



AVANTI SCHOOLS TRUST

Policy Handbook



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Introduction

This policy handbook contains all of the Trust’s statutory policies, except for HR related policies that are contained in the Trust’s HR Handbook. In addition to those that are statutory, we have included other key trust-wide policies.

The policies in this handbook apply to all schools that are part of Avanti Schools Trust.

Policies that are statutory are denoted with an asterisk next to the policy title.

Reviews

This handbook will be reviewed annually for approval by the Trust’s Board of Directors. When changes occur to legislation or non-statutory guidance, the Trust will bring these changes to the attention of key stakeholders and make the appropriate changes during the annual policy review cycle, or earlier if necessary.

Definitions

In education law, the term “parent” includes the natural or adoptive parents of a student, as well as a non-parent with care of a student and a non-parent with parental responsibility of a student. For the purposes of this handbook only, the term “parent” will also include a non-parent who does not have care of or parental responsibility for a student, but who is involved in looking after a student on a regular basis (for example, a childminder, non-resident partner of a

parent or relative who takes the student to or from school, is involved with the care of the student in some other way, or a person whose emergency contact number we have been provided with).

References to 'Governors' or 'Local Governing Bodies' refer to School Stakeholder Committee Members and the School Stakeholder Committee (SSC).

References to 'The Trust' refer to 'The Avanti Schools Trust' and those to 'the School' refer to a school within the Avanti Schools Trust.

Accessibility Plan*

Each school within the Trust maintains their own accessibility plan and strategy, which can be found on their website.

Below are the guiding priorities for the schools as set by the Trust:

- 1) Further improve the accessibility to the curriculum for all SEND pupils.
- 2) Continually Improve staff awareness of disability issues of SEND pupils.
- 3) Improve range of skills and experience made available within Avanti so that staff are better able to assess and provide for the needs of pupils who have learning difficulties and disabilities.
- 4) Ensure that all school trips and residential visits are fully accessible for students with learning, emotional and physical difficulties
- 5) Ensure correct procedures are in place for child with SEN/ specific risk assessments evacuate building in case of fire/emergency
- 6) Provision of wheelchair accessible toilets with changing facilities
- 7) Appropriate use of specialised equipment to benefit individual pupils and staff
- 8) Training for teachers on differentiating the curriculum and effective communication with parents

Admissions*

Admissions policies for each school within the Trust can be found on the individual school websites.

Anti-bullying & Cyber-bullying policy*

Statement of Intent

The school is committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a *telling* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

The school has a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- To inform all governors, teaching and non-teaching staff, pupils and parents about what bullying is.
- To ensure all governors and teaching and non-teaching staff are informed of how to deal with instances where bullying is reported.
- To ensure all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- To assure pupils and parents that they will be supported when bullying is reported.
- To clearly communicate to the whole school community that bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

School Procedures

1. The school ethos and culture encourages and reminds our students to report **all** incidents of bullying to staff and this is reflected in our school environment and the process is regularly reviewed as an integral part of our review panel / pastoral care meetings, which form an integral part of our school self-evaluation system and feed into any whole school developments;
2. In cases of serious bullying, the incidents are recorded by staff in the **Anti-Bullying Log** and parents are informed and are asked to come in to the school to meet and discuss the problem with staff;

3. If necessary and appropriate, the police will be consulted;
4. The bullying behaviour or threats of bullying are investigated and the bullying plan is put into place promptly to ensure the bullying is stopped and the student feels safe and secure once more;
5. An attempt is made to help the bully (bullies) change their behaviour patterns using restorative justice and mediation processes where appropriate;
6. Where appropriate, confidence building sessions are offered to the student who has been bullied to ensure they develop aspects of their self-esteem and self-worth.

Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place according to the complexity of the bullying incidents;
- In serious cases, suspension or even permanent exclusion will be considered;
- If possible, the pupils will be reconciled by implementing specific restorative justice and mediation techniques;
- After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

The school will use a variety of prevention strategies:

- An agreed set of school standards for behaviour;
- Students signing a Home School Agreement;
- Writing stories or poems or drawing pictures/posters about bullying;
- Reading stories about bullying or having them read to a class or assembly;
- Role-plays;
- Having discussions about bullying and why it matters;
- The design of the curriculum and its content, which has a clear focus on character development and spiritual insight.

Our school vision and the reflective nature of our practice and curriculum also enhance our ability to operate in a proactive manner with respect to bullying incidents.

1. Staff Training and Professional Development

Staff receive regular training on the different aspects of supporting pupils who may experience bullying. Our review panel / pastoral care meetings support the staff in working in a more proactive manner, thus preventing bullying from occurring in the first place. Different organisations are invited into the school to further build on staff skills, knowledge, expertise and understanding of how best to support a child who is experiencing bullying.

2. Links to other Policies

This policy directly links to the following policies and guidance:
Child Protection & Safeguarding;
Health and Safety;
Behaviour;
HR Handbook.

3. Persons Responsible for Developing Anti – Bullying Practice

Anti-bullying is promoted and developed by a key member of the Senior Leadership Team and this person is named on Appendix 1.

CYBERBULLYING

The school recognises that technology now plays an important and very central role in our student’s lives, both educationally and socially and for this reason we have incorporated a separate section on Cyberbullying. We are committed to helping all members of the school community to understand both the benefits and the risks of technology, and to equip students with the knowledge and skills to be able to use technology safely and responsibly.

What is cyberbullying?

- Cyberbullying is the use of ICT, commonly but not exclusively a mobile phone or the internet, deliberately to upset someone else;
- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying;
- It can also go further in that it can invade home/personal space and can involve a greater number of people;
- It can take place across age groups and school staff and other adults can be targeted;
- It can draw bystanders into being accessories;
- It includes: threats and intimidation; harassment or ‘cyber-stalking’; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (‘happy-slapping’); and manipulation.

PREVENTING CYBERBULLYING

Understanding and Discussion

- Staff receive ongoing training in identifying cyberbullying and understanding their responsibilities;
- All staff will be helped to keep up to date with the technologies that children are using;
- The students will be involved in developing and communicating a code of advice on protecting themselves from getting caught up in cyberbullying and on reporting cases they experience through the students council;

- Students will be educated about cyberbullying through a variety of means: Assemblies, conferences, Anti-Bullying Week, projects (ICT, PSHE, Drama, English), etc.
- Secondary students are required to follow the school's **e-Safety guidance documentation**.
- Parents of primary school students are asked to sign the school's **e-Safety guidance documentation** before their children are allowed to use the internet in school and will be asked to confirm that they have discussed its contents with their children.

School Procedures

- The school logs all incidents of Cyberbullying and our approaches are incorporated into our Anti-bullying procedures in the previous section.

Promoting the positive use of technology

- Make positive use of technology across the curriculum;
- Use CPD opportunities to help staff develop their practice creatively and support students in safe and responsible use;
- Explore ways of using technology to support assertiveness, self-esteem and to develop friendships;
- Ensure all staff and students understand the importance of password security and the need to log out of accounts.

Making Reporting Easier

- Ensure staff can recognise non-verbal signs and indications of cyberbullying.
- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgment;
- Publicise to all members of the school community the ways in which cyberbullying can be reported.

Responding to Cyberbullying

Most cases of cyberbullying will be dealt with through this policy and the school's Behaviour for Learning Policy. Some features of cyberbullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- Impact: the scale and scope of cyberbullying can be greater than other forms of bullying;
- Targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets;
- Location: the 24/7 and anywhere nature of cyberbullying;
- Anonymity: the person being bullied will not always know who the bully is;
- Motivation: some students may not be aware that what they are doing is bullying;

- Evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence;
- It is possible that a member of staff and other adults may be a victim and these responses apply to them too.

Support for the person being bullied

- Offer emotional support; reassure them that they have done the right thing in telling;
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff;
- Advise the person to consider what information they have in the public domain;
- Unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number;
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down;
- Confiscate mobile phone, ask student to delete the offending content and say who they have sent it on to;
- Contact the police in cases of actual/suspected illegal content using agreed child protection protocols;
- In some cases, the person being bullied may be able to block the bully from their sites and services. The 'Helpful Contacts and Resources' section contains information on what service providers can do and how to contact them.

Investigation

- Staff and students should be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screen-grab of social network pages, print, save and forward to staff whole email messages;
- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact: Internet Watch Foundation (www.imf.org.uk), the local police or the London Safeguarding Children Board Officer;
 - Identify the bully. See 'Helpful Contacts and Resources' section.
 - Any allegations against staff should be handled as other allegations following guidance in Safeguarding Children and Safer Recruitment in Education.

Working with the bully and applying sanctions

The aim of the sanctions will be:

- To help the person harmed to feel safe again and be assured that the bullying will stop;

- To hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behavior;
- To demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly;
- Sanctions for any breaches of policies or internet/mobile phone agreements will be applied;
- The outcome will include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change.

Evaluating the effectiveness of prevention measures

- The review panel / pastoral care meetings will be an opportunity to hear the students point of view, enabling the school to identify areas for improvement and incorporate students' ideas;
- Where required, a survey of student and staff experiences and a parent satisfaction survey will be conducted and findings published.

Legal duties and powers

- The school has a duty to protect all its members and provide a safe, healthy environment.
- Principals have the power 'to such extent as is reasonable' to regulate the conduct of students when they are off-site or not under the control or charge of a member of staff (Education and Inspections Act 2006).
- School staff may request a student to reveal a message or other phone content and may confiscate a phone.
- Some cyberbullying activities could be criminal offences under a range of different laws including the Protection from Harassment Act 1997.

HELPFUL CONTACTS AND RESOURCES

1. When and how to contact the service provider

Mobile Phones

All UK mobile operators have nuisance call centres set up and/or procedures in place to deal with such instances. The responses may vary, but possibilities for the operator include changing the mobile number of the person being bullied so that the bully will not be able to continue to contact them without finding out their new number. It is not always possible for operators to bar particular numbers from contacting the phone of the person being bullied, although some phone handsets themselves do have this capability. Action can be taken against the bully's phone

account (e.g. blocking their account), only with police involvement.

2. Social networking sites (e.g. Bebo, MySpace, Piczo etc.)

It is normally possible to block/ignore particular users on social networking sites, which should mean the user can stop receiving unwanted comments. Users can do this from within the site.

Many social network providers also enable users to pre-moderate any comments left on their profile before they are visible by others. This can help a user prevent unwanted or hurtful comments appearing on their profile for all to see. The user can also set their profile to 'Private,' so that only those authorised by the user are able to access and see their profile.

It is good practice for social network providers to make reporting incidents of cyberbullying easy, and thus have clear, accessible and prominent reporting features.

Many of these reporting features will be within the profiles themselves, so they are 'handy' for the user. If social networking sites do receive reports about cyberbullying, they will investigate and can remove content that is illegal or breaks their terms and conditions in other ways. They may issue conduct warnings and they can delete the accounts of those that have broken these rules. It is also good practice for social network providers to make clear to the users what the terms and conditions are for using the service, outlining what is inappropriate and unacceptable behaviour, as well as providing prominent safety information so that users know how to use the service safely and responsibly.

3. Instant messenger platforms

It is possible to block users, or change instant messenger IDs so the bully is not able to contact their target any more. Most providers will have information on their website about how to do this. In addition, the instant messenger provider can investigate and shut down any accounts that have been misused and clearly break their terms of service. The best evidence for the service provider is archived or recorded conversations and most IM providers allow the user to record all messages.

It is also good practice for Instant Messenger providers to have visible and easy-to access reporting features on their service.

4. Email providers (e.g. hotmail and Gmail)

It is possible to block particular senders and if the bullying persists and alternative is for the person being bullied to change their email addresses. The email provider will have information on their website and how to create a new account.

5. Video-hosting sites

It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways.

On YouTube, perhaps the most well-known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself.

6. Chat rooms, individual website owners/forums, message board hosts

Most chat rooms should offer the user the option of blocking or ignoring particular users. Some services may be moderated, and then moderators will warn users posting abusive comments or take down content that breaks their terms of use.

7. Identifying the Bully

Although the technology seemingly allows anonymity, there are ways to find out information about where bullying originated. However, it is important to be aware that this may not necessarily lead to an identifiable individual. For instance, if another person's phone or school network account has been used, locating where the information was originally sent from will not, by itself, determine who the bully is. There have been cases of people using another individuals' phone or hacking into their IM or school email account to send nasty messages.

In cases where you do not know the identity of the bully, some key questions to look at:

- Was the bullying carried out on the school system? If yes, are there logs in school to see who it was? Contact the school ICT staff or ICT support to see if this is possible.
- Are there identifiable witnesses that can be interviewed? There may be children who have visited the offending site and left comments, for example.
- If the bullying was not carried out on the school system, was it carried out on a mobile or a particular internet service (e.g. IM or social networking site)? As discussed, the service provider, when contacted, may be able to take some steps to stop the abuse by blocking the aggressor or removing content it considers defamatory or breaks their terms of service. However, the police will need to be involved to enable them to look into the data of another user.
- If the bullying was via mobile phone, has the bully withheld their number? If so, it is important to record the date and time of the message and contact the mobile operator. Steps can be taken to trace the call, but the mobile operator can only disclose this information to the police, so police would need to be involved. If the number is not withheld, it may be possible for the school to

identify the caller. For example, another student may be able to identify the number or the school may already keep records of the mobile phone numbers of their students. Content shared through a local wireless connection on mobile phones does not pass through the service providers' network, and is much harder to trace. Similarly text messages sent from a website to a phone also provide difficulties for tracing for the internet service or mobile operator.

- Has a potential criminal offence been committed? If so, the police may have a duty to investigate. Police can issue a RIPA (Regulation of Investigatory Powers Act 2000) request to a service provider, enabling them to disclose the data about a message or the person sending a message. This may help identify the bully. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, any evidence of sexual exploitation (for example grooming or inappropriate sexual contact of behaviour). A new national agency called the Child Exploitation and Online Protection Centre (CEOP) was set up in 2006 to deal with child sexual exploitation, and it is possible to report directly to them online at www.ceop.gov.uk However, it is important to note that it is the sexual exploitation of children and young people, not cyberbullying, which forms the remit of CEOP.

8. Information about cyberbullying and civil and criminal laws

It is very important for schools to take cyberbullying seriously. It can be a very serious matter and can constitute a criminal offence. Although bullying or cyberbullying is not a specific offence in UK law, there are criminal laws that can apply in terms of harassment, for example, or threatening behaviour, or indeed – particularly for cyberbullying – threatening and menacing communications.

9. Some Useful Agencies/Resources

Websites and resources that offer support guidance and strategies for children, young people, schools and parents/carers to prevent all forms of bullying:

Anti-Bullying Alliance

This site offers information advice and resources on anti-bullying. It is intended to be a one stop shop where teachers can download assembly materials, lesson ideas and information including those for Anti-Bullying Week. The site brings information, advice and resources together from more than 65 of its members, which include charities ChildLine, Kidscape, Mencap and the Association of Teachers & Lecturers (ATL). It has a site called Hometown for children and young people about dealing with all forms of bullying.

www.ant-bullyingalliance.org

Anti-Bullying Questionnaire that schools can download and use to find out about

the prevalence of bullying. Go to the following web page and click on Questionnaire.
www.anti-bullyingalliance.org/abawek2005.htm

Anti Bullying Network

An Anti-Bullying site based at the University of Edinburgh dedicated to promoting a positive school ethos. It has advice for students, teachers, parents, on all aspects of bullying, including homophobic, racist and cyber and good case examples of schools in the region that have tried out various strategies to reduce bullying, organised under specific headings. Schools may find these useful for ideas and to adapt.

www.antibullying.net

Antibully

Provides advice to parents whose children are subject to bullying, to spot the signs, listen to them carefully and praise their courage in wanting to deal with the situation.

www.antibully.org.uk/bgbullied.htm

AboutKidsHealth

A Canadian resource and website being developed at The Hospital for Sick Children, one of the largest pediatric teaching hospitals in the world. It has excellent resources on a number of topics related to children and young people's emotional health, well being and safety, including behaviour, bullying and a good section on cyberbullying.

www.aboutkidshealth.ca.ofhc/news/FTR/3879.asp

Antidote

This is a pioneering organisation that seeks to shape a more emotionally literate society through its work with schools. It offers an online schools survey SEELS to enable schools to assess their emotional environment for learning. It also builds capacity for school to deliver SEAL.

www.antidote.org.uk

BeatBullying

A very successful charity that supports borough-based, youth-lead, anti-bullying campaigns. It works with young people and professionals and organises seminars, training courses and conferences. It has an accessible website for young people and schools. It also provides professionals with comprehensive anti-bullying toolkits.

www.beatbullying.org

British Youth Council

The BYC brings young people together to agree on issues of common and encourage them to bring about change through taking collective action.

www.byc.org.uk

Bullying Online

This provides some useful information on a number of bullying behaviours and strategies to prevent bullying. It offers advice to parents and children. However there is no contact link or “about us” section so we do not really know who is behind the organisation or what they stand for.

www.bullyfreeworld.com

BBC Bullying

This provides links and resources explaining how to stop bullying. It also signposts examples of successful school anti-bullying projects and ideas. For example, see Eastlea Community College in Newham and what young people did themselves to raise money and awareness for a bullying awareness project.

www.bbc.co.uk/schools/bullying

Chatdanger

This gives advice for young people and parents on using Internet Chat rooms safely.

www.chatdanger.com

Children’s Express

Children’s Express is a UK-wide news agency producing news, features and comment by young people for everyone. It encourages young people to express their views through story, journalism, photos and images on all issues including bullying that affect them. It also publicises what the Children’s Commissioner is doing for children.

www.childrens-express.org

CEOP: (Child exploitation online protection)

A government agency that is dedicated to promoting online safety for children who may be vulnerable to sexual exploitation in chat rooms. It works with a number of charities and police across the UK and has a website for secondary age students called ‘thinkuknow’.

www.ceop.gov.uk

ChildLine

This provides a 24 hour helpline for children and young people being bullied in the UK. Children and young people can call 0800 1111 to talk about any problem. It is a major charity that is now housed with NSPCC. It provides training in peer support for students and schools and has a range of publications and downloadable resources for children, parents and teachers.

www.childline.org.uk

Childnet International

This is a charity that aims to make the internet a safer place for children and is dedicated to internet safety. It is concerned to prevent abuse on the internet and cyber bullying. It has advice for children and parents and has some useful resources

for teachers of ICT at key Stage 3 on internet safety. It is located in South London (Brockley).

www.childnet-int.org

Children's Legal Centre

This has produced a very helpful document called 'Bullying-a Guide to the Law' which can be downloaded. This publication is an essential tool for parents whose children are being bullied and for professionals providing advice in this area. It advises on actions schools are required to take to prevent and deal with bullying effectively, as well as providing practical advice on what parents can do if a school fails to support their child.

www.childrenslegalcentre.com

Commission for Racial Equality

This has examples of anti-harassment policies and links for education establishments to websites that provide relevant information on racist aspects of bullying.

www.cre.gov.uk

Department for Education and Skills

DTES: Do not suffer in Silence – A pack that has been issued to all schools. It has very useful definitions and training suggestions for a whole school approach to prevent bullying. It has postcards for students experiencing bullying in a number of languages. The DFES also offer a DVD (Making the Difference) that schools can access and excellent training materials on raising awareness about bullying related to race, religion and culture.

www.dfes.gov.uk/bullying

Enable

Bullying is the main reason that children with disabilities move from inclusive to special schools according to research done in Scotland. This webpage gives schools guidance and advice on how to include children with disabilities and prevent bullying.

www.enablelink.org

Family and Friends of Lesbian and Gays (FFLAG)

FFLAG helps parents and families understand accept and support their lesbian gay and bisexual sons/daughters/relatives. FFLAG offers support to local parents groups and contacts, in their efforts to help parents and families understand accept and support their lesbian gay and bisexual members with love and pride.

www.fflag.org.uk

INSTeD

This provides consultancies for schools, local authorities and government departments, and for the community and voluntary sector on cultural diversity and

race equality. It features stories and story telling, multifaith education, Islamophobia, Jewish education and Israel Studies. There is a useful section to download for staff training on bullying related to race religion and culture.
www.insted.co.uk/insted.html

Institute for Race Relations

This has a section on racist attacks including bullying reported in the press. Suitable examples can be downloaded from:
www.irr.org.uk/violence

Kidscape

Kidscape is committed to keeping children safe from abuse. It is the first charity in the UK established specifically to prevent bullying and child sexual abuse it provides information, good resources and training for children and young people under the age of 16, their parents/carers. It offers a range of courses for professionals. It also provides courses in assertiveness training, ZAP, for children and young people and develops their confidence and skills to resist bullying and forms of abuse.
www.kidscape.org.uk

Lucky Duck Publishing

This has an extensive range of good books with practical ideas and strategies for schools to help them to address and prevent all forms of bullying. It also has an excellent video for Primary Schools called 'Broken Toy' and one to address racist and other forms of bullying called 'Outside the Circle'. The authors promote positive approaches to behaviour management and a conscience based approach popularly known as the No Blame or Support Code to enable bullies to own up, take responsibility and change their behaviour.
www.luckyduck.co.uk

NSPCC

The NSPCC works tirelessly and promotes public campaigns to stop cruelty to children. There is advice on a number of issues related to bullying, child protection, and abuse. Kids Zone which contains details for their child protection helpline for young people who have problems at home or are being bullied.
www.nspcc.org.uk

Parentline Plus

This is a charity dedicated to support parents on all issues related to parenting and has a very helpful section on bullying.
www.parentlineplus.org.uk

Parrotfish Company

This focus is on helping schools and teachers and Local Authorities to recognise and celebrate the diversity of the world's cultures and to deal with multiculturalism,

racism and bullying. The website provides information on resources, staff INSET and student workshops.

www.parrotfish.co.uk

School of Emotional Health

This organisation provides training and consultancy in emotional literacy in schools and organises conferences where best practice in emotional literacy is disseminated. www.schoolofemotional-literacy.com or contact tel: 01452 741106

School's Out

Information and resources, advice and training to tackle homophobia in schools. www.Schoos-out.org.uk

Stonewall

This is an organisation campaigning for gay and lesbian people's rights in the UK. You can find out more about Stonewall on their website. www.stonewall.org.uk

Teacher Vision

This provides a downloadable list of five to ten minute activities that are intended to promote positive community building, an understanding of a range of emotions and conflict solutions. www.teachervision.fen.com

Text Someone

To encourage young people to report incidents of bullying, theft, crime or any antisocial behaviour directly to schools 'Text Someone' was born, allowing schools to offer students the chance to text, email or call 24 hours a day, 7 days a week, to report any problems they may have. Once the school has received the message they can then take the appropriate action.

Throwing Stones

This is a video and resource pack, using drama, made by Leicestershire Police and Local Authority on racist bullying aimed at 9-13 year olds. More information can be found on the local authority website which has a number of really useful information sheets for students and ideas for teachers and parents on what bullying is and how to stop it. www.beyondbullying.com

Trinity College Dublin

A useful website with types of bullying, reasons why people bully and the effects of bullying and some examples of training with staff. www.abc.tcd.ie

Young Minds

Young Minds aims to promote the mental health of children and young people through a parent's information service, training and consultancy, advocacy and publications. Its site provides basic information on a range of subjects including bullying.

www.youngminds.org.uk

Young Voice

This is an excellent charity that promotes young people's voices and conducts focus interviews with them on a number of issues including bullying. It organises the Big Debate on bullying, Art Against Bulling and other projects. The website has information on projects and resources and there is an extensive list of resources including research on bullying prevention. Young Voice recently worked with the Children's Commissioner on the Journeys Project which is a collection of case studies of young people who have been bullied.

www.youngvoice.co.uk

Bullying and Disability

Factsheet produced by the Bullying Task Force of the Transition Information Network (TIN), an alliance of organisations and individuals who come together with a common aim: to improve the lives and experiences of disabled young people's transition to adulthood. The factsheets on bullying and disability provides some insight into the different types of bullying and how the law can help stop bullies. Available at:

www.bullyingtaskforce.org/doc/infosheet_pt1.doc

www.bullyingtaskforce.org/doc/infosheet_pt2.doc

Bullying around Racism, Religion and Culture

This advice for schools is the first in a suite of specialist guidance on countering prejudice-driven bullying in schools. This advice was created with the help of children and young people, Principals and staff, community and voluntary sector organisations, professional associations and local authority officers. Available at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying

Homophobic Bullying: an issue for schools

A new report from Childline highlights the problem of homophobic bullying for many young people. The helpline run by NSPCC has introduced a new category for calls relating to sexual orientation, homophobia and homophobic bullying and of the calls within this category received in April, more than a quarter were about homophobic bullying. The report warns that this form of bullying may be more successful than others as victims are often especially reluctant to seek help and it is often not taken as seriously as other forms of bullying. Recommendations include improved PSHE, research on the experiences of lesbian, gay, bisexual and transgender (LGBT), young people at school and the impact of homophobic bullying and more efforts by schools to counter bullying and create a safe environment.

Available at:
www.childline.org.uk/casenotes.asp

Participation Guidance

Are you talking to me? Young people's participation in anti bullying. This new guidance document sets out to help professionals to effectively involve children and young people in anti-bullying work. It highlights the importance of participation, as opposed to consultation, in ensuring that anti-bullying policies and procedures are designed around the needs of children and young people. Case studies are used to look at common problems and how to overcome them, practical ways of making participation happen and the guiding principles necessary for effective participation.

Available at:
www.anti-bullying.org.uk/downloads/pdf/areyoutalkingtome.pdf

Stand up for us

Stand up for us aims to help schools to challenge homophobia in the context of developing an inclusive, safer and more successful school environment for all. It is intended for anyone who works in early year's settings, primary, secondary and special schools, off site units and Student Referral Units (PRUs). Available at:
www.wiredforhealth.gov.uk/PDFstand_up_for_us_04.pdf

Tackling Cyberbullying

The government has published new guideline on dealing with cyberbullying.

The guidelines would help every school tackle bullying in cyberspace with the same vigilance as in the playground but that parents and young people should also understand how to use technologies safely, work with their school to deal with any incidents. The guidelines are available at: www.defs.gov.uk/bullying/

The full report of the research into cyberbullying, carried out by Peter Smith and colleagues at the Unit for School and Family Studies at Goldsmith's college, can be downloaded at:

www.antibullyingalliance.org.uk/downloads/pdf/cyberbullyingreportfinal23016_000.pdf

A summary is available at:

www.antibullyingalliance.org.uk/oxso_clickthru.asp?path=/downloads/pdf/cyberbullying-researchsummary.pdf

The emotional cost of bullying

This factsheet produced by the Royal College of Psychiatrists looks in detail at what bullying is and how it can affect young people. It also gives advice for parents and teachers about how they can help a young person who is being bullied.

www.rcpsych.ac.uk/pdf/sheet18pdf

Books

Most of the websites listed above have books and resources that schools can order to extend their understanding of bullying and how to prevent it.

Journeys

Children and young people talking about bullying. This booklet, the first publication from the Office of the Children’s Commissioner for England, tells the real stories of ten children and young people who have experience bullying. It also includes their tips for dealing with bullying and an endnote by Al Aynsley-Green, the Children’s Commissioner for England.

Available at:

www.anti-bullyingalliance.org.ukpdf/journetsa4.pdf

Primary

“A Volcano in my Tummy” written by Elaine Whitehouse and Warwick Pudney. The book begins with a little insight into anger itself as well as the “rules” of anger. Anger is okay. It’s okay to feel anger, to talk about anger, to express anger in an appropriate way. It’s not okay to hurt yourself and other people, animals or things when you are angry. This is an excellent practical resource with imaginative ideas for lessons to help children to manage and deal with the emotion of anger.

www.amazon.co.uk

Secondary

Adolescent Volcanoes

This is another marvelous book that has a section for adolescents and one for adults giving useful activities and exercises that can be adapted to help young people to deal with anger, set boundaries and communicate appropriately.

Reports, Training Materials and Strategies to reduce bullying

Reports by OfSTED and HMI that summarize practice and indicate ways forward

1. Bullying: Effective action in secondary schools (2003). A report by OfSTED see website – www.ofsted.gov.uk
2. ‘Tackling Bullying in schools’. A survey of effective practice June (2006). This is a report on strategies schools use to prevent bullying, highlighting good practice case examples from Her Majesty’s Inspectors in Education and Training in Wales. It can be downloaded from:

www.estyn.gov.uk/Publications/Remit_Tackling_Bullying_in_schools_survey_of_effective_practice.pdf

3. Another report from ESTYN on good practice in managing behaviour in schools (July 2006) www.estyn.gov.uk

DCSF Suite of Guidance

Safe to Learn

- Bullying Around Race Religion and Culture
- Cyberbullying
- Homophobic Bullying
- Bullying of Children with Special Needs and Disabilities.

Primary and Secondary National Strategies

Social and Emotional Aspects of Learning (SEAL)

Primary Materials 'Say No to Bullying'

An archive of PDFs providing guidance on the theme 'Say no to bullying', forming part of SEAL Excellence and Enjoyment. Includes guidance on staffroom and family activities, the Foundation Stage and Years 1 to 6.

Nationalstrategies.standards.dcsf.gov.uk/node/89185?uc=force_uj

Healthy Schools

The accreditation guidance for Healthy schools especially in relation to emotional health and well being (EHWB) and how this impacts on bullying. Anti-Bullying Guidance was published from Healthy Schools in November 08
www.healthyschools.gov.uk

Inside Justice Week shows people how they can help deliver justice and why it matters. Schools up and down the country have participated in the campaign in previous years, running mock trials, attending events at local courts and police stations, and even welcoming the local police into their classes.

Bring Your Own Device to Work Policy

About this policy

We recognise that many of our staff have personal mobile devices (such as tablets, smartphones and handheld computers) which they could use for school-related purposes, and that there can be benefits for both us and staff, including increased flexibility in our working practices, in permitting such use. However, we have significantly less control over an individual's device compared with our own ICT facilities. Such devices therefore pose a risk to our ability to comply with our legal obligations in respect of personal data and confidential information. For serious breaches of the Data Protection Act 1998, the Trust may be fined up

to £500,000 by the Information Commissioner's Office and staff may incur personal liability for breaches of the Act.

The Trust is a Data Controller for the purposes of the Data Protection Act 1998 and must remain in control of the personal data for which it is responsible, regardless of ownership or location of the device used to carry out the processing.

Anyone covered by this policy may use a personal mobile device for school-related purposes, provided that they sign the declaration at the end of this policy and adhere to its terms.

Use of a personal mobile device may allow our staff to access, for example, information about pupils, email communication with staff and parents, assessments, reports, confidential minutes of meetings, etc. and by making information available to mobile devices we are at risk of the devices being lost or stolen, or being shared with individuals who are not authorised to have access to such personal data. For this reason, we require anyone who wishes to use their own mobile device for school-related purposes to sign up to this agreement which enables us to take measures including remotely wiping all personal information from the device to ensure that we comply with our legal obligations as a data controller.

No one is required to use their personal mobile device for school-related purposes. It is a matter entirely for each person's discretion.

This policy covers all employees, consultants, volunteers, governors, trustees and agency workers, and the term 'staff' is used for the purposes of this policy to include all those roles. This policy does not form part of any employee's contract of employment and we may amend it or remove the policy entirely, at any time.

This policy does not place any contractual obligations on us.

Definition of terms

Personal Data means data which relates to a living individual who can be identified (a) from that data, or (b) from that data and other information which is in the possession of, or is likely to come into the possession of the Trust, and includes any expression of opinion about the individual and any indication of the intentions of the Trust or any other person in respect of the individual.

- The Representative is the Project Manager.

Personnel responsible for this policy

The board of trustees has overall responsibility for the effective operation of this policy but has delegated day-to-day responsibility for its operation to the Representative. The [Representative

/ Trust Board] shall be responsible for reviewing this policy to ensure that it meets legal requirements and reflects best practice.

The Representative is responsible for ensuring that any person who may be involved with administration, monitoring, IT security or investigations carried out under this policy receives regular and appropriate training to assist them with these duties.

[The Representative is responsible for ensuring that all relevant individuals within the schools contained within the Trust have sufficient information and training to implement this and all related policies].

All staff are responsible for the success of this policy. Any misuse (or suspected misuse) of a device or breach of this policy should be reported to the Representative.

If you have any questions regarding this policy or have questions about using your device for school-related purposes which are not addressed in this policy, please contact the Representative.

Scope and purpose of the policy

This policy applies to staff who use a personal mobile device including any accompanying software or hardware (referred to as a **device** in this policy) for school-related purposes. It applies to use of the device both during and outside working hours and whether or not use of the device takes place on Trust property.

This policy applies to all devices used to access our IT resources and communications systems (collectively referred to as **systems** in this policy), which may include (but are not limited to) smartphones, mobile or cellular phones, tablets, and laptop or notebook computers.

When you access our systems you may be able to access data which is confidential, proprietary, private or Personal Data relating to pupils, parents, staff, governors and other individuals (collectively referred to as **Trust data** in this policy). For the avoidance of doubt, Trust data includes data relating to the Academies which form part of the Trust from time to time, and any contractor or other party associated with the Trust.

When you access our systems using a device, we are exposed to a number of risks, including from the loss or theft of the device (which could result in unauthorised access to our systems or Trust data), the threat of malware (such as viruses, worms, spyware, Trojans or other threats that could be introduced into our systems via a device) and the loss or unauthorised alteration of Trust data (including, but not limited to, personal and confidential information relating to Trust pupils, parents, staff which could expose us to the risk of non-compliance with legal obligations of confidentiality, safeguarding, data protection and privacy).

The purpose of this policy is to protect our systems and Trust data, and to prevent Trust data from being deliberately or inadvertently lost, disclosed or altered, while enabling you to access our systems using a device. This policy sets out the circumstances in which we may monitor

your use of our systems, access your device and retrieve, remove or destroy data on it and the action which we will take in respect of breaches of this policy.

Breach of this policy may lead to us revoking your access to our systems, whether through a device or otherwise. It may also result in disciplinary action up to and including dismissal [and in the case of a breach of this policy by a contractor, consultant, casual or agency worker, the termination of the engagement].

Disciplinary action may be taken whether the breach is committed during or outside working hours and whether or not use of the device takes place on Trust property. You are required to co-operate with any investigation into suspected breach, which may involve providing us with access to the device and any relevant passwords and login details. It may also lead in some cases to possible criminal charges. You may also commit an offence under section 55 of the Data Protection Act 1998 if you knowingly or recklessly without the Trust's consent:

- obtain or disclose personal data or the information contained in personal data; or
- procure the disclosure to another person of the information contained in personal data.

Some devices may not have the capability to connect to our systems. We are not under any obligation to modify our systems or otherwise assist staff in connecting to our systems.

Connecting devices to our systems

Connectivity of all devices is centrally managed by the Representative who in turn, delegates authority to the School Principals, who must approve a device before it can be connected to our systems.

We reserve the right to refuse or remove permission for your device to connect with our systems. The Representative will refuse or revoke such permission (and may take all steps reasonably necessary to do so) where in our reasonable opinion a device is being or could be used in a way that puts, or could put, us, our staff, our connections, our systems, or our Trust data at risk or that may otherwise breach this policy.

In order to access our systems, it may be necessary to install software applications on your device. If you remove any such software, your access to our systems will be disabled.

Monitoring

The contents of our systems and Trust data are our property. All materials, data, communications and information, including but not limited to e-mail (both outgoing and incoming), telephone conversations and voicemail recordings, instant messages and internet and social media postings and activities, created on, transmitted to, received or printed from, or stored or recorded on a device (collectively referred to as **content** in this policy) during the course of working on school-related activities or on our behalf is our property, regardless of who owns the device.

We reserve the right to monitor, intercept, review and erase, without further notice, all content on the device that has been created for us or on our behalf. This might include, without limitation, the monitoring, interception, accessing, recording, disclosing, inspecting, reviewing, retrieving and printing of transactions, messages, communications, postings, log-ins, recordings and other uses of the device, whether or not the device is in your possession.

It is possible that personal data may be inadvertently monitored, intercepted, reviewed or erased. Therefore, you should have no expectation of privacy in any data on the device. Staff are advised not to use our systems for any matter intended to be kept private or confidential.

Monitoring, intercepting, reviewing or erasing of content will only be carried out to the extent permitted by law, for legitimate purposes, including, without limitation, in order to: prevent misuse of the device and protect Trust data;

- ensure compliance with our rules, standards of conduct and policies in force from time to time (including this policy);
- ensure that staff members do not use our facilities or systems for any unlawful purposes or activities that may damage our cause damage to the school or the Trust's reputation.

We may also store copies of any content for a period of time after they are created and may delete such copies from time to time without notice. We may obtain and disclose copies of such content or of the entire device (including personal content) for litigation or investigations. By signing the declaration at the end of this policy, you confirm your agreement (without further notice or permission) to such monitoring and to our right to copy, erase or remotely wipe the entire device (including any personal data stored on the device). You also agree that you use the device at your own risk and that we will not be responsible for any losses, damages or liability arising out of its use, including any loss, corruption or misuse of any content or loss of access to or misuse of any device, its software or its functionality.

Security requirements

When using your device to connect to our systems or to process personal data relating to Trust pupils, parents, guardians, staff you must:

- at all times, use your best efforts to physically secure the device against loss, theft or use by persons who we have not authorised to use the device. You must secure the device whether or not it is in use and whether or not it is being carried by you. This includes, but is not limited to, passwords, encryption, and physical control of the device;
- install any anti-virus or anti-malware software at our request before connecting to our systems and consent to our efforts to manage the device and secure its data, including providing us with any necessary passwords;
- protect the device with a pin number or password, and keep that pin number or password secure at all times. If the confidentiality of a pin number or password is compromised, you must change it immediately and inform the Representative. Where

Trust Data is stored on the device, additional security measures to access the Trust Data must be adopted including a password that is changed regularly and/or encrypted;

- if other people such as family members have access to your device, ensure that further levels of security such as passwords or encryption are in place and there is adequate security between the Trust Data and other data stored on or accessible via the device;
- comply with our device configuration requirements;
- keep the device current with security patches and updates;
- not download and install software to the device which is forbidden by the Trust.

A list of applications that are forbidden is available from the Representative;

prohibit use of the device by anyone not authorised by us, unless the Trust is satisfied that appropriate levels of security are in place;

We reserve the right, without further notice or permission, to inspect your device and access data and applications on it, and remotely review, copy, disclose, wipe or otherwise use some or all of the Trust data on it for legitimate school-related purposes, which include (without limitation) enabling us to:

- inspect the device for use of unauthorised applications or software;
- inspect any Trust data stored on the device or on backup or cloud-based storage applications and prevent misuse of the device and protect Trust data;
- investigate or resolve any security incident or unauthorised use of our systems;
- conduct any relevant compliance obligations (including in relation to concerns regarding confidentiality, safeguarding, data protection or privacy); and
- ensure compliance with our rules, standards of conduct and policies in force from time to time (including this policy).

You must co-operate with us to enable such inspection, access and review, including providing any passwords or pin numbers necessary to access the device or relevant applications. A failure to co-operate with us in this way may result in disciplinary action being taken, up to and including dismissal.

If we discover or reasonably suspect that there has been a breach of this policy, including any of the security requirements listed above, we shall immediately remove access to our systems and, where appropriate, remove any Trust data from the device. Although we do not intend to wipe other data that is personal in nature (such as photographs or personal files or e-mails), it may not be possible to distinguish all such information from Trust data in all circumstances. You should therefore regularly backup any personal data contained on the device.

By signing the declaration at the end of this policy, you consent to us, without further notice or permission, inspecting a device and applications used on it, and remotely reviewing, copying,

disclosing, wiping or otherwise using some or all of the data on or from a device for the legitimate school-related purposes set out above.

Lost or stolen devices and unauthorised access

In the event of a lost or stolen device, or where a staff member believes that a device may have been accessed by an unauthorised person or otherwise compromised, the staff member must report the incident to the Representative immediately [and in any event on the same working day if the incident happens during working hours or on the next [day] [working day] if the incident occurs outside of working hours].

Appropriate steps will be taken to ensure that Trust data on or accessible from the device is secured, including remote wiping of the device where appropriate. The remote wipe will destroy all Trust data on the device (including information contained in a work e-mail account, even if such e-mails are personal in nature). Although we do not intend to wipe other data that is strictly personal in nature (such as photographs or personal files or e-mails), it may not be possible to distinguish all such information from Trust data in all circumstances. You should therefore regularly backup all personal data stored on the device.

Procedure on termination of employment

On your last day of work, or your last day before commencing a period of garden leave, all Trust data (including work e-mails), and any software applications provided by us will be removed from the device. If this cannot be achieved remotely, the device must be submitted to the Representative for wiping and software removal. You must provide all necessary co-operation and assistance to the Representative in relation to this process.

Personal data

We shall use reasonable endeavours not to access, copy or use any personal data held on the device, unless absolutely necessary. If such access or copying occurs inadvertently, we shall delete any and all such personal data as soon as it comes to our attention. This limitation does not apply to personal data which is also Trust data (including personal e-mails sent or received using our e-mail system). For this reason, you are encouraged not to use work e-mail for personal purposes.

