* (3)	Biology, Physics & Philosophy, Ancient History
Byam Shaw College of Art (2)	Art Foundation
Camberwell College of Art (2)	Art Foundation
Cambridge* (4)	Natural Sciences (2), Classics (2)
Central St Martin’s School of Art	Art Foundation
Chester University	Radio Production & Media Studies
Durham University* (2)	Molecular Biology & Biochemistry, Biology
East Anglia University* (2)	Psychosocial Sciences, American Literature with Creative Writing
Edinburgh University*	Architectural Design
Exeter College of Art and Design	Art Foundation
Lampeter University	Theology & Religious Studies
Lausanne Business School	Business Studies
Leeds College of Art and Design	Furniture Making
Leeds College of Music	Music Production
Leeds Metropolitan University	Music Production
Leeds University*	Chinese & Management
London (Goldsmiths College)* (2)	Media & Cultural Studies, English & Drama
London (Imperial College)* (2)	Physics, Materials Science & Engineering
London (School of Oriental & African Studies)*	Arabic & Linguistics
London (University College London)* (2)	Biomedical Sciences, Anthropology
London College of Fashion	Foundation

London Metropolitan University	Events Management
Manchester Metropolitan University	International Fashion Marketing
Manchester University* (2)	Archaeology, Politics & Modern History
Newcastle University*	Spanish & Business Studies
Nottingham University*	Computer Science & Management
Oxford Brookes University (3)	Equine Science, English Studies (2)
Oxford* (2)	History, Molecular & Cellular Biochemistry
Reading University*	Computer Science
Royal Agricultural College Cirencester	International Equine & Agric. Management
Sheffield University* (2)	Landscape Architecture & Ecology, Architecture
Southampton Solent University	Sports Studies
Southampton University* (3)	Biology, Film & English, Oceanography
St Andrews University*	Ancient History
Surrey University* (2)	Financial Mathematics, Business Management
Sussex University* (4)	Media Studies & German, Economics & Politics, History & Anthropology, Politics & Philosophy
Swarthmore University USA	Mathematics
University College for Creative Arts Farnham	Art Foundation
Warwick University* (2)	English Literature, History of Art
Wimbledon College of Art	Art Foundation

* Russell Group or 1994 Group - the top research and teaching universities

Academic monitoring and tutoring

At Dunannie we can catch you every day when you drop off or collect your child, so that any concerns are raised and dealt with quickly.

At Dunhurst and Bedales, we assign every student to a tutor, who will monitor and guide their academic progress, tailoring the level of support to the individual. This is one of the ways in which we nurture independent study habits and independence of mind, and help students to set realistic ambitions and to manage their time efficiently.

Tutor-groups at Bedales are mixed-age, which encourages the sharing of experience across the years, and they meet regularly – although tutors might see a student several times in a day when extra support is needed.

The system depends on trust and good communication between tutor, student and parents. New tutors introduce themselves to parents during the first ten days of term and will keep in touch as necessary after that. We do not ring or email you over every little issue that can be dealt with routinely: you entrust your child to our professional experience and judgement, and we will take a view on what is best in each case.

Tutoring arrangements for Block 3 differ in the first term, when each student’s housemaster or housemistress is also his or her tutor. This gives students a focus at the start of their time at Bedales, and it enables the house staff to get to know their individual students very well both academically and socially. Later on in the first year we allocate each student to a tutor. Students remain with that tutor until the end of Block 5 and have a new tutor in the sixth form.

Bedales Activities Programme

A wide-ranging programme of Activities is timetabled for Blocks 3, 4 and 5 (Years 9–11) during the period before or after supper, Monday to Friday. They vary according to the season. Some of them are run by members of the Sixth Form.

The Duke of Edinburgh Scheme is one Activity; here are other examples (the programme may vary term by term):

Music

Choir; Chamber Music; Concert Band; Rock and Blues; Music Practice.

Sport

Athletics; Badminton; Basketball; Cricket Nets; Distance Running; Diving; Football; Gliding; Golf Range; Gymnastics; Hockey; Indoor Football; Judo; Karate; Lacrosse; Multigym; Rounders; Rugby; Sailing; Scuba Diving; Softball; Swimming; Table Tennis; Tennis; Triathlon Training.

Creative

Art Movies; Art Studio; Audio Visual Club; Blacksmithing; Dance and Jazz Dance; Design Workshop; Digital Photography; Drama; French Films; Photography; Spinning and Weaving; Textiles.

Practical

Bread Making; Cooking; Country Cooking; IT; Technology Room; Tools for Self Reliance.

Other

Board Games; Bridge Club; Chess Club; Hydrotherapy; Library; Remote Control Club; Voluntary Service.

Main points of entry

Dunannie

Age 3+ Nursery; day only
Children start in the September following their third birthday. There is the option of coming for one or two afternoons in the previous summer term.

Age 7+ (Year 3) Further places are available, as we divide Year 3 into two classes.

Dunhurst

Age 8+ (Year 4) From Dunannie, or as an external candidate; full or flexi-boarding or day

Age 11+ (Year 7) Boarding or day

Bedales

Age 13+ (Year 9) From Dunhurst, or as an external candidate; boarding or day

Age 16+ (Year 12) Boarding or day

From long experience, it is best for students to join Dunhurst or Bedales in the September following their eighth, eleventh, or thirteenth birthday. However, we will consider applicants for other years if places are available.

What sort of candidate?

Relationships are important at Bedales – among students and between students and staff – so we look for applicants who will benefit from, and contribute to, our particular mix of informality and respect for the individual.

As our students grow older, they take on more responsibility for organising their life and learning. This can be demanding, when there are so many choices to be made of academic and other activities, so we look also for the intellectual capacity, determination and enthusiasm that allow a student to make the most of these choices.

All these characteristics are personal and individual: they have nothing to do with race, creed or background.

Although one in eight of our students have a brother or sister in the school, many others have siblings elsewhere, because Bedales is right for one child but not the other.

Bedales does not adhere to any religious denomination, but we can arrange for students to follow their own religious observances.

Most of our families are based in London or the south-east UK. About ten percent work or live overseas. By the time of the senior school, two thirds of the students are boarders, even though London is within daily commuting distance by train.

You need to visit us!

Do come and meet us (and the students). It is the only way to get a feel for the unique Bedales atmosphere.

We are holding open mornings as follows in 2008-09 (places are limited and must be pre-booked):

Bedales	Dunhurst
Saturday 4 October 2008	Saturday 20 September 2008
Saturday 29 November	Saturday 7 February 2009
Saturday 24 January 2009	Saturday 16 May
Saturday 28 February	
Saturday 9 May	

You are also welcome to visit on your own. These visits will, typically, take the form of meetings with the Registrar and Head or Deputy Head, as well as a tour of the school with students.

Bedales:
please contact **Tricia Bryanton**, Assistant Registrar (01730 711569; admissions@bedales.org.uk)

Dunhurst and Dunannie:
please contact **Janie Jarman**, Registrar (01730 711733; dunhurstadmissions@bedales.org.uk or dunannieadmissions@bedales.org.uk).

Entry procedure

Our Admissions Policy is printed at the back of this booklet, along with an Application for Admission form. When we have received your completed form and a Registration Fee, we enter your child's name on the lists for the entrance tests at the appropriate time. This does not constitute a guarantee of a place in the school, which can only be determined by the entrance tests.

Preliminary details of the January tests are sent out to the parents during the preceding autumn term.

If you are applying for 13+ entry to Bedales, we advise you to register your child by the end of April in the year preceding entry to be sure of a place in the January residential tests.

Entrance tests

Dunannie
At age 3+ there are no entrance tests. Places occasionally become available further up the school. In these cases children come to the school for an informal assessment before a place is offered.

At age 7+ an informal one-day assessment takes place in October for entry in September of the following year.

Dunhurst
At age 8+ and 9+ there is a one-day informal non-residential entrance test in October or November for entry the following September.

At ages 10+, 11+ and 12+ (if places are still available) a three-day residential test with two overnight stays takes place in January; it follows the same lines as the 13+ entry test to Bedales, described below.

We do not offer places until candidates have been tested. If you miss the due date, we can arrange a non-residential test later, but we cannot guarantee that places will still be available.

Candidates who are overseas at the time of the test may sit their written papers in their country of residence, but we still insist that they come to Bedales for interviews before we will offer them a place.

Bedales
At age 13+ residential entrance tests for external candidates take place in January for admission in September of that year.

We do not offer places until candidates have been tested. If you miss the January dates, we can arrange a non-residential test later, but we cannot guarantee that places will still be available.

The January tests last for two days with a two-night stay, as described below.

Candidates who are overseas at the time of the January tests may sit their written papers in their country of residence, but we still insist that they come to Bedales for interviews before we will offer them a place.

Dunhurst pupils seeking admission to Bedales at 13+ attend an assessment day in the November of the year before entry. They sit papers in Mathematics, English and Reasoning Aptitude and are interviewed by a senior member of staff. Each pupil's application is supported by reports from their Tutor and the Head of Dunhurst.

