Queen Elizabeth High School

Ysgol Uwchradd Y Frenhines Elisabeth

Ymlaen Gyda'n Gilydd

Moving Forward Together

School Prospectus

Prosbectws yr Ysgol

2023/24

HEADTEACHER: Mr D.Williams
TEL: 01267 245300
FAX: 01267 238224
EMAIL: office@qehs.carms.sch.uk
Llanstephan Road, Johnstown, Carmarthen. SA31 3NL

Foreword from the Headteacher

I would like to extend you a warm welcome to Queen Elizabeth High School. We are a forward thinking, community focussed school that has, as our core value, the aim of supporting all our learners to be the best that they can be, regardless of background or ability. We are pupil and community focussed and take our responsibility as a school, at the heart of our community, very seriously. This responsibility includes developing a broad and meaningful curriculum and providing our learners with the opportunities and experiences that will prepare them for life beyond school.

Our school motto is "Ymlaen Gyda'n Gilydd/Moving Forward Together" and we are determined that learners, staff and parents will move forward together to provide our pupils and students with a journey to success.

As a school we value every child. Our diverse community reflects the society we live in and we are determined to ensure that our pupils and students make a positive contribution to our school and wider community. We are a tolerant, respectful and caring community with a focus on celebrating achievement and success. We are determined that QEH pupils and students have integrity and respect. We aim to ensure that they are responsible members of our school community while with us and, of society as a whole, when they leave.

We want all our pupils and students to be numerate, literate and curious. In this context we have developed a broad curriculum that matches the needs of our learners and provides each individual with a pathway to success in the future. We have a strong belief in developing a curriculum that engages and excites our learners, that has a relevance to their lives and prepares them for the future.

Queen Elizabeth High is a happy school. We prioritise the wellbeing of our community and have the strategies and support in place to ensure that all of our community are looked after and cared for. We value the opinions of pupils and parents and 'pupil voice' plays an important role in shaping our curriculum, strategies and policy. We stress the three R's; Respect, Relationships and Responsibility and the Three As; Attendance, Attainment and Achievement. By following and promoting these simple rules we ensure that QEH stays a happy and caring school.

Kind regards,
Dave Williams
Headteacher

Foreword from the Chair of the Governors

On behalf of the school governing body, it is a pleasure to provide you with a perspective of our school.

Our school plan sets out how we aim to achieve ambitious standards of education, support positive attitudes to learning and to care and support all our young learners in a fair and respectful manner. The governing body and school leadership are aligned for all students to strive for excellence and our commitment to equality and diversity allows all students to maximise their potential.

We are immensely proud of our school's place in the community of Carmarthenshire and reflect the Welsh heritage, language, and culture. Whilst our principal language is English, we aim to be the destination of choice for a bilingual provision for those students who wish to pursue Welsh as their first language.

Queen Elizabeth High school is a modern learning environment that has a broad range of resources for arts, sciences, humanities and share updated sporting facilities with Carmarthen Leisure Centre.

If you come to our school, you will see how we use a variety of learning methods to enhance a learner's experience. From digital to more traditional styles we are set up to deliver for the needs of young learners and adapt depending on their needs. Our staff are here for the pupils and making every contact count to enhance the learners progress.

We take our responsibility of student wellbeing seriously and is priority for all of us at the school at all times. Our pastoral care is something we continue to review and invest in so that you feel safe in in and out of lessons. A school council and sixth form prefect structure provide a voice for students, and we embrace mutual accountability for improving the school, its behaviours and culture.

Canolfan Elfed is a specialist teaching inclusion centre which occupies a purpose-built wing integrated into the school. The centre has a positive impact on all who attend our school. We work closely with families and professionals to provide the best possible provision for rewarding progress.

Finally, as a governing body we provide high support and high challenge to school leaders which establishes that drive for excellence in a caring and compassionate style.

Kind regards,
Jeremy Griffith
Chair of the Governors

A Warm Welcome to QE High

Queen Elizabeth High School is an 11-18 Bilingual Local Authority Maintained Community Secondary School.

Our principal language is English and we have bilingual provision for those who wish to pursue Welsh First Language. Our purpose built £28 million school offers the perfect mix between traditional and innovative learning spaces, creating a true 21st Century learning environment. Our facilities are exceptional including our shared leisure facilities with our neighbour, Carmarthen Leisure Centre.