Appropriate use

You must never access or use our systems or Trust data through a device in a way that breaches any of our other policies. For example, you must not use a device to:

- breach any obligations relating to confidentiality, privacy and safeguarding;
- breach any Trust policy which applies to you, including our Data protection policy;
- breach any other laws or ethical standards (for example, by breaching copyright or licensing restrictions by unlawfully downloading software on to a device).

Technical support

We do not provide technical support for devices. You are responsible for any repairs, maintenance or replacement costs and services.

Costs

You must pay for your own device costs under this policy, including but not limited to voice and data usage charges and any purchase and repair costs. By signing the declaration at the end of this policy you acknowledge that you alone are responsible for all costs associated with the device and that you understand that your school-related usage of the device may increase your voice and data usage charges.

DECLARATION AND AGREEMENT

I [NAME] wish to use my personal mobile device for school-related purposes and explicitly confirm my understanding and agreement to the following:
I have read, understood and agree to all of the terms contained in the Bring Your Own Device to Work Policy.

I understand that the terms of this policy will apply to me at all times, during or outside working hours and regardless of my location.

I acknowledge and agree that authorised personnel of the Trust shall have the rights set out in this policy, including but not limited to the right to access, monitor, review, record and wipe (as the case may be) data contained on my personal device (which I acknowledge may result in inadvertent access to or destruction of my personal data).

I understand and agree that the Trust in its discretion may amend, or remove this policy at any time and that I will be bound by the terms of the policy as amended.

SIGNED

PRINTED NAME

DATE

Capability of Staff*

Capability of Staff policy can be found in the Avanti Schools Trust HR Handbook.

Central Record of Recruitment and Vetting Checks*

Each school maintains a central record of recruitment and vetting checks. These can be found by contacting the school office.

Charging and Remissions*

Introduction

Under the Funding Agreement, the Trust is required to comply with Section 457 of the Education Act 1996 (“the Act”). This requires schools to determine a policy setting out the circumstances in which the school will charge for certain activities, and the remissions which are available for those charges. The policy regarding charges and admissions must be kept under review. This charging and remissions policy has been adopted by the [Trust] in line with that requirement.

The [Governing Body/Trust] recognises the valuable contribution that a wide range of activities including school visits, afterschool clubs and residential experiences can make towards students’ personal and social education. The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum and as additional optional activities.

GENERAL PRINCIPLE

The general principle within the Act is that no charge will be made for education provided by the School during (or mainly during) school hours, or education provided outside (or mainly outside) school hours which is part of the national curriculum, a syllabus for a prescribed examination for which the student is being prepared by the School, or part of statutory religious education.

In addition, the school will not charge for any books, materials, instruments, equipment or transport for use in connection with any education provided during (or mainly during) school hours, or outside (or mainly outside) school hours in the circumstances set out in the paragraph above.

There are, however, exceptions to this general rule which set out the circumstances in which the School may make compulsory charges.

PERMITTED COMPULSORY CHARGES

The School is permitted, and intends, to make compulsory charges to meet the costs of the following:

- The cost of board and lodging on all residential trips regardless of whether they take place during (or mainly during) school hours or outside (or mainly outside) school hours;
- All costs associated with activities, trips and visits which take place outside (or mainly outside) school hours;
- Tuition in playing a musical instrument (including the hire of musical instruments) or vocal tuition where the tuition is not part of the national curriculum or the syllabus for a prescribed public examination, and where this has been provided at the request of the pupil's parent;
- Entering a student for a public examination which is not a prescribed examination, and for the cost of the School preparing the student for that examination;
- Applying for re-marking of an examination paper at the request of the parent or student where the School has assessed the examination paper and has decided that the re-mark is unlikely to result in a higher grade;
- Entering a student for a prescribed public examination which has already been taken by the student (i.e. re-sitting an examination) and where no further preparation for the examination has been provided by the school;
- School meals provided to students not entitled to free school meals under either the Universal Infant Free School Meals ("UIFSM") or Free School Meals ("FSM") schemes (see below); and
- Optional extras provided outside (or mainly outside) school hours.

All children in Reception Year to Year 2 are entitled to free school meals under the UIFSM scheme. Pupils/Students from Year 3 onwards may be entitled to free school meals under the FSM scheme if they are from a low income family or in receipt of specified benefits. Parents should obtain further information about eligibility and how to apply via their home local authority's website.

In addition, where the school has entered a pupil for a public examination, and the pupil fails without good reason to complete the requirements of that examination, the School may recover the entry fee for that examination from the pupil's parents.

In all cases where a compulsory charge will be made by the school, parents will be told the amount in advance and whether statutory or voluntary remission is available for all or part of the compulsory charge. The charge made will reflect the actual cost to the School on a proportionate basis per student.

There are complicated formulae for calculating whether an activity, trip or residential visit which takes place partly during and partly outside school hours will be deemed to take place during or outside school hours. Where applicable, this will be confirmed in the letter sent to parents.

OPTIONAL EXTRAS

Optional extras, for example extra-curricular activities, clubs or tuition which are offered by the School outside school hours and are not part of the national curriculum, part of a syllabus of a prescribed public examination or part of statutory religious education, will be subject to a compulsory charge by the School.

Parents will be notified of the compulsory charge in advance and will be asked to provide their consent to pay the compulsory charges before their child will be permitted to take part in the optional extra. The charge made will reflect the actual cost to the School on a proportionate basis per student.

For the avoidance of doubt, whether a student takes part in an optional extra for which a compulsory charge is to be made is entirely a matter for parents to decide. No optional extras are compulsory for students to take part in.

VOLUNTARY PAYMENTS

The School is permitted to request a voluntary payment for any activity, visit or trip whether it takes place during or outside school hours.

Parents will be notified of the requested voluntary payment in advance and, where the amount requested consists of a combination of compulsory charges and voluntary payments, this will be made clear. The charge made will reflect the actual cost to the School on a proportionate basis per student.

No student will be excluded from an activity, trip or visit because their parent has chosen not to make the voluntary payment. However, parents should be aware that the School has a limited budget and the activity, trip or visit may have to be cancelled if insufficient contributions are received. If this is the case, parents will be notified that this will happen in the letter requesting the voluntary payment.

SALE OF ITEMS BY THE SCHOOL

To actively engage in learning, be ready to learn and be able to learn in many different contexts, it is essential that students have the correct clothing and basic equipment, including the school uniform, pens, pencils, rulers, calculators, etc.

Parents are expected to send their children to the School with these items, however the School may also offer for sale some items of equipment on an optional basis. The charge made for these items will reflect the appropriate cost to the School.

The School may also offer for sale some items of equipment on an optional basis e.g. water bottles. The charge made for these items will reflect the actual cost to the School

PHOTOCOPYING AND PRINTING CHARGES

Photocopying and/or printing carried out by the School for a student which has not been requested by a member of staff will be charged for.

LOSS OF OR DAMAGE TO SCHOOL PROPERTY

The School will seek payment from parents for any loss of or damage to property belonging to the School which has been caused deliberately or negligently by their child.

STATUTORY REMISSION

The Act provides a remission scheme for the compulsory charge made for board and lodging on residential visits which either take place during (or mainly during) school hours, or are provided as part of the national curriculum, the syllabus for a prescribed examination or statutory religious education. In these cases, the School will fund the board and lodging element of these residential visits for those students who are eligible for statutory remission.

For the avoidance of doubt, statutory remission is **not** available for the cost of board and lodging for visits which take place outside (or mainly outside) school hours.

Parents will be eligible for statutory remission if they are in receipt of any of the following:

- Income support;
- Income based Job Seekers Allowance;
- Child Tax Credit, provided they are not entitled to Working Tax Credit and their annual income (as assessed by the Inland Revenue) does not exceed £16,190;
- Support under Part 6 of the Immigration & Asylum Act 1999;
- The 'Guaranteed Element' of Pension Credit; or
- Universal Credit, in certain prescribed circumstances.

Where the statutory remission scheme applies to a visit, details of the scheme and applicability will be set out in the letter notifying parents about the visit.

THE SCHOOL'S SUPPORT FUND (VOLUNTARY REMISSION)

The School may set up a Support Fund to assist parents in paying the cost involved for activities, trips and visits etc.

The terms of the Support Fund will be decided by the School.

Complete confidentiality will be observed at all times.

PAYMENT BY INSTALMENTS

In order to assist parents with budgeting, the School will consider allowing parents to make payments of compulsory charges and voluntary payments by instalments, provided that all instalments have been received before the element of the activity, trip or visit to which the instalment relates must be paid by the School.

Where instalments are offered, this will be set out in the letter to parents, together with confirmation as to which element of the cost each instalment relates. Where a combination of compulsory charges and voluntary payments have been requested, the instalments will be structured so that the voluntary payments are made first, followed by the compulsory charges. This is because the School is able to recover unpaid compulsory charges from parents in the civil courts where the School has incurred costs on a non-refundable basis, whereas unpaid voluntary payments cannot be recovered even where the School has incurred non-refundable costs after receiving confirmation from parents that the voluntary payments will be made.

Where some instalments are received, and further instalments are not forthcoming, the School will not refund any part of the payments received for which refunds cannot be obtained by the School from the provider of that element of the activity, trip or visit.

REFUNDS

A refund of a compulsory charge or voluntary payment received will be made only where the following circumstances apply:

- The activity, trip or visit was cancelled due to circumstances beyond the control of the student and/or his parents;
- The School made a decision that the student will not take part in an activity, trip or visit for any reason. Where this is as a result of the student's behaviour, the refund will be reduced by the amount of any costs already incurred by the School;

- Where a student is awarded a higher grade following an application for a re-mark which was funded by a parent (in these circumstances, the fee will be reimbursed by the relevant examination board).

Refunds may also be made in some other limited exceptional circumstances, at the sole discretion of the School.

Child Protection and Safeguarding Policy and Procedure*

Introduction

All staff recognise that they have a full and active part to play in protecting our pupils from harm at all times. This policy aims to provide all members of staff (paid and unpaid), children and young people, and their families with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when not on the school premises.

Safeguarding children is defined as:

The actions we take to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Practitioners who work with children in this school should read this policy within the framework of:

- Keeping children safe in education, Department of Education 2016
- Working Together to Safeguard Children 2016
- Keeping Children safe in Education 2015
- Protecting children from radicalisation: the prevent duty 2015
- Supervision of Activity with Children 2014
- LGfL Safeguarding Board guidance July 2016
- Counter Terrorism and Security Act 2015
- Use of reasonable force: Advice for Principals, staff and governing bodies July 2013
- London Child Protection Procedures, 5th Edition (2010);
- Safeguarding Children and Safer Recruitment in Education (2010);
- Children's Act (2007)

We believe in supporting all aspects of children and young people's development and learning, and creating the support needed so that they can learn to keep themselves safe.

We recognise that safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Pupils' health and safety
- The use of reasonable force
- Meeting the needs of children with medical conditions.
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, taking into account the local context

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within our school will play their part, including working with professionals from other agencies, to meet the needs of all our children, including the most vulnerable, and keep them safe.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected – our approach is child centred;
- They are aware of the indicators of abuse and know how to share concerns appropriately;
- They work within an assessment framework which considers the child's academic and developmental needs, the capacity of the family and other environmental factors.

All paid and unpaid staff are subject to rigorous recruitment and/or vetting procedures and receive appropriate support, training and guidance.

The School is fully committed to providing the highest standards of pupil welfare and takes proactive steps to actively promote and safeguard all its children. This policy exists to establish the safest possible learning and working environments for all.

Our school actively promotes:

- Personalised approaches towards learning;
- Proactive whole school approaches towards the safeguarding of our pupils;
- Reflective practice, in an open, fair and honest environment.

Educational staff have a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. The School is committed to referring those concerns, via the Designated Safeguarding Officer (DSO), to the appropriate organisation,

normally the local authority Children's Social Care, contributing to the assessment of a child's needs and, where appropriate, to on-going action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- We track all children's progress on a weekly basis via the school's Removing Barriers to Learning (RBL) panel / pastoral care meetings;
- We have a designated child protection officer (DSO) and a deputy DSO who attend training at least once every two years;
- All staff are trained in basic child protection awareness every year;
- The school's Climate for Learning Policy is aimed at supporting all students in the school.
- All staff have read and understand the Child Protection & Safeguarding Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children;
- All children, young people and their families are familiar with the Child Protection & Safeguarding Policy;

Statement of Principles

The School will:

- establish a safe learning environment in which all learners can learn and develop;
- provide learners with information so that they are aware of how to keep themselves safe;
- ensure learners know who they can approach if they are concerned;
- ensure that all safe guarding systems are child-centred;
- maintain clear procedures to identify and refer suspected cases of abuse, ensuring all staff are aware of and follow this policy;
- link with appropriate agencies to safeguard and promote student achievement following Safeguarding Joint Working Protocols as defined within this policy;
- adopt appropriate recruitment and human resource procedures, including arrangements for checks on staff, agency staff, volunteers and learners working with young people. Inform the Local Authority Designated Officer (LADO) of concerns pertaining to staff members' suitability to work with children and young people and of safeguarding allegations;
- provide up-to-date safeguarding related training for all staff working with children;
- collect information about available services in order to provide appropriate support for all learners;
- liaise with employers to ensure relevant learners on placements or training have appropriate safeguards in place.

Recognising Abuse

In the Children's Acts 1989 and 2004, a child is anyone who has not yet reached their 18th Birthday.

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children' (2015 update) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or 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 for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of the children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Physical Abuse

Physical abuse can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning and suffocating. It can also result when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children that they are worthless or unloved, in adequate, or valued only insofar as they meet the needs of another person;
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when

a child is a young carer for a parent who is disabled, has mental health problems or misuse alcohol or drugs.

- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home;
- It may involve serious bullying (including via electronic media), causing children frequently to feel frightened or in danger.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone (For more information, please refer to Anti Bullying and Cyber Bullying Policy and eSafety Guidance).

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person 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 a sexually inappropriate way, 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

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

- Provide adequate food, clothing and shelter (excluding exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers),; or
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding Issues

There are a range of potential safeguarding issues that professionals also need to be vigilant of. Further detail in these areas is provided by either supplementary procedures produced by the London Safeguarding Board or information contained within documents listed at the beginning of this policy. These include:

- Bullying including Cyberbullying
- Child Sexual Exploitation
- Children Missing from Home or Care
- Children Missing Education
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Female genital mutilation (FGM)
- Foreign exchange visits
- Forced Marriage
- Gangs, serious youth violence and violent extremism
- Honour based violence
- Hate
- Information and communication technology (ICT) – based forms of abuse
- Missing from care and home
- Mental Health
- Not attending school
- Parental lack of control
- Parental mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Peer on peer abuse
- Pregnancy
- Private fostering
- Radicalisation and Extremism
- Relationship abuse
- Self-harming and suicidal behaviour
- Sexually active children
- Sexually exploited children
- Sexting
- Trafficked and exploited children
- Young carers. Spirit possession or witchcraft.

Assuring Good Practice: Keeping Children Safe

The School's procedures for safeguarding children will be in line with The London Safeguarding Children's Board Procedures 5th edition and "Working Together to Safeguard Children September 2015" and Keeping Children Safe in Education 2016. We will ensure that:

- The Governing Body understands and fulfils its safeguarding responsibilities.
- We have a designated safeguarding officer (DSO) of the leadership team for child protection who has undertaken Designated Staff training at Level 2 and who undertakes refresher training every two years.
- We have a member of senior team who will act in the DSO's absence who has also received appropriate training at Levels 1 and 2 and who will have been briefed in the role.
- Each member of staff will receive training as arranged by the DSO to develop their understanding of the signs and indicators of abuse or neglect every three years.
- Each member of staff, volunteers and governors will be made aware of how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.
- Each parent/carer will be made aware of the school's responsibilities regarding child protection procedures through publication of the school's child protection policy, and reference to it in our home school agreement/website.
- Our selection and recruitment policy includes all checks on staff suitability including Disclosure Barring Service (DBS) checks as recommended by the DfE and in accordance with current legislation and in accordance with "Keeping Children Safe in Education" September 2016.
- We take these responsibilities very seriously and any member of staff causing concern would be challenged by the Principal or a member of the leadership team who will act in his/her place.
- Our procedures will be annually reviewed and updated.
- The names and photographs of the designated staff members will be clearly shown in the school and on the school's website with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.
- All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures, the name and contact details of the DSO and have these explained as part of their induction into the school.

Roles and Responsibilities

The designated safeguarding officer (DSO) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Most settings have one DSO although it is good practice for settings to have a Deputy DSO. Usually, the DSO is also the named person who following the Principal's delegation responds to allegations made against members of staff. The DSO should be a senior member of staff with the authority and seniority to carry out the functions of the role.

Designated Safeguarding Officer (DSO):

- To refer suspected abuse and neglect to the First Response Service;
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO;
- Review and make recommendations to the Principal and Trust on this policy;
- Develop and update related school specific child protection/safeguarding policies, ensuring that staff, children/families/parents and carers are aware of them;
- Provide support and advice to all members of staff within the setting regarding child protection concerns;
- Keep the Principal informed about any issues that arise;
- Ensure that a child protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file;
- Ensure that staff receive appropriate child protection and safeguarding training, and maintain training records;
- Co-operate with any requests for information from the local authority, such as child protection training returns and self- evaluative forms for safeguarding and child protection, in compliance with the Section 11, Children Act 2004.

All staff:

- To report suspicions or student disclosure to the DSO or their Deputy, paying due regard to the context of any observations i.e. a relatively minor concern may take on greater significance within the wider context of knowledge of a child or family the DSO may not have.
- To provide the DSO or their Deputy with relevant information in a detailed written format, as required.
- To comply with the clear boundaries given by the DSO or the Deputy DSO.

Principal:

- To authorise any action taken by the DSO.

- To lead or delegate to a senior member of staff (usually DSO) any safeguarding issues made against a member of staff other than him/herself and to lead these where they involve the DSO.

Designated Governor:

- To become involved in any allegations against the Principal.

Accusations against a member of staff:

Where accusations are made against a member of staff the following procedures will be followed by the Principal. The Principal will:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation has been made;
- Ensure that the LADO is contacted immediately, before any action is taken by the school;
- Make a referral to the Children’s Service where the child resides, if appropriate;
- Ensure that the parents/carers of the child are contacted following advice from the LADO;
- Ensure that an appointed senior lead (most often the DSO) attends strategy meetings convened by the Local Authority Designated Officer (LADO) and act upon the decisions made at these meetings.

Suspension (a neutral act) will be considered when:

- There is a risk that for the investigation to proceed, impartially and without impediment a suspension ought to be implemented;
- There is a cause to suspect a child is at risk of significant harm or;
- The allegation warrants investigation by the police or;
- The allegation is so serious that it might be grounds for dismissal. (London Child Protection Procedures)

If the accusation is against the Principal, the nominated governor will lead all decision-making and follow the above procedures. Any disciplinary investigation will be carried out once the child protection investigation has been completed. For further information, see Chapter 5 of Safeguarding Children and Safer Recruitment in Education – 2010.

Radicalisation

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The Counter-Terrorism and Security Act 2015 places a duty on schools (and other specified authorities) to have due regard to the need to prevent people from being drawn into terrorism. Radicalisation is usually a process not an event – It is

possible to intervene to prevent vulnerable people being drawn into terrorism. Vulnerable individuals identified as being at risk of radicalisation are referred to the Channel programme. This is a multi-agency panel that provides support to the individual through specialised intervention providers. Whilst the risk of radicalisation is remote it is still a possibility to consider when assessing behavioural changes. If any staff member has any concerns about any child/family at risk of radicalisation or if that member sees a change in behaviour/dress which is not normal, they will complete a cause of concern form and pass this to the DSO who will then submit a referral to the Prevent Institutions Officer and/or the Local Authority Social Care Team. All staff members will have PREVENT training. Paragraphs 57-76 of the Revised Prevent Duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). There is separate guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Channel Programme

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: Channel guidance. E learning channel awareness programme for staff is available at: Channel General Awareness. 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. Advice regarding **PREVENT** or referrals to the Channel programme can be obtained from the Prevent team on 02089012690

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online.

Further Information on child sexual exploitation

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

Children who appear with unexplained gifts or new possessions; Children who associate with other young people involved in exploitation; Children who have older boyfriends or girlfriends; Children who suffer from sexually transmitted infections or become pregnant; Children who suffer from changes in emotional well-being; Children who misuse drugs and alcohol;

Children who go missing for periods of time or regularly come home late; and Children who regularly miss school or education or do not take part in education.

Honour based violence (HBV)

So called 'honour-based' violence encompasses crimes which have been committed to protect or defend honour of the family and/or the community, including Female Genital Mutilation, forced marriage and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals and all staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place here are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the [Multi-agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see FGM section).

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for nonmedical reasons. It's also known as female circumcision. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health. There is a mandatory requirement on healthcare professionals, social workers and teachers to report cases of FGM in girls under 18 years of age. Information on when and how to make a report can be found at [-Mandatory reporting of female genital mutilation procedural information](#). The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#). All staff at will receive updated information and this will be included in the annual safeguarding training.

Peer on peer abuse

Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways for example, physical or sexual abuse, gender issues –girls being touched inappropriately or boys being subject to initiation/hazing type violence, bullying and cyber bullying. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student.

We are aware that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Any such concerns are reported to the DSO Lead who will action these concerns immediately

Children Missing Education (CME)

The Education (Pupil Registration) Regulations 2006 sets out the circumstances in which a school/academy can remove a child from roll. If a pupil leaves the provision without forwarding details being provided the home Local Authority will be notified and police and social care may be alerted. Where a pupil is missing for 5 days without justifiable cause and whereabouts is unknown a referral will be made to the home local authority where the pupil resides. The School has adopted guidelines as outlined in Annex A of Keeping Children Safe in education September 2016.

Child Protection Procedures

Please see Child Protection Procedures Overview as an integral part of this section.

1. You have a concern about a child/young person’s wellbeing, based on:

- a. Something the child/young person/parent/carer has told you
- b. Something you have noticed about the child’s behaviour, health or appearance

- c. Something another professional said or did.

Even if you think your concern is minor, the DSO may have more information that, together with what you know, represents a more serious worry about a child.

It is your decision alone how to respond to concerns, but it is always YOUR responsibility to share concerns, no matter how small.

- 2. Decide whether you need to find out more by asking the child/young person, or their parent to clarify your concerns, being careful to use OPEN questions:**

....beginning with words like: 'how', 'why', 'where', 'when', 'who'?

- 3. Let the child/young person/parent know what you plan to do next,** if you have heard a disclosure of abuse or you are talking with them about your concerns. Do NOT promise to keep what s/he tells you secret.

....for example, 'I am worried about your bruise and I need to tell Mrs X so that she can help us think about how to keep you safe'.

- 4. Inform the DSO immediately.** If the DSO is not available, inform their deputy. If none of these members of staff are available, speak to the Principal. If they are not available speak to a member of the Senior Leadership Team. If there are no members available then you must make the referral yourself.

- 5. Make a written record** as soon as possible after the event, noting:

- a. Name of child
- b. Date, time and place
- c. Who else was present
- d. What was said/what happened/what you noticed: speech, behaviour, mood, drawings, games or appearance
- e. If a child or parent spoke, record their words rather than your interpretation
- f. Analysis of what you observed and why it is a cause for concern.

- 6. The DSO may take advice from the First Response Team.**

- 7. The DSO makes the referral to the First Response Service.**

The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.

8. **The DSO shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of the information shared.
9. **The DSO informs parent/carer that they have made a CP referral**, if the parent/carer does not already know, and if there is no reason not to let them know.
 - The First Response Service may suggest to delay informing the parent/carer in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting the disclosure).
 - In cases of suspected Fabricated or induced illness by proxy, the parent/carer is not informed that this is being considered.
10. **The DSO remains in close communication with other professionals around the child/young person** and with the family, in order to share any updates about the child/young person.

If a child protection investigation is pursued, the DSO and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child/young person safe;
- Attend a child protection conference when invited and provide updated information about the child;
- Attend any subsequent child protection review conferences;
- Attend core group meetings and take an active role in the implementation of the protection plan.

Key Contacts in Child Protection can be found in Appendix 2

Metropolitan Police: Child Abuse Investigation Team: 0300 – 123-1212

NHS

- Designated Nurse for Child Protection: **Madalena Varela 02089666398**

Youth Services: 02087366755

- Admissions
- Education Welfare
- Behaviour Support
- Special Educational Needs

- Domestic Violence Support
- National Domestic Violence Helpline

- Police Community Safety Unit
- Victim Support -Young Carers Support

PREVENT: 02089012690

- Radicalisation and Extremism

Child Protection - Staff Guidance

1. Duty of Care

All staff have a duty to keep pupils and students safe and to protect them from physical and emotional harm. Any concerns about a student, no matter how trivial they may seem, should be reported to a senior member of staff.

Under the Health & Safety at Work Act 1974, all employees have a duty to take care of themselves and anyone else who may be affected by their actions or failings. All staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils and students from discrimination and avoidable harm.

If members of staff wish to bring external people in to assist with activities, they must first gain permission from the Principal.

1. Exercise of Professional Judgement

This policy highlights behaviour that is illegal, inappropriate or inadvisable. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

The School ensures that concerns pertaining to any of the above will be addressed according to the related Local Authority Safeguarding procedure.

2. Power and positions of trust

All school staff are in positions of trust in relation to the pupils and students in our care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Staff have a responsibility to ensure that their position is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

3. Confidentiality

Staff may have access to highly sensitive, confidential information about pupils and students. They should never use confidential or personal information about a student or her/his family for their own, or others' advantage. Information must never be used to intimidate, humiliate or embarrass the student.

Confidential information about a student should never be used casually in conversation or shared with any person other than on a 'need to know basis'. In circumstances where the child's identity does not need to be disclosed, the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated safeguarding responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a member of the Leadership Team.

All media or legal enquiries should be passed to the Principal, who will seek advice from the Trust.

4. Propriety and behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of our pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and students and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.

5. Dress and appearance

A person's dress and appearance are matters of personal choice and self-expression. Staff should consider their professional role and ensure they are dressed decently, safely and appropriately for the tasks they undertake.

6. Gifts

Staff need to take care not to accept any gift that might be construed as a bribe or lead the giver to expect preferential treatment. It is acceptable for pupils or parents/carers to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you but it is unacceptable to receive gifts regularly or of significant value.

Similarly, it is inadvisable to give such personal gifts to pupils and students. This could be misinterpreted as a gesture either to bribe, or single out the student. It might be perceived that a 'favour' of some kind is expected in return.

Any reward given to a pupil must be consistent with the Behaviour for Learning Policy.

7. Infatuations

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop an infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff, who becomes aware that a student may be infatuated with himself/herself or a colleague, should discuss this with a member of the Senior Leadership Team at the earliest opportunity, so that appropriate action can be taken.

8. Social Contact

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Where a pupil seeks to establish social contact, or this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.

Staff should not give their personal details such as home/mobile phone number; home or email address to pupils unless the need to do so and it is agreed with a member of the Senior Leadership Team.

9. Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. It is not possible to specify the circumstances where physical contact is appropriate and therefore staff should use their professional judgement at all times.

Physical contact, which occurs regularly with an individual student is likely to raise questions unless the justification for this is part of a formally agreed care plan (for example in relation to pupils with SEN or physical disabilities). Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to him/her for the minimum time necessary.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each pupil. Pupils with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the pupils needs, consistently applied and open to scrutiny.

Extra caution may be required where it is known that a pupil has suffered previous abuse or neglect. The student may associate physical contact with such experiences and this could lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and can seek out inappropriate physical contact. In such circumstances staff should deter the pupil sensitively by helping them to understand the importance of personal boundaries. For further information, staff should refer to the Reasonable Force and Physical Intervention Policy.

10. Physical Education and other activities which require physical contact

Some staff, for example, those who teach PE and dance, or who offer music tuition will on occasions have to initiate physical contact with pupils. This may be in order to support a pupil in performing a task safely, or to demonstrate the use of equipment/instrument or assist them with an exercise. This should be done with the child's agreement.

In these circumstances, contact should take place in an open environment and be for the minimum time necessary to complete the activity. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

11. Pupils and students in distress

There may be occasions when a distressed pupil needs comfort and reassurance which may require physical contact this must be appropriate to the age of the pupil involved. Staff should remain self-aware at all times to ensure that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior member of staff.

12. Showers and changing

Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision to safeguard the health and safety of pupils and students and to prevent any incidents of bullying or teasing. This supervision should be appropriate to the needs and age of the pupils' concerned and staff need to be vigilant and sensitive to avoid any situations which may cause embarrassment.

13. Behaviour management

All pupils have a right to be treated with respect and dignity. All staff should be familiar with the Behaviour for Learning Policy. Staff should not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards pupils and students is not acceptable in any situation.

14. Care, Control and Physical Intervention

Section 4 of the 1996 Education Act allows staff to legitimately intervene in order to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline, having due regard to the health and safety of themselves and others.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

15. Sexual contact with young people

Any sexual behaviour by a member of staff with or towards a pupil is both unacceptable and illegal. Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the student consents or not.

The sexual activity referred to does not just involve physical contact. It may also be verbal or include non-contact activities, such as causing pupils to engage in or watch sexual activity or the production of pornographic material.

Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process (where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place). Grooming is a criminal offence.

16. One to One Situations

Staff working in one to one situations with pupils may be more vulnerable to allegations and therefore it is important that such meetings are planned and conducted accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met.

Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent/guardian/carer and the Principal or other senior colleague with delegated authority.

17. Transporting pupils and students

In certain situations e.g. out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

18. Educational visits and after school clubs etc.

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

A more relaxed discipline or informal dress and language code may be acceptable for activities which take place off the School site or out of school hours. However, staff remain in a position of trust and need to ensure that their behaviour is appropriate and that it cannot be misconstrued in anyway.

Residential activities need to be carefully considered and special attention needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip. All staff are expected to follow the Health and Safety Policy guidance with respect to assessing risks.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

19. First Aid and administration of medication

The school has trained First-Aiders. Teachers and support staff may volunteer to undertake this task but it is not a contractual requirement. Staff will receive appropriate training before administering first aid or medication.

Pupils may need medication during school hours. In circumstances where children need medication regularly, a health care plan will be drawn up to ensure the safety and protection of pupils and staff. With the permission of parents and if appropriate, the children should be encouraged to administer the medication themselves.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil, this should be discussed with the appropriate senior colleague at the earliest opportunity. When administering first aid, wherever possible, staff should ensure that another

adult is present, or aware of the action being taken. Parents/carers should always be informed when first aid has been administered. Staff should refer to the First Aid Procedures.

20. Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan will be drawn up and agreed with parents/carers for all children who require intimate care on a regular basis.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents/carers and the school must be negotiated, agreed and recorded. In addition, the views and/or emotional responses of children with special educational needs, regardless of age and ability must be actively sought in regular reviews of these arrangements.

21. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to the pupils questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the Sex and Relationships policy and the wishes of parents/carers. Parents/carers have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

22. Photography, videos and other Creative Arts

Many school activities may involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these

activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils and students who may be unable to question why or how the activities are taking place.

Children who have been previously abused in this way may feel threatened by the use of photography and filming in the teaching environment.

Staff should remain sensitive to any children who appear uncomfortable and should recognise the potential for misinterpretation.

Using images of children for publicity purposes will require the age - appropriate consent of the individual concerned and their legal guardians. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

23. Internet Use

Under no circumstances should adults in school access inappropriate images. Accessing child pornography or indecent images of children on the Internet and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from work with children and young people.

Using school equipment to access inappropriate or indecent material, including adult pornography, is strictly forbidden and would lead to Disciplinary action. Staff should refer to the e-Safety Procedures and associated safe use of the Internet.

24. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion.

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the senior leadership team and/or relevant external agencies. This is particularly important where the welfare of children may be at risk. Staff should be familiar with the Whistleblowing procedures, found in the HR Handbook.

25. Sharing Concerns and Recording Incidents

Staff who are the subject of allegations are advised to contact their professional association. In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded on the "Safeguarding the welfare of staff" form and reported to senior staff. Early discussion with a parent or carer could avoid any misunderstanding.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils and students so that appropriate support can be provided or action can be taken.

Staff Acknowledgement Form:

Name:

Job Title:

I have read the School's Child Protection and Safeguarding Policy and I understand my role with regards to child protection and safeguarding in this setting.

Signature: _____

Date: _____

Parent Acknowledgement Form

The School has a Child Protection and Safeguarding Policy which means that staff will do everything they can to make sure that all the children in the school are free from harm, either in school or when the children are away from school.

To help staff keep your child safe, every member of staff must have training in child protection on a yearly basis, and the school has a Designated Safeguarding Officer (DSO) and a Deputy DSO who looks into any worries about children in school, and who looks out for children who are thought to be at risk.

The school will inform the local authority if there are any significant reasons to be worried about your child's wellbeing. The school may become worried about a child if they notice behaviour and mood changes, physical marks, worrying play or social behaviours, or if a family member of a child says something that makes the school think the child might be at risk of harm.

The school will usually inform you that they are making a child protection referral, but they are not required to tell you, nor do they need your consent to make a referral.

Name of Child: Child's Date of Birth:

Name of Parent/Carer (1)

Relationship to Child

I have read the School's Child Protection Policy and I understand the actions that might be taken if there are any cause for concerns about child.

Signature: Date:

Name of Parent/Carer (2)

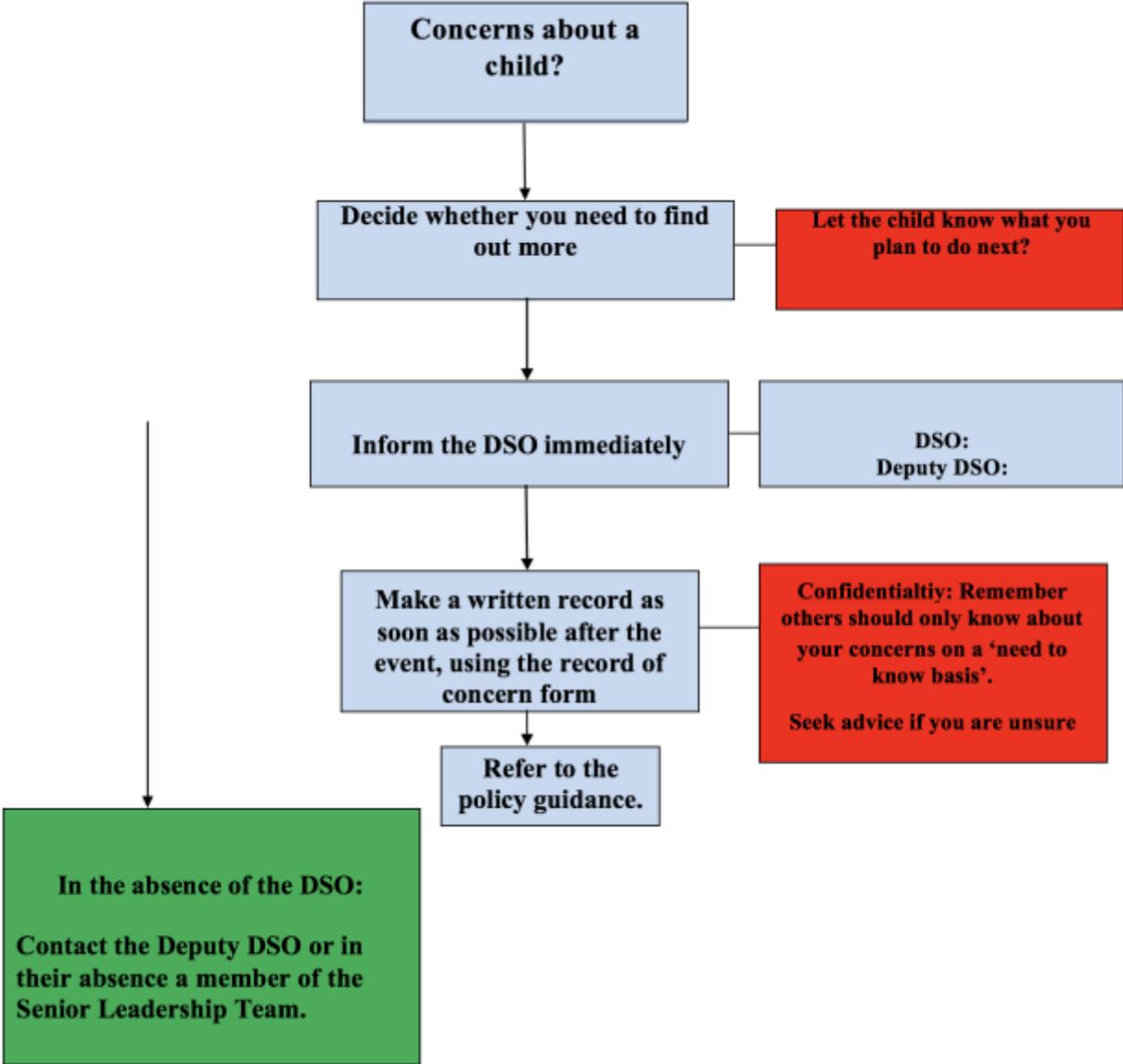
Relationship to Child

I have read the School's Child Protection Policy and I understand the actions that might be taken if there is any cause for concern about child.

Signature:

Date:

Child Protection Procedures Staff Overview



*DS O – Designated Safeguarding Officer
 *DDS O—Deputy Designated Safeguarding Officer

Record of Concern Form

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :			
Your signature :			
Your position in school :			

Date and time of this recording :

Action and response of DSO/Deputy or other: Please specify:

Name:

Date:.....

Collective Worship

Definitions

- Krishna: is the name of God within Hinduism and is used interchangeably with God.
- Collective Worship: any act of worship that is conducted collectively or as a group participating in the same activity at the same time.
- Worship: any activity by which children express their devotion and faith towards Krishna. This includes, but is not limited to: chanting Krishna's names quietly or in kirtan, arati, abhisheka, drama, prayer, dance and drama.
- Deity: the form of the Lord, which is worshipped (as distinguished from an 'idol').

Purposes and Provision

- Positive and uplifting experiences of worship based upon the Chaitanya-Vaishnava tradition.
- The singing of the names of the divine, with special but not exclusive focus on Krishna.
- Opportunities for genuine self-discovery and spiritual exploration.
- Effective pastoral care that supports each students' personal, emotional and spiritual journey.
- Recognition that all of the world's great spiritual traditions represent the divinity in their distinctive ways.

Outcomes

- Learn practices and techniques of engaging with and approaching the spiritual.
- Experience, as relevant to them, a loving, spontaneous and reciprocal relationship with Krishna.
- Be able to reflect upon and apply their experience, knowledge and understanding of Collective Worship to their daily lives and spiritual growth.
- Take up opportunities to explore their own faith and spiritual journey and develop into creative, creative and enquiring thinkers who are well-prepared to make up their own minds on issues of faith and belonging.
- Enthusiastically participate in the different forms of worship.
- Can confidently consider complex spiritual and moral issues in a probing and dialogic manner, with constructive critique to promote honest and empathetic dialogue.
- Develop a broad-minded perspective by acknowledging the key roles of free choice, fidelity to tradition and exemplary role models.
- Evidence a deep awareness of an essential spiritual identity that unites all living beings, transcending all designations related to age, race, gender, species, faith affiliation and ability.
- Support and celebrate the Avanti ethos, including the 6 values, which will develop a tangible school-wide community spirit and positive relationships.
- Through Collective Worship pupils are inspired to make positive changes to themselves and the world around them.

Assessment

The assessment of Collective Worship within schools should support our ethos by promoting individual and autonomous thought, personal growth and values, as well as assisting the individual to recognize and develop a natural sense of spirituality, leading to devotion to Krishna.

There might be concern that any attempt to assess the value or effect of collective worship risks becoming judgmental or intrusive. We wish to avoid any system that might encourage labelling or stereotyping.

Collective assessment of a class and assessment of the Collective Worship provision should be encouraged as an approach.

At a minimum, assessment and evidence of outcomes should include:

- S48 inspection.
- Quality of provision (i.e. quality of staff delivery, kirtan, stories, thoughtful conversations etc.).
- Class Collective Worship Portfolio. Comprised of videos, photos, notes and observations.
- Collective Worship Journals. Individual reflections written by children. The diary should be used as a means to gauge the student's level of thought and contemplation. Such observations are about the quality of reflection and not accuracy or correctness. For Reception and part of Year 1, the class teacher will need to write this based upon conversations with each child. This can be increasingly online/multimedia for older students.
- Extracts and examples of debates, dilemmas and case studies with main arguments and thoughts.
- Pupil understanding of reflection on the daily and occasional prayers/songs.
- 'Wow' work examples.
- Observations by Collective Worship Lead.
- Examples of sharing Collective Worship with other schools.
- Comments book for parents and visitors on Collective Worship.
- Quality of classroom shrine area and displays.
- Record of pupil attitude towards Collective Worship, which is included in end of year report.
- Pupils' own assessment of their own class's happiness, behaviour, wellbeing, atmosphere and progress.
- Collective class assessments of cooperation skills, participation and behaviour.