The great majority of pupils progress successfully to Bedales from Dunhurst.

At sixth-form level there are vacancies each September for A-level students. Selection is based on one-day individual interviews during the November of the year before entry; in February of the year of entry; or at other times by arrangement.

We would normally require a minimum number of points at GCSE (currently 50, taking A* as 8, A as 7, and so on, based on a nine-subject programme), with grades A or B in the subjects chosen for AS level study, but we are interested in candidates with both academic ability and other special gifts.

11+ and 13+ entrance tests
We look for intellectual capacity and academic achievement – but only as a starting point. We have actually turned down some candidates who could offer A grades but little else.

Education should concern the whole of a child's personality, so we offer places to those who are likely to benefit most from the complete education at Bedales.

This is why our tests include only three formal exercises (in English, Mathematics and Reasoning Aptitude). We want to find out as much as we can about your child as a person.

Candidates are divided into small groups, each with experienced members of staff on hand at all times to act as guides and mentors. We arrange activities that children enjoy, such as art, drama, sport, outdoor work and team exercises; in their free time they can choose their own occupations of all kinds: mental, manual and physical.

Our first concern is to ensure that the children are as happy, and therefore as natural, as possible; we want in particular to help shy or nervous children. Our assessments are always, of course, adjusted to the age of the child.

We invite candidates to bring with them examples of unaided work that they have done, such as drawings, paintings, needlework, woodwork, models or creative writing.

To supplement our own observations, we ask for a confidential report from the child's present school and we also welcome any observations from parents, including those which may appear derogatory! In these ways we try to get as complete a picture as possible of a child's character and capabilities.

Bedales: optional pre-assessment for 13+ entry
13+ candidates can come for a day's pre-assessment fifteen months before the date of entry. The results indicate to parents whether their child is likely to be a strong, borderline or weak candidate in the residential tests to be held the following January.

Candidates sit English, Mathematics and Reasoning Aptitude papers, attend a short interview with a senior member of staff and have a tour of the school with existing pupils.

Accepting a place

You confirm your acceptance of a place at Bedales, Dunhurst or Dunannie, whether day or boarding, by paying a deposit:

Bedales	10% of the termly boarding fee
Dunhurst	15% of the termly boarding fee
Dunannie	25% of the termly day fee

as at the time that the deposit becomes due, rounded up to the nearest £5.

For pupils whose normal residence is outside the UK we may require payment of a full term's boarding fees as an 'Overseas Deposit'. The deposit, which will be revised as a child transfers between the three schools, is refundable when he or she leaves, less any expenses or sums owing at that time.

Enquiries

If you have any queries, or would like to visit us, please contact:

Bedales: Tricia Bryanton, Assistant Registrar
(01730 711569; admissions@bedales.org.uk)

Dunhurst and Dunannie: Janie Jarman, Registrar
(01730 711733; dunhurstadmissions@bedales.org.uk or dunannieadmissions@bedales.org.uk)



Financial assistance

We are committed to broadening access to the school by offering financial support. Scholarships are competitive and are awarded on merit; they are not means-tested. From 13+ upwards, scholarships may be supplemented by bursaries, awarded at the time of entry, which are means-tested and awarded according to need.

Means-tested bursaries may also be awarded at other times to help families in any of the three schools through temporary financial difficulties.

	Assessment	Application
Dunhurst scholarships		
10+ Music (younger, exceptionally gifted musicians: please enquire)	January of year of entry	Mid November before year of entry
10+ or 11+ Academic	January of year of entry	No separate application needed
11+ Academic, Music	January of year of entry	Mid November before year of entry
Bedales scholarships		
13+ Academic	Feb/Mar of year of entry	30 November before year of entry
13+ Music	Jan/Feb of year of entry	30 November before year of entry
16+ Academic, Music, Art	Nov before year of entry	13 October before year of entry
16+ E C Simon Science Scholarship	No separate assessment	No separate application needed
17+ Drama, Design	No separate assessment	No separate application needed
Bursaries at the time of entry		
13+ upwards:	Questionnaire	31 December in year before entry
Bursaries to cover temporary financial difficulties		
All schools, at any time	Questionnaire	As necessary

The school devotes 5% of its fee income to means-tested financial assistance. In addition, grants can be made from the Bedales Grants Trust Fund, which was set up to help children of Old Bedalians and others.

In 2006-07 the school awarded 75 scholarships and 51 bursaries worth more than £0.6 million.

Scholarships awarded in 2006-07 (Dunhurst in brackets): Art 2; Academic 27 (3); Design 2; Music 38 (3)

Application for financial assistance

Where a formal application is needed, the deadline is given above. If applicants for Bedales score unexpectedly well in our entrance assessment, we may invite them to take the test for a scholarship even if they have not submitted a formal application.

Bursary funds are limited; they are usually fully allocated by April for the following school year. You should enquire early, and certainly (if your child is not yet at the school) before the entrance test. Late applications are likely to be unsuccessful.

Value of the awards

Scholarships carry an automatic £750 reduction in fees per annum, except for sixth-form Drama and Design scholarships, which are a one-off award at the end of 6i.

Music scholars may qualify in addition for one or both of

- a greater reduction in fees (normally 5%–25%)
- free music lessons

Free tuition may extend to two free lessons per week in the major instrument, including voice; and one free lesson a week in a minor instrument.

Bursaries reflect need; they take the form of a reduction in fees. Where a bursary is awarded alongside a scholarship, the combined reduction in fees normally ranges from 5% to 50%, though in exceptional cases it may reach 100%.

Duration

Scholarships, and all bursaries that are awarded at the time of entry, are usually held until the student leaves Bedales, with these provisos and exceptions:

- All scholarships are subject to satisfactory progress.
- The Dunhurst Academic Scholarships cease when the scholarship-holders leave Dunhurst.
- Other scholarship-holders at Dunhurst are re-assessed upon entry to Bedales.
- Bursaries are reviewed annually, in case parents' circumstances have changed materially.
- Bursaries intended to help families through financial difficulties are temporary; the school will set an end date according to the circumstances.

Assessment for Dunhurst (ages 8+ upwards)

Academic scholarships

A scholarship may be awarded at 10+ or 11+ to entrants who intend to board. The award is based on performance in the entrance assessment in January; there is no separate application form.

Music scholarships

Candidates are assessed on two instruments and should have attained Grade 4 in both.

The Director of Music is always pleased to advise candidates before the official tests, on the basis of an informal interview and audition.

Assessment for Bedales (ages 13+ upwards)

Academic scholarships

13+ Scholarships are awarded by written examination. We do not use common scholarship papers but set our own tests: one paper each in Humanities/English and in Science. Both are tests of method and skill rather than subject-specific knowledge.

Candidates must have achieved high scores in our assessment for entrance, held six to eight weeks beforehand. If their scores are good but not exceptional, we may offer them a place but withdraw them from the scholarship assessment.

16+ Candidates take written examinations in three of their four chosen subjects for AS-level. The award of a scholarship may be influenced by the results of our entrance assessment interviews, held a week or so later.

Internal candidates must gain the approval of their form tutor to apply for a scholarship.

Further details of the scholarship examinations will be sent to all 13+ applicants for places at Bedales and to those candidates at 16+ who have applied for scholarships.

Music scholarships

Music scholarships are awarded on the basis of a performance and of sight-reading and aural tests. Candidates must perform two contrasting pieces on their main instrument and may offer a prepared song in addition. A second instrument is an advantage.

Candidates at 16+ should have reached a level of proficiency in the region of Associated Board grade 8 in one instrument. For candidates at 13+ we expect proficiency in the region of grade 5 in one instrument, although we take into account age, length of study and, more importantly, musical potential.

The Director of Music is always pleased to advise candidates before the official tests, on the basis of an informal interview and audition.

Places will be offered soon after the tests, but the music scholarships will not be offered until the period specified by the Headmasters' and Headmistresses' Conference, i.e. for 16+, not before 1 December; for 13+, the middle of February.

Sixth-form scholarships

Art

Scholarships are awarded on the basis of

- a discussion of the candidate's portfolio – which should consist of original (not copied or photographed) and diverse work in various media
- a piece of work based on a still life
- written analysis of an artwork

Design

Up to three scholarships are awarded for outstanding contributions to design made by students during their first year in Bedales Sixth Form.

Drama

Up to three scholarships are awarded for outstanding contributions to drama made by students during their first year in the Bedales Sixth Form.

Science

From time to time a special Science Scholarship, known as the E C Simon Science Scholarship, is awarded.

Bursaries

Bursaries that are awarded at the time of entry are calculated on the balance of need and total household income and assets; we take into account all the school fees to which the family is committed.

We may undertake house visits as part of the assessment, or the annual re-assessment, of bursaries.

Please refer to the Bursary Policy, printed at the back of this booklet, for further details.

