

Flanderwell Primary School

POLICIES DOCUMENT

2017/18

The school forms part of the Diocese Sheffield academy Trust (DSAT)

Contents

Admissions Policy	Page 3
Behaviour Policy	Page 10
Adult Volunteers Policy	Page 15
EYFS Policy	Page 17
School Agreement Policy	Page 23
Sex / Relationships Policy	Page 25
SEN/Inclusion Policy	Page 28
Anti-Bullying Policy	Page 37
PSCHE Policy	Page 44
Late Collection Policy	Page 49
Anti-racist Guidelines	Page 50
Medicine & Supporting Pupils with Medical Needs	Page 53
Telephone Calls/Mobile Phone/ Camera / Video recorder usage	Page 72
Attendance Policy	Page 73
Internet Policy	Page 77
Staff Internet	Page 82
Teacher Appraisal/Capability Policy	Page 87
Marking and Feedback Policy	Page 98
Uniform Policy	Page 100
Looked After Child Policy	Page 102
Educational Visits Policy	Page 108
Safeguarding Policy	Page 116
Intimate Care Policy	Page 117
Pay Policy	Page 146
Assessment Policy	Page 181

ADMISSION POLICY

Admission Policy for Flanderwell Primary School 2017/18

Places will be allocated to Rotherham Primary School in accordance with the criteria determined by Rotherham Metropolitan Borough Council who administer the allocation of places on behalf of the Central Learning Partnership Trust (CLPT), who are the admitting authority:

Rotherham Metropolitan Borough Council Admissions Criteria for Community and Controlled Primary Schools and Academies states:

Applications for Academies in Rotherham will be considered in accordance with the following admissions criteria (from all the applications received for an oversubscribed school, the Authority will determine which children are eligible for a potential place in accordance with the admission criteria). These criteria are applied equally to preferences from parents who live in Rotherham and those who do not.

Please note that where 'Authority' is stated this refers to the Governing Body of the Academy within CLPT.

Admission to Primary Reception at Flanderwell Primary School

	Net Capacity Figure (FS2 – Y6)	Admission Number (FS2 – Y6)
Flanderwell	50	50

Places will be allocated in the following order of priority:

A) Children with Special Educational Needs:

A small number of children will have an Education Health Care Plan that names a school and these children must be admitted to the school that is named as part of that process.

The majority of children with special educational needs will not require a Education Health Care Plan. Applications for children who have special educational needs but no Education Health Care Plan will be considered on the basis of the Authority's published admissions criteria.

B) In the following order of priority, those, who on the closing date are:

- i) Relevant looked after children and previously looked after children. (see note 3 below).
- ii) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular school essential**.
- iii) Children with a compelling social reason which the Authority is satisfied makes attendance **at that particular school essential**. The kinds of overriding social reasons which could be accepted are where there is evidence that the pupil's education would be seriously impaired if he or she did not attend the preferred school. Parents should ensure that they attach full supporting information to the Common Application Form.
- iv) Children who on the closing date live in the catchment area of the school as defined by the Authority who will also have an older brother or sister (as defined by the LA) on the roll of the preferred school or its associated junior school at the time of their admission. Parents should ensure that they attach full supporting information to the Common Application Form.
- v) Children who on the closing date live in the catchment area of the school as defined by the Authority.
- vi) Children who on the closing date live outside the catchment area of the school as defined by the Authority whose older brother or sister will be on the roll of the preferred school or its associated junior school at the time of their admission.
- vii) Children who on the closing date live nearest to the school measured in a straight line on a horizontal plane (as the crow flies). See Notes below for definition.

Notes

- 1 Where the admission number for any school is likely to be reached mid category, places will be prioritised within that category by reference to the distance between the home address and the school. Highest priority will be given to those living closest to the school measured in a straight line on a horizontal plane (commonly known as measurement, "as the crow flies"). This process is administered by the LA.
2. Where any final place at a school is available and two or more pupils are judged to be living equidistant from the school (e.g. in flats), the final place will be allocated by the drawing of lots by officers of the authority. Where places are being allocated based on the distance criteria or as part of the distance tie breaker, and there are insufficient places within the admission number for two (or more) children living in the same building (e.g. flats) or otherwise equidistant from the school, then any final place will be allocated by the simple drawing of lots by a representative of the Legal and Democratic Services of the LA.

3. A 'relevant looked after child' is a child that is looked after by a local authority in accordance with Section 22 of the Children Act 1989 at the time an application for admission to a school is made, and who the local authority has confirmed will still be looked after at the time when he/she is admitted to the school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a Child Arrangement Order or special guardianship order). For further information please refer to the Admissions Code of Practice which can be downloaded from www.dfe.gov.uk

4. Places will be allocated in accordance with the LA's co-ordinated admissions schemes for Primary and Secondary schools. In assessing preferences, the LA will operate an 'equal preference' system, which means that no priority will be given according to the ranking of the preference, except where a potential offer can be made in respect of more than one school. In that situation, the final offer of a place will be made at the highest ranked of the potential offer schools.
5. Children issued with an Education and Health Care Plan will gain a place at the school named in the statement as part of that process.
6. Information on the catchment area for Flanderwell Primary can be obtained by contacting the School Organisation Team on (01709) 254831 or on www.rotherham.gov.uk.

Deferred Entry

Parents/carers may request that their child's entry be deferred until later in the same school year, and the place is held for that child and is not available to be offered to another child.

It is important to note however, that parents/carers are not able to defer entry beyond the child's fifth birthday, nor beyond the academic year for which the original application was accepted.

Parents can also request that their child takes up the place offered on a part-time basis until the child reaches compulsory school age.

If you wish to defer your child's admission or take up the place on a part-time basis you are advised to contact the Head Teacher to discuss the matter further. It would also be helpful if you would notify the Admissions Team of the LA in writing of your intentions.

Early Admission to Primary School

Although most children will be admitted to a school within their own age group, occasionally parents seek places outside of the normal age group for their child. Governors will consider such requests carefully and make decisions on the basis of the individual circumstances of each case. However, it is important to note that early admission will only be considered for a maximum of one term early and will only be granted in **very exceptional circumstances**.

In such cases an application must be made in writing to the Strategic Director for Children and Young People's Services, at Rotherham Metropolitan Borough Council, giving full details. Advice will then be requested from the Head Teacher and Chair of the Governing Body of Flanderwell Primary School. An Education Welfare Officer and, if necessary, an Educational Psychologist will also be asked for advice, as will the Head Teacher/Manager of the child's nursery school/setting. The full details of the application will then be considered.

With the application parents should request that the child is admitted to another year group (state which one). It will be necessary to complete a Common Application Form for entry into any school within the usual cycle for admissions for the particular year. For further advice on early admission you should contact the Admissions Officer on (01709) 823777.

It should be noted that all early education providers (e.g. pre-schools, day nurseries, Children's Centres and some child minders) that receive funding to deliver early education to 3 and 4 year olds are required to plan activities and experiences within the Early Years Foundation Stage framework that will enable children to work towards the Early Learning Goals. Each early education provider has an Outreach Teacher who visits the nursery to ensure the curriculum is being delivered appropriately. Although the majority of children attend a school nursery for their foundation stage 1 year, it is possible for children to remain with their preschool/day nursery provider until starting full-time school. Both schools and private/voluntary early education providers deliver the same Early Years Foundation Stage framework. If you feel your child's needs are not being met please speak to the Nursery Teacher/Manager to discuss your concerns.

If you have any further queries please contact an Admissions Officer on (01709) 823777 or the Early Years Adviser on (01709) 822535 or the Executive Headteacher of Flanderwell Primary School.

Appeals

If you have not been offered a place at Flanderwell Primary School you have the right of appeal to an independent appeal panel which CLPT arrange for via the LA.

All independent appeals are organised by an Appeals Clerk and follow procedures, which are set out in legislation and the School Admission Appeals Code of Practice. The Appeals Clerk, Panel and process is independent of the Authority's Admissions Team.

Important requirements to note are:

- Appeals must be in writing stating the grounds on which the appeal is made;
- every parent has the right to attend the independent appeal in order to make their case;
- the parent can be accompanied by a friend or be represented by them;
- independent appeals are heard in private;

- the decision of the Appeals Panel is binding on both parents and the Admissions Authority;
- parents will receive written notification of the Appeals Panel decision.
- Dates – (parents will be advised at the earliest opportunity of appeal dates by the Clerk)

General Information on Appeals

A separate document containing details of the appeals procedure is available from the LA to parents whose applications could not be satisfied.

Any member of the Authority may attend, as an observer, any hearing by an Independent Appeal Panel established by the Authority.

Parents will be given at least 14 days written notice of the date, time and place of the appeal hearing and will receive prior to the appeal, written documentation summarising the reasons for refusing the admission.

If a parent does not attend the appeal or is not represented by another person the hearing may be held and the case dealt with in the absence of the parent using only the written documentation submitted.

In some cases, parents who are not successful at the appeal occasionally consider applying again for the same school in the same academic year. Unless there has been a significant and material change of circumstances which is relevant to the application for admission, the Authority is not required to reconsider its decision and therefore parents do not have the right of another appeal.

Limits to Infant Class Sizes

Limits on class sizes imposed by law mean that, subject to certain limited exceptions, infant classes in Foundation Stage 2/Reception, Year 1 and Year 2 may not contain more than 30 children with a single teacher.

Because of this legal requirement, Flanderwell Primary will not be able to admit a child to an infant class if to do so would result in a class size of above 30 children.

The scope for Admissions Appeal Panels to uphold an appeal against non-admission has been limited where the admissions authority has refused admission on class size prejudice grounds.

It is important to note that if your preference for a place in Reception or Foundation Stage 2 has been refused on the grounds of class size legislation, the normal two-stage

decision-making process as detailed in the “Admission Appeals – A Guide for Parents and

Carers” will not apply. Unless an applicant can successfully prove that either the decision that class size prejudice would arise is not one that a reasonable admission authority would have made in the circumstances or, that the preference should have succeeded had the admission arrangements been applied correctly, the appeal will fail.

You are therefore urged to bear this information in mind if a place at Flanderwell Primary School has been refused because of class size legislation.

Waiting Lists – Reception /Foundation Stage 2 Intake

The Local Authority Admissions team will administer the waiting list on behalf of Flanderwell Primary School which will operate until the 31 December 2015. Children’s position on the waiting list will be determined solely in accordance with the oversubscription criteria. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria. The waiting list will be reordered in accordance with the oversubscription criteria whenever anyone is added to or leaves the waiting list.

The LA process is described below:

On the Offer Day of (**i.e Summer Term 2018**), the Admissions Team of the LA will establish and maintain a waiting list for all primary schools in Rotherham, where the number of applications for those schools has exceeded the available places in Reception/Foundation Stage 2.

The child’s name will automatically be put on the waiting list for a school where they have not been made an offer of a place and where that school is named as a higher preference than the school at which an offer has been made.

Definition of Sibling.

For a child to be considered a sibling, one of the following conditions must exist:

- brother/sister to be permanently resident at the same address.
- Step brother/step sister to be permanently resident at the same address.
- half brother/half sister to be permanently resident at the same address.
- brother/sister who do not live at the same residence but, who share the same parents.
- child of the parent/carer’s partner to be permanently resident at the same address.
- adopted brother/sister permanently resident at the same address

You may be required to provide proof e.g. Birth Certificate and proof of residence as stated above.

USEFUL CONTACTS

ADMISSIONS TEAM

Children and Young People's Services

Riverside House

Main Street

Rotherham

S65 1AE

Contact an Admissions Officer on

(01709) 823777

or email:

admissions.enquiries@rotherham.gov.uk

APPEALS CLERK

Legal and Democratic Services,

Town Hall, The Crofts,

Moorgate Street,

Rotherham

S60 2TH

Tel: (01709) 822054

Email: debbie.pons@rotherham.gov.uk

BEHAVIOUR POLICY

“Where behaviour is good, most pupils show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and to adults. Pupils take responsibility for their own actions, appropriate to their age and maturity. They develop self-esteem, self-discipline and adhere to high standards of behaviour which contribute to effective learning.”

OFSTED

Statement of Principles

Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school

Teachers:

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Parents:

We all have a right to feel welcome and to know that our children work, play and team in a friendly, safe and helpful school.

Aims

The school wishes to encourage each individual to be happy, confident and enjoy self-esteem whilst displaying a willingness to cooperate with and to show consideration and respect for others.

We expect all children to:

- Be pleasant, well behaved, disciplined and polite
- Show respect for all adults who work in or visit the school
- Show friendship, kindness, care and helpfulness towards others, especially those younger than themselves
- Accept people for what they are regardless of race, colour, size or beliefs.
- Work to the best of their ability and allow others to do the same
- Be responsible for their own behaviour
- Develop a sense of fair play and sportsmanship

- Take care of school and others' personal property
- Obey school rules and listen to teachers' advice
- Be aware of the sanctions to be used if rules are not obeyed
- Be appreciative of their environment and care for it

Rules

To help protect our rights and to encourage responsibility, we have basic rules for all our school community. Our 'Class Rules' address those explicit behaviours that show respect and caring towards each other. The class rules have been drawn up and 'owned' by the people involved. They are displayed in each class.

These class rules, or class charters, emphasise the DO DON'T behaviours such as, for example:

do be gentle don't hurt anybody
do be kind and helpful don't hurt peoples' feelings
do be honest don't cover up the truth
do work hard don't waste time
do look after property don't waste or damage things
do listen to people don't interrupt

Praise for the displaying of required and acceptable behaviour will be given to all pupils. An agreed hierarchy of sanctions is in place and pupils and parents/guardians are made aware of the system. The hierarchy can, however, be fast tracked if there is a serious incident or if the Head, in consultation with the staff, feels that the sanctions are not working for a particular pupil. Continued attention is drawn to the rules and the sanctions in order to keep them in the minds of the school community.

Adults act as role models to our pupils and are careful to show kindness and consideration and to avoid humiliating or belittling children. The development of privileges for everyone is encouraged; these may then be withdrawn should rules be broken after an official warning has been given.

Playtimes

We expect the same rules will apply at playtimes and that children will respond to the supervision of support assistants and SMSAs (SchoolMeals Supervisory Assistants). Additional privileges are offered by these assistants (e.g. use of basketball equipment, special lunchtime table, stickers).

Sanctions

Golden Time is a special half hour offered to all children every week. Blocks of 1/2/5 minutes can be removed. The child can also gain back time. Golden time will be something educational such as art, ICT, listening to a story, model making, games.

Hierarchy of Sanctions

1.

Draw attention to inappropriate behaviour through verbal communication (used three times).

2.

(a) Time out from golden time – up to 15 minutes

(b) Time out from playtime 1-10 minutes (supervised) and/or

(c) Loss of responsibility

3.

Report to Key Stage Coordinator or Head of School or Executive Headteacher – 3 recorded visits.

4.

If behaviour persists, the pupil is put on report for a week. During this week, behaviour is recorded (including positive behaviour). Parents are informed (written letter).

5.

Letter to parents asking them to visit Head:

to discuss the behaviour of the child. An additional report card is introduced and agreed. Successful conclusion completes hierarchy and the pupil begins again.

Continuing problems will lead to an individual behaviour plan.

6

Behaviour Plans

Pupils with specific behaviour difficulties will have individual behavioural targets agreed by the class teacher, the pupil, the Learning mentor and the SENCO. These targets will form part of the individual behaviour plan which will be monitored by the SENCO and parents/guardians will be asked to agree and sign the plan. The behaviour plan will include:

- Purpose discussed and agreed
- Requirements prioritized
- Targets set
- Steps and rewards agreed and buffer action (What happens if there is an outburst?)
- Positive feedback given to pupil and to home

Records are kept about each plan. Pupils with an IEP for behavioural difficulties may also have a positive behaviour diary which celebrates their good behaviour and honesty.

Exclusions

Exclusions are directed by Government guidelines and each case will be judged on its own merits. The need for exclusion is determined by the Head Teacher and may follow a single, very serious event such as behaviour endangering self or others, abusive behaviour towards adults or children, serious abuse of property or may follow a protracted programme of action designed to improve behaviour.

Rewards

Rewards and praise are the most important responses at the teacher's disposal. When praising, teachers focus specifically on what they are praising. Examples of positive praise include:

- Golden Time – free choice
- Award of points for the house team -
- Comments or smiley faces in children's work
- Public praise in front of peers and celebration in assemblies
- Reward stickers/certificates for particular achievements
- Opportunities for greater responsibility in school
- Specific privileges in use of school facilities or equipment

Pupil Responsibility

We believe that pupils can best help to develop their own self-discipline and self-esteem by undertaking an increasing number of responsibilities as they progress through school. e.g: Y6 Hall chairs at lunchtime and assembly times, monitors in lower school classes and pupil leadership activity.

In addition to this, pupils will be afforded the opportunity to choose certain things during the course of the school year, such as where they would like to sit, which activities they would like to pursue at certain times etc. Such privileges can be withdrawn or amended at the teachers' discretion.

Home/School Partnership

Cooperation between home and school is conducive to good behaviour and effective teaching and learning. Both home and school should seek to support each other for the benefit of the child and both should appreciate their respective contributions to the shared goal. It is our expectation that parents will support this policy. School recognises that parent/guardians are the first educators of their children and respects the continuing input of the home. To formalize this partnership, a Home/School agreement will be made on entry to Nursery. The Home/School agreement for the main school will include our Internet Access Agreement.

Role of Leaders

The key stage leaders have overall responsibility for behaviour of pupils within their key stage, and are responsible for ensuring that the policy is followed by their staff.

Role of the SENCO

The coordinator should be kept informed of any issues of behaviour management within the school and will be responsible, together with the Head Teacher and any outside agencies, for setting targets, monitoring progress and giving or seeking advice. She/he will not be responsible for exclusions.

Role of the Governing Body

The Governing Body is responsible for the policies within the school and is kept informed of any and all issues relating to their policies. The Governor with specific responsibility for SEN will be informed by the Head Teacher of specific problems relating to behaviour and of any exclusions which may occur, information pertaining to the latter to be in written format. Any information relating to the behaviour of individual pupils is always confidential.

Guide, hold, release principle

In circumstances where children are behaving in such a manner as to:

- Harm themselves
- Harm other children
- Harm staff
- Harm property
- Commit a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Engage in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere,

then the procedure is to:

1/ Diffuse the situation

2/ Guide to safety.

3/ In extreme circumstances it may be necessary for the safety of the child, other children or staff for trained staff to 'hold safely then release'.

Incidences of having to 'hold safely then release' are recorded in school in the serious incident book.

ADULT VOLUNTEERS POLICY

Flanderwell Primary School

1 Introduction

1.1 We want our school to be open and welcoming to all who would like to support the children. We also want to encourage parents and other adults to help teachers in a variety of ways. However, our overriding concern is for the safety of the children in our care. This document sets out our school's policy, which is to ensure that the children benefit from as much help and support as possible, and are provided at the same time with the best possible security.

1.2 The school has a variety of adults working on the premises at any one time. They can be categorised as follows:

1.2.1 Paid full- or part-time staff employed by the school:

- teachers;
- teaching assistants;
- SEN assistants;
- caretaker;
- cleaners;
- dinner supervisors;
- school secretaries;

1.2.2 Adult workers employed by another organisation:

- peripatetic music teachers;
- trainee teachers;
- LA advisers and inspectors;
- health visitors;
- grounds maintenance staff;
- contract workers (e.g. an electrician or heating engineer);
- School Improvement Partner [SIP].

1.2.3 Volunteer helpers:

- parents or other adult helpers working alongside teachers;
- students on work experience.

This policy sets out the arrangements for volunteer helpers only.

2 Volunteer helpers

2.1 Volunteer helpers support the school in a number of ways, including:

- supporting individual pupils;
- hearing pupils read;
- helping with classroom organisation;
- helping with the supervision of children on school trips;
- helping with group work;
- helping with art or subjects involving other practical activities.

2.2 Volunteer helpers are not allowed to do the following activities:

- take responsibility for all or some of the whole class;
- change very young children, or supervise them changing;
- supervise children engaged in PE or other specialist activities;
- take children off the school site without a teacher in charge.

The responsibility for the health and welfare of the child remains with the class teacher at all times.

3 Signing in

3.1 When helpers arrive in the school, they must sign in at the reception desk. They will be given a visitor's badge, which they should wear at all times. The signing-in sheet will give the date and time of arrival. They must also sign out, stating the time they are leaving, and return their badge before they leave.

4 Police checks

4.1 For the children's safety, all volunteer helpers are required to have police clearance through the Criminal Records Bureau (CRB) before they work in the school.

4.2 The headteacher has the authority not to accept the help of volunteers if he or she believes it will not be in the best interests of the children.

5 Deployment of classroom helpers

5.1 It is the policy of this school that parent helpers will be asked not to support in their own child's classroom, as this can be distracting for the child, and perhaps place the class teacher in an uncomfortable situation. Helpers will be asked to support in classes in which there is the most need for individual support.

6 Monitoring and review

6.1 The day-to-day monitoring of this policy is the responsibility of the headteacher, who will report to the governors annually, stating the number of adult volunteer helpers in the school, and summarising their value to the children.

EARLY YEARS FOUNDATION STAGE POLICY

Flanderwell Primary School

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage applies to children from birth to the end of the Foundation Stage 2 year.

Our early years setting at Flanderwell comprises of:

Pre-school – morning sessions over two terms, for children who have their 3rd birthdates between September 1st and December 31st and 1st January and 31st March.

Foundation Stage 1 – morning sessions

Foundation Stage 2 x 2 – full day provision

Our school also offers wrap around care for children, which includes an Extended Day facility for parents wishing their Foundation Stage 1 children to attend for full day sessions.

All our staff are fully qualified, have a wide range of experience and expertise in working with and educating children. They are committed to professional development and attend up to date training courses.

From time to time, our setting will have visiting student teachers and NVQ students, or volunteers working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate CRB certificate and parents will be informed when additional adults join our setting.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Flanderwell Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, and celebrate successes and achievements, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and care is taken to assess the needs of each individual child in our setting from the age of 3 onwards.. All children at Flanderwell Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences and interests, when planning for their learning. At Flanderwell, we understand that children learn in a variety of ways and are mindful of this when organising our continuous provision and when planning activities for groups.

All practitioners plan to need to meet the needs of boys and girls, children with different schemas; children with special educational needs; children who are more able; children with disabilities; children from all social and cultural backgrounds; children of different ethnic groups and those from diverse linguistic backgrounds.

We set realistic and challenging expectations and continually evaluate our provision. We do this by regularly updating provision and practice through observing children's individual interests and then planning for 'next steps'.

Parents are encouraged to share any special need their child has on entry to the setting. A two way dialogue is kept between parents to ensure a child's personal needs are met. If a child is considered to show signs of having special needs, discussions will take place with parents as soon as possible. Our system of Early Intervention allows us to provide age appropriate programmes of support for children based on individual need. We have links with various agencies and when necessary their involvement may be required to support certain children. Our links with the Silver Birch Children's Centre allows us to quickly signpost parents who may also benefit from extra family support. Parents/Carers will always be informed before an outside agency is asked to assist us to supporting their child. The following policies are available to view in school.

Welfare

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill and share stories which explore everyday situations. We understand that children should be allowed to take risks and that they need to be taught how to recognise and avoid hazards. **"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."**

At Flanderwell Primary School, we understand that we are also legally required to comply with certain welfare requirements, as stated in the Statutory Framework for Early Years Foundation Stage.

In our setting we:

- promote the welfare of all children.
- ensure all adults who look after the children and who have unsupervised access to them are suitable to do so.
- ask parents to inform us of any foods/substances their children are allergic to and ensure that staff are aware of the precautions to take – an allergy information board exists in the staff kitchen with photos and names of children who have allergies. There is a designated member of staff for children with allergies.
- promote good health, preventing the spread of infection and ensuring children do not come into contact with foods/substances to which they are allergic and taking appropriate action when children are ill

- ensure that our accident logs are kept up to date and that medication including inhalers is suitably stored and checked for expiry dates
 - ensure our first aid kit is checked and replenished
 - ensure that the premises, furniture and equipment is safe and suitable for purpose
 - manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
 - ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
 - maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
 - ensure that all staff receive up to date child protection training and that this is regularly updated.
 - ensure that staff are trained in paediatric first aid and that this is regularly updated.
 - ensure that personal mobile phones, cameras and video/dvd recorders are not used anywhere within the setting and that all staff are aware of children whose photos must not be published for use other than in school.
- The following policies can be viewed in school:

Positive Relationships

At Flanderwell Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Providing parents with a weekly 'Learning Overview' which outlines activities and information for the week ahead.
- Holding welcome meetings for parents and sharing information about interests and needs, before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with queries and daily opportunities to share in a 'first task of the day.'
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Offering three parent/key person/teacher consultation evenings per year, as well as opportunities to meet as and when the need arises.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents- including workshops related to the curriculum.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Pre-school sessions are offered from January to July and allow Foundation Staff excellent opportunities to begin forging relationships with children, before they begin Foundation Stage 1.

We have strong links with schools within our Academy and Learning Community and regular meetings allow us to focus on continuous improvement to our practice and provision as well as coordinate a very effective transition process.

Enabling Environments

At Flanderwell Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. We acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active

learners. Our activities provide first hand experiences through play and discussion. Children are encouraged to interact with others, to move about and explore a wide variety of learning situations, in an enabling environment.

It is important to us that children experience success, have fun and enjoy themselves whilst learning. All the staff in our setting work as part of a team to ensure that children have the very best opportunities. At Flanderwell Primary School, we place high value on our learning environments and the Foundation Stage classrooms are no exception. Practitioners create spaces which engage children's interest and cater for the range of ability and interest in the class. They allow children to explore and learn securely and safely and reflect theme and interest as well as celebrate children's work and achievements. A range of images is used to promote positive experiences and promote discussion among pupils.

All practitioners plan and work together to ensure continuity and progression, providing age and stage related activities and experiences to suit all children in the setting.

Children access continuous provision in both indoor and outdoor environment to initiate their own play and take part in planned adult-led activities. The Foundation Stage has its own outdoor learning space which can be freely accessed by both Foundation Stage classes during a day. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can still explore, use their senses but be physically active and exuberant. In this area, staff also provide planned activities for children, as well as giving opportunities for them to make their own choices.

We have all weather clothing and footwear available so children are protected and there are no barriers to learning.

Observation, Assessment and Planning

A continuous cycle of observation and assessment allows to plan challenging but achievable activities and experiences for all of our children.

Learning and Development

There are seven areas of learning and development that must shape educational provision in early years settings.