We currently have approximately 1320 pupils on roll; this includes approximately 231 in our Sixth Form and 93 in our highly successful Additional Needs Unit, Canolfan Elfed.

**Data based on SIMS 13/10/23*

YMLAEN GYDA'N GILYDD

Pupil Leaders

At QEH we believe it is important to foster a culture of responsibility and charity. Students in all year groups are given opportunities to lead. This includes the School Council, ICT Champions, Sports Ambassadors, pupil buddies and Music Leaders. This leadership programme pinnacles in the appointment of Senior Prefects in our sixth form. Our senior prefects are ambassadors of our school; role models to our younger students and local community 'friends'. They take on a variety of roles, which include leading at school events, organising charity activities and supporting in the community (For example litter picking).

Our sixth form students enjoy this opportunity to give back to their school community and to the wider community of Johnstown and Carmarthen.

"During our time at Queen Elizabeth High School we are given continuous help and support to develop as students in our personal and academic lives. We are fortunate to have a supportive school community where we work well together and encourage one another. There is a high standard of mutual respect between the staff and pupils and the quality of teaching is shown in the willingness to help the pupils, academically or emotionally. This creates a friendly, comfortable atmosphere which inspires a good work ethic in the classroom and outside.

We feel privileged to be a part of a school that has developed dramatically over the last few years. Thanks to these new facilities, we are given many opportunities that cater for all interests and abilities. The experiences we obtain because of these resources prepares us fully for our futures and enables us to grow into responsible, respected individuals and members of society. If your child chooses our school, they will be joining a community where we all work and move forward together."

What our pupils say?

Most pupils across all key stages feel that the school is doing enough to support their wellbeing after returning to school. Most pupils acknowledge that they know there is someone in school to talk to and they know who those staff are. Pupils recalled experiencea during the summer for wellbeinf days/weeks. They enjoy the peace garden and wellbein activities the school planned.

All pupils in Year 7 feel they have settled well into Year 7

97% of pupils reported that they like QEHS

93% of pupils reported that they feel safe in school.

93% of pupils stated that pupils do not bully them.

100% of pupils believe that the school prepares them well for their next step.

100% of pupils believe that the school prepares them well for transition into year 7.

Nearly all students feel settled back in school since returning

Keeping You Informed

We believe that communication between parents/carers and school is very important. It helps to ensure that every child is happy at school and successful. We monitor pupil progress (academic and pastoral) each term. This enables us to track a child's progress and provide appropriate and timely support/intervention when it is needed.

• We offer one Parent/Carer evening per year where you can meet with your child's teachers to discuss progress.

• Our Heads of Learning track pupil performance throughout the year and where there are concerns about your child's progress we will notify you immediately - we do not wait until formal reporting.

• Each pupil has a Hwb learning account. Pupils are able to record homework and events in their calendar. Here, parents/carers can check what is work is expected of their child.

• The school website https://www.qehs.carms.sch.uk/ contains a wealth of information and news. Our school Facebook page https://en-gb.facebook.com/pages/category/School/Queen-Elizabeth-High-School-564163413678033/ is a useful means of gaining information on school events and notices

• We regularly text parents/carers basic school notices and reminders with important information. We also have email provision.

• We also use the application Xpressions in order to send both personalized and general information to parents/carers.

Parents are encouraged to contact our school office between 8am and 4pm on weekdays, should they have an queries.

Our telephone number is 01267 245300 and our website URL is https://www.qehs.carms.sch.uk/.

The School Curriculum

We offer a broad and balanced curriculum which ensures that the skills, talents and needs of all our pupils are met.

Key Stage 3

The new Curriculum for Wales has placed a greater emphasis on providing learners with authentic learning opportunities rich with skill development.

Our curriculum in years 7-9 provides pupils with the opportunity to become ambitious and capable, enterprising and creative, healthy and confident and ethically informed. Much opportunity is given for project-based work whereby pupils develop their independent thinking skills. Our pupils thrive in an environment whereby they are challenged to achieve their very best.

Key Stage 4 and 5 (Years 10 - 13)

In examination years we aim to maximise the subject choice available to pupils. We strive to offer each pupil a learning pathway that enables their strengths and talents to prosper. It is our view that when pupils study courses they enjoy and value, they are more likely to succeed.

We work collaboratively with the local college to maximise the options available to our pupils. A benefit of our size is that we have extensive subject choice. We constantly respond to the needs of our students offering a wide range of traditional and vocational subjects.