Fees September 2008/09

	Per Term
Bedales	
Boarding	£8,888
Day	£6,992
Dunhurst	
Boarding	£6,109
Half-Boarders (max 4 nights)	£5,429
Day	£4,782
Flexi-Boarding	£32 per night
Dunannie (Day only)	
Year 3	£2,507
Year 1 & 2	£2,158
Reception (Autumn/Spring)	£2,047
Reception (Summer)	£2,158
Nursery*	£1,189
Speech Training (eg LAMDA)	
Individual lessons	£242 per ten lessons
Shared Lessons (2 pupils)	£164 per ten lessons
Learning Support	
Individual lessons	£294 per ten lessons
Dance Ballet/Jazz	
Individual (30 mins)	£242 per ten lessons
Two sharing (30 mins)	£120 per ten lessons
Three sharing (30 mins)	£90 per ten lessons
Group (45 mins)	£76 per ten lessons
Group (1 hour)	£81 per ten lessons

The above extras are levied in arrears.

Music

The charge per instrument is £240 per ten lessons. In those cases where it is considered desirable to learn a second or third instrument, only two thirds fees (£160) or half fees (£120) respectively will be charged. These concessions will be given only when the Director of Music judges it advisable for a child to learn more than one instrument. Musical instrument hire charge is £30 per term.

Dates of terms

Dates below are for Bedales. Dunhurst and Dunannie terms start a day later and end a day earlier. Dates are provisional.

Autumn 2008

Saturday 6 / Sunday 7 September	Autumn Term begins
Friday 24 October, 5.30 pm	Half Term begins
Sunday 2 November, 9.30 pm	Half Term ends
Friday 12 December, 5.30pm	Autumn Term ends

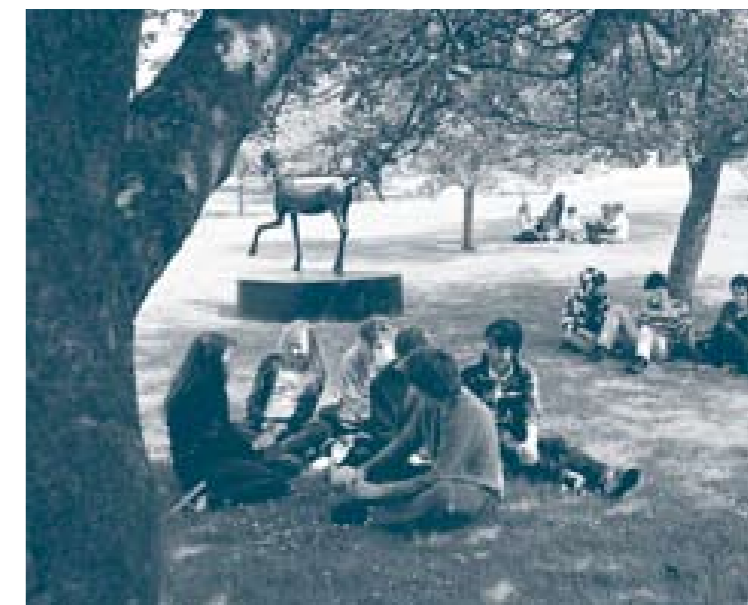
Spring 2009

Sunday 11 January, 8 pm	Spring Term begins
Friday 13 February, 5.30 pm	Half Term begins
Sunday 22 February, 9.30 pm	Half Term ends
Saturday 28 March, 1.00pm	Spring Term ends

Summer 2009

Sunday 19 April, 8 pm	Summer Term begins
Friday 22 May, 5.30 pm	Half Term begins
Sunday 31 May, 9.30 pm	Half Term ends
Saturday 4 July, 12 noon	Summer Term ends

* Registered with Hampshire County Council Early Years Education Scheme which provides funding for all three and four year olds. The scheme currently offers £8.50 per session, giving funding for each child of approximately £450 per term.



Examination results 2008

A-level passes at A & B: 65.2%. GCSE/BAC passes at A* & A: 52.4%.

	A level		AS Year group	GCSE	
	% A & B	Entry		% A* & A	Entry
Art	80	15	25	60	20
Art BAC				56	16
Biology	60	15	24	100	21
Business Studies	34	6			
Chemistry	85	13	23	100	21
Chinese				0	2
Classical Civilisation	20	5	12		
Classical Greek	0	1			
Classical Music BAC				60	5
Computing	100	1	4		
Dance			2		
Dance BAC				78	9
Design	82	11	17		
Design BAC				49	43
Drama and Theatre Studies	47	15	28		
Economics	70	10	11		
English				56	100
English Literature	52	21	48		
English Literature BAC				60	43
French	25	8	11	49	79
Geography	100	5	14	44	34
German	50	2	3	80	5
History	69	39	41	67	39
History BAC				64	36
Italian			1		
Latin	100	1	5	60	5
Mathematics IGCSE				70	44
Mathematics	100	13	22	13	56
Further Mathematics	40	5	8		
Music	80	5	4	58	12
Music Technology					
Outdoor Work BAC				67	9
Philosophy, Religion & Ethics BAC				73	22
Physical Education	0	5			
Physics	78	9	20	95	22
Psychology	22	9	15		
Religious Studies (Philosophy & Ethics)	93	14	21		
Science (Science B & Additional Science)				41	156
Spanish	88	8	15	80	25
Theatre Arts BAC				42	50
Totals		236	374		874

Notes: A-level results for 36 girls and 40 boys. GCSE results for 50 boys and 50 girls in Block 5 including subjects taken in earlier years. AS figures show only the number taking the subject.

How to find Bedales Schools

By car

From London and Portsmouth

Take the A3. Ignore the first junction signed Petersfield (B2070, from the Portsmouth direction; or A272, from London). Take the exit marked 'A272 Winchester/Petersfield Industrial Estate' and follow signs for Petersfield town. At the roundabout take the first exit, for Steep.

For Dunhurst and Dunannie, continue for half a mile; the entrance is on the right just after the bridge over the A3.

For Bedales, drive on for another quarter of a mile and turn right at the crossroads immediately before The Cricketers pub. Continue for a quarter of a mile; the entrance is on the right.

From Winchester

Take the A272. As you leave Stroud, the A272 bends sharply right, and you can turn left into Ridge Common Lane. A mile later you will reach a crossroads, with The Cricketers pub across the road. For Dunhurst and Dunannie turn right; after a quarter of a mile the entrance is on the left just before the bridge over the A3. For Bedales, go straight over the crossroads. Continue for a quarter of a mile, and the entrance is on the right.

If you miss Ridge Common Lane, continue on the A272 and go straight over the roundabout under the A3. At the next roundabout take the first exit, for Steep. For Dunhurst and Dunannie, continue for half a mile, and the entrance is on the right just after the bridge over the A3. For Bedales, drive on for a quarter of a mile and turn right at the crossroads immediately before The Cricketers pub. Continue for a quarter of a mile, and the entrance is on the right.

From Midhurst

Take the A272. When you reach Petersfield, follow signs for Winchester. Cross the railway by Petersfield Station; continue for 500 yards; at the roundabout take the second exit, for Steep. For Dunhurst and Dunannie, continue for half a mile, and the entrance is on the right just after the bridge over the A3. For Bedales, drive on for another quarter of a mile and turn right at the crossroads immediately before The Cricketers public house. Continue for a quarter of a mile; the entrance is on the right.

From Alton

Take the A32. After five miles, turn left at the crossroads marked 'Froxfield/Steep'. Continue for four miles via Stoner Hill, and you will reach a crossroads by The Cricketers pub. For Dunhurst and Dunannie continue down the hill; after a quarter of a mile the entrance is on the left just before the bridge over the A3. For Bedales, turn left at the crossroads. After a quarter of a mile, the entrance is on the right.

From London airports

Heathrow

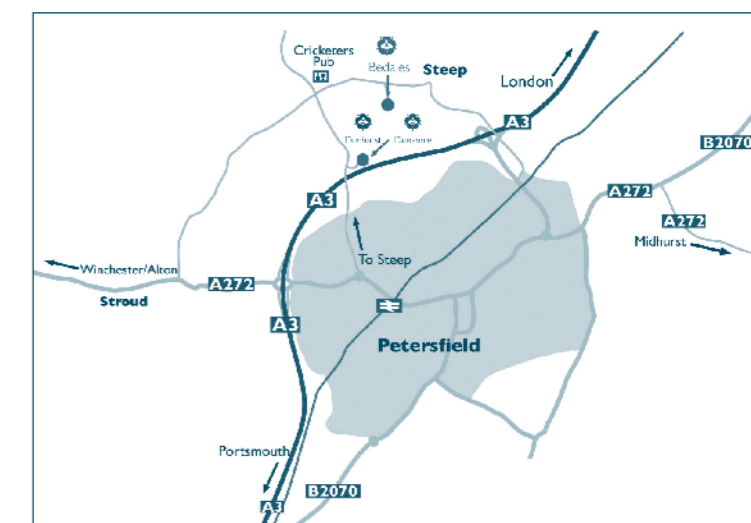
Take the M4 motorway westbound and follow signs for the M25. Take the M25 southbound, marked 'Guildford/Gatwick Airport'. Continue on the M25 past the M3 exit and take the exit marked 'A3 Guildford/Portsmouth'. Then follow directions for 'By car – from London and Portsmouth' above.

