



MOWDEN HALL SCHOOL

Pre-Prep Department

Pupils' and Parents'

Handbook

2018 - 2019



MOWDEN HALL PRE-PREP

Welcome to Mowden Hall Pre-Prep. We are delighted that you have chosen our school for your child. We will endeavour to make your time at the school as fulfilling as possible and look forward to a long and happy association with your family. If you have any questions or matters you wish to discuss, please do not hesitate to contact us - our door is always open.

We hope that you find this handbook to be a useful source of information about our school. If you have any further questions, please contact the School Office on 01661 842147 or info@mowdenhall.co.uk.

MOWDEN HALL SCHOOL ETHOS

Mowden's aim is to provide a first class education, in which every child is given the opportunity to achieve his or her potential within a broad range of academic, cultural and sporting pursuits. Above all, we believe that our high ideals, excellent pastoral care and traditional family values help Mowdenians to grow up happily and honourably, with self-respect, confidence and a strong sense of responsibility and consideration for others and the wider community.

Mowden Hall Pre-Prep is committed to maintaining our reputation as a caring, happy and creative school wherein each child is valued and encouraged to maximise all opportunities on offer.

We aim to do this by:

- providing a safe, secure environment;
- developing a sense of community in which staff and children respect one another and self-discipline and responsibility are important;
- creating, through example, an atmosphere where, not only excellence is valued but also commitment and effort;
- working to give children a love of learning and an enquiring mind;
- to promote pupil's spiritual, moral, social and cultural development throughout their school life.
- constantly evaluating what we do.
- helping children to understand that they have a part to play in the community and the wider environment including their impact upon it.
- our goal is to prepare children for the next stage in their education and for a successful and happy life in the wider world.
- following Fundamental British Values

SAFEGUARDING CHILDREN

At Mowden Pre-Prep, safeguarding is our highest priority and everyone at our school has a responsibility to safeguard children. All staff receive safeguarding training. The whole school Safeguarding Policy can be found on the School website (www.mowdenhall.co.uk).

Should you have any concerns about safeguarding you should contact Mr Neal Bailey (Head and Designated Safeguarding Lead) by email at nealbailey@mowdenhall.co.uk or by telephone on 01661 842147.

Staff List

Head of Pre-Prep and Head of E.Y.F.S.	Mrs. Kirsten Knight
Deputy Head	Miss Sophie Milburn
Nursery Teacher	Mrs. Clare Edge
Nursery Assistant	Miss Laura Anson, CACHE Level 3 Diploma
Reception	Miss Sophie Milburn
Year 1	Mrs. Nicki Johnson
Year 2	Mrs. Melanie Fraser
Year 3	Mrs. Susan Flynn
Year 3	Mrs. Kirsten Knight
Classroom assistants	Mrs. Jennie Belton, B.A. Mrs. Avril Forster Mrs. Ivy Johnston, NNEB Miss Jasmine Jones, B.A., NVQ Level 3 Mrs. Diane Macfaden, NVQ Level 3
Specialist teachers	Mrs. Denise Condren (SENCO) Mrs. Jennie Belton (Swimming) Mrs. Clare Edge (Music) Mr. Joshua Lamb (French) Mr. Craig Little (P.E.) Mrs. Emily Belshaw (Art) Mr. Paul Hill (Geography) Mr. Sam Shaw-Kew (Games)
After Care Supervisors	Miss Laura Anson, CACHE Level 3 Diploma Mrs. Ivy Johnston, NNEB Miss Jasmine Jones, B.A., NVQ Level 3

KEY WORKERS

In Nursery the class teacher and key worker is Mrs Clare Edge.

In Reception the class teacher and key worker is Miss Sophie Milburn.

STARTING SCHOOL

Starting Nursery is a major event in the lives of young children and we aim to make the experience a happy one. Children can start nursery in the term in which they are 3 years old. They will move into Reception the September after their 4th birthday. Staff will work with parents to settle children and make those parting moments as stress-free as possible.

Nursery children have a gradual induction to school, which is managed on an individual basis to suit your child. These informal sessions allow opportunities to meet their new teachers, peers and visit the classrooms.

Reception, Years 1, 2 and 3 children joining at other points in the school year will be offered the chance to join their new class for a day before starting.

THE NORMAL SCHOOL DAY

7.30am	Children signed up for breakfast club should be brought to the Pre-Prep to meet the duty teacher who will take them to the dining room for breakfast.
8.00am - 8.25am	Arrival of children for morning sessions.
8.30am	Registration
10.05am	Snack time and outdoor playtime.
11.50am	Lunch and Playtime
1.00pm	End of morning session for Nursery
2.15pm	Snack time and outdoor playtime.
3.45pm	End of afternoon for Nursery and Reception.
3.50pm	End of afternoon for Year 1
4.00pm	End of afternoon for Year 2
4.00pm - 6.00pm	After School Club (optional)
5.15pm	End of afternoon for Year 3

Parents should collect children from the Nursery or classroom.

AFTER SCHOOL CARE

Children who are signed into After School Care or have not been collected will be supervised until 6.00pm in After School Care. Charges for After School Care are £7.00 an hour and charged in half hour increments.

TEACHING ASSISTANTS

We employ Teaching Assistants at Mowden Hall Pre-Prep, who work to support the Class Teachers in the children's learning. Under the direction of teaching staff, they assist individual pupils and groups in the classroom. Teaching assistants supervise children at playtimes and take care of children in After School Care.

THE EYFS CURRICULUM

The Foundation Stage Curriculum, which is delivered between the Nursery and Reception classes, is divided into seven areas of learning. Both the Nursery and the Reception Class staff work and plan together to ensure a broad, balanced and appropriate curriculum is delivered and that there is a continuity and unity between the two classes. The two classes spend time working together, as a unit, each week. Work is differentiated so that it is of an appropriate level for the individual child and the curriculum is accessible to all children.