All areas of learning and development are important and inter-connected and none should have greater importance over another. Three areas are particularly crucial however, for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

At Flanderwell, we pride ourselves on fostering and developing strong relationships between home, school, partner schools and Places of Worship, in order to make links stronger for the good of the community as a whole. Children are encouraged to learn, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoor and outdoors and by working with a wide range of resources.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through sharing books, rhymes, role-play and during group/individual discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together. Children regularly speak about their achievements and the things they value.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas both indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence.

We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff as well as contribute to imaginative stories.

Family members are invited into the setting to read stories to children and to join in during singing sessions.

MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number,

shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

EXPRESSIVE ARTS and DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. We value the creative process and provide opportunities for children to practise key skills. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. At various times during the year, children are given the opportunity to participate in school productions, assemblies and class performances for parents.

Further information about the Early Years Foundation Stage can be found at:

www.foundationyears.org/uk

SCHOOL AGREEMENT POLICY

Every parent is expected to sign the Home/School agreement when their child starts school as an indication of the partnership between home and school.

This agreement should be re-issued to parents annually to remind them and their children of its importance.

Flanderwell Primary School Home and School Agreement

We welcome you into our school. We want to work closely with you to make sure your child has the best education.

Please show that you will work closely with us by signing this agreement.

The School will:

- Make sure school is a safe, secure and caring place.
- Make sure every child learns well.
- Make sure every child learns different things.
- Give parents a chance to come into school every day.
- Give rewards when a child does something well.
- Teach children to treat each other and the school with respect.
- Tell parents if your child gets hurt or is ill or if we are worried about them.
- Tell you how well your child is doing.
- Help you if you need us to.
- Listen to what you and your child have to say.

Parents or Carers will:

- Make sure your child comes to school every day on time.
- Tell us straightaway why your child is off school.
- Make sure your child is dressed properly and has everything they need for school (like their book bag and PE kit)
- Tell school if there is anything that might stop your child from learning or make them behave differently.
- Support school rules for behaviour, what happens if your child is naughty and for what they should wear to school.
- Come to Parent Evenings
- Help your child with their learning in school and by making sure they do their homework.
- Tell school if you are worried or have anything important you would like us to know.

The Child will:

- Work hard and join in everything.
- Be polite and friendly to everyone.
- Listen to others and think before you do something.
- Listen to the teacher and do as they say.

Bring everything you need for school and look after it.

•

- Tell the teachers if anything is worrying you.
- Enjoy school.

Please sign:

School :

Parent/Carer:

Child:

SEX AND RELATIONSHIP EDUCATION POLICY

Flanderwell Primary School

Policy for Sex and Relationship Education 2017/18

Introduction

In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and social health. Sex and Relationship Education is part of a planned programme of Personal, Social and Health Education and Science Curriculum in our school. The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice – these are clearly the focus throughout. The rights of young people have access to balanced factual information and the need to have an opportunity to discuss issues in a safe and supportive environment, which is honest and open, are the key stones to the programme. There is a recognition that within the school there are a variety of different values which arise not only from religion and culture, but also from special educational needs, social circumstances and upbringing.

This policy was drawn up as a result of consultation with teachers, parent representatives and governors.

Aims and Objectives

Education for personal relationships aims to help pupils to develop caring and positive relationships in which the rights of others are acknowledged and respected.

We teach children about;

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- the importance of family life;
- moral questions;
- the acquisition of skills necessary to cope with relationships and related situations;
- respect for the views of other people;
- physical and emotional abuse and what they should do if they are worried about any sexual matters.

Planning and Teaching

We teach sex and relationship education in the context of the school's aims and values and the responsibility for planning and delivering this area of the curriculum lies firmly with the teaching staff. It will be tailored to the age and the physical and emotional maturity of the children.

It is recognised that some staff may find it uncomfortable and may lack confidence – if this is the case, every effort will be made to provide support either with resource materials, training or in the classroom.

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. At times it is recognised there may be a need to work in single gender groups where some issues may be discussed more openly.

In Year 5 and Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the school nurse, who is able to add an extra dimension to this area, providing her professional expertise and additional resources in these lessons. Teachers do their best to answer all questions with sensitivity and care. The issue of sexual orientation is one which may feature in discussions about sexuality. If this does arise, teachers will need to give objective information and allow balanced discussion.

We arrange a meeting for all parents and carers of children in Year 5 and 6 to discuss this particular programme, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

A wide variety of teaching strategies are employed, including group work, discussion, appropriate videos and role play. At times it is recognised there may be a need to work in single gender groups where some issues may be discussed more openly. The use of a wide variety of learning opportunities is seen as a key to the success of this programme, as is the differentiation of materials used.

All resources used are chosen with the developmental needs of pupils in mind and are evaluated on the grounds of the suitability for particular groups. A list of some of the current resources used is outlined in the appendix.

The education for sex and relationships curriculum is constantly under review and is evaluated as a result of feedback from pupils and staff involved in the teaching. Changes and developments are made in light of this feedback in order to keep up to date and respond to the changing needs of the pupils.

The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, who give us valuable support with our sex education programme.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals.

The right to withdraw

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of the parents in this regard.

SPECIAL EDUCATION NEEDS

Flanderwell Primary School Special Educational Needs / Inclusion Policy

This policy is written in a time of transition as the new SEND Code of Practice (2014) is being implemented nationally.

This policy reflects the new statutory guidance issued through the National Curriculum (2014). All policies have been written to ensure that these points of study are covered in this policy, and expanded on where necessary to develop the school's own, individual curriculum. This curriculum is based heavily on thoughtful first hand experiences, creative endeavours with these experiences and an inherent connection to the children of Flanderwell School, their needs and backgrounds. Additionally, it has been designed and patterned to ensure that children maximise their progress in school and are given the opportunities to widen their learning and aim for even higher levels of study. It has been carefully designed to meet the needs of the school's values, vision and ethos with the new curriculum in mind.

Introduction

Flanderwell School is committed to providing equal opportunities for all pupils; we believe children are entitled to a broad, balanced and differentiated curriculum based upon the new National Curriculum 2014. We aim to provide a stimulating, supportive environment where all children are motivated to learn. Whenever possible, work is based on first-hand experience, using a multi-sensory approach. Work is differentiated according to the needs of the child, or groups of children. We aim to promote confidence, self-esteem and independence.

At Flanderwell we have adopted the SEN Code of Practice 2014. This is a whole school approach, ensuring continuity and progression as the child moves through school. The development of learning support is seen as a service for the whole school, so that helping children with learning difficulties is an integral part of teaching and learning. The needs of all of our pupils are met through carefully planned lessons delivered by outstanding teachers who understand the needs of the children in their class.

We consider parents to be our partners in the education of their child and recognise that their help and support is of vital importance to aid their child's learning. When a child is initially identified as having special educational needs,

parental permission is sought for the child to be placed on the SEND Register. Parents are then kept fully informed of their child's progress through regular contact with school (i.e. a copy of the Individual Education Plan (IEP) is sent home, parents are invited to IEP review meetings etc).

We recognise the importance of liaison with other outside agencies (e.g. Learning Support Service, Educational Psychology Service, Speech and Language Therapy Service, Autism Communication Team etc) as they offer much help and advice in securing the best possible provision for our children with SEND.

Aims

- To create an inclusive environment which meets the needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To identify the roles and responsibilities of staff/other adults in providing for children with Special Educational Needs.
- To enable all children to have full and equal access to all elements of the school curriculum and all other aspects of school life.

Objectives

- To identify children with SEND as early as possible, in order to remove/minimise barriers to learning and prevent the development of more significant needs.
- To ensure that the child's needs are assessed and information is gathered, so that appropriate individual education plans (IEPs) can be developed (ensuring that targets are achievable and measurable).
- To ensure that progress is monitored, records are kept and that reviews take place, with recommendations for future provision.
- To identify the roles and responsibilities of the Special Educational Needs Co-ordinator (SENCO), headteacher, class teacher, parents, LSS, other outside agencies, schools and the Governing Body in order to ensure effective liaison and give the best possible provision for the child.
- To fully include children with SEND in class, providing appropriate resources and support.
- To ensure that our children have a voice in this process.

Identification of Children with Special Educational Needs

Children have Special Educational Needs if they have a difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children the same age; or
- have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age in schools, within the area of the LA.

The Code of Practice identifies four areas of SEND:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

Implementation of the Code of Practice

Successful implementation relies upon:

- early identification
- best practice when devising interventions
- taking into account the views of the child
- effective partnership with parents
- regular evaluation of interventions to assess their impact
- close co-operation between all agencies concerned

There is a graduated approach in the response made to children's special educational needs:

1. Informal Action (Formerly SA / Early Years Action (EYA))
2. Formal Action (Formerly SA+ / Early Years Action Plus (EYA+))
3. EHC (Education and Health Care plan) Formerly a statement.

1. Informal Action

Using evidence of observation, assessment and knowledge of a pupil, the class teacher may feel that the strategies they are currently using with the child are not resulting in the child learning effectively. The teacher will consult with the SENCO/LSS teacher for advice. The pupil may need extra support over and above that which is usually available in class. This is “**Informal Action**”.

The teacher and SENCO, in consultation with the LSS teacher and parents, plan support/appropriate interventions for the child.

2. Formal Action

It is necessary to progress to Formal Action when, despite receiving an individualised programme of support under Informal Action, the child:

- continues to make little or no progress in specific areas over long periods
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing skills in literacy and numeracy
- has an emotional or behavioural difficulty, which substantially and regularly interferes with the child’s own learning or that of others
- has sensory or physical needs which require additional specialist equipment/support
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

External support services (Inclusion Services) will provide advice, support or carry out further assessments. The new IEP will set out additional or different strategies for supporting the child’s progress. It is always necessary to seek parental consent before referrals to external support services are made.

EHC (Education and Health Care Plan)

The majority of children and young people with SEN or disabilities will have their needs met within school. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older,

prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

If a child had a statement of special educational needs this will be replaced with an EHC. The EHC will be phased in as the child reaches the end of a Key Stage. It is a plan put together by the LA when a range of information has been gathered and an assessment undertaken. The LA will work with the family and are given a personal budget to spend as they see fit.

Individual Education Plans (IEPs)

IEPs record that which is additional to or different from the differentiated curriculum plan for all children. The IEP focuses on three targets to match the child's needs. These are shared with the child and the parents.

The IEP should include:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success criteria
- Outcomes (when reviewed)

IEPs will normally be reviewed three times per year. Parent's views on the child's progress are sought as part of the review. The child (according to age and understanding) is involved in reviewing and setting targets, as are the parents.

Inclusion Services provide an important link between the schools

Liaison meetings between key members of staff and appropriate external agencies at key stage transition are organised at a mutually agreeable time in order to maintain effective provision.

Roles and Responsibilities

The Role of the SENCO

Key responsibilities include:-

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs liaising with and advising fellow teachers
- Overseeing the records of all children with special educational needs contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and psychology services, health and social services and voluntary bodies
- Liaising with parents of children with special educational needs
- Managing teaching assistants
- Updating the 'local SEND offer' annually, which outlines various levels of support for SEND children

These key areas are the responsibility of the SENCO, Mrs Alison Brown in consultation with the Head Teacher. There will inevitably and necessarily be some overlap of roles.

The SENCO will also maintain the adequate provision of resources and attend courses and cluster meetings to keep informed of current and future developments.

The Role of the Class Teacher

The class teacher has the overall responsibility for the education of **all** children in his or her class, including those with barriers to learning. It is the class teacher's responsibility to identify needs and to inform the SENCO. The class teacher carries out assessments, consults with parents and seeks advice from the co-ordinator and LSS when appropriate. It is the responsibility of the class teacher to write the IEP with help from the co-ordinator and/or LSS. The class teacher will work closely with the child in the classroom, organising teaching assistants and resources to provide support for the child. The class teacher will monitor progress and review future provision, in consultation with the SENCO, LSS and parents. The class teacher will ensure that any child with barriers to learning is accessing quality first teaching within the classroom.

Classroom Organisation and Management

We aim to provide a supportive, stimulating environment in all our classrooms. All children are encouraged to develop confidence and independence. Teachers use a variety of teaching strategies appropriate to learning styles. They organise groups/individual work to ensure that learning needs are appropriately met. They set targets which are attainable yet challenging to enable all pupils to make the best possible progress.

Access to the Curriculum

All children will be offered a broad, balanced and differentiated curriculum, using the guidelines from the new National Curriculum 2014.

Access to the curriculum will be ensured by the following:-

- Curriculum developments will be planned to include all children
- Learning objectives will be broken down into smaller steps and time will be given for children to 'over learn', promoting confidence and self-esteem
- Staff will use the child's strengths and needs to work out adaptations to enable children to participate in all school activities
- 'Withdrawal' may be used for short periods of time so that children receive extra help, but staff ensure that the children still receive their entitlement to a broad, balanced curriculum
- There is close liaison with the LSS and other agencies for advice on teaching strategies, appropriate intervention programmes, resources and technical equipment to allow SEN children to access the curriculum
-

The Duties of Governing Bodies

The governing bodies must:-

- Decide with the headteacher the school's general policy and approach to SEND for those children with and without statements/ EHC plans
- Set up appropriate staffing and funding arrangements and oversee the school's work – appoint a governor with specific responsibility for SEND
- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, when the headteacher has been informed by the LA that a pupil has special educational needs, these needs are made known to all who are likely to teach him or her
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs

- Consult with the LA and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Report annually to parents on the schools policy for pupils with special educational needs
- Ensure that the pupil joins in the activities of the school, together with pupils who do not have special educational needs, so far that is reasonable and practical
- Have regard to the Code of Practice when carrying out their duties towards all pupils with special educational needs

Working in Partnership with Parents

At Flanderwell we value parent partnership and involvement. We work closely to ensure all our parents feel welcome in school and particularly we endeavour to build good relationships with the parents of children identified as having SEND. The school ensures that they are:-

- Encouraged to take an active and valued part of their children's education
- Enabled to make their views known about how their children are educated
- Informed about how they can access information and support regarding SEND provision, and also information about the local Parent Partnership Service

Pupil Participation

Children will always be involved at an appropriate level, according to age and understanding. They will be involved in talking about their progress, celebrating success and setting new targets.

Children will be involved from an early stage in making decisions, choices and expressing their opinions and views. They will be encouraged to explain reasons for their preferences.

Assessment, Recording and Reporting

The class teacher is responsible for gathering information about the child (e.g. National Curriculum attainments, records of achievement, observations and parental information). Records about the child, IEP reviews at each stage etc are kept by the class teacher, but also centrally by the SENCO. The class teacher monitors the child's progress and uses observations and assessments as an aid to planning the next steps in learning. Reviews are carried out, usually termly, to decide on future action in consultation with parents, the SENCO and LSS etc.

The child's progress is reported verbally to parents at regular intervals and in writing in the annual report. Appropriate records and information are passed on to the next teacher, school and Key Stage to ensure progression and continuity in the provision for the child.

Admissions

Whenever appropriate, taking into account parental wishes, we believe children with SEND should be educated in mainstream schools. This school will not seek separate special schooling on the grounds of disability or learning difficulties against the parents' wishes and we will endeavour to provide the best possible education and support them in school.

Resources

The school has developed a range of resources for SEND/Inclusion. Some of the resources are games, to promote enjoyment and motivation whilst children are learning, and these are used as reinforcement of areas taught and planned for in the child's IEP. Specialist equipment for individual needs would be purchased should the need arise.

Intervention Programmes

We have also adopted a variety of intervention programmes. Teaching Assistants who have received appropriate training are deployed to work with individuals or groups of children for periods of time.

Staff

This school operates a whole school approach to Inclusion and practice is consistent throughout the school. All staff, including teaching assistants are given opportunities for INSET. Advice is readily available from Sarah Grant, the school's LSS teacher and Kat Thorne, the school's Educational Psychologist. Inclusion is considered when new curriculum initiatives are introduced and **all** staff are aware of the importance of differentiation in their planning and integration of children with special needs in their classes.

ANTI-BULLYING Policy

Introduction

Flanderwell Primary School recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Flanderwell Primary School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by our Anti-bullying Co-ordinator Mrs K Sherriff. We celebrate diversity and promote cohesion within our community.

This policy reflects the following guidance:

'Preventing and Tackling Bullying', Department for Education 2011

www.education.gov.uk/aboutdfe/advice/f0076899/preventingandtackling-bullying

What is Bullying?

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

The Equalities Act 2010 aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas pertinent to C&YP are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality
- pregnancy/maternity

The two areas which do not specifically affect C&YP are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours:

- **Verbal** *e.g. name-calling, making offensive comments, taunting*
- **Physical** *e.g. kicking, hitting*
- **Emotional** *e.g. spreading hurtful and untruthful rumours, excluding people from groups*
- **Cyber** *e.g. inappropriate texting/emailing, inappropriate use of MSN*
- **Written** *e.g. ridicule through drawings and writing e.g. on planners/PC's*
- **Incitement** *e.g. encouraging others to bully*
- **Extortion** *e.g. demands for money or personal property*
- **Damage to Property** *e.g. theft of bags, tearing clothes, ripping books*

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

Impact of Bullying

Research confirms the destructive effects of bullying on young peoples lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

Some Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)
- Unexplained bruises or injuries
- Lack of energy, lethargic

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

Flanderwell Primary School ANTI-BULLYING STRATEGY

What we will do as a school

- Ensure the whole school community has an understanding of bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer. This is the learning mentor Karen Sherriff
- Appoint an Anti-bullying Governor who will meet regularly with named person in school; Karen Sheriff.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying in line with RMBC guidelines. This file is kept in the Headteacher's office.
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe, areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
 - Regular praise of positive and supportive behaviour by all staff.
 - Work in school which develops empathy and emotional intelligence.
 - Any incidents are treated seriously and dealt with immediately.
 - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrators parents will be informed.

How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying. See appendix 2 for procedure for reporting bullying behaviour.
- Ensure that victims are listened to by the Head teacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs

- Ensure victims are consulted, and kept involved and informed

How we will work with those accused of bullying

- Ensure that perpetrators are listened to by the Head teacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
 - counselling/instruction in alternative ways of behaving
 - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
 - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
 - fixed periods of exclusion
 - permanent exclusion (in extreme cases which may involve violence)
 - Support from the LA in anti-bullying workshops within classes and with pairs, groups and individuals involved.

How we will work with bystanders

- Ensure that they are listened to by the Head teacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

Strategies we may use include

- Lunchtime clubs
- Learning Mentor support
- Circle Time
- Assemblies
- Peer mentoring
- Peer mediation
- Circle of Friends
- Support from external agencies eg Rotherham Mind, Anti-Bullying Development Officer.
- Sharing good practice with other schools
- Participation in Anti-Bullying Week

How we will educate the school community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.

- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum)

How will we work with parents and carers

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to. Parents should first report the bullying to the Anti-bullying officer.
- every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. (See appendix 2 Recommended procedures in school for reporting bullying).

The Local Authority complaints procedure for handling school complaints can be accessed [here](#).

How we will support staff

We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol)

Appendix 1. Support Agencies we may consult

Rotherham MIND: 01709 554755

Rotherham Healthy Schools: healthyschools@rotherham.gov.uk Tel 01709 740226

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline – advice and stories from children who have survived bullying
08000 1111 WEBSITE

Bullying on line

www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk
08088002222

Parents Against Bullying 01928 576152

Useful sources of information

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues.
www.mermaidsuk.org.uk

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen.
www.stonewall.org.uk.

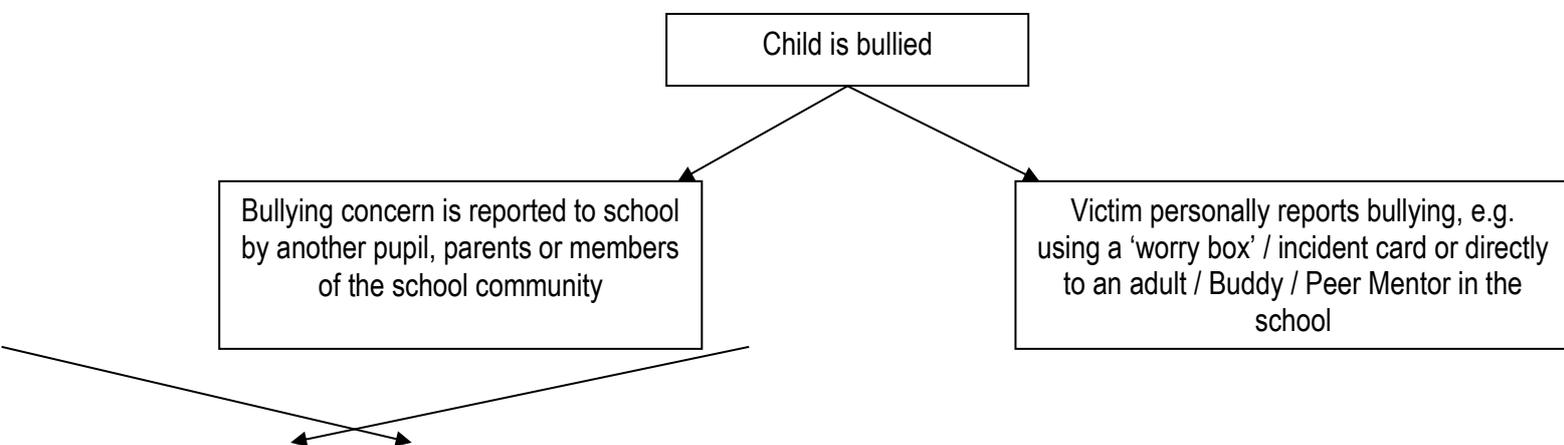
Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

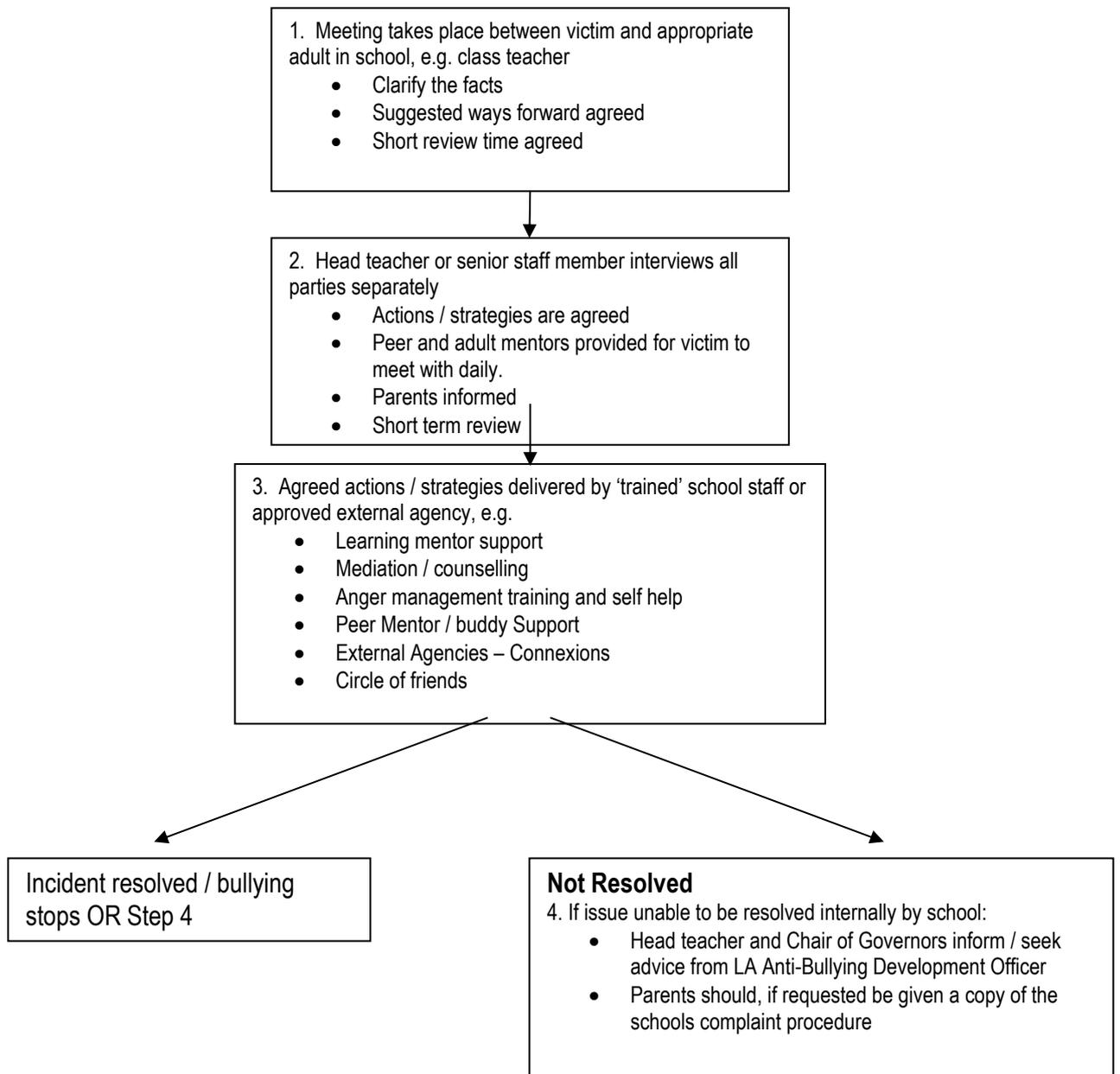
Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Appendix 2. Procedures in school for reporting bullying: pathways of help





PSHCE policy

Introduction

Personal, Social and Health and Citizenship Education (PSHCE) enables pupils to develop the knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now & in the future. Its role at the core of education is supported by the following quote from the National Curriculum Handbook for Primary Teachers in England (1999).

The handbook sets out two broad aims for the school curriculum:

- To provide opportunities for all pupils to learn & achieve; and
- To promote children's spiritual, moral, social, social & cultural development & prepare all pupils for the opportunities, responsibilities & experiences of life.

Aims and Objectives

PSHE and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- Stay as healthy as possible;
- learn to keep themselves and others safe;
- develop effective & satisfying relationships ;
- learn to respect the differences between people;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Detailed objectives are outlined in the schemes of work

Teaching & Learning Strategies

When teaching any aspect of PSHE and Citizenship, the approaches to teaching and learning and the methodology used are as important as the content. Both whole class discussion and responding to incidents as they arise are valid opportunities for addressing PSHE issues, but skills, attitudes and behaviour will be developed more effectively if a variety of strategies is used. Active learning techniques enable learning to take place not only in the area of knowledge and understanding, but also in the areas of skill, attitudes and behaviour. For instance, by only listening to the teacher talking about how to maintain friendships or by reading about it, the child may gain knowledge and understanding. In order also to develop their skills in this area, they need to practice them through participating in role play, for example. Activities and opportunities to reflect on, process and evaluate their learning also need to be included. Many personal and social skills can also be developed through other areas of the curriculum through effective implementation of the appropriate methodology (for example, group work in a design

technology activity which requires communication and co-operation between group members for the task to be completed).