Gatwick

Take the M23 motorway northbound and join the M25 westbound. Take the exit marked 'A3 Guildford/Portsmouth'. Then follow directions for 'By car – from London and Portsmouth' above.

By rail

Petersfield station is approximately one hour from London Waterloo. Taxis are available outside the station for the two-mile journey to Bedales Schools.



Admissions policy for Bedales Schools

Bedales School (“the School”) is a co-educational boarding and day school for ages 3 to 18. It is constituted as a registered charity and as a company limited by guarantee. The School comprises three sections, each of which is responsible for its own admissions according to the common policy set out below:

Dunannie	Bedales pre-prep school	ages 3-8
Dunhurst	Bedales junior school	ages 8-13
Bedales	the senior school	ages 13-18

The Admissions Policy should be read in conjunction with the School’s contractual Terms & Conditions, which are available on the website and from the Admissions Office.

1 Entry criteria

We seek to admit students who are, in our professional judgement:

- (a) able and willing to contribute to the life of the School, who will take initiative, who are likely to get on well with other students and with staff, and who will make the most of the range of activities and opportunities offered by the Bedales schools;
- (b) able to access the curriculum, willing to cooperate with teachers and work hard, and capable of making satisfactory academic progress.

Religion, ethnicity and gender have no bearing on how we select students, and we will comply with all legislation prohibiting discrimination. Disability or special educational need is no bar to admission, provided that we can make reasonable adjustments that enable us to deliver a Bedales education and that enable the student to benefit fully from that education.

We are committed to widening access to as broad a range of students as may comply with the School’s admissions requirements as set out from time to time.

2 Assessment

(i) Initial entry

Initial admission to the three schools is primarily by interview and assessment at the School.

From Year 3 upwards, applicants also take our own written tests, to establish that they meet the expected academic requirements.

- (a) Candidates at 13+ or 14+ must be judged capable of attaining 50 points at GCSE (taking A* as 8, A as 7, and so on).
- (b) Sixth-form applicants at 16+ must be judged capable of attaining three A-level passes at Grade B or above.

However, the main focus of all our assessments is on understanding the whole person, and on determining how well they are likely to adapt to the mainstream educational experience at Bedales, to contribute to it and to benefit from it.

- (a) At Dunannie, children are admitted to the Nursery (at age 3+) without formal assessment. The suitability of children joining from Reception to Year 3 is determined by a day spent at the School and informal assessment.
- (b) Younger applicants for Dunhurst (8+ and 9+) normally spend half a day to a day being interviewed and assessed in the School.
- (c) The assessment for entry at 10+, 11+ and 12+ to Dunhurst and at 13+ for Bedales is residential, over one to three days, in January of the year of entry.
- (d) Candidates at 13+ may take a one-day pre-assessment in the preceding June, as a guide to their likely result in the January assessment. The pre-assessment has no effect on our decision whether to offer a place.
- (e) Sixth-form applicants normally attend a day of interviews at the School in November of the year before entry.
- (f) We also assess applicants throughout the year, and at other ages, if a place becomes available.

(ii) Moving up the schools

Progression from one year to the next, and from one school to the next, is subject to satisfactory behaviour and academic progress. In particular:

- (a) Progression from Dunannie to Dunhurst is not subject to any formal assessment but the School will informally assess pupils and will monitor their development to ensure that their needs can still be met adequately if they make the transition.
 - (b) Progression from Dunhurst to Bedales is subject to interview, satisfactory behaviour and satisfactory performance in our own written tests.
 - (c) Progression from Block 5 to 6i [Year 11 to the Sixth Form] is normally subject to attaining a minimum number of points at GCSE/Bedales Assessed Courses (currently 50, taking A* as 8, A as 7, and so on, based on a nine-subject programme; Bedales Assessed Courses are graded according to the same grade scales as GCSEs).
 - (d) A student’s disciplinary record, willingness to cooperate in developing satisfactory habits of learning, participation in extra-curricular activities and relations with other members of the community will be taken into account.
 - (e) Where it appears that a student’s behaviour and/or academic progress may jeopardise their move from one school to the next, or from Block 5 to 6i, we will inform parents and the student of the possibility by:
 - December of Year 3 at Dunannie;
 - the end of Group 3 [Year 6] at Dunhurst;
 - November for Block 5 [Year 11] at Bedales;We will agree with them a plan of action to help the student maximise their potential.
- If, despite the plan of action, the student’s behaviour or academic progress remains unsatisfactory, we will give notice by the beginning of June, in the year when they are due to progress, that they should leave the School. In the case of Block 5 students, we may stipulate a points score in GCSE as a condition for remaining in the School.
- (f) The above provisions do not take account of particular disciplinary circumstances or unexpected decline in academic performance which may lead to a student needing to leave the School.

3 Financial aid

We commit 5% of our income per year to financial aid, mostly in the form of means-tested bursaries, awarded according to need and subject to annual review. They may be awarded:

- (a) at the time of entry to Bedales only, i.e. normally at 13+ and 16+;
- (b) at other times, to help families in any of the three schools through temporary financial difficulties.

Full details of the bursary policy are available on request from the Bursar, and on the School’s website.

4 Recognising exceptional merit

We may award scholarships to acknowledge candidates of exceptional merit, mainly on entry to Bedales, and on progression from Block 5 to 6i [Year 11 to the Sixth Form]. Scholarships will take the form of a remission of fees; most are limited to £750, but Music scholarships may attain up to 25% of fees.

5 Preferences and limitations

- (a) In all three schools we may give preference to applicants who have a sibling at the School.
- (b) In Dunhurst and Bedales we may reserve places for applicants who:
 - come from families who cannot afford any or all of the fees;
 - have a talent that is valuable to the School, such as academic, musical or artistic ability;
 - wish to board.
- (c) The three Bedales schools have limited facilities for the disabled, but in line with the Special Educational Needs and Disability Act 2001 we make reasonable adjustments as described in ‘Entry criteria’ above. Parents should provide us with full written details of their child’s disabilities or special educational needs – the sooner the better, and (for students who are not yet enrolled) no later than registration, so that we can assess the needs and consult parents about possible adjustments.

Bursary policy for Bedales School

6 Special circumstances

We recognise that an applicant's performance may be affected by particular circumstances, for example:

- Illness when taking the tests or a lengthy absence from school;
- Particular family circumstances such as a recent bereavement;
- A relevant education history such as education outside the British system;
- A disability or specific learning difficulties;
- English not being the applicant's first language.

In any of these cases, we may request further information such as a medical certificate or educational psychologist's report and any associated correspondence from the pupil's current school or any history of learning difficulties as we consider necessary to make a fair assessment.

7 Further information; Terms & Conditions

Further details of the admissions process, assessment, financial aid and Terms & Conditions are available on request from the Admissions office. They are published annually on the website, www.bedales.org.uk, and in the Current Information booklet. The Bursar will be pleased to advise on eligibility for financial aid.

When you accept a place at the Bedales schools, you accept our standard Terms & Conditions.

8 Complaints

Complaints about our handling of any aspect of the admissions process should be addressed in the first instance to the Head of the relevant school. If the dispute is not resolved, it will be subject to the School's grievance procedure, a copy of which is available on request.

9 Contact us

Bedales, Steep, Petersfield, Hampshire GU32 2DG

Registrar jjarman@bedales.org.uk 01730 711733

Bursar bursar@bedales.org.uk 01730 711561

On request, we will supply all publicity material and official documents relating to the admissions process in a format suitable to the applicants (e.g. large print, Braille, audio-book).

General

The Governors of Bedales School are committed to broadening access to the school by offering to eligible parents/guardians means-tested financial support with the payment of school fees. Such support is known as a Bursary and these may be awarded in the form of a discount of up to 100% on tuition fees payable, depending on the financial, compassionate or other pertinent circumstances of applicants.

Bursary awards are subject to repeat testing of parental means each year and may be varied upwards or downwards, depending on parental circumstances. Awards are made on the basis of the Bedales School Scale of Awards, which sets out award levels in relation to a family's financial circumstances. The Scale of Awards is reviewed and revised annually by the Bursar and Head of Bedales, to reflect any changes in fee costs, and approved by the Governors.

Though awards are generally tied to this scale, they may be varied upwards or downwards depending on individual parents'/guardians' circumstances (e.g. their savings, investments and realisable assets, as well as their income, the size of their family, any other persons dependent upon them and like factors), compassionate or other pertinent considerations.

Requests for financial support usually fall into two categories:

- New applicants to Bedales, where a place has been offered but parents/guardians are unable to fund the tuition fees.
- Existing pupils where a change in parents'/guardians' circumstances has resulted in difficulty in meeting tuition fees and may result in the child being withdrawn part-way through a stage of education.

New Applicants to the School

Information provided by the School alerting the parents/guardians of potential pupils to the possibility of gaining means-tested financial support with the payment of schools fees is included in:

- The School's Terms & Conditions.
- The School website.
- The local press by means of advertisements.