The Foundation Stage Curriculum is split into seven areas of learning and development - 3 prime areas and 4 specific areas. All the areas of learning and development are important and interconnected, however, the Prime areas are considered to be particularly important for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. There is, therefore, a greater emphasis on these when children are younger, but as children progress through the Foundation Stage the focus becomes more evenly split.

The Prime Areas are:

Communication and Language

Involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

Listening and Attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, whilst engaged in another activity.

Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and Handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self-Care: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social & Emotional Development

Involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Self-Confidence and Self Awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making Relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The Specific Areas are:

Literacy

Involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write for themselves. Children must be given access to a wider range of reading materials - books, poems and other written materials, to ignite that interest.

Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, space and measures.

Numbers: Children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measures: Children use everyday language to talk about size, weight, capacity, position, direction, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

Involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Exploring and Using Media and Materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

To find out more about the EYFS the following website is useful.
www.foundationyears.org.uk/files/2015/01/EYFS_Parents_Guide

PRIVACY NOTICE for children in Early Years Settings

For children under 12, their parents will act on their behalf.

Privacy Notice - Data Protection Act 1998

We, Mowden Hall Pre-Prep, are the Data Controller for the purposes of the Data Protection Act. We collect information from you and may receive information about your child from a previous setting. We hold this data and use it to:

- Support your child's teaching and learning;
- Monitor and report on your child's progress;
- Provide appropriate pastoral care, and
- Assess our own performance.

This information includes your contact details, attendance information, Early Years Foundation Stage learning journey/profile and personal characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about your child to anyone outside the setting without your consent unless the law and our rules allow us to.

We are required by law to pass some of your information to the Local Authority and the Department for Education (DfE)

If you want to see a copy of the information they hold and share about you or your child then please contact the School Office.

For further information about how the Local Authority (LA) and/or DfE store and use your information, then please go to the following website: www.northumberland.gov.uk

If you would like to get in touch with the Department for Education, please contact:

Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Telephone: 0870 000 2288
Email: <https://www.gov.uk/data-protection>

Attendance is not collected for pupils under 5 at Early Years Settings or Maintained Schools

SUBJECTS TAUGHT in Key Stage 1 and 2

English
Mathematics
Science
History
Geography
French
Games/P.E.
Music
Art/Craft
Design/technology
Drama
Computing
Religious Education
PSHEE
Swimming

SPECIAL EDUCATIONAL NEEDS (SEN)

This area includes both extending those who show talent in an area of learning and helping others who have difficulties with learning. We strive to get the best out of each individual pupil and will present extended opportunities to those who need it. The teaching assistants are there to help all pupils, working individually or in small groups to maximise learning across the ability range.

Children with potential learning difficulties are pinpointed at a very early stage. They are carefully monitored and may, with parental agreement, be referred to Educational Specialists outside the School.

The SEN department helps children with dyslexia and other learning difficulties. If members of staff have any cause for concern over a child they will initially refer to Mrs. Knight. If she considers that there needs to be an assessment, she will discuss the matter with Mrs. Condren (Special Educational Needs Co-ordinator) and other relevant staff. Parents will then be asked whether they would like us to arrange this assessment. No further action will be taken without parental consent.

DISABILITIES

The School will make reasonable adjustments to make sure disabled students are not discriminated against. If a child has an Educational Health and Care Plan this will be reviewed twice a year.

ASSESSMENT

In all year groups children are assessed on an ongoing basis using a system that we have formulated to suit our needs. This includes close observation, marking of work, standardised

testing, recording and a team approach with all members of staff ensuring the development of each individual as a whole.

All children's developmental records are available upon request.

Children in Years 1, 2 and 3 take Progress Tests in July and children in Year 2 take Cognitive Standardised Ability Tests in September.

PARENTS AND SCHOOL

We aim to keep parents fully informed, both about the general life of the School and the progress and well-being of their children. Newsletters are our main form of communication, and these are sent by email at the end of every week—the first page of the newsletter contains the diary for the following week. Occasionally, information is sent out in book bags (mainly by the class teachers), so please check your child's bag every day! On occasions, mail will be sent by post and we use text messages and email for very last minute changes of information.

Each week the work to be covered by each class is detailed in a 'Week Ahead' and displayed on the Parents' Notice Board.

The education of children does not take place in isolation; it is a partnership between home and school. Indeed, you, as parents, are your child's first teachers. At Mowden we welcome your support and encourage an open dialogue on all matters concerning your child.

What to do if you have anything you need to discuss:

- ◆ Your child's class teacher will usually be your first 'port of call'. If the issue is minor and can be discussed very briefly then this can be done during 'drop off' when your child's teacher will always be available.
- ◆ If you expect the conversation to take longer then please make an appointment with your child's teacher. She or he will always endeavour to do this at the earliest convenient opportunity.
- ◆ If you feel that the issue is of greater importance then you may wish to make an appointment to speak to Mrs Knight. Please contact her either directly or through the office 01661 842147 or by email kk@mowdenhall.co.uk

FINANCE AND FEES

The Bursar handles all enquiries regarding fees and charges. The Bursary may be contacted on 01865 390030. Early Years Funding for 3 and 4 year olds is claimed from the local authority by the School and is deducted from bills accordingly.

Further information on Early Years Funding can be found on the Northumberland County Council website: fis@northumberland.gov.uk Tel: 01670 623592

Matters concerning finance and fees should go to the Bursar.

COMPLAINTS

Complaints Procedure

We have a Parental Complaints and Procedures Policy available on our website; www.mowdenhall.co.uk.

If you have a complaint about any aspect of your child's life at school, please contact an appropriate member of staff as soon as possible. We take complaints seriously and follow them up promptly, following the procedure set in our Parental Complaints and Procedures Policy. We know that things can go wrong, and we want to be able to resolve them.