Examples of teaching and learning approaches in PSHE and Citizenship are explained further in appendix 1, and include the use of circle time, role play and drama, brainstorm, pair and group work, carousel, use of fiction, 'draw & write', circle of feelings & videos.

Curriculum organisation

PSHE & Citizenship is taught in a variety of ways both within and outside the curriculum. In some instances, aspects of PSHE & Citizenship may be taught as a discreet subject, but to a large extent it is covered through other subjects and topics.

PSHE & Citizenship is also developed through activities, assemblies & whole-school events. For example, the school council representatives from each class meet regularly to discuss relevant issues. A residential visit to an outdoor activity centre is offered in Key Stage 2, where there is a particular focus on developing pupils' self esteem & giving them opportunities to develop leadership & co-operative skills.

Role of the PSHE & Citizenship Co-ordinator

The PSHE & Citizenship Co-ordinator has a variety of roles including:

- leading the production of this policy & other curriculum documentation including the scheme of work
- ensuring continuity & progression throughout school
- supporting colleagues in their development of the plans and in the implementation of the scheme of work, in assessment and record keeping
- monitoring progress and sampling work in PSHE & Citizenship and advising the management team of the outcomes
- taking responsibility for ordering & organising the central resources for PSHE & Citizenship

Resources

The resources used to support this area of work:-

- are up to date in terms of factual content & graphics
- do not show unfair bias
- avoid racial, gender & sexual stereotyping
- are suitable for the age of the pupils
- conform to the legal requirements of the appropriate aspect of PSHE

Use of Visitors

When using visitors to support the delivery of the scheme of work, it is important to ensure that they are not left alone to teach a class. The visitor's role is to support the classroom teacher, who is then able to follow up effectively any input given. Ideally, they need to work with the teacher on the preparation of a session in which they are involved, so that they are aware of the context for the lesson. Active learning principles apply: it is not appropriate, for instance, for a police officer to deliver a 'lecture' on road safety to the whole school in the hall.

School staff are responsible for ensuring that visitors supporting curriculum delivery in PSHE and Citizenship are aware of relevant policies (for instance, behaviour management, sex & relationship education, drug education, child protection, equal opportunities) and work in a manner consistent with their requirements.

The PSHE and Citizenship co-ordinator holds an overview of the visits and visitors being used to support the PSHE & Citizenship curriculum, and has responsibility for planning such opportunities across the school.

Assessment, reporting & recording

Assessment is as central to PSHE & Citizenship as it is to learning in any other area, and should be planned for in the same way. Self assessment has a core role in PSHE & Citizenship particularly within those elements which relate to personal & social development. It is important, therefore, to provide opportunities throughout the planning and delivery of PSHE & Citizenship for pupils to be involved in reflecting on their strengths, their needs, their learning & their development.

Summative assessment, of what has been learned, may be applied at the end of a unit of work or of a topic. Formative assessment, which is used to inform future teaching and learning, should be taking place throughout PSHE & Citizenship and is the main form of assessment used within our scheme. Pupils' levels of knowledge and their perceptions will vary greatly, and will not necessarily be ability related. It is important, therefore, to use approaches which establish their starting points, and later enable assessment of the learning which has taken place for individuals.

Review and Monitoring

The PSHE and citizenship co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHE and Citizenship, giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. Extra time is allocated to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Professional Development

Staff need to feel confident to deliver this aspect of the curriculum, and support will be offered through in-service training on specific issues (e.g. SRE, drugs), regular updates to staff from the co-ordinator and with networking opportunities with other schools and co-ordinators

Links with other policies

This policy should be read in conjunction with the Drug Education & Sex and Relationship Education policies.

Appendix 1

Examples of Teaching & Learning Strategies

i) Circle Time

This approach has two primary functions. It is used to enable each child to give their opinion and to increase the self-esteem of the individual and the group as a whole. It is important to try to establish a quiet space for Circle Time where children can sit reasonably comfortably in one complete circle. Circle Time is an excellent vehicle for improving the dynamics of a class through play and discussion. Care should be taken to establish rules for Circle Time which encourages the children to listen to each other and take turns. A few ideas for Circle Time activities are explained here.

Rounds

Usually the children will be given a sentence stem which they will complete in turns. Sometimes it is appropriate to pass a special object, such as a soft toy or a shell, around the circle: children know that

they may only speak when holding the 'conch'. The sentence stem or concept given may simply be for the purpose of sharing thoughts and feelings or it may form the start of a PSHE lesson. It is important that individuals have the right to say "Pass" when taking part in a round. Sentence stem and ideas for rounds include:

- bad news, good news
- I feel happy/sad/angry when...
- Something a good friend does is....
- My favourite colour/animal/place is.....

Games

- Games used within Circle Time have the general purpose of promoting enjoyment and relationship building within the class. Individual games also have objectives of developing particular elements of self esteem and social skills.

Special Day

Each child, randomly selected (through names in a pot or pin in the register, for instance) has a special day during the school year. The day can include privileges such as going first in the dinner queue, choosing where to sit or wearing a special badge. The rest of the class creates a certificate for the person whose day it is (We like you because), which they can take home.

(ii) Role play and drama

Role play is particularly significant in allowing children to practise skills and as such is a very important part of PSHE and Citizenship. Role play can be used in a circle, giving pairs of children structured situations to explore, as well as with groups working around the classroom.

Puppets

These may be used in a circle time environment, enabling the children to approach difficult subject areas. They are also a useful device for encouraging turn taking.

Hot seating

The main purpose of this technique is to enable children to verbalise the thoughts and feelings of someone else. One child is put in the 'hot seat' and takes on a character. Other children ask the character their feelings and reactions.

Tunnel of Thoughts

A child walks between two lines of children, having been assigned a particular dilemma or character. The walls of the tunnel (children facing inwards in lines) call out things that the character might be thinking about. It is possible to give each 'line' of children one side of the dilemma to represent (eg 'Do it', 'Don't do it').

(iii) Brainstorm

Children can be given a single word, a phrase or an issue. They then share their responses, as a whole or in groups, which are then recorded. In its purest form the teachers should make no interventions during the children's suggestions. This encourages the widest range of answers and avoids the teacher's preconceptions guiding the suggestions.

(iv) Pair and Group Work

Sometime in PSHE and Citizenship sessions it may be useful to organise particular groupings of children (for instance single sex groups or interest groups). Methods for mixing children include distributing cut

up postcards, or asking children to arrange themselves in a circle in the order of the number of their house or flat, and then dividing them into pairs/groups. Skills of working effectively in groups need to be built up. For instance, if using big paper and one large pen, give attention to the ways of negotiating who scribes for the group. Giving children the opportunity to share and record all their ideas, then giving them time to prioritise two or three ideas to share with the whole class in another useful approach.

(v) Carousel

This is a method of encouraging children to talk and listen in a structured way. The children are arranged in two concentric circles. The children in the inside circle face out, while those on the outside face in. Each child will have a partner in the other circle. The children are given a topic for discussion or a task and a length of time to work together (for instance, 'For two minutes, discuss ideas about how to cope if you go to a new school'). When the task has been carried out, either circle may be moved round to give each child a new partner.

(vi) Use of fiction

Stories may be used in two main ways PSHE & Citizenship. Firstly, a story is able to provide common understanding of a situation, which all the children can comment on. Secondly, the use of characters frequently enables children to give an opinion that they would feel uncomfortable verbalising independently.

(vii) 'Draw and Write'

This stems from the 'Health for Life' programme, and involves children in answering open ended questions by drawing and writing their responses on a blank sheet of paper. This enables teachers to judge appropriate teaching content by better understanding children's current perceptions and understanding. The approach can be used at the beginning and end of a topic, or within any element of a unit. One of the most used 'Draw and Write' strategies is known as 'Jugs and Herrings': it is used to assess children's perceptions of the world of drugs, and is explained in Health for Life Book 2.

(vii) Circle of Feelings

The teacher can lead the activity with the whole class, or it can be used with groups working on a large sheet of paper, or as an individual activity. Children are given or draw a large circle, with an issue (for example 'feeling different', 'feeling good') in the middle. They then brainstorm words and phrases and record them around the circle. The rationale for using this rather than a list is to show that none of the ideas has priority over the others.

(viii) Videos

There are many videos and television programmes now available which are of good quality and useful in delivering PSHE & Citizenship. The principles of active learning still need to be applied: simply showing a video and holding a whole class discussion on its content will only enable certain types of learning to take place. Using it as a trigger or basis for Circle Time or drama activities increases its potential. The use of video cameras (e.g. for role-play sessions) and photographs (e.g. for examples of behaviour following ground rules) can also provide interesting opportunities for teaching and learning in PSHE & Citizenship.

Late collection of a child policy

Flanderell Primary School end of school day or After School Activity procedures.

In the first instance, after ten minutes the person in charge should accompany the pupil to the school office, telephone the parent/carer and establish what has happened, the time the pupil is to be collected and name of person collecting the pupil. The Headteacher or senior staff member should be informed and it is their responsibility to care for the pupil until he/she is collected.

If, after fifteen minutes, contact has not been made then the Headteacher or senior member of staff should telephone the other contact numbers and follow the above procedure. The incident should be logged.

If, at this stage, a named contact is not found then the pupil should be taken to the After School Club and registered into their care. This will provide a safe and stimulating environment for the pupil and hopefully reduce the stress levels the child will be experiencing.

If by 5.30 p.m. contact has not been established then the Headteacher or senior member of staff should contact social care and the police. Telephone numbers of both are displayed in the school and can be found at the end of this policy. The Headteacher or senior member of staff will stay with the child until suitable arrangements are in place.

I

Contact and Referral Team Tel. 01709 823987

Non- emergency Police contact Tel. 01142 202020 OR 111

ANTI-RACIST GUIDELINES

Every pupil has the right to be included in all school activities. The school will not exclude any pupil on racial, cultural or linguistic activities.

The following steps will be undertaken when dealing with racist behaviour

- a. Identifying the racist behaviour
- b. Supporting the victims
- c. Dealing with the perpetrator
- d. Dealing with whole school and community impact
- e. Monitoring the situation
- f. Recording and reporting the incidents.

Identifying racist behaviour

'Racism' in general terms consist of conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin.

A 'racist incident' is any incident which is perceived to be racist by the victim or any other person.

Categories of racist behaviour

This includes:

- Physical assault against a person or group because of colour and/or ethnicity and/or religion
- Derogatory name-calling, insults and racist jokes
- Racist graffiti
- Provocative behaviour such as the wearing of racist badges or insignia
- Bringing racist materials such as leaflets, comics or magazines into school
- Verbal abuse and threats
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons
- Attempts to recruit other pupils to racist organisations or groups
- Ridicule for cultural differences e.g. food, music, dress etc
- Refusal to co-operate with people because of their ethnic origin
- Stereotyping

Support to the victims

All Racist incidents within school must be reported to the Headteacher. All incidents must be recorded on the appropriate recording sheet.

A victim of racist behaviour will need immediate attention from a member of staff in order to prevent the danger of shock and long-term suffering.

An appropriate member of staff needs to explain to the victim the action taken and to express the attitude of the institution towards such behaviour giving the opportunity to the pupils to express their own concerns and feelings.

In such cases the Headteacher will meet the parents or relations of the victims to explain the action taken and to discuss the matter with them.

Dealing with the perpetrators

All incidents must be reported to the Headteacher and recorded in the appropriate way.

Parents/guardians of the perpetrators need to be informed of the incident and the sanctions that the school intends to impose.

Members of staff **must not ignore** any form of racist abuse in school.

The perpetrator needs to know that racist abuse will not be tolerated.

Racist statements and stereotypes must not go unchallenged.

It is hoped that racist graffiti will not occur, but should it do so, it must be reported to the Headteacher and removed immediately.

All forms of racist literature and materials must be confiscated.

Dealing with members of staff

Racist behaviour from any member of staff towards any pupil, parent or other member of staff will not be tolerated. Disciplinary procedures will be taken against offending staff.

Where a pupil is racially abused by a member of staff, the following procedures will be followed:

1. Known incidents must be reported to the Headteacher.
2. The Headteacher will seek to resolve the issue.
3. In case parents or pupils are not satisfied with the actions taken by the Headteacher, they shall be informed of their rights to make a formal complaint to the Diocesan director of Education
4. The Diocesan Director of Education will investigate the case and will take appropriate action.
5. Where the parents or pupils are still not satisfied, they shall then be able to make a formal complaint to the governing body.
6. Racist behaviour by any member of staff will be considered as misconduct and the person concerned will be subject to disciplinary action.
7. All parents must be informed of this procedure of complaints.

Outside perpetrators

Society outside of school can adversely affect education through racism and racial discrimination. This can occur in two direct ways:

- When outsiders harm children or adults on the site physically or verbally or by graffiti
- Secondly, when outsiders use the school premises to try to recruit members to racist organisations.

Most of these offences are covered by law. If such an activity is taking place the school should contact the police.

Dealing with the impact on the school and the community

1. Racist graffiti or slogans whether on books or walls, will be removed immediately on discovery and any damage repaired.
2. Racist literature, badges and insignia should be confiscated on discovery and the reason for now allowing them explained.
3. If the matter is of a serious nature, all the pupils and staff should meet together to discuss it. Assemblies may also be used for this purpose.
4. Feedback from parents and responsible members of the communities should be obtained in order to assess the impact of the incident.

Monitoring racist incidents

There is a need to monitor racist incidents in every school in order to:

1. get a full picture of the frequency and nature of racist incidents;
2. measure the effectiveness of the methods used by the school in responding to racist incidents;
3. give staff a statistical base for analysis of racist incidents.

The school will keep a record of all racist incidents. Racist incidents may be recorded under the following categories:

- a. Racist violence and threat
- b. Racist abuse and insult
- c. Racist graffiti
- d. Racist literature

The Headteacher will provide the Authority with an annual report on racist incidents with the response to them, using documentation provided.

The Curriculum

The curriculum both planned and hidden, should reflect that Britain is a society which is both multi-racial and culturally diverse.

Displays within school should wherever possible contain multi-cultural elements.

The ethos and atmosphere should show the respect which is the entitlement of all persons entering the school.

The rules and regulations of the school need to be sensitive to, and show respect for diverse religious and cultural practices.

Language and dialect

The school aims to be responsive to the issue of linguistic diversity, and staff should be aware of the language and other dialect 'repertoires' of their pupils.

All pupils should feel that their languages are valued and respected. Language difference can be divisive and even though cultural difference is celebrated, children are encouraged to communicate in one language in order to prevent isolation of some children.

Books and materials

The school will select books and materials taking into account their appropriateness to today's multi-cultural society.

Books and materials will be examined for racist bias and if found to contain such, will be withdrawn from use or only used as a resource to promote discussion on racism and racist content.

Other measures

This policy and issues around racism will be reviewed and discussed at staff meetings on a regular basis.

The governing body will put the issue of racism on their agenda from time to time.

The school needs to analyse what constitutes racist behaviour and what constitutes 'unintentional racism'.

The school will endeavour to draw on the advice and experience of others, including other schools, and those with specialist knowledge and experience.

Parents will be kept informed of policy and practice.

Medicine and Supporting Pupils with Medical Needs

Document Date	Filename	Meeting Submitted	Summary of Changes
30.9.2017	Medical Needs In School	Governors sub-committee	

Contents Page

Section 1 – Policy Statement

Policy Aims	Page 4
Roles and responsibilities	Page 5
Non-prescribed Medication.....	Page 6
Missed Dose	Page 6
Spillages	Page 7
Medication procedures	Page 7
Timings	Page 8
Controlled Drugs	Page 8
Storage of Medication Foundation Stage.....	Page 9
Storage of Medication Key Stage 1.....	Page 9
Medication on School Visits	Page 9
Emergency Treatment	Page 10
Complaints.....	Page 10

Section 2 – Appendices

Form 1 (STR) Staff Training Record	Page 11
Form 2 (PA) Parental Administration of medicines during school hours.....	Page 12
Form 3 (PC) Parental Consent & Record of Medicine administered to an individual child	Page 14
Form 4 (CD) Controlled Drug Record	Page 17
Form 5 (HCP) Health Care Plan	Page 18
Form 6.1 (EV) Educational Visits Log of children needing medication	Page 20
Form 6.2 (EV) Educational Visits Record of medicines administered to children on visits	Page 21
Form 7 (ME) Medical Emergency Contacting the Emergency Services	Page 22
Form 8 (SP) Spillages of medicines	Page 23

Section 1 – Policy Statement

The Administration of Medicine in School

The Governing Body is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers and visitors to share this commitment.

It must be noted that “**medicines should only be administered at school when it would be detrimental to a child’s health or school attendance not to do so**” *DFE Publication: Supporting Pupils at School with Medical Conditions. April 2014*

The school will not administer to children any medicines that have not been prescribed by a GP or consultant. All medicines MUST be in the original

packaging with the pharmacist's label attached stating the GP / Consultants prescribing instructions. The school will only administer the dose prescribed by the GP/Consultant in accordance with the instructions on the pharmacist's label. All the necessary paperwork must be completed by the parent before school will accept any medication into school.

Policy aims:

- To ensure the safe administration/supervision of medication to children where necessary to help support attendance.
- To ensure the on-going care and support of children with long term medical needs via a health care plan.
- To explain the roles and responsibilities of school staff in relation to medication.
- To clarify the roles and responsibilities of parents in supporting the school adhere to the policy.
- To outline to parents and staff the safe procedure for medication storage.
- To outline the safe procedure for managing medicines on school visits.

Roles and Responsibilities:

It is important to us that we establish how important collaborative working arrangements are between all those involved in the administration of medicines .This policy establishes how they will work in partnership to ensure that the needs of pupils with medical conditions are met effectively.

Governing bodies :

- To make arrangements to support pupils with medical conditions in school.
- To ensure that a policy for supporting pupils with medical conditions in school is developed and implemented.
- To ensure that sufficient staff have received suitable training and are competent before they take on responsibility to support children with medical conditions.
- To ensure that any members of school staff who provide support to pupils with medical conditions are able to access information and other teaching support materials as needed.

Headteacher / Head of School

- To ensure that their school's policy is developed and effectively implemented with partners.

- To bring this policy to the attention of school staff and parents and to ensure that the procedures outlined are put into practice and that each party understands their role in its implementation.
- To ensure that all staff that need to know are aware of the child's condition.
- To ensure that sufficient trained numbers of staff are available to implement the policy and deliver against all individual healthcare plans, including in contingency and emergency situations.
- To ensure that staff receive appropriate training and support. This will be recorded on **FORM 1 (STR)** which will be kept in their personnel file and within the Single Central Record.
- To ensure that this policy is revised annually.

Staff

- To follow the procedures outlined in this policy using the appropriate forms.
- To be fully aware of health care plans written by relevant health care professionals for children with complex or long term medical needs.
- To share medical information where necessary to ensure the safety of a child.
- To retain confidentiality where possible.
- To complete any training relevant to the administration of medicines in school.
- To complete the relevant paperwork as outlined in this policy when administering medicines.
- To take all reasonable precautions to ensure the safe administration of medicines.
- To contact parents with any concerns or refused dose of medication without delay.

Parents/Carers

- To give the school adequate information about their children's medical needs prior to starting school or as they arise.
- To ensure medication is in date and labelled with the appropriate pharmacist dispensing label containing GP's dosage instructions.
- Ensure inhalers are in date and have sufficient medication left in them.
- To notify the school of any changes to the medication/dose. This must be supported by either a letter from G.P or medication labelled with new dosage instructions.
- To follow the schools procedures for bringing medication into school.
- To take any long term medication (e.g. inhalers) home at the end of each academic year.
- To keep the child off school if they are acutely unwell or have a contagious condition. (Recommendations from the Health Protection Agency are used by school)

Non-prescribed Medication

The school will not be able to store or give medication that has not been prescribed by a GP or consultant for a child. This will include medication given under the minor ailment scheme and medication bought over the counter. This is because the medication will not have a dispensing label on the container providing all the relevant information required.

Missed Dose

If a child refuses a dose of medication, the child will not be forced to take the dose. The parent/carer will be contacted that day. The missed dose and parental comments will be recorded in the 'missed dose section' of the appropriate form.

Spillages

Any spillages (including broken / dropped tablets) will be recorded and parents will be informed.

This will be recorded on FORM 7 (SP)

Medication Procedures

The school expects medication to be given at home. Where medication is specifically prescribed to be given during school hours, school would ask that parents or an adult authorised by the parent, come into school to give their child the medication.

This will be recorded on FORM 2 (PA)

Short term medication should only be brought into school if it is detrimental to the child's health not to have the medication during the school day. In the case of antibiotics, only those prescribed FOUR times per day will be given at school.

It will be recorded on FORM 3 (PC)

The school will not accept medication that has been taken out of the container as originally dispensed, nor make changes to the prescribed dose.

Medicines should always be provided in the original container as dispensed by the pharmacist and should include the prescriber's instructions for administration.

In all cases this should include:

Name of the Child

Name of Medication

Dose

Time/Frequency of Administration

Confirmation that the medication has been taken for a period of 24 hours at home with no side effects prior to being brought into school.

Expiry date (This is on the medication. Eye drops must be discarded 28 days after opening. Antibiotics that have been reconstituted by pharmacist before dispensing will often have a short shelf life of between 7 and 14 days)

The parent/carer must present the medication to the school. It must never be sent with the child.

Where possible the school will support the children to self- administer medication.

Prior written consent must be given by the parents/carers for any medication to be given to a child. **This will be recorded on FORM 3 (PC)**

Where there are long term medical needs for a child, an Individual Health Care Plan should be completed by relevant Health Care Professionals in consultation with the child's parent / carer. This will be recorded on the relevant Care Plan as provided by Health Care professionals. **FORM 5 (HCP) outlines examples of information found in an individual Child's Health Care Plan.**

Long term medication will be recorded on **FORM 3 (PC)**

The child should have had at least the first 24 hours of any new medication at home before it is brought into school.

The parent/carer will be responsible for collecting the medication at frequent intervals in order to review expiry dates and quantity of remaining medication. Any medication that is no longer required must be returned to the pharmacy by the parent/carer for destruction.

Timings

Medication will be given at approximately 11.00am – 11.30am or 12.45pm – 1.15pm in Foundation Stage and 11.30am – 12.00pm or 1.15pm – 1.45pm in Key Stage 1 / 2.

If a medication has to be given at a critical time outside the above hours this will need to be supported by a letter from G.P/ consultant.

The above times will be timetabled in school. There will be two members of staff present at all times when any medication is administered. Staff will not be interrupted or approached to perform other duties whilst administering medication.

Controlled Drugs

Some medication prescribed for children is controlled under the Misuse of Drugs Act. These can be given to children in accordance with the prescriber's instructions. The school will keep the controlled drugs in a non-portable container which will be kept locked. Only named staff will have access to the controlled drug container.

The Headteacher must be aware of any controlled drug on the school premises.

Controlled drugs must be stored in the original packaging with a pharmacist's label attached stating GP/Consultant's dosage instructions.

The school requests that large quantities of controlled drugs are not kept at school.

Controlled drug administration will be recorded on **FORM 4 (CD)**

Storage of Medication – Foundation Stage

Medication will be stored in accordance with the product instructions.

Inhalers/ Epipens for Foundation Stage will be kept in a safe place in the classroom so staff can access them readily if children require them. They will however, be kept out of the reach of children for safety.

Medication needing refrigeration will be stored in the staff fridge in the kitchen in a separate lockable airtight container or lockable medicine fridge.

Storage of Medication – Key Stage 1 / 2

For Key Stage 1 and 2 children inhalers will be stored within the classroom for ease of access for pupils. Epipens will be stored in an agreed location within the classroom. All other medication will be kept in the school office as it is easily accessible for all classes, lunch hall and school yard.

The cupboard in the school office will be out of the reach of children but will not be locked in case access is needed in an emergency.

Any medication requiring refrigeration will be stored in an airtight container in office refrigerator.

Children will be informed where their medication is kept. Staff will be informed where medication, including epipens is kept.

Medication on School Visits

Medication needed by children will be taken on school educational visits.

The child will be informed where their medication is kept and who to ask if they require it.

Any children requiring medication on a school visit will be recorded on a log prior to leaving.

This will be recorded on Form 6.1 (EV) Educational Visits: Log of children needing medication.

A copy of any relevant health care plan will also be taken on the visit.

Any medication given on a school educational visit will be recorded on

FORM 6.2 (EV) Educational Visits: Record of Medicines administered to all children.

Emergency Treatment

The school will call for urgent assistance if there is a medical emergency and **FORM 7 (ME)** will be used to support staff in calling for assistance.

Copies of Form 7 (ME) are displayed next to telephones in school.

Any medical information school holds for a child (e.g. details of medication administered, care plans etc) will be given to the emergency services.

Complaints

Should Parents/Carers or pupils be dissatisfied with the support provided they should discuss their concerns directly with the school. If for whatever reason this does not resolve the issue, they may make a formal complaint via the complaints procedure outlined in the school Complaints Policy.

This policy will be reviewed annually.

Section 2 – Appendices

FORM 1 (STR) Staff Training Record

Staff Training Record – Administrations of Medicines	
Name of school / setting	Flanderwell Primary School
Name	
Type of Training received	
Date of Training Completed	
Training provided by	
Profession and Title	
<p>I confirm that the member of staff named above has received the training and is competent to carry out any necessary treatment covered in this training.</p> <p>Signed:</p> <p>I recommend that this training is updated (please state how often).....</p>	
I confirm that I have received the training detailed above.	
Staff Signature	
Date	
Suggested Review Date	

FORM 2 (PA) Parental Administration of Medicine during school hours (page 1 of 2)

This form is to enable (1) a parent or (2) other adult authorised by the parent) to administer medication to a child during the school day. The medicine must comply with the standards set out in the Administration of Medicines Policy (ie prescribed by authorised prescriber and labelled correctly.) This consent form needs to be completed by a parent or legal guardian.

(1) I (parent / carer) confirm that I will administer medicine to my child during school hours according to the School’s administration of medicines policy and complete the necessary information as outlined below.