The Application Process

Bursaries may be made available to parents/guardians of children entering any year-group of Bedales (the senior school). They are awarded at the discretion of the Governors. The Head and School Bursar are responsible for the management and coordination of the process.

Step One

Parents/guardians seeking a bursary are required to complete an application form which seeks to establish the financial circumstances of the household. The form, which requests details of income and capital, must be accompanied by full documentary evidence. The completed form, together with the necessary documentary evidence, is to be submitted to the Bursar no later than the 31 December in any year for bursaries to start the following September.

Step Two

The Bursar assesses all applications in order to establish the likely level of support which will be required in order to allow the child to attend the School. This may involve the Bursar, or his representative, visiting the parents'/guardians' home to ensure the information has been correctly interpreted and the basis of the financial assessment has been fair.

Step Three

The Bursar prepares a recommendation which is considered with the Head, and a joint recommendation is then reached.

Step Four

End of February. The parents/guardians are advised whether their child is to be offered a place at the School and of the Bursary offer.

Step Five

Parents/guardians are then required to sign a letter accepting the place at the school and an acknowledgement agreeing to any conditions relating to the bursary.

The Case for Assistance

The Head and Bursar will consider a number of factors when making the judgement as to the justification for support, and the extent of such support. In the main, the child's suitability for the school is the first consideration in granting support.

Suitability

In assessing a child's suitability, attention will be given to the academic assessment result of each applicant, but academic potential and potential in extra-curricular areas will also be considered as well as actual achievement. Bursary funds are limited and those judged most suitable will be given priority as those likely to gain most from the educational provision. Each pupil to whom support is offered must, in the opinion of the Head, be likely to make sound academic progress following admission and possess the potential to develop the quality of his or her work, and benefit from participation in the wider, extra-curricular activities on offer at the School. In normal circumstances, each applicant should meet the School's normal academic requirements. Previous school reports will be consulted for evidence of good behaviour.

Financial Limitations

The amount of the bursary award is not influenced by the level of the academic ability of the child but by the extent of need. Each case is assessed on its own merits and awards are made accordingly, subject to the School's ability to fund these within the context of its overall budget. It is recognised that judgements about what sacrifices a family should make to pay school fees will be personal. However, the School has a duty to ensure that all bursary grants are well focussed and so, as well as current earnings, other factors which will be considered in determining the necessary level of grant will include:

- The ability to improve the financial position or earning power of the family. For example, where there are two partners, both would be expected to be employed unless one is prevented from doing so through incapacity, the need to care for children under school age or other dependents, or the requirements of their partner's work.
- Opportunities to release any capital. Significant capital savings and investments would be expected to be used for the payment of school fees, as would equity values in houses.

- In cases of separation, the contribution made by the absent parent.
- Contribution to household costs by other, wider, family members, any adults unrelated to the child or by outside sources.
- Where fees are being paid to other schools (or universities) the School's grant will take into account all these outgoings.
- Acknowledging that others might have a different view, the School considers that the following would not be consistent with the receipt of a bursary:
 - Frequent or expensive holidays.
 - New or luxury cars.
 - Investment in significant home improvements.
 - A second property/land holdings.
 - Other Factors.

It is recognised that, in addition to academic ability and financial constraints, there may be other circumstances which should be considered. These include:

- Where a child has siblings at the School.
- Where the social needs of the child are relevant (e.g. may be suffering from bullying at their present school).
- Where a parent/guardian is terminally ill or is unable to secure permanent employment due to poor health.
- Where a separation has resulted in the child having to be withdrawn from the School adding to the stress of coping with the parents/guardians separating.

Existing Pupils – Change in Family Circumstances

Within overall budget funding, the School will, in normal circumstances, set aside each year a Hardship Fund for cases of sudden, unforeseen need or where applications meriting bursary assistance are received out of the normal calendar cycle for bursary submission, scrutiny and award. This sum will be set within budgetary constraints. Parents/guardians with a child at the School whose financial circumstances suddenly change may apply for a bursary to the Head, explaining their situation and using the appropriate forms. Such awards are subject to the availability of funding and cannot be guaranteed.

Annual Review

All bursary awards are subject to repeat testing of parental means each year and may be varied upwards or downwards depending on parental circumstances.

Current bursary holders will be issued with repeat means-testing forms at the beginning of January each year for return by the end of the month.

For those previously in receipt of bursaries, the Head and Bursar have the discretion to recommend to the Governors the reduction or withdrawal of an award not only where a pupil's progress, attitude or behaviour has been unsatisfactory but also where the parents/guardians have failed to support the school, for example by the late payment of any contribution they are making to the fees.

Confidentiality

The School respects the confidentiality of bursary awards made to families, and recipients are expected to do likewise.

Other Sources of Bursary Assistance

In addition to the School's bursary Fund, there are a number of educational and charitable trusts which provide assistance with tuition fees. In the majority of cases, these are to assist children who are already attending a fee-paying school and due to a change of circumstances may be unable to remain. Bedales School encourages parents/guardians to apply for support where it is felt a good case can be made for assistance. Further information on how to pursue such assistance may be obtained from:

The Bursar

Bedales School
Church Road
Petersfield
Hampshire
GU32 2DG
Email: hmcbrown@bedales.org.uk

The Joint Educational Trust

6 Lovat Lane
London EC3R 8DT
Email: admin@jetcharity.org
Website: www.jetcharity.org

Bedales Schools Terms & Conditions

Introduction

1 These Terms & Conditions deal with such matters as admission and entry to the School, education and pastoral care, behaviour and discipline, fees, medical matters, important provisions about notice and general contractual matters. The Terms & Conditions reflect the custom and practice of independent schools for many generations and they form the basis of the contract for educational services between the School and Parents.

2 Prospectus: The prospectus describes the broad principles on which the School is presently run and gives an indication of our history and ethos. Although believed correct at the time of printing, the prospectus is not part of any agreement with the Parents and the School. Parents wishing to place specific reliance on a matter contained in the prospectus should seek written confirmation of that matter before entering this agreement.

3 Managing Change: Every long-term contract must contain reasonable provisions for change. This School, as any other, is likely to undergo a number of changes during the time a child is a Pupil here: for example, there may be changes in the staff, and in the premises and facilities and their use; in the curriculum and the size and composition of classes; in the School Rules and Regulations and disciplinary framework, and the length of school terms. Fee levels will be reviewed each year and there will be reasonable increases from time to time. Whenever practicable, however, Parents will be consulted and/or given at least a term's notice of a change of policy which would have a significant effect on their child's education or pastoral care.

4 Documents Referred to: Parents and Pupils have an opportunity, on request, to see any of the other documents referred to in these Terms & Conditions before they accept the offer of a place. Those documents, together with these Terms & Conditions, may undergo reasonable change from time to time, as circumstances require, so as to ensure that the School, its culture, ethos and resources are properly managed, and so as to promote good order and discipline throughout our school community, and to ensure compliance with the law.

Terminology

5 “The School”/ “We”/ “Us” means the Bedales School, a registered charity constituted as a company limited by guarantee whose directors are referred to as the **“Governors”**. The School is organised in the following sections: Senior School known as Bedales / Junior School known as Dunhurst / Pre-Preparatory School known as Dunannie.

6 “The Governors” are appointed under the Articles of Association of Bedales School Limited. The Governors are the trustees of the charity and have overall responsibility for the charity and the School.

7 “The Head” is the person appointed by the Governors to be responsible for the day-to-day running of the School and that expression includes those to whom any duties of the Head or of the Governors have been delegated and in particular the Head of Dunhurst, the Head of Dunannie and the Bursar.

8 “The Parents”/ “You” means those who have signed the Acceptance Form and / or who have accepted responsibility for the Pupil's attendance at the School. The Parents are legally responsible, individually and jointly, for complying with their obligations under these terms and conditions. Those who have “parental responsibility” are legally entitled to receive relevant information about the Pupil unless a court order has been made to the contrary, or there are other reasons which justify withholding information to safeguard the interests and welfare of the Pupil.

9 “The Pupil” is the child who has been admitted to the School at the request of the Parents and (where applicable) is the person named on the Acceptance Form as the Pupil.

Admission and Entry to the School

10 Registration and Admission: Children will be considered as candidates for admission and entry to the School when the Registration Form has been completed and returned to us and the non-returnable Registration Fee paid. Admission will be subject to the availability of a place and the Pupil's satisfying the admission requirements at the time. “Admission” occurs when Parents accept the offer of a place. “Entry” is the date when the Pupil attends the School for the first time under this contract.

11 Equal Opportunities: The School is an all-age, day and boarding school for boys and girls. The School is non-denominational and welcomes staff and children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected. We have limited facilities for the disabled but We will do our best to make reasonable adjustments in order to accommodate the needs of members of the staff and children who have disabilities.

12 Offer of a Place and Deposit: A deposit (“Acceptance Deposit”) as shown on the Fees List for the relevant year will be payable when Parents accept the offer of a place. The deposit will be repaid by means of a credit without interest to the final payment of Fees or other sums due to the School on leaving. Until credited, the deposit will form part of the general funds of the School.