Two things tend to make parents and pupils reluctant to express concerns:

- A fear that the School won't see the issue as important; if it is important to you, it is important to us.
- A concern there may be repercussions for the pupil; this should not be a factor.

Under no circumstances will the School discriminate against a pupil because of expressions of concern or complaint. We are also very experienced in ensuring that, if other pupils are involved, there are no repercussions from other quarters.

For us to deal with problems, we need to know about them. The earlier we know about problems, the more likely we are to be able to resolve them satisfactorily. In dealing with these matters, we recognise the importance of confidentiality, fairness and ensuring that no-one suffers unjustly. Complaints will be resolved either to the complainant's satisfaction, or with an otherwise appropriate outcome which balances the rights and duties of pupils.

Who should you contact?

This depends on the nature and seriousness of the concern, but the following is a guide:

- For a minor day-to-day matter, the right person is likely to be your child's Class Teacher. They will either resolve the matter themselves or contact/seek advice from the Head of the Pre-Prep.
- For a more serious concern, please contact the Head of the Pre-Prep, who may liaise with other members of staff.
- If you feel that a complaint has not been handled properly, please contact the Head of Pre-Prep in writing. If you still remain dissatisfied, then contact the Headmaster of Mowden Hall School, in writing, at Mowden Hall School, Newton, Stocksfield, Northumberland NE43 7TL.

EYFS Complaints

If you feel the Mowden Hall Early Years Department is not fulfilling the EYFS requirements, you are able to contact OFSTED and /or the Independent Schools Inspectorate.

You can submit a complaint via email to enquiries@ofsted.gov.uk. You may wish to fill an online complaints form at <http://live.ofsted.gov.uk/onlinecomplaints/>.

Alternatively you can write to Ofsted at: Enquiries, National Business Unit, Ofsted, Royal Exchange Building, St Anne's square, Manchester, M2 7LA or Independent School's Inspectorate; CAP house, 9-12 Long Lane, London, EC1A 9HA.

PRE-PREP INFORMATION FOR PARENTS

At the beginning of the academic year, each year group invite the parents to an Information Evening. At this event we will share the forthcoming year's events and day to day routines. This is also an opportunity for you to informally meet other parents and staff and ask any questions. At the beginning of each term you will receive information from your child's class teacher, detailing the work planned and weekly timetables.

Parents will receive reports at the end of the Christmas and Summer Terms relating to your child's progress and achievements in school.

Parents' Consultation Evenings are held during the Christmas and Easter terms (dates will be in the Calendar issued at the beginning of each term) to discuss your child's progress throughout the term. These are 15 minutes slots. If you require further time to discuss any issues you are requested to make another appointment with the teacher. In the Summer Term children in Reception have a parents' meeting to discuss their child's development against the Early Learning Goals.

During your child's time at Mowden there may be some family problems which could cause your child to become upset. These can range from apparently minor issues, such as the death of a pet, to more distressing situations, such as divorce, separation or close family bereavement. It is very helpful to us if we can be made aware; also, if we know why a child is behaving out of character it helps us to support your child.

All parents are invited to their child's class assembly which takes place at 8.40 am on a specified day in the term. These are of approximately 25 minutes in duration and the dates are on the termly calendar.

DAILY INFORMATION

In Nursery and the main school building (Reception—Year 3 classes) the Notice Boards display day to day notices: the daily menu, after school clubs and, more importantly, last minute notices (cancellations of clubs etc). PLEASE READ THESE AS YOU BRING YOUR CHILD INTO SCHOOL. Every now and then, a club has to be cancelled at the last minute, but the Office will endeavour to let parents know by text message and email.

WEBSITE and TWITTER

The School website is an increasingly important part of the School's communication and contains information that is useful for current parents including the latest school news. The website has up to date information including term dates and calendar of events. You will also find photographs and news on current happenings in the School on Twitter and we recommend you take a look regularly (@mowden_hall). We are also open to suggestions as to what information

you might find useful, so please do not hesitate to contact us with suggestions. You can also follow us on Facebook and Instagram.

MOBILE PHONES AND E-SAFETY

As stated in our Safeguarding Policy, children must not bring mobile phones or other devices to school that can take photographs or access the internet. E-safety is very important to us. We teach children about staying safe online throughout our PSHEE and IT curriculum. We use a clear set of rules and ensure supervision when children are using technology at school. The school uses filters to ensure safety.

Use of personal mobile phones, cameras and technological devices by non staff

- If it is necessary for non-staff to have their mobile phones to implement their role effectively then they are to be supervised at all times.
- Mobile phones and technological devices must only be used away from the children and where possible, off site.
- Photos of children must not be taken without prior discussion with the Head of EYFS and in accordance with the Data Protection Act and the use of images consent form.
- In circumstances where there is a suspicion that the material on a mobile phone or technological device may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the 'Child Protection Policy').
- Visitors remain responsible for their own property and will bear the responsibility of any losses.

Productions/Outings

- Photographs may be taken during productions/outings if permission has been granted by the Head of the Pre-Prep as occasionally there are restrictions for safety reasons. If permission is granted then photographs are only for parental/carers personal use and must not be placed on any social network sites.

We appreciate your support with e-safety and encourage parents to be aware of e-safety.

OFFICE HOURS AND TELEPHONE

During term time Mowden Hall School Office opens at 8.15 am and closes at 6.15pm.

Occasionally during these hours, when our secretaries are engaged in other parts of the School, a message can be left on the voice mail facility. This is accessed frequently and calls returned as soon as possible.

Out of these hours the direct line to the Pre-Prep is **01661 845093**.

