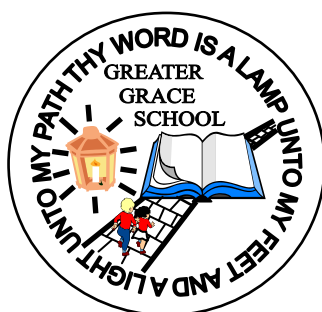


GREATER GRACE SCHOOL
OF CHRISTIAN EDUCATION

An Independent Christian School



PROSPECTUS

2020/2021

Proprietor:	Trustees of Greater Grace School of Christian Education
Chair of Trustees:	Alastair Craddock C/o Greater Grace School of Christian Education Church Lane Backford Chester CH2 4BE
Headteacher:	Anne Mulligan
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CONTENTS

Introduction and Philosophy	3
Our Mission and Vision	3
Our Objectives	4
Governing Body – The Trustees	5
School Management Team	5
Organisational Chart	5
Roles and Qualifications	6
The Curriculum	6
Ofsted and CEE Inspections	9
The International Certificate of Christian Education (ICCE)	9
Academic Results and Destinations	10
Achievements	11
Testimonies from Parents and Pupils	12
Progress Reports and Parents Evenings	13
General Aspects of School Life	13
Payment of Tuition fees	13
School Policies (Excerpts)	14
Motivation and Behaviour Management	14
Anti-Bullying	17
Safeguarding and Child Protection	17
Health and Safety	18
First Aid	19
Complaints Procedure Summary	19
Equal Opportunities	19
Admissions Procedure	20
Accessibility Policy and Plan	22
Uniform Policy	23

Appendix 1. Student Code of Conduct

Further policies are available on the website or from the Office

GREATER GRACE SCHOOL - INTRODUCTION AND PHILOSOPHY

Greater Grace School was founded in September 1998 by Greater Grace Evangelical Church - a non-denominational, family-oriented local church and a member of the Evangelical Alliance/’Together for the Harvest’.

As a Christian school, we desire to serve the Body of Christ by complementing the parental responsibility to “*train up a child in the way he should go*” (Proverbs 22:6). We use an individualised, character-building, Bible-based curriculum which enables children to develop a Biblical view of life while working at their own pace and academic level. This encourages responsibility and self-discipline. The children learn to apply Biblical principles in daily life, through example and teaching. As they grow in understanding their own value and eternal purpose in Christ, they learn to truly value others; they also develop excellent interpersonal skills. Learning in an atmosphere of grace and loving acceptance is conducive to developing each child’s unique potential, both academically and spiritually.

A Christian school places Jesus Christ, His nature, and His work, at the centre of all learning. Although Greater Grace School is a church school, we accept children from any family where at least one parent is a born-again Christian who regularly attends their own local church, and both parents and their children agree with the school policy and code of conduct while the child attends our school.

We believe that the primary goal of Christian education is not only knowledge, but also the wisdom and understanding to apply it. Above all, it is experiencing a transformed life through growing in grace in a personal relationship with Christ day by day.

OUR MISSION

The School seeks, by the Grace of God, to glorify Him by preparing pupils for time and eternity through providing a Bible-based education with staff who are committed Christians in full agreement with the school’s vision.

OUR VISION

- To draw out the unique potential of each child, both academically and spiritually, by combining an environment of loving acceptance, grace, academic discipline, and respect for authority
- To establish in each child Biblical convictions and godly confidence, and to equip them to serve God in their families, churches, workplaces, on the mission field, and to be salt and light to those around them
- To encourage individuality, creativity, integrity, personal discipline, and responsibility as well as academic excellence

It is our prayer that the pupils of Greater Grace School will graduate not only having gained the International Certificate of Christian Education (ICCE), but that they will continue to go forward as disciples, following God’s call and will for their lives.

OUR OBJECTIVES

Our objectives are as follows:

FOR PUPILS:

- That each one will accept the Lord Jesus Christ as their personal Saviour;
- That each one will experience a transformed life rather than mere conformity;
- That each one will grow in this faith to become an active disciple of the Lord Jesus Christ;
- That each one will learn to serve and thus find and follow God's call on their life;
- That they will seek to fulfil their unique potential, using their specific gifts, abilities, individuality, and creativity in their families, churches, and communities, and in their future workplace, in whatever God calls them to do and become.

FOR PARENTS:

- The school will assist the parents, whose primary responsibility it is, to bring up their children in the 'ways of the Bible' and in a personal walk with God;
- Parents will participate in the life and work of the school in prayer, in practical ways, and in payment of fees;
- Parents will support the staff in all aspects of school life.

FOR STAFF:

- Each will try their best to be an exemplary disciple of the Lord Jesus Christ and a consistent member of a local church;
- Each will have an appropriate professionalism and will function as a member of the staff team under the Headteacher;
- All full-time staff will hold valid Professional Training Course certificates from Christian Education Europe, or the equivalent local monitor training;
- All staff will desire to reflect God's nature to pupils, imparting not only a biblical worldview, lifestyle, and a heart for Christian witness and mission, but also the very life of a personal, loving and caring God;
- Each will practise confidentiality, covering whatever goes on in the school – both staff and children – and not repeating matters, gossiping, or hurting someone's reputation – staff, children or parents – in or out of school.

FOR THE SCHOOL:

The school will seek to:

- Be excellent (in pupil achievement, staff, curriculum development, and facilities) for God, to fulfil its agreement with CEE, and to meet legal requirements;
- Function as a strong base and take care of those entrusted to it first and foremost, with unity, care, concern, and love expressed to each one;
- Grow to impart a vision for Christian education as well as a vision for mission and the propagation of the Gospel;

- Grow to impact the community by reaching out in any way possible (e.g. children’s hospitals, homes for the elderly), and by serving our neighbours and blessing them through acts of kindness and friendship;
- Help and work with local ACE homeschools who request it, while respecting their different calling and responsibilities.

GOVERNING BODY

The governing body of the school is the Trustees of Greater Grace School of Christian Education.