In preparation for Key Stage 4 and 5 all pupils and parents are given personalised support and guidance to enable them to make the correct subject choices. Pupils are given one to one interviews with key school staff in order to guide them in the process. Additionally, our school-based Careers Wales advisor offers individualised support.

The diverse range of subjects on offer has enabled our pupils to pursue a wide range of careers pathways; Medicine, Dentistry, Veterinary Science, Law, Engineering, the Hospitality Industry and Police Force, to name a few!

The School Day & Key Holiday Dates

Y DIWRNOD YSGOL - **The School Day**

2023-24

7-8

9:00 - 9:15	**COFRESTRU**
9:15 - 10:15	**1**
10:15 - 11:15	**2 (A)**
11:15 - 11:30	**AMSER EGWYL**
11:30 - 12:30	**3**
12:30 - 1:30	**4(A)**
1:30 - 2:15	**AMSER CINIO**
2:15 - 2:25	**COFRESTRU**
2:25 - 3:25	**5**

9-13

9:00 - 9:15	**COFRESTRU**
9:15 - 10:15	**1**
10:15 - 10:30	**AMSER EGWYL**
10:30 - 11:30	**2(B)**
11:30 - 12:30	**3**
12:30 - 1:15	**AMSER CINIO**
1:15 - 2:15	**4(B)**
2:15 - 2:25	**COFRESTRU**
2:25 - 3:25	**5**

Please access the school term and holiday dates via the following URL:
https://www.carmarthenshire.gov.wales/home/council-services/education-schools/school-term-dates/

Please see our INSET Day dates below:

01/09/2023
27/10/2023
22/12/2023
08/01/2024
22/03/2024
28/06/2024

Additional Learning Needs Mainstream and Canolfan Elfed

At QEH School we aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

· *Setting suitable learning challenges and targets*
· *Responding to pupils' diverse learning needs*
· *Overcoming potential barriers to learning and assessment*

To this end our school offers a wide range of universal provisions which all our pupils can access in order to meet their needs. These range from literacy, numeracy and well-being based support programmes. In addition to these the school has in Key Stage 3 a nurture group and adapted curriculum class. Pupils are able to enter and exit these provisions as their leaning needs arise.

One page-profiles enable learners to work with pastoral staff to provide a helpful overview for teachers of how they learn best and their hobbies and interests.

Where a learner requires additional bespoke support, different to the universal provisions of our school, then, in consultation with our ALNCo the learner will be placed on an Individual Development Plan. This bespoke plan will set out personalised targets and identify specialised support in order to reduce barriers to learning. Annual review meetings ensure that progress is reviewed, and that the pupil voice is at the heart of their learning journey, their targets and outcomes.

Similarly, pupils with Statements of need are also supported by the school's ALNCo – annual meetings ensure that progress is reviewed in line with Statement targets and the school ensures that all statutory requirements are met.

In addition to our mainstream provision we have a specialist Inclusion Centre - Canolfan Elfed. This centre has SPLD, HI, PMLD and ASD classes. For further information, please follow the link below:
https://www.qehs.carms.sch.uk/canolfan-elfed/

Relationships and Sexuality Education (RSE)

Humans are social beings and healthy relationships are a vital component of establishing and maintaining good physical, mental and emotional health. Relationships and Sexuality Education (RSE) explores the ways in which a diverse range of social, cultural, technological and biological influences affect the ability to form and maintain positive relationships. Understanding how relationships are formed, developed and maintained enables us to develop the skills and attitudes that allow us to create healthy relationships of our own. It supports young people to develop the knowledge and skills needed to effectively navigate changing influences and establish respectful, fulfilling relationships throughout their lives. These may include family relationships, friendships, professional relationships and sexual relationships. RSE is an important element in creating a whole school approach to supporting overall physical, mental and emotional health and well-being.

RSE is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. The Curriculum and Assessment (Wales) Act 2021 sets out RSE as a mandatory element that spans the 3-16 learning continuum.

DACW

As a school, we have a legal obligation to provide our pupils with the provision of Daily Acts of Collective Worship (DACW).

Acts of worship and assemblies play an important part in pupils' spiritual, moral, social and cultural development. It gives pupils the opportunity to reflect on issues and take the time to consider how they feel. Although our DACW will be based on Christian values and morals, all pupils will have the opportunity to express their own viewpoints and have time for personal reflection.