EQUALITY OF OPPORTUNITY

We are committed to providing an education which gives every pupil equal access to learning opportunities regardless of race, culture, disability or social class. We have an Equal Opportunity Policy and, unless there is a sound organisational reason to do so, no differentiation is made between boys and girls. We aim to prepare our children for life in a multicultural society by creating and maintaining a nurturing and caring environment for all members of our school community. We pay due regard to the Equality Act 2010.

LIAISON WITH MOWDEN HALL PREP SCHOOL

Whilst the Pre-Prep enjoys considerable autonomy in decision-making about day-to-day activities, organisational issues and the curriculum, we appreciate and value our close links with the Prep School. The Senior Management Team meets on a weekly basis. We also welcome pupils from the Prep School who assist our pupils on occasion. We are invited to music and drama performances in other parts of the School and are pleased to reciprocate invitations. Such links ensure continuity as pupils move on from one part of the School to the next.

OUR SETTING AND FACILITIES

The Pre-Prep building is home to the children from Nursery through until the end of Year 3.

We have fully equipped classrooms, which we use every day to teach a broad and balanced curriculum from Nursery onwards. Our children use the Read Write Inc. programme alongside various reading schemes. In Years 2 and 3 we use the Accelerated Reader scheme. The Pre-Prep use Numicon to enhance our Maths teaching and Sumdog, a computer based programme. At Mowden Hall School we aim to encourage an enthusiasm for learning in an exciting educational environment.

OUTDOOR AND ADDITIONAL FACILITIES

In the Pre-Prep we have three outdoor areas linked to our building. The Foundation Stage has a separate playground. At certain times they will also make use of the Pre-Prep playground. We have a variety of age appropriate equipment and toys (bikes, scooters, tractors, prams, pushchairs and play cars and a wide variety of outdoor toys and sports equipment) for the children to enjoy. We use the playground for circle games, country dancing, and parachute games, art and craft activities and of course, for many educational and learning opportunities.

We have an outdoor EYFS classroom which is accessible from all EYFS classrooms and a woodland classroom which is used for all curriculum areas by all classes.

We make good use of the extensive and beautiful grounds at Mowden. We have regular walks in the wooded area, noting seasonal changes, treasure hunts, following trails and making dens. We use the two playing fields for football, cricket and dance activities.

We are fortunate to be part of a larger educational establishment and so we are able to use the facilities of the Prep School. We use the gym, IT rooms, Art room and swimming pool, together

with Tiddlers' Corner and the new Astroturf pitch. In addition, we are able to draw on the educational expertise of a large staff.

BREAK TIMES

During the morning break, children have a choice of milk or water and a savoury snack. In the afternoon children have water and a snack. Water and fruit are always available in each classroom.

SCHOOL LUNCHES

Our school lunches are freshly cooked daily on the School premises. All children stay for lunch and the cost is included in the fee account (there is no discount if a child is not present in school). Menus follow a weekly rota and are displayed on a daily basis on the noticeboards as you come into school. We cater for vegetarian and special diets by special arrangement. The children are offered a good variety of choice of first course and pudding/fruit.

Children are encouraged to try everything on their plate, but if they do not wish to eat any part of lunch, we accept this. Parents would be informed if their child was regularly not eating school lunch. Please note: The School is nut (all types) and sesame free.

THE SAFETY OF YOUR CHILD

We have a number of policies and procedures in place to ensure the safety of your child whilst they are attending the setting: The School is locked and open by keypad only throughout the day. It is very important that after the door code is not shared with anyone not connected to the school.

- Visitors are required to sign in and wear an identification badge.
- The statutory requirements regarding the safer recruitment of new staff and volunteers are adhered to, including the use of enhanced DBS checks.
- We have a Missing Child Policy which details the procedure to be followed in the event of a child going missing. This policy is on the website
- We have an agreed procedure to be followed in the event of a parent or nominated carer failing to collect a child at the appointed time, which is detailed below.
- All doors are coded entry.

PROCEDURE FOLLOWED BY STAFF IN THE EVENT OF NON-COLLECTION OF A PUPIL.

If a child is not collected within half an hour of the agreed collection time, we will call the contact numbers for the parent or carers. During this time, the child will be safely looked after. If there is no response from the parents' or carers' contact numbers by 6.30 pm then the child will remain with the Head. If there is still no response by 7.00 pm then the emergency numbers will be contacted; if there is no response by 8.00 pm then the Head will contact the Duty Social Worker. Social Care will make emergency arrangements for the child and will

arrange for a visit to be made to the child's house and will check with the Police. We will make a full written report of the incident. We undertake to look after the child safely throughout the time that he or she remains under our care.

PERSONAL BELONGINGS

Children should not bring toys or other 'valuable' possessions to school. Their safety cannot be guaranteed and the loss of such precious belongings can cause distress to their owners.

BEHAVIOUR

At Mowden Hall Pre-Prep we follow the Whole School Behaviour Policy. This is available on the website. We aim to develop children's self-discipline and self-esteem. We set high standards of behaviour, which support teaching and learning and we endeavour to do this through a firm, yet gentle, approach in a mutually respectful environment; one where the children can develop a sense of responsibility towards themselves, their peers and adults. Emphasis is placed on manners and good behaviour, and we take instances of bad behaviour that affect the happiness and security of other pupils very seriously. We promote diligence, acceptance of responsibility, regard for proper authority, honesty, courtesy, trustworthiness and sensitivity to the needs and viewpoints of others.

We aim to promote self-discipline and to help children to understand the benefits of behaving well and encourage intrinsic motivation to do so. We deal with any behaviour which does not allow constructive teaching and learning.

In the event of any problems, staff adhere to an agreed Behaviour Policy and, should the matter be serious, we always keep parents informed and will explain the steps we are taking to encourage good behaviour. Likewise, we appreciate being told of any problems at home which may affect a child's conduct within school. We may ask parents to help in working out a combined school / home strategy to improve behaviour and a record may be passed between home and school on a daily basis to keep everyone informed of problems and progress.