The members of the Trust are:

Chair of Trustees	Pastor Alastair Craddock	
Trustee for Safeguarding	Mr Tony Bastyan	
Trustee for Health & Safety	Mr Andrew Bailey	Founding Parent (of graduate)

The Trustees are advised by a number of ex-officio advisors:

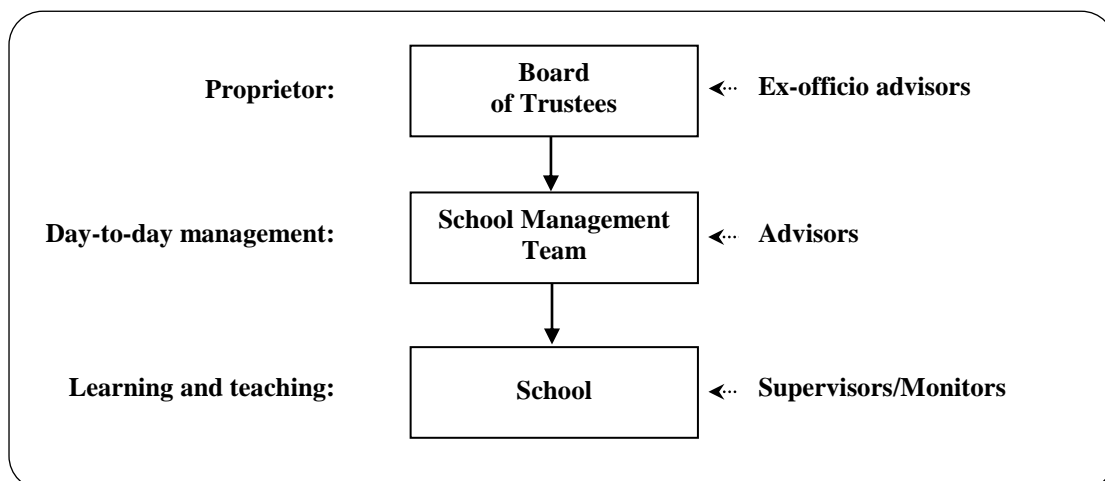
Headteacher	Mrs Anne Mulligan
Treasurer	Mr Steven Hand
Church Advisor / Founding Parent (of graduate)	Mr James Mulligan

SCHOOL MANAGEMENT TEAM

Day-to-day management of the school is undertaken by the School Management Team, which is made up as follows:

Mrs Anne Mulligan	Headteacher
Mrs Cathy Craddock	Deputy Head, Supervisor of Junior Learning Centre
Mrs Diane Bailey	Supervisor of Senior Learning Centre, Designated Safeguarding Lead

ORGANISATIONAL CHART



ROLES AND QUALIFICATIONS

Mrs Anne Mulligan	Headteacher and ICCE Moderator, Teacher of French and Spanish, Bible class, Citizenship, PSHE, and reasoning skills Qualifications: Bachelor Degree in Missions, CEE Professional Training as Supervisor, ICCE Training as Moderator, Teaching English as Second Language (TESL) qualification. First Aider
Mrs Cathy Craddock	Teacher and Supervisor of the Junior Learning Centre and ABCs Reading Readiness programme Qualifications: HND in Media, CEE Professional Training as Supervisor. First Aider
Mrs Diane Bailey	Supervisor of the Senior Learning Centre, ICCE Coordinator, and Design & Technology teacher Qualifications: National Nursery Examination Board, Advanced Childcare & Development, CEE Professional Training as Supervisor, ICCE Training as Coordinator,

THE CURRICULUM

In order to provide balance and breadth of curriculum, our programme of Christian Education includes both individualised academic curriculum (ACE) that is regularly and rigorously assessed and differentiated group classes which give students the opportunity to experience different learning styles, working together in a group, developing listening and speaking skills, developing reasoning and oral skills such as expressing opinions, as well as practical skills.

Founded over 50 years ago, Accelerated Christian Education has stood the test of time. Based on effective, proven learning techniques such as Mastery Learning, and developed by Christian educators and classroom teachers with advanced degrees in education and much classroom experience, the ACE programme is unique. ACE is a complete, Bible-based, character-building individualised curriculum for both primary and secondary students, which provides each individual with the opportunity to develop their abilities to their maximum potential. Senior students complete the International Certificate of Christian Education level by level: General, Intermediate, Advanced, or Advanced Higher Certificate. See below.

The ABCs Reading Readiness programme is a multi-sensory, phonetic, learning to read programme which also uses various activities to help develop physical skills, small motor skills, and visual discrimination. It provides children not only with all the tools needed to begin reading, but also skills they can use whenever and wherever they encounter an unfamiliar word. This gives them great confidence as they continue to develop good reading skills so that they are well prepared for the adventure of learning and for life itself.

The ACE approach: **Progress Motivated, Individualised, Programmed Learning**

Progress Motivation - 'promotion according to achievement', is the basis for student advancement rather than chronological age (year on year). Students work at their own pace and are required to demonstrate that they have achieved according to pre-set standards and expectations, in order to advance to the next level, stage or unit of work. This method is referred to as Mastery Learning.

Mastery Learning divides subject matter into smaller parts (PACEs) that have predetermined objectives or unit expectations. Students work through each unit in an organised fashion and must demonstrate mastery on unit tests. Typically a minimum of 80% must be achieved before moving onto new material. Subject mastery is a crucial evidence of learning and an essential basis for further educational progress.

A personalised or **individualised** academic programme is created for each student. A student is placed on work at their current level of achievement, where they can experience success while making progress according to their own rate of learning or learning aptitude.

Programmed learning develops student learning, from the starting point of the student's current knowledge and skill development (established through diagnostic testing), through a series of sequential steps. The rate of student progress is determined by the personal ability, motivation, aptitude and application of the student, under the guidance and learning support of an academic supervisor.

Higher Order Thinking Skills (HOTS) that reflect the pattern of Bloom's taxonomy are an integral part of the A.C.E Mastery Learning Methodology.

Motivation for the student to do their best is sustained by short and long term goals which are set by the student and agreed by the supervisor. We want the student to discover the confidence and motivation that the feeling of success through accomplishment brings. Reaching those goals consistently is rewarded weekly, through certificates earned each term, and a special annual trip.

The A.C.E. individualised curriculum consists of workbooks called PACEs in the core subjects: mathematics, English (including creative writing and literature), sciences (including health and nutrition science), social studies (history, geography and other humanities), word building (spelling and etymology) and Biblical studies.