(2) I(parent / carer) give consent for(Relationship to the child) to give the following medication to
(Child’s name and class)

Medication	
Strength	
Dose	
Time 11.00-11.30am/ 12.45 – 1.00pm Foundation Stage. 11.30-12.00 / 1.15-1.30pm Key Stage 1 / 2 unless a GP/Consultant letter states an alternative time)	
Expiry Date	
Medicine has been taken at home for a period of 24 hours before being brought into school	
Any Side Effects Yes / No	

FORM 2 (PA) Parental Administration of Medicine during school hours (page 2 of 2)

This consent is only for the following dates _ / _ / _ _ _ _
to _ / _ / _ _ _ _ inclusive.

I will personally ensure that the medication is labelled in accordance with the school medicine policy and that the product is in date.

Signed:

Date:

Relationship to the child:(Parent / Legal Guardian)

Date	Child's name and Class	Medication, strength and dose	Signed by person giving medication	Initialled by staff members to say they have witnessed the dose.	

Form 3 (PC) Parental Consent & Record of Medicine administered to an individual child. (Page 1 of 3)

Reason for parent not administering medicine to the child

.....

Name of School/Setting	Flanderwell Primary School
Name of Child	
Date of Birth	_ _ / _ _ / _ _ _ _
Group / Class/ Form	

Medical condition or illness	
Name/Type of medicine (as described on the container)	
Date dispensed	__ / __ / ____
Expiry Date	__ / __ / ____
Dosage and method	
Timing (11.00-11.30 or 12.45-1.15pm Foundation Stage .11.30-12.00 or 1.15-1.45pm Key Stage 1 / 2 unless a GP/Consultant letter states an alternative time)	
Special Precautions	
Has the child taken the medicine for a period of 24 hours at home prior to it being brought into school?	YES / NO
Are there any side effects that the school needs to know about? YES / NO	If Yes, please state
Self Administration	YES / NO (delete as appropriate)

Form 3 (PC) Parental Consent & Record of Medicine administered to an individual child. (Page 2 of 3)

Contact Details

Name	
Daytime telephone Number	
Relationship to Child	
Address	

I understand that I must deliver the medicine personally to a member of school staff.

I accept that this is a service that the school is not obliged to undertake.

I understand that I must notify the school of any changes in writing.

I accept that it is my responsibility to collect any unused medicine and return to the pharmacy for destruction.

Signature of Parent:

Name (Print)

Date:

Form 3 (PC) Parental Consent & Record of Medicine administered to an individual child. (Page 3 of 3)

Child's Name:								
Date	-- / -- / --	-- / -- / --	-- / -- / --	-- / -- / --	-- / -- / --	-- / -- / --	-- / -- / --	-- / -- / --
Time Given								
Dose Given								
Names of staff								
Staff Initials								

Child's Name:								
Date	-- / -- / --	-- / -- / --	-- / -- / --	-- / -- / --	-- / -- / --	-- / -- / --	-- / -- / --	-- / -- / --
Time Given								
Dose Given								
Names of staff								
Staff Initials								

Dose refused Date:	Name of Parent contacted:	Time:
	Parent Comment:	

FORM 4 (CD) Controlled Drug Record

Name of Child:**D.O.B:**

Class:

Date & Time	Medication In	Medication out	Running Balance	Initials of staff members	

Dose refused Date:	Name of Parent contacted:	Time:
	Parent Comment:	

--	--

Form 5 (HCP) Health Care Plan (page 1 of 2)

Name of School	
Child's Name	
Class	
Date of Birth	__ / __ / ____
Child's Address	
Medical Diagnosis / Condition	
Date	__ / __ / ____
Review Date	__ / __ / ____

Family Contact Information

Name	
Phone No (work)	
(home)	
(mobile)	

Name	
Phone No (work)	
(home)	
(mobile)	

Clinic / Hospital Contact

G.P.

Name:	Name:
Phone No:	Phone No:

Form 5 (HCP) Health Care Plan (page 2 of 2)

Describe medical needs and give details of child's symptoms

Daily Care Requirements

Describe what constitutes an emergency for the child, and the action to take if this occurs.

Follow up care

Who is responsible in an emergency (state if different for off site activities)

Form copied to.....

FORM 6.1 (EV) Educational Visits: Log of children needing medication

Educational Visit:
Date:
Year Group / Class:

/ /							
/ /							
/ /							
/ /							
/ /							
/ /							
/ /							
/ /							

Date:	Name of Parent contacted:	Time:
Child's Name:		
Dose refused:	Parent Comment:	



**Form 7 (ME) Medical Emergency - Contacting the Emergency Services
Request for an ambulance.**

Dial 999, ask for an ambulance and be ready with the following information.

1. Your telephone number	01709 546771
2. Give your location	Greenfield Court Flanderwell Rotherham
3. State that the post code is	S66 2JF
4. Give exact location in the school	
5. Give your name	
6. Give Name of child and a brief description of the child's symptoms	
7. Inform ambulance control of the best entrance and state that the crew will be met and taken to the child.	

Speak clearly and slowly and be ready to repeat information if asked

Keep a completed copy of this form by the telephone

FORM 8 (SP) Spillages of Medicines

Name of Child	
Class	
Date	
Medication	
Amount Spilled	
Parent / Carer informed	
Staff Name	
Staff Signature	
Staff Name	
Staff Signature	

Flanderwell Primary School

TELEPHONE CALLS/MOBILE PHONE/CAMERA/VIDEO RECORDER USAGE POLICY

To ensure the safety and welfare of all the children in our care, we operate this policy which stipulates that mobile phones, cameras and video recorders belonging to all staff, visitors, parent helpers, supply teachers, students and parents, cannot be used in children's learning environments.

We will ensure:

- Mobile phones will not be used in any **Foundation Stage, Key Stage 1 or 2 learning areas**, including dining spaces, shared and outdoor provision.
- All personal mobile phones will be kept in a safe and agreed store area, within each classroom/office, or in designated staff lockers, during lesson/activity time (this applies to all staff, visitors, parent helpers, supply teachers and students)
- Mobile phones may only be used in a designated staff room or office, in non-contact time, such as break times and lunchtimes.
- Photographs and recordings are only transferred to, and stored on a school computer to be viewed and/or printed. ONLY school property can be used to do this.
- Parents and carers do not use mobile phones in learning spaces.

Children are not permitted to bring mobile phones into school. If a child is found to have brought a mobile phone into school, it will be kept in the school office until the end of the day and parents will be informed.

If staff have a personal emergency, they can use the school phone or make a personal call from their mobile phone, in the school staff room, or school office.

All staff should ensure that they keep school office staff updated with any new telephone numbers and ensure that their families have the school contact number, in case of emergencies.

All telephone contact with parents must be done on the **school office phone**. All calls to and from that phone should be recorded in the school telephone book.

Staff, visitors, parent helpers, supply teachers and students must never store parents' or pupils' telephone numbers on their mobile phones, as this allows the possibility of inappropriate contact.

During group outings/residential visits, nominated staff will have access to the school mobile(s) which are to be used for emergency purposes only.

On admission to school and at the beginning of each year, all parents will receive a form requesting their permission for us to take and to use photographs on the school website/and or in local publications where appropriate. In the event that a parent declines the taking of photographs, all staff will be notified and measures used to ensure this does not happen.

All staff are given notice of any children in their care whose photographs are not to be used in this way. This right will be honoured at all times and unless parental choice changes.

Attendance Policy

Aims & Principles of Good Attendance

- The school is committed to maximising the achievement of all pupils
- There is a clear link between good attendance and educational achievement
- Regular and punctual attendance is vital if pupils are to benefit fully from the academic, personal and social opportunities, which are offered to them within the school
- Parents/Carers play an important role in supporting the school and encouraging pupils to reach good attendance levels
- A broad and balanced education is dependent on regular attendance at school
- School will take appropriate action to promote and encourage good attendance.

Statement of Expectations

What the school expects of pupils:

- To attend regularly
- To arrive on time, appropriately prepared for the day
- To report to the class teacher

What the school expects of parents/carers

- To fulfil their responsibility by ensuring their children attend school regularly and on time
- To ensure that they contact the school on the first day their child is unable to attend.
- To ensure their child arrives on time and is well prepared for the school day (equipment, completed homework etc.)
- To contact the class teacher, Headteacher or Learning Mentor in confidence whenever any problem occurs that may keep their child away from school
- To inform the class teacher and/or secretary and seek authorisation for any forthcoming appointments and, where possible, arrange appointments outside of the school day
- To ensure the continuity of their child's education by taking holidays during the school holiday period and, in exceptional circumstances where this is not possible, to request leave in term time by completing the application in advance of the holiday

What parents and pupils can expect of the school

- A broad and balanced education that is dependant on regular and punctual attendance at school
- The encouragement and promotion of good attendance
- Regular, efficient and accurate recording of attendance
- First day contact with parents when a pupil fails to attend school without providing good reason
- Prompt action on any problems notified

- Close liaison with the Education Welfare Service to assist and support parents and pupils where needed
- Notification to parents/carers of their child's unauthorised attendance record through annual reports home

Attendance Procedures

Registration Procedure

- Registration begins at 8.50 am for each morning and 1.15pm for Key Stage 1 and 2 pupils each afternoon
- Class teachers should insert a mark for every pupil whether it is a present mark or an absent mark. All marks must be made accurately in black ink or in accordance with computerised registration systems
- Staff should be in their classroom at the start of the Registration period
- If pupils arrive after 8.55 am they will be deemed to be late
- The register will be brought to the school office immediately after morning registration, and returned to classroom for afternoon registration.

Responding to Lateness

- Pupils arriving after morning or afternoon registration report to the school office.
- Good punctuality will be recognised

The School's Response to Attendance Issues

- The school will identify and monitor pupils whose attendance gives cause for concern
- Appropriate strategies will be employed in order to address the attendance of individual pupils
- The school will record all attendance related incoming messages from parents, and notify the class teacher in class registers
- The school will endeavour to contact home on the first day of absence in cases where no satisfactory reason has been received to explain a pupil's absence
- When a pupil is absent and contact cannot be made by telephone, a standard letter may be sent home
- Where the school's procedures have failed to contact the home or poor attendance persists, the school may make a referral to the EWO, who will liaise with the relevant staff
- School and year group attendance data will be collected, analysed and monitored. The school will respond to any areas of concern identified

Rewards & Targets

- Incentives are available to promote and maintain good attendance levels: a certificate is awarded for 100% attendance at the end of each school year;
- Attendance targets will be set

Involvement of Parents/Carers

It is vitally important that parents are actively engaged in promoting good attendance. This is stressed in the Home & School Agreement, the school prospectus, meetings with parents of new pupils to the school and school reports

The school will react as swiftly and assertively as possible to any parental concerns. Parents will be encouraged to make contact with school to discuss any issues impacting on their child's attendance.

Registration into School After Absence

- The school will endeavour to support pupils returning to school after a long period of absence
- School staff and EWOs will liaise closely on this issue and employ appropriate reintegration strategies, incorporating 'Pastoral Support Programmes' and 'Individual Action Plans' as required
- Children in Public Care will be supported following significant disruption to their education by implementing a Personal Education Plan. Pupils could be referred to the Education Support Team for Looked After Children for support with reintegration, where appropriate

Attendance Roles & Responsibilities

The senior member of staff with responsibility for attendance is the Headteacher, who will

- Develop, monitor and review the Attendance Policy
- Set and monitor targets for improving attendance within the school
- Evaluate targets through the senior management of the school including the Learning Mentor
- Liaising with other partner agencies and services towards improving and developing strategies to raise levels of attendance

Class teachers

This is an important role within the school and requires the class teacher to:

- Complete registers accurately and return as soon as possible to the school office
- Have regular discussions with pupils about the importance of regular attendance and punctuality
- Liaise regarding any queries surrounding absence, e.g. odd reasons etc.

School Administration Officer/ Learning Mentor

Is responsible for:

- Telephoning parents/carers on the first day of absence when pupils are absent without notification
- Communicating the reason for absence to the relevant member of staff

- Completing the statistical returns for the LA & DfES
- Monitor individuals, as well as whole class attendance, in line with the school's procedures
- Identify trends in the attendance of individual pupils and respond appropriately
- Liaising with the EWO, where appropriate
- Produce and distribute Attendance information for parents/carers
- Collate attendance data for the DfES, LA and Governors
- Liaise with the LA over attendance targets and school strategy
- Identify individual pupils with known punctuality/attendance problems and ensuring these pupils are monitored closely
- Referring pupils to the relevant office when attendance gives severe cause for concern, and be aware of strategies being used with these pupils and their families, and ensuring support for these strategies within school

The Governing Body

- Receives information from the Headteacher and/or EWO on attendance
- Will be involved in setting school targets on attendance
- Will report to parents in their annual report on issues relating to attendance and punctuality
- Will contribute to plans in response to where attendance is a cause for concern
- Support the school in its efforts to raise attendance
- May wish to contribute to the school's strategies to improve attendance

Parents, Staff, Pupils and Governors will be made aware of this policy and periodically reminded of its contents.

School Internet Policy

1 Why is Internet use important?

- The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and business administration systems.
- Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.
- Internet access is an entitlement for students who show a responsible and mature approach to its use.
- The Internet is an essential element in 21st Century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.

2 How does the Internet benefit education?

Benefits of using the Internet in education include:

- access to world-wide educational resources including museums and art galleries;
- inclusion in government initiatives such as the National Grid for Learning (NGfL) and the Virtual Teacher Centre (VTC);
- educational and cultural exchanges between pupils world-wide;
- cultural, vocational, social and leisure use in libraries, clubs and at home;
- access to experts in many fields for pupils and staff;
- staff professional development through access to national developments, educational materials and good curriculum practice;
- communication with support services, professional associations and colleagues;
- improved access to technical support including remote management of networks;

3 How will Internet use enhance learning?

- The school Internet access will be designed expressly for pupil use and will include filtering appropriate to the age of pupils.
- Pupils will be taught what is acceptable and what is not acceptable and given clear objectives for Internet use.

- Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirements and age of pupils.
- Staff should guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location and retrieval.

4 How will pupils learn to evaluate Internet content?

- If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the ICT co-ordinator.
- Schools should ensure that the use of Internet derived materials by staff and by pupils complies with copyright law.
- **Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.**
- **Pupils will be taught to acknowledge the source of information and to respect copyright when using Internet material in their own work.**

5 How can emerging Internet uses be managed?

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile phones will not be used during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden.

6 How will Internet access be authorised?

- The school will keep a record of all staff and pupils who are granted Internet access. The record will be kept up-to-date, for instance a member of staff leaving or the withdrawal of a pupil's access.
- At Key Stage 1, access to the Internet will be by adult demonstration with occasional directly supervised access to specific, approved on-line materials.
- **Parents will be informed that pupils will be provided with supervised Internet access.**

7 How will the risks be assessed?

- In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor RMBC can accept liability for the material accessed, or any consequences of Internet access.
- **The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990.**
- **Methods to identify, assess and minimise risks will be reviewed regularly.**
- **The headteacher will ensure that the Internet policy is implemented and compliance with the policy monitored.**

8 How will filtering be managed?

- The school will work in partnership with the LA, RGFL and the Internet Service Provider to ensure systems to protect pupils are reviewed and improved.
- If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the ICT co-ordinator.
- ICT coordinators will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Any material that the school believes is illegal must be referred to the Internet Watch Foundation .
- Filtering strategies offered by the ISP and Google search engine have been selected and activated on all school machines. Where possible, the filtering strategy has been selected to suit the age and curriculum requirements of the pupil.

9 How will the policy be introduced to pupils?

- Rules for Internet access will be posted near all computer systems.
- Pupils will be informed that Internet use will be monitored.

10 How will staff be consulted?

- All staff including teachers, supply staff, classroom assistants and support staff, will be provided with the School Internet Policy, and its importance explained.
- **Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.**
- **The monitoring of Internet use is a sensitive matter. Staff who operate monitoring procedures should be supervised by head teacher.**
- **Further staff development in the safe and responsible Internet use, and on school Internet policy will be provided as required.**

11 How will ICT system security be maintained?

- The school ICT systems will be reviewed regularly with regard to security.
- Virus protection will be checked and updated regularly.
- Use of floppy disks and CD's will be reviewed. Personal CD's disks may not be brought into school without specific permission and a virus check.
- Unapproved system utilities and executable files will not be allowed in pupils' work areas or attached to e-mail.
- Files held on the school's network will be regularly checked.
- The IT co-ordinators will ensure that the system has the capacity to take increased traffic caused by Internet use.

12 How will complaints regarding Internet use be handled?

- Responsibility for handling incidents will be delegated to a senior member of staff.
- Any complaint about staff misuse must be referred to the headteacher.
- Pupils and parents will be informed of the complaints procedure.
- Parents and pupils will need to work in partnership with staff to resolve issues.
- As with drugs issues, there may be occasions when the police must be contacted. Early contact could be made to establish the legal position and discuss strategies.
- Sanctions available include: - interview by head teacher; - informing parents or carers; - removal of Internet or computer access for a period, which could prevent access to school work held on the system, including examination coursework.

13 How will parents' support be enlisted?

- Parents' attention will be drawn to the School Internet Policy in newsletters and the school prospectus.
- Internet issues will be handled sensitively to inform parents without undue alarm.
- Advice on filtering systems and educational and leisure activities that include responsible use of the Internet will be made available to parents.

Pupils Acceptable Internet Use Policy

All pupils must follow the rules in this policy when using school ICT equipment .
Pupils that do not follow these rules may find:

- They are not allowed to use the computers,
- They can only use the computers if they are more closely watched.

Computer Rules:

1. I must not write anything that might: upset someone or give the school a bad name.
2. I will not bring files into school without permission through emails or memory sticks.
3. I will not give my home address, phone number, send a photograph or video, or give any other personal information that could be used to identify me, my family or my friends, unless my teacher has given permission.
4. I will never arrange to meet someone I have only ever previously met on the Internet or by e-mail or in a chat room, unless my parent, guardian or teacher has given me permission and I take a responsible adult with me.
5. If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will tell a teacher / responsible adult.
6. I will not try to harm any equipment or the work of another person on a computer.

If I find something that I think I should not be able to see, I must tell my teacher straight away and not show it to other pupils.

I agree to follow the school rules when using the school computers. I will use the network in a sensible way and follow all the rules explained by my teacher.

I agree to report anyone not using the computers sensibly to my teacher.

I also agree to tell my teacher or another member of staff if I see any websites that that make me feel unhappy or uncomfortable.

If I do not follow the rules, I understand that this may mean I might not be able to use the computers.

Student

Name:

.....
.....

I realise that any pupil under reasonable suspicion of not following these rules when using (or misusing) the computers may have their use stopped, more closely monitored or past use investigated.

Parent/Carers/Guardians Name:

Parent/Carers/Guardians Signature:

Date:

Staff Internet Use Policy

Policy Introduction

This document has been developed to ensure staff within school are aware of their professional responsibilities when using ICT equipment and systems. All staff should follow the guidelines at all times. All staff are responsible for their behaviour and actions when carrying out any activity which involves using ICT equipment and information systems, either within school or at other locations, such as home. ICT equipment and associated technologies include all facilities and resources used to access the school ICT network and internet as well as standalone devices with digital storage.

e-safeguarding co-ordinator

Alison Brown

When using the school's ICT equipment and other information systems, I have understood and will comply with the following statements

- I have read and understood the implications and my personal responsibilities in relation to the use of ICT equipment which is detailed within this policy.
- I will access the internet and other ICT systems using an individual username and password, which I will keep secure. I will ensure that I log out after each session and never allow other users to access the internet through my username and password. I will report any suspicion, or evidence that there has been a breach of my personal security in relation to access to the internet or ICT systems, to the eSafeguarding coordinator.
- I will ensure that I use a suitably complex password for access to the internet and ICT systems and that I will use a unique password for each system.
- I will not share my passwords with any colleagues or pupils within school.
- I will seek consent from the eSafeguarding coordinator or head teacher prior to the use of any new technologies (hardware, software, cloud-based services) within school.
- I will not search for, download, upload or forward any content that is illegal or that could be considered an offence by another user. If I encounter any such material I will report it immediately to the eSafeguarding coordinator or Head teacher
- I will take a professional and proactive approach to assessing the effectiveness of the internet content-filtering platform in relation to the educational content that can be viewed by the pupils in my care.
- I will not attempt to bypass any filtering and/or security systems put in place by the school. If I suspect a computer or system has been damaged or affected by a virus or other malware, I will report this to the eSafeguarding coordinator

- I will ensure that all devices taken off site, (laptops, tablets, cameras, removable media or phones) will be secured in accordance with the school's Data Protection Registration and any information-handling procedures both on and offsite.
- I understand my personal responsibilities in relation to the Data Protection Act and the privacy and disclosure of personal and sensitive confidential information.
- I will take reasonable precautions to ensure that any devices (laptops, tablets, cameras, removable media or phones) are stored in a secure manner when taken offsite (car / home/ other location). Devices will not be stored in a car overnight or left in sight when not in use, e.g. by an open window or on the backseat of a car.
- I will secure any equipment taken offsite for school trips.
- I will only use school-owned or provided portable storage (USB sticks, portable hard drives etc).
- I will ensure that any personal or sensitive information taken offsite will be situated on a school-owned device with appropriate technical controls such as encryption/ password protection deployed.
- Any information asset, which I create from other information systems, which could be deemed as personal or sensitive will be stored on the school network and access controlled in a suitable manner in accordance with the school data protection controls. (For example spread sheets/other documents created from information located within the school information management system).
- I will not download or install any software from the internet or from any other media which may compromise the school network or information situated on it without prior authorisation from the eSafeguarding coordinator.
- I will return any school-owned ICT equipment or software to the relevant individual within school (ICT coordinator) once it is no longer required.
- I understand that the use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990 and breaches will be reported to the appropriate authorities.
- I understand that my files, communications and internet activity may be monitored and checked at all times to protect my own and others' safety, and action may be taken if deemed necessary to safeguard me or others.
- I understand that if I do not follow all statements in this AUP and in other school policies relating to the use of ICT equipment I may be subject to disciplinary action in line with the schools established disciplinary procedures.

Social Media

- I must not talk about my professional role in any capacity when using personal social media such as Facebook, Twitter and YouTube or any other online publishing websites.

- I must not use social media tools to communicate with current or former pupils under the age of 18 (unless the pupils are family)
- I will not use any social media tools to communicate with parents unless approved in writing by the Head Teacher.
- I will set and maintain my profile on social networking sites to maximum privacy and give access to known friends only.
- I will only access social networking sites for personal use outside of school hours.
- If I experience any derogatory or slanderous comments relating to the school, colleagues or my professional status, I will inform the headteacher.

Managing digital content

- I will demonstrate professional, safe and responsible behaviour when creating, using and storing digital images, video and sound within school.
- I will only use school equipment to create digital images, video and sound. Digital images, video and sound will not be taken without the permission of participants; images and video will be of appropriate activities and participants will be in appropriate dress. No resources will be published online without the permission of the staff and parents of pupils involved.
- Under no circumstances will I use any personally-owned equipment for video, sound or images without prior consent from the designated member of staff. (eSafeguarding coordinator or Head Teacher).
- When searching for images, video or sound clips, I will ensure that I or any pupils in my care are not in breach of any copyright law.
- I will ensure that any images, videos or sound clips of pupils are stored on the school network and never transferred to personally-owned equipment.
- I will ensure that any images taken on school-owned devices will be transferred to the school network (storage area/server) and immediately deleted from the memory card.
- I will model safe and responsible behaviour in the creation and publishing of online content within the school learning platform and any other websites. In addition to this I will encourage colleagues and pupils to adopt similar safe behaviour in their personal use of blogs, wikis and online publishing sites.

Learning and teaching

- I will model safe and responsible behaviour in pupils when using ICT to support learning and teaching.
- I will ensure that I am aware of my individual responsibilities relating to the safeguarding of children within the context of eSafeguarding and know what to do in the event of misuse of technology by any member of the school community.

- I understand the importance of respecting and acknowledging copyright of materials found on the internet and will model best practice in the creation of my own resources at all times.

Email

- I will use my school email address for all correspondence with staff, parents or other agencies and I understand that any use of the school email system will be monitored and checked. I will under no circumstances use my private email account for any school-related business.
- Communication between staff and pupils or members of the wider school community should be professional and related to school matters only.
- I will ensure that any posts made on websites or via electronic communication, by either myself or the pupils in my care, will not damage the reputation of my school.
- I will not synchronise any school email account with a personally-owned handheld device.
- I will take care in opening any attachments sent by email. I will only open emails and associated attachments from trusted senders.
- Emails sent to external organisations will be written carefully and authorised before sending to protect myself. As and when I feel it necessary, I will carbon copy (cc) the head teacher, line manager or another suitable member of staff into the email.
- I will ensure that I manage my email account, delete unwanted emails and file those I need to keep in subject folders.
- I will access my school email account on a regular basis to ensure that I respond in a timely manner to communications that require my attention.

Mobile phones and devices

- I will ensure that my mobile phone and any other personally-owned device is switched off or switched to 'silent' mode during school hours.
- Bluetooth communication should be 'hidden' or switched off and mobile phones or devices will not be used during teaching periods unless permission has been granted by a member of the Senior Leadership Team in emergency circumstances.
- I will not contact any parents or pupils on my personally-owned device.
- I will not use any personally-owned mobile device to take images, video or sound recordings.

Agreement

I have read and understand all of the above listed points relating to my use of technology within school. I understand that if I fail to comply with this Acceptable Use Policy agreement, I could be subject to disciplinary action.

Staff name

Signed

Date

Teacher Appraisal And Capability Policy

Document date	Filename	Meeting Submitted	Summary of Changes

Part A – Appraisal

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Application of the policy

The policy covers appraisal which applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the capability procedure.

The policy also applies to support staff within the school subject to variations detailed in the Addendum.

Appraisal

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

The appraisal period

The appraisal period will run for twelve months.

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. **The length of the period will be determined by the duration of their contract.**

Where a teacher ceases employment other than at the end of the appraisal period applying in this school the appraisal period ends with the last day of such employment. In this situation an appraisal statement will be produced by the school to reflect performance against the relevant standards and progress against objectives.

Where a teacher joins the school prior to the beginning of the appraisal period applying in this school a shorter or longer appraisal period will be applied with a view to bringing the cycle in line with that of other teachers at the school as soon as possible.

Appointing appraisers

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three (*delete as appropriate*) members of the Governing Body.