- The behaviour policy is explained to the children in assembly and in individual lessons.
- Staff use Friday's free Choice Time to join in activities with the children.
- Time is taken away in single minutes and a warning is given before time is taken.
- Class teachers keep a record of time loss by their pupils.
- Those children who are not initially taking part will sit aside until it is time for them to join in. The class teacher is the only person able to take away Free Choice. Other members of staff should report the problem behaviour to class teachers who will deduct time appropriately.

Free Choice is a positive way of rewarding well-behaved pupils. For most children the threat of losing Golden Time is enough. However, for some children a further sanction is needed.

THE STRUCTURE OF FREE CHOICE TIME

- ◆ Free Choice is a timetabled time at the end of every week where children are able to choose what they would like to do in class.
- ◆ Teachers make an effort to let children mix across classes and within year groups at Free Choice.

REWARDS AND SANCTIONS

Pupils are valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Recognition is identified and celebrated in a variety of ways. The whole ethos of behaviour management at Mowden is a positive one and should remain as positive as possible at all times. However, there are times when sanctions and punishments are appropriate. Sanctions and punishments are proportionate to the offence and provide an opportunity for pupils to make reparation where possible. These are outlined in our school behaviour policy.

EXCELLENT WORK

Throughout the week when the children have produced excellent work, a piece of work is selected for the Superstars' board which is displayed in the corridor. Throughout the year, each child in the class will receive this award.

CASTLES

Each child belongs to a Castle: Aydon, Warkworth or Dilston. Children earn Castle Points for good academic work and effort. Children can also earn Castle points for good behaviour and generally helping around the School. These points go into an overall Castle competition. There are different competitions including sports and swimming.

Every fortnight teachers may award a Castle certificate to children who may have met targets set for them, explaining the reason for their choice. These targets may range from academic achievements, behavioural or social achievements. The emphasis is always on effort and all children are given the opportunity of earning their award. Each certificate comes with 9 castle points and their certificate is displayed in the corridor.

REWARDS

The following is a list and explanation of the kinds of rewards that are given to children in our school.

Informal positive comments. "Well Done!" ('Pat on the back')	No formal structure. Staff should be as positive as possible with children and praise them wherever possible/ appropriate.
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Informal Stickers	No formal structure. Children are given stickers by staff where appropriate on an ad hoc basis.
Castle Points	Each child has a record of their Castle Points
Headmaster's Award	Enamel badge given for exemplary conduct
Superstar of the Week	Each class has a Superstar of the Week displayed on the Superstar board.

SANCTIONS

The following is a list and explanation of the kinds of sanctions that are given to children in our school.

Matter discussed with child	All staff remain as positive as possible and appropriate. Whenever possible children have a chance to prove themselves in a positive, encouraging environment and staff try to explain and discuss misbehaviour.
Free Choice Time Minutes Removed	Children may lose minutes of Free Choice Time after a warning has been given. See 'Structure of Free Choice Time'.
Minutes of playtime may be lost (in classroom)	This is particularly suitable for older children who have not completed work, at the discretion of the teacher. This should be under supervision of the teacher who keeps them in. A child should never lose ALL of their playtime and should always receive the last five minutes.
Minutes of playtime may be lost (in playground)	A child who misbehaves during playtime may sit out for some of their playtime under the supervision of the teacher on duty.
Letters of apology	At times, it may be appropriate for a child to write a letter of apology to a child or children. Staff can make sure that these are of a certain, suitable quality and may go home for parents to sign.

These sanctions may involve the Head of Pre-Prep and the child's parents.

All major sanctions are recorded in a day book or serious misconduct file.

CHILDREN'S BEHAVIOUR AND PHYSICAL INTERVENTION

With our youngest pupils, very occasionally it may be necessary to use physical intervention to manage a child's behaviour to prevent personal injury to the child concerned, other children or an adult. Equally, physical intervention may be necessary to prevent serious damage to property or in other exceptional circumstances. On any occasion when physical intervention is used to manage the behaviour of your child, you will be informed about the circumstances and the action

taken in writing on the same day, with a copy retained on file. Your child will always be treated with kind firmness in such situations.

Please see the Behaviour Policy.

LEAVING AN UPSET CHILD

In the case of a child being upset and having to be physically removed from a parent when the parent leaves the child at the setting, the physical intervention procedures above will not be followed as the parent has been party to the physical intervention. Parents are welcome to ring school to ensure that their child has settled happily within a short time, which is generally the case. Staff will telephone you if your child continues to be upset and cannot be consoled. Staff are very experienced in dealing with such situations and with a concerted approach from parents and staff, we generally find that even very sensitive or anxious children quickly adapt to coming to Nursery and are soon saying goodbye without a second thought.

ANTI-BULLYING POLICY

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.

Staff at Mowden take any instances of bullying, in all its forms, very seriously. The School's full policy is available on the school website.

We teach children about bullying in their PSHEE lessons and assemblies.

DELIVERING AND COLLECTING CHILDREN

Parents should ensure that the School is aware if their child is to be regularly collected by an adult other than themselves. Any temporary collection arrangements by someone other than the regular adult should be notified to the class teacher. No child should be collected by an older sibling without prior notification.

CAR PARK, DROPPING AND FETCHING

Parents are asked to observe the one-way system, entering the school via the South drive (off the A69) and leaving via the North drive observing a 5mph speed limit. Please park in the woodland car park and walk with your child into the School building. This applies to all children.

At home time, please collect your child from the classroom. Once out of the building, we ask you not to allow the children to play around the Pre-Prep building or in the car park. The traffic is busy at this time - children need to be supervised to avoid accidents. Please help us to ensure that safety is maintained. The doors to the building are coded; the number can be obtained from the office or class teacher.

There are two designated disabled parking bays.