The A.C.E. Programme includes not only the individualised core curriculum, but also many opportunities for spiritual, moral, social, and personal development, including character building and developing relationships, to enable each student to fulfil his unique potential, both academically and spiritually, and to prepare him to contribute to society in modern Britain.

All students take part in group activities that complement the core curriculum and further develop listening, speaking and thinking skills as well as practical skills. These include PSHE and citizenship, British history and geography, science projects, computer programming and IT skills, design and technology projects, French, art, music, and drama as well as sport. Senior students (over 14) complete the European Computer Driving Licence (ECDL) qualification and can also choose from a number of individual options covering subjects such as additional maths, sciences, history, literature, art, music, speech, and foreign languages. They may also take part in the annual European Student Convention with other ACE students from the UK and abroad.

Before entry to the school, children are individually diagnosed to identify each child's performance level (the right level of difficulty). These diagnostic placement tests are not timed, and they are not entrance exams that have to be passed to be accepted, but they enable us to start each student at the curriculum level that is right for them. They will also identify 'gaps' in their education to date, if any. As a direct result of the diagnostic testing, each child is set individualised PACE workbooks to remedy revealed weak areas and then prescribed curriculum at his correct performance level. Within a short transition period, usually a few weeks, children learn to set their own daily goals and to work quietly on their own so that, with support and encouragement from their supervisor, they progress through the curriculum at the rate that is best for them.

* For the both academic years 2018-2019 and 2019-2020 each individual student PACE Test average was **over 96 %**.

The practical classes and activities we offer include:

Information Technology	Learning computing skills including coding, word processing, desktop publishing, graphics, databases, spreadsheets, multimedia, and use of the Internet. An IT qualification such as ECDL is a required ICCE credit.
Modern Languages	Pupils receive instruction in French appropriate to their age and ability level. Pupils are encouraged to continue French, or take Spanish, to gain credits for the International Certificate of Christian Education (ICCE).
History and Geography Citizenship, and PSHE	Citizenship, PSHE, British history and geography are studied in detail in small group classes.
Science	Includes experiments developed in practical science class to complement the science Paces, plus special projects, and field trips.
Art	Activities include drawing and painting, and preparation for Student Convention: sketching, watercolour, pen and ink, acrylics, clay sculpture, scrapbooking and photography.
Design & Technology	Includes practical projects to help the pupils take the lessons and skills that they have learned and put them into practice in a safe and supervised 'hands on' environment.
Physical Education	Activities include badminton, tennis, table tennis, volleyball, Five-A-Side Football, and other team games that build skills.
Music & Drama	Plays and songs are regularly performed at Christmas, the annual awards ceremony, Convention, and other special events.

OFSTED AND CEE INSPECTIONS

The school is fully registered as a Primary and Secondary Independent School. Our latest Ofsted Report is available to view on our school website or from the Headteacher on request. It can also be read on the Ofsted website. The school also receives annual visits from Christian Education Europe staff who offer support and advice and ensure that the curriculum is being administered correctly and in compliance with the Quality Charter.

THE INTERNATIONAL CERTIFICATE OF CHRISTIAN EDUCATION (ICCE)



The International Certificate of Christian Education (ICCE) has been developed to validate the high standards and achievements of pupils studying on the ACE curriculum. As they complete each PACE, the following day pupils take an unseen test with a minimum 80% pass mark. Twelve PACEs completed in each subject earns one credit in these baccaalaureate-style qualifications.

The ICCE is designed to give students a Christian Education that equips them academically for Higher Education or employment. It encourages a Christian Faith that is grounded in a confident, reasoned understanding of the teaching of the Bible as the Word of God. Academic and vocational tracks are available. Certificates are awarded based on completion of the course, not the age of the pupil.

We encourage pupils to achieve the highest level certificate that they can to enable them to best fulfil their potential. Certificates include:

The **Foundation Certificate** approximates to five GCSE short courses, including maths and English, grades **9 – 4 (A* to C)**. This certificate is designed to enable those older students who enter the ACE Curriculum later to go to college.

The **Vocational Certificate** approximates to six full GCSE courses, including maths and English, grades **9 – 4 (A* to C)**.

Although the quantity of work is less for these two certificates, the quality of work is not. The same high standards are required as for the General Certificate which is a prerequisite for the higher certificates.

The **General Certificate** approximates to nine GCSE full courses, including maths and English, which are equivalent to **GCSE** grades **9 – 4 (A* to C)**, enabling entry to college courses.

The **Intermediate Certificate** is intended for those who wish to go on to further education or professional courses.

The **Advanced Certificate** approximates to 3-4 A2 Level qualifications. It is considered to be comparable to the overall Cambridge International A Level standard.

Both the **Advanced Certificate** and the **Advanced Higher Certificate** are intended for those who wish to pursue higher education or study professional courses at colleges and universities in the UK or around the world.

“The **ICCE** has in the past been benchmarked by UK NARIC (2011) and found to be comparable with Cambridge International O and A Levels. Currently, the General Level Maths and English are stated as being acceptable substitutes for GCSEs on the gov.uk funding website. Students completing ICCE certificates are advised to research the requirements for their chosen tertiary studies and consider whether LCA dual-enrolment or a College Board SAT in their final year would be helpful.”

ACADEMIC RESULTS AND DESTINATIONS

Results for the most recent complete academic year, 2018 – 2019

Each student reached their personal PACE target and achieved Honour Roll each term with an average test score of 96 % or above. Most students are working ahead of the PACE expected for their age.

School PACE Average excluding graduate & SEND student as fewer PACEs required to reach goals	73	97.5 %
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Whole School PACE Average	68	97.7 %
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Year 11 - Student completed the ICCE General Certificate (comparable to nine GCSE full courses, including maths and English). She is continuing in our school and is on target to complete the ICCE Intermediate Certificate by July 2020.

Destinations of previous school leavers

Most of those who have left at 16 or 17 have gone on to college, many of whom then went on to University. Some have graduated from Maryland Bible College and Seminary (MBC&S) in Baltimore, USA. Others have undertaken apprenticeships.

Recent graduates have taken further education courses at West Cheshire College, Deeside College, Reaseheath College, and North Cotes Bible College including childcare, construction, welding, and health and social care. Others have taken A-Levels in science and drama. Several recent graduates are currently taking degree courses at Chester University, Kingston College London, Nottingham University, and Salford University. One who has completed his Masters in Public Services at UCLAN is now a police officer.