The head teacher will decide who will appraise other teachers. *In this school where the head teacher is not the appraiser, the head teacher will determine which line manager will be best placed to manage and review the teacher's performance. Where the head teacher decides to delegate the role of appraiser the role is delegated in its entirety.*

Setting objectives

The head teacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. *Consideration will be given to appropriate support and training needed by the teacher to achieve their objectives and where agreed these should be recorded. Consideration will also be given to the necessary monitoring arrangements and these should be recorded.* The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by *appropriate moderation as determined by the head teacher.*

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. *All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The head teacher or governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.*

Reviewing performance

Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. *(Specific guidance on the conduct of classroom observations in this school is contained within the classroom observation protocol which can be found in Appendix 2).*

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standard performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. *Verbal feedback from formal observations for the purposes of Appraisal should be provided as soon as possible following the observation. Written feedback will be provided within 5 working days.* Feedback will highlight particular areas of strength as well as any areas that need attention.

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

Transition to capability

If serious concerns remain regarding a teacher's performance that have not been able to be addressed within the Appraisal process, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and they will be invited to a Stage 1 capability meeting. Capability issues will be conducted as per the separate policy on capability.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place *termly /mid-year*.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- **an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;**
- **an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;**
- **a recommendation on pay where that is relevant**

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system.

The following provisions are made in relation to moderation and quality assurance:

- a) In this school the head teacher has determined that she will delegate the appraiser role for some or all teachers for whom s/he is not the line manager. In these circumstances the head teacher will moderate a sample of the teachers' objectives and written appraisal report to ensure that the teacher's objectives and appraisal report comply with the school's appraisal policy and the regulations and to check consistency of approach and expectation between different appraisers.
- b) The head teacher will also be made aware of any pay recommendations that have been made.
- c) In this school the governing body will choose not to quality assure the head teachers objectives or appraisal report.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

Unless indicated otherwise, all references to "teacher" include the head teacher.

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, head teachers and local authorities.

Grievances

Where a member of staff is aggrieved in relation to the application of this policy, they will have recourse to the School's Grievance Procedure.

Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements. To facilitate this, the head teacher will provide the governing body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified.

Retention

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Part B Capability Procedure

This procedure applies only to teachers or head teachers about whose performance there are serious concerns that the appraisal process has been unable to address.

At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

Formal Capability Meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of Governors (for headteacher capability meetings) or headteacher (for other teachers). The meeting allows the teacher, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting *for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.*

In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

- identify the professional shortcomings, *for example which of the standards expected of teachers are not being met;*
- give clear guidance on the improved standard of performance needed to ensure that the teacher can be removed from formal capability procedures (*this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made*);

- explain any support that will be available to help the teacher improve their performance;
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be *(insert time period – eg between four and ten weeks. It is for the school to determine the set period. It should be reasonable and proportionate, but not excessively long, and should provide sufficient opportunity for an improvement to take place)*; and
- warn the teacher formally that failure to improve within the set period could lead to dismissal. In very serious cases, this warning could be a final written warning.

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the teacher will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

Formal review meeting

As with formal capability meetings, at least five *(or insert alternative)* working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

- If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
- If no, or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal

and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting.

Decision meeting

As with formal capability meetings and formal review meetings, at least five (*or insert alternative*) working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Governing Body, will be made that the teacher should be dismissed or required to cease working at the school.¹

Before the decision to dismiss is made, the school will discuss the matter with the local authority (*N.B. this is not a legal requirement but schools may find it helpful*).

The teacher will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal

Decision to dismiss

The power to dismiss staff in this school has been delegated to the headteacher/to one or more governors

Dismissal

Once the decision to dismiss has been taken, the Governing will dismiss the teacher with notice.

Appeal

If a teacher feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days (*or substitute alternative*) of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the teacher.

The appeal will be dealt with impartially and, wherever possible, by managers or governors who have not previously been involved in the case.

The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

Appendix 1

ADDENDUM TO THE APPRAISAL POLICY TO ENABLE GOVERNING BODIES TO ADOPT A SINGLE POLICY FOR THE WHOLE SCHOOL WORKFORCE.

Support Staff

The provisions set out within the school's Appraisal Policy relate to the statutory requirements for the appraisal processes and the links to pay progression that have been established for staff employed on School Teachers Pay and Conditions.

It is important, however, that this school acknowledges and formally records that whilst these statutory elements do not apply to support staff, all of the principles underpinning appraisal as outlined in the school's Appraisal Policy apply equally to those staff.

This school is committed to ensuring that *all* staff receive the appropriate support to enable them to develop professionally in their respective roles and maximise their contribution to the schools overall efficiency and effectiveness. Therefore, support staff in this school will be provided with a comparable appraisal process to that of teachers.

Whilst all of the principles underpinning appraisal as outlined in the school's appraisal policy apply equally to support staff, specific differences will exist in the practical application of the policy to those staff. These differences are outlined below.

The Appraisal Process for Support Staff

1. Reviewing Progress

Rotherham's pay and grading structure provides opportunity for annual incremental pay progression, within the grade, for all support staff, linked to performance.

Progression will be dependent upon:

- having a successful appraisal
- no formal final written warnings (sickness warnings not included).

Increments are awarded from the 1st July each year following an assessment of performance based on an assessment of the previous year. *In this school the appraisal cycle for support staff will be completed no later than June 30th.*

If an increment is to be withheld then the head teacher will need to inform their payroll provider.

Once awarded, increments will not be removed.

For employees who on assessment may be judged not to have fully met their appraisal objectives there are a number of considerations to be made, and options available:

- In the case where an increment is withheld due to an unsuccessful appraisal, unachieved performance objectives may be carried forward into the next appraisal cycle and appropriate support and development planned. Should it be appropriate, the position could be reviewed at a 6 month interim review and, subject to satisfactory assessment, can be awarded from a date prior to the end of the formal cycle.
- Other issues such as inability or unwillingness to perform should be considered under the school's capability or disciplinary procedures as applicable. This is assuming the individual has been provided with sufficient notification and opportunities to improve performance.

New Starters

- In the case of new starters, promotions, regradings and redeployees assessment includes successful completion of an induction programme, basic training and the probation period (where appropriate).
- Employees with less than 6 months service in the band by 1st July i.e. those people appointed between 1 February and 30 June will be assessed 6 months after their date of appointment. Pay progression may be awarded at that time on the basis of performance.
- If the start date or appointment date into new grade falls between 1 July and 31 January, then the normal appraisal cycle should be used for assessment.

Long Term Absence (Sickness or Maternity)

- If an employee has had a long period of absence of 6 months or more i.e. maternity or sickness then incremental progression will not be withheld for this reason alone.
- In rarer situations of longer periods of absence e.g. a full year due to maternity or sickness, providing a satisfactory assessment period has been completed on return to work then increments can be awarded to place the employee at exactly the same point as they would have been had they not been absent. I.e. up to 2 increments awarded from the one assessment.

Appendix 2

CLASSROOM OBSERVATION PROTOCOL

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- *carry out the role with professionalism, integrity and courtesy;*
- *evaluate objectively;*
- *report accurately and fairly; and*
- *respect the confidentiality of the information gained.*

The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff. In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment. Written feedback will be provided within five working days of the observation taking place.

If issues emerged from an observation that were not part of the focus of the observation as recorded in the plan, these should also be given as written feedback.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning.

Flanderwell primary School

MARKING AND FEEDBACK POLICY

At Flanderwell Primary School we believe that high quality, consistent and timely Marking and Feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

1. Aims:

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment,, recognise their difficulties and accept guidance
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress.
- inform future lesson-planning.

2. Principles of marking and feedback:

- The process of marking and offering feedback should be a positive one.
- Comments should be appropriate to the age and ability of the child.
- Children should be encouraged to self and peer assess.
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.

3. General Guidance to teachers

Assessment and feedback during the Lesson

- The teacher will share the learning objective and success criteria
- Teachers should aim to provide verbal feedback where possible during the lesson and indicate this on the child's work, therefore showing impact on learning for the remainder of the child's learning within the lesson.
- Pupils should have the opportunity to self and/or peer assess against the set success criteria or learning objective, in some format, on a regular basis when appropriate.

Assessment & Feedback after the lesson

- Agreed marking symbols will be used (see appendix 1)
- Written comments should be neat and legible
- In literacy books in KS2, children should write on the right hand side of the page to allow corrections/ response to marking to be done on the left hand side of the page.
- Teachers should plan opportunities regularly for children to look at and respond to feedback/ marking
- Any corrections/ editing carried out by the children in response to marking should be carried out using a purple pen (power purple)

- The teacher should mark work prior to the next lesson.

Pupil Self and Peer Assessment

Peer Assessment is where a pupil's work is judged by fellow pupils. Self Assessment involves pupils making judgments about their own work. These strategies enable children to have a clearer view of their own learning and ways to improve, they therefore become more independent and driven in their learning.

Self Assessment:

- Children will self- assess when appropriate their own work in some format
- Time will be set aside on occasions to allow this to happen
- Strategies for self assessment are flexible to suit the age and stage of the child

Peer Assessment:

- Children will have regular opportunities within the week to peer assess.
- Children will be fully aware of the criteria to assess their peers against and will have been taught the correct manner in which to do this e.g. listening carefully, being positive and constructive, commenting on the success criteria only.

Conclusion:

This policy's principles and practice have been agreed by the staff of Flanderwell Primary School and monitoring and evaluation will take place periodically to ensure that it is applied consistently throughout the school.

Appendix 1

Marking/Redrafting Symbols

Symbol	Function
	My way forward is....
	I've done well!
	I was given support to help me do this task
	I did this task without help.
	I was given verbal feedback
T/ TA	Marked by teacher or TA.

Flanderwell Primary School : Uniform Policy 2017

It is our school policy that all children wear school uniform when attending school, or when participating in school-organised events outside normal school hours. A complete list of the items needed for school uniform, including those for Physical Education, is to be found at the end of this policy.

Aims and objectives

Our policy on school uniform is based on the belief that school uniform:

- promotes a sense of pride in our school;
- helps to create a sense of community and belonging towards the school;
- identifies the children with the school;
- supports our commitment to inclusion;
- prevents children from wearing 'fashion clothes' that could be distracting in class;
- is practical, smart and designed with health and safety in mind;
- is considered good value for money by most parents

Jewellery, Hair Ornaments, Make-up and Nail Varnish

For health and safety reasons we do not allow children to wear jewellery. The exceptions to this rule is ear-ring studs in pierced ears, and small objects of religious significance. Children are required to remove any items during PE lessons to prevent them from causing injury. Please note: Teachers are not permitted to remove earrings.

Footwear

For health and safety reasons we do not allow children to wear shoes with platform soles or high heels. All children are required to wear plain black shoes or black trainers without logos. If boots are worn these should also be plain black. If boots are large and prevent children from sitting comfortably on the floor they may be asked to change into their PE shoes whilst inside the school building.

The Role of Parents

We believe that one of the responsibilities of parents is to ensure that their child has the correct uniform and PE kit, and that it is clean, in good repair and that the child's name is written on all items. If a parent has difficulties for any reason with fulfilling this request they are asked to speak confidentially to a senior member of staff to discuss the issues. Parents should be assured that we will do all we can to help. Children who arrive at school wearing non-school uniform clothing will be loaned an appropriate item from our nearly new shop to wear for that day. The same system will apply for children who do not have a PE kit. Parents will be contacted to discuss the matter. The school welcomes children from all backgrounds and faith communities. If there are serious reasons, for example on religious grounds, why parents want their child to wear clothes that differ from the school uniform, the school will consider such requests sympathetically. If any parent would like to request a modification to the uniform policy they should, in the first instance, contact the Executive Headteacher or Head of School.

The Role of Governors

The governing body supports the headteacher in implementing the school uniform policy. It is the governors' responsibility to ensure that the school uniform meets all regulations concerning equal opportunities. Governors ensure that the school uniform policy enables children to dress sensibly, in clothing that is hardwearing, safe and practical.

School Uniform List

Our school uniform colour is a combination of royal blue and black/grey. Most items can be bought from high street shops. Items marked with a * below, some of which have the school logo on, are sold from our local provider, A-Print, or from Tesco online.

FS1, FS2, Year 1 and Year 2

White polo shirts

Black or grey trousers, skirts, pinafores

Blue V-necked jumpers, sweatshirts or cardigans (with or without the logo)

Black shoes or black trainers without logos

Summer uniform alternatives

Black or grey tailored shorts

Blue summer dresses

Years 3, 4, 5 and 6

White shirts (short sleeves or long sleeves)

School tie

Black or grey trousers, skirts, pinafores

Royal blue V-necked jumpers, sweatshirts or cardigans (with or without the logo)

Black shoes or black trainers without logos

Summer uniform alternatives

Black or grey tailored shorts

Summer dresses

P.E. Kit

Children need a change of clothes and footwear for P.E (for health and hygiene reasons) and a bag in which to keep the kit at school. All school uniform and P.E. kit MUST be named. We recommend:

- shorts
- T-shirt or polo shirt
- a pair of plimsolls or trainers – velcro fastenings are essential for younger children
- jogging bottoms for outdoor lessons in cold weather

For health and safety reasons children are not permitted to wear earrings for PE. Your child's teacher will advise you when PE lessons take place so that earrings can be removed.

How will we encourage our pupils to wear school uniform?

We encourage our parents/ carers to support their child to wear school uniform in order to help us fulfil the objectives outlined at the beginning of this policy.

Children will receive incentives for wearing school uniform in the form of house points.

The school will keep a selection of 'nearly new' spare uniform items for pupils to use if they arrive at school without school uniform.

FLANDERWELL PRIMARY SCHOOL



Look After Children Policy

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Personal education plans (PEP)
4. The designated teacher
5. Communicating with agencies
6. Headteacher responsibilities
7. Staff responsibilities
8. Policy review

Statement of intent

Educational achievement and subsequent life chances for looked after children are of real concern. Children and young people who are looked after require special treatment and positive discrimination in their favour in order to improve their situation.

Flanderwell Primary School endeavours to provide positive experiences and offer stability, safety, continuity and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach the highest standards of which they are capable and to make good progress from what they are currently already able to do.
- Ensure that pupils enjoy high quality teaching and are enjoying a curriculum which meets their needs and the requirements of legislation.
- Plan realistically and using the school's resources efficiently in order to ensure the school meets the needs of the children.
- Promote a positive approach in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- The Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- The Children (Leaving Care) Act 2000
- The Children and Young Persons Act 2008
- The Children and Families Act 2014

1.2. This policy will be implemented in conjunction with the school's:

- Admissions Policy.
- Code of Conduct.
- Behaviour Policy.
- Home School Agreement.
- Anti-bullying Policy.
- Equality Opportunities Policy
- Child Protection Policy.
- Special Educational Needs Policy.

2. Definitions

2.1. Looked after children are defined as, children or young people who are subject of a Care Order or Interim Care Order under the Children Act 1989.

2.2. This definition applies to children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.

2.3. If a child is subject to a Care or Interim Care Order whilst placed with a parent, they are classed as looked after, since the LA has parental responsibility.

2.4. Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents, are regarded as looked after.

3. Personal education plans (PEPs)

3.1. Every looked after child must have a personal education plan (PEP), which is used to support the child in fulfilling their educational potential.

3.2. The PEP is an evolving record of what needs to happen for the child to enable them to make their expected progress.

3.3. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.

3.4. All the relevant bodies, such as the LA, the designated teacher and other teachers, will work with the child in creating the PEP.

- 3.5. The PEP will include access to nursery provision that is appropriate to the child's age.
- 3.6. On-going, catch-up support will be made available for children who have fallen behind with work.
- 3.7. If a child is not in school because of suspension or exclusion, suitable education will be provided by the LA.
- 3.8. If a child is moving to a new school, transitional support will be provided and will be factored into their PEP.
- 3.9. Support will be provided to help the child meet their aspirations, including:
 - Support to achieve expected levels of progress for the relevant national curriculum key stage and to complete an appropriate range of approved qualifications.
 - Careers advice, guidance and financial information about further education, training and employment.
- 3.10. The PEP will include extended services such as after school clubs, study support and leisure interests.
- 3.11. Support will be provided for improving attendance and behaviour.

4. The designated teacher

- 4.1. Under the Children and Young Persons Act 2008, all maintained schools are required to have a designated teacher for looked after children.
- 4.2. The primary duty of the designated teacher is to promote the educational achievement of looked after children at the school.
- 4.3. It is the responsibility of the governing body to ensure the designated teacher has received adequate training for the role.

THE DESIGNATED TEACHER FOR LOOKED AFTER CHILDREN AT FLANDERWELL PRIMARY SCHOOL IS

JULIE ARMITAGE – HEAD OF SCHOOL

- 4.4. The designated teacher must submit an annual report to the governing body, which details the progress of looked after children.
- 4.5. The designated teacher will:
 - Promote a culture of high expectations and aspirations.
 - Ensure the child is involved in setting their targets.
 - Advise staff on teaching strategies for looked after children.
 - Ensure that looked after children are prioritised for 1 – 1 tuition.
 - Take responsibility for developing and implementing PEPs.

5. Communicating with agencies

- 5.1. The school will ensure that copies of all relevant reports are forwarded to the looked after children's social workers, in addition to carers or residential social workers.
- 5.2. The school will co-ordinate their review meetings, for example, hold their annual review of looked after children with their statutory care review.
- 5.3. The school will work with other agencies to exchange information such as changes in circumstances, exclusions or attendance issues.

6. Headteacher responsibilities

- 6.1. It is the responsibility of the headteacher to oversee this policy and monitor its implementation.
- 6.2. The headteacher will make all members of staff aware that the support of looked after children is a key priority.
- 6.3. The headteacher will allow the designated teacher the time and facilities to succeed in carrying out their duties.
- 6.4. The headteacher will lead in actively challenging negative stereotypes of looked after children.

7. Staff responsibilities

- 7.1. Staff will be aware of looked after children in their classes and provide them with support and encouragement.
- 7.2. Staff will preserve confidentiality and show sensitivity and understanding.
- 7.3. Staff will be vigilant for signs of bullying
- 7.4. Staff will promote the self-esteem of looked after children.

8. Policy review

- 8.1. This policy is reviewed every year by the designated teacher and the headteacher.
- 8.2. The scheduled review date for this policy is September 2018



FLANDERWELL PRIMARY SCHOOL

Educational Visits and School Trips Policy

Contents:

Statement of intent

9. Definitions
10. Key roles and responsibilities
11. Training of staff
12. Risk assessment process
13. Parental consent
14. Staffing ratios
15. Insurance and licensing
16. If things go wrong
17. Special education needs and disabilities (SEND)
18. Finance
19. Planning school trips
20. Policy review

Associated guidance (including risk assessment and relevant formats used by school) can be found at:-

https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=rotherhamvisits.org.uk

Statement of intent

Flanderwell Primary School takes the health and wellbeing of our staff and students very seriously. We take reasonable steps as stated in the Health and Safety at Work Act 1974 to ensure the health and safety of our employees, as well as our pupils.

This policy has been designed in line with the DfE and Health and Safety Executive (HSE) guidance and details our responsibilities for pupils while out on educational visits and school trips.

Signed by:

_____ **Headteacher**

Date: _____

_____ **Chair of Governors**

Date: _____

9. Definitions

- 9.1. 'In loco parentis' means that the group leader of any school trip or educational visit has a duty of care over the pupils in place of a parent/carer.
- 9.2. 'School trip' means any educational visit, away-day or residential holiday organised by **Flanderwell Primary School**, which takes students off-site.
- 9.3. 'Residential' means any school trip which includes an overnight stay.
- 9.4. 'Activities of an adventurous nature' include, but are not limited to the following:
 - Trekking
 - Caving
 - Skiing
 - Water sports
 - Climbing

10. Key roles and responsibilities

- 10.1. **The Governing Body** has overall responsibility for the implementation of the Educational Visits and School Trips Policy of **Flanderwell Primary School**
- 10.2. **The Governing Body** has overall responsibility for ensuring that the Educational Visits and School Trips Policy, as written, does not discriminate on any grounds, including, but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 10.3. **The Governing Body** has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 10.4. The **Head of School** will be responsible for the day-to-day implementation and management of the Educational Visits and School Trips Policy and ensuring that staff are suitably prepared for leading and supporting school visits.
- 10.5. **The Head of School** has overall responsibility for educational visits on a day to day basis and will authorise these accordingly. **The Educational Visits Coordinator** will support staff with the completion of visit forms and the creation of robust risk-assessments.
- 10.6. Staff will be responsible for following the Educational Visits and School Trips Policy, and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 10.7. The designated leader in charge of the trip is 'in loco parentis' and has a duty of care to all pupils on the trip by implementing health and safety measures at all times.
- 10.8. Pupils are responsible for following instructions from teachers while on educational visits and school trips.

- 10.9. Pupils are responsible for behaving in a manner which matches the ethos of **Flanderwell Primary School** and for following the behaviour rules set out in the school's Behaviour Policy.

11. Training of staff

- 11.1. Teachers and support staff will receive training on the Educational Visits and School Trips Policy as part of their new starter induction. They will receive induction for use of EVOLVE (Educational Visit Online planning and risk assessment tool).
- 11.2. Teachers and support staff will receive regular and ongoing training as part of their CPD.

12. Risk assessment process

- 12.1. EVOLVE (Educational visit online planning and risk assessment tool) is designed to enable visit leaders to manage real risks when planning trips, while ensuring that learning opportunities are experienced to the full
- 12.2. The process for identifying risk is as follows:
- Identify the hazards (with support from the online generic risk assessment proformas) and from visiting the site in person.
 - Decide who might be harmed and how.
 - Evaluate the risks, and decide on the most appropriate additional precautions.
 - Record findings on the relevant pro-forma and implement them.
 - Review assessment and update if necessary.
- 12.3. For activities of an adventurous nature and for residential visits, separate provider assurance forms are a requirement.

13. Parental consent

- 13.1. Written parental consent will be sought from all parents/carers prior to any visit taking place. This includes visits:-
- during and after school hours on a single day
 - residential visits
- 13.2. At regular intervals, including when children start school, parents will be asked to complete a form to give consent for their child to be involved activities of a local nature i.e visits to the local church, shops, park, secondary school.
- 13.3. Parents will be informed of all activities by letter and will have the opportunity to withdraw their child from taking part.

14. Staffing ratios

- 14.1. Though pupil to staff ratios for school trips are not prescribed in law, we recognise that when planning trips, on the basis of risk assessment, pupil to staff ratio should take into account the activity to be undertaken and the age and maturity of the pupils. LA recommendations will be followed:

There will always be sufficient staff to cope in an emergency and to ensure all children are fully safeguarded. Our minimum staff to pupil ratios for off-site visits are as follows:

Foundation Stage 1 – 1 to 4 Foundation Stage 2 - 1 to 5 Years 1 to 3 – 1 to 6

Years 4 to 6 – 1 to 10/15.

15. Insurance and licensing

- 15.1. When planning activities of an adventurous nature in the UK, the **Head of School** will check that the provider of the activity holds a current licence and this will be forwarded online to the local authority body for approval of educational visits - Rotherham EVOLVE.
- 15.2. Insurance cover will be in place, no matter how short a visit, to ensure adequate protection and medical cover. Insurance limits for residential visits are monitored by the LA body for authorisation of educational visits. The school is a member of the RPA.
- 15.3. Parents will be informed of the limits of any insurance cover.
- 15.4. Where a crime is committed against a member of the party, it will be reported to local police as soon as possible.
- 15.5. Medical expenses will be recorded and stored in **the school office**.

16. If things go wrong

- 16.1. In the case of accidents and injuries while on a school trip in the UK, the school's accident reporting process will begin as detailed in the Health and Safety Policy and in line with the LA guidance for school visits.
- 16.2. Written records of any incident will be kept.
- 16.3. Media enquiries must be referred to the Executive Headteacher/Head of School or, if they are not available, the Chair of Governors.

17. Special education needs and disabilities (SEND)

- 17.1. Where possible, activities and visits will be adapted to enable pupils with SEND to take part.
- 17.2. Where this is not possible, an alternative activity of equal educational value will be arranged for all pupils.

18. Finance

- 18.1. The financial procedures outlined in the school's **Charging and Remissions Policy** will always be followed when arranging trips.
- 18.2. The school will act in accordance with the DfE's guidance document 'Charging for school activities' and, therefore, will only charge for trips which are classed as an 'optional extra'. This is education provided outside of school time which is not:
 - Part of the national curriculum.
 - Part of a syllabus for an examination that the pupil is being prepared for at the school.
 - Part of religious education.
- 18.3. Money for school trips will be paid directly to the school via the school money website.
- 18.4. Under no circumstances will school trip money be processed through personal accounts.
- 18.5. All letters to parents regarding school trips will include a clause explaining what will happen in the event that the trip is cancelled or a pupil cancels their place on the trip.
- 18.6. In the event that the trip is cancelled due to unforeseeable circumstances, it is at the **Headteacher's** discretion as to whether a refund is given to parents. The **headteacher** will take into account the cost to the school, including alternative provision costs.
- 18.7. In the event that a pupil cancels their place on a trip, it is at the **headteacher's** discretion as to whether a refund is given to parents. The **headteacher** will take into account the pupil's circumstances for cancelling their place, whether the school will be reimbursed for the pupil's place on the trip and whether the space on the trip can be offered to someone else.
- 18.8. **Flanderwell Primary** will take a common sense approach to refunds and cancellations, ensuring that all pupils are treated equally.
- 18.9. Any charge made in respect of pupils will not exceed the actual cost of providing the trip, divided equally by the number of pupils participating.
- 18.10. Once trip arrangements are booked and confirmed, if contributions to a trip exceed the total cost of the trip, a refund will be given where the excess is greater than **£1** per child.
- 18.11. Any excess of expenditure will be subsidised by the school fund within reasonable cost to the school.

19. Planning school trips

19.1. Prior to planning a school trip, the following guidance should be read by organisers:

- The DfE's [Health and Safety: Advice on Legal Duties and Powers](#)
- The HSE's [School Trips and Outdoor Learning Activities](#)

20. Policy review

20.1. This policy is reviewed every year by the **Headteacher**.

20.2. The scheduled review date for this policy is **September 2018**.



FLANDERWELL PRIMARY SCHOOL

WHOLE SCHOOL POLICY FOR SAFEGUARDING - INCORPORATING CHILD PROTECTION

Date of Policy Approval _____

Date of Policy Review 17.7.17

Policy Approved _____

Key contacts in school

Role	Name	Contact details
Executive Headteacher	MRS ALISON ADAIR	01709 546771
Designated Safeguarding Lead	MRS KAREN SHERIFF	01709 546771
Deputy Safeguarding Lead (Head of School)	MRS JULIE ARMITAGE	01709 546771
Named Safeguarding Governor	MRS NEVINE TOWERS	01709 546771
Chair of Governors	MRS NEVINE TOWERS	01709 850570

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (2016).

This policy will be reviewed in full by the Governing Body on an annual basis.