Valuing Our Role in the Community

At QEH we see ourselves as being at the very heart of our community. Our young people understand the importance of this role and forge excellent relationships with our wider community. They appreciate their role as ambassadors and positive role models for others in our community and beyond. Much of our community work takes place beyond the classroom walls. It is found in the dozens of activities and enthusiastic pupil-led committees of the school. Our charitable work is exceptional and contributes to causes close to our hearts both locally and nationally. Every Christmas we make significant contributions to our local foodbank, we go the extra mile for Children in Need and support Water Aid and sustainability globally. You will find us hosting carol concerts in the local care homes and delivering Christmas cards to our neighbours; we pride ourselves in bringing help and happiness into our community.

#QEHSinthecommunity

School Visits

Instilling confidence and resilience in our young people is a key element of our ethos in QEH. We firmly believe that learning and the development of life skills is should not be limited to the classroom. In this context, each year we provide a host of off site experiences to our pupils and students. Fun trips to Llangranong, Educational trips to London, Sporting Tours to tournaments and overseas, skiing trips to Austria, humanities trips to Italy and visits to America are just some of the activities on offer.

Transition

Our excellent transition arrangements mean that the move to our secondary school is as comfortable and as smooth as possible. We see it as our role to build on the excellent work carried out in primary schools. Queen Elizabeth High School staff work closely with our partner primary schools to support pupils and deliver the experiences that help them to settle into our community as quickly and successfully as possible. We are determined to make pupils feel welcome and confident in their new school.

Transition commences in February, for Year 6 pupils who are invited to experience a team building day. Further taster days are held for the pupils in June and July when pupils get to experience the excellent teaching and learning we offer, the fantastic facilities and resources in school and the wide range of activities that QEH life has to offer.

The transition process at QEH is meticulously planned to ensure your child has the best possible transfer to secondary school. We work with our feeder schools to ensure we have all the information required to get to know your child well and to support their learning from day one. During the main transition days, we will ensure the year 6 students will meet their Head of Learning, Form Tutor, peer support pupils from other year groups and that they have a tour of the school and experience typical lessons

Special transition arrangements are made for pupils who wish to join us from other schools. We also offer additional visits for students who are worried or anxious about the transition to high school or have any Additional Learning Needs. We are confident that these extra visits help us to get to know our new students well and enable us to prepare effectively for their arrival.

Open evening events for parents/carers and children are arranged for prospective pupils to experience lessons and life at QEH. In addition shortly after commencing in September, parents can meet with the Head of Learning and Form Tutors and during our 'Settling In' evening to be introduced to team supporting year 7 and to have informal conversations regarding routines and settling in.

Dwyieithrwydd

Ein hamcan yw ehangu seiliau ieithyddol y disgyblion a chynnig dilyniant dwyieithog o'r gwaith a wnaed yn yr ysgolion cynradd. Ym Mlwyddyn 7 mae mwyafrif o'n disgyblion yn derbyn eu cwricwlwm drwy'r Saesneg ond ceir un grwp dwyieithog pur. Yn y dosbarth yma mae'r disgyblion yn derbyn canran o'u cwriciwlwm drwy gyfrwng y Gymraeg ac maen nhw hefyd yn derbyn athro dosbarth sy'n rhugl yn y Gymraeg. Bydd y disgyblion sydd yn dilyn cwricwlwm ddwyieithog yn astudio am
gymhwyster TGAU Cymraeg Mamiaith. Bydd pob disgybl arall yn anelu at ennill cymhwyster Cymraeg fel Ail Iaith. Mae pob disgybl yn sefyll arholiad llawn yn y Gymraeg.

Ymdrechwn i adlewyrchu natur ddiwylliannol ein cymuned leol, ac o ganlyniad mae'r Gymraeg â rôl allweddol yn ein hysgol. Ceir trefniadau arbennig ar gyfer unrhyw blant sy'n ymuno â'r ysgol heb unrhyw Gymraeg. Mae cangen weithgar o'r Urdd o fewn yr ysgol a dyma ffocws nifer o'r gweithgareddau diwylliannol sy'n digwydd. Mae hyn yn cynnwys paratoi ar gyfer eisteddfodau lleol a chenedlaethol, cymryd rhan mewn cystadleuthau Cymraeg amrywiol a mynychu cyrsiau ac ymweld â chanolfannau'r mudiad – fel Llangrannog a Glanllyn.