Several students have gone on to do missions and voluntary service abroad in Europe, Africa, Asia, and South America.

ACHIEVEMENTS

Medals won at the 'European Student Convention' include:

- Our team have won gold and silver medals in the Bible Bowl team competition.
- Many of our pupils have won gold, silver, or bronze medals for memorizing Bible books chapter by chapter including 2 John, 3 John, Jonah, Romans, and Galatians. The Golden Award has been won for memorizing, in successive years, John, Psalms, and Proverbs.
- Others have won medals for PowerPoint presentation, Website Design, Essay writing, spelling, and draughts. Our pupils have also entered Short Story and Poetry Writing.
- Our pupils have also competed in a variety of platform events including one act plays, dramatic monologues and dialogues, expressive reading, solos, duets, and group singing. One pupil has won medals for Interpretation for the Deaf, and has since been able to use those skills.
- Several pupils have won medals in sketching, coloured pencils, pen and ink, and watercolour as well as in embroidery, knitting, and quilting. Others have entered scrapbooking, dressmaking, clay sculpture, and the photography section.
- One of our girls won gold medals in both the 1600m and 800m, setting new ESC records in both, and has since represented Cheshire in crosscountry races. Others have won gold, silver, and bronze medals in the high jump, shot, discus, and 1600m.
- The girls' team has won gold and silver in both the 4x 400m relay and Five-A-Side Football. Pupils have also won individual swimming medals – gold in medley, butterfly and backstroke, and bronze in the swimming relay. Our pupils have also taken part in tennis, badminton, table tennis, volleyball, and physical fitness events.

Pupils have swimming certificates achieved in and out of school, and several have joined local swimming and athletics clubs. One was team captain of her football team and has won many cups.

One student won the Girls Brigade annual shield. Two students have attended several St John Ambulance courses, attending duties regularly. They have both carried the flag on Remembrance Sundays. Another student was an army cadet.

Some students pursue music classes such as piano and grade one violin.

TESTIMONIES FROM PARENTS AND PUPILS

Here are just a few testimonies from past and present parents and pupils from Greater Grace School:



"Through Greater Grace School, Natalie has achieved a high standard in her education, but has gained so much more than that. She has been regularly prayed for, loved, edified, encouraged and invested in. She has had real Christian examples to look at, not just to teach her. Most of all, she has grown in her walk with God. As she graduates, she leaves school fully equipped for her future, both spiritually and academically."

Janet B.

"The school has prepared me for the world and it has given me a vision for Bible College. I am so thankful for all the investment the school has given me."

Natalie B. (Graduate)

"Our four children have all been at Greater Grace School. We chose this school because we knew our children would have a firm foundation in the Word of God for their lives. We have been very encouraged to see their personal relationship with our Lord grow day by day. The teachers are such godly examples for our children and they are also doing very well academically. We are so thankful for this provision of a Christian school and look forward to the years ahead."



Shirley T.



"After being in the school from the start, it has been great to see both our boys grow academically and in Christ. We now have two children who are not only having great fun but are also growing in their personal relationship with Christ through daily devotions, prayer and the example of their Christian teachers."

Andrew and Diane B.

I was introduced to Greater Grace School at the age of seven. My parents recognised that I was socially and academically struggling at my local primary school and had decided to look for a Christian school. Greater Grace School offered not only a Christian education, but also a very friendly and relaxed atmosphere which suited me better than any of the large high schools. I made friends in the school very quickly, some of which are still my best friends today. I have many great memories of the fun we used to have on school trips. Academically I would not have been able to achieve the standard I gained in this school anywhere else. The self-instructional PACE curriculum proved very good for my speed of working, and at no point I felt any unnecessary pressure. I graduated Greater Grace School when I was 17 and achieved the ICCE Foundation Certificate which has allowed me to study my BTEC level 3 in creative media. I graduated college with the highest grade, distinction, and I am in no doubt that the individualised programme of the school was a big reason. I have just finished working in a ski resort in France for four months and have been accepted into Reaseheath College to study my foundation degree in Adventure Sports Management.

I would very much like to recommend the school as a friendly, enthusiastic, supportive and encouraging environment and would advise any Christian family to send their children to this school.

Katherine

"When our 9 year old daughter said to us, 'Do you know I see more of my teacher during the week than you?' the harsh realisation of who influences our children came home to us. Are they being influenced for good or evil? Are they influenced with a growing awareness of a creator God or are they taught that God is a nice story for those who need it? Many educators do a great job, but they will not assert the truth and the wonder of our God that Christian education does. It has provided for us the security of knowing that what we teach our children at home is affirmed at school.

Phil and Sue W.

“We have three daughters who we wanted to gain an education which fit their academic abilities, but within an environment that encouraged, invested into, and nurtured their own personal spiritual growth - an environment which reflected the values we taught at home, not rallied against them as they developed. Greater Grace School well provided for these needs both academically and in environment, and they studied happily there for nine years. All three continue to minister with us as we serve our local community. The two eldest have university places.”

Dan and Sharon M.

PROGRESS REPORTS, PARENTS EVENINGS, AND EVENTS

Progress reports are produced at the end of each term. Parents are asked to attend the Parents Evenings held in December and July which provide the opportunity to discuss each child's progress, view the pupil's work, and to communicate any concerns and relevant issues.

The school holds an annual Parent Orientation Meeting at the beginning of the school year. Award Ceremonies are held in December and July to celebrate the achievements of every student.

GENERAL ASPECTS

School Hours:

School hours are 8:45 a.m. to 3:15 p.m. School opens at 8:30, and pupils are expected to be on the school premises by 8:40 ready for registration and devotions which commence promptly at 8.45. Pupils should be collected promptly at 3:15 p.m. If there is persistent lateness, the Headteacher will arrange a meeting with the pupil's parents.

Absence:

Parents must telephone the school on the first day of their child's absence, before 9:30 if possible, and then send in a note on the child's return, stating the reason for the absence.

School Dinners:

A suitable packed lunch is required. Fruit and healthy savoury snacks are encouraged for morning break.