4. Expectations of Staff and Training *(to be shared at or prior to interview)*

- Each school must have an identified lead for Collective Worship. This person might well be the same as the PRE lead. The Collective Worship lead will be responsible for all aspects of Collective Worship, including the quality of provision across all classes.

- All staff should attend Collective Worship and be given the opportunity to participate. However, if they do not wish to actively participate, they should be allowed to respectfully and attentively observe. In all circumstances, their behaviour should be positive and an example for students.
- All staff should maintain a private journal for their own spiritual development, modelling this activity at the same time as when students are writing in their Collective Worship journal.
- There will be separate staff induction for new staff and for existing staff. This will be three 1-hour sessions in the first term, two 1-hour sessions in the second term and two 1-hour sessions in the summer term.
- Each staff meeting should begin with a brief spiritual reflection. This can be led by the Principal or PRE lead.
- Each school must identify an appropriately accredited school chaplain and make their contact details and availability known to all staff.
- Either the Principal, PRE lead or other designated staff member should be identified to all staff as the 'go to' person for questions on faith, Religious Studies and Collective Worship.
- Training for all PRE Leads should take place every half-term. This will provide a platform for leads to share practice and disseminate good practice across all schools.
- All SLT members have an important role in modelling for pupils a good understanding of the school's faith ethos, engagement with Collective Worship and enthusiasm for driving the ethos forward.

Format of Collective Worship and Daily Prayers

Collective worship should be 20 minutes per day. This does not include any time dedicated to non-faith assembly matters. This can be whole school, by KS or individual class groupings. This will depend on individual school circumstances.

The daily prayers which will be recited are:

- a. Govindam prayers (as part of morning worship)
- b. Pranam Mantras (as part of morning worship)
- c. Hare Krsna maha mantra (as part of morning worship)
- d. Narasimhadev prayers (as part of morning worship)
- e. Avanti Prayers (at three points during the day – start of day, lunch, end of day)

Translations for the above do not have to be read daily but the meanings of the above prayers must be discussed in class at least once a fortnight so that correct pronunciation

and understanding can be checked. Children can share different understandings of the translations and ways to connect and remember their meaning.

Observation of Festivals

Festivals should be celebrated on the actual day of the religious festival unless these days fall outside of term-time, since these days we know well in advance. There are different levels of observation for the different festivals.

Level 1: Govardhan-puja, Gaura Purnima and Ratha Yatra.

There should be 3 drop-down days throughout the year, one day per term. The usual curriculum will be either themed on these festivals or suspended in order to engage in festival activities.

Level 2: Janmashtami, Radhashtami, Srila Prabhupada's birthday, Christmas (Christian), Lord Nityananda's birthday, Siva Ratri, Ramnavami, Easter (Christian) and Lord Nrsimhadeva's birthday.

These 9 festivals per year will be celebrated through an extended Collective Worship of 40 minutes, incorporating engaging activities such as drama and song. These will typically be whole school or KS gatherings and hosted in the temple area if possible. These festivals will be supported by in-class activities.

Level 3: Ekadashi, Appearance/Disappearance days of the 6 Goswamis and the principal acharyas, Passover (Jewish) and Eid (Muslim).

These festivals will be celebrated through a slightly extended Collective Worship to be able to reference something about the festival focus.

Level 4: All other religious days e.g. Vasant Pancami.

Mentioned immediately before or after Collective Worship and/or assembly.

A comprehensive curriculum for each festival, differentiated by KS or year group, will be developed for implementation. Differentiation will be possible through different festive activities and learning/meaning of festival specific songs and prayers.

It is important that schools consider creative, fun and engaging ways to celebrate the festivals, for example:

- Kirtan
- Drama
- Dramatised textual readings
- Dance
- Abhisheka
- Special altar decorations
- Cooking

- Specific bhajans/songs
- Yajnas
- Festival specific (e.g. cart procession for Ratha-yatra)

The parents and the wider community can be invited in to participate in different festivals if the school wishes.

British Values

Assemblies will reference Collective Worship links to ensure there are recorded links to British Values. This will be documented as evidence. All schools will provide opportunities for those of different faiths and beliefs to contribute and share, thus developing respect and appreciation of others.

Complaints procedure*

Policy Aim and Statement

This Complaints Policy's aim is to ensure that a concern, difficulty or complaint is managed sympathetically, efficiently and at the appropriate level and resolved as soon as possible. Doing so is good practice, fair to those concerned and helps to promote parents' and students' confidence in the School's ability to safeguard and promote welfare. The School will try to resolve every concern, difficulty or complaint in a positive way with the aim of putting right a matter which may have gone wrong and, where necessary, reviewing the School's systems and procedures in the light of the matters raised.

The School needs to know as soon as possible if there is any cause for dissatisfaction. The School recognises that a concern or difficulty which is not resolved quickly and fairly can soon become a cause of resentment, which can be damaging to the relationship between the School and the parent and student, and can also have a detrimental effect upon the School's ethos and culture. Parents and students should never feel – or be made to feel – that raising a concern, difficulty or complaint will adversely affect the student's future at the School, or place the student at a disadvantage in any way.

Application

The School is an academy and is therefore governed by the Education (Independent School Standards) (England) Regulations 2010 (as amended) ("the Regulations"). This Complaints Policy has been formulated to comply with Schedule 1, Part 7 of the Regulations (as well as equality legislation and the rules of natural justice). In the case of any variance between the procedure outlined in this Complaints Policy and the Regulations, the procedure outlined in the Regulations will apply.

This Complaints Policy applies to all concerns and complaints of the parents of students at the School, other than those involving child protection issues, or relating to admissions, exclusions and SEN, for which there are separate statutory procedures. Where a complaint

is made against a member of staff, depending upon the nature and seriousness of the complaint, the matter may be dealt with under separate HR procedures which are strictly confidential, rather than under this Complaints Policy.

This Complaints Policy distinguishes between a concern or difficulty, which can usually be resolved informally, and a formal complaint which will require further investigation.

The Rules of Natural Justice

Simply put, the rules of natural justice relate to fairness. The School will ensure that all concerns, difficulties or complaints are dealt with in accordance with the following principles:

- All parties will be provided with all information and documentation pertinent to the matters raised;
- All parties will be given the opportunity to prepare and present their case and respond to the other parties involved;
- All persons investigating and making decisions in relation to the matters raised will be impartial and will do so without bias (or apparent bias) to any party involved;
- All decisions made will be made on a balanced and considered assessment of the information before him or her only;
- All decisions made will be based upon logical conclusions, and not based on mere speculation or suspicion;
- All decisions made will be supported by detailed reasons which will be disclosed to all parties involved.

Equality Act 2010

The School will deal with concerns, difficulties and complaints in accordance with its duty under the Equality Act 2010 to have due regard to the need to:

Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;

- Advance equality of opportunity between those who share a relevant protected characteristic and those who do not, by having regard to the need to:
- remove or minimise disadvantages connected to a relevant protected characteristic; and
- take steps to meet the different needs of those sharing a relevant protected characteristic; and
- encourage those who share a relevant protected characteristic to participate in school life and activities in which participation is disproportionately low;
- Foster good relations between those who share a relevant protected characteristic and those who do not, by having regard to the need to:
- tackle prejudice; and
- promote understanding;

“Relevant protected characteristics” includes sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity and (in the case of persons who are not students) age.

In addition, the School will comply with its duty to make the following reasonable adjustments for persons with a disability:

Where a provision, criterion or practice places a disabled person at a substantial disadvantage compared to person who is not disabled, reasonable steps must be taken to avoid that disadvantage;

Where a disabled person would, but for the provision of an auxiliary aid, be placed at a substantial disadvantage compared with a person who is not disabled, reasonable steps must be taken to provide the auxiliary aid.

An auxiliary aid can be a piece of equipment or a service.

If a Complainant or other person involved in the complaints procedure requires an interpreter, a signer or any other assistance at meetings or at a Complaint Panel Hearing, they should let the School know immediately.

Terms Used

For the purpose of this Complaints Policy, a “parent” includes the natural or adoptive parent of a student, irrespective of whether they are or ever have been married, whether they are separated or divorced, whether the student lives with them, whether the father has parental responsibility for the student or whether they have contact with the student.

A “parent” will also include a non-parent who has parental responsibility for a student, an adult non-parent with whom the student lives, and an adult who is involved in the day-to-day care of the student (for example, collecting or dropping off the student from school). Any reference to a “student” will also include a prospective or former student of the School. A person making a complaint will be referred to as a “Complainant” throughout this Complaints Policy.

Procedure

The School’s complaints procedure consists of four stages:

Stage 1 – Concerns and difficulties, dealt with informally;

Stage 2 – Complaints formally investigated by the Principal (or designate);

Stage 3 – Complaints formally reviewed by the Chair of Local Governors (or designate);

Stage 4 – Complaint Panel Hearing.

Time Limits

The School aims to resolve concerns, difficulties and complaints in a timely manner. Time limits for each stage of the procedure are set out under each individual stage. For the purposes of this Complaints Policy, a "school day" is defined as a weekday during term time, when the School is open to children. The definition of "school day" excludes weekends, school holidays and bank holidays. For the avoidance of doubt, term dates are published on

the School's website, and information about term dates is made available to parents and students periodically.

Although every effort will be made by the School to comply with the time limits specified under each stage of the procedure, it may not always be possible to do so, for example due to the complexity or number of matters raised, or due to the unavailability of the Complainant to attend a meeting, if offered. In all cases, where a time limit cannot be complied with, the School will write to the Complainant within the specified time limit, setting out the reasons why the time limit cannot be complied with, and confirming the new time limit which will apply.

Complaints against the Principal

If a complaint is about the conduct of the Principal, the Education Director of the will investigate the complaint under Stage 2 of this Complaints Policy instead of the Principal. The CEO will review the complaint under Stage 3 of this Complaints Policy instead of the Chair of Local Governors.

Complaints against the Chair of Local Governors

If a complaint is about the conduct of the Chair of Local Governors, the Principal will consider the complaint under Stage 2 of this Complaints Policy as normal, and the Vice-Chair of Local Governors will review the complaint under Stage 3 of this Complaints Policy instead of the Chair of Local Governors.

Late Complaints

Where a complaint is submitted more than six months after the incident or event (or where the complaint relates to a series of incidents or events, more than six months from the date of the latest incident or event), the School reserves the right to refuse to investigate the complaint under this Complaints Policy if it appears reasonable and fair to do so, having regard to the circumstances surrounding the complaint.

Where the School decides that a complaint which was submitted late will not be investigated, the School will write to the Complainant notifying them of the decision within five school days of the complaint being received.

If the Complainant is unhappy with the decision not to investigate a complaint which was submitted late, the Complainant may write to the Chair of Local Governors at the School asking for the decision to be reviewed. The Chair of Local Governors will be provided with all documentation relating to the complaint, together with the letter from the School to the Complainant, and will review the decision not to investigate the complaint. The Chair of Local Governors will not investigate the complaint itself during this review.

The Chair of Local Governors will write to the Complainant with the outcome of the review within ten school days of the date that the letter from the Complainant seeking the review was received, and provide the School with a copy of the letter.

If the Chair of Local Governors quashes the decision not to investigate the complaint, it will be referred to the School to be dealt with under this Complaints Policy in the usual way.

If the Chair of Local Governors upholds the decision not to investigate the complaint, the Complainant may refer the concern or complaint to the Education Funding Agency using the procedure stated towards the end of this Complaints Policy.

In exceptional circumstances, the Chair of Local Governors can delegate the responsibility for the review to the Vice-Chair of Local Governors.

Vexatious or Repeated Complaints

There may be occasions when, despite a complaint being considered under all stages in this Complaints Policy, the Complainant persists in making the same complaint to the School. There may also be occasions when a Complainant raises unreasonable persistent complaints or raises complaints about matters which do not affect them. There may also be occasions when a complaint is made about a matter which is clearly so trivial that it would be a waste of the School's resources to deal with it under the formal stages of the procedure.

In all these cases, the School reserves the right to regard the complaint as vexatious and/or repeated and to refuse to investigate it under the procedure in this Complaints Policy, if it appears reasonable and fair to do so, having regard to the circumstances surrounding the complaint.

Where the School decides that a complaint is vexatious and/or repeated and will not be investigated, the School will write to the Complainant within five school days of the complaint being raised to notify them of the decision.

If the Complainant is unhappy with the decision not to investigate a vexatious and/or repeated complaint, they may write to the Chair of Local Governors to ask for the decision to be reviewed. The Chair of Local Governors will be provided with all documentation relating to the current complaint and any previous complaints which were relevant to the decision, together with the letter from the School to the Complainant, and will review the decision not to investigate the complaint. The Chair of Local Governors will not investigate the complaint itself during this review.

The Chair of Local Governors will write to the Complainant with the outcome of the review within ten school days of the date that the letter from the Complainant seeking the review was received.

If the Chair of Local Governors quashes the decision not to investigate the concern or complaint, it will be referred to the School to be dealt with under the procedure in this Complaints Policy in the usual way.

If the Chair of Local Governors upholds the decision not to investigate the concern or complaint, the Complainant may refer the concern or complaint to the Education Funding Agency using the procedure stated towards the end of this Complaints Policy.

In exceptional circumstances, the Chair of Local Governors can delegate the responsibility for the review to the Vice-Chair of Local Governors.

Anonymous Complaints

The School will not investigate anonymous complaints under the procedure in this Complaints Policy. Anonymous complaints will be referred to the Principal who will decide what, if any, action should be taken.

Data Protection Act 1998 and Freedom of Information Act 2000

Complaints sometimes include requests for information or documentation. Such requests will either be a “subject access request” under the Data Protection Act 1998 (where the information requested relates to an identifiable individual) or a request under the Freedom of Information Act 2000 (where the information is general and not related to an identifiable individual).

Subject access requests under the Data Protection Act 1998 must be responded to within forty calendar days, and requests under the Freedom of Information Act 2000 must be responded to within twenty working days, however the School will aim to provide this information as soon as practicable (where the request is valid and the Complainant is lawfully entitled to the information or documentation) in accordance with the rules of natural justice.

Resolution Principles

It is in everyone’s interest that concerns, difficulties and complaints are resolved to the satisfaction of all parties at the earliest possible stage. The way in which the concern, difficulty or complaint is dealt with after the matter is first raised by the Complainant can be crucial in determining whether the complaint will escalate. To that end, members of staff will be periodically made aware of the procedure in this Complaints Policy, so that they will know what to do when a concern or difficulty is raised with them.

At each stage of the complaints procedure, the investigator will consider how the complaint may be resolved. In considering how a complaint may be resolved, the investigator will give due regard to the seriousness of the complaint. It may be appropriate in order to bring the complaint to a resolution for the investigator to offer:

- An explanation;
- An apology;

- Reassurance that steps have been taken to prevent a recurrence of events which led to the complaint;
- Reassurance that the School will undertake a review of its policies and procedures in light of the complaint.

None of the above will constitute an admission of negligence or an acceptance of liability on behalf of the School.

Outcome Principles

Examples of outcomes include:

There was insufficient evidence to reach a conclusion, so the complaint cannot be upheld;

The investigation did not substantiate the matters raised, so the complaint cannot be upheld;

The complaint was substantiated in part or full. A description should be given of the remedial action being taken by the School as a consequence of the complaint. Details of any disciplinary action or sanctions to be taken against a member of staff are strictly confidential and cannot be disclosed.

The matter has been fully investigated and, as a consequence, further confidential procedures are being pursued. Details of any disciplinary action or sanctions to be taken against a member of staff are strictly confidential and cannot be disclosed.

Retention of Records

A full written record will be maintained centrally at the School of all complaints resolved under Stage 2 to 4.

Records of complaints will be destroyed when the student to which they relate reaches the age of twenty four years or, in the case of a student with a statement of special educational needs, until the student reaches the age of thirty years.

Confidentiality

All correspondence, statements and records relating to individual complaints will be kept confidential except where access is requested by the Secretary of State, a school inspector, or under another legal authority.

Publication

A copy of this Complaints Policy will be provided to a Complainant when a concern, difficulty or complaint is first raised.

Stage 1: Concerns and Difficulties

Concerns:

The School expects that most concerns and difficulties, where a parent or student seeks intervention, reconsideration or some other action to be taken, can be resolved informally. Examples might include dissatisfaction about some aspect of teaching or pastoral care, allocation of privileges or responsibilities, a timetable clash, an issue with the School's systems or equipment, or a billing error.

Notification:

The concern or difficulty should be raised as follows:

Education issues – if the matter relates to the classroom, the curriculum or special educational needs, the Complainant should speak to the Year Leader, Head of Department, Director of Faculty or Deputy Principal, as appropriate.

Pastoral care – for concerns relating to matters outside the classroom, the Complainant should speak to the Year Leader, Key Stage Director, or Deputy Principal as appropriate.

Disciplinary matters – a problem over any disciplinary action taken or a sanction imposed should be raised with the member of staff who imposed it in the first instance. If not resolved, the Complainant should speak to the relevant Head of Department, Year Leader, or Deputy Principal.

Financial and administrative matters – a query relating to fees, extras or other administrative matters should be raised by the Complainant with the Finance Office or the Bursar/Business Manager.

An issue with a specific member of staff – often, the best way to resolve an issue with a specific member of staff is to raise it with that member of staff directly, so that they are given the opportunity to address and resolve the concern or difficulty before it becomes a formal complaint. If the Complainant feels uncomfortable doing this, however, the issue should be raised with the appropriate Head of Department, Year Leader, Director of Faculty or Deputy Principal.

Should a concern or difficulty be raised with a member of staff who feels that they are not the best person to be dealing with it, they will refer it to the Head of Department, Year Leader, Director of Faculty, Deputy Principal or other designated member of staff as appropriate.

If a concern or difficulty is raised with a member of staff who feels that it raises serious issues which should be dealt with as a formal complaint immediately, the member of staff will tell the Complainant that they should put their complaint in writing to the Principal under Stage 2 of this Complaints Policy. If the Complainant would prefer to complete a form instead of writing a letter, the Complainant can complete the Complaint Form contained in Appendix 3 to submit their complaint formally.

Unresolved Concerns and Difficulties

The School will aim to resolve a concern or difficulty within fifteen school days of the date that it was raised. Where a concern or difficulty has not been resolved by informal means within this time limit from the date that it was raised, the complainant can submit the matters raised as a formal complaint under Stage 2 of this Complaints Policy.

Record of Concerns and Difficulties

The member of staff dealing with a concern or difficulty will make a written record of the issues raised, the action taken and, if applicable, the resolution reached, which will be retained in a central record. Further information in relation to the retention of records can be found earlier on in this Complaints Policy.

Stage 2: Formal Complaint to the Principal

Notification

A concern or difficulty raised under Stage 1 of this Complaints Policy which remains unresolved after fifteen school days, or a serious matter which requires formal investigation from the outset, should be set out in writing and sent to the Principal at the School. Should a formal written complaint be received by another member of the School's staff, they will immediately be passed on to the Principal.

The Complainant should clearly set out the matters in dispute, the relevant dates, the full names of the persons involved and what the Complainant believes the School should do to resolve the complaint. Any documentation relied upon by the Complainant should be attached to the formal complaint.

Acknowledgement

The formal complaint will be acknowledged in writing within five school days of receipt. The acknowledgement letter will confirm the date that the formal complaint was received, the action to be taken and the specified time limit.

Investigation

The Principal will be provided with the records of the Stage 1 informal procedure (if applicable) within five school days of receipt of the formal complaint, and will then proceed

to investigate the complaint. This will involve obtaining and considering all documentation held by the School which is relevant to the complaint. If further information is required from the Complainant, this may be requested from them over the telephone or in writing.

The Principal will speak to the persons who were involved in the matters raised by the Complainant. Students will only be spoken to with an independent member of staff present to support them. Where there is an issue about the conduct of a member of staff, that member of staff will be offered the option of having another member of staff present. Other members of staff will be spoken to alone. A written record of the conversation will be made, and the student or member of staff spoken to will be asked to read, sign and date the written record to confirm that it is accurate. In the case of students, the accompanying independent member of staff will also be asked to sign and date the record of the conversation.

If the Principal deems it to be appropriate in relation to the matters raised, the Complainant will be offered a meeting to discuss the issues raised. This may take place at the beginning of the investigation to clarify any matters which are unclear, or after the investigation has taken place with the aim of reaching an amicable resolution.

Outcome

The Principal will write to the Complainant confirming the outcome of the investigation within twenty school days from the date that the complaint was received. The letter will set out the individual matters raised by the Complainant, the findings made by the Principal during the course of the investigation, and the conclusion reached.

The letter will inform the Complainant that, if they are unsatisfied with the outcome of the Stage 2 investigation, they should write to the Clerk to the Local Governors within five school days of receipt of the letter asking for their complaint and the Stage 2 investigation to be reviewed by the Chair of Local Governors under Stage 3 of this Complaints Policy.

Where the complaint was received during a school holiday or within twenty days from the end of a term or half term, the Principal will endeavour to expedite the investigation wherever possible.

Delegation

In appropriate cases, the Principal may delegate the complaint to a member of the Senior Leadership Team to deal with in accordance with the procedure outlined above.

Stage 3: Review by the Chair of Local Governors

Notification

If the Complainant is unsatisfied with the outcome of the complaint under Stage 2 of this Complaints Policy, the Complainant may write to the Clerk to the Local Governors asking for

the complaint to be reviewed by the Chair of Local Governors, within five school days of receiving the letter confirming the outcome following Stage 2.

The Complainant should not repeat the matters raised in their original letter or attach documentation already provided, but should clearly set out how and why the Complainant does not accept the findings made under Stage 2.

Acknowledgement

The Complainant's letter will be acknowledged within five school days of receipt. The acknowledgement letter will confirm the date that the formal complaint was received, the action to be taken and the specified time limit.

Review

The Chair of Local Governors will be provided with all documentation relating to the complaint within five school days of receipt of the letter requesting a review under Stage 3, including the record of the Stage 1 informal procedure (if applicable), the original letter of complaint or Complaint Form, any documentation provided by the Complainant with their complaint, all investigation records under Stage 2, and the letter of outcome under Stage 2.

The Chair of Local Governors will review all of the documentation received and consider the matters raised in complaint and the investigation carried out under Stage 2. The Chair of Local Governors will only speak to the persons involved in the matters raised to clarify matters which were not confirmed during the Stage 2 investigation, if believed necessary. Where the Chair of Local Governors does speak to a student or a member of staff whose conduct is in issue, they will be accompanied as outlined under Stage 2.

If the Chair of Local Governors deems it to be appropriate in relation to the matters raised, the Complainant will be offered a meeting to discuss the issues raised. If a meeting is deemed appropriate, it will usually take place after the review has been completed with the aim of reaching a mutually acceptable resolution.

Outcome

The Chair of Local Governors will write to the Complainant confirming the outcome of the review within twenty school days from the date that the request for a review was received. The letter will set out whether the Chair of Local Governors agrees with the findings and conclusion under Stage 2, and give reasons, as well as responding to any criticisms of the Stage 2 investigation.

The letter will inform the Complainant that, if they are unsatisfied with the outcome of the Stage 3 review, they should write to the Clerk to the Local Governors within five school days of receipt of the letter requesting a Complaint Panel Hearing under Stage 4 of this Complaints Policy.

Where the request for a review was received during a school holiday or within twenty days from the end of a term or half term, the Chair of Local Governors will endeavour to expedite the review wherever possible.

Delegation

In appropriate cases, the Chair of Local Governors may delegate the review to the Vice-Chair of Local Governors to deal with in accordance with the procedure outlined above.

Stage 4: Complaint Panel Hearing

Notification

If the Complainant is unsatisfied with the outcome of the review under Stage 3 of this Complaints Policy, the Complainant may write to the Clerk to the Local Governors requesting a Complaint Panel Hearing. The Complainant should write to the Clerk to the Local Governors within five school days of receiving the letter confirming the outcome following Stage 3.

The Complainant should not repeat the matters raised in their original letter or attach documentation already provided, but should clearly set out how and why the Complainant does not accept the findings made under Stages 2 and 3.

The Complaint Panel

The Complaint Panel will consist of three persons appointed by or on behalf of the Governing Body. None of the three Complaint Panel members will have been involved in the matters which gave rise to the complaint, have been involved in dealing with the complaint previously or have any detailed prior knowledge of the complaint. Two of the Complaint Panel members may (but do not have to) be Governors. The third Complaint Panel member will be independent of the management and running of the School, i.e. they will not be a member of staff or a Governor, and will not be linked to the School in another way, for example as a parent of a student at the School. The independent Complaint Panel member will be the Chair of the Complaint Panel.

Attendance

The Complainant may attend the Complaint Panel Hearing, and may be accompanied by another person. For the avoidance of doubt, the Complainant's supporter will be present for moral support only and will not play any part in the proceedings, unless invited to do so by the Chair of the Complaint Panel, entirely at his or her discretion and for a good reason. The Complaint Panel Hearing is not a legal hearing and it is not appropriate for either the Complainant or the School to be legally represented.

The School will be represented at the Complaint Panel Hearing by the person who dealt with the complaint under Stage 3, which will usually be the Chair of Local Governors. This person will be referred to as the "School's Representative" for the purposes of Stage 4.

The Complaint Panel Hearing will be minuted by the Clerk to the Complaint Panel, who will usually be the Clerk to the Local Governors.

Convening the Complaint Panel Hearing

After selecting the Complaint Panel members, the Clerk to the Local Governors will write to the Complainant within five school days acknowledging receipt of their request and informing them of the names of the Complaint Panel members. If the Complainant objects to any of the named persons being appointed to the Complaint Panel, they should notify the Clerk to the Local Governors within three school days of receipt of the letter. Fair consideration will be given to any bona fide objection to a particular member of the Complaint Panel.

The Clerk to the Local Governors will liaise with the Complaint Panel, the Complainant and the School's Representative to agree a mutually convenient date for the Complaint Panel Hearing, which will usually take place within twenty school days of receipt of the Complainant's request, unless there are exceptional circumstances.

The Clerk to the Local Governors will write to the Complainant confirming the date of the Complaint Panel Hearing within five school days of the date that the acknowledgement letter was sent (or the date that the new Complaint Panel member was selected, if an objection was received and upheld). If the Complaint Panel Hearing will not take place within twenty school days of receipt of the Complainant's request, the letter will set out the exceptional circumstances involved.

Documentation

The Clerk to the Local Governors will forward a copy of all paperwork relating to the complaint (consisting of the record of the Stage 1 informal procedure (if applicable), the original letter of complaint or Complaint Form, any documentation provided by the Complainant with their complaint, all investigation records under Stage 2 with the letter of outcome, all review records under Stage 3 with the letter of outcome, and the Complainant's letter requesting a Complaint Panel Hearing and accompanying documents) to the Complainant, the School's Representative and the three Complaint Panel members.

The names of individuals other than the Complainant, the Complainant's family, members of the School's staff and Governors, will be redacted and replaced with a letter relevant to that particular individual (for example "Jane Brown" will be replaced with "A" throughout, "John Jones" will be replaced with B throughout) unless they have provided their written consent for their name to be disclosed.

If the Complainant wishes the Complaint Panel to consider any additional information, they should forward this documentation to the Clerk to the Local Governors to arrive at least five

school days before the Complaint Panel Hearing, to enable the Clerk to the Local Governors to forward it to the School's Representative and the Complaint Panel members.

Witnesses

The Chair of the Complaint Panel will decide, at his or her absolute discretion, which witnesses will be permitted to attend the Complaint Panel Hearing to give a verbal statement rather than relying on a written statement or record of meeting which have been signed by the witness.

If the Complainant wishes to rely on the account of a witness, they should ask the witness to write down, sign and date their account and forward it to the Clerk to the Local Governors at least five school days before the Complaint Panel Hearing, to enable the Clerk to the Local Governors to forward it to the School's Representative and the Complaint Panel members.

Witnesses under the age of eighteen other than the Complainant's own family will only be allowed to attend the Complaint Panel Hearing at the discretion of the Chair of the Complaint Panel, and then only if they are accompanied by one of their parents or carers. Any written accounts provided by the Complainant relating to witnesses under the age of eighteen must be signed and dated by the witness and one of the witness' parents or carers.

Members of staff of the School involved in the matters which gave rise to the complaint will usually have provided a signed written account or have signed a note of a meeting during the previous stages, which will be forwarded to all parties with the other complaint documentation in the usual way. Members of staff will not usually be required to attend the Complaint Panel Hearing to give a verbal statement unless their conduct is in issue or their account is contentious and the rules of natural justice dictate that the Complainant should be allowed to ask that member of staff questions.

Procedure at the Complaint Panel Hearing

The Complaint Panel Hearing will be conducted as follows:

- The Clerk to the Complaint Panel will greet the Complainant, the Complainant's supporter and the School's Representative and welcome them into the room where the Complaint Panel has convened (any witnesses will remain outside of the room until they are called in to give their account);
- The Complainant will be invited by the Complaint Panel to give an account of their complaint;
- The School's Representative will be invited to ask the Complainant questions, if any;
- The Complaint Panel will ask the Complainant questions, if any;
- At the discretion of the Chair of the Complaint Panel, the Complainant's first witness will be invited into the room to give an account of what they saw or know;
- The School's Representative will be invited to ask the Complainant's witness questions, if any;
- The Complaint Panel will ask the Complainant's witness questions, if any;
- The Complainant's witness will be asked to leave the room;

- If the Complainant has any further relevant witnesses, at the discretion of the Chair of the Complaint Panel, they will be invited into the room individually to provide their accounts and be questioned as outlined above;
- The School's Representative will be invited by the Complaint Panel to respond to the complaint and make representations on behalf of the School;
- The Complainant will be invited to ask the School's Representative questions, if any;
- The Complaint Panel will ask the School's Representative questions, if any;
- At the discretion of the Chair of the Complaint Panel, the School's relevant first witness will be invited into the room to give an account or what they saw or know;
- The Complainant will be invited to ask the School's witness questions, if any;
- The Complaint Panel will ask the School's witness questions, if any;
- The School's witness will be asked to leave the room;
- If the School has any further relevant witnesses, at the discretion of the Chair of the Complaint Panel, they will be invited into the room individually to provide their accounts and be questioned, as outlined above;
- The Complainant will be invited by the Complaint Panel to summarise their complaint;
- The School's Representative will be invited by the Complaint Panel to summarise their response to the complaint and the School's stance;

The Complaint Panel Hearing will conclude and the Complainant and the School's Representative will be asked to leave.

The Complaint Panel's Decision

The Complaint Panel will convene in private, either immediately after the Complaint Panel Hearing or on a subsequent date, and will consider all of the documentation and everything that they have heard at the Complainant Panel Hearing and make:

Findings of Fact

The Complaint Panel will decide which facts are established to be true, on a balance of probabilities (i.e. more likely than not). If a fact is not deemed relevant, the Complaint Panel will not consider it further. The Complaint Panel will make a written record of the facts that have been established, those which have not been established and those which are not relevant, with their reasons for making these findings.

Recommendations

The Complaint Panel will consider the facts which they have established and will make recommendations based upon them. These recommendations may be aimed at achieving reconciliation between the parties (for example, a written apology), improving procedures or preventing a recurrence in the future. The Complaint Panel will keep a written record of their recommendations, with reasons.

Notification of the Complaint Panel's Decision

The Clerk to the Local Governors will write within ten school days of the Complaint Panel Hearing to the:

- Complainant;
- the School's Representative;
- Any person complained about;

The letter will identify each of the issues complained about, summarise how the Complaint Panel Hearing proceeded, and confirm each of the Complaint Panel's findings of fact and recommendations, if any, with reasons. The letter will also confirm that, if the Complainant believes that this Complaints Policy does not comply with the Regulations, or that the School has not followed the procedure outlined in this Complaints Policy, the Complainant may refer their complaint to the Education Funding Agency for further consideration.

The Clerk to the Local Governors will also ensure that a copy of the Complaint Panel's findings and recommendations are made available on the School's premises for inspection by the Trust, the Local Governing Body and the Principal.

Factors for the Complaint Panel to Consider

It is important that the Complaint Panel Hearing is independent and impartial, and that it is seen to be so. No person may sit on the Complaint Panel if they have had a prior involvement in the matters which gave rise to the complaint, in dealing with the complaint in the previous stages, or have a prior detailed knowledge of the complaint;

The aim of the Complaint Panel Hearing, which must be held in private, will always be to resolve the complaint and achieve reconciliation between the School and the Complainant. However, it has to be recognised that the Complainant may not be satisfied with the outcome if the Complaint Panel does not find wholly in their favour. It may only be possible to establish the facts and make recommendations which will satisfy the Complainant that his or her complaint has been taken seriously;

An effective Complaint Panel will acknowledge that many Complainants feel nervous and inhibited in a formal setting. Parents often feel emotional when discussing an issue that affects their child. The Chair of the Complaint Panel will ensure that the Complaint Panel Hearing is as welcoming as possible, while ensuring that it is procedurally fair to all parties. The layout of the room will set the tone and care is needed to ensure the setting is informal and not substantially adversarial;

Extra care needs to be taken when the Complainant is a child, or there are child witnesses present. Care should be taken to ensure that the child does not feel intimidated. The Complaint Panel should be aware of the views of the child and give them equal consideration to those of the adults present. Where the child's parent is the Complainant, it would be helpful to give the parent the opportunity to suggest which parts of the hearing, if any, the child should attend, with the Chair retaining discretion;

The Complaint Panel should ensure that they are familiar with the complaints procedure in advance of the Complaint Panel Hearing.

The Chair of the Complaint Panel will play a key part at the Complaint Panel Hearing, ensuring that:

- The remit of the Complaint Panel is explained to the parties and each party has the opportunity of making representations without undue interruption;
- All of the issues raised in the complaint are addressed;
- Key findings of fact are made, on a balance of probabilities ;
- Each party treats the other with respect and courtesy;
- The Complaint Panel is open minded and acts independently of the School;
- No member of the Complaint Panel has a vested interest in the outcome of the proceedings;
- Each side is given the opportunity to state their case and ask questions;
- All written material is seen by all parties. If a new issue arises during the course of the Complaint Panel Hearing, it would be useful to give all parties the opportunity to consider and comment on it.

Referral to the Education Funding Agency

Once a complaint has been through all the stages of this Complaints Policy, if the Complainant believes that this Complaints Policy does not comply with the Regulations, or that the School has not followed the procedure in this Complaints Policy, the Complainant can refer the complaint to the Education Funding Agency for consideration.

The Complainant can find further information about referring a complaint to the Education Funding Agency by pasting this page into an Internet browser:

<http://www.education.gov.uk/schools/leadership/schoolperformance/b00212240/making-complaint-school/complaints-free-schools-academies>

The Complainant should be aware that the Education Funding Agency will not usually investigate the complaint itself, or interfere with the findings of the Complaint Panel, unless the decision made was manifestly unreasonable.

Formal Complaint Form

This can be found in Appendix 3.

Conflicts of Interest*

Why we have a Policy

Trustees of a charity have a legal obligation to act in the best interests of the charity. For the purposes of charity law, the trustees are those people who are responsible for the general control and management of the administration of the charity. Avanti Schools Trust (the "Trust") is an "exempt" charity, the Principal Regulator being the Secretary of State for Education. The trustees of the Trust are called the "Trustees" (being also the directors of the Trust) and the charity's governing document, the Articles of Association, explains what the Trustees must do to avoid situations where there may be a potential conflict of interest. Conflicts of interests may arise where an individual's personal or family interests and/or loyalties conflict with those of the Trust. Such conflicts may create problems; they can:

- inhibit free discussion;
- result in decisions or actions that are not in the interests of the Trust; and
- risk the impression that the Trust has acted improperly.

The aim of this policy is to protect both the organisation and the individuals involved from any appearance of impropriety.

This Policy operates without prejudice to any of the provisions in the Trust's Articles of Association relating to conflicts of interest.

The Declaration of Interests

We are asking Members of the Trust, the Trustees, Governors and all senior staff to declare their interests, and any gifts or hospitality received in connection with their role in the Trust. A declaration of interests form is provided for this purpose, listing the types of interest you should declare. All interests, including gifts of a value over £50, must be notified to the Trust Secretary and a Register of Interests will be maintained by the Trust and each Academy. To be effective, the register of interests needs to be updated at least annually and also when any changes occur and appropriate declarations made and recorded at each meeting. If you are not sure what to declare, or whether/when your declaration needs to be updated, please err on the side of caution. If you would like to discuss this issue, please contact the clerk of the Board as appropriate for confidential guidance.

Data Protection

The information provided will be processed in accordance with data protection principles as set out in the Data Protection Act 1998. Data will be processed only to ensure that Members, Trustees, Governors and all staff act in the best interests of the Trust. The information provided will not be used for any other purpose.

What to do if you face a Conflict of Interest

If you have a direct or indirect interest in:

- a) a proposed transaction with the Trust; or
- b) any transaction or arrangement entered into by the Trust which has not previously been disclosed;

you must disclose the nature and extent of that interest, whether or not you receive any actual benefit as a consequence of the interest. You may have an indirect interest in a matter if a family member or friend has an interest in the matter.

As good practice every Member, Trustee and Governor should declare any private interest which he or she has in an item to be discussed at the beginning of every meeting, and certainly before any discussion of the item itself.

You should not be involved in decisions in which it is possible that a conflict will arise. You should declare your interest at the earliest opportunity and withdraw from any subsequent discussion.

If you fail to declare an interest that is known to the Chair of the Trust Board or Local Governing Body as the case may be, the Chair will declare that interest.

Decisions taken where a Member, Trustee, Governor or Staff Member has an Interest

In the event of the Trust Board or Local Governing Body having to decide upon a question in which a Trustee, Governor or member of staff has an interest because of a duty or loyalty (however indirect) that they owe to another organisation, they will do so by vote, with a simple majority required. The conflicted individual may be present when the matter is discussed but must not take part in the discussion or vote on any matter relating to the discussion and a quorum must otherwise be present for the discussion and decision.

An individual will generally not have a conflict of interest or loyalty simply by virtue of the fact that he or she has been appointed or nominated to the Trust Board or to the Local Governing Body by a third party and the Trust has dealings with that third party, but if any undue influence is exerted by that third party or the individual has an interest in the matter for a reason other than mere appointment or nomination, then the circumstances will need to be reconsidered.

All decisions made where there has been a declared conflict of interest will be recorded by the clerk of the meeting and reported in the minutes of the meeting. The report will record:

- the nature and extent of the conflict;
- an outline of the discussion;
- the actions taken to manage the conflict.

The minutes of such a meeting will also be made available to the Chair of the Trust's Audit Committee.

Where a Member or Trustee benefits from the decision, this will be reported in the annual report and accounts in accordance with the current Charities SORP making reference also to any potential conflict situation recognised in this Conflicts of Interest policy.

All payments or benefits in kind to Members or Trustees will be reported in the Trust's accounts and annual report, with amounts for each Member and Trustee listed for the year in question.

Where a member of the Trust's staff are connected to a party involved in the supply of a service or product to the Trust, this information will also be fully disclosed in the annual

report and accounts again making reference also to any potential conflict situation recognised in this Conflicts of Interest policy.

Independent external moderation will be used where conflicts cannot be resolved through the usual procedures.

Managing Contracts

If you have a conflict of interest, you must not be involved in managing or monitoring a contract or transaction in which you have an interest. Monitoring arrangements for such contracts will include provisions for an independent challenge of bills and invoices, and termination of the contract if the relationship is unsatisfactory.

Notified Conflicts of Interest

Without prejudice to any of the obligations on individuals as expressed in this Policy, the Trustees have identified the following as matters where relevant individuals will have an interest in the matter and such interest has not been expressly authorised in the Articles of Association but is considered to be a matter which is in the best interest of the Trust and is authorised provided the principles of this policy are observed (particularly in relation to discussions, decisions and management of the matter where there is a genuine conflict).

Declaration Form

This can be found in Appendix 8

Data Protection*

Policy statement and Objectives

The objectives of this Data Protection Policy are to ensure that Avanti Schools Trust (the "Trust") and its directors, governors and employees are informed about, and comply with, their obligations under the Data Protection Act 1998 ("the Act").

Everyone has rights with regard to how their personal information is handled. During the course of our activities we will collect, store and process personal information about a number of different groups of people and we recognise the need to treat it in an appropriate and lawful manner.

The types of information that we may be required to handle include details of current, past and prospective employees and pupils, parents, directors, governors, suppliers and other individuals that we communicate with. The information, which may be held on paper or on a computer or other media, is subject to certain legal safeguards specified in the Act and other regulations. The Act imposes restrictions on how we may use that information. This policy does not form part of any employee's contract of employment and it may be amended at any time. Any breach of this policy will be taken seriously and may result in disciplinary action and serious breaches may result in dismissal. Breach of the Act may

expose the Trust to enforcement action by the Information Commissioner or fines. Furthermore, certain breaches of the Act can give rise to personal criminal liability for the Trust's employees. At the very least, a breach of the Act could damage our reputation and have serious consequences for the Trust.

The Trust has notified the Information Commissioner that it processes personal information, and is on the register of data controllers, registration number 07506598. It is the responsibility of Kirit Patel, Finance Director, to confirm or amend the entry when the entry becomes inaccurate, incomplete or requires renewal each year.