Dwyieithrwydd / Bilingualism

We aim to build on pupils Welsh linguistic talents and offer bilingual pupils a bilingual progression route from their primary school. In Year 7, the majority of classes receive their curriculum through the medium of English; there is one full bilingual group. This class has a proportion of their curriculum delivered via Welsh medium as well as a Welsh speaking tutor. Pupils following a bilingual curriculum will pursue a Welsh First Language qualification at GCSE. All other pupils will follow a Welsh Second Language qualification – pupil standards achieved here are excellent. All pupils sit the full GCSE course in Welsh.

School Eisteddfod

We strive to reflect the cultural character of our local community and consequently the Welsh language plays a key part in the role of our school. There are special arrangements for pupils who join the school with no previous knowledge of the language. The school has a thriving and expanding Urdd Society and this forms the focus for many cultural activities, including preparation for local and National Eisteddfodau, participation in other Welsh language competitions and attending courses and events at Urdd residential centres.

ICT

QEH is an ICT rich school. Modern technology is a powerful tool that can enhance and support pupils' learning. We believe in developing our young learners understanding and knowledge of ICT, to give them the skills and confidence to use a variety of platforms safely and sensibly. Consequently, we have invested heavily to install wireless technology that means every classroom has access to ICT.

We have developed excellent a virtual learning platform through google classrooms and are confident as a school in our use of blended learning techniques to support and enhance pupils and students learning experience. Our approach to learning is a blended model that, alongside classroom learning incorporates a mix of live streaming, pre-recorded and online task based lessons.

The key to our approach is providing staff support to develop learners skills while also providing a structure that ensures that all relevant safeguarding, risk assessment and user policies are in place to protect learners and staff alike.

Enrichment

We believe that we are more than just a school; we provide a venue where a broad range of enrichment activities, community activities and educational visits enable young people to gain experiences that may otherwise be inaccessible to them.

We aim to provide a secure and caring learning environment in which all young people can achieve their full potential and where they can explore opportunities for involvement in both the school and its wider community.

Our exceptional ranges of activities beyond the classroom are central to school life; each year boasts a great repertoire of musical and drama performances, visits and activities aimed at developing well-rounded, resilient young people.

Careers Education and Guidance

Here at Queen Elizabeth High School we take great pride in the care and support we offer our learners, providing opportunities for learners to develop the qualities and skills needed on the journey through and beyond school. Careers Education Guidance (CEG) and Work Related Education (WRE) is an important part of the school curriculum providing our learners the experiences to make an effective transition from school to adulthood and employment.

All students follow a programme that meets the requirements of Careers and the World of Work: a framework for 11-19 year olds in Wales. We provide a range of opportunities that enhance the curriculum, develops student awareness of the world of work, and develops essential skills for employability. Our aim is to raise student aspirations for their future.

Careers Wales provide impartial advice to our students and our on- site careers advisor is available to all pupils on request as well as working very closely with pupils at times of transition especially in Year 11, 12 and 13 providing individual guidance and support.

Links with local businesses and the Careers Wales business team give us access to a number of visits from local restaurants, Parc-y-Scarlets and even the M4 motorway! Speakers also come into school to discuss their experience and tell their stories.

Through PSE and Health and Wellbeing lessons at Key Stage 3, Welsh Baccalaureate at Key stage 4 and 5 pupils are able to develop and demonstrate skills needed for industry. Through Financial Literacy pupils learn about how money works, equipping them with the life skills needed to understand the economy. Through curriculum subjects pupils are able to explore careers in different sectors based on their own preferences and skill sets, helping our pupils in their decision making and giving them the tools needed for their personal development.

Health, Wellbeing and Sport

Our proud tradition of sporting excellence means that our sporting stars regularly achieve regional, national and international honours at an enviable range of sports. We are extremely proud of our sporting heritage and achievements.

We promote sport and fitness for all, offering a wide range of activities including an extensive 5X60 programme with the aim of developing a lifelong appetite for outdoor and indoor fitness.