13 Overseas Pupils: For reasons of administration, the right is reserved to require payment of a full term’s boarding Fees (“Overseas Deposit”) as a deposit in the case of a Pupil whose normal residence is outside the United Kingdom. Subject to full compliance with these Terms & Conditions, interest at a discretionary rate, calculated on the difference between the Overseas Deposit and the Acceptance Deposit current at that time, will be credited to the account when the Pupil leaves. Interest will be compounded annually and the interest rate will be a reasonable reflection of the benefit which the School has received from the use of money held in its general account during the relevant period.

Pastoral Care

14 Meaning: Pastoral care is a thread that runs throughout all aspects of life at this School and is directed towards the happiness, success, safety and welfare of each Pupil and the integrity of the school community. Any question or concern about the pastoral care of a Pupil should be notified immediately to a member of the teaching staff, or in the case of a serious concern, should be notified in writing to the Head.

15 Our Commitment: We will do all that is reasonable to safeguard and promote children’s welfare and to provide pastoral care to at least the standard required by law and often to a much higher standard. We will respect children’s human rights and freedoms which must, however, be balanced with the lawful needs and rules of our school community and the rights and freedoms of others.

16 Pupil’s Rights: A Pupil of sufficient maturity and understanding has certain legal rights which the School must observe. These include the right to give or withhold his/her consent in a variety of circumstances and certain rights of confidentiality and, usually, the right to have contact with both parents. If a conflict of interests arises between a parent and a Pupil, the rights of, and duties owed to, the Pupil will in most cases take precedence over the rights of, and duties owed to, the parent.

17 Head’s Authority: The Parents authorise the Head to take and/or authorise in good faith all decisions which the Head considers on proper grounds will safeguard and promote the Pupil’s welfare.

18 Ethos: The ethos of this School must be such as to foster good relationships between members of the staff, the Pupils themselves and between members of the staff and Pupils. Bullying, harassment, victimisation and discrimination will not be tolerated. The School and its staff will act fairly in relation to the Pupils and Parents and We expect the same of Pupils and Parents in relation to the School.

19 Physical Contact: Parents give their consent to such physical contact as may accord with good practice and be appropriate and proper for teaching and instruction and for providing comfort to a Pupil in distress or to maintain safety and good order, or in connection with the Pupil’s health and welfare.

20 Disclosures: The Parents confirm that they have disclosed or will as soon as possible disclose to the School in confidence any known medical condition, health problem or allergy affecting the Pupil, any history of a learning difficulty on the part of the Pupil or any member of his/her immediate family, or any family circumstances or court order which might affect the Pupil’s welfare or happiness, or any concerns about the Pupil’s security.

21 Confidentiality: The Parents authorise the Head to override their own and (so far as they are entitled to do so) a Pupil’s rights of confidentiality and to impart confidential information on a “need-to-know” basis where necessary to safeguard or promote a Pupil’s welfare or to avert a perceived risk of serious harm to the Pupil or to another person at the School.

22 Leaving School Premises: The School is unable to prevent a Pupil leaving school premises in breach of School Rules and Regulations and is not legally entitled to do so in the case of a Pupil aged 16 years or over.

23 Residence During Term Time: Pupils, except when boarding, are required during term time and at weekends, exeats and half term, to live with a parent or legal guardian or with an education guardian approved by the School or with a family authorised by the Parents. The Head must be notified in writing immediately if a Pupil will be residing during term time under the care of someone other than a parent or persons within one of the categories listed above.

24 Absence of Parents: When both Parents will be absent from the Pupil’s home overnight or for a twenty-four hour period or longer, the School must be told in writing the name, address and telephone number for twenty-four hour contact with the adult who will have the care of the Pupil.

25 Education Guardians: A Pupil whose Parents are resident outside the United Kingdom must have an education guardian in the United Kingdom who has been given legal authority to act on behalf of the Parents in all respects and to whom the School can apply for authorities when necessary. The School can accept no responsibility during exeats, half term or the holidays for Pupils whose Parents are resident abroad and the Parents and guardians of such Pupils must make holiday arrangements, including travel to and from the School, well in advance. The responsibility for choosing appropriate education guardians rests solely with the Parents but the School may be able to assist, by providing Parents with the names of agencies or individuals who have acted as guardians in the past. Parents are responsible in each case for satisfying themselves as to the suitability of an education guardian.

26 Pupils’ Personal Property: Pupils are responsible for the security and safe use of all their personal property including money, locker keys, watches, computers, musical instruments and sports equipment, and for property lent to them by the School. Parents should make appropriate insurance arrangements in each case.

27 Photographs: It is the custom and practice of most independent schools, and of this School, to include some photographs or images of Pupils in the school’s promotional material such as the prospectus and website. We would not disclose the name or home address of a child without the Parents’ consent. Parents who do not want their child’s photograph or image to appear in any of the School’s promotional material must make sure their child knows this and must write immediately to the Bursar requesting an acknowledgement of their letter.

28 Transport: The Parents consent to the Pupil travelling by any form of public transport and/or in a motor vehicle driven by a responsible adult who is duly licensed and insured to drive a vehicle of that type.

Educational Matters

29 Our Commitment: Within the published range of the School’s provision, We will do all that is reasonable to provide an educational environment and teaching of a range, standard and quality which is suitable for each Pupil and to provide education to at least the standard required by law, and often to a much higher standard.

30 Organisation: We must reserve the right to organise the curriculum and its delivery in a way which, in the professional judgement of the Head, is most appropriate to the school community as a whole. Our policy on streaming, setting and class sizes may change from year to year and from time to time and will depend mainly on the mixture of abilities and aptitudes among the Pupils. Any Parent who has specific requirements or concerns about any aspect of their child’s education or progress should contact their child’s tutor, or any other appropriate member of staff, as soon as possible, or contact the Head in the case of a serious concern.

31 Progress Reports: The School monitors the progress of each Pupil and reports regularly to Parents by means of verbal and written reports as appropriate.

32 Sex Education: All Pupils will receive health and life skills education appropriate to their age in accordance with the curriculum from time to time.

33 Public Examinations: The Head may, after consultation with a Parent, decline to enter a Pupil’s name for a public examination if, when exercising professional judgement, the Head considers that by doing so the Pupil’s prospects in other examinations would be impaired and/or if the Pupil has not prepared for the examination with sufficient diligence.

34 Reports and References: Information supplied to Parents and others concerning the progress and character of a Pupil, and about examination, further education and career prospects, and any references will be given conscientiously and with all due care and skill but otherwise without liability on the part of the School.

35 Learning Difficulties: The School will do all that is reasonable in the case of each Pupil to detect and deal appropriately with a learning difficulty which amounts to a “special educational need”. Our staff are not, however,

qualified to make a medical diagnosis of conditions such as those commonly referred to as dyslexia, or of other learning difficulties.

36 Screening for Learning Difficulties: The screening tests available to schools are indicative only: they are not infallible. Parents will be notified if a screening test indicates that a Pupil has a learning difficulty. A formal assessment can be arranged by the School at the Parents' expense or by the Parents themselves.

37 Information about Learning Difficulties: Parents must notify the Head in writing if they are aware or suspect that a Pupil (or anyone in his or her immediate family) has a learning difficulty and the Parents must provide Us with copies of all written reports and other relevant information. Parents will be asked to withdraw the Pupil, without being charged Fees in lieu of notice if, in the professional judgement of the Head and after consultation with the Parents and with the Pupil (where appropriate), the School cannot provide adequately for a Pupil's special educational needs. Remedial teaching provided by the School will be charged as an extra.

38 Moving up the School: It is assumed that each Pupil who satisfies the relevant criteria at the time will progress through the School and will ultimately complete the Upper Sixth Year (Year 13). Parents will be consulted before the end of the Spring Term in Years 3 (Class 2), 8 (Block 2) & 11 (Block 5) if there is any reason why he/she may be refused a place at the next stage of the School. Parents must give a term's notice in writing, in accordance with the Provisions about Notice (below) if they do not intend their child to proceed to the next stage of the School, or a term's Fees in lieu of notice will be payable.

39 Intellectual Property: The School reserves all rights and interest in any copyright, design right, registered design, patent or trademark ("intellectual property") arising as a result of the actions or work of a Pupil in conjunction with any member of staff and/or other Pupils at the School for a purpose associated with the School. The School will acknowledge and allow to be acknowledged the Pupil's role in creation/development of intellectual property.

40 Pupil's Original Work: Copyright in the Pupil's original work, such as classroom work, prep or homework, projects, examination scripts, paintings and computer generated material, belongs to the Pupil. Most such work (but not examination scripts) will be returned to the Pupil when it is no longer required for purposes of assessment

or display. The Parents consent for themselves and (so far as they are entitled to do so) on behalf of the Pupil, to Our retaining such work at school premises until, in Our professional judgement, it is appropriate to release the work to the Pupil. Certain coursework may have to be retained for longer than other work and for up to one year in order to reduce the risk of cheating. We will take reasonable care to preserve the Pupil's work undamaged but cannot accept liability for loss or damage caused to this or any other property of the Pupil by factors outside the direct control of the Head and staff.