Status of the policy

This policy has been approved by the Directors of the Trust. It sets out our rules on data protection and the legal conditions that must be satisfied in relation to the obtaining, handling, processing, storage, transportation and destruction of personal information. The Data Protection Compliance Manager is responsible for ensuring compliance with the Act and with this policy. That post is held at Trust level by Kirit Patel, Finance Director, and at School level by Principals. Any questions or concerns about the operation of this policy should be referred in the first instance to the Data Protection Compliance Manager. If you consider that the policy has not been followed in respect of personal data about yourself or others you should raise the matter with the Data Protection Compliance Manager.

Definition of terms

Data is information which is stored electronically, on a computer, or in certain paper-based filing systems.

Data subjects for the purpose of this policy include all living individuals about whom we hold personal data. A data subject need not be a UK national or resident. All data subjects have legal rights in relation to their personal data.

Personal data means data relating to a living individual who can be identified from that data (or from that data and other information in our possession). Personal data can be factual (such as a name, address or date of birth) or it can be an opinion (such as a school report) and can include telephone numbers, photographs and CCTV images.

Data controllers are the people who or organisations which determine the purposes for which, and the manner in which, any personal data is processed. They have a responsibility to establish practices and policies in line with the Act. We are the data controller of all personal data used in our business.

Data users include employees whose work involves using personal data. Data users have a duty to protect the information they handle by following our data protection and security policies at all times.

Data processors include any person who processes personal data on behalf of a data controller. Employees of data controllers are excluded from this definition, but it could include suppliers which handle personal data on our behalf.

Parent has the meaning given in the Education Act 1996 and includes any person having parental responsibility or care of a child.

Processing is any activity that involves use of the data. It includes obtaining, recording or holding the data, or carrying out any operation or set of operations on the data including organising, amending, retrieving, using, disclosing, erasing or destroying it. Processing also includes transferring personal data to third parties.

Sensitive personal data includes information about a person's racial or ethnic origin, political opinions, religious or similar beliefs, trade union membership, physical or mental health or condition or sexual life, or about the commission of, or proceedings for, any offence committed or alleged to have been committed by that person, the disposal of such proceedings or the sentence of any court in such proceedings. Sensitive personal data can only be processed under strict conditions, and will usually require the express consent of the person concerned.

Data protection principles

Anyone processing personal data must comply with the eight enforceable principles of good practice. These provide that personal data must be:

- Processed fairly and lawfully.
- Processed for limited purposes and in an appropriate way.
- Adequate, relevant and not excessive for the purpose.
- Accurate.
- Not kept longer than necessary for the purpose.
- Processed in line with data subjects' rights.
- Secure.
- Not transferred to people or organisations situated in countries without adequate protection.

Fair and lawful processing

The Act is intended not to prevent the processing of personal data, but to ensure that it is done fairly and without adversely affecting the rights of the data subject. The data subject must be told who the data controller is (in this case the Trust), who the data controller's representative is (in this case the Data Protection Compliance Manager), the purpose for which the data is to be processed by us, and the identities of anyone to whom the data may be disclosed or transferred.

For personal data to be processed lawfully, certain conditions have to be met. These may include, among other things, requirements that the data subject has consented to the processing, or that the processing is necessary for the legitimate interest of the data

controller or the party to whom the data is disclosed. When sensitive personal data is being processed, more than one condition must be met. In most cases the data subject's explicit consent to the processing of such data will be required.

Processing for limited purposes

Personal data may only be processed for the specific purposes notified to the data subject when the data was first collected, or for any other purposes specifically permitted by the Act. This means that personal data must not be collected for one purpose and then used for another. If it becomes necessary to change the purpose for which the data is processed, the data subject must be informed of the new purpose before any processing occurs.

Adequate, relevant and non-excessive processing

Personal data should only be collected to the extent that it is required for the specific purpose notified to the data subject. Any data which is not necessary for that purpose should not be collected in the first place.

In order to ensure compliance with this principle, the Trust will check records regularly for missing, irrelevant or seemingly excessive information and may contact data subjects to verify certain items of data. Decisions on data to be deleted must come from the Data Protection Compliance Manager, after taking appropriate guidance.

Accurate data

Personal data must be accurate and kept up to date. Information which is incorrect or misleading is not accurate and steps should therefore be taken to check the accuracy of any personal data at the point of collection and at regular intervals afterwards. Inaccurate or out-of-date data should be destroyed.

If a data subject informs the Trust of a change of circumstances their computer record will be updated as soon as is practicable. A printout of their data record will be provided to data subjects periodically so they can check its accuracy and make any amendments.

Where a data subject challenges the accuracy of their data, the Trust will immediately mark the record as potentially inaccurate, or 'challenged'. In the case of any dispute, we shall try to resolve the issue informally, but if this proves impossible, disputes will be referred to the Board of Directors for their judgement. If the problem cannot be resolved at this stage, the data subject should refer their complaint to the Information Commissioner's Office. Until resolved the 'challenged' marker will remain and all disclosures of the affected information will contain both versions of the information.

Notwithstanding the above paragraph, a data subject continues to have rights under the Act and may refer a complaint to the Information Commissioner's Office regardless of whether the procedure set out in paragraph 8.3 has been followed.

Timely processing

Personal data should not be kept longer than is necessary for the purpose for which it is held. This means that data should be destroyed or erased from our systems when it is no longer required.

It is the duty of the Data Protection Compliance Manager, after taking appropriate guidance for legal considerations, to ensure that obsolete data are properly erased. The Trust has a retention schedule for all data.

Processing in line with data subject's rights

Data must be processed in line with data subjects' rights. Data subjects have a right to:

- Request access to any data held about them by a data controller;
- Prevent the processing of their data for direct-marketing purposes;
- Ask to have inaccurate data amended; and
- Prevent processing that is likely to cause damage or distress to themselves or anyone else.

Data security

The Trust has taken steps to ensure that appropriate security measures are taken against unlawful or unauthorised processing of personal data, and against the accidental loss of, or damage to, personal data. Data subjects may apply to the courts for compensation if they have suffered damage from such a loss.

The Act requires us to put in place procedures and technologies to maintain the security of all personal data from the point of collection to the point of destruction. Personal data may only be transferred to a third-party data processor if they agree to comply with those procedures and policies, or if they put in place adequate measures themselves.

Consideration should be given as to whether contracts with third party data-processors contain suitable contractual obligations on the third party to comply with the Act and to indemnify the Trust for if they breach the Act.

Maintaining data security means guaranteeing the confidentiality, integrity and availability of the personal data, defined as follows:

Confidentiality means that only people who are authorised to use the data can access it.

Integrity means that personal data should be accurate and suitable for the purpose for which it is processed.

Availability means that authorised users should be able to access the data if they need it for authorised purposes. Personal data should therefore be stored on our central computer system instead of individual PCs.

Security procedures include:

Physical Security

Appropriate building security measures are in place, such as alarms, window bars, deadlocks and computer hardware cable locks. Disks, tapes and printouts are locked away securely when not in use. Visitors to the School are required to sign in and out, to wear identification badges whilst in the School and are, where appropriate, accompanied. Any stranger seen in entry-controlled areas should be reported.

Computer Security

Security software is installed on all computers containing personal data. Only authorised users are allowed access to the computer files and password changes are regularly undertaken. Computer files are backed up (i.e. security copies are taken) regularly. Data users should ensure that individual monitors do not show confidential information to passers-by and that they log off from their PC when it is left unattended.

Procedural Security

In order to be given authorised access to the computer, staff will have to undergo checks and will be familiar with the IT acceptable use policy as set out in our Staff HR Handbook. All staff are trained in their Data Protection obligations and their knowledge updated as necessary. Computer printouts as well as source documents are shredded before disposal.

Paper documents should be shredded and floppy disks and CD-ROMs should be given to the IT department to be physically destroyed when they are no longer required.

The Trust has a Bring Your Own Device policy for employees to sign where personal data held by the Trust is processed on their personal mobile phones, tablets, computers or other devices.

Dealing with subject access requests

The Act extends to all data subjects a right of access to their own personal data. A formal request from a data subject for information that we hold about them must be made in writing. A fee may be payable by the data subject for provision of this information. Any member of staff who receives a written request should forward it to their line manager or the Data Protection Compliance Manager **IMMEDIATELY** as there are statutory time limits for responding (currently 40 calendar days)¹.

In order to ensure that people receive only information about themselves it is essential that a formal system of requests is in place.

Where a request for subject access is received from a pupil, the Trust's policy is that:

- a) Requests from pupils who are considered mature enough to understand their rights under the Act will be processed as a subject access request as outlined below and the data will be given directly to the pupil (subject to any exemptions that apply under the Act or other legislation). The Information

¹ The timescale of 40 calendar days cannot be extended and will continue regardless of whether the school is closed for holidays (unlike the Freedom of Information Act 2000). It is therefore advisable that subject access requests are dealt with as soon as possible.

Commissioner's guidance is that it may be reasonable to adopt a presumption that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. In every case it will be for the Trust, as data controller, to assess whether the child is capable of understanding their rights under the Act and the implications of their actions, and so decide whether the parent needs to make the request on the child's behalf. A parent would normally be expected to make a request on a child's behalf if the child is younger than 12 years of age.

- b) Requests from pupils who do not appear to understand the nature of the request will be referred to their parents or carers.
- c) Requests from parents in respect of their own child will be processed as requests made on behalf of the data subject (the child) and the data will be sent in a sealed envelope to the requesting parent (subject to any exemptions that apply under the Act or other legislation) unless the Trust considers the child to be mature enough to understand their rights under the Act, in which case the Trust shall ask the child for their consent to disclosure of the personal data (subject to any enactment or guidance which permits the Trust to disclose the personal data to a parent without the child's consent). Subject to paragraph 14, if consent is not given to disclosure, the Trust shall not disclose the personal data if to do so would breach any of the eight data protection principles.

It should be noted that the Education (Pupil Information) (England) Regulations 2005 do not apply to academies so the rights available to parents in those Regulations to access their child's educational records are not applicable to schools in the Trust. Instead, requests from parents for personal data about their child must be dealt with under the Act (as outlined above). This is without prejudice to the obligation on the Trust in the Education (Independent School Standards) (England) Regulations 2014 to provide an annual report of each registered pupil's progress and attainment in the main subject areas taught to every parent (unless they agree otherwise in writing).

Following receipt of a subject access request, and provided that there is sufficient information to process the request, an entry will be made in the Trust's Subject Access log book, showing the date of receipt, the data subject's name, the name and address of requester (if different), the type of data required (e.g. Student Record, Personnel Record), and the planned date for supplying the information (not more than 40 days from the request date). Should more information be required to establish either the identity of the data subject (or agent) or the type of data requested, the date of entry in the log will be date on which sufficient information has been provided.

Providing information over the telephone

Any member of staff dealing with telephone enquiries should be careful about disclosing any personal information held by us whilst also applying common sense to the particular circumstances. In particular, they should:

Check the caller's identity to make sure that information is only given to a person who is entitled to it.

Suggest that the caller put their request in writing if they are not sure about the caller's identity and where their identity cannot be checked.

Refer to their line manager or the Data Protection Compliance Manager for assistance in difficult situations. No-one should be bullied into disclosing personal information.

Authorised disclosures

The School will, in general, only disclose data about individuals with their consent or unless the law requires or allows us to. There are circumstances under which the Trust may need to disclose data without explicit consent for that occasion including (but not limited to) the following:

- a) Pupil data disclosed to authorised recipients related to education and administration necessary for the Trust to perform its statutory duties and obligations.
- b) Pupil data disclosed to authorised recipients in respect of their child's health, safety and welfare.
- c) Pupil data disclosed to parents in respect of their child's progress, achievements, attendance, attitude or general demeanour within or in the vicinity of the Trust.
- d) Staff data disclosed to relevant authorities e.g. in respect of payroll and administrative matters.
- e) Unavoidable disclosures, for example to an engineer during maintenance of the computer system. In such circumstances the engineer would be required to sign a form promising not to disclose the data outside the Trust.
- f) Disclosures required as a result of a court order or pursuant to an act of Parliament.
- g) Disclosures to the Police where the Trust is satisfied that the information is needed to prevent or detect a crime or to catch and prosecute a suspect.

14.2 Only authorised and trained staff are allowed to make external disclosures of personal data in accordance with the Act. Data used within the Trust by administrative staff, teachers and welfare officers will only be made available where the person requesting the information is a professional legitimately working within the School who needs to know the information in order to do their work.

CCTV

Where applicable the School will have CCTV procedures and guidelines in place. These can be found in the School's Premise Management documents.

Policy Review

It is the responsibility of the Directors to facilitate the review of this policy on a regular basis. Recommendations for any amendments should be reported to the Data Protection Compliance Manager.

We will continue to review the effectiveness of this policy to ensure it is achieving its stated objectives.

Enquiries

Further information about the School's Data Protection Policy is available from the Data Protection Compliance Manager.

General information about the Act can be obtained from the Information Commissioner's Office: www.ico.gov.uk.

Useful References

The Information Commissioner's Office
<https://ico.org.uk/>

Early Years Foundation Stage Policy*

The Early Years Foundation Stage

The School believes that every child deserves the best possible start in life in order for them to achieve their full potential. Children develop quickly in the Early Years and their experiences at this stage can have significant impact on their future learning. We aim to create a safe, secure and happy learning environment, developing and nurturing strong positive attitudes for children to become active and engaged learners.

Introduction

Using the 'Development Matters in the Early Years Foundation Stage (EYFS)' as a building block for our curriculum we will cultivate learning experiences for children to become independent, collaborative and innovative learners.

We aim to provide teaching and learning experiences of the highest quality to help our children make good progress towards and, where appropriate, beyond the early learning goals. While following this curriculum we also aim to respond to the individual needs of our children, their families and the community to secure foundations on which future learning can be built.

The Early Years education we offer our children is based on the following principles:

- It builds on what children already know and can do;
- It ensures that all children are included regardless of ethnicity, culture, religion, home language, family background, special education needs, disability, gender or ability;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and provision that enhances opportunities for learning both indoors and outdoors;
- It provides an equal balance of adult-led and child initiated learning.

The principles which guide the work of all Early Years practitioners are grouped into four themes:

A Unique Child - every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships - children learn to be strong and independent from a base of loving and secure relationships with parents and a key person.

Enabling Environments - the environment plays a key role in supporting and extending children's development and learning.

Learning and Development - children develop and learn in different ways and at different rates; all areas of learning and development are equally important and inter-connected.

We aim to ensure that children are provided with the knowledge and skills needed to become lifelong learners.

Curriculum

The Early Years Foundation Stage curriculum provides a range of activities and experiences through which children have opportunities to make choices and decisions, manipulate objects and materials and use language for a variety of purposes while receiving appropriate adult support and guidance. There are seven areas of learning and development of which three are 'prime areas' and four are 'specific areas'.

The prime areas are:

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

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Teaching and Learning

The need and interests of the children, the environment and the time of year are reflected in our planning. We organise the curriculum into topic areas and make connections to all seven areas of learning where possible. The children feel listened to and valued because they contribute to the planning process, which gives them ownership and improves their learning experience. Through play, children are encouraged to become independent learners as they access the different areas of learning. It is important at this early stage that children are provided with the skills necessary to identify and communicate their needs and wants, look after themselves and their belongings and make choices. This independence helps children to make sense of the world around them and provides them with opportunities to create, investigate and communicate.

In the Early Years Foundation Stage we recognise the features of quality teaching and learning:

- The presence of strong partnerships between teachers and parents
- Teachers understand how children develop and learn and how these variations affect their teaching
- A well planned curriculum which helps children work towards the Early Learning Goals
- Teachers give clear explanations and have clear expectations
- Teachers plan appropriate interventions
- All practitioners facilitate progression in learning through effective scaffolding.
- A well thought out environment, which allows children to feel safe and confident to communicate/talk about their learning and to develop as independent learners.
- Consistent assessment for Learning
- An underlying ethos of high expectations, praise and encouragement
- Embed the ethos and values of Avanti Schools Trust

The Learning Environment

The Early Years Foundation Stage classrooms are organised to enable children to explore and learn securely and safely. There are areas where the children can be active, creative and quiet. Each classroom has got clearly defined learning areas where children are able to locate equipment and resources independently. We deliver learning experiences through purposeful play with a balance of adult initiated and child initiated activities.

Outdoor Play:

Children will have the opportunity to play outside on a daily basis throughout the year in all kinds of weather. Provision outside should allow children to have the freedom of the outdoors and offer children the opportunity to move on a larger scale, to be active, noisy and messy and to use all their senses with their whole body. Therefore, carefully planned outdoor play experiences will help all children to find out about themselves and their capabilities. Outdoor play helps develop self- confidence, independence and lays the

foundations for a healthy life. We will ensure that there is a balance of adult led and child-initiated activities delivered through indoor and outdoor play. We will monitor equipment so that outdoor and indoor spaces, furniture, equipment and toys, must be safe and suitable for their purpose with appropriate risk assessments carried out.

The role of the lead practitioner outside is crucial in:

- Supporting children's learning through outdoor planned play activity.
- Extending and supporting children's spontaneous play
- Planning and resourcing a challenging environment
- Developing children's language and communication in their play
- Observing children and adapting provision
- Rotas/structures clearly show who is responsible for the setting up and clearing away of outdoor resources
- Practitioners should demonstrate an enjoyment of being outside with the children.
- The provisions outside should show clear links to the planned indoor curriculum and build on children's interests. Weather conditions should be viewed as an opportunity to develop children's learning.
- Children are encourage to assist in tidying up after the morning and afternoon session.
- The outdoor focus practitioners plays imaginatively with children supporting their spontaneous play, talk and exploration.

Observation and Assessment

Formative assessment is at the heart of our Early Years practice. All adults and children will play a key role in the development of a Learning Journey that will record each child's personal learning story.

The evidence collected will not only inform assessment and future planning but will be an invaluable keepsake for our families.

Observations are recorded in a variety of ways; photographs, written notes (short and long observations), children's learning, parent observations and are used to inform teacher assessment which will be shared with parents at different stages of the year. At the end of Reception, a child's Learning Journey will be used to provide evidence for the assessment of whether they are working at a stage which is emerging, expected or exceeding in the Early Learning Goals (ELGs) for the seven areas of learning and development.

Summative reports are given out to parents for their child in both Nursery and Reception at the end of the year to show progress in all seven areas of learning. Characteristics of learning are included in Reception children, which describes the processes of how a child learns in the three main areas: Playing and Exploring, Active Learning and Creating and Thinking Critically.

In Reception teachers use the following codes to mark children's work using a green pen, which also includes short observations. Children are given opportunities to respond to their own work either independently or with the support of an adult. Children will have opportunities to self asses their own learning by using the smiley face system.

Active Learning- children concentrate and keep on trying if they encounter difficulties and they enjoy achieving. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Playing and Exploring- children investigate and experience in a variety of contexts and they are willing to 'have a go'. Children explore and develop learning experiences through play, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules.

Creating and thinking critically- children have and develop their own ideas, make links between those ideas and develop strategies for doing things independently. Children are given opportunities to be creative through all areas of learning.

Monitoring and review

The Principal, Early Years Foundation Stage Progress Leader, and Subject leaders monitor through observations, learning walks and discussions as part of the whole school monitoring schedule.

Inclusion/ Special Educational Needs

All children and their families are valued at the School. Children are treated as individuals and they all have equal access to our daily provision. All children are encouraged to achieve their personal best. The broad and differentiated nature of our planning means our plans are flexible enough to meet the needs of all children regardless of disability, ability, race, ethnicity, culture, language, gender, sexual orientation, age, religion or social background. Early identification of special needs is crucial to enable staff to support the development of that child. Concerns are always discussed with parents at an early stage and the school's Special Educational Needs Coordinator (SENCO) or Inclusion Manager is called upon for further information and advice.

In order to accommodate the individual's particular learning style, lessons will be planned, wherever possible, in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion.

Key Person System:

A key person is a member of staff in an Early Years Foundation Stage who has special responsibility for the education and welfare of a particular group of children during their time at the centre. Every child attending the School is assigned a key person. The primary aim of the key person system is to provide close relationships between the practitioner and the child for whom the key person is responsible for, and the parents of those children in order to assist the development of the children.

Key person:

- Develop secure trusting relationships with key children and their parents/carers.
- Provide a secure base for your key children by supporting their interests and explorations away from you.
- Provide a secure base for your key children by being physically and emotionally available to them.
- Comfort distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently.
- Acknowledge and allow children to express a range of feelings.
- Settle new key children into the setting.
- Settle key children and where possible eat with them in small groups.

Key person responsibilities include:

- Keeping records of your key children's developmental progress, contributing observations to records kept by colleagues and sharing records with parents.
- Observing your key children and analyzing the information gathered through observation.
- Planning experiences for individual children based on your observations of their interests and developmental stages.
- Writing individual education plans for your key children with special educational needs.
- Contributing to writing reports for parents/carers and holding regular meetings to discuss progress.
- Admissions are phased so that children settle into the EYFS well.
- Communicating with parents on a daily basis wherever possible.
- Planning and evaluation of key group times.

Welfare

It is important to us that all children at the School are safe in their environment. We aim to educate children on boundaries, rules and limits to help them understand their purpose. We provide children with choices to help them develop this important life skill. Children should be taught to recognise and avoid hazards and be allowed to take measured risks. We aim to protect the physical and psychological well-being of all children.

Health and Safety

We have clear procedures for assessing risk, which includes procedures for keeping children safe during outings and for many aspects of the environment, or provision that may require a further risk assessment. In addition to this, appropriate risk assessments are conducted in the Early Years Foundation Stage.

The School undertakes:

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist.
- First Aid training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent or carer. All medicine that is administered is recorded.
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- Each classroom has a snack and sink area, where healthy snacks and drinks are available throughout the day.
- A first aid room is accessible at all times and a record of accidents and injuries are kept in the First Aid book.
- A fire and emergency evacuation procedure and policy
- All staff are safeguard trained
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff's own personal use.

Parents as Partners

We strive to create and maintain partnerships with parents from the outset as we recognise that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education and care as parents are children's first and most enduring educators. At the School we develop longstanding caring, respectful, professional relationships with our children and their families.

There are many opportunities for parents to become involved in their child's learning. Early Years staff will communicate with parents regularly to ensure that all parties are kept informed and included.

- We meet with parents prior to their child commencing school via Home Visits.
- We invite parents for Open Evenings during the Summer term in the Foundation Stage before commencing school
- We send out an information pack for EYFS joiners' parents during the first week of their child starting at school.

Transition

Across the Early Years Foundation Stage there is a staggered intake this supports children with their Personal, Social and Emotional development. This is to also ensure the Well-being and Involvement of each child according to the Leuven Scale is catered for so that there is effective and accurate baseline assessment.

Transitions are carefully planned for acknowledging the child's needs. We aim to establish effective partnerships with those involved with each child in order to provide the best support.

In the final term in Reception, the Year 1 teachers will meet with the Reception staff to discuss each child's development against the Early Learning Goals in order to support a smooth transition into Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Ethos Handbook

Introduction

This guidance document aims to:

- ensure that the unique ethos of the Avanti Schools Trust (hereafter the "Trust") is understood, upheld and not compromised.
- be a resource for relevant parties in carrying out their role and responsibilities in relation to the ethos of the Trust.
- ensure there is consistency between the ethos and the activities of the persons and bodies that represent the Trust.
- give guidance and clarity so that everyone in our school communities can feel welcomed and included; that there is a good understanding of the faith-influenced ethos.

Target Audience

The intended target audience for this document includes, but is not limited to, Trust schools, staff, governing bodies, PTA's and any other body that represents the Trust or its schools (hereafter the "stakeholders").

Parts of this document will also be relevant to other persons such as volunteers, suppliers and visitors.

It is the responsibility of all stakeholders to familiarise themselves with this document and adhere closely to the principles and procedures laid out herein.

When in doubt about the practical application of this document, ask. Stakeholders are encouraged to seek guidance from the Trust if there is ambiguity about a particular situation or any of the content in this document.

Stakeholders should always be mindful to promote and uphold the ethos of the Trust. This is especially important during pupil interactions to ensure consistency and integrity of message for the young people in our care; where they can see that the ethos is for everyone and not just for them. If a stakeholder(s) has a personal view that is different to the Trust's ethos (e.g. vegetarianism), he/she/they should be mindful to refer to the Trust's ethos in the

first instance. If the stakeholder does then go on to present a personal view that is contrary to the Trust's, (s)he should make clear that it is their personal view being presented. They should also refer the pupil to an appropriate person who can represent the Trust's ethos – this may be the Principal or another Senior Leader within the school.

Designated Faith

All schools which are part of the Trust family are designated as Hindu faith schools.

Specifically, the Trust follows the teachings of Krishna Chaitanya and promotes an inclusive, accessible approach towards spirituality.

The DfE recognised religious authority for the Trust is iFoundation (the equivalent of a Church of England Diocesan authority). iFoundation draws upon the teachings of Krishna Chaitanya, as practised by ISKCON, the International Society for Krishna Consciousness.

iFoundation is authorised to carry out Section 48 inspections under the Education Act 2005.

Section 48 inspections provide a process for evaluating the extent to which Trust schools are distinctively and recognisably applying the faith principles of the Trust.

Ethos Statement Introduction

All schools in the Avanti Schools Trust prepare pupils for their respective life-journeys by promoting educational excellence, character formation and spiritual insight.

Educational Excellence

An emphasis on independent thought and personal choice fans every pupil's innate and emerging passion for learning. Our personalised approach provides tailor-made learning paths for all pupils. This motivates and enables all pupils to become reflective, articulate and independent thinkers, laying solid foundations for their future learning, vocation and self-fulfilment. Our approach is characterised by a mentorship and academic support system that is delivered in close partnership with parents.

Character Formation

Trust schools prepare pupils to take their places as loyal, responsible and broad-minded British citizens. Our ethos acknowledges that personal virtue, responsibility and a wholesome sense of identity underpin success in all endeavours. It nurtures conduct consistent with the universal virtues of respect, integrity, courage, empathy, gratitude and self-discipline. Trust schools promote holistic, responsible lifestyles through a vegetarian diet, a curriculum that integrates yoga and meditation and a built environment that actively fosters environmental concern.

Spiritual Insight

The development of spiritual insight is at the heart of the curriculum and draws on the teachings of Krishna Chaitanya, which embrace a universal, inclusive approach to spirituality, aimed at rekindling a personal, loving and spontaneous relationship with the divine (Krishna). The curriculum offers opportunities to explore the philosophies and traditions of different faiths. Collective Worship includes the following practices: kirtan¹, meditation², worship³, reflection, song, prayer, and story-telling⁴.

How we achieve our Ethos

Educational excellence will be achieved through:

- Happy and fulfilled learners and teachers.
- Highly-skilled and actively engaged leadership and governance, dedicated to continuous improvement and to realisation of the school's distinctive vision and ethos.
- A broad and challenging curriculum focused on core skills and subjects.
- Continuous development of the professional knowledge and skill of all staff, and adequate respect for their professional discretion and integrity.
- Staff with high expectations, convinced that every child is both uniquely gifted and has identifiable areas for improvement.
- Personalised targets and learning paths for all pupils, supported by thorough, learner- focussed mentorship and effective ICT systems.
- Provision of subject and qualification choice, ensuring that each learner maximises his or her talents and never becomes lost.
- Provision of a broad, flexible and challenging curriculum that allows students to develop in the direction best suited to them, at their own pace, and which promotes realisation of their full potential.
- Curriculum that includes a focus on ethics, philosophy, the creative and performing arts, and valuable cultures of ancient and contemporary civilizations.
- Values-based approach to the humanities and its emphasis on the artistic and spiritual realms.
- The study of Sanskrit⁵ as the root of almost all eastern and western languages.

- Progress-tracking using rigorous intra-year staff assessment, self and peer assessment, formative assessment, detailed reporting, and – as needed – early intervention and support classes.
- Lessons designed to be relevant to students’ lives, to develop learning and questioning skills, and to deepen motivation, understanding and personal insight.
- Partnerships with universities, links with businesses, and opportunities for apprenticeships and work-related learning.
- Sincere and committed engagement of parents (and other family members) as co-educators.

Character formation will be achieved through:

- A curriculum that challenges students to reflect, think for themselves, explore the links between character and conduct, develop moral literacy and make their own well-informed lifestyle choices.
- Empowerment of students to empathise with others and to deeply reflect on their own choices and their social and personal impacts.
- Dedication to community cohesion, especially through service to the community and active partnership with other social, charity and community-based groups.
- Encouraging students to adopt conscientious and balanced lifestyles, underpinned by a sense of stewardship and an innate reverence for life, nature and the earth’s resources.
- Provision of classes in yoga and meditation, and a vegetarian diet that is healthy and freshly cooked.
- Clean, uncluttered and sustainable learning environments that support the school’s emphasis on mindfulness.
- Working collaboratively with the wider community, especially partner public agencies.
- Visits to diverse sacred places and educational venues.
- A broad offering of competitive and non-competitive sports, both within the curriculum and as extra-curricular opportunities.
- Opportunities for developing leadership, team building and personal integrity through partnerships with other organisations.

- Dedication to leadership at every level and nurture of students' voice and involvement, up to Governance level.

5 ...Sanskrit is as close as we can get to an essential language and contains divine concepts, a flawless system of grammar and gives access to the great eastern texts such as the Bhagavad Gita.

Spiritual insight will be achieved through:

- Positive and uplifting experiences of RE and Collective Worship.
- The singing of the names of the divine, with special but not exclusive focus on Krishna.
- Opportunities for self-discovery and spiritual exploration.
- Effective pastoral care that supports each student's personal, emotional and spiritual journey.
- Dedication to working in partnership with other faith schools/organisations to provide students an authentic experience of diverse spiritual traditions.
- Recognition that all of the world's great spiritual traditions represent the divinity in their distinctive ways.
- Authentic understanding of the worldviews underpinning various manifestations of religion and spirituality, with stress on their shared essence: a loving reciprocal and personal relationship with the divine.
- Exploration of faith and spirituality across different traditions in a probing and dialogic manner, with constructive critique of practices, philosophies and epistemologies to promote honest and empathetic dialogue.
- Encouragement of students to develop a broad-minded perspective by acknowledging the key roles of free choice, fidelity to tradition and exemplary role models.
- The warm and welcoming enrolment of young people from all backgrounds.
- Preparation of students to make up their own minds on issues of faith and belonging, religious and otherwise.⁶
- Rekindling of an awareness of an essential spiritual identity that unites all living beings, transcending all designations related to age, race, gender, species, faith affiliation and ability.

- 1) This element of the school's work will become increasingly more sophisticated as the pupils grow in experience and maturity, but it will be an entitlement for all.

Krishna Chaitanya

Chaitanya was born in 1486 in Nadiya, then East India's epicentre for learning and scholarship. At an early age he founded what quickly became the region's foremost school, widely renowned for its teaching in logic, grammar and rhetoric. He went on to lead an early civil disobedience movement, contesting religious sectarianism. In later life, he turned his attention to spiritual ideals that transcended social and religious boundaries and thus paved the way for a great spiritual renaissance. He taught that the essence of education is to appreciate how everything has a special relationship with the divine and that such an understanding culminates in a profound spiritual realisation of love, compassion and selflessness – the original, pure nature of every being. He emphasised spiritual equality and advocated that humanity can be united through a shared love of God, expressed through the singing of God's many names. Chaitanya's exemplary life heralded the dawn of an inclusive spiritual resurgence that continues to inspire people from all faiths.

Further information on the key philosophical tenets of the Chaitanya tradition will be provided at schools induction and/or training days, and further details of its application at Trust schools will be provided as and when required.

For those who are keen to understand more on the philosophical tenets of the Chaitanya tradition please contact Nitesh Gor at the Trust office on 0208 731 1454.

Collective Worship

Once established in their final building location, all Trust schools will follow, without compromise, the agreed daily Collective Worship model, where all elements of worship are linked to learning.

Staff will participate in Collective Worship unless agreed otherwise by the Principal. Collective Worship will normally take place daily, either in a school hall, a shrine area and/or in the classroom.

The school should ensure that any requests for opting out of CW are in writing and signed by the parent(s). Pupils who are opting-out should be appropriately and meaningfully engaged during this time.

Where a request is made directly from the parent/child to an individual or representative body, they should be encouraged to discuss their concerns with the Principal.

Vegetarianism, Intoxication, Gambling and Sensuality

A lacto-vegetarian diet (which means no meat/fish/eggs or their derivatives) is a core part of the Trust's belief, and in our Ethos Statement we stress the importance of compassion for other living beings and an awareness of our ecological impact on the world. According to the teachings of Krishna Chaitanya there are also faith-related requirements of no onion, garlic or mushrooms.

Refraining from alcohol and gambling are principles from the teachings of Chaitanya and are described as 'principles of freedom', and are aimed at encouraging individuals to live free from potentially harmful habits. There are also of course clear safeguarding concerns around the mixing of alcohol and children. Smoking is not permitted anywhere within a school premises or perimeter (including cars in the car park areas).

Where staff, individuals or representative bodies bring food/drink onto a school or other Trust premises, they should respect the dietary guidance above. The guidance around meat/fish/eggs must be strictly observed; whereas onion/garlic/mushroom should be avoided if possible and if unavoidable, included only where the food is for personal consumption.

Where food is to be shared with other stakeholders, or with children, individuals should be aware of the risk of excluding colleagues/children if it does contain onion/garlic/mushrooms.

This guidance also extends to school events, school trips, all lettings and external events officially organised by the school, staff or a representative body of AST (including PTA's). Where an event is hosted on-site the food must not contain onion, garlic or mushrooms. It should also be noted that the presence of alcohol or meat would unfairly exclude some families and staff of the school community.

Another principle of the Trust is aimed at ensuring that our children and school communities are not exposed to inappropriate/overly sensualised images, musical lyrics, styles of dance etc. Representative Parties should be aware of this when in the classroom and in internal/external events.

Schools are Sacred Places

Schools are sacred places, no less than places of worship. Event and class content, particularly where it is on-site and for entertainment purposes, should be fit for the spiritually sacred place that every school should be.

Dress code for all should be modest and appropriate. This is also relevant to external events organised by the school or a representative body.

Shoes are not to be worn in the specified shrine area and general atmosphere of respect should be maintained at all times. Areas in immediate proximity to the shrine can be used as a teaching space; if unsure about the nature of the activity to be conducted there, please ask.

Diversity and Inclusivity

The Trust's faith perspective acknowledges the Divine in everyone's heart. Adults must create a fair, positive, emotionally safe and spiritual atmosphere where a service attitude encompasses care and consideration for everybody regardless of religion, status, race, age, gender, and all other protected characteristics. It is imperative to see everyone with equanimity and to respect all living beings.

The Trust's ethos is an inclusive one and as such, the activities of the representative persons and bodies need to be sensitive to the risk of inadvertently excluding children, parents, governors or staff.

This guidance does not wish to infringe upon personal lifestyle choices. For example, Trust schools serve vegetarian lunches but do not insist upon vegetarianism at home.

Equality Policy*

Part 1 - The Law

The Equality Act 2010 replaced nine major Acts of parliament and almost one hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of equality law, covering all types of discrimination, harassment and victimisation that are unlawful. It simplified the law by getting rid of anomalies and inconsistencies that had developed over time, and extended protection against discrimination in several areas.

THE PROTECTED CHARACTERISTICS

The Equality Act 2010 makes it is unlawful for the "responsible body" of a school to discriminate against (either directly or indirectly) an individual or group of individuals by treating them less favourably because they (or somebody they associate with) have one or more of the following characteristics:

Sex;
Race;
Religion or belief;
Sexual orientation;
Gender reassignment;
Pregnancy and maternity; and
Disability.

The Equality Act 2010 also makes it unlawful for the "responsible body" of a school to discriminate against (either directly or indirectly) an individual or group of individuals who

are not the school's students by treating them less favourably because they (or somebody they associate with) have one or more of the above characteristic or the following characteristics:

Age; and
Marriage and civil partnership.

Specifically, the "responsible body" of a school must not discriminate against a student or group of students because they have a protected characteristic (with the exception of age or marriage and civil partnerships):

In the arrangements it makes for deciding who is offered admission as a student;
As to the terms on which it offers to admit a prospective student;
By not admitting a prospective student;
In the way it provides education for a student (but not in relation to the contents of the curriculum);
In the way it affords a student access to a benefit, facility or service;
By not providing an education for a student;
By excluding a student;
By subjecting a student to any other detriment (including the imposition of sanctions);

The Equality Act 2010 also makes it unlawful for the "responsible body" of a school to harass or victimise an individual or group of individuals because of some of the protected characteristics, or because of something done in reliance on the Equality Act 2010, as outlined in further detail below.

The "responsible body" in an academy is its proprietor, namely the Trust. In practice, all persons acting on behalf of the Trust (including employees of the school) are personally responsible for ensuring that their actions or omissions are not discriminatory, and the Trust will also be responsible for the actions of the school's employees if it cannot show that it has taken all reasonable steps to prevent the discriminatory actions or omissions being undertaken on their behalf.

The Equality Act 2010 covers discriminatory acts or admissions by the school against prospective students, current students and (in some circumstances) former students, as well as against parents (including non-parents with parental responsibility or care of a student), visitors and other people coming into contact with the school.

The Equality Act 2010 does not cover discriminatory acts by one student against another student, such as racist bullying (such behaviour by a student will, in any event, be a breach of the school's Behaviour for Learning Policy and be sanctioned accordingly). However, if the school is aware of a discriminatory act by one student against another and does nothing to prevent it, or treats the act less seriously than it would for other acts, this may in itself be a discriminatory act by the school.

DISCRIMINATION

The Equality Act 2010 defines two types of discrimination; direct and indirect:

Direct Discrimination

Direct discrimination occurs where an individual or group of individuals are treated less favourably than others because they or somebody they associate with have (or it is mistakenly thought that they have) a protected characteristic.

Indirect Discrimination

Indirect discrimination occurs when a policy, criterion or practice is applied generally to all, which has the indirect effect of discriminating against an individual or group of individuals by putting them at a disadvantage, unless there is a legitimate reason for the policy, criteria or practice and there is no other way to achieve it.

Disability Arising from Disability

There are special provisions in the Equality Act 2010 relating to disability discrimination and, in particular, a third type of discrimination called discrimination arising from a disability, as well as failing to make reasonable adjustments for an individual with a disability. The definition of what constitutes disability discrimination is more complex than that for the other protected characteristics, and is set out in further detail under the section relating to disability equality below.

Harassment

The Equality Act 2010 makes it unlawful to harass an individual or group of individuals in relation to certain protected characteristics. Harassment is defined as an unwanted act, related to a relevant protected characteristic, which has the purpose or effect of violating that person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. Harassment only applies in relation to the following protected characteristics:

Sex;
Race;
Religion or belief (in relation to those who are not students);
Sexual orientation (in relation to those who are not students);
Pregnancy or maternity;
Disability; and
Age (in relation to those who are not students).

Harassment does not apply to the otherwise protected characteristics of religion or belief, sexual orientation or gender reassignment in relation to students, however any discriminatory acts because of these characteristics are likely to be direct discrimination in any event.

VICTIMISATION

The Equality Act 2010 makes it unlawful to victimise an individual or a group of individuals in certain circumstances. Victimisation is defined as occurring when an individual or group of individuals are treated less favourably as a result of anything they have done in reliance upon the Equality Act 2010, for example by previously making an allegation of discrimination or harassment, even if it was not upheld.

Victimisation will also occur when an individual is treated less favourably as a result of anything their parent, sibling or other person has done in reliance upon the Equality Act 2010, for example where their older sibling has previously made an allegation of discrimination, even if it was not upheld.

Positive action

The Equality Act 2010 allows (but does not require) a school to take action to tackle disadvantages suffered by a particular group of students as a result of them having a protected characteristic, known as “positive action”. This does not mean that the school can give a particular group of students preferential treatment (which would be positive discrimination and unlawful), it merely allows the school to put in place measures which redress the balance between those with the protected characteristic and those without. These measures must be a proportionate means of achieving this aim.

The Equality Act 2010 does, however, allow for the school to treat disabled students more favourably than students who are not disabled (positive discrimination). In some cases, schools are *required* to treat disabled students more favourably than students who are not disabled, by making reasonable adjustments for their disability and providing auxiliary aids where necessary.

Sex equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their sex or the sex of somebody they associate with.

Schools must not treat a student, parent, visitor or other person coming into contact with the school (or a group of these people) less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their sex or the sex of somebody they associate with.

Race Equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their race or the race of somebody they associate with. Race is defined as including colour, nationality, ethnic or national origins, and would also include travellers whose cultural heritage is traditionally nomadic, for example gypsies and Irish travellers.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their race or the race of somebody they associate with. Segregation of students by race will always be unlawful.

Religion or belief equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their religion or belief or the religion or belief of somebody they associate with. Religion is defined as being any religion, and belief as being any religious or philosophical belief, including a lack of belief in religion (for example, humanism or atheism). Religion will include all of the major faiths, including denomination within the religion. Political beliefs are not included within the definition of religion or belief.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their religion or belief or the religion or belief of somebody they associate with.