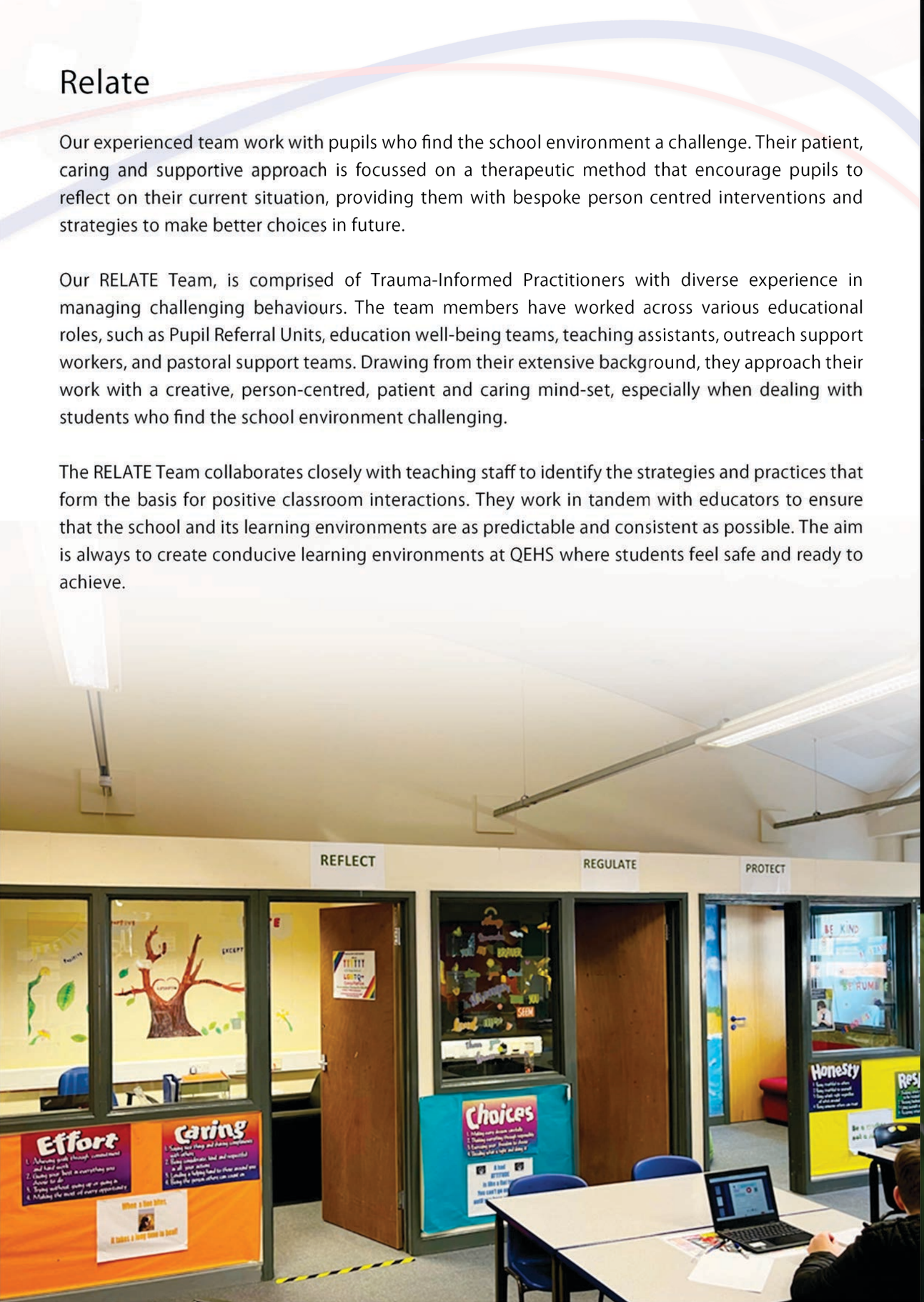
The school boasts exceptional and unrivalled sports facilities, which, combined with our many links to external clubs and organisations, means that whatever your child's sporting talents we will support and nurture them.

Relate

Our experienced team work with pupils who find the school environment a challenge. Their patient, caring and supportive approach is focussed on a therapeutic method that encourage pupils to reflect on their current situation, providing them with bespoke person centred interventions and strategies to make better choices in future.

Our RELATE Team, is comprised of Trauma-Informed Practitioners with diverse experience in managing challenging behaviours. The team members have worked across various educational roles, such as Pupil Referral Units, education well-being teams, teaching assistants, outreach support workers, and pastoral support teams. Drawing from their extensive background, they approach their work with a creative, person-centred, patient and caring mind-set, especially when dealing with students who find the school environment challenging.