41 School Trips: A variety of school trips will be provided for Pupils here. The cost of certain school trips will be charged as an extra and added to the bill. Parents' prior consent for a trip costing less than £30 will not be sought. School trips abroad or those in the United Kingdom involving an overnight stay will be the subject of a separate agreement with Parents; the cost of the trip will be payable in advance. The Pupil is subject to school discipline in all respects whilst engaged in a school trip. All additional costs of special measures necessary to protect the Pupil's safety and welfare, or to respond to breaches of discipline, will be added to the bill.

Behaviour and Discipline

42 School Regime: The Parents accept that the School will be run in accordance with the authorities delegated by the Governors to the Head. The Head is entitled to exercise a wide discretion in relation to the School's policies, rules and regime and will exercise those discretions in a reasonable and lawful manner, and with procedural fairness, when the status of a Pupil is at issue.

43 Conduct and Attendance: We attach importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. Parents warrant that the Pupil will take a full part in the activities of the School, will attend each school day, will be punctual, will work hard, will be well-behaved and will comply with the School's expectation to be appropriately dressed.

44 School Rules: The School Rules and Regulations which apply are set out in the Parents' and Pupils' Handbooks and other documents published from time to time. Parents and Pupils have an opportunity, on request, to see the current rules and regulations before they accept the offer of a place.

45 School Discipline: The Parents hereby confirm that they accept the authority of the Head and of other members of staff on the Head's behalf to take all reasonable

disciplinary or preventative action necessary to safeguard and promote the welfare of each Pupil and the school community as a whole. The School's disciplinary policy which is current at the time applies to all Pupils when they are on school premises, or in the care of the School, or otherwise representing or associated with the School, and also when Pupils are in Steep or Petersfield during the working week.

46 Investigative Action: A complaint or rumour of misconduct will be investigated. A Pupil may be questioned and his/her accommodation or belongings may be searched in appropriate circumstances. All reasonable care will be taken to protect the Pupil's human rights and freedoms and to ensure that his/her Parents are informed as soon as possible and that the Pupil is accompanied and assisted by a Parent, education guardian or a teacher of the Pupil's choice.

47 Procedural Fairness: Investigation of a complaint which could lead to expulsion, removal or withdrawal of the Pupil in any of the circumstances explained below shall be carried out in a fair and unbiased manner. All reasonable efforts will be made to notify the Parents or education guardian so that they can attend a meeting with the Head before a decision is taken in such a case. In the absence of a Parent or an education guardian, the Pupil will be assisted by an adult (usually a teacher) of his/her choice.

48 Divulging Information: Except as required by law, the School and its staff shall not be required to divulge to Parents or others any confidential information or the identities of Pupils or others who have given information which has led to the complaint or which the Head has acquired during an investigation.

49 Drugs & Alcohol: A Pupil may be given the opportunity to provide a sample of breath to test for alcohol consumed in breach of school discipline. A sample or test in these circumstances will not form part of the Pupil's permanent medical record.

50 Terminology: In these Terms & Conditions "Suspension" means that a Pupil has been sent or released home for a limited period either as a disciplinary sanction or pending the outcome of an investigation or a Governors' Review. "Withdrawal" means that the Parents have withdrawn the Pupil from the School. "Exclusion" means that the Pupil may not return to School until arrears of Fees have been paid. "Expulsion" and "Removal" mean that the Pupil has been required to leave ("asked to leave") the School permanently in the circumstances described below. "Released home" means that the Head

has consented to the Pupil being away from school for a specified period.

51 Sanctions: The School's current policies on sanctions are available to Parents on request before they accept the offer of a place. These policies may undergo reasonable change from time to time but will not authorise any form of unlawful activity. Sanctions may include a requirement to undertake menial but not degrading tasks on behalf of the School or external community, detention for a reasonable period, withdrawal of privileges, gating, rustication or Suspension, or alternatively being Removed or Expelled.

52 Expulsion: A Pupil may be formally Expelled from the School if it is proved on the balance of probabilities that the Pupil has committed a very grave breach of school discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Head shall act with procedural fairness in all such cases.

53 Fees after Expulsion: If the Pupil is Expelled, there will be no refund of the Acceptance Deposit or of Fees for the current or past terms, but the overseas element (if any) of the Acceptance Deposit, and the unspent balance of any lump-sum prepayment will be refunded without interest. There will be no charge to Fees in lieu of notice but all arrears of Fees and any other sum due to the School will be payable.

54 Removal in other Circumstances: Parents may be required, during or at the end of a term, to remove the Pupil temporarily or permanently from the School, or from boarding, if, after consultation with a parent, the Head is of the opinion that the Pupil's conduct or progress has, after due warnings, been inconsistent with the standards required, or if the Pupil, in the judgement of the Head, is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School, or if a parent has treated the School or members of its staff unreasonably. In these circumstances, Parents may be permitted to withdraw the Pupil as an alternative to Removal being required. The Head shall act with procedural fairness in all such cases, and shall have regard to the interests of the Pupil and Parents as well as those of the School (see "Governors' Review" below).

55 Access: A pupil who has been Withdrawn, Suspended, Removed or Expelled from the School shall not enter the School without the prior written consent from the Head.

56 Fees Following Removal: If the Pupil is Removed in the circumstances described above, the rules relating to Fees and Deposit shall be the same as for Expulsion save that the Deposit will be refunded in full without interest.

57 Leaving Status: The expression “leaving status” has reference to whether the Pupil has been Expelled, Removed or Withdrawn, and to the record which will be entered into the Pupil’s file as to the reason for leaving, and the Pupil’s status as a leaver, and the transfer of the Pupil’s work to another educational establishment and to the nature of the reference which will be given in respect of the Pupil, and also to the financial aspects of the Pupil’s leaving. These and any other relevant matters of leaving status will be discussed by the Head with the Parents and, where appropriate, with the Pupil, at the time of the Head’s decision.

58 Governors’ Review: Parents may ask for a Governors’ Review of a decision to Expel or require the Removal of a Pupil from the School or from boarding (but not a decision to suspend a Pupil). The request must be made as soon as possible and in any event within seven days of the decision being notified to the Parents. Parents will be entitled to know the names of the Governors who make up the Review Panel and may ask for the appointment of an independent panel member nominated by the School and approved by the Parent (approval not to be unreasonably withheld).

59 Review Procedure: The Head will advise the Parents of the procedure (current at that time) under which such a review will be conducted by a panel of up to three Governors (including an independent member if requested). If Parents request a Governors’ Review, the Pupil will be suspended from School until the decision to Expel or Remove has been set aside or upheld. While suspended, the Pupil shall remain away from School and will have no right to enter school premises during that time without written permission from the Head.

Medical matters

60 Medical Care: In order that the best use may be made of the facilities and services provided under the National Health Service, every boarder must be registered on the list of the School Medical Officer while a Pupil at the School.

61 Medical Examination: All new Pupils, day and boarding, will have a routine medical examination with the School Medical Officer (or other doctor appointed by him), during the first or second term at the School.

62 Medical Information: Throughout any Pupil’s time as a member of the School, the School Medical Officer, School Medical Centre Staff and other medical professionals associated with the School shall have the right to disclose

confidential information about the Pupil if he considers that it is in the Pupil’s own interests or necessary for the protection of other members of the school community that he should do so. Such information will be given and received on a confidential, “need-to-know” basis.

63 Emergency Medical Treatment: The Parents authorise the Head to consent on behalf of the Parents to the Pupil’s receiving emergency medical treatment including blood transfusions within the United Kingdom, general anaesthetic and operations under the National Health Service or at a private hospital where certified by an appropriately qualified person necessary for the Pupil’s welfare and if the Parents cannot be contacted in time.

64 Parents’ Permission to Medical Staff: The Parents authorise the appropriate member of the Medical Centre Staff to give non-prescribed medicines and first aid to the Pupil in accordance with medical protocols.

Fees

65 Meaning: “Fee” and “Fees” where used in these Terms & Conditions include each of the following charges where applicable: Registration Fee; Acceptance Deposit; Overseas Deposit; Tuition Fees; Boarding Fees; Fees for extra tuition; other extras such as clothing and equipment, photographs and other items ordered by the Parent or the Pupil; charges arising in respect of school trips; damage where a Pupil alone or with others has caused wilful loss or damage to school property or the property of any other person (fair wear and tear excluded) and late payment charges if incurred.

66 Payment: The Parents undertake to pay the Fees which apply and are due and owing from time to time. Fees are due and payable before the commencement of the relevant school term. If one or more items on the bill are under query, the balance of the bill must be paid.

67 Refund / Waiver: Fees will not be refunded or waived for absence through sickness; or if a term is shortened or a vacation extended; or if a Pupil is released home after public examinations or otherwise before the normal end of term (provided that the School remains open to a pupil who wishes to stay at school during that period); or for any other cause except at the discretion of the Head or where there is a legal liability to make a refund. This rule is necessary so that the School can properly budget for its own expenditure and to ensure that the cost of individual default does not fall on other Parents. Separate rules (set out above) apply when a Pupil is Expelled or Removed, i.e. asked to leave.