AFTER SCHOOL CARE

Miss Anson, Mrs Johnston and Miss Jones run our After School Care provision. We aim to keep costs as low as possible. Charges are £7.00 an hour, charged in half hour intervals. Children are fed a light tea and enjoy play activities and crafts. Children need to be booked into the session, a sign-up sheet is on the club board.

SHARING LEARNING AT HOME

Each afternoon all children in Reception up to Year 3 will bring a reading book, game or activity to enjoy at home. Please use the reading diary as a form of daily communication with the class teacher. In Years 2 and 3 spellings homework may be set. Playing board games, counting games and visiting places of interests or sharing books based on the topics currently being studied in school is always of benefit.

You can help by supporting and helping your child at home by listening and talking and encouraging a positive attitude towards school and ensuring that children come to school punctually, with appropriate uniform and equipment.

READING

Reading is a vital skill and parental help at home is greatly appreciated. You will be guided by your child's teacher and books will be sent home every day. Please use the reading diary to record and communicate your reading time at home.

HEARING YOUR CHILD READ - SOME TIPS

Make time to listen to your child read.

- Sit comfortably together and make sure you limit distractions such as the television.
- Before reading, look at the cover or illustrations together and discuss what the book might be about. If your child struggles with unknown difficult words, you might look through the book and point out and give any words which you anticipate may be a problem. This will help your child to read more fluently.
- When listening to actual reading, don't rush to correct mistakes unless it significantly alters the meaning. If your child falters over a difficult passage, you can help by reading aloud alongside them until a simpler section is reached.
- Help your child to anticipate words by focusing on the initial sound of the word and using context as a cue.
- Offer to read character parts yourself. Encourage your child to put expression into the reading, to attempt 'voice' characterisation to bring them to life.
- After reading, encourage your child to tell you about what they have read. Ask questions about what they say and try to get them to express what they think and what opinions they have formed about characters and the story.

- Whilst hearing your child read is extremely important, remember that children benefit enormously from also hearing you read. A child who may be struggling with a story can have it brought to life by an adult reading fluently and with expression.
- Always praise and comment on progress, however small. Encouragement is the key to success. Communicate your enjoyment at listening to your child read.

EDUCATIONAL VISITS

There will be a number of trips out of school during the academic year, planned to enrich the children's classroom experiences. Dates for trips are entered on the Termly Calendar and in the weekly newsletter. You will be required to complete and return a Consent Form at the start of each academic year. Sometimes, trips are arranged at the 'last minute' and you will be notified as soon as possible. We make every effort to monitor the cost of trips and supplement where we are able to. The school has a Educational Visits Policy. Staff are required to carry out a risk assessment prior to each trip and to ensure sufficient adults accompany the children.

VISITORS TO SCHOOL

In addition to trips out of school, staff also arrange for visitors with special knowledge to visit school to speak to the children. Travelling theatres, storytellers and artists also visit from time to time. Parents are encouraged to come in to school if they have something to contribute to a topic being undertaken.

SCHOOL COUNCIL

Each class from Year 1 upwards elect members of their class on to the School Council. The School Council have regular meetings to discuss ideas, suggestions and improvements to the School.

SPORT IN SCHOOL

Each year group has two lessons of P.E./Games each week and should have the regulatory PE kit and trainers in school for these lessons. Competitive fixtures against other schools take place in Years 1 - 3.

SWIMMING

We are fortunate to have a swimming pool on the campus and all children have a half hour lesson each week.

YEAR 3 GAMES

Year 3 are taught P.E. by the Head of P.E. and other members of staff. The children change and shower in the Prep School changing rooms. All sports kit **MUST** be named as it stays at school for the academic year. Our team of Matrons, who we call Mateys, will launder all kit. It is essential that all items on the clothing list are bought to ensure clean kit is available. Year 3 take part in games on Mondays, Wednesdays, Thursdays and Fridays. Fixtures mainly take place on Wednesdays and Saturdays and children may be asked to represent the school. All family and friends are invited to watch fixtures away and at home and join in Prep school teas. Please check the School calendar on the website for fixture details and team lists. Year 2 join Year 3 for games once a week.

In the Autumn and Spring Term girls take part in Cross Country, Netball and Hockey. In the Summer Term they play Rounders and take part in Athletics. In the Autumn and Spring Terms, boys play Football, Hockey, Rugby, and do Cross Country. In the Summer Term they play Cricket and Athletics. Swimming galas may take place throughout the year.

FIXTURES

All parents, grandparents and friends are invited to watch school matches in which their children are playing. Tea will be provided - usually in the Pavilion or Little Dining Room - after the match. Please keep a close eye on the calendar and the weekly e-mail to check fixtures that may involve your children.

Team lists and details of matches are published on the School website. Please click Calendar on the Home Page and select the relevant fixture. Directions to the fixture are also available from this site.

If you are in any doubt about a fixture, please ring the School Office.

CO-CURRICULAR ACTIVITIES

Teaching staff run, at least, one co-curricular activity each week. Clubs are available for all children in the Pre-Prep. Details of activities for the term, will be issued before the beginning of each term. Pupils will be given a form to submit their request. Clubs will be allocated each term on a first come first served basis. We also have outside providers for some clubs and these activities carry an additional charge.

CHARITY COLLECTIONS

We have several sponsored events during the academic year when we raise money for our selected charity. All contributions are, of course, voluntary but we encourage children to participate in raising money. Details of all charity events are notified on the termly Calendar.

LOST PROPERTY

If any named item is misplaced, then found, it will be returned to the owner. Anything unnamed and left unclaimed at the end of term will be given to charity or thrown away.

HOLIDAYS

School holidays are generous and it is hoped that parents will ensure that they book their family holidays during these breaks so that pupils do not miss important lesson time. Should absence due to holidays be unavoidable during term time, permission from the Head of Pre-Prep must be sought in advance of booking, in writing or by email, to ensure that the absence is authorised. It is the School's policy NOT to set work for holidays in term time.