CONTENTS

Section:

- 1. Purpose & Aims**
- 2. School Ethos**
- 3. Roles & Responsibilities**
- 4. Training & Induction**
- 5. Procedures for Managing Concerns**
- 6. Recording & Information Sharing**
- 7. Working with Parents & Carers**
- 8. Child Protection Conferences**
- 9. Safer Recruitment**
- 10. Safer Working Practice**
- 11. Managing Allegations against Staff**
- 12. Other relevant policies**
- 13. Statutory Framework**

Appendices

- 1 Recording form for reporting concerns**
- 2 Induction checklist for staff & volunteers**
- 3 Safeguarding Referral Procedures 2017**
- 4 Definitions of Abuse**

1. PURPOSE & AIMS

1.1 The purpose of Flanderwell Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. This will also include identifying children who may benefit from early help. The elements of our policy are prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

What is Abuse?

- Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect.** Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.
- Appendix 4 defines each category of abuse in more detail

Specific safeguarding issues are:

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology.

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Children as young as 8 years have been identified, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our school are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

More information on CSE is contained in Annex A of Keeping Children Safe in Education (2016) and Chapter 2.1.1 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Key areas where peer on peer abuse occurs are:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Racist, religious, disability and homophobic or transphobic abuse
- Gender based violence/violence against girls and young women
- Teenage relationship abuse
- Issues relating to gang activity and youth violence

More information on peer on peer abuse is contained in Chapter 2.1.2 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

Female Genital Mutilation (FGM)

FGM is addressed as part of the procedures around '**Honour Based Violence**' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

The school has due regard to the **mandatory reporting duty**, which came into force in October 2015, of the FGM Act 2003, which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years. Staff in this school will be vigilant and will report promptly any FGM or other HBV concerns to the Designated Safeguarding Lead.

More information on these issues is contained in Annex A of Keeping Children Safe in Education (2016) and Chapters 2.2.10, 2.2.11 and 2.2.12 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

Preventing Radicalisation and Extremism (Prevent Duty)

The school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via our school website, to the Rotherham LSCB website which provides information on radicalisation for children and young people, their parents/carers and professionals:

www.rotherham.gov.uk/safeguarding

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel** programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.

More information on Prevent and Channel is contained in Annex A of Keeping Children Safe in Education (2016) and Chapter 2.1.6 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

Online Safety

The predominant issues associated with online safety are:

- Content – exposure to illegal, harmful or inappropriate material
- Contact – harmful online interaction with others
- Conduct – online behaviour that increases the likelihood, or causes, harm

Youth Produced Sexual Imagery (Sexting)

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger.

The increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves and also sending or receiving sexually explicit text messages. This can expose them to risks, particularly if the imagery/text is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. The production and sharing of sexual images of under 18s is also illegal.

At our school, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. For this reason, we have a separate Internet Safety Policy.

More information on these issues plus links to useful websites is contained in Part One of Keeping Children Safe in Education (2016) and Chapter 2.1.5 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

Children with Special Educational Needs and Disabilities (SEND)

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Where there are any concerns raised about the safety and welfare of a child with SEND in our school, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

More information on children with SEND is contained in the NSPCC document ‘*We have the right to be safe – Protecting disabled children from abuse*’ (Oct 14) and Chapter 2.1.3 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

Children Missing Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Our school has procedures to follow for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

More information on children missing education is contained in both Part One and Annex A of Keeping Children Safe in Education 2016 and Chapter 2.3.2 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

Additional safeguarding issues

- Additional guidance on other safeguarding issues such as Children Missing from Home or Care, Substance Misuse, Domestic Abuse, Private Fostering, Trafficking and Mental Health is contained in Part One of ‘Keeping Children Safe in Education 2016’ along with information about the indicators of abuse contained in Chapter 1.2.4 of the Rotherham LSCB child protection online procedures: www.rotherhamscbproceduresonline.com/index.htm

Looked After Children (LAC)

Our school has a named designated teacher (Julie Armitage) for LAC who works closely with the Virtual School Team and the Local Authority. The school has a separate Looked After Children policy.

Early Help and support for children in need:

Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. This may be a child who:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; and/or
- Is showing early signs of abuse and/or neglect

2. OUR ETHOS

2.1 The child’s welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that all staff at our school plays a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.**

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

Early years	Through daily teaching and enabling environments adults skilfully teach pupils how to stay safe and to take controlled risks. The PSED aspects in the EYFS are used to promote positive relationships and encourage healthy choices and self-care. Visitors to the setting include: Road Safety Officers; PCSOs and the Ambulance Service who share information about keeping safe in the environment.
Key stages 1 and 2	Programmes of PSCH are delivered across Key Stages 1 via a range of formats. Staff use SEAL and CEOP resources to support learning and a range of visitors are invited into school to speak with the whole school, classes and groups i.e. PCSOs; Road Safety Officers; NSPCC. Key stage 1 and 2 pupils are taught e-safety through a range of channels including: Learning Mentor input; drama productions; PCSO talks; Life-wise sessions (Y6). SLT attend local networking groups to keep up to date with incidents and issues which may affect families within the neighbourhood. They engage with community partners to promote positive relationships.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

3. ROLES AND RESPONSIBILITIES

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

3.2 The Governing Body of Flanderwell Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with 'Keeping Children Safe in Education', Local Authority advice and the requirements of the Rotherham Local Safeguarding Children Board (LSCB) policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2015);
- The school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for schools to make referrals (via MASH) if they are concerned that an individual might be vulnerable to radicalisation.
- The school has due regard to the **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate (deputy) and appropriately trained member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of '*Keeping Children Safe in Education*' and the staff code of conduct;
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*' (2016) and also Chapter 5.2 of Rotherham LSCB Child Protection Procedures.
www.rotherhamscbproceduresonline.com/index.htm
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

3.5 At Flanderwell Primary School the Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead

3.6 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. The DSL will provide advice and support to other staff on child welfare and child protection matters.

3.7 The DSL at Flanderwell Primary School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.

3.8 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.9 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by the Rotherham LSCB. A training pack can be obtained by contacting sherran.finney@rotherham.gov.uk

4. TRAINING & INDUCTION

4.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct and told who our Designated Safeguarding Lead is.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of *'Keeping Children Safe in Education'* (2016) and will be expected to read this.

4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with *'Keeping Children Safe in Education'* (2016) and advice from Rotherham LSCB. All staff members will also receive regular safeguarding and child protection updates (for example, via e-mail or at staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

4.4 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See example at Appendix 2)

4.5 The DSL, the deputy DSL and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Rotherham LSCB at least once every two years. They will also receive regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role.

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Governor Development Service.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of *'Keeping Children Safe in Education'* (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Female Genital Mutilation, Children Missing from Education and Preventing Radicalisation. In addition, local guidance can be accessed via Rotherham LSCB at www.rotherham.gov.uk/safeguarding The DSL will also provide regular safeguarding updates for staff.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Flanderwell Primary School adheres to child protection procedures that have been agreed locally through the Rotherham LSCB.

5.2 Every member of staff including volunteers working with children at our school is advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

5.3 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, has a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.5 If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

5.6 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in this school (CPOMS).

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Rotherham Local Safeguarding Children's Board procedures – Chapter 1 *'Referring Safeguarding Concerns about Children'*
www.rotherhamscbproceduresonline.com/index.htm

5.9 If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police, if the situation is an emergency and the DSL, their deputy and the Headteacher are all unavailable and they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the Safeguarding Children's Unit on 01709 823914 directly with their concerns.

5.12 If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate.

6. RECORDS AND INFORMATION SHARING

6.1 If there are any concerns raised about the welfare or safety of any child at our school staff will record their concern on the agreed reporting format (most recently CPOMS). They should ensure that the report is signed and dated. Any concerns should be passed to the DSL without delay.

6.2 Any information recorded will be kept in a separate named file, in a secure cabinet (or on CPOMS) and not with the child's academic file. All files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

6.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

7. WORKING WITH PARENTS & CARERS

7.1 Flanderwell Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

8. CHILD PROTECTION CONFERENCES

8.1 Social Care will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3 All reports for child protection conferences will be prepared in advance using the guidance and preferably the template provided. This can be obtained by contacting Sherran.finney@rotherham.gov.uk The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

9. SAFER RECRUITMENT

9.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2016).

9.2 At Flanderwell Primary School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to appointment. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members on the following:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check (for management positions in independent schools (including free schools and academies))
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK

10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that has accessed training will be kept by the Headteacher.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in the guidance document '*Safer working practices for adults who work with children and young people*' (*Safer Recruitment Consortium, October 2015*). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Rotherham Local Safeguarding Children Board Child Protection Procedures: Chapter 5 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01709 823914 or via MASH on 01709 336080.

www.rotherhamscbproceduresonline.com/index.htm

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that the Headteacher or Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

11.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01709 823914 or via MASH on 01709 336080.

11.7 The School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

12 RELEVANT POLICIES

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Behaviour Policy
- Recruitment & Selection
- Whistle-blowing
- Attendance
- E-safety/Safer Internet Use
- Health and Safety including site security
- Equal Opportunities
- Medicines and Supporting Medical Conditions
- Intimate Care
- Educational visits including overnight stays

13. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children' DfE (2015)
- 'Keeping Children Safe in Education' DfE (2016)
- Guidance for Safer Working Practices for Adults who work with Children and Young People (October 2015 version produced by the Safer Recruitment Consortium)
- www.rotherham.gov.uk/safeguarding
- www.rotherhamschoolproceduresonline.com/index.htm

FLANDERWELL PRIMARY SCHOOL



Appendix 1: Example of a Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to Mrs K Sheriff/Mrs J Armitage if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	Date:
Position:	Time:
Your signature:	
Date:	

□

Action taken by DSL

Referred to...?

EWO
Other

Police

School Nurse

MASH

Early Help

Parents

Parents informed? Yes /No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

Further Action Agreed:

(For example, School to instigate an Early Help Assessment, Child in Need, Child Protection etc.)

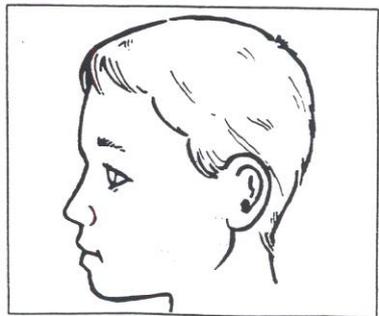
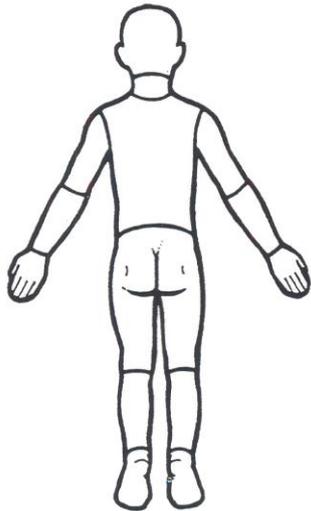
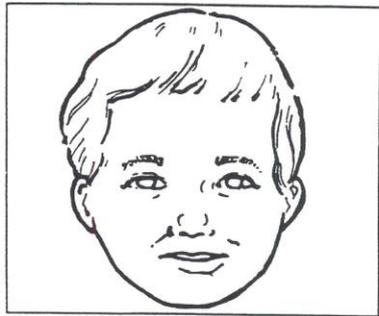
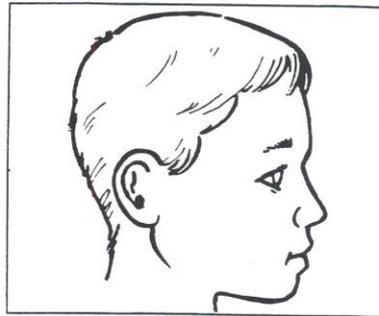
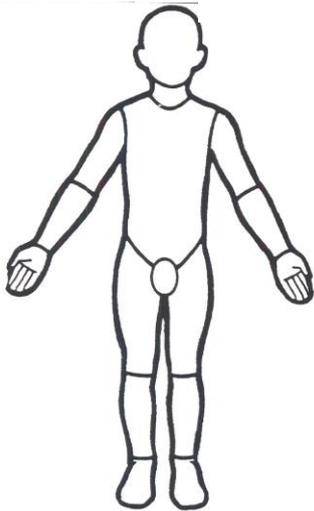
Full name:

DSL Signature:

Date



Older Child



FLANDERWELL PRIMARY SCHOOL

Appendix 2: Example of a Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and discuss your concerns with them.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01709 823914 or via MASH on 01709 336080.

The people you should talk to in school are:

Designated Safeguarding Lead: Mrs Karen Sheriff
Location of office: Flanderwell Primary School
Contact Number: 01709 546771

Deputy Designated Safeguarding Lead: Mrs Julie Armitage
Location of office: Flanderwell Primary School
Contact Number: 01709 546771

Chair of Governing Body: Mrs Nevine Towers
Contact Number: 01709 850570

FLANDERWELL PRIMARY SCHOOL

At Flanderwell Primary School we strive to safeguard and promote the welfare of all of our children.

Appendix 3: When to make a referral to MASH

A referral should be made to MASH when:

- A child or young person makes a clear allegation of abuse;
- A child has been abandoned;
- Further concerns have arisen in relation to an open case to Children's Social Care;
- Concerns of significant harm have arisen for a child receiving a service as a **Child in Need**;
- Further concerns have arisen of increased or additional risk to a child currently subject to a **Child Protection Plan**;
- A child sustains an injury and there is professional concern about how it was caused;
- There are any circumstances which suggest that a child is suffering or is likely to suffer **Significant Harm**;
- An unborn child may be at risk of significant harm – for more information see **Safeguarding Unborn and New-born Babies Procedure** and **Concealment and Denial of Pregnancy Procedure**;
- A non-mobile infant sustains any injury, however slight, **without an adequate accidental explanation**;
- A member of the public makes an allegation that someone has abused a child;
- Professional concern exists about abuse or neglect, despite no allegation being made;
- A child has been made the subject of an Emergency Protection Order or a **Police Protection Order**;
- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order;
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see **Practice Guidance: Significant Harm - The Impact of Abuse and Neglect** for more information;
- There are concerns that a child or young person is being sexually exploited - for more information see **Action Following Referral of Safeguarding Children Concerns Procedure, Child Sexual Exploitation (CSE)** and **Safeguarding Children and Young People from Sexual Exploitation Procedure**;
- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see **Safeguarding Children and Young People who go Missing from Home and Care**;
- There are concerns a child may be harmed because of use of technology or social media – for more information see **E-Safety: Safeguarding Children Exposed to Harm through the Digital Media**;
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see **Individuals who Pose a Risk to Children Procedure**;
- A child is being denied access to urgent or important **Medical Assessment** or services;
- There are suspicions that a child might be harmed because of fabricated or induced illness (see **Protocol for Safeguarding Children in Whom Illness is Fabricated or Induced**;
- A child is at risk of being subjected to illegal procedures, for example:

- [Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure](#);
 - [Safeguarding Children and Young People from Forced Marriage Procedure](#);
 - [Safeguarding Children and Young People from Honour Based Violence Procedure](#);
 - There are grounds for concern that a person may be a victim of human trafficking (see [Safeguarding Children who may have been Trafficked from Abroad Procedure](#) and [National Referral Mechanism: guidance for child first responders \(Home Office, August 2013\)](#)).
- A child is at risk or vulnerable to being drawn into terrorism - for more information see [Supporting Children and Young People Vulnerable to Violent Extremism Procedure](#);
 - A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through [Domestic Abuse](#);
 - A child is at risk of being harmed because of concerns about their parents' mental health see [-Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure](#);
 - Either an adult or a child makes allegations of non-recent abuse, for more information see [-Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure](#).

For information about thresholds, see [Multi-Agency Threshold Descriptors](#).

Please note this list is not exhaustive.

Appendix 4: Definitions of abuse

Physical Abuse:

This is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse:

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse:

This involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect:

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Useful Contact numbers and e-mail addresses/websites:

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080

South Yorkshire Police non-emergency number – 101
In an emergency ring 999

Rotherham Safeguarding Children's Unit (LADO/Duty Advice):

- 01709 823914

Education Safeguarding Officer – Sherran Finney

- 01709 822690 or by e-mail on Sherran.finney@rotherham.gov.uk

Rotherham LSCB

www.rotherham.gov.uk/safeguarding

www.rotherhamscbproceduresonline.com/index.htm

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000
help@nspcc.org.uk

Childline – 0800 1111

<https://www.thinkuknow.co.uk/>

www.disrespectnobody.co.uk

<http://www.saferinternet.org.uk/>

Flanderwell Primary School

Early Years Intimate Care Policy

Contents

Statement of intent

1. [Legal framework](#)
2. [What is intimate care?](#)
3. [Roles and responsibilities](#)
4. [Procedures for intimate care](#)
5. [Parental engagement](#)
6. [Safeguarding procedures](#)
7. [Monitoring and review](#)

Appendices

- a) [Intimate Care Parental Consent Form](#)
- b) [Toilet Introduction Procedures](#)

Statement of intent

Flanderwell Primary understands the importance of its responsibility to safeguard and promote the welfare of children.

Pupils may require assistance with intimate care as a result of their age or due to having special educational needs and disabilities (SEND). In all instances, effective safeguarding procedures are of paramount importance.

Flanderwell Primary has developed this policy in order to ensure that all staff responsible for providing intimate care undertake their duties in a professional manner at all times, and treat children with sensitivity and respect.

The school is committed to providing intimate care for children in ways that:

- Maintain their dignity.
- Are sensitive to their needs and preferences.
- Maximise their safety and comfort.
- Protect them against intrusion and abuse.
- Respect the child's right to give or withdraw their consent.
- Encourage the child to care for themselves as much as they are able to.
- Protect the rights of all others involved.

Signed by:

_____	Headteacher	Date: _____
_____		_____
_____	Chair of governors	Date: _____
_____		_____

1. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006
- Childcare Act 2006
- Education Act 2002
- Education Act 2011
- Control of Substances Hazardous to Health Regulations 2002 (as amended in 2004)

2. What is intimate care?

2.1 For the purpose of this policy, “**intimate care**” is the hands-on, physical care in personal hygiene, as well as physical presence or observation during such activities.

2.2 Intimate care includes the following:

- Body bathing other than to the arms, face and legs below the knee
- Application of medical treatment other than to the arms, face and legs below the knee
- Toileting, wiping and care in the genital and anal areas
- Dressing and undressing

3 Roles and responsibilities

3.1 The **headteacher** is responsible for ensuring that intimate care is conducted professionally and sensitively by all appropriate members of staff.

3.2 The **headteacher** is responsible for ensuring that the intimate care of all children is carefully planned, including individual plans following discussions with the parent/carer and the child.

- 3.3The **headteacher** is responsible for communicating with parents/carers in order to establish effective partnerships when providing intimate care to children.
- 3.4The headteacher is responsible for handling any complaints about the provision of intimate care in line with the school's **Complaints Procedure Policy**.
- 3.5All members of staff who provide intimate care are responsible for undergoing training for provision of intimate care.
- 3.6All members of staff who provide intimate care are responsible for undertaking intimate care practice respectfully, sensitively and in line with the guidelines outlined in this policy.
- 3.7Parents/carers are responsible for liaising with the school to communicate their wishes in regards to the child's intimate care.
- 3.8Parents/carers are responsible for providing their consent to the school's provision of their child's intimate care.
- 3.9Parents/carers are responsible for adhering to their duties and contributions to their child's intimate care plan, as outlined in this policy.

4 Procedures for intimate care

- 4.1Staff who provide intimate care will have a list of personalised changing times for the children in their care, which will be adhered to at all times and will be shared with parents/carers daily.
- 4.2Staff who provide intimate care will conduct intimate care procedures in addition to the designated changing times if it is necessary; no child will be left in wet/soiled clothing or nappies.
- 4.3If the designated member of staff for a child's intimate care is absent, a secondary designated member of staff will change the child adhering to the arranged times.
- 4.4Each child using nappies will have a clearly labelled box allocated to them in which there will be clean nappies, wipes and any other individual changing equipment necessary.

- 4.5 Before changing a child's nappy, members of staff will put on disposable gloves and aprons, and the changing area will be cleaned appropriately using disposable **blue roll paper** and **soap and hot water**.
- 4.6 Changing areas are private from others.
- 4.7 Hot water and liquid soap are available for staff to wash their hands before and after changing a nappy; the changing area will also be cleaned appropriately after use using disposable **blue roll paper** and **soap and hot water**.
- 4.8 **Hot air driers** and **paper towels** available for members of staff to dry their hands.
- 4.9 Any soiled clothing will be placed in a tied plastic bag in the child's personal box and will be returned to parents/carers at the end of the school day.
- 4.10 Any used nappies will be placed in a tied plastic bag and disposed of in accordance with the school's procedure for disposal.
- 4.11 Any bodily fluids that transfer onto the changing area will be cleaned appropriately in accordance with the **Health and Safety Policy**.
- 4.12 If a pupil requires cream or other medicine, such as for a nappy rash, this will be provided in accordance with the **Medicines and Supporting Children with Medical Needs policy** and full parental consent will be gained prior to this.
- 4.13 Older children and those who are more able will be encouraged to use the toilet facilities and will be reminded at regular intervals to go to the toilet.
- 4.14 Members of staff will use the [Toilet Introduction Procedures](#), as outlined in the appendices of this policy, to get children used to using the toilet and encourage them to be as independent as possible.
- 4.15 Children will be reminded and encouraged to wash their hands after using the toilet, following the correct procedures for using soap and drying their hands.

5.1 The school will liaise closely with parents/carers to establish individual intimate care programmes for each child which will set out the following:

- What care is required
- Number of staff needed to carry out the care
- Any additional equipment needed
- The child's preferred means of communication, e.g. visual/verbal, and the terminology to be used for parts of the body and bodily functions
- The child's level of ability, i.e. what procedures of intimate care the child is able to do themselves
- Any adjustments necessary in respect to cultural or religious views
- The procedure for monitoring and reviewing the intimate care plan

5.2 The information concerning the child's intimate care plan will be stored confidentially in the **school office**, and only the parents/carers and the designated member of staff responsible for carrying out the child's intimate care will have access to the information.

5.3 The parents/carers of the child are required to sign the [Intimate Care Parental Consent Form](#) to provide their agreement to the plan; no intimate care will be carried out without prior parental consent.

5.4 In respect of the above, if no parental consent has been given and the child does not have an intimate care plan, but the child requires intimate care, parents/carers will be contacted by phone in order to gain consent.

5.5 Any changes that may need to be made to a child's intimate care plan will be discussed with the parents/carers to gain consent, and will then be recorded in the written intimate care plan.

5.6 Parents/carers will be asked to supply the following items for their child's individual storage box:

- **Spare nappies**
- **Wipes, creams, nappy sacks, etc.**
- **Spare clothing**
- **Spare underwear**
- **Training seat for the toilet**

6 Safeguarding procedures

6.1 The school adopts rigorous safeguarding procedures in accordance with the **Child Protection and Safeguarding Policy**, and will apply these requirements to the intimate care procedures.

6.2 The school will ensure that all adults providing intimate care have undergone an enhanced Disclosure and Barring Service (DBS) check enabling them to work with children.

6.3 All members of staff will receive safeguarding training and will receive further training and support where necessary.

6.4 All members of staff are instructed to report any concerns about the safety and welfare of children with regards to intimate care, including any unusual marks, bruises or injuries, to the **designated safeguarding lead (DSL), name of staff member**, in accordance with the school's **Whistleblowing Policy**.

6.5 Any concerns about the correct safeguarding of children will be dealt with in accordance with the **Child Protection and Safeguarding Policy**

7 Monitoring and review

7.1 This policy will be reviewed **annually** by the **headteacher** and **DSL**, who will make any changes necessary and communicate these to all members of staff.

7.2 All members of staff are required to familiarise themselves with this policy as part of their induction programme.



FLANDERWELL PRIMARY INTIMATE CARE PARENTAL CONSENT FORM

This form is to be completed by the EYFS LEADER/DESIGNATED KEY PERSON and signed by parents/carers.

Name of child:		Date of birth:	
Name of class teacher:		Class:	

Care requirements, including frequency:

The table below outlines the member of staff responsible for carrying out your child's intimate care programme, as well as the member of staff responsible in their absence:

Name of staff member:	
Name of staff member (in the above staff member's absence):	

Where will the intimate care be carried out?

What equipment/resources will be required?

What infection control procedures are in place?

What disposal procedures are in place?

What actions will be taken if any concerns arise?

What do parents/carers need to provide?

What are the reporting procedures for parents/carers?

I have read the Early Years Intimate Care Policy provided by **Flanderwell Primary School** and I agree to the intimate care plan outlined above:

Signature of parent/carer:		Date:	
Signature of EYFS Leader:		Date:	

Toilet Introduction Procedures

As children develop bladder control, they will pass through the following three stages:

1. The child becomes aware of having wet and/or soiled pants
2. The child knows that urination/defecation is taking place and is able to alert a member of staff
3. The child realises that they need to urinate/defecate and alerts a member of staff in advance

During these stages, members of staff will assess the child over a period of **two weeks** to determine:

- If there is a pattern to when the child is soiled/wet.
- The indicators that the child displays when they need the toilet, e.g. facial expressions.