68 Exclusion for Non-Payment: The right is reserved to exclude a Pupil while Fees are unpaid. Exclusion on these grounds is not a disciplinary matter and the right to a Governors’ Review will not normally arise. The School may also withhold any information or property while Fees are unpaid but will not do so in a way that would cause direct and identifiable prejudice to the legitimate rights and interests of the Pupil. A Pupil who has been excluded at any time when fees are unpaid will be deemed withdrawn without notice twenty-eight days after exclusion. (Then a term’s Fees in lieu of notice will be payable in accordance with the Provisions about Notice below.)

69 Late Payment: Simple interest may be charged on a day-to-day basis on Fees which are unpaid. The rate of interest charged will be at up to 2.5% per month which is a genuine pre-estimate of the cost to the School of a default. Cheques and other instruments delivered at any time after the first day of term will be presented immediately and will not be considered as payment until cleared.

70 Part Payment: Any sum tendered that is less than the sum due and owing may be accepted by the School on account only.

71 Appropriation: The Parents agree that a payment made in respect of one child may be appropriated by the School to the unpaid account of any other child of those Parents.

72 Payment of Fees by a Third Party: An agreement with a third party (such as a grandparent) to pay the Fees or any other sum due to the School does not release the Parents from liability if the third party defaults and does not affect the operation of any other of these Terms & Conditions unless an express release has been given in writing, signed by the Bursar. The School reserves the right to refuse a payment from a third party.

73 Instalment Arrangements: An agreement by the School to accept payment of current and/or past Fees by instalments is concessionary and will cease automatically in the event of any default for thirty days or more. On ceasing, the full amount of Fees then due shall be payable forthwith as a debt and interest will start to accrue at the rate for Late Payment (see above). Fees received under an instalment arrangement shall be deemed to have been paid in ten instalments appropriated as to four instalments for the Autumn Term, three instalments for the Spring Term and three instalments for the Summer Term.

74 Composition Schemes: Lump-sum prepayments for between one and five years made by or on behalf of the Parents will be the subject of a separate contract which provides, among other conditions, for a refund of the unused part of the prepayment in the event of the Pupil’s leaving earlier than expected. Fees in lieu of notice (where applicable) and any other sum due and owing to the School at that time will be deducted from the sum to be refunded.

75 Scholarships & Bursaries: Every scholarship, exhibition, bursary or other award or concession is a privilege and is subject to high standards of attendance, diligence and behaviour on the Pupil’s part and to the Parents’ treating the School and our staff reasonably. The terms on which such awards are offered and accepted will be notified to Parents at the time of offer. The value of a scholarship shall be deducted from Fees before any bursary or other concession is calculated or assessed.

76 Fees Increases: Fees are reviewed annually and are subject to increase from time to time. A term’s notice will be given of fee increases.

77 Money Laundering: Legislation requires the School, in some circumstances, to obtain satisfactory evidence (such as sight of a passport) of the identity of a person who is paying Fees.

Provisions about notice

78 “Notice to be given by Parents” means (unless the contrary is stated in these terms and conditions) a term’s written notice addressed to and actually received by the Head personally.

79 Provisional notice is valid only for the term in which it is given and only when written and accepted in writing by the Head.

80 “Fees in lieu of notice” means Fees in full for the term of notice at the rate that would have applied had the Pupil attended and not limited to the parental contribution in the case of a scholarship, exhibition, bursary or other award or concession.

81 “A term’s notice” to be given by Parents means notice given before the first day of a term and expiring at the end of that term. A term’s notice must be given in writing if the Parents wish to cancel a place which they have accepted, or if Parents wish to withdraw a Pupil who has entered the School; or if, following the GCSE year or AS Level year, the Pupil will not return for the following year even if he/she has achieved the required grades; or the Pupil wishes to discontinue extra tuition.

82 Change from Boarding to Day-only Attendance: A term's written notice is required before the Pupil changes from boarding to day-only attendance or the difference in Fees for that term will be payable in lieu of notice.

83 Cancelling Acceptance: The cancellation of a place which has been accepted is normally a breach of contract which can cause long-term loss to the School if it occurs after other families have taken their decisions about schooling for their children. If the Parents cancel their acceptance of a place less than a term before the entry date or the Pupil does not join the School after a place has been accepted and not cancelled, a term's Fees will be payable and the deposit will be credited to the account. Parents who cancel acceptance on more than a full term's notice before entry will not be required to pay Fees in lieu of notice but the deposit will be retained by the School. Cases of serious illness or genuine hardship may receive special consideration on written request.

84 Withdrawal by Parents: If a Pupil is withdrawn on less than a term's notice, or excluded for more than twenty-eight days for non-payment of Fees, Fees in lieu of notice will be immediately due and payable as a debt at the rate applicable to the term in question whether or not the place can be filled. The charge to a term's Fees represents a genuine pre-estimate of the School's loss in these circumstances, and sometimes the actual loss to the School will be much greater. This rule is necessary also to promote stability and the School's ability to plan its staffing and other resources.

85 Prior Consultation: It is expected that a Parent or duly authorised education guardian will in every case consult personally with the Head or with the Head's authorised Deputy before notice of withdrawal is given.

86 Withdrawal by Pupil: The Pupil's decision to withdraw from the School shall, for these purposes, be treated as a withdrawal by the Parents.

87 Discontinuing Extras: A term's written notice is required to discontinue extra tuition or a term's Fees for the extra tuition will be immediately payable in lieu as a debt.

88 Termination by the School: The School may terminate this agreement on one term's written notice sent by ordinary post or on less than one term's notice in a case involving Expulsion or required Removal. The School would not terminate the contract without good cause and full consultation with Parents and the Pupil (where appropriate), and would offer the Parents a Governors' Review of a decision to terminate.

General contractual matters

89 Legal Contract: The offer of a place and its acceptance by the Parents give rise to a legally binding contract on the terms of these Terms & Conditions subject as below.

90 Third Party Rights: Only the School and the Parents are parties to this contract. The Pupil is not a party to it. The acts and omissions of Parents are binding on the Pupil and vice versa as to any matter of behaviour, discipline and Fees. All requests and authorities by the Parents are treated as being made on behalf of the Pupil and vice versa.

91 Interpretation: These terms and conditions supersede those previously in force and will be construed as a whole; headings, unless required to make sense of the immediate context, are for ease of reading only and are not otherwise part of the terms and conditions.

92 Jurisdiction: This contract was made at Bedales School and is governed exclusively by English law.

Bedales School Limited:

A company limited by guarantee
Registered in England No: 00276785

Registered Office:

Bedales School Petersfield Hampshire GU32 2DG

Registered Charity No:

307332-A2-A***



Application for admission

PLEASE WRITE IN BLOCK CAPITALS

Student's surname _____ First names _____

Date of birth _____ Nationality _____

Proposed date of entry _____ Age on entry _____

Type of place (delete as appropriate)

Boarding

Day

Name and address of current school _____

Name of head _____ Dates attended _____

Father's name _____

Father's address _____

Tel (home) _____ (mobile) _____

Email _____ Occupation _____

Mother's name _____

Mother's address _____

Tel (home) _____ (mobile) _____

Email _____ Occupation _____

How was Bedales brought to your notice? _____

Signatures of parents/guardians _____ Date _____

Please return this form, together with a non-returnable registration fee of £100 (cheques made payable to Bedales School) to: The Assistant Registrar, Bedales, Petersfield, Hampshire GU32 2DG Tel: 01730 711569

Admission and entry are subject to the availability of a place, the admission requirements of the school and the school's standard terms and conditions.



Disability Policy

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school.

The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage, compared to any pupil who is not disadvantaged, because of his or her disability.

The school asks parents to complete a disability form in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality. The school cannot guarantee to make provision for the disability of a pupil or parent if that disability has not been disclosed on the appropriate form.

One of the obvious problems which the school has (in common with many other schools) is its layout, which covers a wide area and consists of many separate and some historic and even listed buildings of several storeys and without lifts, which have grown up since the school was founded. Another is the system, again common to many schools, of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts.

The boarding facilities pose similar problems in a greater degree. It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position. It must also be understood that the acceptance of a place for entry at Dunannie (Bedales pre-prep school), where the majority of facilities are accessible on one floor level, does not necessarily mean that provision can be made at Dunhurst and Bedales schools.

However, the school will take every care in anticipating the needs of an individual by making reasonable adjustments. The school has set up a Disability Policy Review Committee which consists of the Bursar and Learning Support representatives from the three schools and may co-opt additional members whose expertise in any field would be of assistance. The services of a Disability Access Consultant have been employed and the DPRC will be working to achieve points (i) to (v) below in the light of the recommendations of his report. The Committee's terms of reference are:

- (i) to review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- (ii) to make recommendations with a view to improving the accessibility of education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future;
- (iii) to prepare the school's Disability Policy;
- (iv) to prepare the school's Accessibility Plan;
- (v) to review such plans and policies as necessary and at least every two years.

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