FIRST AID

All staff in the Pre-Prep hold a paediatric first aid qualification and there is always a qualified first aider on duty at playtime on each playground.

HEALTH AND MEDICAL CARE

Health forms should be completed and returned to school prior to commencement in September. It is important that the School knows of any medical condition/allergies etc, which your child suffers from. This information is passed on to their class teacher and those responsible for taking your child in their various activities.

HEALTH SCREENING

All Reception children undergo a medical screening for eyesight and hearing conducted by nurses from the Northumberland NHS Trust. We assume that all children will participate in this screening at the appropriate time unless you have an objection. A letter will be sent out to parents prior to the event and, if you do not wish your child to be involved, you must inform the Head immediately.

ILLNESS AND CONTACT WITH INFECTIOUS DISEASES

We ask that parents be considerate to other pupils and staff in the School by keeping their child at home if they are ill. Sickness bugs are especially virulent within a school environment - **if a child has vomited, it is essential that they stay away from school for 48 hours following the last episode of vomiting.** This complies with Health for England's Guidance on Infection Control in Schools. You must inform the School by email in the morning to let us know that they are unwell and will be absent. If we have not heard about a child's absence, the Office staff will contact parents - this is regulatory.

Every now and then we may have bouts of head lice, worms etc. You will be informed by a general email that we have an occurrence of such an instance in school (no child is individually

named), however, please check your child for symptoms following these letters, it is the only way we can eradicate these episodes.

If your child is ill during the school day we will contact you to take your child home. We do not have the facilities to care for ill children. Please ensure that we have a current contact number.

Usually only prescription medicines should be administered, once the child has commenced the course, by the class teacher. These should be brought to the class teacher in the original container with the dispensing instructions by the parent at the beginning of the School day and a consent form should be signed before the medicine can be administered - it is the parent's responsibility to collect the medicine at the end of the School day.

Any medication administered will be recorded in the child's medical register, which is witnessed by two staff and needs to have a parent signature at collection time.

NON-PRESCRIPTION MEDICINES

We do not usually administer non-prescription medicines in school. We require written consent to administer non-prescription medicines and will inform you if any medication is given. We will not keep an unwell child in school.

CONTROLLED MEDICATION

All medications kept in school are locked in the first aid cupboard. A list of medication is held, which is regularly updated and parents informed of 'out of date' medication. We would be grateful if parents would keep us informed of any changes of medical health immediately by updating their medical form.

ACCIDENTS

If your child has an accident which we feel needs emergency treatment you will be contacted and asked to collect your child from school. In an emergency, the child will be taken to hospital by a member of staff or ambulance and you will be contacted straight away.

If your child has visible injuries on arrival at school, you may be asked to fill in a pre-incident form.

In order that the School is fully informed, parents are requested to ensure a Pre-Incident Form is completed for accidents that have happened at home.

CONSENT TO TREATMENT

If urgent medical treatment is required, every effort will be made to contact the parent/guardian, but in exceptional circumstances, it may be necessary for a member of staff to act in loco parentis, to consent to treatment in an emergency.

DENTAL AND MEDICAL APPOINTMENTS

Preferably, these appointments should be made outside of school hours. If this is not possible, a note in advance addressed to your child's teacher, with all necessary details, is required.

DAY TO DAY INJURIES

Minor scrapes & bruises and more severe injuries - i.e. those requiring treatment from the first aid box.	An accident report sheet will be written and given to the class teacher. This form is given to a parent/ carer at the end of the day, which should be signed and retained by the school.
Head injuries	An accident report sheet will be written and given to the class teacher. This form is given to a parent/ carer at the end of the day, which should be signed and retained by the school. A head injury report will be accompanied by an advice sheet.
More serious injuries which requires a child to be taken home or receive further treatment at A&E	Parents/carers will be informed immediately. RIDDOR forms will be issued for those injuries that require it

EMOTIONAL HEALTH AND WELLBEING AT MOWDEN HALL

At Mowden Hall School, we take the emotional health and wellbeing of our pupils and staff very seriously. Our ethos is a caring one which develops respect, self-esteem and aims to give a voice for all. We are committed to producing a caring and supportive environment which is conducive to the welfare of all children and which enables them to develop and achieve their full potential. We promote a supportive and inclusive ethos, which values parental involvement and their contributions.

Individual Wellbeing Questionnaires

Pupils in the Prep School (Years 1-3) complete a welfare questionnaire every half term. The questionnaire is completed during form periods at the end of each half term, with form tutors providing guidance on what each of the criteria means. Pupil friendly descriptions are also included on the reverse of the questionnaire.

The questionnaires focus on the following areas of pupil wellbeing:

- Safety
- Health
- Achievement
- Nurture
- Activity
- Respect

- Responsibility
- Inclusion

Once completed, the results of the questionnaire are collated on a whole school database that is accessible to teaching and pastoral staff within the school.

Any areas of concerns (e.g. a low mark, a decrease in a mark) are addressed initially with the pupil involved on a one-to-one basis with their Form Tutor who will then involve other relevant members of staff if required. The results of the questionnaire allow staff to identify and track any areas of wellbeing in which pupils may require support or intervention.

PERSONAL ACCIDENT INSURANCE

The school takes out personal accident insurance on behalf of all its pupils. The cover operates 24 hours a day, 365 days a year, in and out of school. The cost is included with the fees.

FIRE DRILLS

These are carried out termly and pupils are made aware of what is required of them. Full details of the drills including time, weather conditions and the efficiency of the practice will be kept.

HEALTH AND SAFETY OF VISITORS

We are required by law to bring to the attention of all visitors to the School our arrangements in the event of a fire or other emergency.