Sexual orientation equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their sexual orientation, their parents' sexual orientation or the sexual orientation of somebody they associate with. Sexual orientation includes heterosexuality, homosexuality (gay or lesbian), and bisexuality.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their sexual orientation or the sexual orientation of somebody they associate with.

Gender reassignment equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their gender reassignment. Gender reassignment is defined as applying to anyone who is currently undergoing, has undergone or is proposing to undergo a process or part of a process of reassigning their sex to the opposite sex by changing their physical or other attributes. There is no requirement to undergo, or plan to undergo, a medical procedure – taking steps to live life as the opposite sex, or planning to live life as the opposite sex, is sufficient.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others because they, their parents or somebody that they associate with has undergone, is planning to undergo or is in the process of undergoing gender reassignment. Students must be included within a class of the sex that they identify with.

Pregnancy and maternity equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of pregnancy or maternity. Maternity is defined as having had a baby within the preceding twenty-six week period, and includes breastfeeding. It is not discriminatory to treat an individual who is pregnant, has recently had a baby or is breastfeeding a baby more favourably than others who are not.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than another student or group of students because they are pregnant, have recently had a baby or are breastfeeding a baby.

Schools must not take any disciplinary action (including exclusion) against a student because they are pregnant, have recently had a baby or are breastfeeding. Schools should not authorise more than eighteen weeks' absence (or "maternity leave") from school to ensure the student's reintegration into education as quickly as possible following the birth of a baby.

Disability equality

The overriding objective of the Equality Act 2010 is to achieve equality (equal treatment) for all people whether they have a protected characteristic or not. However, the provisions relating to disability are different to those for all of the other protected characteristics, in that it is lawful, and in fact is sometimes a legal requirement, to treat a disabled individual or group of individuals more favourably than an individual or group of individuals without a disability.

Definition of disability

The Equality Act 2010 defines disability as being where an individual or group of individuals has a physical or mental impairment which has a substantial and long term adverse effect (lasting or recurring, or likely to last or recur, for at least twelve months) on their ability to carry out normal day to day activities.

Some conditions such as being HIV positive, or having multiple sclerosis or cancer, are automatically deemed to have a disability regardless of their effect or longevity. Severe disfigurement will also come within the definition of disability (disfigurement by tattooing or piercing is excluded). Those that are certified as blind, severely sight impaired, sight impaired or partially sighted by a consultant ophthalmologist are automatically deemed to have a disability.

Others conditions are not deemed to be a disability, such as addiction to alcohol (unless it is a symptom of a psychiatric illness lasting or recurring for at least twelve months), legal or illegal substances (unless medically prescribed as treatment), fire-setting, kleptomania, a tendency towards violence or sexual abuse of others. Hay fever sufferers are not deemed to have a disability; however hay fever may be taken into account where it aggravates the effect of another medical condition.

Direct disability discrimination

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be directly discriminated against or harassed because of their disability.

Schools must ensure that a student or group of students are not treated less favourably than another student or group of students, because of their disability, their parents' disability or the disability of somebody they associate with.

Schools cannot justify directly discriminating against a student or group of students with a disability by maintaining that their discriminatory act was a proportionate means of achieving a legitimate aim, as was the case under previously disability discrimination legislation.

It is not unlawful for a school to treat a disabled student or group of students more favourably than another student or group of students who are not disabled. This is positive disability discrimination and is lawful.

Indirect disability discrimination

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be indirectly discriminated against because of their disability, by the implementation of a provision, criterion or practice applied generally to those with or without the disability, unless there is a legitimate reason for the provision, criterion or practice and there is no other way to achieve it.

Schools must ensure that a student or group of students are not put at a disadvantage by the implementation of a school provision, criterion or practice which applies to all students because of their disability, unless they can show that it was implemented for a legitimate reason and was proportionate way of achieving the legitimate aim.

Discrimination arising from disability

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against because of something arising in consequence of their disability, unless there is a legitimate reason for discriminatory act and there is no other way to achieve it, and provided that the discriminator knew, or should have known, about the disability.

Schools must ensure that a student or group of students are not treated less favourably because of something arising in consequence of their disability, unless they can show that there was a legitimate reason for the less favourable treatment and there was no other way of achieving the legitimate aim.

Reasonable adjustments for disability

The Equality Act 2010 requires “reasonable adjustments” to be made for individuals suffering from a disability.

Schools have the following duties:

Where a provision, criterion or practice places a disabled student or group of students at a substantial disadvantage compared to students who are not disabled, reasonable steps must be taken to avoid that disadvantage;

Where a disabled student or group of students would, but for the provision of an auxiliary aid, be placed at a substantial disadvantage compared with students who are not disabled, the school must take reasonable steps to provide the auxiliary aid.

An “auxiliary aid” includes equipment and services. The Equality Act 2010 does not provide a definition of “auxiliary aids”, however the dictionary definition includes helpful, supporting, assistant things or persons. Where a piece of equipment is necessary for all aspects of a student’s life rather than being required in an educational context only (for example, hearing aids), it is likely that it would be considered unreasonable for a school to be expected to provide these.

Factors which a school may consider when considering whether the provision of an auxiliary aid to a disabled student is reasonable include the financial or other resources required, its effectiveness, its affect upon other students and health and safety requirements.

Where a student with Special Educational Needs (SEN) is already being provided with an auxiliary aid as part of their SEN provision, there is no need for the school to provide the auxiliary aid as part of their “reasonable adjustment” duty. Schools should not, however, assume that an auxiliary aid is not required under their “reasonable adjustment” duty for a student with SEN simply because it is not being provided under their SEN provision. In addition, where a school determines that it is unreasonable to provide an auxiliary aid (perhaps, for example, on the grounds of cost), it is not necessarily reasonable for the local authority to refuse to provide the auxiliary aid.

Age equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their age, unless it can be shown that it is a proportionate means of achieving a legitimate aim. Age is widely defined as being either of a particular age or as being within an age group.

Schools must ensure that a parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their age or age group, or the age or age group of somebody they associate with, unless they can show that there was a legitimate reason for treating them less favourably, and there was no other way to achieve it.

Schools are not under a duty not to treat students less favourably because of their age or age group.

Marriage and Civil Partnership equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of they are married or in a civil partnership.

Schools must ensure that a parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of they or somebody they associate with are married or in a civil partnership.

Schools are not under a duty not to treat students less favourably because they are married or in a civil partnership.

Single sex CLASSES

It is not unlawful to have some single sex classes in a mixed sex school, provided that it does not give students in such classes an advantage over students of the opposite sex. For

example, it would not be unlawful to provide sex education to both sexes of students in single sex classes.

Single sex sport

The Equality Act 2010 contains an exception allowing for single sex sports, games or other activities of a competitive nature, where the physical strength, stamina or physique of the average female student would put her at a disadvantage in competition with the average male student. However, schools must still allow students of both sexes to have an equal opportunity to participate in the same sporting activities.

The curriculum

The contents of the school curriculum is exempt under the Equality Act 2010 to allow schools to explore a full range of issues, ideas and materials, to expose its students to thoughts and ideas of all kinds, however controversial, without fear of legal challenge. However, the way in which the school delivers the curriculum to its students remains subject to the Equality Act 2010.

SCHOOL UNIFORM

Schools must ensure that the school uniform policy does not discriminate against those students who have a protected characteristic. It is, however, lawful for schools to have a different school uniform for male and female students, as long as it is not more expensive or harder to obtain for one sex than the other.

Schools must be flexible in relation to their school uniform policy in order to alleviate a disadvantage suffered by students with a protected characteristic, for example by allowing a female student with a skin condition (which may amount to a disability) to wear trousers instead of a skirt, or allowing a Sikh student to wear a turban.

The school's Uniform Policy provides details of the school uniform to be worn by students, including confirming the school's policy in relation to religious clothing and jewellery.

SCHOOLS WITH A RELIGIOUS DESIGNATION

Schools with a religious designation are permitted to give priority to applicants because of their religion within their admissions arrangements without breaching the religion or belief equality provisions.

ASSEMBLIES AND COLLECTIVE WORSHIP

Schools are free to have a collective act of worship based upon one religion without acting unlawfully by not providing an equivalent act of worship for other religions. Schools are also free to celebrate any religious festivals of their choosing without acting unlawfully by offending those of another religion.

RELIGIOUS FREEDOM

Article 9 of the European Convention on Human Rights and Fundamental Freedoms provides:

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.

Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.

While a student has the right to manifest their religion or belief by, for example, by wearing a specific item of jewellery or clothing, this must be permitted by the school where:

The act is in fact a manifestation of the student's religion or belief (the act does not need to be a *requirement* of the religion or belief, but there must be a sufficiently close link between the act and the religion or belief²);

and;

If the act *is* in fact a manifestation of the student's religion or belief, there is no justification in the school interfering with the student's right to do so.

In deciding whether the school is justified in interfering with a student's right to manifest their religion or belief, for example, by wearing a specific item of jewellery or clothing, the school should weigh up how important it is to the student to manifest their religion or belief in this way against the school's own considerations, for example the value in a school uniform policy being adhered to in encouraging pride in the school, enabling students to feel comfortable in the school environment, ensuring a sense of cohesion in the school, and protecting students from feeling pressure to dress in a certain way, in addition to security and health and safety considerations.

The school's Uniform Policy provides details of the school uniform to be worn by students, including confirming the school's policy in relation to religious clothing and jewellery.

² Following the ruling by the European Court of Human Rights in the *Eweida* case, which may subsequently be overruled and will therefore be kept under review.

The relationship between religion and sexual orientation

Some people may hold personal views in relation to the protected characteristic of sexual orientation because of their own religious beliefs. While it is not necessarily unlawful for a teacher or other employee of a school to express their own personal view, in an appropriate way and in an educational context that takes into account guidance on the delivery of Sex and Relationships Education and Religious Education, employees at a school must always remember that they are in a very influential position and their acts must still comply with their duty not to discriminate against individuals or groups of individuals because of their sexual orientation under the Equality Act 2010, and not to manifest their religion or belief in contravention of the limitations prescribed under the European Convention on Human Rights and Fundamental Freedoms (see above).

BEHAVIOUR AND EXCLUSIONS

The process for excluding a student must be fair and equitable to students, however in relation to students with a behavioural disability, schools must keep in mind their duty to make “reasonable adjustments” for a student with a disability. A “reasonable adjustment” can be a decision to impose a less serious sanction for undesirable behaviour than the sanction which would have been imposed on a student who does not have a behavioural disability, including making a decision not to exclude for behaviour which would usually attract an exclusion.

The Behaviour for Learning Policy sets out the school’s expectations in relation to the way its students behave, including the sanctions which will be imposed if the Behaviour Policy is breached.

Schools which select by ability or aptitude

Schools which select by ability or aptitude are permitted to do so within their admissions arrangements without breaching the disability equality provisions.

The school as an employer

The school also has responsibilities to comply with the Equality Act 2010 in its role as an employer, in relation to which separate HR policies apply. This policy applies to students, parents, visitors and other persons coming into contact with the school only.

PART 2 – THE SCHOOL’S EQUALITY DUTIES

THE PUBLIC SECTOR EQUALITY DUTY

The General Duty

The Equality Act 2010 makes provision for a single “public sector equality duty” which extends to all protected characteristics. As a result of this provision, schools are required to have due regard to the need to:

Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;

and;

Advance equality of opportunity between those who share a relevant protected characteristic and those who do not, by having regard to the need to:

remove or minimise disadvantages connected to a relevant protected characteristic; and

take steps to meet the different needs of those sharing a relevant protected characteristic; and

encourage those who share a relevant protected characteristic to participate in school life and activities in which participation is disproportionately low;

and;

Foster good relations between those who share a relevant protected characteristic and those who do not, by having regard to the need to:

tackle prejudice; and

promote understanding;

The above duty is often referred to as the General Duty.

The reference to “relevant protected characteristics” includes the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity and age (except that the public sector equality duty does not apply to age where it relates to the provision of education to students in schools, or the provision of benefits, facilities or services to students in schools).

Having “due regard” means giving relevant and proportionate consideration to the public sector equality duty.

DfE guidance on what this means in practice sets out the following:

Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics;

Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis;

The public sector equality duty has to be integrated into the carrying out of the school’s functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process;

Schools cannot delegate responsibility for carrying out the duty to anyone else.

The duty to have “due regard” means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. The significance of those implications and the amount of thought that needs to be devoted to them will vary depending on the nature of the decision.

It is good practice for schools to keep a written record to show that they have actively considered their equality duties and asked themselves relevant questions. There is no legal requirement to produce a formal equality impact assessment document, although for key decisions this might be a helpful tool.

If a school does not record its consideration of the general equality duty when making a decision or carrying out a particular function, this does not automatically mean that the duty to have “due regard” has not been met. However, if challenged, it will be easier for a school to demonstrate that the duty has been met if a record has been made at the time. The duty only needs to be implemented in a light-touch way, proportionate to the issue being considered.

The Specific Duty

Schools have a Specific Duty to:

- Publish information to demonstrate how the school is complying with its public sector equality duty, which must be updated at least annually, and re-published at least once every four years;
- Prepare and publish their Equality Objectives.
- The Specific Duty exists to assist schools fulfil their obligations under the General Duty.

DfE guidance confirms that the purpose of the specific duty is to help schools fulfil their obligations under the general duty. It is designed to be flexible, light-touch and proportionate rather than being bureaucratic or a “tick-box” exercise. The emphasis is on transparency, namely making information available so that the school’s local community can see how the school is advancing equality in line with the public sector equality duty, and what objectives it is using to make this happen.

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. Broadly speaking, schools must ensure that individuals are not able to be identified through the publication of data. The government is clear that the duty should not be overly burdensome on schools.

Schools will not be required to collect any statistical data which they do not already collect routinely. A large amount of data is already collected by schools (for example, RAISE online) which presents performance data for individual schools broken down by a number of relevant characteristics (sex, race and also special educational needs which can be seen as a rough proxy for disability) and which includes comparative analysis with national statistics and with comparable schools, will be a particularly useful source.

It is also important to note that the published information does not necessarily have to be statistical data. Many other kinds of information can be used to show how the school is promoting equality, such as publishing its policies online, or publishing minutes of Governing Body meetings.

The accessibility plan

Schools are legally required to prepare a written Accessibility Plan to:

- Increase the extent to which disabled students can participate in the curriculum;
- Improve the physical environment of the school to increase the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- Improve the delivery to disabled students of information readily accessible to students who are not disabled, within a reasonable time and in ways which are determined after taking into account the students' disabilities and any preferences expressed by them or their parents.

Schools must keep their Accessibility Plan under review throughout the period to which it relates and revise it if necessary. Schools must ensure that they implement their Accessibility Plan, and that they have adequate resources to implement it. A school inspector can ask to see the Accessibility Plan and may consider the preparation, publication, review, revision and implementation of it.

PART 3 – COMPLIANCE WITH THE GENERAL DUTY

The school has in place the following policies and procedures in order to comply with its general duty to eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010, advance equality of opportunity between those who share a relevant protected characteristic and those who do not, and foster good relations between those who share a relevant protected characteristic and those who do not.

Sex Equality

- All members of staff through their induction period and through Inset are given guidance on
- how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- We have a school Behaviour and Anti Bullying policy, which is reviewed annually with staff,
- governors and pupils.
- We deal promptly and effectively with all incidents and complaints of prejudice-based
- bullying relating to gender and sexual orientation. We record incidents and action is taken as and where appropriate.
- We keep a record of different prejudice-related incidents and provide a report to the governor's termly on our exclusion data.
- Curriculum planning at Avanti Court reflects a commitment to equality and there will be
- opportunities in the curriculum to explore concepts and issues related to gender equality, identity and equality.
- We promote of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote gender equality.
- We teach diversity and difference through a broad and balanced curriculum and the impact of stereotyping, prejudice and discrimination.
- We will use images and materials, which positively reflect a range of cultures, identities and lifestyles.
- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils,
- parents and governors.
- As a school we know our school population well and analyse data to set targets, identify
- under performance of specific groups and drive standards.
- Parents and families are invited to specific workshops related to discrimination e.g. Anti
- Bullying workshops, behaviour workshops.
- We encourage all pupils to appreciate their own gender and uniqueness.
- We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.
- We promote positive messages about gender through display, assemblies, visitors, whole school events and specific weeks e.g. Black History month.
- We have a rolling programme for reviewing all our school policies to ensure they impact on progress, well-being and safety.
- We include the contribution of different genders to world history and that promote positive images of people.
- All staff appointments and promotions are made on the basis of merit and ability in

- compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our
- employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional
- development, both as individuals and as group of teams.
- Minutes of meetings are kept to show equality issues and actions.

Race Equality

- All members of staff through their induction period and through Inset are given guidance on
- how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- We have a school Behaviour and Anti Bullying policy which is reviewed annually with staff,
- governors and pupils.
- We deal promptly and effectively with all incidents and complaints of bullying,
- cyberbullying, prejudice-based bullying related to race.
- We record incidents and action is taken as and where appropriate.
- We keep a record of different prejudice-related incidents and provide a report to the
- governor's termly on our exclusion data. Racial harassment is submitted to the LA annually.
- We review this data termly and take action to reduce incidents.
- Racial harassment is submitted to the LA annually. We review this data termly and take
- action to reduce incidents.
- Curriculum planning at Avanti Court reflects a commitment to race equality and there will be
- opportunities in the curriculum to explore concepts and issues related to race equality,
- identity and equality.
- We promote attitudes and values that celebrate and respect diversity and challenge
- discriminatory behaviour and language wherever it occurs. Materials and resources will
- promote and explore racial equality.
- We teach diversity and difference through a broad and balanced curriculum and the impact of
- stereotyping, prejudice and discrimination.
- We will use images and materials, which positively reflect a range of cultures, identities and
- lifestyles.

- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils,
- parents and governors.
- As a school we know our school population well and analyse data to set targets, identify
- under performance of specific groups and drive standards.
- Parents and families are invited to specific workshops related to discrimination e.g. Anti
- bullying workshops, behaviour workshops.
- We encourage all pupils to appreciate their own gender and uniqueness.
- We provide pupils with opportunities to listen and discuss a range of opinions and empathise
- with different experiences.
- We promote positive messages about gender through display, assemblies, visitors, whole
- school events and specific weeks e.g. Black History month.
- We have a rolling programme for reviewing all our school policies to ensure they impact on
- progress, well-being and safety.
- We include the contribution of different cultures/race to world history and that promote
- positive images of people.
- All staff appointments and promotions are made on the basis of merit and ability in
- compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our
- employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional
- development, both as individuals and as group of teams.
- Minutes of meetings are kept to show equality issues and actions.

Religion or Belief Equality

- All members of staff through their induction period and through Inset are given guidance on
- how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- We have a school Behaviour and Anti Bullying policy, which is reviewed annually with staff,
- governors and pupils.
- We deal promptly and effectively with all incidents and complaints of prejudice-based

- bullying relating to religion and beliefs. We record incidents and action is taken as and where
- appropriate.
- We keep a record of different prejudice-related incidents and provide a report to the governor's termly on our exclusion data.
- Curriculum planning at Avanti Court reflects a commitment to religious and beliefs equality
- and there will be opportunities in the curriculum to explore concepts and issues related to
- religion and beliefs.
- Assemblies, PSHE and the PRE Curriculum provide opportunities to explore and celebrate
- different beliefs and cultures.
- We promote of attitudes and values that celebrate and respect diversity and challenge
- discriminatory behaviour and language wherever it occurs. Materials and resources will
- promote gender equality.
- We teach diversity and difference through a broad and balanced curriculum and the impact of
- stereotyping, prejudice and discrimination.
- We will use images and materials, which positively reflect a range of cultures, identities and
- lifestyles.
- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils,
- parents and governors.
- As a school we know our school population well and analyse data to set targets, identify
- under performance of specific groups and drive standards.
- Parents and families are invited to specific workshops related to discrimination e.g. Anti
- Bullying workshops, behaviour workshops.
- We encourage all pupils to appreciate their own gender and uniqueness.
- We provide pupils with opportunities to listen and discuss a range of opinions and empathise
- with different experiences.
- We promote positive messages about gender through display, assemblies, visitors, whole
- school events and specific weeks e.g. Black History month.
- We have a rolling programme for reviewing all our school policies to ensure they impact on
- progress, well-being and safety.
- Educational visits to different places of worship are provided for to celebrate different
- religions, experiences and cultures.

- We include the contribution of different cultures/religions to world history and that promote
- positive images of people.
- All staff appointments and promotions are made on the basis of merit and ability in
- compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our
- employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional
- development, both as individuals and as group of teams.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with
- reasonable adjustment requests relating to religious observance and practice.
- Minutes of meetings are kept to show equality issues and actions.

Sexual Orientation Equality

- All members of staff through their induction period and through Inset are given guidance on
- how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- We have a school Behaviour and Anti Bullying policy, which is reviewed annually with staff,
- governors and pupils.
- We deal promptly and effectively with all incidents and complaints of prejudice-based
- bullying relating to sexual orientation. We record incidents and action is taken as and where
- appropriate.
- We keep a record of different prejudice-related incidents and provide a report to the
- governor's termly on our exclusion data.
- Curriculum planning at Avanti Court reflects a commitment to equality and there will be
- opportunities in the curriculum to explore concepts and issues related to equality.
- Assemblies, PSHE and the PRE Curriculum provide opportunities to explore and celebrate
- different experiences, beliefs and cultures.
- We promote of attitudes and values that celebrate and respect diversity and challenge
- discriminatory behaviour and language wherever it occurs. Materials and resources will
- promote gender equality.

- We teach diversity and difference through a broad and balanced curriculum and the impact of
- stereotyping, prejudice and discrimination.
- We will use images and materials, which positively reflect a range of cultures, identities and
- lifestyles.
- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils,
- parents and governors.
- As a school we know our school population well and analyse data to set targets, identify
- under performance of specific groups and drive standards.
- Parents and families are invited to specific workshops related to discrimination e.g. Antibullying
- workshops, behaviour workshops.
- We encourage all pupils to appreciate their own gender and uniqueness.
- We provide pupils with opportunities to listen and discuss a range of opinions and empathise
- with different experiences.
- We promote positive messages about gender through display, assemblies, visitors, whole
- school events and specific weeks e.g. Black History month.
- We have a rolling programme for reviewing all our school policies to ensure they impact on
- progress, well-being and safety.
- All staff appointments and promotions are made on the basis of merit and ability in
- compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our
- employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional
- development, both as individuals and as group of teams.
- Minutes of meetings are kept to show equality issues and actions.

Gender Reassignment Equality

- All members of staff through their induction period and through Inset are given guidance on
- how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- We have a school Behaviour and Anti Bullying policy, which is reviewed annually with staff,
- governors and pupils.

- We deal promptly and effectively with all incidents and complaints of prejudice-based
- bullying relating to gender reassignment. We record incidents and action is taken as and
- where appropriate.
- We keep a record of different prejudice-related incidents and provide a report to the
- governor's termly on our exclusion data.
- Curriculum planning at Avanti Court reflects a commitment to equality and there will be
- opportunities in the curriculum to explore concepts and issues related to equality.
- Assemblies, PSHE and the PRE Curriculum provide opportunities to explore and celebrate
- different experiences, attitudes and cultures.
- We promote of attitudes and values that celebrate and respect diversity and challenge
- discriminatory behaviour and language wherever it occurs. Materials and resources will
- promote equality.
- We teach diversity and difference through a broad and balanced curriculum and the impact of
- stereotyping, prejudice and discrimination.
- We will use images and materials, which positively reflect a range of cultures, identities and
- lifestyles.
- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils,
- parents and governors.
- As a school we know our school population well and analyse data to set targets, identify
- under performance of specific groups and drive standards.
- Parents and families are invited to specific workshops related to discrimination e.g. AntiBullying
- workshops, behaviour workshops.
- We encourage all pupils to appreciate their own gender and uniqueness.
- We provide pupils with opportunities to listen and discuss a range of opinions and empathise
- with different experiences.
- We promote positive messages about gender through display, assemblies, visitors, whole
- school events and specific weeks e.g. Black History month.
- We have a rolling programme for reviewing all our school policies to ensure they impact on
- progress, well-being and safety.
- All staff appointments and promotions are made on the basis of merit and ability in
- compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.

- As an employer we strive to ensure that we eliminate discrimination and harassment in our
- employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional
- development, both as individuals and as group of teams.
- Minutes of meetings are kept to show equality issues and actions.

Pregnancy and Maternity Equality

- All staff appointments and promotions are made on the basis of merit and ability in
- compliance with the law.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our
- employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional
- development, both as individuals and as group of teams.
- Minutes of meetings are kept to show equality issues and actions.
- We will ensure that pregnant women have the same work duties and responsibilities, unless
- changes arise from unrelated restructuring of work activities or adjustments that are necessary
- to their health and safety
- Pregnant women will be paid for time off for attendance at antenatal appointments
- Pregnant women will have the same training and promotion opportunities as other staff
- The school will devise a health and safety risk assessment alongside the individual to ensure
- their needs are met and that they remain safe at work
- Pregnant women will have the usual contractual sick pay arrangements for any pregnancy related
- absence (please note that if you fall sick with a pregnancy-related illness in the 28
- days before your baby is due, maternity leave will automatically begin)
- Pregnant women have a statutory right to reasonable paid time off work to attend
- appointments for antenatal care prescribed by a doctor, midwife or health visitor, irrespective
- of your length of service
- All women are entitled to up to 52 weeks' unpaid maternity leave
- While on maternity leave the individual is entitled by agreement with the Head of School to
- work for a maximum of ten Keeping in Touch (KIT) days for which they would be paid
- We will provide suitable rest facilities for breastfeeding mothers

Disability Equality

- We have a school Behaviour and Anti Bullying policy, which is reviewed annually with staff,
- governors and pupils.
- We deal promptly and effectively with all incidents and complaints of prejudice-based
- bullying relating to disabilities. We record incidents and action is taken as and where
- appropriate.
- We keep a record of different prejudice-related incidents and provide a report to the
- governor's termly on our exclusion data.
- Curriculum planning at Avanti Court reflects a commitment to equality and there will
- be
- opportunities in the curriculum to explore concepts and issues related to disability
- equality
- and identity.
- We promote of attitudes and values that celebrate and respect diversity and
- challenge
- discriminatory behaviour and language wherever it occurs. Materials and resources
- will
- promote equality.
- We teach diversity and difference through a broad and balanced curriculum and the
- impact of
- stereotyping, prejudice and discrimination.
- We will use images and materials, which positively reflect a range of disabilities.
- We will challenge all types of discriminatory behaviour and this is made clear to staff,
- pupils,
- parents and governors.
- As a school we know our school population well and analyse data to set targets,
- identify
- under performance of specific groups and drive standards.
- Parents and families are invited to specific workshops related to discrimination e.g.
- AntiBullying
- workshops, behaviour workshops.
- We encourage all pupils to appreciate their own uniqueness and the uniqueness of
- others.
- We provide pupils with opportunities to listen and discuss a range of opinions and
- empathise
- with different experiences.
- We promote positive messages about disability through display, assemblies, visitors,
- whole
- school events and specific weeks e.g. Black History month.
- We have a rolling programme for reviewing all our school policies to ensure they
- impact on
- progress, well-being and safety.

- We include the contribution of different people to world history and that promote positive
- images of people .
- We take into account the reasonable the reasonable Adjustment duty fir disabled pupils designed
- to enhance access and participation so that disabled pupils are not at a disadvantage.
- All staff appointments and promotions are made on the basis of merit and ability in
- compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our
- employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional
- development, both as individuals and as group of teams.
- Minutes of meetings are kept to show equality issues and actions.

Age Equality (Other Than Students)

- All members of staff through their induction period and through Inset are given guidance on
- how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- We have a school Behaviour and Anti Bullying policy, which is reviewed annually with staff,
- governors and pupils.
- We deal promptly and effectively with all incidents and complaints of prejudice-based
- bullying relating to age discrimination. We record incidents and action is taken as and where
- appropriate.
- We keep a record of age discrimination incidents-and provide a report to the governor's
- termly on our exclusion data.
- We promote of attitudes and values that celebrate and respect diversity and challenge
- discriminatory behaviour and language wherever it occurs. Materials and resources will
- promote equality.
- We will use images and materials, which positively reflect a range of cultures, identities and
- lifestyles.
- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils,

- parents and governors.
- Parents and families are invited to specific workshops related to discrimination e.g. AntiBullying
- workshops, behaviour workshops.
- We encourage all staff to appreciate their own uniqueness.
- We provide staff with opportunities to listen and discuss a range of opinions and empathise
- with different experiences.
- We promote positive messages about age through display, assemblies, visitors, whole school
- events and specific weeks.
- We have a rolling programme for reviewing all our school policies to ensure they impact on
- progress, well-being and safety.
- All staff appointments and promotions are made on the basis of merit and ability in
- compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our
- employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional
- development, both as individuals and as group of teams.
- Minutes of meetings are kept to show equality issues and actions

PART 4 – COMPLIANCE WITH THE SPECIFIC DUTY

The school publishes the following information in compliance with its specific duty to publish information to demonstrate how the school is complying with its public sector equality duty, and publish its equality objectives.

The school will update the information contained in this part at least annually and republish it at least once every four years.

The school understands that it holds a duty to:

Eliminate discrimination, harassment, victimisation and other prohibited conduct:

DfE guidance states that evidence that the school is aware of the requirements of the Equality Act 2010 and determined to comply with the non-discrimination provisions will be relevant here. This might include copies of any of a range of policies (for example, the school's Behaviour Policy or Anti-Bullying Policy) where the importance of avoiding discrimination and other prohibited conduct is expressly noted. If there has been a meeting of staff or of Governors, during which they are reminded of their responsibilities under the

Equality Act 2010, a note of that meeting could also be useful evidence that due regard is being had to this part of the duty. Evidence of staff training on the Equality Act would also be appropriate, as would a note of how the school monitors equality issues.

Advance equality of opportunity between those who share a protected characteristic and those who do not:

DfE guidance states that attainment data which shows how students with different protected characteristics are performing will obviously be relevant here, in particular in helping to identify whether there are areas of inequality which may need to be addressed. RAISE online contains much detailed analysis by relevant characteristics. Schools will also need to include information about the steps they have taken in response to their analysis of the available data. This does not need to be complicated, as most of the information will already be contained in easily available documents such as reports to the Governing Body.

For some protected characteristics, for example religion and belief and particularly sexual orientation, statistical data about students is less likely to be available, and it may not be considered appropriate to try to obtain it. More general data about the issues associated with these particular protected characteristics, from which schools should be able to identify possible issues which may affect their own students, will be easily available however.

Foster good relations between those who share a protected characteristic and those who do not:

DfE guidance states that it should be particularly easy for schools to demonstrate that they are fostering good relations, since promoting good relations between groups of students of all kinds is inherent in many things which they do as a matter of course. It may be shown through, for example, aspects of the curriculum which promote tolerance and friendship, or which share understanding of a range of religions or cultures, the Behaviour Policy and Anti-Bullying Policy, assemblies dealing with relevant issues, involvement with the local communities, twinning arrangements with other schools which enable students to meet and exchange experiences with children from different backgrounds, or initiatives to deal with tensions between different groups of students within the school itself.

THE SCHOOL'S EQUALITY OBJECTIVES

DfE guidance states that Schools are free to choose the equality objectives that best suit their individual circumstances and contribute to the welfare of their students and the school community. Objectives are not intended to be burdensome or a "tick box" exercise, but they do need to be specific and measurable. They should be used as a tool to help improve the school experience of a range of different students. A school should set as many objectives as it believes are appropriate to its size and circumstances. The objectives should fit the school's needs and should be achievable.

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one in place may find it helpful to continue with this approach and adapt it to take into account the extent of the duty.

Equality objectives below arise from school level analysis, published data and other information.

Priority 1: Teaching and Learning

Objective 1: Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils

Objective 2: Ensure that the curriculum promotes role models young people can positively identify with, which reflects the school's diversity in terms of race, gender, disability and other groups

Objective 3: Increase confidence of all staff in differentiating the curriculum

Objective 4: Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity and other groups.

Objective 5: Ensure all pupils are given the opportunity to make a positive contribution to the life.

Priority 2: Sharing Information

Objective 1: Review information to parents/carers to ensure it is accessible.

Objective 2: Publish and promote the Equality Plan through the school website, newsletter and staff meetings.

Objective 3: Monitor staff recruitment and retention procedures to ensure equality of opportunity for all.

Priority 3: Race Related Considerations

Objective 1: Ensure that all out of school activities promote that all can participate.

Objective 2: Race Equality Duty: Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.

Objective 3: Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas.

Objective 4: Build in opportunities to explore practices and celebration of different faiths and cultures.

Priority 4: Disability related concerns

Objective 1: The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.

Objective 2: Layout of school to allow access for all pupils to all areas.

Objective 3: Ensure all staff are aware of disabled children's curriculum access.

Objective 4: Improve signage and external access for visually impaired people.

Priority 5: Gender related considerations

Objective 1: Ensure staff demonstrate a balance of gender roles in society and challenges stereotyping.

Objective 2: Ensure the school provides equal opportunities in the curriculum for boy/girl participation.

Objective 3: Ensure that all out of school activities promote the ideal that anyone can participate regardless of gender.

Publication of information in future years should include evidence of the steps being taken and progress made towards meeting the equality objectives that the school has already set itself.

PART 5 – ACCESSIBILITY PLAN

The school has prepared and will implement the following accessibility plan to increase the extent to which disabled students can participate in the curriculum, improve the physical environment of the school to increase the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school, and improve the delivery to disabled students of information readily accessible to students who are not disabled, within a reasonable time and in ways which are determined after taking into account the students' disabilities and any preferences expressed by them or their parents.

The school will keep the Accessibility Plan under continual review and revise it as necessary. This is available in the Avanti Schools Trust Policy Handbook.

First Aid Policy*

Introduction

Employers are required to provide adequate and suitable first aid equipment and facilities for employees under the Health and Safety (First-Aid) Regulations 1981 amended 2013. An assessment must be made of the first aid needs that are appropriate, taking into account factors such as the size and location of the workplace, and hazardous work activities undertaken. Employers must provide a suitable number of first aiders and/or appointed persons. First aiders must hold a certificate from an HSE-approved organisation.

First aid equipment should include a suitably stocked first aid box or boxes and possibly portable first aid kits for travelling employees. Analgesics, e.g. paracetamol, should not be included in first aid boxes.

Employees must be informed of the first aid arrangements in the workplace. Information for Employees

Legislation

The Health and Safety at Work etc. Act 1974 (HSAWA), requires the School to have a health and safety policy. The policy should include arrangements for first aid, based on a risk assessment of the business, and should cover:

- Numbers of first aiders/appointed persons
- Numbers and locations of first-aid containers
- Arrangements for off-site activities
- Out of hours arrangements e.g. security

The Health and Safety (First-Aid) Regulations 1981 set out what employers have to do. Under these Regulations the employer must provide adequate and appropriate equipment, facilities and qualified first aid personnel. Where first aid is provided the School should ensure that:

- Provision for employees does not fall below the required standard
- Provision for others complies with other relevant legislation and guidance

The Management of Health and Safety at Work Regulations 1999 require employers to make a suitable and sufficient assessment of the risks to the health and safety of their employees at work and others who may be affected by their undertaking, to identify what measures they need to take to prevent or control these risks.

Scope

This policy advises insert job title of the statutory duties on the School required by the Health and Safety (First Aid) Regulations (known as First at Work Regulations), and the way these regulations are to be implemented in the business. The Regulations are backed by an Approved Code of Practice (ACOP L74).

Policy

The School is committed to providing sufficient numbers of first aid personnel to deal with accidents and injuries at work. The School will provide information and training on first aid to employees to ensure that statutory requirements and the needs of the organisation are met.

Should employees have concerns about the provision of first aid within the School, they should inform their Health and Safety designated officer so the school can investigate and rectify the situation if necessary.

The School's Health and Safety designated officer (found in Appendix 4) is responsible for the implementation of this policy.

Responsibilities

Duties

- Suitable and sufficient equipment and facilities are provided.
- There are an adequate and appropriate number of suitable persons to provide first aid to employees who are injured or become ill at work.
- They have appointed a person to take charge of first aid facilities and equipment if the first aider is absent.
- They inform their employees and any agency staff under their control of first aid provisions, including the location of equipment, facilities and personnel.
- Insurance policies carry indemnification for any member of staff who assists an employee who becomes ill or is injured.

First Aider (trained in FAW or EFAW) - Main Duties

First aiders must complete a training course approved by the Health and Safety Executive (HSE). Within the main duties of a first aider are to:

- Give immediate help to casualties with common injuries or illnesses and those arising from specific hazards at the School work
- When necessary, ensure that an ambulance or other professional medical help is called

Appointed Persons

Appointed persons or EFAW's are, in the absence of qualified first aiders, to:

- Take charge when someone is injured or becomes ill
- Look after the first-aid equipment e.g. restocking the first-aid container
- Ensure that an ambulance or other professional medical help is summoned when appropriate

Appointed persons are not First Aiders. They should not give first aid treatment for which they have not been trained. However, the School will whenever practical ensure that appointed persons have received appropriate emergency first aid training/refresher training.

Employees' Duties

Employees have a duty to take reasonable care of their own health and safety and that of other people who may be affected by their work under the Health and Safety at Work, etc. Act 1974.

Employees have a duty to co-operate with the employer's health and safety arrangements.

Employees must ensure they complete an entry in the accident book as soon as possible after an injury. If this is not practical the entry needs to be made by a first aider or appointed person.

Arrangements for Securing the Health and Safety of Workers and Pupils

First Aid Personnel

First aid personnel are employees who have volunteered for the role and have been assessed as suitable. The School will also nominate a person to take charge if a first aider is unavailable in exceptional circumstances. The appointed person does not need to be a qualified first aider, but will be given a clear indication of the responsibilities and training required.

First aiders (FAW) are qualified personnel who have received training and passed an examination in accordance with HSE requirements. First aid personnel will be provided with refresher training at regular intervals to keep their skills up to date. Legislative change took effect at midnight on 30 September 2013 and HSE approval of first aid training and qualifications will cease. An employer will still need to make an assessment of their first-aid needs to establish what provision for first aid is required. This will depend upon the workplace, taking into account, among other things, the number of employees, size, location and work activity.

HSE has published final guidance to the Health and Safety (First Aid) Regulations 1981, and provided further guidance on the selection of first aid training providers.

The School will ensure there are sufficient first aid personnel within the workplace to adequately cover every shift. This includes evening and weekend working. Notices will be displayed in all workplaces, giving the location of first aid equipment and the names and locations of relevant personnel.

Legal Indemnity of First Aiders

It is unlikely first aid personnel giving assistance to a colleague will become subject to legal action because of deterioration in the colleague's condition. However, the organisation can guard against this possibility by providing, through its insurance policies, indemnification for any member of staff who assists an employee who becomes ill or is injured.

First Aid Boxes/Bags

First aid boxes will be provided within the workplace to ensure there are adequate supplies for the nature of the hazards involved. All kits will contain at least the minimum supplies suggested by L74: First Aid at Work. Approved Code of Practice. Only specified first aid supplies will be kept. No creams, lotions or drugs, however seemingly mild, will be kept.

The location of first aid boxes and the name of the person responsible for their upkeep will be clearly indicated on notice boards. First aid boxes will display the:

- Name of the person responsible for upkeep
- Nearest location of further supplies
- Contents of the box and replenishing arrangements
- Location of the accident book.

First aid boxes will be maintained and restocked when necessary by authorised personnel. These personnel will be aware of the procedure for re-ordering supplies.

Portable First Aid Kits

Portable first aid kits will be available for staff members required to work in Factory areas and those away from the normal workplace, where access to facilities may be restricted, such as:

- Work with potentially dangerous tools and machinery away from base location
- Staff travelling abroad on business
- Staff travelling in vehicles on a regular basis, e.g. sales executives or delivery personnel
- Staff whose work takes them to isolated or remote locations
- Staff participating in sporting or social events arranged or supported by the organisation

Recording Accidents

All accidents, however minor, must be recorded. The organisation will provide an accident book in which all incidents must be noted. The accident book will be housed in a central location, details of which are displayed on first aid boxes.

It is the responsibility of employees to ensure they complete an entry in the accident book as soon as possible after an injury. When the injured person is unable to enter an account into the accident book, the first aider or witness (where relevant) should do so. When an accident results in admittance to hospital or inability to continue work, the relevant manager must be informed immediately.

First Aid Supplies

For the purposes of maintaining first aid supplies, first aiders should keep a record of supplies used, by whom and for what reason.

Health and Safety*

Statement of Intent

This is a Statement of Organisation and Arrangements for the School. In accordance with the Health and Safety at Work etc. Act 1974, it is the policy of the Governors to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all staff and to protect non-employees such as pupils, visitors, contractors and other persons at the school from injury and ill health arising from any work activity. The successful implementation of this policy requires the full support and active co-operation of all staff, contractors and pupils of the school.