PAYMENT OF TUITION FEES

All fees are revised annually at the beginning of each new academic year. Please see our brochure for current figures. The financial contribution from each family is kept as affordable as possible by the sacrificial giving of time, energy, and availability of all the staff involved as well as the generous support of volunteer parents.

The **Annual** fees can be paid monthly in advance, preferably by standing order, usually on the first of the month, over twelve months. Fees include 60 PACEs which form the standard

curriculum for the year. Some high-achieving pupils will have completed extra PACEs which will be charged at the end of the school year.

In addition the following are invoiced per child on an individual basis, and should be paid within one month:

- Sports such as tennis and swimming
- Registration for the International Certificate of Christian Education (Seniors)
- European Student Convention – an inspirational residential week for seniors

SCHOOL POLICIES

The school has a suite of policies covering the key aspects of school management, which are available on the website and from the Office on request. The following section contains relevant extracts of those policies.

MOTIVATION AND BEHAVIOUR MANAGEMENT POLICY

PARENTAL SUPPORT

As we seek to assist parents in fulfilling their God-given responsibility to train their children, parental involvement and support are vital for effective education. Parents are strongly encouraged to keep in close communication regarding even the smallest of concerns (e.g. by meeting with the supervisor at the end of the day). Parents are expected to support the school staff when dealing with their child and the school. Questions or concerns can be directed to the supervisor or the Headteacher.

PRIMARY PRINCIPLES

The Motivation and Behaviour Management Policy is based on the Five Laws of Learning and the Biblical principles that underlie them:

The Third Law of Learning states that

The pupil must receive MOTIVATION through encouragement and support and achieve CONTROL through guidance and discipline in order to assimilate, use, and experience the educational material

and the Fifth Law of Learning states that

The pupil's learning must receive recognition and reward for its value, effort, and significance.

MOTIVATION

- Motivation is achieved primarily through an atmosphere of love, acceptance, and kindness from the Supervisor and the entire staff. While knowledge of God and the Bible is encouraged and taught, the expression of God's nature of love is also very important.

- A desire to do right is encouraged, knowing that each child is already loved and accepted no matter what his/her behaviour, but that misconduct will bear its consequences.
- Verbal, positive reinforcement, praise, and encouragement are expressed to help each child develop a sense of personal value and worth, self-esteem and a proper self-image through God's love and the finished work of Christ at Calvary, which deals with past failures and attitudes, and offers forgiveness.
- Merits and house points are given for positive achievement e.g. an oral report, an essay well written, helpful behaviour, extra pages completed, jobs done well, etc. A House Trophy is presented with accompanying prizes to the winning student or team at the Annual Awards Ceremony.
- The Merit Shop opens weekly for students to spend their merits
- The ACE Privilege System (weekly) is a key element in the life and quality of the school, allows for students who have taken their responsibilities seriously to experience a greater freedom.
 - A level – have said the last month's Scripture passage, have completed 1.5 –2 PACEs in the previous week, have not received more than 15 minutes detention the previous week, and are working towards academic balance
 - C level – as for A, but not more than 10 minutes timeout, and have presented an Oral Report
 - E level – as for C, but 2 PACEs achieved and have no detention, do regular community or church service (monthly). A Book Report may also be required.
- These Privileges are awarded weekly at Monday opening exercises, having been applied for by the student the previous Friday (and checked by the Supervisor).
- Privilege activities are arranged termly, or more often when possible, for those who qualify
- Honour Roll is for students who have, over a complete term, worked towards academic balance and reached their term goal, completing 1.5 - 2 PACEs weekly, and have achieved an average test score of 88% or more, with all Scripture passages learned and acceptable conduct throughout. Certificates are presented each term.
- 1000 Club is for pupils who have achieved 100% on ten PACEs in the year. Students can progress to 2000 Club, 3000 Club and so on. Certificates are presented each term.
- Working towards graduating with the International Certificate of Christian Education motivates the senior students to achieve their best. The Record of Achievement for Christian Schools, with its balance of personal writing, character assessment by the Headteacher, their ICCE Certificate, and record of credits completed and grades earned shows what they have accomplished and that they are qualified and well-equipped to enter the post-school world.
- Senior students are encouraged to participate in the annual European Student Convention. They can enter events in categories such as academics, platform, music, art and design, science and technology, and sports including athletics. Some events are eligible for ICCE credit.
- At the Annual Awards Ceremony, held in July, certificates are presented for Honour Roll, 1000 Club, and other academic achievements. Gold certificates are given to all

students in recognition of spiritual and character traits that each one has demonstrated during the year. Awards and certificates received at the European Student Convention are presented and celebrated.

BEHAVIOUR MANAGEMENT

Our behaviour management policy is designed to maintain a positive learning environment to ensure that each student can maximize their learning and acquire the skills needed to succeed in life in classes that are quiet, attentive, focused, and on task, and to encourage each student, through firm yet kind, loving discipline, to develop character as he/she learns to consistently abide by both the letter and spirit of the school rules as citizens within our school community.

This will benefit them not only in their learning and their relationships in school as they learn to interact, care for others, share, and extend the love that has been given to them, but will also prepare them to play a full part as a citizen of their community.

The ultimate goal is for each individual to be equipped, through having a transformed heart, mind, and soul, to live a consistent, responsible life that demonstrates character both now according to their age, and as an adult.

The Student Code of Conduct, which defines what is expected and also what is considered unacceptable, is signed by the student on enrolment and at key points as his/her understanding matures. It includes the Student Honour Code, Principles of Learning, School and Classroom Rules. Please see Appendix A.

We understand that developing these personal skills and building the character to exercise them consistently is an ongoing process, and that while each student is growing in maturity and capacity for inner motivation and self-control, he/she will need external control and motivation to be accountable. This is best achieved through the consistent use of immediate effective consequences for the behaviour coupled with an environment of unconditional love for the individual. This is a godly balance in Proverbs 3:12, “For whom the Lord loves, He corrects.”

There is no corporal correction in school. While motivation and reinforcement of positive behaviour is characteristic of our school, and staff seize each teachable moment to encourage right behaviour and build character, our Behaviour Management Policy includes five stages if needed. Actions at each stage, and progression to the next, are always at the discretion of the Headteacher and the child’s supervisor, depending on the individual case and taking into account the child’s age and level of understanding.