Staff will implement the following strategies to get children used to using the toilet and being independent:

- Familiarise the child with the toilet, washing their hands, flushing the toilet and reference other children as good role-models for this practice
- Encourage the child to use the toilet when they are using their personal indicators to show that they may need the toilet
- Take the child to the toilet at a time when monitoring has indicated that this is when they would usually need the toilet
- Ensure that the child is able to reach the toilet and is comfortable doing so
- Stay with the child and talk to them to make them more relaxed about using the toilet
- Don't force the child to use the toilet if they don't want to, but still encourage them to do so using positive language and praise
- Deal with any accidents discreetly, sensitively and without any unnecessary attention
- Be patient with children when they are using the toilet, and use positive language and praise to encourage them

MODEL PAY POLICY FOR SCHOOLS

SEPTEMBER 2017

*(Amended to reflect the changes
to the School Teachers' Pay and Conditions Document
effective from 1st September 2017)*



CONTENTS

		Page
	INTRODUCTION TO THE MODEL POLICY	4
1	PRINCIPLES	6
1.1	Principles	6
1.2	Pay reviews	6
2.	DETERMINATION OF PAY RANGES AND STARTING SALARIES ON APPOINTMENT	7
2.1	Head teachers	7
2.2	Head teachers accountable for more than one school	7
2.2.1	Head teachers accountable for more than one school - permanent arrangement	8
2.2.2	Head teachers accountable for more than one school - temporary arrangement	8
2.3	Deputy and assistant head teachers	9
2.4	Additional responsibilities for deputy or assistant head teachers resulting from a change in the role of the head teacher	10
2.5	Leading practitioners	10
2.6	Teachers on the upper pay range	10
2.7	Teachers on main pay range	11
2.8	Newly qualified teachers (NQTs)	12
2.9	Part-time teachers	12
2.10	Short notice / supply teachers	12
2.11	Unqualified teachers	13
2.12	Unqualified teachers on employment based routes into teaching	13
3.	DETERMINATION OF ANNUAL PAY PROGRESSION	14
3.1	Pay recommendations	14
3.2	Determining pay progression	14
3.3	Pay appeals	15
3.4	Head teacher	17
3.5	Deputy and assistant head teachers	18
3.6	Progression to the upper pay range for main range teachers	18
3.7	Teachers on the upper pay range	20
3.8	Teachers on the main pay range	20
3.9	Newly qualified teachers (NQTs)	20
3.10	Unqualified teachers	21
4.	SAFEGUARDING	21
4.1	Safeguarding	21
5.	ALLOWANCES	21
5.1	Teaching and learning responsibility payments (TLRs)	21
5.1.1	Criteria for the award of TLR 1 and 2	22
5.1.2	Criteria for the award of TLR 3	23
5.2	Special needs allowances	24
5.3	Additional allowance payable to unqualified teachers	25
6.	ADDITIONAL PAYMENTS	25
6.1	Additional payments	26
6.2	Recruitment and retention incentives and benefits for teachers	26
6.3	Residential duties	27
7	APPENDIX 1 - PAY PROGRESSION BASED ON PERFORMANCE	28
7.1	Pay progression based on performance	28
7.2	Additional criteria for progression to the upper pay range	29
7.3	Progression criteria for NQTs on successful completion of induction	30
7.4	Progression criteria for teachers on the main pay range and lead practitioner range	30
7.4	Progression criteria for teachers on the upper pay range	32
7.5	Progression criteria for leadership group (headteachers, deputy and assistant headteachers)	33
8.	APPENDIX 2 - PAY RANGES INCLUDING REFERENCE POINTS FROM 1ST SEPTEMBER 2017 TO 31ST AUGUST 2018	35
8.1	Unqualified teachers	35
8.2	Unqualified teachers – local agreement	35
8.3	Qualified teachers	35
8.4	Upper pay range	36

8.5	Leading practitioners	36
8.6	Head teachers' groups	36
8.7	Leadership pay range	36
9.	APPENDIX 3 - DETERMINATION OF LEADERSHIP PAY RANGE ON APPOINTMENT	38
9.1	Determining the headteacher pay range for new head teacher appointments	38
9.2	Determining the pay range for new deputy or assistant headteacher appointments	41

INTRODUCTION TO THE MODEL POLICY

This model policy has been revised to reflect changes to the School Teachers' Pay and Conditions Document (STPCD) effective from 1st September 2017. Local authority maintained schools are required to follow the regulations contained within STPCD. Independent schools, including academies and free schools, have the option to depart from these regulations, while adhering to any arrangements made under TUPE.

It is essential for all schools, and for local authorities, to have a pay policy in place which sets out the basis on which they determine teachers' pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge to pay decisions. Governing bodies should monitor the operation of the policy and pay decisions resulting from it in order to ensure that it continues to meet these criteria in practice.

Schools and local authorities, when taking pay decisions, must have regard both to their pay policy and to the details of a teacher's particular post within the staffing structure. It is good practice to attach a copy of the staffing structure to the pay policy. The application of the school's pay policy, in particular any decisions on pay progression, should be informed by the arrangements for appraisal set out in the school's appraisal policy. Statutory regulations on appraisal were last revised for 1st September 2012. A model appraisal policy for schools, which reflects those regulations, is separately available from School HR / RoSIS. It is good practice to attach a copy of the school's appraisal policy to the pay policy.

This model pay policy has been the subject of discussion with the relevant trades unions and associations. It recommends a structure for schools to follow and covers all key areas of pay discretion that schools need to consider. Some items – such as the residential allowance – will clearly only apply to some establishments. All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability. Both pay and appraisal policies should make clear the school's compliance with current relevant legislation and employment law.

Headteachers, CEOs and governing boards should review their pay policy each year, or when other changes are made to regulation, to ensure that it reflects the latest legal position. They should consult staff and unions where there are any significant changes. In local authority maintained schools the pay policy must always remain compliant with the current School Teachers' Pay and Conditions Document and the accompanying statutory guidance. In the event of any inadvertent contradiction between school policy and the current STPCD and guidance, the latter will take precedence. Annual reviews of the pay policy should also take account of any changes to related legislation, particularly that covering teacher appraisal.

This model pay policy only covers staff whose statutory pay and conditions of service fall under the terms of the STPCD. It does not cover support staff, who have their own pay determination mechanism. However, relevant bodies are encouraged to develop pay policies for support staff as appropriate.

Local Authorities in developing their own pay policies for unattached teachers, may adapt this model as appropriate to fit their circumstances.

Guidance on the text

STPCD gives significant discretion to individual governing boards to determine the precise detail of their pay policy. However, in exercising this discretion, governing boards must ensure that the final text of their policy remains compliant with national regulation.

In this model policy the recommended text of the policy has been placed in the left hand column. Where recommended text is shown in *italics* this indicates that this is not a requirement of the revised STPCD (2017). Members of governing boards are advised, therefore, to consider these italicised passages in more detail, and may wish to seek further advice, before adopting or amending these.

Guidance notes intended to support schools in determining the final text of their policy have been placed in the right hand column. This column does **not** form part of the actual text of the policy and schools may, therefore, wish to remove it before publishing the final text of the policy.

POLICY ON SCHOOL TEACHERS' PAY FROM 1st SEPTEMBER 2017 TO 31st AUGUST 2018

1. PRINCIPLES

Recommended text	Notes and guidance
<p>1.1 Principles</p> <p><i>All teachers employed at our school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated from time to time.</i></p> <p>Teachers and unions have been consulted on this policy. All pay related decisions will be taken in compliance with relevant legislation and employment law. All pay-related decisions are made taking full account of relevant school improvement plans.</p>	<p>Only local authority maintained schools are required to follow the regulations contained within the School Teachers' Pay and Conditions Document. Independent schools, including academies and free schools, have the option to depart from these regulations, while respecting any arrangements made under TUPE.</p>
<p>1.2 Pay reviews</p> <p>The Governing Board will ensure that every teacher's salary is reviewed with effect from 1st September each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Where applicable, the written statement will give information about the basis on which any pay determination was made as a result of the review.</p> <p>Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.</p> <p>Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Board will give the required notification as soon as possible and no later than one month after the date of the determination.</p>	<p>A revised pay statement must also be given where there are any other changes in pay arrangements in the year.</p>

2. DETERMINATION OF PAY RANGES AND STARTING PAY POINTS ON APPOINTMENT

Recommended text	Notes and guidance
<p>2.1 Head teachers</p> <p>Decisions on setting or amending pay ranges for head teachers will be taken in accordance with the relevant paragraphs of the current STPCD which deal with the determination of the school's head teacher group and head teacher pay range.</p> <p>The Governing Board will determine the pay range for a head teacher when they propose to make a new appointment or at any time if they consider this necessary to reflect a permanent and significant changes in the responsibilities of the post. Additional <u>temporary</u> responsibilities may be rewarded via an additional payment, not via an increase in the head teacher's pay range or an alteration to the pay point within the head teacher's existing pay range.</p> <p>School policy on the determination of the head teacher pay range on appointment, and on permanent changes to the pay range, is set out in section 2.2.1 and in Appendix 3 below. School policy on the use of temporary additional allowances is set out in sections 2.2.2 and 6.1 below.</p>	<p>Guidance should be sought from HR where a governing board wishes to determine the head teacher salary range on appointment.</p> <p>Guidance should also be sought from HR where a governing board is considering a change to the head teacher pay range on the basis of a permanent and significant change in the responsibilities of the post.</p>
<p>2.2 Head teachers accountable for more than one school</p> <p>Where the school joins, or has joined, one or more schools to form a permanent or temporary partnership under one single head teacher, governance arrangements will be established to oversee the pay and also the appraisal/performance management of the head teacher for the duration of the partnership.</p>	<p>Governance arrangements will differ between schools depending on the type of school and the nature of the partnership. Guidance should be sought from HR and from governor services on appropriate arrangements.</p>
<p>2.2.1 Head teachers accountable for more than one school - permanent arrangement</p> <p>Where the school enters into a <u>permanent</u> arrangement where a head teacher is appointed as head teacher of more than one school a new head teacher group will be determined by adding together the total pupil unit score of all of the schools.</p> <p>The head teacher's pay range will be a seven point range within that head teacher group. The governing board will determine the appropriate head teacher's pay range, and the starting pay point within this range. A new head teacher will be placed at any of the three bottom points of the head teacher's pay</p>	

<p>range allowing for a minimum of four points for progression in subsequent years.</p>	
<p>2.2.2 Head teachers accountable for more than one school - temporary arrangement</p> <p>Where the school enters into a <u>temporary</u> arrangement where a head teacher is temporarily responsible for one or more additional schools, as well as their continuing role as head teacher of their own school, the additional responsibility will be rewarded via an additional payment, not via an increase in the head teacher's pay range or an alteration to the pay point within the head teacher's existing pay range.</p> <p>The total sum of additional payments to the head teacher in any school year must not exceed 25% of the annual salary payable to the head teacher, and the total sum of salary and other payments made to the head teacher must not exceed 25% above the maximum of the head teacher group. It should be noted that the 25% is the upper limit, it is not the expectation that discretionary payments will automatically be set at 25%.</p> <p>In wholly exceptional circumstances, additional payments may exceed the limit set above, but only with the agreement of the governing board. The governing board must seek <u>external independent advice</u> and produce a business case, before seeking agreement.</p> <p><i>Temporary arrangements will be limited to a maximum of two years while a permanent solution is being sought. The Governing Board will clarify how (a) these arrangements will work in practice and (b) how the arrangements will be brought to an end.</i></p> <p>Where the arrangement for the head teacher is temporary, any adjustment to their pay and that of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease.</p>	<p>Guidance should be sought from HR where a governing board is considering the use of additional payments.</p> <p>Appropriate external independent advice might be that provided by HR, and by a consultant head teacher employed by the Local Authority.</p> <p>The limitation of any temporary arrangements to a maximum of two years is guidance, not regulation within STPCD.</p>
<p>2.3 Deputy and assistant head teachers</p> <p>Decisions on setting or amending pay ranges for deputy and assistant head teachers will be taken in accordance with the relevant paragraphs of the current STPCD which deal with the determination of the pay ranges for those staff.</p>	<p>Guidance should be sought from HR where Governing Bodies wish to determine the pay range of deputy and assistant head teachers on appointment.</p>

<p>The Governing Board will determine the pay range for a deputy or assistant head teacher when they propose to make a new appointment, or at any time if they consider this necessary to reflect a <u>permanent</u> and significant changes in the responsibilities of the post (see section 2.4 for <u>temporary</u> changes)</p> <p>School policy on the determination of pay ranges for deputy or assistant head teachers is set out in Appendix 3 below.</p>	<p>Guidance should also be sought from HR where a governing board is considering a change to the pay range of deputy or assistant head teachers on the basis of a permanent and significant change in the responsibilities of the post</p>
<p>2.4 Temporary additional responsibilities for deputy or assistant head teachers resulting from a change in the role of the head teacher</p> <p>Where the head teacher temporarily responsible for more than one school consideration will be given to the pay of deputy and assistant heads. An increase in pay will only be agreed where the post accrues additional extra responsibilities as a result of the head teacher's enlarged role. It should not be assumed that an increase to the deputy and assistant heads pay is a requirement in all cases.</p> <p>The Governing Board may:</p> <ul style="list-style-type: none"> • Temporarily alter the pay point within the existing pay range • Temporarily increase the pay range • Consider the use of additional payments (see Section 6.1) <p>Where the arrangement for the head teacher is temporary, any adjustment to their pay and that of other teachers is also temporary and safeguarding provisions will not apply when the arrangements cease.</p> <p>Where an alteration in the responsibilities of a deputy or assistant head teacher becomes permanent, section 2.3 above will apply.</p>	<p>Guidance should also be sought from HR where a governing board is considering a change to the pay range of deputy or assistant head teachers on the basis of a significant change in the responsibilities of the post</p>
<p>2.5 Leading practitioners</p> <p>Where a post of leading practitioner is created within the staffing structure, the Governing Board will determine the individual pay range for that post (within the overall national pay range for leading practitioners).</p>	<p>The determination of the individual pay range should be made taking into account any recommendations from the head teacher.</p>
<p>2.6 Teachers on the upper pay range</p>	

<p><i>Teachers who have previously been employed on the upper pay range will normally be appointed on a salary:</i></p> <ul style="list-style-type: none"> - <i>at least commensurate with their current salary level, and</i> - <i>taking into account entitlement to performance related pay progression on the upper pay range (for September appointments) based on evidence from the previous employing school.</i> <p>In making the determination of starting salary, the Governing Board may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context 	<p>STPCD specifies that employment on the upper pay range (UPR), including the reference point at which they are employed, only remains permanent only while a teacher is employed in the same school. Where taking up appointment in a different school, a teacher previously employed on the upper pay range may be appointed to either a different reference point on UPR, or a reference point on MPR.</p> <p>In respect of progression on the upper pay range on appointment to a different school, a governing board is not obliged to accept evidence from the previous employing school which might justify further progression on the upper pay range at the point of appointment (for September appointments).</p>
<p>2.7 Teachers on the main pay range</p> <p><i>Teachers will normally be appointed on a salary:</i></p> <ul style="list-style-type: none"> - <i>at least commensurate with their current salary level, and</i> - <i>taking into account entitlement to performance related pay progression on the main pay range (for September appointments) based on evidence from the previous employing school.</i> <p>In making the determination of starting salary, the Governing Board may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context 	<p>STPCD specifies that progression up the main pay range (MPR) remains permanent only while a teacher is employed in the same school. Where taking up appointment in a different school, a teacher may be appointed to a different reference point on MPR.</p> <p>In respect of progression on the main pay range, a governing board is not obliged to accept evidence from the previous employing school which might justify further progression on the main pay range at the point of appointment (for September appointments).</p>

<p>2.8 Newly Qualified Teachers (NQTs)</p> <p><i>NQTs will normally be appointed on the minimum of the main pay range.</i> The Governing Board may decide to appoint at a higher salary.</p> <p>In making the determination of starting salary, the Governing Board may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context 	
<p>2.9 Part-time teachers</p> <p>Teachers appointed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The Governing Board will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the STPCD.</p>	<p>Part-time teachers are entitled to PPA time pro-rata to full-time teachers.</p> <p>Governing bodies are responsible for ensuring that part-time teachers have a clear statement of the sessions and hours they will be required to work.</p>
<p>2.10 Short notice/supply teachers</p> <p>Teachers appointed on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.</p> <p>Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by 6.5 to arrive at the hourly rate.</p>	<p>Teachers should be paid for all the hours they are required to be on the school premises. Consideration should be made for non-contact time.</p>
<p>2.11 Unqualified teachers</p> <p>In making the determination of starting salary within the pay range for unqualified teachers, the Governing Board may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context 	<p>Governing Bodies may wish to consider relevant qualifications/experience from areas such as:</p> <ul style="list-style-type: none"> - teaching in the further or higher education - industrial or commercial training - instructional roles within the Armed Forces - overseas teaching which does not confer a QTS qualification recognised in the UK
<p>2.12 Unqualified teachers on employment-based routes into teaching</p>	

<p>In making the determination of starting salary within the pay range for unqualified teachers, the Governing Board will pay an unqualified teacher registered on an employment based training route to QTS at least the minimum within the pay range for unqualified teachers.</p> <p>In making the determination of starting salary within the pay range for unqualified teachers on employment-based routes into teaching, the Governing Board may take into consideration a range of factors including:</p> <ul style="list-style-type: none">• the requirement for, and value of, any relevant qualifications and experience, in relation to the post• evidence of previous performance• the wider school context	
---	--

3. DETERMINATION OF ANNUAL PAY PROGRESSION

Recommended text	Notes and guidance
<p>3.1 Pay recommendations</p> <p>In making pay decisions the Governing Board will make reference to the pay recommendation contained within the appraisal report. The date by which the appraisal cycle will be completed, and the resulting appraisal report made available, is determined by the school and specified in the school's appraisal policy.</p> <p>In the case of NQTs, whose appraisal arrangements are different, pay decisions will make reference to the statutory induction process and the pay recommendation contained within the final assessment report.</p> <p>For any teacher, it will be possible for a no progression determination to be made without recourse to the capability procedure. <i>A no progression determination will be made where concerns about a teacher's performance arise which may be managed without recourse to capability.</i></p>	<p>All teachers subject to the 2012 Appraisal Regulations must have an annual appraisal, but schools are free to determine the start and finish dates for the cycle. Our recommendation is that the appraisal cycle for teachers should be completed annually by 31st October and for head teachers no later than 31st December.</p> <p>NQTs who are undertaking statutory induction are not in appraisal, but covered by a separate process leading to a final assessment report which should contain a recommendation on pay.</p> <p>Full criteria for pay progression are set out in Appendix 1.</p> <p>Reference should also be made to the Local Authority Capability Process</p>
<p>3.2 Determining pay progression</p> <p>The process for making decisions on the pay of teachers at the school is set out below. The criteria for pay progression are detailed in full in Appendix 1.</p> <p>1. The Governing Board will make decisions about pay for all teachers including the head teacher.</p> <p>2. <i>The Governing Board agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Governing Board recognises that funding cannot be used as a criterion to determine progression.</i></p> <p>3. In accordance with the appraisal policy, where a recommendation on pay is required, it must be made</p>	<p>Continued good performance over a number of years should give a classroom teacher a reasonable expectation of progressing to the top of their respective pay range.</p> <p>It is recommended that the Governing Board establish a committee to make determinations of pay in accordance with the pay policy. This function might either be performed by a dedicated pay committee or be part of a more wide ranging staffing committee. It is recommended that the committee has fully delegated powers and if so must be established in accordance with the appropriate school governance regulations.</p> <p>This is not a specific requirement of STPCD.</p> <p>The school's appraisal policy should set out the principles and the mechanics of how the Governing Board will access the contents of individual appraisal</p>

<p>in writing as part of the teacher's appraisal report. The Governing Board must have regard to this recommendation in making their decision.</p> <p>4. The appraiser may be the head teacher or a member of staff to whom the head teacher has delegated the role of the appraiser. <i>Where the role of appraiser is delegated, it is delegated in its entirety including the recommendation on pay.</i></p> <p>5. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and (with the exception of the pay progression of the head teacher) taking into account advice from the senior leadership team or the head teacher.</p>	<p>reports, e.g. whether in full or in summary from the head teacher.</p> <p>The requirement to delegate this role in its entirety is no longer specified in the national appraisal regulations or guidance.</p> <p>It is recommended that the basis upon which a pay decision is made is recorded and communicated to each member of staff by the head teacher, in writing (see section 1.2 above), and that decisions on the pay of the head teacher are communicated by the Chair of the Governing Board, in writing.</p>
<p>3.3 Pay appeals</p> <p>The arrangements for considering appeals with respect to pay are as follows:</p> <p><i>A teacher may seek a review of any determination in relation to his pay or any other decision taken by the Governing Board (or a committee acting with delegated authority) that affects his or her pay.</i></p> <p><i>The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:</i></p> <p><i>That the person or committee by whom the decision was made: –</i></p> <ul style="list-style-type: none"> <i>a) incorrectly applied any provision of the school's pay policy;</i> <i>b) failed to have proper regard for statutory regulation or guidance;</i> <i>c) failed to take proper account of relevant evidence;</i> <i>d) took account of irrelevant or inaccurate evidence;</i> <i>e) was biased, or</i> <i>f) otherwise unlawfully discriminated against the teacher.</i> <p><i>The order of proceedings is as follows:</i></p> <ol style="list-style-type: none"> <i>1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.</i> <i>2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the committee.</i> 	

3. Where this is not possible or where the teacher continues to be dissatisfied, he/she may make a formal representation to the committee.

4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the committee who made the determination.

5. The timescale for steps 1 – 4 in this process will be a period of 10 working days from the original decision. Where there is a delay in meeting the individual to discuss the rationale for the decision, the timescale will be extended as appropriate.

6. The committee or person who made the determination should provide a hearing, normally within ten working days of receipt of the written appeal, to consider the representations and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.

7. Any appeal should be heard by a panel of three members of the governing board who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

In this situation it will be more practical for the head teacher, who has been involved in the process, to discuss the rationale for the decision with the individual.

For any formal hearing or appeal the teacher is entitled to be accompanied by a colleague or union representative (this would include both the hearing and the appeal in paragraphs 6 and 7 opposite). Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.

3.4 Head teacher

In making any determination on pay progression for the head teacher, the Governing Board must have regard to any recommendation on pay recorded in the head teacher's most recent appraisal report.

In agreeing movement up the pay scale, the Governing Board will consider whether the head teacher has demonstrated sustained high quality of performance, having regard to the results of the most recent appraisal carried out.

Pay progression will normally be by one point in the course of one school year, but movement by two

<p><i>points may be considered where performance is assessed as exceptional.</i></p> <p><i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i></p>	<p>STPCD does not specify a limit on annual progression for members of the leadership group within their pay range. The Governing Board, however, retains discretion in determining a limit on annual progression to be included within the pay policy.</p>
<p>3.5 Deputy and assistant head teachers</p> <p>In making any determination on pay progression for the deputy or assistant head teacher, the Governing Board must have regard to any recommendation on pay recorded in the deputy or assistant head teacher's most recent appraisal report.</p> <p>In agreeing movement up the pay scale, the Governing Board will consider whether the deputy or assistant head teacher has demonstrated sustained high quality of performance, having regard to the results of the most recent appraisal carried out.</p> <p><i>Pay progression will normally be by one point in the course of one school year, but movement by two points may be considered where performance is assessed as exceptional.</i></p> <p><i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i></p>	<p>STPCD does not specify a limit on annual progression for members of the leadership group within their pay range. The Governing Board, however, retains discretion in determining a limit on annual progression to be included within the pay policy.</p>
<p>3.6 Progression to the upper pay range for main range teachers</p> <p>Any qualified teacher may apply to be paid on the upper pay range. <i>Applications to be paid on the upper pay range from 1st September must be made in writing to the head teacher before the final date of the appraisal cycle as specified within the school's appraisal policy.</i></p>	<p>Applications to progress to the upper pay range are no longer restricted to teachers on the maximum of the main pay range (MPR 6). However, the Governing Board of the school may consider it reasonable to expect applicants to have progressed to (or substantially towards) the maximum of the main pay range in order to be able to securely evidence criterion (b). See Appendix 1.</p> <p>An application letter is technically only an application to be assessed for progression. It does not need to contain any supporting evidence as this should be generated by the school's appraisal process and contained within the appraisal reports.</p>

An application from a qualified teacher will be successful where the Governing Board is satisfied:

- a) that the teacher is highly competent in all elements of the Teachers' Standards
- b) that the teacher's achievements and contribution to the school are substantial and sustained

In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.

The terms 'highly competent' , 'substantial' and 'sustained' will be understood using the further exemplification provided by DfE which is set out in Appendix 1.

In making any determination on progression to the upper pay range Governing Board must have regard to *the two most recent appraisal reports and any recommendation on pay recorded in the teacher's most recent appraisal report.* In making the any determination on progression the Governing Board will take into account any advice from the head teacher or the senior leadership team.

In exceptional circumstances, where there is inadequate evidence within the appraisal reports, the Governing Board may specify further evidence to be separately provided by the applicant in support of the application.

Following a successful application to progress to the upper pay range a teacher will normally be placed on the minimum of that range. The Governing Board may decide to place the successful applicant at a different pay point within the range having taken into consideration the value of any relevant qualifications and experience, and/or evidence of previous performance

STPCD specifies that, in considering an application, the Governing Board shall have regard to the assessments and recommendations in the teacher's appraisal reports but does not specify the number of reports to be considered.

The Governing Board may delegate to the head teacher the initial assessment of the application and supporting evidence, but as the relevant body the Governing Board should retain the final determination of the outcome of any application as with all pay progression decisions.

This is not specified within STPCD.

3.7 Teachers on the upper pay range

The Governing Board must consider annually whether or not to increase the salary of teachers not at the maximum of the upper pay range and, if so, by how much within the upper pay range.

In making any determination on pay progression the Governing Board must have regard to any

<p>recommendation on pay recorded in the teacher's most recent appraisal report.</p> <p><i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i></p>	
<p>3.8 Teachers on the main pay range</p> <p>The Governing Board must consider annually whether or not to increase the salary of teachers and, if so, by how much within the main pay range.</p> <p>In making any determination on pay progression the Governing Board must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report..</p> <p><i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i></p>	
<p>3.9 Newly qualified teachers (NQTs)</p> <p><i>Upon successful completion of the induction year, where the NQTs contractual arrangement is continuing, the Governing Board will increase the salary of the NQT. The salary will normally be increased of one reference point.</i></p> <p>The Governing Board must have regard to the pay recommendation contained within the NQT's final assessment report in making their decision.</p> <p><i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i></p>	<p>Upon successful completion of the induction year, where the NQTs contractual arrangement is continuing, the Governing Board must consider whether or not to increase the salary of an NQT and, if so, by how much within the main pay range.</p>
<p>3.10 Unqualified teachers</p> <p>The Governing Board must consider annually whether or not to increase the salary of unqualified teachers and, if so, by how much within the pay range for unqualified teachers.</p> <p>In making any determination on pay progression the Governing Board must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report.</p>	

4. SAFEGUARDING

Recommended text	Notes and guidance
<p>4.1 Safeguarding</p> <p>Decisions on safeguarding of pay will be taken in accordance with the relevant paragraphs of the current STPCD which deal with safeguarding.</p>	<p>For the specific provisions dealing with the issues of the amounts of safeguarding and the formal timescales involved see Part 5 of STPCD.</p>

5. ALLOWANCES

Recommended text	Notes and guidance
<p>5.1 Teaching and Learning Responsibility Payments (TLRs)</p> <p>TLR responsibility payments will be awarded in accordance with the provisions of the STPCD.</p> <p>A Teaching and Learning Responsibility payment (TLR) may be awarded to a classroom teacher for undertaking a sustained additional responsibility, in the context of the school's staffing structure, for the purpose of ensuring the continued delivery of high-quality teaching and learning for which the teacher is made accountable. Unqualified teachers may <u>not</u> be awarded a TLR.</p> <p>The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.</p>	<p>TLRs may only be awarded in the context of the school's staffing structure and pay policy.</p>
<p>5.1.1 Criteria for the award of TLR 1 and 2</p> <p>Before awarding a TLR 1 or 2, the Governing Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:</p> <ul style="list-style-type: none">a) is focused on teaching and learning;b) requires the exercise of a teacher's professional skills and judgement;c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; ande) involves leading, developing and enhancing the teaching practice of other staff	<p>All TLR roles should have an agreed job description which clearly defines the additional responsibilities. For each TLR, an assessment should be made of the level of responsibility in order to establish the value of that TLR within the parameters of the appropriate TLR range</p>

Before awarding a TLR1 the Governing Board must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

Values

The values of TLRs must fall within the following ranges:

- a) the annual value of a TLR1 is £7,699 - £13,027;
- b) the annual value of a TLR2 is £2,667 - £6,515.