MUSIC LESSONS

As well as our Music Teacher, Mrs Edge, peripatetic music teachers come into the Pre-Prep to provide individual music lessons. Individual music lessons are in great demand and, in certain circumstances children may have to be on a waiting list. Lessons are charged weekly and will be added to your fee account in arrears. You are invited to sign up for lessons at the beginning of the academic year.

If you wish your child to have individual music lessons, please let the Director of Music, Mr. Fowlds, know by emailing the Office or Mr. Fowlds direct on mf@mowdenhall.co.uk or talk to Mrs. Clare Edge (Nursery teacher) before the beginning of term. It may be possible to hire instruments, either from the School or from a local shop - please ask Mr. Fowlds for details. If your child uses a private instrument, please make sure it is **fully insured**.

Please note that **a term's notice** should be given if you want your child to stop taking the lessons.

UNIFORM

A detailed list of the boys and girls uniforms has been given to you and is also available on the School website www.mowdenhall.co.uk

Uniform is stocked by a specialist uniform supplier, Stevensons, and should be bought from them direct - www.stevensons.co.uk - or by telephone on 01865 554559. A second hand shop is available - please contact Miss Amanda Miller in the School Office to arrange an appointment.

REGISTRATION

Registration takes place in both the morning and afternoon sessions. We use a computerised registration system with members of staff registering their classes.

JEWELLERY AND NAIL VARNISH

For reasons of safety and to prevent accidental loss, children are not allowed to wear jewellery for school, unless this is for religious reasons. Nail varnish, whilst not a hazard in itself, does not look smart with school uniform and we ask that pupils remove nail varnish before coming to school.

HAIR

All hair (if below shoulder-length) should be tied back with green/brown/black accessories. The use of hair products such as gel, dye and wax is not permitted. The appearance of our pupils is important and we actively seek to maintain these high standards. We would ask parents to support us in this.

DOGS

Dogs are welcome at Mowden, but please **keep them on a lead and do not let them foul the grounds** as this presents a serious health hazard for the children. Any dog mess should be either taken off site or put in a plastic bag and placed in the skip or in the School general waste bins.

CHURCH

Parents and children are very welcome to join the Prep School at church. The services are held at St James' Church, Newton and are listed in the School calendar.

POLICIES AND PROCEDURES

The Mowden Hall website has details of policies and procedures including Uncollected or Missing/Lost Children. www.mowdenhall.co.uk

COTHILL EDUCATIONAL TRUST

Mowden Hall is a member of the Cothill Educational Trust (CET), a charitable trust which was originally formed in 1969. The Trust began with Cothill House, a boys' boarding prep school near Abingdon in Oxfordshire. It has since expanded to include the following schools and/or institutions:

- Cothill House, near Abingdon, Oxfordshire
- Ashdown House, a co-educational day and boarding school in Sussex
- Barfield School, Farnham, Surrey
- Chandlings, a co-educational day school near Abingdon, Oxfordshire
- Château de Sauveterre, near Toulouse in France
- Kitebrook House, a co-educational day and boarding school in Gloucestershire
- Mowden Hall School

Mowden's membership of the CET allows us to draw upon the broad professional educational knowledge of the other Trust Schools. In particular, children at Mowden Hall spend time at Château de Sauveterre and the Old Malthouse.

FREQUENTLY ASKED QUESTIONS

What do we do when we arrive at school?

- You take your child to their classrooms to settle them in where they will be allocated their coat pegs (or before school care before 8.00am).
- After the first morning, please take them to their coat pegs first.
- At 8.30am the children are registered and start their early morning routines. Parents should please leave the building then.

Where are the toilets?

- Children's toilets are behind the cloakrooms. Visitors and staff toilets are in the corridor next to the notice board.
- No adults should go into the children's toilets.

How do we register our child for breakfast club/after school care?

- Breakfast and After School Care is available for all pupils and needs to be booked in advance. Please complete your requirements on the club form sent out to you before the start of term.
- If you wish to use the breakfast club at 7.30am please let your class teacher know and drop your child off into the care of the teacher on duty in the Pre-Prep.
- All children will be delivered to their classrooms for the beginning of the school day.
- After school care is held in the Nursery for all children. In the event of a change of circumstances - parents need to put their child's name on the daily after school care list when they come into the classroom in the morning.
- Likewise, if you are running late, just let the Office know. If, for any reason, you are not outside waiting for them please do not worry, the teacher will hold on to them and then put them into after school care until you arrive.
- Please let your child's class teacher know if there is a change in pick up arrangements. This is helpful to staff and to your child if there is a change of plan (i.e. going home with another parent for tea etc) and avoids any unnecessary confusion.
- A register is taken each day and the total amount of after school care charges will be added to your fee account at the beginning of the next term.

What happens at playtime?

- A snack is given outside at breaktime. Fruit is available in each classroom for pupils to help themselves to. If it rains the children stay in their classrooms and play, otherwise children go outside to play.

What is a non uniform day?

- This is usually a charity event when we ask each child to bring in money for the privilege of wearing their own clothes that day. Clothes need to be practical for a school day. Sometimes, it is themed (e.g. wear red for Red Nose Day).

What happens at lunchtime?

- We aim to provide a healthy balanced and hot two course meal every day. We sit in the school dining room in mixed age groups and each child has a lunch partner. We encourage good manners and, correct cutlery use and say grace. It is a sociable occasion and a very important part of our school day.

Can we give out party invitations at school?

- As a general rule, we allow the children to hand out party invitations in school if the whole class is invited or all boys/girls are invited. While we understand the need for smaller parties, giving out invitations to a select few creates problems in a group and so we ask you to distribute these discreetly outside of school time. The school will not send out any invitations by email!

Can I bring a cake on my child's birthday?

- We have a strict, **no nut** policy in school, so please do NOT send in cakes.

Mrs. Kirsten Knight
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