The stages are as follows:

STAGE 1

Most behaviour is dealt with at Stage One which includes definition and teaching of class rules and age-appropriate expectations for student behaviour along with reminders, verbal warnings and minor consequences to give the child the opportunity to respond and grow as part of the process of maturing. If the behaviour continues, the student is warned by official verbal communication, and by staying 5-10 minutes timeout after class, that he/she needs to comply with the school rules. If there is still no improvement, or if the case is more serious, such as verbal or nonverbal defiance or disrespect, then the student must serve a 15 minute afterschool detention and/or other consequences such as copying the rules, parent phone call or conference, or meeting with the Head.

STAGE 2

If the student serves repeated 15 minute afterschool detentions for similar behaviour, and with agreement between the Headteacher and the child's Supervisor, the child is given a longer after-school detention, and the matter is discussed with the parents explaining the nature of the misconduct/offence and its severity (e.g. ongoing low-level indiscipline that disrupts their own and others' learning). The Headteacher and the child's Supervisor will closely monitor his/her conduct for the next week or the remainder of the half term looking for clear evidence of a changed attitude.

Stages Three to Five include fixed term or permanent exclusion should it be needed in **exceptional**, serious cases. For further details, please also refer to the Exclusions Policy which is available on the website or from the Office.

ANTI-BULLYING POLICY

Bullying is defined as "hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves." The School has processes in place to ensure that all pupils learn in a supportive, safe, and caring environment without fear of such bullying. Please see our policy on the website, or request a copy from the Headteacher.

SAFEGUARDING AND CHILD PROTECTION POLICY

We, Greater Grace School, are concerned with the welfare of every child in our school – their physical, spiritual, and emotional well being. We believe that every human being has immense value to God and that children are a precious gift to be protected, nurtured, loved and trained.

Our complete Safeguarding and Child Protection Policy based on the latest government guidance is available on our website.

We believe that the protection of the children in our care is paramount. The responsibility to protect children was made very clear in Jesus' own words (Matthew 18:6).

Our desire and goal in formulating this document is that it would reflect Jesus' heart towards children. Jesus continually emphasised the value and vulnerability of children. He said:

"Let the children alone and do not hinder them from coming to Me; for the Kingdom of heaven belongs to such as these" (Matthew 19: 14)

"It is not the will of your Father who is in heaven that one of these little ones should perish." (Matthew 18:14)

"Whosoever in the name of a disciple gives to one of these little ones even a cup of cold water to drink, truly I say to you he shall not lose his reward". (Matthew 10:42)

HEALTH AND SAFETY POLICY

As a Christian school, we are mindful of our duty to care for not only the spiritual well being of our pupils and staff, but also their physical health. Our health and safety policy (available on request) has been prepared to help us in that task. Its purpose is to both define our policy and objectives and also to commit to the highest standards of management of health and safety.

We see the task of ensuring health and safety in our school as an essential part of our responsibility. However, this cannot be done by one person alone - an effective health and safety management system has to be in place. The Health and Safety policy describes the key elements of our health and safety management system. It is meant to help us all – Chair of Trustees, Headteacher, teachers, safety advisor, and our pupils themselves – to put procedures into practice to ensure effective health and safety performance.

Our aim is to create a culture in our school which recognises that controlling health and safety risks is an essential part of EVERYONE'S daily life – not an ‘add on’ or ‘afterthought’ left to a few people with specialised knowledge. We want the effects of our management systems to percolate throughout school life, reinforcing health and safety in every subject and even in our lives outside the school gates in our homes and on the road.

Our health and safety management is based on HSE's “Successful Health and Safety Management”.

We recognise that responsibility for ensuring effective health and safety management rests with the employer. In our case this is the Board of Trustees.

We recognise that we need to manage health and safety because:

- Parents need to know that the school has good health and safety arrangements for their children,
- Teachers and other staff need to be confident that they can rely on well planned health and safety systems when carrying out their responsibilities,
- Resources are not wasted - we can relate financial priorities to careful risk assessments,
- Staff absences due to injuries or occupational ill health and costs incurred by property damage are reduced.

The five key elements of health and safety management as described fully in the Policy are:

- (a) Health and safety policy;
- (b) Organising for health and safety,
- (c) Planning and implementing,
- (d) Monitoring performance,
- (e) Auditing and reviewing performance.

FIRST AID POLICY

The **First Aid procedure** at Greater Grace School is in operation to ensure that every student, member of staff and visitors will be well looked after in the event of an accident, no matter how minor or major. The full policy is available on the website.

It is emphasised that the **First Aid Team** consists of **qualified First Aiders** and **not** trained doctors or nurses. We always have two or more qualified First Aiders so that there is always a First Aider available in school and during sport and any offsite trips.

COMPLAINTS PROCEDURE SUMMARY

Our objective in having a complaints policy is to try to maintain harmony and unity between staff and parents as much as possible and to ensure that the policy is only applied to important issues. Minor issues – such as personality clashes between staff and parents or even parent to parent – should be managed without the need to resort to the formal complaints procedure.

There have been no complaints in the current or the previous school year 2018-2019.

Our complete Complaints Policy based on the latest government guidance is available on our website.

For significant issues, parents have the right, if they feel an injustice has been done, to make a formal complaint as follows:

- Step 1. Communicate to the relevant teacher in a friendly manner. If not satisfied then...
- Step 2. Contact the Headteacher, who will meet the parent and teacher separately or together as appropriate, with the aim to resolve matters with, if appropriate, a formal apology. If this does not result in satisfaction then...
- Step 3. A written complaint is addressed to the Board of Trustees who will meet the parents to discuss the issue. Parents have the right to be accompanied by an independent party and the Trustees will include a trustee who is independent of the day-to-day management of the school. If this fails to solve the problem then...
- Step 4. The parents may ‘agree to disagree’, or if they wish to, may withdraw the child from school giving their reasons in writing.

The intention throughout the entire process is to identify the root cause of any problems and seek to address it in the shortest reasonable timescales

EQUAL OPPORTUNITIES POLICY

- It is the School’s policy that discrimination on any basis is unacceptable.
- Gender Differences: God made male and female and declared them very good, sin has spoiled His handiwork and brought a curse on mankind that is only broken in Christ. There is an order of headship in the home and even in the church whereby the woman submits to man who in turn submits to Christ who submits to God (Corinthians). This does not mean any inferiority of status before God since the Bible says “we are all one in Christ Jesus;” “in Christ there is neither male nor female”. This does not imply that a man is innately superior to the woman. Pupils are taught to respect each other as well as their elders.