A teacher cannot hold a TLR 1 and 2 concurrently, but a teacher in receipt of a TLR 1 or 2 may also hold a concurrent TLR 3.

5.1.2 Criteria for the award of TLR 3

Where appropriate, the school will make use of the provision for fixed term TLRs (TLR 3). A TLR 3 may be awarded for time-limited school improvement projects or one-off externally driven responsibilities. A TLR 3 will be time-limited (with the duration of the fixed term determined at the outset), with payment made on a monthly basis for the duration of the fixed term.

Before awarding a TLR 3, the Governing Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and

Safeguarding does not apply to the cessation of a TLR3.

The annual value of a TLR3 will be no less than £529 and no greater than £2,630.

Criteria (c) and (e) for the award of a TLR 1 or 2 do not apply to the award of a TLR 3.

<p>A teacher cannot hold a TLR 1 and 2 concurrently, but a teacher in receipt of a TLR 1 or 2 may also hold a concurrent TLR 3.</p>	
<p>5.2 Special educational needs allowances</p> <p>SEN allowances will be awarded in accordance with the provisions of the STPCD.</p> <p>A SEN allowance of no less than £2106 and no more than £4158 per annum may be payable to a classroom teacher.</p> <p>The Governing Board must award a SEN allowance to a classroom teacher:</p> <p>(a) in any SEN post that requires a mandatory SEN qualification;</p> <p>(b) in a special school;</p> <p>(c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;</p> <p>(d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post:</p> <ul style="list-style-type: none"> (i) involves a substantial element of working directly with children with special educational needs; (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service. 	<p>Where a SEN allowance is to be paid, the Governing Board must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:</p> <ul style="list-style-type: none"> (a) whether any mandatory qualifications are required for the post; (b) the qualifications or expertise of the teacher relevant to the post; and (c) the relative demands of the post
<p>5.3 Additional allowance payable to unqualified teachers</p> <p>The Governing Board may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:</p> <p>a) taken on a sustained additional responsibility which:</p>	

<p>i) is focused on teaching and learning; and ii) requires the exercise of a teacher's professional skills and judgment; or</p> <p>b) qualifications or experience which bring added value to the role being undertaken.</p>	
---	--

6. ADDITIONAL PAYMENTS

Recommended text	Notes and guidance
<p>6.1 Additional payments</p> <p>The Governing Board may make such payments as they see fit to a teacher, including a head teacher (see note opposite), in respect of:</p> <p>(a) continuing professional development undertaken outside the school day; (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school; (c) participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body; (d) additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools (also see Section 2.2 above)</p> <p>The total sum of additional payments to the head teacher in any school year must not exceed 25% of the annual salary payable to the head teacher, and the total sum of salary and other payments made to the head teacher must not exceed 25% above the maximum of the head teacher group. It should be noted that the 25% is the upper limit, it is not the expectation that discretionary payments will automatically be set at 25%.</p> <p>In wholly exceptional circumstances, additional payments may exceed the limit set above, but only with the agreement of the governing board. The governing board must seek external independent advice and produce a business case, before seeking agreement.</p>	<p>Additional payments may only be made to reward head teachers for <u>temporary</u> or time-limited activity. The permanent responsibilities of a head teacher must be taken into account when determining the head teacher's salary range (see Appendix 3)</p> <p>See Section 2.2 for arrangements where a head teacher becomes temporarily responsible for more than one school</p> <p>Appropriate external independent advice might be that provided by HR, and by a consultant head teacher employed by the Local Authority.</p>

<p>6.2 Recruitment and retention incentives and benefits</p> <p>The Governing Board may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.</p>	<p>Where the Governing Board is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, it must conduct a regular formal review of all such awards. The Governing Board should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.</p> <p>Head teachers may not be awarded recruitment and retention payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a head teacher must be taken into account when determining the head teacher's salary range (see Appendix 3)</p>
<p>6.3 Residential duties</p> <p>Any payment to teachers for residential duties must be determined by the Governing Board.</p>	

PAY POLICY APPENDICES

7. APPENDIX 1 - PAY PROGRESSION BASED ON PERFORMANCE

Recommended text	Notes and guidance
<p>7.1 Pay progression based on performance</p> <p><i>In this school all teachers are subject to annual appraisal. Appraisal is a supportive and developmental process that recognises teachers' strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in full in the school's appraisal policy.</i></p> <p><i>Teachers' appraisal reports will contain a pay recommendation. Final decisions about whether or not to accept the pay recommendation contained within the appraisal report will be made by the Governing Board, taking into account advice from the senior leadership team or the head teacher based upon their knowledge of the teacher's performance in the wider context of the school, and drawing upon any relevant additional information available to the leadership team beyond the content of the appraisal report.</i></p> <p><i>In this school the recommendation on pay contained within the appraisal report will indicate:</i></p> <p><i>a) in respect of the <u>objectives</u> set for the appraisal cycle:</i></p> <ul style="list-style-type: none"> <i>- the extent to which teachers have met the performance criteria specified within their objectives</i> <p><i>b) in respect of <u>overall performance</u>:</i></p> <ul style="list-style-type: none"> <i>- the extent to which teachers have fulfilled their job description and any leadership role</i> <i>- The extent to which teachers have met the relevant standards at a level appropriate to their career stage</i> <p><i>The rate of progression for all teachers will be differentiated according to an individual teacher's performance. In this school differentiation will lead to the award of 'standard', 'enhanced/ faster', or 'no' progression. The criteria for each award are set out below.</i></p>	
<p>7.2 Additional criteria for progression to the upper pay range</p> <p><i>Where a teacher is applying for progression to the upper pay range, the recommendation on pay</i></p>	

contained within the appraisal report should additionally indicate the extent to which the teacher meets the criteria for progression (a) and (b) below:

- a) the teacher continues to be highly competent in all elements of the Teachers' Standards
- b) the teacher's achievements and contribution to the school continue to be substantial and sustained

For the purposes of this policy:

'Highly competent' means:

Performance which is not only good but also good enough to provide coaching and mentoring to other teachers, to give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

'Substantial' means:

Of real importance, validity or value to the school; playing a critical role in the life of the school; providing a role model for teaching and learning; making a distinctive contribution to the raising of pupil standards; taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning.

'Sustained' means:

Maintained continuously over a long period

In making any determination on progression to the upper pay range Governing Board must have regard to the **two most recent** appraisal reports and any recommendation on pay recorded in the teacher's most recent appraisal report (see Section 3.6 above)

The Governing Board of this school will **normally** expect applicants to have progressed to (or substantially towards) the maximum of the main pay range in order to be able to securely evidence criteria (a) and (b) for progression to the upper pay range.

There is currently no additional statutory exemplification of the criteria for progression to the Upper Pay Range. Schools may determine additional exemplification but this should remain consistent with the criteria as defined in STPCD..

The exemplification here is taken from the document 'Implementing your school's approach to pay: Departmental advice for maintained schools and local authorities' (DfE, revised September 2016).

STPCD specifies that, in considering an application for progression to the upper pay range, the relevant body shall have regard to the assessments and recommendations in the teacher's appraisal reports but does not specify the number of reports to be considered.

7.3 Progression criteria for NQTs on successful completion of Induction

Standard progression

On successful completion of induction NQTs may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as fully meeting the

relevant standards at a level appropriate to their career stage

Enhanced progression

*On successful completion of induction NQTs may be eligible for a pay increase of **two reference points** (within the pay range specified) if:*

- *they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage*

7.4 Progression criteria for teachers on the main pay range and lead practitioner range

Standard progression

*Teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:*

- *they are assessed as having fully met the performance criteria specified in their objectives, or as having made good progress against (but not fully achieved) very challenging objectives*

and

- *they are assessed as fully meeting the relevant standards at a level appropriate to their career stage*

Enhanced progression

*Teachers may be eligible for a pay increase of **two reference points** (within the pay range specified) if:*

- *they are assessed as having significantly exceeded the performance criteria specified within their objectives*

and

- *they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage*

No progression

*A **no progression** determination may be made if teachers:*

- *are assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging objectives*

and/or

- they are assessed as not meeting the relevant standards at a level appropriate to their career stage

A no progression determination may be made where concerns about a teacher's performance arise which may be managed without recourse to the capability procedure.

7.5 Progression criteria for teachers on the upper pay range

Standard progression

After each period of **two years** on UPR, teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as having fully met the performance criteria specified in their objectives, or as having made good progress against (but not fully achieved) very challenging objectives for two consecutive years

and

- they are assessed as fully meeting the relevant standards at a level appropriate to their career stage for two consecutive years

and

- they are assessed as having additionally continued to meet criteria (a) and (b) for two consecutive years

Faster progression

After a period of **one year** on UPR teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as having significantly exceeded the performance criteria specified within their objectives for one year

and

- they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage for one year

and

- they are assessed as having additionally continued to meet criteria (a) and (b) for one year

No progression

A **no progression** determination may be made if teachers on UPR:

- are assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging objectives

and/or

- they are assessed as not meeting the relevant standards at a level appropriate to their career stage

and/or

- they are assessed as not having additionally continued to meet criteria (a) and (b) for two consecutive years

A no progression determination will be made where concerns about a teacher's performance arise at the level expected of a teacher on UPR which may be managed without recourse to the capability procedure.

7.6 Progression criteria for leadership group (head teachers, deputy and assistant head teachers)

Standard progression

Members of leadership group may be eligible for a pay increase of **one point** (within the pay range specified) if:

- He/she is assessed as having fully met the performance criteria specified in his/her objectives, or as having made good progress against (but not fully achieved) very challenging objectives

and

- He/she is assessed as fully meeting the relevant standards at a level appropriate to their career stage

Enhanced progression

Members of leadership group may be eligible for a pay increase of **two points** (within the pay range specified) if:

- He/she is assessed as having significantly exceeded the performance criteria specified within their objectives

and

- He/she is assessed as significantly exceeding the relevant standards at a level appropriate

to their career stage

No progression

*A **no progression** determination may be made if the member of leadership group:*

- Is assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging objectives*
- and/or*
- is assessed as not meeting the relevant standards at a level appropriate to their career stage*

A no progression determination may be made where concerns about a member of leadership group's performance arise which may be managed without recourse to the capability procedure.

8. APPENDIX 2 - PAY RANGES INCLUDING REFERENCE POINTS FROM 1ST SEPTEMBER 2017 TO 31ST AUGUST 2018

8.1 Unqualified teachers - pay range including reference points from 1st September 2017

Scale Point	Annual Salary England and Wales (excluding the London Area)
1	£16,626
2	£18,558
3	£20,492
4	£22,426
5	£24,359
6	£26,295

8.2 Unqualified teachers* - local agreement from 1st September 2017

*These figures apply only to centrally employed Music teachers

Scale Point	Annual Salary
101	£16,626
102	£18,035
103	£19,459
104	£20,871
105	£22,296
106	£23,716
107	£25,134
108	£26,554
109	£27,971
110	£31,036

8.3 Qualified teachers - main pay range including reference points from 1st September 2017

Scale Point	Annual Salary England and Wales (excluding the London Area)
1	£22,917
2	£24,726
3	£26,714
4	£28,770
5	£31,036
6	£33,824

8.4 Upper pay range from 1st September 2017

Scale Point	Annual Salary England and Wales (excluding the London Area)
U1	£35,927
U2	£37,256
U3	£38,633

8.5 Pay range for leading practitioners from 1st September 2017

Scale Point	Annual Salary England and Wales (excluding the London Area)
Minimum	£39,374
Maximum	£59,857

8.6 Head teachers' groups from 1st September 2017

Group	Range of reference Points	Salary range
1	L6 - L18	£44,544 - £59,264
2	L8 - L21	£46,799 - £63,779
3	L11 - L24	£50,476 - £68,643
4	L14 - L27	£54,250 - £73,876
5	L18 - L31	£59,857 - £81,478
6	L21 - L35	£64,417 - £89,874
7	L24 - L39	£69,330 - £99,081
8	L28 - L43	£76,466 - £109,366

8.7 Leadership pay range from 1st September 2017

***N.B.** Points 18*, 21*, 24*, 27*, 31*, 35* and 39* are the salary figures for head teachers at, or moving to, the top of their head teacher range where this coincides with the top of the head teacher group only. These figures remain lowered as an outcome of STPCD (2015).

Reference Point	Annual Salary England and Wales (excluding the London Area)		
		Top of HT group *see note above	
L1	£39,374		
L2	£40,360		
L3	£41,368		
L4	£42,398		
L5	£43,453		
L6	£44,544		
L7	£45,742		
L8	£46,799		
L9	£47,966		
L10	£49,197		
L11	£50,476		
L12	£51,636		
L13	£52,929		
L14	£54,250		
L15	£55,598		
L16	£57,076		
L17	£58,387		
L18	£59,857	L18*	£59,264
L19	£61,338		
L20	£62,860		
L21	£64,417	L21*	£63,779
L22	£66,016		

L23	£67,651		
L24	£69,330	L24*	£68,643
L25	£71,052		
L26	£72,810		
L27	£74,612	L27*	£73,876
L28	£76,466		
L29	£78,358		
L30	£80,307		
L31	£82,293	L31*	£81,478
L32	£84,338		
L33	£86,434		
L34	£88,570		
L35	£90,773	L35*	£89,874
L36	£93,020		
L37	£95,332		
L38	£97,690		
L39	£100,072	L39*	£99,081
L40	£102,569		
L41	£105,131		
L42	Removed		
L43	Removed		

9. APPENDIX 3 - DETERMINATION OF LEADERSHIP PAY RANGE ON APPOINTMENT

9.1 DETERMINING THE HEAD TEACHER PAY RANGE FOR NEW HEAD TEACHER APPOINTMENTS

The process for determining the head teacher pay range for new head teacher appointments is set out below. This process is based on guidance provided by the School Teacher Review Board

Where the Governing Board is considering a permanent change to the pay range of the head teacher it will follow the steps set out in Stage 1 (excluding (e) and (f)).

Recommended text	Notes and guidance
<p>a) Set head teacher group Determine which head teacher pay group is appropriate for the school using the total unit score (for all schools if permanent responsibility for more than one school)</p>	<p>STPCD continues to specify eight head teacher groups calculated by reference to total unit scores. Each of the eight groups has a defined pay range.</p> <p>Schools should take advice from HR in determining the appropriate head teacher group.</p>
<p>b) Context Make an assessment of the school's context and the complexity of the head teacher role.</p>	
<p>c) Set indicative head teacher pay range Define a narrower head teacher pay range (within the broader head teacher group) that is appropriate for the head teacher's role in the school.</p> <p><i>The Governing Board will use reference points in setting the maximum and minimum of the head teacher pay range and progression points within the pay range.</i></p> <p><i>The Governing Board will set a head teacher pay range consisting of seven consecutive points.</i></p>	<p>STPCD specifies that the maximum of the head teacher pay range should not <u>normally</u> exceed the maximum of the head teacher pay group applicable to the school (see 1 above).</p> <p>In wholly <u>exceptional</u> circumstances, the head teacher's pay range may exceed the maximum of the head teacher group by no more than 25%, but only with the agreement of the governing board. The governing board must seek <u>external independent advice</u> and produce a business case, before seeking agreement.</p> <p>STPCD does not require the use of reference points from the leadership range to set either the maximum or minimum of the head teacher pay range or progression points within the head teacher pay range.</p> <p>STPCD does not require that the head teacher pay range consists of seven consecutive points.</p> <p>STPCD specifies that the pay range for a deputy or assistant head teacher should only overlap the head teacher's pay range in exceptional circumstances.</p>

<p>The Governing Board will ensure that the <u>minimum</u> of the head teacher's pay range is:</p> <ul style="list-style-type: none"> - At least the next point higher on the leadership range than the maximum of the pay range of any deputy or assistant head teacher at the school - At least the next point higher on the leadership range than the salary of the highest paid classroom teacher in the school 	
<p>d) Review Benchmarks Refer to available benchmark data to ensure that the assessment of context is accurate.</p>	<p>No national information is currently available to support school in benchmarking the head teacher salary range. Information on the head teacher ranges currently being used in Rotherham schools will be available from HR. <u>However, this will be general in nature and will not give information about specific schools.</u></p>
<p>e) Advertise Publish an advert for the head teacher position which details responsibilities, accountabilities and expected outcomes along with the person specification.</p>	
<p>f) Select Undertake the selection process.</p>	
<p>g) Assess Assess the candidate against the skills and competencies required.</p>	
<p>h) Decide starting salary Set head teacher pay range and starting salary for the head teacher taking into account decisions made above, but also considering candidate specific factors. Allow scope for performance related progression over time.</p> <p><i>The Governing Board will ensure that, in deciding the starting salary within the head teacher pay range determined, there are a minimum of four points available for subsequent performance related pay progression linked to the annual appraisal process.</i></p>	<p>STPCD specifies that, in the case the case of a new appointment, the Governing Board may wish to consider adjusting the head teacher pay range (decided at Stage 2 above) to take account of how closely their preferred candidate meets the requirements of the post.</p> <p>STPCD specifies that in determining the starting salary in relation to the head teacher pay range, the Governing Board must seek to ensure that there is appropriate scope within the range to allow for performance related progress over time</p>

9.2 DETERMINING THE PAY RANGE FOR NEW DEPUTY OR ASSISTANT HEAD TEACHER APPOINTMENTS

The process for determining the head teacher pay range for new head teacher appointments is set out below. This process is based on guidance provided by the School Teacher Review Board

Where the Governing Board is considering a temporary or permanent change to the pay range of the deputy or assistant head teacher it will follow the steps set out in Stage 1 (excluding (d) and (e))

Recommended text	Notes and guidance
<p>STAGE 1: DEFINE THE JOB Set out the responsibilities, accountabilities and expected outcomes for the job as well as the skills and competence required</p>	
<p>a) Consider the specific role</p> <ul style="list-style-type: none"> • Make an assessment of whether the role and its responsibilities and accountabilities are significant, distinct from other leadership posts and have whole school responsibilities. • Consider how the role fits within the wider leadership structure of the school. 	
<p>b) Consider fit with pay ranges for other posts After considering the significance of the role and the responsibilities and accountabilities, assess where pay should sit relative to other posts.</p>	
<p>c) Set indicative pay range Define a pay range that is appropriate for the DHT / AHT role in your school.</p> <p><i>The Governing Board will use reference points in setting the maximum and minimum of the pay range and progression points within the pay range for DHT / AHT appointments.</i></p> <p><i>The Governing Board will set a pay range consisting of five consecutive points for DHT / AHT appointments.</i></p> <p>The Governing Board will ensure that the <u>minimum</u> of the head teacher's pay range is at least the next point higher on the leadership range than the maximum of the pay range of any deputy or assistant head teacher at the school.</p> <p><i>The Governing Board will ensure that the <u>minimum</u> of the deputy head teacher's pay range is not less than the next leadership point above</i></p>	<p>STPCD does not require the use of reference points from the leadership range to set either the maximum or minimum of the pay range for DHT / AHT appointments or progression points within the pay range.</p> <p>STPCD does not require the pay range for DHT / AHT appointments to consist of five consecutive points.</p> <p>STPCD specifies that the pay range for a deputy or assistant head teacher should only overlap the head teacher's pay range in exceptional circumstances.</p> <p>STPCD no longer specifies a minimum differential between the minimum of the deputy head teacher's pay range and the</p>

<p><i>the salary of the highest paid classroom teacher (excluding Leading Practitioners) and the minimum of the assistant head teacher's pay range of the highest paid assistant head teacher.</i></p> <p><i>The Governing Board will ensure that the <u>minimum</u> of the assistant head teacher's pay range is not less than the next leadership reference point above the salary of the highest paid classroom teacher (excluding Leading Practitioners).</i></p>	<p>salary of the highest paid assistant head teacher or the highest paid classroom teacher.</p> <p>STPCD does not require a minimum differential between the minimum of the assistant head teacher's pay range and the salary of the highest paid classroom teacher.</p>
<p>d) Advertise Publish and advert for the post (if appropriate) which details responsibilities and accountabilities along with the person specification.</p>	
<p>e) Select Undertake the selection process.</p>	
<p>f) Assess Assess the candidate against the skills and competencies required.</p>	
<p>g) Decide starting salary Set pay range and starting salary for the DHT / AHT taking into account decisions made above but also considering candidate specific factors. Allow scope for performance related progression over time.</p> <p><i>The Governing Board will ensure that, in deciding the starting salary, there are a minimum of two points available for subsequent performance related pay progression linked to the annual appraisal process.</i></p>	<p>STPCD specifies that, in the case of a new appointment, the Governing Board may wish to consider adjusting the pay range for DHT / AHT appointments (decided at Stage 2 above) to take account of how closely their preferred candidate meets the requirements of the post.</p> <p>STPCD specifies that in deciding the starting salary in relation to the pay range for DHT / AHT appointments, the Governing Board must seek to ensure that there is appropriate scope within the range to allow for performance related progress over time.</p>

Flanderwell Primary School Assessment Policy –2017

Assessment is a continuous and integral part of high quality teaching and learning at Flanderwell Primary School, ensuring children are challenged and reach their full potential. It also creates a whole school framework to inform planning, children’s next steps and whole school targets.

Aims of our assessment process

- To enable progress to be monitored and to support learning.
- To recognise achievements and areas for development.
- To inform children of their individual progress and next steps.
- To inform planning and teaching and identify potential children who need further support.
- To inform parents and the wider community of children’s achievements.
- To enable continuity of assessment both across and from different year groups.

Types of assessment in school

Assessment for learning is used in all classes, taking the form of high quality verbal feedback or written (see marking and feedback policy). This is instantly given based on children’s verbal answers, whiteboard work or during lessons with work in books.

Children at Flanderwell are assessed on their knowledge and capability within the curriculum for the year group they are working in. Children will be assessed as the following for maths, reading, writing and SPAG:

B	Working below the expected level for their year group
E	This is a child that is entering the expected level for their year group.
D	This is a child that is developing well within their year group.
D+	This is a child that is developing plus within their year group and almost secure, with a few gaps which need to be filled.
S	This is a child who is secure , working across the curriculum in that subject for their year group.
X	This is a child who has mastered the curriculum in that subject for their year group and is now exceeding by accesses the curriculum with more complex challenges and greater depth.

In maths, assessments will be gathered using evidence from the following:

- Half termly maths tests (using the abacus problem solving and arithmetic tests).
- Autumn 2 and Spring 2 –we will use White Rose Maths Tests to assess a range of skills.
- Summer 2 – Test base end of year test to inform final judgements for achievements that year.
- Arithmetic tests, which are used fortnightly from Year 2 upwards (using Rising Stars booklet).
- Times tables tests, which are weekly from Year 2 upwards.
- Times tables trackers – tracking individual children’s progress towards their end of year times tables target.
- Teacher assessment using knowledge from class, children’s maths books and challenge maths books.

In reading, assessments will be gathered using evidence from the following:

- Outcomes from cracking comprehension and other comprehension tasks (including HeadStart andTwinkle).
- RWI assessment sheets.
- Teacher assessment on the reader as the whole, based on knowledge acquired from individual reading sessions.

In writing, assessments will be gathered using evidence from the following:

- Independent writing tasks of a variety of genres.
- Diagnostic assessment tasks for spelling and grammar to inform teaching and identify prior learning gaps. (Grammar and spelling bug)
- Summative assessment tasks for spelling and grammar to identify achievements. (Grammar and spelling bug).
- Regular spelling tests based on rules for the taught year group.

In computing and science assessments will be gathered as these subjects are taught from class based assessments, this will be updated on class track (to enable this information to be provided in a printed O-track report to parents during the Spring parent's meeting).

At the end of the year, all other foundation subjects will have a judgement inputted onto the deeper learning area of O-track, based on teacher assessment.

Reporting of assessments

At least once each half term (and more often if deemed appropriate), teachers will update assessment statements using the 'class track' area. Class track provides teachers with a way of tracking the deepening learning of our pupils, and enables pupils, parents, teachers and school leaders to clearly identify gaps in learning. Class track also provides a suggested attainment stage, based on agreed percentages.

At the end of Autumn term 1, Autumn term 2, Spring term 2 and Summer term 2, teachers will use their assessments to input a selected stage of development for their year group for each child and input this on 'deeper learning' on the o-track system.

Parents will also formally be informed of their children's progress twice a year during a parents evening appointment, and then during the summer term in a written report for home on their individual child. The aim of this is to maintain positive and informed home / school relationships.

Moderation

To ensure consistency of assessment across school, regular moderation meetings are conducted within key stages. As well as this, cross-school moderation takes place each half term with our partner school St Alban's Wickersley.

Moderation meetings enable a chance for teachers' professional judgement to be supported. It also helps to provide accurate assessments of children's achievements.

Teachers of pupils in the EYFS, Year 2 and Year 6 attend annual LA moderation meetings to keep up to date with recent developments, expectations and standards at national level and to qualify judgments with other professionals.

Assessment in the Early Years Foundation Stage

In our EYFS, a cycle of observation, assessment and planning is followed to build up a **profile** of each child. Formative assessments are carried out by all practitioners and culminate to form summative judgments at 3 key points in the year – **Autumn 2, Spring 2 and Summer 2**, against the statements in the Development Matters document. Formative assessment may include– notes; photographs; samples of work; video footage – but will also include the wealth of knowledge gleaned by practitioners on a day to day basis.

On entry to our Foundation Stage 1, practitioners use information from observation to form the starting point of the assessment cycle. At the beginning of the foundation stage 2 year, a more formalised baseline assessment is used. For our school, this is the **NFER Baseline assessment tool**.

At the end of the Foundation Stage 2 year, children are assessed against the **17 ELGs** (Early Learning Goals) and are judged as either:

EMERGING	Below the expected level for their age at the end of the EYFS
EXPECTED	Working within/at the expected level for their age at the end of the EYFS
EXCEEDED	Working above the expected level for their age at the end of the EYFS