The School will, so far as is reasonably practicable:

- a) ensure that adequate resources are made available to ensure the effective implementation of this Policy and to ensure the health and safety of staff and others affected by the School's activities;
- b) ensure that a advice is sought from competent persons on legal requirements for health and safety and on current best practice;
- c) ensure that suitable and sufficient assessments are undertaken and recorded of all significant health and safety risks to staff, visitors and other third parties, from its work activities and that any control measures adopted are selected using the hierarchical approach to risk control required by the Management of Health and Safety at Work Regulations;
- d) provide and maintain plant and systems of work that are safe and without risks to health;
- e) make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances;

- f) maintain any place of work under its control in a condition that is safe and without risks to health;
- g) provide and maintain a working environment for its employees and visitors that is safe, without risks to health, and adequate as regards facilities and arrangements for staff welfare at work;
- h) provide such information, instruction, training and supervision as is necessary to ensure the health and safety at work of its employees and governors, including temporary staff and visitors, and information on risks for visitors and employees of other organisations who are working in our premises;
- i) provide for the use of its employees, such personal protective equipment as is necessary to ensure their health and safety at work;
- j) give special consideration to employees or visitors with disabilities or language difficulties that may affect their awareness and/or understanding of health and safety information;
- k) make arrangements for the provision of a suitable occupational health service for staff;
- l) monitor health and safety performance to verify that The School's Health and Safety Policy is being implemented and health and safety standards are being maintained and progressively improved;
- m) develop and maintain a positive and proactive health and safety culture.

The School will ensure that adequate mechanisms are in place to effectively consult with employees and their representatives on health and safety matters.

The School recognises Health and Safety as an integral element of its organisation, and it will be given equal status alongside other management functions.

The School will ensure that appropriate systems are developed and maintained for the effective communication of health and safety matters throughout The School.

The School is committed to continuous improvement in health and safety performance and to this end will develop a Health and Safety Action Plan identifying key targets and areas for improvement in health and safety management and risk control. Progress with this plan will be monitored regularly by the Principal and the Governing Body.

All contractors and consultants working for The School are required to comply with this Policy.

The School will ensure that procedures are established for appointing and monitoring the competency of contractors.

The School will review this Policy Statement at least annually;

The School will ensure that this Policy is effectively communicated to all staff.

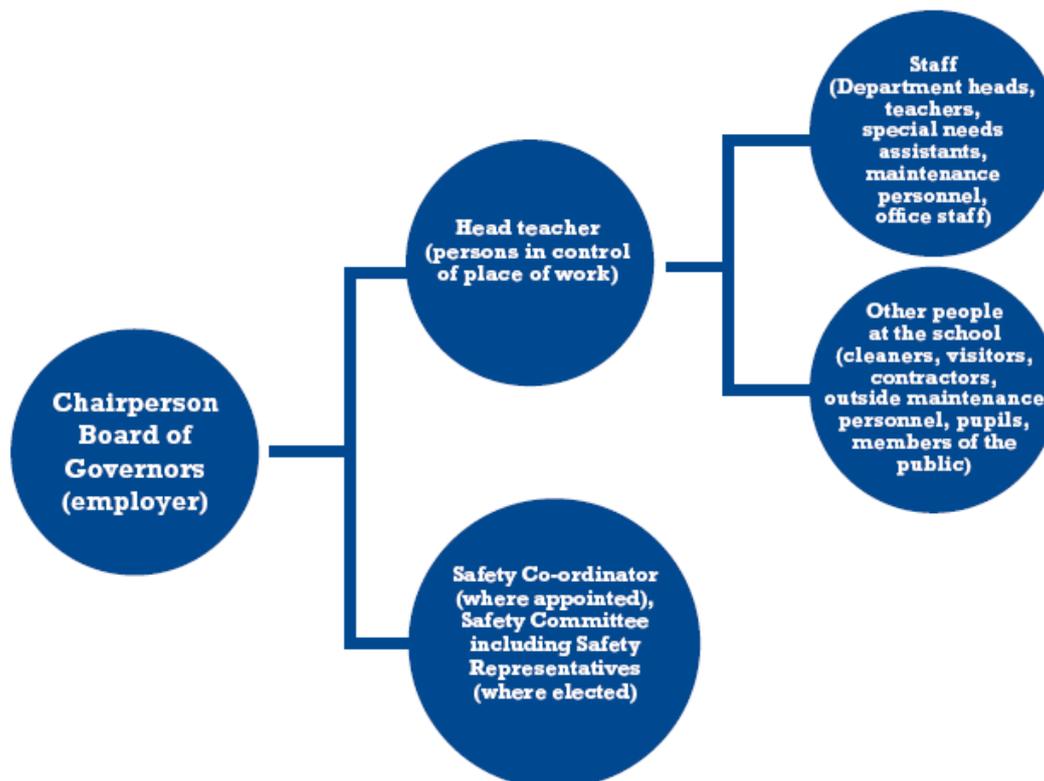
The Governors are committed to playing an active role in the implementation of this occupational safety and health policy and undertakes to review and revise it in light of changes in legislation, experience and other relevant developments.

Failure on the part of any School employee, irrespective of their position, to comply with this Policy, including any safe system of work, may render that employee liable to disciplinary action and could result in criminal/civil proceedings.

Organisational Responsibilities for Health and Safety

Health and Safety Management of Schools requires School Staff and the Governing Body to work together to that ensure health, safety and wellbeing objectives are achieved.

3.2 Organisation Chart



Safety and health is everyone’s responsibility. The above chart reflects a whole school approach to the promotion and development of safety and health in schools. Below are those with special responsibilities and their responsibilities under this Policy:

The Governing Body. In consultation with the Principal, the Governors will

- Ensure that suitable resources and strategic direction are available to discharge the School's health and safety responsibilities.
- Identify and evaluate all risks relating to accidents, health and school sponsored activities.
- Identify and evaluate risk control in order to select the most appropriate means of minimising risk to staff, pupils and others.
- Monitor, via reports, the overall performance of the Schools health and safety management systems.
- In particular the governing body undertakes to provide:
 - a. A safe place for staff and pupils to work, including a safe means of entry and exit.
 - b. Plant, equipment and systems of work, which are safe.
 - c. Safe arrangements for the handling, storage and transport of substances.
 - d. Safe and healthy working conditions which take account of all appropriate:
 1. Statutory requirements
 2. Codes of practice whether statutory or advisory
 3. Guidance whether statutory or advisory.
 - e. Supervision, training and instruction so that all staff and pupils can perform their school-related activities in a healthy and safe manner. Within the financial resources available, staff will be offered health and safety training appropriate to their duties and responsibilities. Pupils will receive such training as is appropriate to the school-related activities in which they are involved.
 - f. Necessary safety and protective equipment and clothing together with accompanying guidance/instruction.
 - g. Adequate welfare.

The Principal. The day-to-day responsibility for all school health, safety and welfare organisation and activity rests with the Principal, who will:

- Implement the requirements of this Policy and for ensuring compliance with all health and safety legislation within our School.
- Demonstrate a personal commitment to health and safety by providing visible and active leadership and leading by example.
- Ensure a positive health and safety culture is evident and a proactive approach to health and safety management is adopted within their School.
- Ensure all School decisions (including new projects, procurement decisions, contractor selection, office moves etc.) fully take into account health and safety considerations and that health and safety risks are considered at an early stage during project design and planning.
- Ensure that School employees recognise health and safety as an integral element of their work, and that health and safety is given equal status alongside other management functions.
- Ensuring the objectives and content of the Health and Safety Policy are fully understood by all and that all staff under their control are made aware of their duties and responsibilities in line with the Policy.

- Ensuring that this Policy is brought to the attention of all employees.
- Ensuring that School health & safety policies or procedures are reviewed annually, or when significant changes occur. Review outcomes must be brought to the attention of all employees (including revisions).
- Ensuring that health and safety is adequately resourced with both time and finances and that managers make adequate provision in their budgets for managing health and safety, to assist them in achieving the standards laid down by health and safety legislation, Policies, Performance Standards, etc.
- Ensuring that the job descriptions of Managers, School Departmental Heads, and Responsible Persons, contain specific areas of responsibility for health and safety management relevant to their Service Area and school function.
- Ensuring suitable persons are nominated to undertake key health and safety functions within the School, such as risk assessors, (to carry out Display Screen Equipment, manual handling, Hazardous substances, fire or other risk assessments), fire wardens, first aiders etc. and to ensure these individuals are adequately supported and suitably trained.
- Ensuring that within the School, adequate provision is made for consultation with employees and appointed safety representatives, on health and safety matters and within good time. As a minimum, 'health and safety' should be included as a standing item at team/management meetings.
- Ensuring his/her own CPD in this regard.

- The Principal will bring to the attention of the governing body any significant health and safety issues, will involve the governors in any policy matters and bring to their attention health and safety guidance received from enforcement authorities.

Employees. All School employees are directly responsible for:

- Taking reasonable care for the health and safety of themselves and of other persons who may be affected by their acts and/or omissions.
- Co-operating fully with their Manager or Responsible Person on all matters pertaining to their health and safety at work.
- Not recklessly or intentionally interfering with, or misusing any equipment, safety devices etc. that has been provided in the interest of their health and safety at work.
- Reporting promptly, in the first instance to their manager or responsible person, any accidents, injury, significant near miss, incident of violence and aggression, cases of work-related ill.
- Report to the relevant manager, any defect, hazard, damage or unsafe practices or other items that could give rise to an unsafe place of work or cause injury or ill health to others.
- Wearing any protective clothing or equipment and using any safety devices that have been provided for their health and safety while at work.
- Observing safety rules, complying with codes of practice, corporate and departmental health and safety policies and guidance, and adhering to safe working procedures at all times.

- Acquaint themselves with, and comply with, the procedure to follow in case of a fire or other emergency.
- Attending health and safety training as directed and undertaking their work activities in accordance with any health and safety training provided to them.
- Attending local health and safety and safety induction on their first day of employment.
- Wearing any authorisation badge/identity card that is issued to them, so that the authorisation badge/identity card is readily visible whilst on school premises.

Staff With Special Responsibility

Appendix 5 gives the names of staff and roles who are responsible for:

The local arrangements to ensure the effective control of risks within the specific areas under their control;

- the local arrangements for the purchase, inspection and maintenance of equipment and its specification
- the coordination of the school's health and safety policy in their own department or area of work, directly responsible to the Principal for the application of the health and safety procedures and arrangements;
- establishing and maintaining safe working practices including arrangements for ensuring, as far as is reasonably practicable, the absence of risks to health and safety in connection with the use, handling, storage and transport of articles and substances, e.g. chemicals, hot water, sharp tools, etc;
- resolving health, safety and welfare problems referred to them by members of their staff or referring to the Principal or line manager any problems they are unable to resolve within the resources available to them;
- ensuring that risk assessments are carried out when necessary, and on a regular basis within the overall programme for the school, on the activities and equipment for which they are responsible;
- ensuring, as far as is reasonably practicable, that sufficient information, instruction, training and supervision is provided to enable employees and pupils to avoid hazards and to contribute positively to their own health and safety;
- obtaining relevant advice and guidance on health and safety matters.

Special Obligations Of Any Class Teacher

In addition to the general responsibilities of employees, outlined above, class teachers are expected to:

- raise any health and safety concerns outside their control related to their class area with their immediate line manager;
- exercise effective supervision of pupils and know the emergency procedures in respect of fire, first aid and other emergencies, and to carry them out;
- know the particular health and safety measures to be adopted in their own teaching areas and to ensure that they are applied;

- give clear instructions and warnings to pupils as often as necessary; (this may be something that overlaps into behaviour policy and, in the event of an accident to a pupil, may help defend a claim)
- detail safe methods and controls to be followed in their written lesson plans
- set a good example by following safe working procedures personally;
- ensure the use of protective clothing and guards where necessary;
- avoid introducing any personal items of equipment or substances that may cause unacceptable risk in their use.
- build in safety education in curriculum planning.

Representatives of Employee Safety

Representatives are voted for by their peers:

*****At present there are no such Representatives.***

Under the requirements of the Safety Committee and Safety Representative Regulations 1977, where Safety Representatives are appointed they will be given adequate time and facilities to fulfil their functions.

The Pupils

Pupils will be reminded that they are expected to:

- exercise personal responsibility for the health and safety of themselves and others;
- observe standards of dress consistent with safety and/or hygiene, as detailed within the appropriate curriculum safety guidelines;
- observe all the health and safety rules of the school and, in particular, the instructions of staff given in an emergency;
- use and not wilfully misuse, neglect or interfere with things provided for their health and safety;

All pupils and parents will be made aware of the contents of this section of the policy through our school website.

Contractors

- All contractors under local control will be appropriately selected and competent in terms of health and safety
- Contractors must be made aware of and abide by the school's health and safety policy and not endanger pupils, staff or other visitors to the site.
- **The Principal will appoint an appropriate person** to be responsible for the coordination of contractors' activities on site, bearing in mind the guidance given in our contractor selection policy for small building works.
- The Principal must ensure that any temporary rules, such as exclusion from parts of the premises, are made known to all staff, pupils and students and visitors to the

premises. This might be achieved by the posting of suitable notices by the Principal, or by the contractor, in consultation with the Principal.

- All contractors must report to the Principal before any work takes place and prior to each working session. The Principal should then inform the contractor of any conditions which may affect his safety and that of others.

Visitors And Other Users Of The Premises

- Where facilities are shared, ensure that there are suitable and sufficient arrangements for communicating and coordinating health, safety and security policy and procedures with other occupiers, e.g. Youth Service, Adult and Community Learning, catering and cleaning contractors, outside staff based in school.
- The Health & Safety at Work Act etc. 1974, Management of Health and Safety at Work Regulations 1999, and Occupiers Liability Act 1984, apply to all visitors to School premises / workplaces.
- All visitors to our establishment must comply with the School's Health and Safety Policy and procedures.
- Principals, must ensure that a suitable system is implemented whereby visitors are required to record their visit (e.g. visitors book).
- Where applicable visitors will be required to wear a 'visitors' identification badge that is supplied by the Principal.
- Where reasonably practicable, visitors will be accompanied at all times by a responsible employee.
- Should a fire/emergency occur or the fire alarm activated whilst visitors are on School premises, the person who is accompanying the visitors will take him/her to the fire assembly point.
- Should an incident/accident occur involving a visitor this must be reported using the Accident/Incident Reporting Form, and an investigation undertaken as soon as possible by the relevant Responsible Person.
- If the incident is of a serious nature or fatal the Principal and the enforcement authority must be contacted immediately.
- Where applicable, adequate consideration must be given to visitors, contractors and members of the public in risk assessments, including the provision of suitable and sufficient control measures.
- Persons 'hosting' visitors must ensure:
 - a) Visitors are alerted to the establishment's fire procedures,
 - b) Visitors adhere to the School's 'No Smoking' Policy,
 - c) Visitors park their vehicles in such a way so as not to obstruct fire escape routes, roads, access or other vehicles,
 - d) Visitors record their presence on the premises in the appropriate log book,
 - e) Where applicable, visitors are provided with and wear an identification badge,
 - f) Visitors are accompanied or authorised to enter the premises,
 - g) Visitors remain within authorised areas and not enter any restricted area unless permission is granted and the person is accompanied,
 - h) Visitors do not take anything with them from the premises, or bring anything onto the premises that may create a hazard or risk unless authorised,
 - i) Visitors report all accidents, incidents and near misses to the host,

- j) Visitors wear protective clothing that is supplied, when necessary.

Lettings

The Principal will ensure that the Hirer of the premises, for any event, is aware of his/her obligations under health and safety legislation and the school's health and safety policies where appropriate.

Procedures for Health, Safety and Welfare

The following procedures and arrangements have been established within our school to eliminate or reduce Health and Safety risks to an acceptable level and to comply with minimum legal requirements:

Accident Reporting, Recording & Investigation

The business manager and Principle/Principal will be notified of all accidents on the premises. This will be weekly for minor accidents and immediately for anything more serious. All accidents are entered on an accident form, which is completed by the member of staff supervising the student or a member of the first-aid team. These are then countersigned by a senior member of staff and forwarded to the Principal/Head. The Principal/Vice principal will then decide if the incident needs to be investigated.

Accidents involving parents, visitors or contractors will also need to be reported and advice from the Health and Safety Advisor should be sought immediately.

For more serious accidents or if the employee/student is not able to return to school for more than 7 days, then the RIDDOR procedure should be followed. If an injury is RIDDOR reportable, the Health and Safety Advisor should be notified to give guidance and an accident/investigation form completed along with witness statements.

RIDDOR reportable accidents should be reported online via the HSE website www.hse.gov.uk after advice from the Health and Safety Advisor.

Under no circumstances do you contact the local Environmental Health Officer directly.

Asbestos

The Asbestos Register is kept in the Reception Office during term-time and in the Caretakers' office during school closure periods. Caretakers and Contractors must consult the asbestos register/survey prior to starting work on the premises and must sign the acknowledgement form indicating that they have read and understood the section of the register/survey pertaining to where they are to commence work. Only approved staff should undertake drilling or any other DIY work.

Any damage to asbestos should be reported to the Business Manager or Caretaking staff as soon as possible who will then contact the appointed survey company for advice.

Contractors

Contractors are selected in line with the school Scheme of Delegation. Health and Safety issues are discussed with contractors in advance of commencing work and monitored by the Caretaking staff. Any concerns or issues over working practice will be communicated to the Business Manager who will either contact the appropriate contract supervisor or contact the company concerned where appropriate.

Curriculum Safety - including out of school learning activity/study support.

Subject/phase Leaders are required to undertake suitable risk assessments for each aspect of their subject's teaching.

All leaders of out of school activities must complete full risk assessments, in line with school policies, in consultation with the designated senior leader.

Drugs and medication

Parents/carers' requests for medicines to be administered to their children must be received in writing using the form available from the Reception Office, giving first aid staff permission to administer medication and stating how much medication is to be administered and how often. This is locked in the medical cabinet together with the appropriate medication. The amount of medication and the time given is recorded and the form signed by the member of staff who has administered the medication.

Electrical equipment

Equipment is monitored by the Caretaking staff but it is the responsibility of all staff to alert the Business manager/Principle/Principal or Caretaking staff regarding any item of equipment which may be dangerous or defective.

Personal equipment brought into the school must be tested before use.

Portable Electrical Equipment

A visual inspection should be made of all portable equipment each time it is used. Portable Appliance Testing will be undertaken by a qualified company annually. Equipment requiring more frequent testing i.e. Science and site equipment will be tested in-house by trained Technical and Caretaking staff.

Any item which fails such a test must have the appropriate 'fail' sticker attached to it and must be removed from use for repair or replacement.

Fixed Electrical Equipment

A comprehensive test of all fixed electrical equipment is carried out every five years by a qualified electrical company appointed by the school or Trust.

Fire precautions and procedures and other emergencies, including bomb threats.

The school is provided with a fire log book containing all fire safety records.

Caretaking staff are responsible for ensuring that all fire exits are clearly marked and kept free from obstruction and that Fire extinguishers are checked regularly and not missing from the appropriate locations.

Caretaking staff carry out weekly testing of the fire alarm system and monthly testing of emergency lighting, fire exits and record all findings. A planned fire evacuation drill will take

place each term. All equipment is maintained annually via the school's contract and any defective equipment is removed and replaced as necessary.

The Business Manager will review the fire risk assessments every 3 months. **Fire Risk Assessments** are held in the fire log book.

Maintenance of fire alarms, fire equipment and emergency lighting are contracted and overseen by the Business Manager and the Caretaker.

First Aid

The school has a number of support staff employees who are trained first-aiders working in various locations around the site. The senior first-aider maintains and updates a duty rota to ensure that all periods of the school day are covered by a trained first-aider. If a first-aider is absent on the day of their duties then another first-aider will change their day.

In the event of an ambulance being required, reception staff will dial 999 and the first-aider on duty will be responsible for overseeing the incident and arranging with a senior member of staff to accompany the child to hospital if a parent/carer is not available.

Checking, ordering and restocking of first-aid boxes is the responsibility of the senior first aider.

The Business manager receives notification when a first-aid certificate is due for renewal (every three years) and is responsible for booking staff on the renewal course.

Glass and glazing

All glass in doors, side panels to be safety glass, all replacement glass to be of safety standard. Condition of glass is monitored by Caretaking staff and any glass in a dangerous condition is immediately replaced. Any single glazed units are checked regularly by Caretaking staff and high risk areas filmed or replaced with laminated glass as deemed necessary.

Hazardous Substances (COSHH)

All Science, Design and Art work, including the storage of materials (and their amount) is carried out under the strict guidance received from CLEAPSS. All hazardous substances are listed and supported by a safety data sheet and copies kept in each department and area, and with the Business Manager and Caretaking staff. The findings of regular school subject audits are acted upon and procedures updated as necessary

Health and Safety Advice

The school can enter an annual service level agreement with the Health and Safety Team of the Local Authority or a similar body.

Housekeeping, cleaning and waste disposal

Whether the school contracts cleaning services (A key element of the AST's vision is a clean and comfortable environment for learning and living; the provision of high quality cleaning and personal responsibility by all for keeping our schools clean and tidy is essential to this) from outside bodies via an annual Service Level

Agreement or oversees cleaning "in house", on a day-to-day basis, Caretaking staff will:

- ensure that cleaning is done to a high standard and that rubbish is kept to a minimum and is cleared away.
- ensure that wet floor warnings are in place to minimise risk of slips and falls. All areas are dry mopped to prevent any risk of slips.
- dispose of glass and sharp objects safely.
- put in place arrangements for snow shifting (see also Bad Weather Conditions document).
- ensure, as far as possible, that waste and recycling bins are at safe distance from buildings and that they are secure.

Ensure that all contractors provide a copy of their own health and safety policy, risk assessments, safety data sheets and training records.

Handling and lifting

Caretaking and Technical staff are trained in manual handling procedures and risk assessments should be undertaken where this is a routine activity.

Jewelry

The school guide for parents outlines guidance for the safe wearing of jewelry. Pupils and students are encouraged to wear only appropriate items of jewelry.

Lettings and shared use of premises

Organisations which hire spaces on site have a copy of our Lettings Policy and will sign an agreement indicating that they agree with and, where appropriate, comply with insurance requirements; maximum numbers; safety requirements; fire alarm procedures, etc.

Caretaking staff will undertake regular checks to ensure that:

- the fire alarms are working;
- emergency lighting is working;
- the premise licence is current;
- fire doors are working;
- escape routes are clear;
- the hirer is aware of escape routes.

Lone working

For Health and Safety reasons, all staff who work during school closure periods are required to sign in and out via the book in the Caretakers' office or reception. This means that Caretaking staff know who to account for in the event of a fire or other emergency.

Support staff who work during school closure periods have use of a walkie-talkie or mobile phone to enable them to contact Caretaking staff immediately if required. The external doors are kept locked to keep out intruders but to allow exit in the event of an emergency.

Maintenance and inspection of equipment (including selection of equipment)

Caretaking staff are responsible for inspection of the following items:

- ladders, steps and scaffold examined each time they are used and kept secure;
- fire alarms to be tested weekly;
- emergency lighting to be tested monthly
- fire exits to be inspected monthly
- fire extinguisher to be inspected monthly
- fire doors to be inspected monthly
- records kept for fire safety equipment and all health and safety checks.

An annual inspection of all gymnasium equipment takes place. Any defective items are highlighted and repaired or replaced as necessary. All other PE Equipment is monitored by staff and repaired or replaced when needed.

Monitoring the Policy and results

The Annual Health and Safety Checklist – Premises is issued to the designated managers and subject/phase leaders by the Business Manager. .

All other checks, reports or complaints are monitored by the Business Manager and reviewed by the Health and Safety Committee.

Poster on Health and Safety Law

These are located in a prominent place and in the Caretakers Office and will be updated by the Business Manager.

Personal Protective Equipment (PPE)

Subject areas provide pupils and students, teaching and technical staff with suitable PPE in accordance with their Risk Assessments. PPE identified for the use by Caretaking staff must be worn when necessary.

Reporting defects

Defects can be reported by contacting Caretaking staff on site or by entering the defect in the Repair file in the Reception Office. Jobs are made safe and items repaired or replaced in order of priority with Health and Safety issues being given priority.

Risk assessments

Risk assessment forms are completed annually by all subject and phase leaders and those responsible for the buildings, the fabric of the school and those leading trips and educational visits. These are issued and monitored by the Business Manager and reviewed by the relevant head of department.

Employees who are pregnant must notify their immediate line manager and a risk assessment completed on a monthly basis. Further advice can be given by the Health and Safety Advisor.

All risk assessments are stored with the Business Manager.

School trips and off-site activities

All visits are vetted and approved by the Educational Visits Co-coordinator, who will be identified in local contexts, forms are completed and copies left in Reception or other nominated person, e.g. police. Parents/carers have details of the visit/trip and emergency telephone number. Activities will be in line with the DfE guidelines.

Education visits must comply with the EV policy.

School Transport – e.g. minibuses

School transport is organized via the local county/city council who appoint nominated companies which comply with the specified health and safety guidelines.

Smoking

The school is a non-smoking site.

Staff Consultation and Communication

The Health and Safety Committee meet termly, chaired by the Business manager.

Every room in the school has a named member of staff and a team of pupils/students responsible for general upkeep. Issues of concern and suggestions for Health and Safety improvements can be made to the Committee or the Business Manager.

Stress and staff Well-being

Teaching staff – all teaching staff have a clear line management structure within which they work, and it is the responsibility of line managers to monitor stress levels and the general well-being of staff in their team. In particular cases of stress or illness, staff are encouraged to raise any concerns with their Line Managers and ultimately the Principle/Principal.

Support staff – all support staff are responsible to the Business manager, although the day to day deployment of some staff (particularly technicians) is in the hands of teaching Subject Leaders.

Matters of stress and well-being should be raised with her and will be monitored by her. All support staff also have the right to raise matters through the Leadership team of the school.

All staff – are supported by the Avanti School Trust. The well-being of all staff is of the highest priority to the Trust and it will seek all avenues to help assure the happiness and security of its employees.

Supervision - including out of school learning activity/study support.

All trips and visits must be sanctioned by a member of the senior team. Details of names, contact numbers etc. should be left with Reception or other nominated person, e.g. the policy. There must be a contact person from the Leadership Group or a person of similar standing.

Parents must have the full details of the trip and a permission slip must be obtained prior to the trip. Further details/help can be obtained from the Vice Principal/Business Manager.

Training and Development

All new staff are briefed about the fire drill/fire arrangements by their Line Manager who must complete the Health and Safety Induction checklist during meetings with them in first full term of employment.

New teaching staff are briefed about minimum Health and Safety competencies for certain activities by the leaders of the relevant subject(s). Subject leaders brief staff about Health and Safety procedures.

All persons who undertake work in the building or premises are briefed about Health and Safety compliances by the Caretaking staff (this includes regulations pertaining to Asbestos).

Use of Display Screens / DSE

Regular DSE operators are entitled to eye tests paid for by the school. Workplace assessments have been carried out on an annual basis.

Vehicles on site

As far as possible, the movement of contractors' and other vehicles on site is restricted at times of high risk. A 4 mph speed limit is imposed on traffic entering and leaving the site. Wherever possible, most deliveries are dispatched in a set-down point which reduces the necessity for large vehicles to move around the site.

School security

All visitors to the school site are required to sign in and out at Reception and access around the site is restricted. During holiday periods, Staff and visitors sign in and out at the Reception/Caretakers Office.

Working at height

Caretaking staff should only use steps, ladders and scaffold in line with recommended safe working practice and appropriate training is given to all new staff. All equipment must be examined before use and only used by authorised personnel.

Water hygiene

Arrangements are in place for ensuring water hygiene samples and checks take place as required by the premises Water Hygiene Manual and risk assessment. Caretaking staff are responsible for recording and updating the Manual, located in the Caretakers' Office.

Work experience

This school will arrange for pupils and students to attend organisations for work experience as part of their developing education in the world of work. All efforts are made to ensure, so far as is reasonably practicable, that pupils and students will not be exposed to any unnecessary risks to their health and safety and that adequate provision is made for their welfare whilst out on placement.

Employers (including work placement providers) are required under the Health and Safety (Young Persons) Regulations 1997 to undertake a risk assessment with a view to identifying any particular risks to young workers and children. Whenever the school is informed of any such risks, the school will inform the parent/carer of students who are affected.

Responsibility for implementation and co-ordination of these arrangements within school is allocated to the Business Manager.

Gas Safety

Gas appliances will be serviced on an annual basis and the Business manager/caretaker will be responsible for the appointment of the contractor who is register on the Gas Safe Register for commercial appliances.

Permit to work

Contractors working on the premises carrying out 'hot work' will need to follow the required permit to work system gaining authorization from the Business Manager first before starting work.

Lifts

Passenger lifts will be inspected every 6 months by an appointed contractor, along with a service agreement. In the event of a lift breakdown, the correct procedure will be followed identified by a risk assessment.

Training

All staff will receive annual health and safety refresher training which is recorded and kept by the Business Manager.

Playground safety

Teachers are responsible for pointing out any hazards to the Business Manager /Caretaker immediately once known and the area cordoned off if required. Repairs or replacement should then be undertaken to make the area safe.

The playground should receive an annual inspection by a specialist appointed contractor.

Measuring Performance

- It is essential that effective mechanisms exist to feedback performance information for review in the continuous improvement cycle. Effective feedback is to be encouraged to ensure that environment and safety policies, standards, arrangements and regulations

remain effective and that opportunities for improvement are identified and taken.

- All school departments shall measure how effectively environment and safety requirements have been implemented and risks are controlled across their area of responsibility to contribute to the school picture. This shall include how well the environment and safety culture is being developed and the currency of standards and best practice. There are a wide range of techniques that can be applied to measuring performance. These fall into two broad categories; active and reactive. The techniques outlined below shall be considered as the basic minimum for application.

Active Measurement

- Active Measuring techniques give feed-back on performance before accidents, incidents or ill health occur and provide a firm basis for decisions to be made about improvements in risk control and the environment and safety management system. They are aimed at monitoring the design, development, installation and operation of management arrangements, risk control strategies and workplace precautions.
- The key to effective active measuring is the quality of plans, performance standards and specifications that have been established to provide a yardstick against which performance can be measured. Techniques employed shall be proportionate to the department hazard and risk profile. Active measuring techniques employed by the School are to include:
 - Routine procedures to monitor achievement of specific objectives and targets contained in management or action plans (e.g. quarterly or monthly reports or returns).
 - Periodic examination of returns and records by the Governors and 'In House' to check that systems relating to the promotion of the environment and safety culture are complied with. Other periodic examinations will be through regular review of management performance; risk assessment and recording of training needs and delivery of suitable training.
 - The systematic inspection of premises, plant and equipment by teachers, supervisors, maintenance staff, management, safety representatives or other employees to ensure the continued effective operation of workplace precautions and any operating constraints.
 - Routine checking the implementation of environment and safety requirements and procedures during all phases of acquisition activities.
 - Environmental monitoring and health surveillance to check the effectiveness of health control measures and to detect early signs of harm to health.

- Systematic direct observation of work and behaviour by first line management to assess risk control strategies and associated procedures, rules and constraints, particularly those directly concerned with risk control using observational checklists.
- The operation of audit systems relating to environment and safety.
- Compilation and consideration of regular reports on environment and safety performance by our safety committee, to include progress against the relevant risk registers.
- Environment and safety culture/climate surveys and questionnaires undertaken by 'In House' when directed to do by the Governors or the Principal.

Reactive Measurement

- Reactive measuring techniques and systems are triggered after an event and provide opportunities for an organisation to check performance, to learn from mistakes and to improve the environment and safety management system and risk control. Where appropriate, this feedback shall be reported to the relevant regulators. The results of reactive measurement entered on our Accident and Incident Management system shall be used to identify trends, areas of specific weakness and information relevant to claims against the School. Each asset within the school shall evaluate available information and data on accidents, incidents, occupational ill health and other evidence of deficient environment and safety performance.
- Reactive measurement techniques to be employed include:
 - Accident and incident reporting and recording to cover all environment and safety related incidents. The only reporting system to be used within the school is controlled by the Governors.
 - Ill health data where related to occupational causes.
 - Claims data, including claims settled with payment.
 - Reporting the outcomes of accident and incident investigations conducted.
 - Inspection reporting

Details of enforcement action from external regulators, including improvement and prohibition notices and, where relevant, prosecutions.

Audits and Review

Audits

- Audit is an essential part of our environmental and safety management system. A useful definition of audit in this context is “the structured process of collecting independent information on the efficiency, effectiveness and reliability of the total environment and safety management system and drawing up plans for corrective action”. It, therefore, involves making judgements about the adequacy of performance. Audit shall aim at establishing that:
 - Appropriate management arrangements are in place and effective
 - Adequate risk control systems exist, are implemented, and consistent with the hazard profile of the organisation
 - Appropriate precautions are in place and effective.
- Audits will be conducted both internally by the Principal and Heads of Department using our audit procedures and on request by our safety consultancy ‘In House’ who will conduct a bespoke HSG65 audit.

Review

- Reviewing is the process of making judgements about the adequacy of performance and taking decisions about the nature of the actions necessary to remedy deficiencies and maintain continuous improvement. Internal reviews of performance shall be undertaken at all levels within the school. Information may be taken from the activities undertaken to measure performance, including the outcomes of audits and more informal assurance. Review of performance against targets, objectives and performance indicators must consider how well the organisation is achieving the performance levels that it has set itself at all levels.
- Review shall also consider progress in management of corporate environmental and safety risks. The feedback of information on successes and failures shall be a continuous process, including identification of remedial actions, shortfalls in policies, standards, arrangements, etc. and for revision of objectives and targets.

Glossary of Health and Safety Terms

Accident	An undesired event resulting in death, injury, damage to health, damage to property or other form of loss
Allergen	Substance causing an allergic reaction in a person who is sensitive to that substance

Appointed Person	A person who has been nominated to take charge in the event of an accident or illness (and support designated first aiders if present) and has been trained in basic lifesaving first aid techniques (See Designated Person)
Approved Code of Practice	A code of practice, associated with specific regulations that has been approved by the Health & Safety Commission. A Code of Practice is seen as the accepted standard and can be used as evidence in a court of law. It is not mandatory to follow a Code of Practice but, to be acceptable; any alternative must be demonstrated to be of equal measure or better.
Asbestos	Hydrated magnesium silicate in fibrous form
Carpal Tunnel Syndrome	A chronic disorder of the hand and wrist possibly resulting from repetitive work involving repeated wrist flexion or extension
Chronic	Occurring over an extended period of time
Code of Practice	Rules established by regulatory bodies or trade associations, which are intended as a guide to acceptable behaviour. As such they do not have the force of law behind them
Common Law	Source of law that is not written in statute but which has been developed through judicial precedent. A breach of common law could result in a criminal offence or a civil action for damages.
Competent Person	A person who is appropriately trained, qualified, experienced and skilled to undertake specific health and safety duties without risk to their own safety or that of others
Compliance	The act or process of fulfilling requirements
Control of Substances Hazardous to Health	Regulations promoting safe working with potentially hazardous chemicals
Designated Person	A person who has been designated as a first aider at work and has been trained to have the knowledge and confidence to deal with any first aid emergency (See Appointed Person)
Display Screen Equipment	Any alphanumeric or graphic display screen regardless of the process employed to display the information. Typical examples include computer monitors and microfilm viewers
Employment Medical Advisory Service	Part of the Health and Safety Executive, offering advice on work related health issues and on people with health problems returning to work.

Ergonomics	The application of information about human characteristics to design applications, e.g. equipment, tools, work tasks, with the aim of improving safety and efficiency
Fatigue	Transient reduced ability to work as a result of previous activity, resulting in reduced efficiency
Fires	<p>Class A - Fires in ordinary combustible materials such as wood, cloth, paper, etc.</p> <p>Class B - Fires in flammable liquids and liquefiable solids or electrical fires</p> <p>Class C - Fires involving gases.</p> <p>Class D - Fires involving combustible metals such as potassium or sodium</p> <p>Class F - Fires involving cooking oils or fats</p>
Fire Prevention	Precautions designed to avoid an outbreak of fire, reduce the potential for fire to spread and safeguard persons and property in the event of fire
Flammable Gas	Gas that when mixed with air forms a flammable mixture at ambient temperature and pressure
Flammable Liquid	Liquid with a flashpoint below 100°F (37.8°C)
Flammable Solid	Solid that is liable to cause fires through friction, absorption of moisture, etc. or which can be readily ignited
Flash Point	The lowest temperature at which a flame will propagate through the vapour of a combustible material
Freezing Point	Temperature at which a liquid becomes a solid, at normal atmospheric pressure
Glare	When a portion of the visual field has a significantly higher luminance than its surroundings, resulting in reduced contrast
Good Practice	HSE Definition: Those standards for controlling risk which have been judged and recognised by the HSE as satisfying the law when applied to a particular relevant case in an appropriate manner. (See Best Practice)
Hazard	Potential for harmful effects
Health And Safety Executive	Organisation responsible for proposing safety regulations throughout the UK. It is responsible for enforcing, statute, regulations, approved codes of practice and guidance.
Improvement Notice	A statutory notice that is issued by an authorising body such as Health and Safety Executive (HSE),

	Environmental Health Officer (EHO) or Fire Officer on discovery of a breach of statute. It states that an offence has been committed, what action needs to be taken, the reason for the action and the time deadline by which it must be taken.
Incident (or Near Miss)	A generic term for those events that do not cause harm but which might have done so under different circumstances
Irritant	A substance that produces inflammation when it makes contacts with the skin, eyes, nose, or respiratory system
Liquid Petroleum Gas	LPG consists of commercial Butane, Propane or a mixture of the two. Major hazards are fire and explosion, though asphyxiation is also a danger in low lying areas due to LPG being heavier than air
Manual Handling Operations	Tasks that require a person to exert force in order to lift, lower, push, pull, move, carry, hold or restrain an object
Material Data Safety Sheet	Contain information on the hazards associated with a chemical, along with guidance on its safe use
Near Miss	See "Incident"
Negligence	Can be either the omission to do something that a reasonable person would do when guided by those considerations that ordinarily regulate the conduct of human affairs, or the commission of some act that a prudent and reasonable person would not do.
Permit to Work	Formally delivered criteria for control/risk reduction when undertaking pre-planned work that is hazardous, either because of its location or the nature of the activity.
Policy	A statement of an organisation's strategy for achieving a safe and healthy working environment and the responsibility, organisation and arrangements for pursuing and implementing the strategy
Preventive Maintenance	Maintenance (including inspection, cleaning, and repair) of equipment on a regular basis that is sufficient to prevent unplanned failure
Prohibition Notice	A statutory notice that is issued by an authorising body such as Health and Safety Executive (HSE), Environmental Health Officer (EHO) or Fire Officer on discovery of a breach of statute that presents a risk of serious personal accident. The effect of the

	Prohibition Notice is to stop the activity from starting or to cause it to cease if it has already started.
Regulation	A statutory device made under a general provision that is contained in an act of parliament. Regulations themselves are approved by parliament and are generally absolute legal standards.
Residual Current Device	An electrical safety device that constantly monitors the electric current flowing through a circuit. If it senses a loss of current where electricity is being diverted to earth (as might happen if a person touches a live conductor), it rapidly shuts down the power.
Risk	A quantifiable expression of the likelihood of injury or harm resulting from a hazard
Risk Assessment	A formal estimation of the likelihood that persons may suffer injury or adverse health effects as a result of identified hazards
Risk Management	The introduction of change or control measures with the intention of eliminating or bringing the level of risk associated with a hazard within acceptable limits
Safe System of Work	A method of working designed to eliminate, if possible, or otherwise reduce risks to health and safety
Safety Culture	A general term for the degree to which the culture of an organisation promotes and cooperates with safe and healthy work practices
Self-Assessment	Assessments performed by individuals (or organizations) to determine how safely they are working and meeting their health & safety responsibilities toward themselves and others
Sensitizer	Substance that may cause a person to develop an allergic reaction after repeated exposure
Stress	That which might result when an event or situation places increased demand on a person's mental or emotional resources. Sources of stress may arise from domestic or social situations as well as occupational circumstances. The individual's response to such situations can lead to health and safety related problems such as depression, cardiovascular disease, musculo-skeletal disorders and an increased tendency to be accident-prone.
Ventilation	Movement of air, usually associated with the introduction of fresh air

Workstation

The combination of equipment items that a user requires to fulfil their allotted tasks. In Display Screen Equipment terms, the components might include: desk, chair, computer monitor, keyboard, processing unit and such ancillary equipment as required by the work, such as document holder or telephone.

Resources**Organisations**

Adventure Activities Licensing Authority

Health and Safety Executive: education, information sources and guidance - www.hse.gov.uk

Watch your Step in Education - Health and Safety Executive

Health and Safety Executive link to Guidelines on school trips www.hse.gov.uk/schooltrips

Safety and Health of Pupils on Educational Visits - Department for Education and Skills

Safety and Health on Educational Excursions: A Good Practice Guide - Scottish Executive

Publications

The Association for Physical Education (UK) www.afpe.org.uk

Safe Practice in Physical Education and School Sport, Association for Physical Education

Teacher net website: www.teachernet.gov.uk/wholeschool/healthandsafety includes information on:

- Safety and health on educational visits
- Managing medicines in schools
- First-aid for schools
- Safe practice in PE
- School security
- Coping with the sudden death of a pupil
- Rights of way through school premises
- Other safety and health material

Home-School Contract*

We are very pleased that you and your child are now members of our school community. We believe that a close partnership between home and school is essential to help students get the best from their education. This agreement sets out clear expectations to enable us to achieve this. We are determined to give each student every possible chance to succeed and to learn the skills which will enable them to become responsible young adults.