- There is only one human race, which Christ alone can and has redeemed. We allow no superiority or inferiority to be implied of any colour or language group. Both staff and pupils are required to respect this code.
- The Bible also makes it clear that there is to be no partiality for the rich as against the poor, but all are to be treated as equals before God who will judge all and who is “no respecter of persons” (James)
- New pupils are welcomed in a kind, friendly atmosphere that permeates the school. However, pupils should learn, as the PACEs say, to be discerning; let trust be earned. (1 Peter 2:17)

ADMISSIONS PROCEDURE

The primary aim of the school is to provide a programme of Christian education that will enable each child to develop personal skills, build character, and reach their potential both academically and spiritually, preparing them for eternity as well as for citizenship and life in modern Britain. In this way we desire to help Christian parents fulfil their God-given responsibilities to “*train up a child in the way he should go.*” (Proverbs 22:6)

Therefore we accept children from any family where at least one parent is a born-again Christian who regularly attends their own local church, as long as both parents are willing to respect the school’s leadership and abide by its decisions and policies.

Prospective parents are encouraged to “Come and See!” We always enjoy showing parents around our school and sharing our ethos, vision, and values as we introduce you to our distinctive programme of Christian education. Please contact the Office to make arrangements to view the school. Parents may bring their child on the first or a later visit as they think best.

An informal interview with the parents will take place for initial discussions. We encourage parents to ask questions and to keep in touch during their decision-making progress, engaging with us in an ongoing dialogue in order to gain a greater understanding of the school and whether it is the right school for their child. An informal interview with the child will also be arranged.

Before admitting a child, his/her aptitudes are considered on an individual basis.

All children need to complete diagnostic tests so that the appropriate level of curriculum for each child can be determined. Admission is **not** based on the test results. However, since children are **not** graded by chronological age or on the basis of previous levels of achievement, it is often helpful for both staff and parents to do this as part of the admissions process.

Younger children will be assessed using the *Reading Readiness* diagnostic tool (and *Coordination Development Test* where appropriate) to determine whether he/she is placed in the Reading Readiness programme or in the *ABCs with Ace and Christi* Learning to Read programme.

There is a non-refundable application fee, £30 per child, which covers diagnostic testing and administration. This can be submitted with an Expression of Interest Form to enable us

to plan a place for your child/ren, which will be reserved once confirmed by us, or it can be submitted later with the parental commitment form, enrolment agreements, and student application forms.

A formal interview with the headteacher and the pastor will be arranged where the school's policies and ethos are discussed and compliance agreed by the parents. This includes an introduction to the International Certificate of Christian Education (ICCE) and Student Convention, their benefits and costs. The requirement for parental involvement is also made clear before a student is accepted.

Parents sign a form confirming their commitment to the School including payment of current fees and charges:

- The fees are **annual** fees, but they can be paid over 12 months preferably by standing order on the 1st of each month. Fees include 60 PACEs which form the standard curriculum for the year. Many high-achieving pupils will have completed extra PACEs which will be charged at the end of the school year. Fees are revised annually at the beginning of each new academic year.
- Bills for additional PACEs and any other items should be paid within a month.
- Parents must give one term's notice should they decide to withdraw their children from the school or pay one term's fees in lieu of notice.
- All parents are expected to make every effort to attend Parent Teacher Evenings, the Christmas presentation, and the Annual Awards Ceremony (each July), as well as Parent Orientation (each September). This includes a short workbook (PACE) that will help parents support their child through gaining a better understanding of the procedures and benefits of our programme of Christian Education.
- Parents are expected to be available for work parties by mutual arrangement (3-4 times per year) to improve and develop the school environment and facility.
- In order to keep fees as affordable as possible, parents are encouraged to consider volunteering in whatever capacity they can best serve.

The parents confirm that they have read and agree with the school procedures detailed in the Prospectus by signing an Enrolment Agreement.

Students also sign an Enrolment Agreement confirming that they desire to participate in Christian education as a student at Greater Grace School, and that they acknowledge what is expected of them (the Student Code of Conduct – see Appendix A) and understand the School's policies and objectives (at a level appropriate to their age and personal development).

Both parents and pupils agree to participate in encouraging and promoting the atmosphere of grace, loving acceptance, and respect which is both conducive to learning, and to each one reaching their potential, both academically and spiritually.

Consent forms and Privacy Notices must be completed in line with the most recent Data Protection Act. Parents must also ensure that they keep us updated concerning their contact details so that school staff can contact them in an emergency. The school is registered as a holder of information in compliance with the Data Protection Act. (See our Data Protection Policy for more details).

Completed application forms will be checked, and the school will confirm verbally that the child/ren will be enrolled. The start date will be agreed with the parents. This will usually be at the beginning of a term, however, we are flexible and can arrange a mid-term start when that is most appropriate.

Upon successful admission students will be granted a term's probation. Within the probation period parents may withdraw their children without notice; if the Trustees or headteacher concludes that the student is consistently undermining the well being of their Learning Centre or the school environment, they reserve the right to ask the parents to withdraw their child.

Greater Grace School has an equal opportunities and access policy whereby we will not discriminate against anybody regardless of background, colour or race.

The school is very happy to consider admission of children with Special Educational Needs and Disabilities (SEND) on an individual basis to ensure that we can offer the right educational and welfare provision for all students, with or without an Education, Health, and Care (EHC) plan. The school does not yet have the facilities to work with pupils with considerable additional needs. Where there are additional needs, a parent may be asked to come in and assist one or more mornings a week.

Within the ACE curriculum, provision is available for pupils who speak English as an additional language which could be used, subject to availability of the necessary resources and staff.

ACCESSIBILITY POLICY AND PLAN

VISION AND VALUES

At Greater Grace School, we treat all our pupils as individuals, and each has an individual learning plan that allows them to not only access the right curriculum modules (PACEs), but also to progress through them at the rate that is best for him/her with individual support from their supervisor as needed.