The RELATE Team collaborates closely with teaching staff to identify the strategies and practices that form the basis for positive classroom interactions. They work in tandem with educators to ensure that the school and its learning environments are as predictable and consistent as possible. The aim is always to create conducive learning environments at QEHS where students feel safe and ready to achieve.



The Relate Room consists of four distinct spaces, designed in accordance with Trauma-Informed Schools Wales principles. Each room serves a specific purpose, catering to the needs of children who may experience challenges regulating themselves throughout the school day. RELATE staff use these same principles to sit down with students and relevant professionals to develop individualized education and engagement plans. These plans are tailored to each individual's needs, ensuring that set targets are both achievable and realistic.

Therapeutic interventions, check-ins, and behaviour support are integral aspects of the RELATE approach. Staff engage with students through AM and PM check-ins, Princes Trust activities, sand tray, clay work, and workshops focusing on self-esteem, self-image, and self-confidence. These i ntervention sessions serve to identify students who may benefit from additional behaviour support provided by the county. RELATE is used as a base for behaviour support sessions due to its perception as a predictable and safe environment by students.

Each child is encouraged to create a One Page Profile, highlighting their views and identifying the best ways to work with them. These are shared with their teachers and implemented in the classroom to help build positive and constructive relationships and to support effective learning. Staff invest time in understanding and helping students articulate their emotions, aiming to limit undesirable behaviours. The team's guiding principle is 'Connect before Correct.'

Wellbeing; Care, Support and Guidance

Supporting the wellbeing of young people in our community is of paramount importance to us here at QEHS. There are significant pressures on young people today and there are times when everyone needs a little extra support, help and guidance. Here at QEHS we have invested significantly in providing the facilities and trained staff to support our community. As well as on site provision, we work closely with key outside agencies to provide the all-round support to help our pupils and students through the challenges they face as they negotiate a path through childhood into adolescence.

Wellbeing; Care, Support and Guidance

Our Wellbeing Centre is staffed by a team of dedicated, qualified and medical personnel. The Well-being team have a wide range of experience and are committed to supporting pupil's needs both personally and academically throughout their school journey.

Pupils are encouraged to use the well-being centre when needed. Our well-being centre offers a safe, spacious and calming environment, which is accessible throughout the school day, including break times and lunchtimes. Any pupil can access the centre whether they require support from a key member of staff or simply require a comfortable and quiet space to sit and reset.

Our staff are equipped to provide one to one and small group interventions to support the well-being needs of the pupil/s. A host of interventions are delivered by the team such as Talkabout (developing their social, emotional and communication skills), anger management, self-esteem development, anxiety support, resilience development etc. pupils are able to learn and develop strategies to manage their own well-being.

Our team also works closely with our local primary schools, Social Services, Family Engagement Team and other secondary schools, supporting transition and ensuring the correct support is in place to provide pupils of all ages and nationalities with the best start to secondary school life.

We also have dedicated staff to develop care plans and support the medical needs of all our pupils ensuring records are kept up to date and staff are provided with the relevant training required.

We link in with pupils who are school refusers and their families and assist in reintegrating them back into the school environment with bespoke/personalised plans.

Our attendance Officer maintains accurate attendance records and investigates any missing data. They liaise with school staff, parents/carers and pupils to address any attendance issues and provide support were required.

Located in our well-being centre is a uniform exchange where any pupil can access school uniform items whether they are needed for a short or long period. This enables all pupils to meet the uniform guidelines

Duke of Edinburgh (D of E)

The Duke of Edinburgh programme is a real adventure from beginning to end. It does not matter who you are or where you are from. You just need to realise that there is more to life than sitting on the sofa watching the world pass you by.

QEH offers the Bronze, Silver and Gold DofE. Pupils are given the opportunity to enrol for Bronze DofE at the start of year 10 and go on to complete their Bronze award during Year 10. Those that are successful are then offered the opportunity to complete the Silver award in Year 11, and the Gold award through their time in the sixth form. Pupils can be direct entrants for both Silver and Gold award although the time frame for the volunteering, skills and physical sections are longer to account for not completing the previous levels of awards.

There are four sections of the award to complete at all levels. The first three are Volunteering, Skills and Physical. Pupils make their own choices from a long list of approved activities. Pupils then undertake these activities for a minimum of one hour each week, the timespan for each depends on the level of the award they are following. At the Gold level there is an additional requirement to complete a five-day residential challenge, either working for the community or learning a new skill.