School

The School will:

- Provide the best possible learning environment for your child, one that is safe, caring and nurturing and sets high expectations;
- Help to develop your child spiritually, morally and intellectually, in a secure and inclusive environment;
- Make sure that all students and their families are treated with respect and sensitivity;
- Provide a broad and balanced curriculum which challenges and motivates all our students;
- Take into account the students' views about their learning and the school;
- Help all students to achieve to the best of their ability;
- Actively welcome parents/carers into the life of the school and listen to what they tell us about our practice;
- Arrange for parents/carers to discuss their child's progress and to set targets for the future on a regular basis;
- Keep parents/carers informed about the school's curriculum;
- Let parents/carers know about any concerns, or problems, that affect their child's work or behaviour;
- Keep parents/carers informed about important information and school activities through newsletters;
- Set homework regularly, which acts to reinforce what the students learn in school.

Parents/Carers

I/We will:

- Read any information that is sent home via paper copies/email or parent mail;
- Reinforce at home the values taught at school to ensure continuity of what is learnt at school;
- Support our approaches towards behaviour management, anti-bullying and safeguarding;
- Ensure that my/our children are not exposed to media (videos, games, music, images) which is detrimental to their well-being or legally certified above their current age;
- Treat all staff with respect;
- Not request leave of absence during term time;
- Ensure that my/our child's attendance at school is good or better;

- Ensure that my/our child arrives to school on time every day
- Inform the school of the reasons for any absence before the normal school start time on each day of absence;
- Promote a positive view of the school so that my/our child feels a sense of belonging and community spirit;
- Follow the procedures for raising concerns and complaints appropriately in a mood of co-operation and partnership;
- Promote a positive view of other cultures and religions;
- Ensure that my/our child wears the school uniform every day and brings their PE/swimming kit when applicable;
- Support my/our child with homework and return it to school promptly;
- Inform the school of any circumstances that may affect my/our child's ability to learn and be happy in school;
- Ensure that my/our child has had a good night's sleep, has eaten breakfast (unless attending a breakfast club) and is relaxed and ready for the school day;
- Attend parent/carer consultations to discuss my/our child's progress and other school events i.e. workshops, assemblies etc.;
- Make sure that my/our child does not bring make-up, toys or computer games to school unless asked to do so by the class teacher;
- Provide the school with up to date emergency contact details;
- Pay school dinner money and any other payments owed to the school promptly;

In addition for primary students:

- Ensure that my/our child is collected promptly at the end of each day and ensure the school is informed in advance of any changes in collection of my/our child;
- Supervise my/our child at all times when using the internet for school work;

Student

I will:

- Follow the school rules;
- Enjoy my learning and work hard;
- Always do my best.

Agreement

I/we have read and understood the Parent Handbook. We have seen the schools Behaviour for Learning and Safeguarding Policy and attach the Safeguarding parent form.

Signature: Name: Date:
(On behalf of the School)

Signature: Name: Date:
(Parent/carer)

Name of child: Class:

Minutes & Papers of Governing Body Committees*

These are held with each school office.

Model Publication Scheme (Freedom of Information)*

Introduction – Status of the Scheme

This publication commits Avanti Schools Trust (the “Trust”) to make information available to the public as part of its normal business activities. The information covered is included in the classes of information mentioned below, where this information is held by the Trust. Additional assistance is provided to the definition of these classes in sector specific guidance manuals issued by the Information Commissioner.

The policy commits the Trust:

- To proactively publish or otherwise make available as a matter of routine, information, including environmental information, which is held by the Trust and falls within the classifications below.
- To specify the information which is held by the Trust and falls within the classifications below.
- To proactively publish or otherwise make available as a matter of routine, information in line with the statements contained within this scheme.
- To produce and publish the methods by which the specific information is made routinely available so that it can be easily identified and accessed by members of the public.
- To review and update on a regular basis the information the Trust makes available under this scheme.
- To produce a schedule of any fees charged for access to information which is made proactively available.
- To make this publication scheme available to the public.

- To publish any dataset held by the Trust that has been requested, and any updated versions it holds, unless the Trust is satisfied that it is not appropriate to do so; to publish the dataset, where reasonably practicable, in an electronic form that is capable of re-use; and, if any information in the dataset is a relevant copyright work and the Trust is the only owner, to make the information available for re-use under the terms of the Re-use of Public Sector Information Regulations 2015, if they apply, and otherwise under the terms of the Freedom of Information Act section 19. The term 'dataset' is defined in section 11(5) of the Freedom of Information Act. The term 'relevant copyright work' is defined in section 19(8) of that Act.

Classes of information

Who we are and what we do.

Organisational information, locations and contacts, constitutional and legal governance.

What we spend and how we spend it.

Financial information relating to projected and actual income and expenditure, tendering, procurement and contracts.

What our priorities are and how we are doing.

Strategy and performance information, plans, assessments, inspections and reviews.

How we make decisions

Policy proposals and decisions. Decision making processes, internal criteria and procedures, consultations.

Our policies and procedures

Current written protocols for delivering our functions and responsibilities.

Lists and registers

Information held in registers required by law and other lists and registers relating to the functions of the authority.

The Services we offer

Advice and guidance, booklets and leaflets, transactions and media releases. A description of the services offered.

The classes of information will not generally include:

- Information the disclosure of which is prevented by law, or exempt under the Freedom of Information Act, or is otherwise properly considered to be protected from disclosure.
- Information in draft form.
- Information that is no longer readily available as it is contained in files that have been placed in archive storage, or is difficult to access for similar reasons.

The method by which information published under this scheme will be made available

The Trust will indicate clearly to the public what information is covered by this scheme and how it can be obtained.

Where it is within the capability of the Trust, information will be provided on a website. Where it is impracticable to make information available on a website or when an individual does not wish to access the information by the website, the Trust will indicate how information can be obtained by other means and provide it by those means.

In exceptional circumstances, some information may be available only by viewing in person. Where this manner is specified, contact details will be provided. An appointment to view the information will be arranged within a reasonable timescale.

Information will be provided in the language in which it is held or in such other language that is legally required. Where the Trust is legally required to translate any information, they will do so.

Obligations under disability and discrimination legislation and any other legislation to provide information in other forms and formats will be adhered to when providing information in accordance with this scheme.

Charges which may be made for information published under this scheme

The purpose of this scheme is to make the maximum amount of information readily available at minimum inconvenience and cost to the public. Charges made by the Trust for routinely published material will be justified, transparent and kept to a minimum.

Material which is published and accessed on a website will be provided free of charge. Charges may be made for information subject to a charging regime specified by Parliament.

Charges may be made for actual disbursements incurred such as:

- photocopying
- postage and packaging
- the costs directly incurred as a result of viewing information

Charges may also be made for information provided under this scheme where they are legally authorised, they are in all the circumstances, including the general principles of the right of access to information held by public authorities, justified and are in accordance with a published schedule or schedules of fees which is readily available to the public.

Charges may also be made for making datasets (or parts of datasets) that are relevant copyright works available for re-use. These charges will be in accordance with the terms of the Re-use of Public Sector Information Regulations 2015, where they apply, or with regulations made under section 11B of the Freedom of Information Act, or with other statutory powers of the public authority.

If a charge is to be made, confirmation of the payment due will be given before the information is provided. Payment may be requested prior to provision of the information.

Written requests

Information held by the Trust that is not published under this scheme can be requested in writing to info@avanti.org.uk, when its provision will be considered in accordance with the provisions of the Freedom of Information Act.

The method by which information published under this scheme will be made available can be found in Appendix 5.

Physical Intervention and Reasonable Force Policy

This policy is to be read in conjunction with the school's Behaviour for Learning and Anti Bullying Policy.

Statement of Intent - Introduction and Legal Framework

The School endorses the non-statutory advice and guidance from the Department of Education for school leaders, staff and Governing bodies, along with any subsequent review recommendations.

There are two physical interventions that can occur in a school setting and the School recognises the importance of defining this as an integral part of this policy. These are:

Physical Intervention: The use of force - Challenging Behaviour

In the context of challenging behaviour, physical intervention with pupils is the positive use of 'reasonable' force (no more force than is needed), in order to avert danger by preventing or deflecting a child's or young adult's action, or by removing the physical object which could be used to harm themselves or others. Force is usually used either to control or restrain. Control means either passive physical contact (standing between pupils), or restraint (physically holding in order to bring a pupil under control). The School recognises that the use of force is only lawful if its use is reasonable, proportionate, necessary, and where no more force than necessary is used.

Physical Intervention: The use of force - As an integral part of a child's and or young adult's daily physical management care

The use of force in this instance is defined by specific individualised programmes as an integral part of a personal care plan.

The following legislation applies to this policy: Section 550A of the Education Act 1996, Education and Inspections Act 2006, DfE Non statutory guidance, 'The Use of Reasonable Force Advice for School Leaders, Staff and Governing Bodies', 2012.

The School adheres to government non-statutory guidance and does not adopt a 'no contact' approach, as this breaches the 'duty of care' towards a pupil that all our staff hold within a school setting.

This guidance is based upon a number of principles. In line with the UN Convention on the Rights of the Child, this policy acknowledges that all children and young people have a right to be treated with dignity and respect, and to be protected from their own dangerous behaviour and that of others.

The governing body and the Principal will ensure that all staff are clear about what constitutes appropriate behaviour and professional boundaries. The maintenance of this good practice is important both to protect children and minimise the risk of allegations being made against staff.

All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

The staff to which this power applies are:

- any member of staff at the school;
- any other person whom the Principal has authorised to have control or charge of students. This can also include people to whom the Principal has given temporary authorisation to have control or charge of students such as unpaid volunteers (for example parents accompanying students on school-organised visits);
- does not include any students (including those in positions of authority, such as prefects).

The power may be used where the student (including a student from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

Staff members can sometimes be worried that using force will lead to false allegations of unreasonable or unlawful conduct in the form of a complaint or legal action. However, if the force used is reasonable, all staff will have a robust defence against any accusations. This policy and related use of force guidance is intended to help staff feel more confident about using force when they think it is right and necessary.

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

The School recognises the following:

- Any physical restraint techniques should ONLY be used within an environment which aims to anticipate and defuse; therefore, proactive and preventative approaches need to be used in accordance with the Behaviour for Learning Policy;
- Physical intervention to control or restrain a student should be used as a last resort and should take into consideration the following: student need, age and stage of development;
- Any techniques involving physical intervention i.e. either to control or restrain a student should observe certain principles of minimal reasonable force;

- When the use of physical force is necessary to address challenging behaviour, it must be reasonable, proportional in the circumstances and maintain the safety and dignity of all concerned. It should be used in a manner which is consistent with the statutory duty upon schools to safeguard and promote the welfare of pupils and their staff.

Staff are not expected to intervene where they feel that an intervention might place them at risk, either professionally or physically.

Aims

This policy aims to:

- Create a learning environment in which young people and adults feel safe.
- Protect every person in the school community from harm.
- Protect all students against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- Put in place guidance for staff so that they are clear about the circumstances in which they might use reasonable force to restrain students and how such reasonable force might be applied.

Reasonable force

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent.

This means the degree of force used should be the minimum needed to achieve the desired result. Force is generally used for two different purposes – to *control* students and to *restrain* them.

- Control can mean either passive physical contact (e.g. standing between students or blocking a student's path) or active physical contact (e.g. leading a student by the hand or arm, or ushering a student away by placing a hand in the centre of the back).
- When members of staff use "restraint" they physically prevent a student from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two students are involved in a fight and physical intervention is needed to separate them

Preventing the need for physical intervention and the use of force when managing challenging behaviour

The School recognises that consistency in staff approaches towards the management of behaviour, are key to promoting good behaviour.

Techniques to de-escalate a problem should be used first, wherever possible. The following actions should also be used to reduce the risk of escalation:

the appropriate use of language, gestures and communication support aids, positive tone of voice and non-threatening body stance;
 verbally or responding by gesture, including British sign language or Makaton sign language, PECS (Picture Exchange Communication System) or tactile communication systems) to acknowledge the child's distress/anger and attempting to calm the heat of the moment;
 listening and/or observing and reassuring;
 negotiating with all parties in different forms;
 asking/requesting in different forms, onlookers to ignore an escalating situation and in some circumstances asking/requesting them to leave the scene;
 respecting the dignity of all concerned;
 taking the child's problem seriously.

Physical Intervention: Reasonable Force- Control and Restraint

The degree of force that may be used depends on all the particular circumstances. When considering what constitutes 'reasonable force' there are five relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. It should be possible to show that, unless immediate action had been taken, there were strong indicators that injury or damage to property would follow. The use of any degree of force is unlawful, if the particular circumstances do not warrant the use of such physical force, and therefore should be in proportion to the incident.
- Force can be used to control students i.e. passive physical contact, such as standing between students or blocking a student's path.
- Force can be used to physically restrain a student to bring them under control. It should only employ a minimum amount of force - i.e. the minimum force needed to avoid injury, damage to property or to prevent a breakdown in discipline - for the shortest period of time. The degree of force used will also be dependent on the age, understanding, physical maturity, developmental stage, sex of the student and whether the student has a special educational need. The decision to physically restrain a student must take account of these circumstances and be based on an assessment of the risks associated with the intervention, compared with the risks of not employing a physical intervention.
- *The decision on whether to use a controlling or restraining force on students is down to the professional judgement of the staff member concerned.* When a student needs physical intervention as part of his/her daily management plan, a designated member of staff will complete the Risk Assessment with the parent guardian and student.

Some examples of situations where reasonable force might be used are:

	Examples
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Where action is necessary in self-defence or because there is an imminent risk of injury	<ul style="list-style-type: none"> • a student attacks a member of staff or another student • students are fighting • a student absconds from a class or tries to leave school - this will only apply if a student could be seriously at risk if not kept in the classroom or at school
Where there is a risk of significant damage to property	<ul style="list-style-type: none"> • a student is engaged in, or is on the verge of committing, significant damage or vandalism to property • a student is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
Where a student is behaving in a way that is severely compromising good order and discipline.	<ul style="list-style-type: none"> • a student is behaving in a way that is severely disrupting the school

The purpose of any intervention is to restore safety. Physical intervention i.e. to control or restrain, should not be continued for longer than is necessary. *Physical interventions should never be used in anger and staff should make every effort to avoid any injury to the child.* Brief periods of withdrawal away from the point of conflict into a calmer environment may be more effective for an agitated student than holding to control a student or restrain them.

Prevention should be the primary consideration

Because the use of force should only be a last resort, staff and volunteers at the School recognise that they should minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind.

Steps to avoid these situations should be taken and the adult should be able to demonstrate that those steps were taken. Physical restraint should always be the last resort.

Staff have a responsibility to ensure the safety and welfare of their students. They are in a particular position of trust (*in loco parentis*).

The following should be applied in all cases:

- Staff should delay if at all possible; however, in some circumstances e.g. a child running out onto the road, you might be deemed negligent if you do not intervene.

- An 'on the spot' risk assessment for each occasion that you feel reasonable force or restraint may be necessary should be made.
- Consideration should be given to the environment, the medical circumstances and the clothing.
- Action being taken should always be for the good of the child, trying to keep them safe.
- Assure the child that the restraint is not a punishment.
- Never use other children in the restraint.
- Restraint or reasonable force should be witnessed by another responsible adult. Staff should use the red card system to call for another adult if restraint or reasonable force is needed and another adult is not available in the area.

Preventative Strategies

All staff in school need to be aware of strategies and techniques for dealing with difficult students and of steps which they can take to defuse and calm a situation. The strategies listed below as examples will be influenced by the age of the student(s) and the context in which they are applied.

- 1) Move calmly and confidently;
- 2) Make simple, clear statements;
- 3) Intervene early;
- 4) Try to maintain eye contact;
- 5) If necessary summon help before the problem escalates; and
- 6) If possible, remove the audience from the immediate location.

ACTION STEPS

- 2) Tell the student who is misbehaving to stop and tell him/her the possible consequences of failure to do so.
- 3) Summon another adult. (Another adult should be present if physical restraint of any kind needs to be applied.) Send another student to alert a member of the senior leadership team.
- 4) Continue to communicate with the student throughout the incident.
- 5) Make it clear that physical intervention will cease as soon as it is no longer necessary.
- 6) Appropriate follow-up action should be taken, which may include:
 - a. providing medical support;
 - b. providing respite for those involved; and
 - c. accessing external advice/support.

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem. Whilst limiting damage to property and/or persons, it is advisable not to 'corner' or give the child a feeling of being 'trapped' in any way as this can often inflame reactions. Where possible, allow the child space to move.

Physical Interventions-Observation of Principles

During an incident of physical intervention to control or restrain a student due to challenging behaviour, physical restraint or control techniques which are suitable for students, staff should observe certain principles. These include:

specific techniques (for example holding, leading a student by the hand or arm; shepherding a student away by placing a hand in the centre of the back.) should only be used where there is an ethos of anticipating and defusing children/young people whenever possible;

- they must take account of the student's age, gender and stage of development;
- they should not rely on threatening or inflicting pain;

holds should not apply pressure that works against joints;

they should not rely on routinely taking a student to the floor, but preferably to a seated position;

they minimise movement, particularly the risk of toppling over;

you can continue to talk to the student as you restrain or control them;

you approach the student from the side, not face to face;

techniques allow you to phase down the hold or restraint as the student regains control;

you can break away at any time, so that staff are not tempted to escalate the restraint using desperate and inappropriate techniques;

the member of staff should continue attempting to communicate with the student

throughout the incident and should make it as clear as possible in any appropriate form that physical intervention will stop as soon as it ceases to be necessary;

acknowledgement is always to be given to the student's rights and dignity.

Physical intervention in these circumstances may take several forms, e.g.:

- physically interposing between students;
- blocking a student's path;
- holding;
- leading a student by the hand or arm;
- shepherding a student away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

The use of force should always be 'non-harmful'; this includes the giving of corporal punishment. The use of force as a punishment or to intentionally cause pain, injury or humiliation, such as the examples below, (which are not exhaustive), will not be permitted under any circumstances:

- holding around the neck;
- any hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints;
- tripping;
- holding by the hair; and
- holding the student face down on the ground.

Physical intervention may involve staff in:-

- holding

- pushing
- pulling

Staff must always avoid touching or holding a student in a way that might be considered indecent.

Where a student has caused actual harm or injury, details will need to be recorded in the school accident book.

Recording the use of significant incidents

From September 2010, governing bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a student, and for reporting these incidents to the student's parents as soon as practicable after the incident. Our staff will use the Incident Report form at the end of this policy. The governing body will take all reasonable steps to ensure that staff follow the procedure. This is to ensure that parents are kept informed of serious events at school concerning their child. If reporting the incident to a parent would be likely to result in significant harm to the student, then the incident must be reported to the local authority where the student normally lives.

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, staff will need to consider factors such as the student's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the student or member of staff.

Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Such records may be required for future reference. Immediately following any such incident the member of staff concerned should inform the Principal or a member of the senior leadership team and provide a written report. Parents/guardian or carers should be contacted as soon as possible and the incident explained to them. This action will also be recorded in the incident log. Staff should keep their own copy of any written report. The Principal will advise staff of any support they may need if they are injured after using physical intervention.

Roles and Responsibilities

The school will endeavour to ensure that all staff know and understand their roles and responsibilities in relation to the management of students. Legislation allows 'members of staff' to use 'reasonable force' and defines a member of staff as 'any teacher who works at the school and any person who, with the authority of the Principal, has lawful control or

charge of students at the school'. The Principal will confirm with all staff whether they meet the terms of this definition.

Regular training will be given to staff and new staff should be given a copy of the policy as part of their induction, along with a Behaviour for Learning Pack.

Staff should be made aware of individual students who are considered likely to pose serious behavioural problems or violence.

The SENCO will keep staff informed about students with special educational needs who may require special attention with regard to their physical management. Staff will consult with the SENCO regarding any concerns that they have about the physical management of students with special educational needs.

Designated staff (e.g. Tutors or Key Stage leaders) will monitor and analyse the behaviour patterns of students and will use this information to feed into other school areas, for example: teaching and learning approaches, provision development and strategies to encourage positive behaviour management, including de-escalation techniques.

Dealing with complaints and allegations regarding the use of force

Parents and students have a right to complain about actions taken by school staff, including any use of force.

If a specific allegation is made against a member of staff then the school will follow procedures set out in the School's Complaints Policy, with reference to the following Guidance:

- Use of Reasonable Force – July 2013
- Keeping children safe in education, Department of Education 2016 and Safeguarding Children and Safer Recruitment in Education (2010)

Stakeholder Involvement

This policy and the approaches it endorses will be reviewed as an integral part of the school Behaviour for Learning Policy.

Other Policies and Procedures

This policy should not be viewed in isolation and is closely related to the following:

- Anti-bullying
- Child Protection and Safeguarding
- Behaviour for Learning
- Equality and Diversity
- Staff Behaviour Guidance Pack

- SEND
- HR Handbook

Staff- Professional Development

Professional development in the area of physical interventions is revisited on a regular basis as an integral part of review panel / pastoral meetings and staff/senior leadership meetings. It is an important element of our induction process and INSET sessions.

Incident Form

This can be found in Appendix 4.

The member of staff involved in the incident compiles the incident report.

The member of staff with lead responsibility for safeguarding checks the record and that the school provides the member of staff involved in the incident with a copy of the final version. It is important that this information is treated in confidence.

All accounts of the same incident should be recorded, including those of the student or students involved.

Parents should not be given a copy of the incident record as a matter of course, but they should be told when and where the incident took place, why it was decided that force had to be used and the strategies used to try to avoid having to use force, what force was used, whether there were any injuries and what follow-up action (support and/or disciplinary) was being taken in relation to their child.

Ordinarily the names of those involved in the incident should not be disclosed in the report. However, the student may give this information to the parent or the parent can request the information from the school. The school should deal with these requests in accordance with the Data Protection Act 1998.

Premises Management Documents*

DfE guidance link doesn't work

Register of Business Interests of Heads and Governors*

Register of Business interests of Heads and Governors for each school within the Trust can be found on the individual school websites.

Register of Pupils' admission to School*

Register of Pupils' admissions for each school within the Trust are kept at the school.

Register of Pupils' attendance*

Register of Pupils' attendance for each school within the Trust are kept at the school.

School Behaviour (Behaviour for learning)*

Statement of Intent

The school operates a unique approach towards behaviour management, recognising that all behaviours are highly influenced by our ability to:

- Communicate with each another;
- Form positive relationships;
- Understand what initiates differing behaviour patterns in both ourselves and others, by gaining a growing awareness of our emotions and emotional regulation techniques;
- Reflect on our patterns of behaviour and influence our thought processes and subsequent actions, to ensure we all take ownership of our actions.

The school culture is underpinned by a very clear set of values; independent thinking, mutual respect for others and taking responsibility for our actions and this is reflected in our policies and everyday practice. The ethos in the school fully supports our approaches towards the management of behaviour.

We adopt a proactive style in our systems of management, recognising and responding to the needs of all individuals and adopting a more personalised and holistic approach towards the development of our curriculum.

We believe that all members of our community have the right to learn in a secure, safe and stimulating environment. The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).

Context

The above statement of intent is reflected in our prospectus and this policy should be read in conjunction with other closely associated policies:

Unacceptable Behaviour

Child Protection & Safeguarding

Curriculum
Exclusions
Inclusion Policy - Special Educational Needs Disability (SEND)
Drugs
Health and Safety
Physical Intervention
Anti-bullying
Home School Agreement
Staff Discipline.

Our detailed approaches towards behaviour management are also reflected in the following:

- Staff Behaviour Guidance Pack;
- Staff Induction Process;
- Student Home School Books;
- Review panel / pastoral meetings (e.g. LABS: Learning, Attendance, Behaviour Safeguarding meetings).

Monitoring, Reviewing and Evaluating our Practice

Everyday Practice

This policy and subsequent procedures are reviewed as integral part of our everyday practice and this is reflected in the following:

- SLT Meetings;
- Staff Meetings;
- Parent/guardians/carers meetings;
- Assemblies.

Information from the above will be reviewed on a regular basis and feeds into all aspects of teaching and learning and the continued professional development of all staff.

Principles

We believe that to achieve the aims of the School and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This is based on the twin values of respect and responsibility: respect for the individual, the balance of fundamental rights and responsibilities, together with the fostering of a sense of community for all those involved.

The school is based on inclusive principles, which recognise and respect diversity, strive to promote equality and give both rights and responsibilities equal weighting.

This behaviour policy aims to develop in students an acceptance of responsibility for their own behaviour. It also identifies ways in which we endeavour to remove barriers to learning and promote self-reliance and independence.

We believe that everyone has the right to:

- Feel safe in the School
- Enjoy and achieve
- Learn/teach without unnecessary interruption
- Be listened and heard
- Work in a pleasant environment for learning
- Be treated honestly and fairly, with dignity and respect.

We seek to create an effective learning environment in the School by promoting and modelling positive behaviour patterns in a *consistent* manner, in order to develop the student's ability to:

- Develop their self-esteem and self-worth;
- Self-reflect and take ownership for changing their behaviour patterns where necessary;
- Form positive relationships based on mutual respect;
- Ensure they treat others in a fair and transparent manner;
- Encouraging consistency of response to positive or negative behaviours.

We seek to support this process of personal development by ensuring that:

- Our systems are proactive in their approaches and demonstrate early intervention and prevention strategies
- We create a safe and caring learning environment which is free from disruption, violence, bullying and any form of anti-social behaviour
- We work in partnership with our parents/guardians, carers and local community to develop a shared approach towards the management of development of our students' behaviour both inside and outside the school environment.

School Procedures

Student behaviours are influenced by their experiences outside of school and their ability to gain a deeper understanding of their thoughts and feelings. Curriculum time in Yoga, Meditation, SMSC/PSHE and PRE promote a sense of wellbeing and support this growing awareness of themselves. Acceptable standards of behaviour must be taught and modelled consistently on a daily basis.

We also recognise that teaching and learning can be intrinsically linked to initiating specific negative behaviour patterns, therefore, strategic tools to support and develop the quality of teaching and learning are an integral part of our everyday practice and are transparent in their nature and involve both students and staff.

School Standards

All students are expected to:

- 1. Wear uniform with pride**
- 2. Be ready for learning**
- 3. Attend school regularly and be on time**
- 4. Treat others with respect and dignity.**

To support students in taking full ownership of their behaviour, practical examples of how our students can ensure that they meet the standards are described and displayed within the different learning environments.

Celebrating Success

Celebrating success is an integral part of our school system. Students are encouraged to take ownership of their behaviour at both an individual and whole class level.

Success is celebrated as follows:

- Recognition/mentions at assemblies.
- Good news postcards/letters will be sent home when exceptional performance is achieved.

At all stages our extended community will be invited to celebrate these successes with the students as an integral part of increasing community cohesion.

The school displays a variety of information surrounding the development of our behaviour programme, this also acts to remind students about how particular individuals and groups are performing.

Consequences

The school has a set of approved sanctions or consequences (please also see Unacceptable Behaviour Policy) which can be used to respond to any incidents of unacceptable behaviour. This section aims to set out those consequences which have the approval of Governors.

The School will examine each incident on an individual basis, however, staff will be consistent in their approaches at all times. The School will consider very carefully the implications of any action it may take when a more serious incident occurs. It seeks to balance the interests of the student involved, the other School members and the local community.

Where unacceptable behaviour patterns arise the following sequential steps are taken by staff:

- Students are reminded of the school's standards and encouraged to reflect on their actions.

- If the student does not change their behaviour patterns as a consequence of the above reminder, this triggers a set of responses based upon the Unacceptable Behaviour Policy.

At all levels of the above system, if a member of our community disrupts learning and presents with unacceptable behaviours patterns, that particular member of our community will be encouraged to reflect on their actions and 'pay back' the disruption that they have caused, according to our agreed community service list.

Community service outside of the school day

This may be given at the following times:

- a. any school day where the pupil does not have permission to be absent;
- b. weekends – except the weekend preceding or following the half term break; and
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Parental consent is not required for community service as this acts as a form of detention.

All staff will consider the following as an integral part of the student receiving community service outside of the normal school day:

School staff should not issue community service where they know that doing so would compromise a child's safety. When ensuring that community service outside of school hours is reasonable, staff issuing the service should consider the following points:

- Whether the community service is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean staying outside of the normal school day is unreasonable.
- Whether the parents/carers ought to be informed. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school community service session where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent/guardian/carer for the pupil. It does not matter if making these arrangements is inconvenient for the parent/carer.

Standards Report and Removal from Lessons

When a student is subject to a standards report and their behaviour patterns are not changing and/or interventions are not having the desired impact, they may be placed for an agreed time scale outside of the classroom setting. The following criteria will be applied when considering such a placement:

- to keep a pupil/student out of circulation while an incident is investigated, pending a decision about appropriate action
- persistently poor behaviour in a number of lessons

- failure to comply with reporting requirements to a senior member of staff
- serious misdemeanours
- infringement of School uniform code that cannot be rectified by sending the student home to change.

Behaviour and Conduct Outside of the School Grounds

The School strives to ensure that our students are able to translate our set of behaviour standards outside of the confines of the school gates. We recognise that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Principals a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

All non-criminal and bullying behaviour outside of the school gates which is witnessed by a member of staff will initiate a consistent approach which adheres to our agreed set of consequences. A teacher may initiate such consequences when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a pupil at the school;
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of our community.

Permanent Exclusion from School

Where a decision is taken to exclude a pupil/student, it is invariably done on the grounds that the student's behaviour constitutes such a serious challenge to the good order of the school that other punishments are not sufficient. A permanent exclusion will be put into effect strictly within the terms set out in current educational law and where a student is subject to removal from lessons, a Pastoral Support Plan will be set up. Permanent exclusions will only be recommended to the Governors in very serious situations when no alternatives are deemed possible. Misdemeanours which can result in exclusion include:

- violence, whether expressed in actions or threats, towards other people on the premises;
- actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority;
- persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which prevents other students from learning;
- bringing to School, or handling, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs and volatile substances;
- attending School under the influence of alcohol, illegal drugs or volatile substances;
- acts of major and/or malicious damage;
- actions likely to cause significant disruption to the orderly running of the School;

- being in persistent or serious breach of a previously drawn-up contract of behaviour.

Pupil and Staff Support

The school recognises the importance of supporting both staff and students if any incident occurs which involves a physical intervention; either controlled or passive, which could be viewed as traumatic. This is reflected in the schools Physical Intervention Policy and Health and Safety Policy and Risk Assessment Guidance for foreseeable challenging behaviour.

Professional Development for Staff

Professional development for all staff is closely linked to the school's quality assurance systems, where key action points are generated as a result of a robust school analysis system of our strengths and areas of development. Behaviour management forms an integral part of staff training programme and is closely linked to the development of the quality of teaching and learning.

Special Circumstances

In addition to lessons which are well paced and delivered, where suitable learning challenges and removal of barriers to learning are evident, some children will need additional support.

Students experiencing Social, Emotional and Behavioural difficulties will be identified through the School's SEN provision, and the School adheres to the SEN Code of Practice and has a staged intervention process.

The School's pastoral system operates in a proactive manner and holds regular meetings in order to review students' progress in relation to their academic achievement and emotional wellbeing.

The following strategies may be used to support at risk students:

- Early home/School contact and working in partnership with the students' family and other key professionals
- Pastoral leads may set appropriate targets in discussion with the student and/or their family
- Referral to other professionals as part of an intervention described on an Individual Educational or Pastoral Support Plan (PSP)
- The students may move to School Action Plus and receive support from outside agencies through a Pastoral Support Plan
- The student may receive specific anger management/conflict avoidance sessions organised and delivered by trained staff
- The student and specific members of staff may be subject to specialised sessions for example: restorative justice programmes or mediation sessions, where relationships and communications are barriers to the learning process
- More flexible learning packages to engage the student more fully in their learning journey.

Roles and Responsibilities

All staff should:

- Create and/or support the development of suitable learning environments for all learners;
- Deliver and/or support lessons to ensure they are needs led, motivating and engage all learners;
- Ensure that barriers to learning are removed;
- Recognise diversity;
- Model effective communication strategies, taking into account both verbal and non-verbal forms of communication;
- Implement the Behaviour for Learning strategies in a consistent manner;
- Plan and/or support lessons with other staff accordingly, working together as a cohesive team;
- Model behaviour patterns which demonstrate mutual respect;
- Establish positive relationships with all students and where this is a barrier to learning due to a relationship issue, participate in reflective practice where necessary;
- Model fairness, transparency and honesty;
- Use all forms of data and information regarding all learners to enhance their opportunities and secure their access to learning.

School Information Published on Website*

Please refer to Avanti.org.uk to see links to each of the schools websites.

Sex Education*

Sex and Relationships Policy

Rationale

The long-term happiness and well-being of every child is at the heart of all that we do. Our intention is that the children of our schools feel prepared, safe and loved. We are committed to promoting pupil well-being through the delivery of an effective sex and relationships education programme. Developing responsible attitudes and behaviour towards sex and relationships, will assist pupils in order to ensure that they stay safe and healthy. Developing a mature and appropriate relationship in line with the distinctive vision of the Trust and its aspirations for all.

Our Policy in this regard is based upon the following principles:

- That all children have the right to feel loved, cared for and valued;

- That self-discipline borne out of personal choice, not repression, is the most appropriate approach. To achieve this, the content of the curriculum may include discussions about responsible sex;
- That the School must engage proactively with parents/carers to ensure that students are not exposed to media (videos, games, images, music etc.) which is detrimental to their well-being and that parents/carers are fully aware of the potential dangers to their children caused by negligence in this regard;
- That sexual relationships constitute only a part of life - not the whole - and should be seen in the appropriate context;
- That there is a sanctity in sexuality when applied responsibly towards procreation and as part of the human spiritual journey;
- That both promiscuity and a preoccupation with the subject are unhelpful and potentially destructive.

Aims and Objectives

The Sex and Relationships education programmes will:

- Provide pupils with a knowledge base so that they can understand sexual attitudes and behaviour;
- Help students make informed and responsible decisions related to their sexual well-being;
- Develop self-esteem in young people as a basis for responsible and caring relationships;
- help young people to be confident about the physical, emotional and moral aspects of sexual maturity;
- Develop knowledge and understanding of relevant topics, e.g. male and female puberty, menstruation, contraception, AIDS, sexually transmitted diseases;
- To understand that there is a variety of personal relationships and to reflect on the benefits of commitment and stability within relationships, (including non-married committed relationships, same-sex committed relationships etc.); with the prime concern that the children of any relationship should feel perpetually loved, cared for and valued.
- Allow students to explore moral values and family values;
- Develop an awareness of the pressures on young people to behave in certain ways and to help improve confidence in dealing with such pressures;
- Develop personal skills and qualities, e.g. listening, questioning, communicating, tolerance, empathy;
- Encourage pupils to talk about sex and relationships with their parents/carers.

Key Principles

- Sex and relationships education is delivered through curriculum areas, e.g. Science and Humanities, and through the PSHE programme. The content and methods used are designed to be appropriate to the age and development of the pupils;
- Staff must be sensitive to religious beliefs and cultural practices;

- Learning is enhanced using appropriate outside agencies and providers (e.g. theatre groups);
- Staff will support pupils who seek guidance on particular matters, and will refer them to the inclusion team where appropriate. Where issues of Child protection are raised staff must follow the school policy and procedures for Child Protection and Safeguarding;
- Where appropriate, parents/carers will be informed when a lesson or series of lessons may cover sensitive issues. Parents/carers will then be made aware of their right to remove their child from such lessons. Parents/carers can only remove their children from the personal and social aspects of the curriculum (learning about respect and respectful relationships) and not the science curriculum which is compulsory (e.g. fertilisation).

Roles and Responsibilities

Leadership

- Monitor and evaluate the Sex and Relationships Education Policy within the context of the PSHE programme;
- Monitor the quality of teaching and learning related to sex and relationships education;
- Meet with parents/carers to share curriculum and resources.

PSHE Lead

- Develop and ensure that programmes of study cover the required knowledge and skill development related to sex and relationships education;
- Ensure that staff feel supported and have accurate subject knowledge to deliver the programme of study;
- Monitor the quality of teaching and learning;
- Ensure that the quality of resources are good or better and up dated regularly;
- Co-ordinate outside agencies to deliver appropriate and relevant topics and overseeing arrangements for the relocation of groups.

Teachers

- Have an accurate, up-to-date knowledge and understanding of the topics;
- Set learning objectives and review these within lessons/topics or themes and from lesson to lesson;
- Recognise the different needs of our pupils and set high standards for all learners;
- Plan effectively across and within the teaching sequence, demonstrating an awareness of the need for pace and variety;
- Plan lessons to support a diversity of learning styles;
- Help pupils to reflect on their own learning and identify the next steps for improvement;
- Reflect on and evaluate the effectiveness of their teaching and make changes where necessary;
- Create a classroom environment which is conducive to learning and ensure that students feel safe when discussing sensitive topics;

- Manage the use of support staff sensitively and effectively.

Support staff

- Support the class teachers in the delivery of the curriculum;
- Work flexibly with pupils, as directed by the teacher, taking into account their differing needs and chronological/development stages;

Pupils

Pupils should, as they grow and mature, also be prepared to:

- Reflect on their own learning by setting and reviewing any personal goals or next steps to help them achieve to the best of their ability;
- Develop their confidence in communicating ideas, questioning their own and others' ideas and evaluating the strengths of others opinions;
- Collaborate positively with other pupils and students;
- Be willing to accept support and encouragement from parents/carers/tutors/mentors/outside agencies and other staff;
- Accept that everyone learns in different ways and at different paces and that we should respect and build on these differences.

Governors

- Review the Sex and Relationships Education Policy annually;
- Monitor the quality and provision of sex and relationships education delivered at the school;
- Attend parents' meetings to support the leadership and management of this area.

Special Needs Education and Learning Differences and Disabilities Policy*

Context

The school operates a unique approach towards the strategic development of supporting our vulnerable learners, recognising that all students have a right to access a stimulating and engaging curriculum, which is not only needs led but also flexible in its approaches.

Our ethos and culture encourages student independence at all levels and all school policies and procedures support this approach. We adopt a proactive style in our systems of management, recognising and responding to the needs of all individuals and adopting a more personalised and holistic approach towards the development of the curriculum and the tracking of individual pupil progress.

This SEN/LDD policy details how the School will ensure that the necessary provision is made for any student who has special educational needs and that those needs will be made known to all who are likely to teach them. The school will take action to ensure that staff are able to identify and provide for learners who have special educational needs. We will ensure access to a full range of school activities, so far as is reasonably practical and compatible with the efficient education and safety of the pupils/students.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward students with special educational needs and will ensure that parents are notified if SEN/LDD provision is considered necessary for their child. The school recognises that active partnership with parents is vital in enabling children and young people with SEN/LDD to achieve their potential. We recognise that parents have a far greater understanding of their child's needs and the most appropriate strategies for supporting them, therefore, the School will work in close partnership with parents/carers to achieve the best outcomes for all students.

The School also recognises that children and young people with special educational needs often have a unique knowledge of their own needs and they will be encouraged to participate in all the decision-making processes, contributing as fully as possible to the assessment of their needs, including the review of any transition processes.

The aims of the SEN/LDD Policy

- To raise achievement by ensuring that students with SEN/LDD enjoy their education and achieve their full potential;
- To guarantee full inclusion for SEN/LDD students by ensuring they can access a broad, balanced and differentiated curriculum, in order to ensure that they fulfil their potential and enhance their self-esteem and self-worth;
- To enable SEN/LDD students to access extra-curricular activities in order for them to gain a growing sense of their place within the community;
- To offer appropriate forms of support by the most effective use of staffing and resources;
- To ensure that, in accordance with the Disability Discrimination Act (2001), all students, regardless of disability, have the right to equal educational opportunities;
- To ensure that SEN/LDD students feel safe, valued and respected in the School.

Objectives

We support the aims of the policy by:

- Identifying and assessing students with SEN/LDD through liaison with other schools and internal assessment;
- Involving parents and staff in the identification, assessment and delivery of Special Educational Needs (SEN/LDD) and promoting liaison between all agencies concerned;
- Supporting staff in meeting the needs of students with SEN/LDD via on-going professional development opportunities;
- Devising a structure for setting, implementing, monitoring and reviewing Classroom Support Plans (CSPs) and Individual/Group Educational Plans (IEPs);
- Inclusion and pastoral team monitoring students as they enter the school through home visits, information from families and schools and any third party agencies, as appropriate;
- The close tracking and monitoring of students;
- The inclusion team offering advice and training opportunities to all staff, including tutors and mentors, on employing differentiated teaching methods and resources so that they can make appropriate provision for pupils and students with SEN/LDD;
- The inclusion team ensuring that our pupils and students' Special Educational Needs are known to other schools to which they may transfer;
- Ensuring that safety is addressed when allocating resources, particularly in the science, design and technology, food technology and textiles areas, art and PE;
- Encouraging students to care for themselves and others and to take into account the demands of changing environments;
- Inclusion and pastoral teams identifying underachievement related to learning needs or behaviour and implementing appropriate intervention strategies.