At Greater Grace School, we are committed to providing a fully accessible environment, as far as is reasonably practicable, which values and includes all pupils, staff, parents and visitors. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan, which has been developed with regard to increasing access to the Physical Environment, to the Curriculum including educational visits, and to the Written Information provided by Greater Grace School, in accordance with the Disability and Discrimination Act, is available on the website and on request in a number of formats if required, subject to appropriate notice being given.

UNIFORM POLICY

Correct school uniform is to be worn to and from school at all times. Uniforms must be neat and clean. The school blazer is **optional** as children grow quickly!

BOYS	GIRLS
School V neck sweater Royal blue	School V neck sweater or cardigan Royal blue
School tie (black)	School tie (black)
Black trousers	Black knee length skirt (or pinafore dress)
Pale blue shirt	Pale blue blouse
Grey, navy or black socks	Long or ankle white or black socks, or tights
Black shoes or smart black trainers	Black school shoes
Black school blazer (with logo) - optional	Black school blazer (with logo) - optional

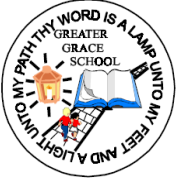
Summer uniform: The following can be worn from the beginning of the summer term until October half term. Primary boys may wear black knee length short trousers. Primary girls may wear a blue/white check dress with long or ankle white socks. Everyone may wear a short sleeved light blue polo neck shirt (as worn for sport) instead of a shirt and tie.

Winter uniform: Girls may wear black trousers from January to Easter.

ADDITIONAL ITEMS REQUIRED
P.E. Kit: Plain pale blue T-shirt, plain blue sweatshirt and plain black jogging trousers (no conspicuous logo) or knee length black shorts (but not tight cycle shorts)
Trainers or plimsoles
Swimming shorts/trunks or one piece swimming costume when needed

- Students must wear the school uniform in the proper manner while in school.
- Shirts and blouses must be tucked in. Sweaters may not be worn without a shirt.
- Gym shorts and T-shirts, or jogging wear may not be worn in the classroom.
- Shoes are dark in colour, with closed in toes, closed in or strapped heels, maximum of a 2 inch (5 cm) heel with the rest of the sole being a maximum of 1 inch (2.5 cm).
- Hats should not be worn inside school.
- A belt is recommended for boys.
- Boys may not wear earrings
- Boys' hair must be cut above the eyebrows, above the collar, and above the ears. No moustaches, beards, or sideburns below the bottom of the ear.
- No dying of hair to unnatural colours such as blue, green, purple, etc.

The Student Code of Conduct (Appendix 1) follows this page.



Student Code of Conduct

Greater Grace School of Christian Education is committed to the highest standards in Christian conduct. We endeavour to foster a Godly environment of mutual respect and honour. As a student, you are expected to honour the Christian convictions and heritage of the School, as defined by the Word of God, in both academic and social environments. In signing this Student Code of Conduct, you are acknowledging what is expected of you as you grow in grace and in the knowledge of our Lord Jesus Christ.

Greater Grace School Student Honour Code

- We will honour the one true God, Father, Son, and Holy Spirit.
- We will honour those given responsibility over us.
- We will honour each other with honesty, dignity and respect.
- We will honour and respect the personal and private property of others.
- We will be truthful in every situation.

Principles of Learning

- Learning is for life, and it is life-long learning.
- School is for learning – learning the principles and process for successful living including personal skills such as communication, relationships, and decision-making, learning not only knowledge of each subject (facts), but also the understanding, and wisdom to apply them in daily life.
- Those principles are rooted in God's Word, the Bible.

School Rules

- Follow the school Honour Code and show respect at all times and in all manners toward yourself, and others. This includes all verbal and non-verbal forms of communication including body language, facial expression, and tone of voice.
- Be on time for school and class. Bring completed homework in on time.
- Directions given by staff are to be followed immediately.
- Consequences, both good and bad, logically follow our decisions and actions. Consequences can include, for example, praise, house points, merits, reminders, warnings, 5-10 minutes timeout after class, and loss of E-Privilege.
- Continued refusal, defiance, or disrespect will result in a 15 minute afterschool detention and/or other consequences such as copying the rules. Parents will be notified, and a meeting with the Headteacher may be arranged. If a student does not come to detention, the detention will automatically double.

Classroom rules for PACE sessions and classes

Class time is for learning!

1. Enter the classroom calmly and quietly and go immediately to your seat.
2. Be prepared with all your materials and ready to start work.
3. Sit up straight, and concentrate.
Stay on task at all times, and work to the best of your ability.
There is no talking in class except to address the academic issue at hand.
4. Raise your hand, or flag, to let your supervisor know that you want to speak with her.
5. If you are finished an assignment early, you may read or do memory work.
6. Participate in class discussion in a sensible and considerate manner -
Give everyone an opportunity to speak.
The teacher may ask for hands to ensure that this is the case.
Take turns so that only one person is speaking at a time,
and make sure that your point is relevant and valid.
7. Use the toilets before class so that you do not keep the class waiting.
However, if you need to use the toilets, you may do so,
but you will need to make up the time for five minutes after class.
Class time is for learning.
8. At the end of class, you are to remain in your seat until dismissed.

Student Declaration

I understand that as a pupil of Greater Grace School of Christian Education my conduct should demonstrate Christian values not only while on school property, but also at sporting events, on field trips, and wherever I go as a living testimony of Jesus Christ and our school.

I understand that I should avoid unacceptable behaviour which would be subject to discipline under the Behaviour Management Policy. The list includes but is not limited to the following:

- Breaking the school or classroom rules
 - Failing to comply promptly with instructions given by staff
 - Causing a disturbance in class or hallways
 - Prejudice or discrimination of any kind
 - Bullying of any kind
 - Inappropriate language such as swearing or vulgarity
 - Inappropriate physical contact / display of affection
 - Aggressive behaviour including fighting
 - Disrespect (verbal or nonverbal)
 - Wilful disobedience
 - Open defiance of authority
 - Cheating
 - Stealing
 - Damage to school property - (Chewing gum is not allowed on the school property)
-
- Using or displaying inappropriate items at school *
 - Promoting of inappropriate music such as 'Christian Rock' which we as a school do not endorse

* Mobile phones, cameras, and portable music/entertainment devices, etc, may only be brought in and used when agreed beforehand with the staff.

Name _____

Current age _____

Signed _____

Dated _____