The expedition section takes place once the other sections are complete. Pupils follow a training programme to prepare them for expeditions and then complete two expeditions, a practice and a final assessed expedition. Again the timespan of the expedition depends on the level of the award they are following. Expeditions take place in many locations including on the coasts and hills of Pembrokeshire, Brecon Beacons, Snowdonia and Scottish lochs to name a few.

The award is a non-competitive programme that encourages pupils to try new things and to stretch themselves in new directions. The award is a great opportunity to reward pupils for activities they are already undertaking. It also encourages pupils to consider their community, increase their health and fitness levels, make new friends and create memories that will last a lifetime. Employers and Universities regard completion of the Award at any level as a sign of a well-rounded individual, capable of rising to a challenge and willing to invest time in altruistic activities.

There are four sections of the award to complete at all levels. The first three are Volunteering, Skills and Physical. Pupils make their own choices from a long list of approved activities. Pupils then undertake these activities for a minimum of one hour each week, the timespan for each depends on the level of the award they are following. At the Gold level there is an additional requirement to complete a five-day residential challenge, either working for the community or learning a new skill.

The expedition section takes place once the other sections are complete. Pupils follow a training programme to prepare them for expeditions and then complete two expeditions, a practice and a final assessed expedition. Again the timespan of the expedition depends on the level of the award they are following. Expeditions take place in many locations including on the coasts and hills of Pembrokeshire, Brecon Beacons, Snowdonia and Scottish lochs to name a few.

The award is a non-competitive programme that encourages pupils to try new things and to stretch themselves in new directions. The award is a great opportunity to reward pupils for activities they are already undertaking. It also encourages pupils to consider their community, increase their health and fitness levels, make new friends and create memories that will last a lifetime. Employers and Universities regard completion of the Award at any level as a sign of a well-rounded individual, capable of rising to a challenge and willing to invest time in altruistic activities.

Site Security

Queen Elizabeth High School and the Governing Body takes the health and safety of all site users extremely seriously. It is therefore imperative that individuals take care, exercise caution when on school premises and follow instructions to avoid the risk of injury. Any concerns about site security should be reported to the School Business Manager or Premises Manager (visitors can report concerns to reception).

Our Health and Safety Policy can be accessed via this link – https://www.qehs.carms.sch.uk/media/c-cllg0dz/health-safety-and-security-policy-jan-22complete.pdf

We have an Emergency Lockdown Plan in place to protect all those on school premises in the rare event of this happening.

Our Traffic Management Plan is reviewed on a regular basis and we ask pupils to be dropped off outside the main school gates in the designated dropping off/picking up bay. Visitors, staff and contractors will be expected to use extreme caution when bringing their vehicles onto school premises where we operate a 5mph speed limit. We operate a barrier system from 3.15pm to 3.45pm where cars are not able to move within the designated area. No vehicles are permitted to park on yellow lines.

The school gates for pupil access will be open before 8.30am and locked at 9.10am. Following this time pupils will need to enter the school through the main school reception. Gates will open from 3.15pm to allow pupils to leave.

Key Policies and Documentation

Inclusion Policy
https://www.qehs.carms.sch.uk/media/5lqp4xre/inclusion-policy-2021-complete.pdf

Complaints Policy
https://www.qehs.carms.sch.uk/media/wuicmctk/complaints-policy-jul22-complete.pdf

Uniform Policy
https://www.qehs.carms.sch.uk/media/ejojc1lb/uniform-policy-nov21-complete.pdf

Home School Agrement
https://www.qehs.carms.sch.uk/media/4bgnvdy5/home-school-agreement-policy-nov19.pdf

Equality and Diversity Policy
https://www.qehs.carms.sch.uk/media/obnkwo4n/equality-diversity-policy-mar22-lj-complete.pdf

Admissions Policy
https://www.qehs.carms.sch.uk/media/wmvjux2v/sixth-form-admissions-policy-spring-2022-complete.pdf

School Safety Notice
https://www.qehs.carms.sch.uk/media/c03ckx0h/privacy-notice.pdf

Income and Charging Policy
https://www.qehs.carms.sch.uk/media/ydchv0tv/income-and-charging-policy.pdf

YMLAEN GYDA'N GILYDD