Definition of Special Educational Needs

Students have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Students have a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;

- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

We will place students on the SEN/LDD register – under the care and guidance of class teachers, if they satisfy the schools criteria. Additional intervention may be in the form of specialist mentoring; additional teaching time; or other forms of intervention that will allow students to improve their knowledge, skills and understanding that could not be achieved through normal teaching time.

Students will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (Special Educational Needs Code of Practice 2001).

Leadership and Management

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice guidelines and School job descriptions.

Roles & Responsibilities

Leadership Team

- The Principal and Business/Finance Manager oversee the allocation of funding provision for SEN/LDD staff and TA's through the school's budget, from the prescribed funding streams;
- The Principal will set targets for the Inclusion Manager in accordance with the Appraisal Policy;
- Monitor and maintain the quality of provision;
- Update, inform and engage fully with the link SEN Governor on strategic and funding matters related to SEN/LDD.

Inclusion Manager

- To oversee the day to day running of the school's Inclusion Department;
- To make efficient use of resources for students with SEN/LDD;
- To make staffing arrangements for SEN/LDD staff and TAs with reference to the devolved budget;
- To disseminate SEN/LDD information to staff;
- To assess and coordinate provision for children with SEN/LDD, especially through School Action, School Action Plus and Statements of Special Educational Need;
- To liaise with fellow staff;
- To contribute to INSET for colleagues;
- To line manage Teaching Assistants (Support & Delivery of Learning);
- To monitor and record data relating to students with SEN/LDD;
- To liaise with other schools;

- To liaise with parents of children with SEN/LD;
- To liaise with a range of external agencies;
- To coordinate and manage systems of support;
- To provide, if staffing allows, students with an environment in which they can feel safe at break and lunchtimes;
- To maintain a Dyslexia Friendly Status for the school;
- To produce the SEN/LDD register;
- To maintain pupil/student progress through analysis of data;
- To co-ordinate the intervention for SEN/LDD students who have been identified as underperforming;
- Liaising with the Senior team, and provide opportunities for the Link Governor to visit the department in order to gain and develop a deep understanding of the development and issues related to SEN/LDD students.

SEN/LDD teaching staff

- To provide expertise in the education of pupils and students with learning difficulties;
- To provide expertise in the education of students with emotional and behavioural difficulties;
- To provide expertise in the education of students with SEN/LDD;
- To provide care and expertise for students with physical disabilities;
- To liaise with subject staff, as necessary, to ensure that they are fully informed as to the special educational needs of any students in their charge;
- To devise strategies and identify appropriate methods of access to the curriculum;
- To plan and deliver individualised programmes.

Teachers

- To differentiate work by devising strategies and identifying appropriate methods of access to the curriculum for all students;
- To work with students and provide help on a daily basis;
- To plan, deliver and monitor personalised programmes for students with SEN/LDD who are on the School's register of SEN/LDD or who have a CSP;
- To maintain, in line with school policy, thorough records of intervention and records of poor student progress that occurs because of learning, behaviour, emotional or physical special educational need;
- To read and implement classroom support plans for students with SEN/LDD;
- To plan and integrate additional support in lessons from teachers and teaching assistants.

Teaching Assistant's

- To undertake duties as defined by their job description and the Inclusion Manager in a flexible manner, according to the changing needs of the school and individual students.

Governors

- To assign a link-governor for SEN/LDD;
- To be fully aware of their statutory duties and responsibilities regarding the co-ordination and provision of SEN/LDD;
- To receive regular reviews and reports of the effectiveness of the School's work with students who have special educational needs;
- To ensure that any reviews and changes to SEN/LDD Policy are included in the Governors' Review;
- To ensure that Governors monitor the effectiveness of the School's /LDD provision and that there is a named governor to provide a link between the School and governing body.
- To review this Policy on a yearly basis, or when legislative guidance is reviewed.

Staff discipline, conduct and grievance*

See Avanti Schools Trust HR Handbook for Staff discipline, conduct and grievance.

Supporting Pupils with Medical Conditions*

Key roles and responsibilities

The Local Authority (LA) is responsible for:

- Promoting co-operation between relevant partners regarding supporting pupils with medical conditions.
- Providing support, advice /guidance and training to schools and their staff to ensure Individual Healthcare Plans (IHP) are effectively delivered.
- Working with schools to ensure pupils attend full-time or make alternative arrangements for the education of pupils who need to be out of school for fifteen days or more due to a health need and who otherwise would not receive a suitable education.

The Governing Body is responsible for:

- Ensuring arrangements are in place to support pupils with medical conditions.
- Ensuring the policy is developed collaboratively across services, clearly identifies roles and responsibilities and is implemented effectively.
- Ensuring that the Supporting Pupils with Medical Conditions Policy does not discriminate on any grounds including, but not limited to protected characteristics:

ethnicity/national/ origin, religion or belief, sex, gender reassignment, pregnancy & maternity, disability or sexual orientation.

- Ensuring the policy covers arrangements for pupils who are competent to manage their own health needs.
- Ensuring that all pupils with medical conditions are able to play a full and active role in all aspects of school life, participate in school visits / trips/ sporting activities, remain healthy and achieve their academic potential.
- Ensuring that relevant training is delivered to a sufficient number of staff who will have responsibility to support children with medical conditions and that they are signed off as competent to do so. Staff to have access to information, resources and materials.
- Ensuring written records are kept of, any and all, medicines administered to pupils.
- Ensuring the policy sets out procedures in place for emergency situations.
- Ensuring the level of insurance in place reflects the level of risk.
- Handling complaints regarding this policy as outlined in the school's Complaints Policy

The Principal is responsible for:

- Ensuring the policy is developed effectively with partner agencies and then making staff aware of this policy.
- The day-to-day implementation and management of the Supporting Pupils with Medical Conditions Policy and Procedures of the School.
- Liaising with healthcare professionals regarding the training required for staff.
- Identifying staff who need to be aware of a child's medical condition.
- Developing Individual Healthcare Plans (IHPs).
- Ensuring a sufficient number of trained members of staff are available to implement the policy and deliver IHPs in normal, contingency and emergency situations.

If necessary, facilitating the recruitment of staff for the purpose of delivering the promises made in this policy. Ensuring more than one staff member is identified, to cover holidays / absences and emergencies.

Ensuring the correct level of insurance is in place for teachers who support pupils in line with this policy.

Continuous two-way liaison with school nurses and school in the case of any child who has or develops an identified medical condition.

Ensuring confidentiality and data protection

- Assigning appropriate accommodation for medical treatment/care
- Considering the purchase of a defibrillator.
- Voluntarily holding 'spare' salbutamol asthma inhalers for emergency use.

Staff members are responsible for:

- Taking appropriate steps to support children with medical conditions and familiarising themselves with procedures which detail how to respond when they become aware that a pupil with a medical condition needs help. A first-aid certificate is not sufficient.
- Knowing where controlled drugs are stored and where the key is held.
- Taking account of the needs of pupils with medical conditions in lessons.
- Undertaking training to achieve the necessary competency for supporting pupils with medical conditions, with particular specialist training if they have agreed to undertake a medication responsibility.
- Allowing inhalers, adrenalin pens and blood glucose testers to be held in an accessible location, following DfE guidance.

School nurses are responsible for:

- Collaborating on developing an IHP in anticipation of a child with a medical condition starting school.
- Notifying the school when a child has been identified as requiring support in school due to a medical condition at any time in their school career.
- Supporting staff to implement an IHP and then participate in regular reviews of the IHP. Giving advice and liaison on training needs.
- Liaising locally with lead clinicians on appropriate support. Assisting the Principal in identifying training needs and providers of training.

Parents and carers are responsible for:

- Keeping the school informed about any new medical condition or changes to their child/children's health.
- Participating in the development and regular reviews of their child's IHP.

- Completing a parental consent form to administer medicine or treatment before bringing medication into school.
- Providing the school with the medication their child requires and keeping it up to date including collecting leftover medicine.
- Carrying out actions assigned to them in the IHP with particular emphasis on, they or a nominated adult, being contactable at all times.

Pupils are responsible for:

- Providing information on how their medical condition affects them.
- Contributing to their IHP
- Complying with the IHP and self-managing their medication or health needs including carrying medicines or devices, if judged competent to do so by a healthcare professional and agreed by parents.

Training of staff

Newly appointed teachers, supply or agency staff and support staff will receive training on the 'Supporting Pupils with Medical Conditions' Policy as part of their induction.

The clinical lead for each training area/session will be named on each IHP.

No staff member may administer prescription medicines or undertake any healthcare procedures without undergoing training specific to the condition and signed off as competent.

School will keep a record of medical conditions supported, training undertaken and a list of teachers **qualified** to undertake responsibilities under this policy.

Medical conditions register /list

The school's admissions forms should request information on pre-existing medical conditions. Parents must have easy pathway to inform school at any point in the school year if a condition develops or is diagnosed. Consideration could be given to seeking consent from GPs to have input into the IHP and also to share information for recording attendance. A medical conditions list or register should be kept, updated and reviewed regularly by the nominated member of staff. Each class / form tutor should have an overview of the list for the pupils in their care, within easy access.

Supply staff and support staff should similarly have access on a need to know basis. Parents should be assured data sharing principles are adhered to.

For pupils on the medical conditions list key stage transition points meetings should take place in advance of transferring to enable parents, school and health professionals to prepare IHP and train staff if appropriate.

Individual Healthcare Plans (IHPs)

Where necessary (Principals will make the final decision) an Individual Healthcare Plan (IHP) will be developed in collaboration with the pupil, parents/carers, Principal, Special Educational Needs Coordinator (SENCO) and medical professionals.

IHPs will be easily accessible to all relevant staff, including supply/agency staff, whilst preserving confidentiality. Staffrooms are inappropriate locations under Information Commissioner's Office (ICO) advice for displaying IHP as visitors' /parent helpers etc. may enter. If consent is sought from parents a photo and instructions may be displayed. More discreet location for storage such as Intranet or locked file is more appropriate. However, in the case of conditions with potential life-threatening implications the information should be available clearly and accessible to everyone.

IHPs will be reviewed at least annually or when a child's medical circumstances change, whichever is sooner.

Where a pupil has an Education, Health and Care plan or special needs statement, the IHP will be linked to it or become part of it.

Where a child is returning from a period of hospital education or alternative provision or home tuition, collaboration between the LA /AP provider and school is needed to ensure that the IHP identifies the support the child needs to reintegrate.

Transport arrangements

Where a pupil with an IHP is allocated school transport the school should invite a member of DCC Transport team who will arrange for the driver or escort to participate in the IHP meeting. A copy of the IHP will be copied to the Transport team and kept on the pupil record. The IHP must be passed to the current operator for use by the driver /escort and the Transport team will ensure that the information is supplied when a change of operator takes place.

For some medical conditions the driver/ escort will require adequate training. For pupils who receive specialised support in school with their medical condition this must equally be planned for in travel arrangements to school and included in the specification to tender for that pupil's transport.

When prescribed, controlled drugs need to be sent in to school, parents will be responsible for handing them over to the adult in the car in a suitable bag or container. They must be clearly labelled with name and dose etc.

Controlled drugs will be kept under the supervision of the adult in the car throughout the journey and handed to a staff member on arrival. Any change in this arrangement will be reported to the Transport team for approval or appropriate action.

Education Health Needs (EHN) referrals

All pupils of compulsory school age who because of illness, lasting 15 days or more, would not otherwise receive a suitable full-time education are provided for under the local authority's duty to arrange educational provision for such pupils.

In order to provide the most appropriate provision for the condition the EHN team accepts referrals where there is a medical diagnosis from a medical consultant.

Medicines

Where possible, unless advised it would be detrimental to health, medicines should be prescribed in frequencies that allow the pupil to take them outside of school hours.

If this is not possible, prior to staff members administering any medication, the parents/carers of the child must complete and sign a parental consent to administration of medicine form.

No child will be given any prescription or non-prescription medicines without written parental consent except in exceptional circumstances.

Where a pupil is prescribed medication by a healthcare professional without their parents'/carers' knowledge, every effort will be made to encourage the pupil to involve their parents while respecting their right to confidentiality.

No child under 16 years of age will be given medication containing aspirin without a doctor's prescription.

Medicines MUST be in date, labelled, and provided in the original container (except in the case of insulin which may come in a pen or pump) with dosage instructions. Medicines which do not meet these criteria will not be administered.

A maximum of four weeks' supply of the medication may be provided to the school at one time.

A child who has been prescribed a controlled drug may legally have it in their possession if they are competent to do so, but passing it to another child for use is an offence.

Monitoring arrangements may be necessary. The School should otherwise keep controlled drugs that have been prescribed for a pupil securely stored in a non-portable container and only named staff should have access. Controlled drugs should be easily accessible in an emergency.

Medications will be stored in a secure place in the School.

Any medications left over at the end of the course will be returned to the child's parents.

Written records will be kept of any medication administered to children.

Pupils will never be prevented from accessing their medication.

Emergency salbutamol inhaler kits may be kept voluntarily by school

General posters about medical conditions (diabetes, asthma, epilepsy etc.) are recommended to be visible in the staff room

The School cannot be held responsible for side effects that occur when medication is taken correctly.

Staff will not force a pupil, if the pupil refuses to comply with their health procedure, and the resulting actions will be clearly written into the IHP which will include informing parents.

Emergencies

Medical emergencies will be dealt with under the school's emergency procedures which will be communicated to all relevant staff so they are aware of signs and symptoms.

Pupils will be informed in general terms of what to do in an emergency such as telling a teacher.

If a pupil needs to be taken to hospital, a member of staff will remain with the child until their parents arrive.

Day trips, residential visits and sporting activities

Unambiguous arrangements should be made and be flexible enough to ensure pupils with medical conditions can participate in school trips, residential stays, sports activities and not prevent them from doing so unless a clinician states it is not possible.

To comply with best practice risk assessments should be undertaken, in line with H&S executive guidance on school trips, in order to plan for including pupils with medical conditions.

Consultation with parents, healthcare professionals etc. on trips and visits will be separate to the normal day to day IHP requirements for the school day.

Avoiding unacceptable practice: every case will be judged individually but in general the following is not considered acceptable:

- Preventing children from easily accessing their inhalers and medication and administering their medication when and where necessary.
- Assuming that pupils with the same condition require the same treatment.
- Ignoring the views of the pupil and/or their parents or ignoring medical evidence or opinion.
- Sending pupils home frequently or preventing them from taking part in activities at school
- Sending the pupil to the medical room or school office alone or with an unsuitable escort if they become ill.

- Penalising pupils with medical conditions for their attendance record where the absences relate to their condition.
- Making parents feel obliged or forcing parents to attend school to administer medication or provide medical support, including toilet issues.
- Creating barriers to children participating in school life, including school trips.

Refusing to allow pupils to eat, drink or use the toilet when they need to in order to manage their condition.

Insurance

Teachers who undertake responsibilities within this policy will be assured by the Principal that are covered by the LA/school's insurance.

Full written insurance policy documents are available to be viewed by members of staff who are providing support to pupils with medical conditions. Those who wish to see the documents should contact the Head.

Complaints

All complaints should be raised with the school in the first instance. The details of how to make a formal complaint can be found in the School Complaints Policy.

Definitions a) '**Medical condition**' for these purposes is either a physical or mental health medical condition as diagnosed by a healthcare professional which results in the child or young person requiring special adjustments for the school day, either ongoing or intermittently. This includes; a chronic or short-term condition, a long-term health need or disability, an illness, injury or recovery from treatment or surgery. Being 'unwell' and common childhood diseases are not covered. c) '**Medication**' is defined as any prescribed or over the counter treatment. d) '**Prescription medication**' is defined as any drug or device prescribed by a doctor, prescribing nurse or dentist and dispensed by a pharmacist with instructions for administration, dose and storage. e) A 'staff member' is defined as any member of staff employed at Avanti Court Primary School.

Steps for Supporting Pupils with Medical conditions

- Parent or healthcare professional informs the school that the child has a medical condition or is due to return from long-term absence, or that their needs have changed.

- Principal or delegated SLT member coordinates a meeting to discuss the child's medical needs and identifies member of the school staff who will provide support for the pupils
- Meeting held to discuss and agree on the need for IHP/ Care plan to include key school staff, child, parent and relevant healthcare professionals and other medical/ health clinicians as appropriate (or to consider evidence provided by them).
- Develop IHP/Care Plan in partnership. Agree who leads on writing it. Input from healthcare professionals must be provided.
- School staff training needs identified.
- Healthcare professional commissions and/or delivers training. Staff signed off as competent - review date agreed.
- IHP/Care Plan implemented and circulated to all relevant staff.
- IHP/Care Plan reviewed annually or when condition changes. Parent/carer or healthcare professional to initiate.
- New/updated IHP written and shared.

Unacceptable Behaviour policy

The vast majority of parents, carers and other visitors to the School are supportive of the School, its teachers, other members of staff, its students, their parents and other visitors, and act in a reasonable way, ensuring that the school is a safe, orderly environment in which students can learn. Occasionally, however, a negative attitude is expressed in an aggressive, verbally abusive or physically abusive way towards these members of the school community which is unacceptable and will not be tolerated.

The School requires its teachers and other members of staff to behave professionally in these difficult situations, attempting to defuse the situation wherever possible, and to seek the involvement of other members of staff as appropriate. However, all teachers and members of staff have the right to work without fear of harassment, violence, intimidation or abuse.

The school expects parents and other visitors to always behave in a reasonable way towards all members of the school community. This policy outlines the steps that will be taken where the behaviour displayed falls below the standard the school expects and will not be tolerated.

The types of behaviour which are unacceptable and will not be tolerated are:

- shouting, either in person or over the telephone;
- using intimidating language or behaviour;
- using threatening language or behaviour;
- using abusive language or behaviour;
- using insulting language or behaviour;
- using aggressive or offensive hand gestures;
- shaking or holding a fist towards another;
- swearing;
- pushing, shoving or jostling;
- hitting, slapping, punching or kicking;
- spitting;
- any other behaviour likely to cause anybody witnessing it (including the recipient) alarm, distress or to fear that violence may be used against them or others.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

PERMISSION TO ENTER AND BE ON THE SCHOOL'S PREMISES

Parents have “implied permission” to enter and be on the school’s premises for reasons relating to their child / children’s education. This means that parents are welcome to come to the school to drop off and collect their children, to speak to teachers and other members of staff about their children, or for meetings, parents’ evenings and social events. Parents do not have a legal right to enter or be on the school’s premises without a good reason.

Other visitors also have “implied permission” to enter and be on the school’s premises if they have a reason, for example a courier or delivery person, or a member of the public attending the school’s office to make enquiries about something. Members of the public without a good reason for entering or being on the school premises are trespassing.

WITHDRAWAL OF PERMISSION TO ENTER AND BE ON THE SCHOOL'S PREMISES

The school has the right to withdraw the “implied permission” for a parent or visitor to enter or be on the school’s premises if their behaviour while they were previously on the school’s premises was unacceptable. The withdrawal of the “implied permission” will be effective as soon as the parent or other visitor has been told that they must leave and are prohibited from returning, and will be confirmed in writing by recorded delivery if the home address is known. The full procedure that the school will follow is outlined in further detail below.

Once the “implied permission” has been withdrawn, entering the school’s site will be trespass and the school will ask the police to remove the parent or visitor immediately. If the parent or visitor causes a nuisance or disturbance while they are on the school’s premises, they may also be prosecuted in the criminal courts under Section 547 of the Education Act 1996, be liable to pay a fine and have a criminal conviction recorded against them.

Where a parent has had their “implied permission” to enter and be on the school’s premises withdrawn, the school will, in appropriate cases, make alternative arrangements for the parent’s children to be dropped off and collected from the school, and in relation to parents’ evenings and other meetings.

OTHER CRIMINAL OFFENCES

In addition to the criminal offence under Section 547 of the Education Act 1996 outlined above, unacceptable behaviour by a parent or visitor can also amount to several other forms of criminal offence. Some of these criminal offences are listed below:

- **Common Assault**

This is committed when member of the school community has been assaulted and no injury or very minor injuries have been caused. The offence is more serious if it is racially aggravated by the words or behaviour used just before or during the assault.

- **Assault occasioning Actual Bodily Harm**

This is committed when a member of the school community has been assaulted and slightly more serious injuries have been caused falling short of fractures or deep wounds. The offence is more serious if it is racially aggravated by the words or behaviour used just before or during the assault.

- **Grievous Bodily Harm**

This is committed when a member of the school community has been assaulted and serious injuries have been caused such as fractures or deep wounds. The offence is more serious if it is racially aggravated by the words or behaviour used just before or during the assault, and there are two forms of the offence; intention to cause the injury (the more serious of the two) and being reckless as to causing the injury.

- **Public Order Offences**

This group of offences are committed when a parent or visitor has used threatening, abusive or insulting words or behaviour likely to cause harassment, alarm or distress; or likely to cause fear of violence; or with intent to cause fear of violence; or using or threatening unlawful violence likely to make those witnessing the incident fear for their safety.

- **Criminal Damage**

This is committed when a parent or visitor has destroyed or damaged property belonging to the school or a member of the school community, intending to do so or being reckless as to doing so. The offence is more serious where the damage was caused by fire, or there was an intention or recklessness as to endangering life.

- **Possession of an Offensive Weapon or Bladed Article on School Premises**

This is committed when a parent or visitor enters the school's premises with a knife or an offensive weapon. It does not matter if the parent or visitor intended to use the knife or weapon.

Where the school believes that a parent or visitor's conduct would amount to a criminal offence, the school will report the incident to the police for immediate investigation and prosecution. The school will co-operate fully with the police, including encouraging teachers and other members of staff to provide witness statements and to attend court to give evidence at a trial.

Where a parent or visitor's conduct amounts to a criminal offence, the school will, in all but exceptional cases, immediately withdraw their "implied permission" to enter and be on the school's premises.

THE PROCEDURE FOR WITHDRAWING IMPLIED PERMISSION TO BE ON THE SCHOOL'S PREMISES

The initial decision to withdraw "implied permission" will be made by the Principal or, in the Principal's absence from school, the Deputy Principal. The decision will be reviewed on a regular basis by the Chair of Governors, who can delegate this task to another Governor in appropriate cases.

STAGE 1 - WARNING LETTER FROM THE PRINCIPAL BEFORE IMPLIED PERMISSION WITHDRAWN

Where a parent or visitor has behaved in a way which is unacceptable to the school for the first time, they are likely to receive a letter warning them that, if the behaviour is repeated, their "implied permission" to enter and be on the school's premises will be withdrawn. The

Principal will send a letter³ to the parent or visitor confirming the warning and the consequences of failing to heed it.

However, where the unacceptable behaviour is serious and/or amounts to a criminal offence, it is likely that the parent or visitor's "implied permission" will be withdrawn immediately without warning.

STAGE 2 – LETTER FROM PRINCIPAL WITHDRAWING IMPLIED PERMISSION

Where a parent or visitor has already received a warning letter under Stage 1 and has behaved in an unacceptable way again, or where a parent or visitor has engaged in serious misconduct and/or conduct amounting to a criminal offence, their "implied permission" to enter and be on the school's premises will be withdrawn. If possible, they will be verbally informed that they are prohibited from entering or being on the school's premises immediately after the incident or as soon as practicable thereafter. In any event, the Principal will send a letter⁴ to the parent or visitor confirming the withdrawal of their "implied permission" and the consequences of failing to comply.

The prohibition will initially last for **ten school days** from the date of the letter. The parent or visitor will be invited to provide written comments within **five school days** of the date of the letter. By the **tenth school day** from the date of the letter, the Chair of Governors will review the Principal's decision in accordance with Stage 3 (whether or not any written comments have been received) having been provided with all documentation relating to the incident (and any previous incidents), the Principal's record of the decision and the reasons for it.

STAGE 3 – REVIEW OF PRINCIPAL'S DECISION BY CHAIR OF GOVERNORS

The Chair of Governors will, within **ten school days** of the date of the letter notifying the parent or visitor of the Principal's decision to withdraw their "implied permission" to enter and be on the school's premises, review the decision made, having considered all documentation relating to the incident (and any previous incidents), the Principal's record of the decision, the reasons for it, confirmation as to whether the parent or visitor has complied with the instruction, and any written comments received from the parent or visitor.

The Chair of Governors must consider whether, with the benefit of hindsight, the Principal's decision, made in the immediate aftermath of the incident, was unjustified; whether, although the Principal's decision was justified at the time, the withdrawal of "implied permission" for a period of ten school days is sufficient to serve as a warning and to allow the parent or visitor time to reflect upon their past and future behaviour; or whether the Principal's decision was entirely justified and should be confirmed for further review at a later date.

³ Letter 1

⁴ Letter 2

The Chair of Governors will, by the **tenth school day** of the date of the letter, write to the parent or visitor confirming whether the decision of the Principal has been confirmed⁵ or revoked⁶, stating their reasons.

Where the decision has been confirmed, the letter will confirm the date of the next review, which will be for a period of between fifteen and thirty school days, or until the last day of the term or half term period, at the Chair of Governor’s discretion, subject to a **maximum period of thirty school days**.

Where the decision has been confirmed, the parent or visitor will be invited to provide further written comments **at least five school days** before the date of the next review. These comments should be restricted to the parent or visitor’s conduct since the decision was last confirmed or any new consequences of the decision, and should not repeat comments provided previously which the Chair of Governors will already be in possession of.

STAGE 4 – FURTHER REVIEWS OF THE DECISION

Where the Principal’s decision was confirmed by the Chair of Governors under Stage 3, or the decision has previously been confirmed under Stage 3, the Chair of Governors will carry out a further review of the decision **by the review date**, having considered all documentation relating to the incident (and any previous incidents), the Principal’s record of the original decision, the reasons for it, confirmation as to whether the parent or visitor has complied with the instruction since the last review, any written comments provided by the parent or visitor previously, the record of the Chair of Governors’ previous review, and any further written comments received from the parent or visitor following the last review.

The Chair of Governors must consider whether, in view of the length of time that the parent or visitor has been prohibited from entering or being on the school’s premises, and in light of the parent or visitor’s conduct since their “implied permission” was withdrawn, and in consideration of any genuine assurances given in their written comments as their future conduct, it is now appropriate to revoke the decision to withdraw their “implied permission” to enter and be on the school’s premises.

The Chair of Governors will, by the **review date**, write to the parent or visitor confirming whether the decision has been further confirmed⁷ or revoked⁸, stating their reasons.

Where the decision has been further confirmed, the letter will confirm the date of the next review, which will be for a period of between fifteen and thirty school days, or until the last day of the term or half term period, at the Chair of Governor’s discretion, subject to a **maximum period of thirty school days**.

⁵ Letter 3A

⁶ Letter 3B

⁷ Letter 4A

⁸ Letter 4B

Where the decision has been further confirmed, the parent or visitor will be invited to provide further written comments **at least five school days** before the date of the next review. These comments should be restricted to the parent or visitor's conduct since the decision was last confirmed or any new consequences of the decision, and should not repeat comments provided previously which the Chair of Governors will already be in possession of.

The procedure under Stage 4 will be followed in relation to all further reviews.

PROHIBITING THIRD PARTIES FROM ENTERING AND BEING ON THE SCHOOL'S PREMISES

The procedure outlined above relates to parents and visitors who had a valid reason for entering and being on the school's premises. Sometimes, members of the public enter the school's premises when they have no good reason for doing so (for example, they do not have children registered as students at the school, and they are not delivering items or making valid enquiries at the school's office).

Such people do **not** have "implied permission" to enter and be on the school's premises, and are therefore trespassing. This means that, if they are causing a nuisance or disturbance on the school's premises, they can be prosecuted under Section 547 of the Education Act 1996. In those circumstances, the school will inform the third party that they are trespassing and ask them to leave the school's premises and, in appropriate cases, call the police and support any prosecution for criminal offences which follows.

Although third parties do not have "implied permission" to enter and be on the school's premises, for the avoidance of doubt, where the address of the third party is known, the Principal will write to the third party⁹ warning them of the consequences of reappearing on the school's premises.

Appendix 1: Anti-bullying Personnel

Avanti Court Primary School

- Junaida Bana (Deputy Head Teacher) Designated Safeguarding Lead
- Amy Sivadasan (SENCO) Deputy Designated Safeguarding Lead

Avanti House Primary School

- Shriti Pandya (Principal)
- Richard Halliday (Deputy Principal)

⁹ Letter 5X

Avanti House Secondary School

- Andrea Kahn

Krishna Avanti Primary, Croydon

- Peter Burton, Principal
- Sandra Payne Roberts, EYFS lead

Krishna Avanti Primary School, Harrow

- Miss Anouska Patel
- Mrs Bindu Rai

Krishna Avanti Primary School, Leicester

- Toby Linnett
- Pritti Patel
- Chirag Joshi

Appendix 2: Child Protection Officers

Avanti Court Primary School

- Junaida Bana (Deputy Head Teacher) Designated Safeguarding Lead
- Amy Sivadasan (SENCO) Deputy Designated Safeguarding Lead

Avanti House Primary School

- DCPO: Richard Halliday
- Deputy DCPO Bronwen Hughes

Avanti House Secondary School

- DSO Andrea Kahn
- DDSO Paula Soiza

Krishna Avanti Primary, Croydon

- CPO: Peter Burton (Principal)
- DCPO: Sandra Payne Roberts
- Jyotika Bharkhada ~ Child Protection and Safeguarding Stakeholder

LA's Children's Services:

- First Response Service
- Private Fostering
- Disabled Children's Team
- Children in Care Services

Croydon Multi Agency Safeguarding Hub (MASH)

The aim of Croydon's Multi Agency Safeguarding Hub (MASH) is to provide safer outcomes, for children who are referred to them.

General advice

If you need advice about whether a safeguarding referral is appropriate for a child, please call the Safeguarding Consultation line on: **020 8726 6464**.

If you believe an immediate a safeguarding response is needed for a child, please call: **020 8726 6400**.

If you are a professional

You can use the 'Concerned about a Croydon Child' online form to make a safeguarding referral.

If an immediate safeguarding response is needed for a child, please call: **020 8726 6400**.

The Croydon LADO is:

Steve Hall

Telephone Number : 020 8726 6000 Ext.84322

E Mail: LADO@croydon.gov.uk

Location : 4th Floor, Zone F Bernard Weatherill House 8 Mint Walk Croydon, CR0 1EA

NHS

Sally Innis (Designated Nurse)

Safeguarding Lead Child Protection Croydon CCG

Bernard Weatherill House 2nd Floor, Zone G 8 Mint Walk Croydon CR0 1EA

Number: 020 3668 1344

Mobile: 07920594549

sally.innis@croydonpccg.nhs.uk

Dr Shade Alu (Designated Doctor)

Safeguarding Children Croydon CCG

Croydon Health Services 12-18 Lennard Road Croydon

Number: 020 8274 6371

folashade.alu@croydonhealth.nhs.uk

LA's Safeguarding Children's Board: <http://croydonlcsb.org.uk/>

Krishna Avanti Primary School, Harrow

- Miss Anouska Patel
- Mrs Bindu Rai

LA's Safeguarding Children's Board: 02084241147 LADO: Janice Miller 02087366435

Alcohol and Drug Support: COMPASS Harrow 02088612787

Krishna Avanti Primary School, Leicester

- Toby Linnett
- Pritti Patel
- Chirag Joshi

Appendix 3: Formal Complaint Form

Please complete and return to the School who will acknowledge receipt and explain what action will be taken.

Your Name:	Student's Name:
Your Relationship to Student:	Student's DOB and Form:
Address and Postcode:	Daytime Telephone Number:
	Evening Telephone Number:
Full details of complaint (including the names of all persons involved and the dates of incidents referred to):	
What action, if any, have you already taken to try and resolve your complaint (for example, who did you speak to and what was the response)?	
What actions do you feel might resolve the problem at this stage?	
Are you attaching any paperwork? If so, please give details.	
Signature:	Date:

<i>For Official Use:</i>	
<i>Date Acknowledgement Sent:</i>	
<i>Name of Person Complaint Referred To:</i>	
<i>Signature:</i>	<i>Date:</i>

Appendix 4: First Aid Administrators

Avanti Court Primary School

- Nursery - Ms Yim, Kamaljit Dodia
- Reception - Mrs Sharma, Miss Farress
- Year 1 - Miss Lawlor, Mrs Chokshi, Mrs Christie
- Year 2 - Mrs Solanki, Mrs Sanga
- Year 3 - Mrs Sandararajan, Mr Hinds (HLTA)
- Year 4 - Mr Pearce
- Year 5 - Miss Cleverly (Welfare Officer)
- Mrs Rehsi (Mid-Day Supervisor)
- Mr Sharma (Business Manager)
- Mr Southam (Site Manager)
- Mrs Makwana (PSHE Lead)

Avanti House Primary School

- Ms Parmar
- Ms Raval
- Ms Nafiza
- Ms Demesthenous
- Mrs Jani
- Mrs Nandha
- Ms Sukhu
- Ms Natha
- Ms Samuels
- Mrs Halai
- Mrs Shah
- Mr Halliday
- Mr Manners
- Mr Craig
- Ms Bronwen Hughes

Avanti House Secondary School

- Debbie Goodey
- Paula Soiza
- Sonal Doshi

Krishna Avanti Primary, Croydon

- Sandra Payne Roberts, EYFS Lead
- Jagruti Tank, Class Teacher
- Shivani Vyas, Office administration
- Shalini Varma, TA

Krishna Avanti Primary School, Harrow

- Mrs Serena Rossi
- Mrs Jillian Dhungana
- Miss Ranjit Padam
- Mrs Rangeeta Uppal
- Miss Bethany Askham
- Ms Sunita Lal
- Mrs Jyotsna Jain
- Mrs Smita Parmar
- Mrs Padmaja Devaguptapu
- Mrs Champa Dabasia
- Miss Ebum Oshikoya
- Mrs Kirsty Beresford
- Mrs Sam Maciel
- Mrs Meena Rajani
- Mrs Paulamee Shah
- Mr Robert Tomaszewski
- Mrs Neha Kumar
- Miss Gregona Samuel
- Mrs Bhakti Natha

Krishna Avanti Primary School, Leicester

- Mrs Veena Bugby
- Mr Chirag Joshi

Appendix 5: Health and Safety Officers

Avanti Court Primary School

- Deborah Walters, Principal
- Trish Johnson
- Shilen Shah

Avanti House Primary School

- Richard Manners (Site Manager)
- Richard Halliday

Avanti House Secondary School

-

Krishna Avanti Primary, Croydon

- Peter Burton, Principal
- Jaymin Patel –School Stakeholder

Krishna Avanti Primary School, Harrow

- Mr Robert Tomaszewski, Site Manager
- Mrs Bindu Rai, Principal

Krishna Avanti Primary School, Leicester

- Peter Knox
- Sachin Kathrani

Appendix 6: Model Communications (FOI) Charges

INFORMATION TO BE PUBLISHED	HOW THE INFORMATION CAN BE OBTAINED	CHARGES
Class 1: Who we are and what we do		
Corporate details: registered office; directors; members	Companies House: www.companieshouse.gov.uk	No charge
Academy Funding Agreement	Trust website	No charge
Contact details for the Trust	Trust website	No charge
Academy profiles	Academy websites	No charge
Contact details for academies	Trust website	No charge
Staffing structure	Hard copy	Schedule of charges
Class 2: What we spend and how we spend it		
Statutory accounts	Trust website	No charge
Procurement – policy and opportunities	Trust website	No charge
Pay policy	Hard copy	Schedule of charges
Class 3: What are our priorities and how are we doing		
Objectives	Trust website	No charge
Plans for future development	Trust website	No charge
Achievements	Academy websites	No charge
Exam results	Academy websites	No charge
Latest Ofsted reports	Academy websites	No charge
Class 4: How we make decisions		
Scheme of Delegation	Trust website	No charge
Agendas of meetings of the Board of the Avanti Schools Trust and its committees	Hard copy	Schedule of charges
Minutes of meetings of the Board of the Avanti Schools Trust and its committees – this will exclude information that is properly regarded as confidential	Hard copy	Schedule of charges
Admissions procedures	Academy websites	No charge
Class 5: Our policies and procedures		
Policies and procedures including: Safeguarding Policy Health and Safety Policy Complaints procedure Equality and Diversity Policy Health and Sex Education Policy	Academy websites and/or hard copy	No charge
Class 6: List and registers		
Any lists and registers that the Trust is required to keep	Hard copy	Schedule of charges
Class 7: The services we offer		
Prospectuses	Academy websites and/or hard copy	No charge
Extra-curricular activities	Academy websites and/or hard copy	No charge
Out of school clubs	Academy websites and/or hard copy	No charge
Lettings opportunities	Hard copy	Schedule of charges

Schedule of charges

TYPE OF CHARGE	CHARGE	BASIS OF CHARGE
Photocopying	3p per page black and white A4	
	10p per page colour A4	
	20p per page A3	
Postage and delivery	Actual cost of 2 nd Class mail	
Statutory fees	Actual statutory fees	Admin time charged at £25 per hour

Appendix 7: Physical Intervention and Reasonable Force Incident Form

INCIDENT RECORD FORM

Details of student on whom force was used – name, class and any Special Educational Needs, disability or other vulnerability

Date, time and location of incident

Names of staff (or volunteers) involved (directly and as witnesses)

Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons

--

Description of incident by the staff involved including any attempts to de-escalate and warnings given that force might be used

Reason for using force and description of the force used

Any injury suffered by staff or students and any first aid and/or medical attention required

Reasons for making a record of this incident

Follow up, including post-incident support and any disciplinary action against students

--

Any information about incident shared with staff not involved in it and external agencies

--

When and how those with parental responsibility were informed about the incident and any views they have expressed

--

Has any complaint been lodged (details should not be recorded here)?

--

Report compiled by:

--

Name and role:

--

Date

--

Report countersigned by:

--

Name and role:	
----------------	--

Date	
------	--

Please note: the names of students should be removed before the completed form is sent to parents and the names of members of staff should only be included with their consent.

Appendix 8: Declaration of Interests

Senior employees, trustees, members and local governors of the Trust are requested to register all relevant business and pecuniary interests, financial or otherwise, including:

directorships, partnerships and employments with businesses that provide goods or services to the trust;

trusteeships and governorships including at other educational institutions and charities irrespective of whether there is a trading relationship with the trust; and
for each interest: the name of the business, the nature of the business, the nature of the interest, and the date the interest began.

The above list is not exhaustive and the Trust requires all other interests to be disclosed which are likely, or if publicly known would be perceived to be likely, to interfere with the exercise of independent judgement and the decision-making processes of the Trust.

The Trust also requires the business and pecuniary interests of close family members of senior employees, trustees, members and local governors of the Trust to be disclosed on the register. Close family member shall include any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the trustee or any person living with the trustee as his or her partner.

Trustees are specifically required to declare their interests in transactions or arrangements which are proposed but not yet entered into by the Trust and to declare any interest in any existing transaction entered into by the Trust which could give rise to a conflict of interest.

The information in this register must be kept up to date by notifying the Company Secretary in writing.

Please note that all the information included in the Register of Interests will be available to the other directors and officers of the Trust and will be published on the Trust's website as required by the Academies Financial Handbook (although interests relating to close family members will not be published on the website).

NAME (block capitals)

DATE.....

AVANTI SCHOOLS TRUST

REGISTER OF INTERESTS: 2016/17

Your name or name of close relative and nature of relationship	Nature of interest (Please state office/membership/ position/shareholding/transaction / arrangement etc)	Organisation in which interest held	Extent of pecuniary/non-pecuniary interest (direct and indirect)	From (date)	Date of change (<i>italic</i>) or cessation (bold)
	EMPLOYMENT-RELATED INTERESTS ¹				
	MEMBERSHIP OF PROFESSIONAL BODIES				

Note: Please continue on a separate sheet if necessary.

¹ References to employment includes the engagement or remuneration of any firm or company in which you or a close family member (as defined above) is:

- a. a partner;
- b. an employee;
- c. a consultant;
- d. a director;
- e. a member; or
- f. a shareholder, unless the shares of the company are listed on a recognised stock exchange and the Trustee holds less than 1% of the issued capital.

AVANTI SCHOOLS TRUST

REGISTER OF INTERESTS: 2016/17

Your name or name of close relative and nature of relationship	Nature of Interest (Please state office/membership/ position/shareholding, etc)	Organisation in which interest held	Extent of pecuniary/non-pecuniary interest (direct and indirect)	From (date)	Date of change (italics) or cessation (bold)
	EXTERNAL COMMITTEE MEMBERSHIP				
	OTHER BUSINESS INTERESTS/ RELATIONSHIPS/CONTRACTS				
	PUBLIC OFFICE/COMMUNITY INVOLVEMENT/CHARITIES & VOLUNTARY ORGANISATIONS				
	ANY OTHER				

I certify that I have declared all business and pecuniary interests which I or any close family member have with businesses or other organisations as set out in part one of this register.

Signed.....

Date.....