ALCESTER GRAMMAR SCHOOL

STUDENT POLICIES

CONTENTS

1. **CHAPTER 1 - ATTENDANCE AND PUNCTUALITY POLICY**

Alcester Grammar School places great emphasis upon high levels of attendance and punctuality, believing this to be a vital component in ensuring students gain maximum benefit from their school experience, as well as preparing them for later life in the workplace.

1.1 **Attendance Reporting and Recording**

1.1.1   Form Tutors and Heads of Year have a key role to play in encouraging attendance. This encouragement will take many forms, such as individual discussions with students, work with the form and with year groups in assembly.

1.1.2   Heads of Year will regularly review the attendance of their year groups and liaise with parents if they have concerns. All students should aim to have 100% attendance; the school target for the academic year 2016-17 is 97.5%; if attendance drops below 95% Heads of Year will contact parents to establish if support is required in order for attendance to increase. If attendance continues to drop the Head of Year will work with the student and parents to improve attendance. In cases of persistent absence (less than 90% attendance as defined by the DFE (A guide to absence Statistics, May 2016), the Attendance, Compliance and Enforcement (ACE) team will be consulted and warning letters may be issued to parents. Parents will need to work closely with the school until attendance improves to over 90%.

1.1.3   Patterns of absence are also closely monitored to establish whether a student is regularly absent on certain days (e.g. Mondays or Fridays).

1.1.4   Parents are responsible for ensuring that their child attends school regularly, punctually, properly dressed and equipped and in a fit condition to learn. If a child is prevented, for any reason, from attending, or is late, parents are requested to notify the school as soon as possible by telephone.   For students in Year 7-11, all absence must be explained by a parent, for students in the Sixth Form, the students themselves may complete an absence request form for any planned absences. Either the student or the parent needs to explain any other absence as soon as possible.

1.1.5   If a student is absent at morning registration and the school has not been

informed about the absence, the school will attempt that day to make contact with home to determine the reasons for and nature of the absence. All absences are followed up to ensure that proper safeguarding action is taken (where appropriate), to identify whether the absence is approved or not and to help the school identify the correct code to enter into the school's electronic register.

1.1.6   A student's absence from school must be considered as unauthorised until a satisfactory explanation is forthcoming from the parent; if at all possible, medical and dental appointments for children during school hours should be avoided.

1.1.7   For students in Years 7-11: In the event of absence due to a medical or dental appointment, written advance notification should be made by the parent, using the Leave of Absence form (available from the 7-11 hub or from the website)and the student should only be out of school for the minimum amount of time necessary for the appointment.

1.1.8   Parents will be promptly informed of any concerns which may arise over a child's attendance.

1.1.9   Registers are legal documents and uniformity, accuracy and promptness in their completion is required. Electronic registration is completed each morning by the form tutor. If a student fails to arrive before the registers close at 9.10, he/she will be marked as "absent". Parents are reminded that if a child arrives in school after the registers have closed and an acceptable explanation is not forthcoming, the student will be marked as absent (or another absence code where appropriate).

1.1.10   Should the electronic register fail, the form tutor should notify the relevant administrator (7-11 or Sixth Form) of any absentees by the end of registration.

1.1.11   The system allows for the following reasons for absence:

1.2   **Authorised Absences:**

B   Off-site educational activity

D   Dual Registered – at another educational establishment

C   Leave of absence authorised by the school

E   Excluded but no alternative provision made

H	Family holiday agreed
I	Illness
J	Interview
L	Late (before registers closed)
M	Medical, dental or unavoidable appointments
P	Participating in a supervised sporting activity
R	Religious observance
S	Study leave
T	Gypsy, Roma and Traveller absence
V	Educational visit or trip
W	Work experience

1.3 **Unauthorised Absences:**

Any other absence is regarded as 'unauthorised' and is noted on the student's school report and also in the school's official absence figures sent to the DfE in the termly census.

1.4 **Children Missing from Education**

1.4.1 Where a student has ten consecutive days of unexplained absence and all reasonable steps have been taken to establish their whereabouts, the school will make an immediate referral to the Local Authority.

1.4.2 If a further ten days of attempted tracking by the Local Authority results in failure to locate the student, the school will at this stage inform the Local Authority that the student is to be deleted from the admission register and lodge the CTF on the School database entering xxxxxxx in the box for destination which places the student on the list of 'Children Missing from Education'.

1.4.3 If the student is located by the Local Authority, the school will work with the family making every effort to establish a return to education.

1.4.4 If during the period of non-attendance the student has registered with another school, the school will delete the student from the admission register and transfer the CTF in the normal way to the new school.

1.5 **Instructions to Staff**

1.5.1 When a telephone message has been received by the 7-11 or Sixth Form

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administrators, they will update the electronic register with the relevant code.   Absence notes are not required in cases where absence has been previously agreed using a Leave of Absence form, or Sixth form absence request form. In all other cases an absence note from a parent should be received on the student's return or as soon as possible afterwards.

If a student has a change of address and/or telephone number the 7-11 or Sixth Form administrator must be informed immediately and the SIMS database updated.

1.5.2   If there is any doubt about completing the register see any of the Vice Principals or ask in the relevant hub.

1.6   Lesson Attendance

1.6.1   All staff should record attendance on SIMS for each lesson taught. These records may be used to check attendance by the Head of Year, as a point of information to parents and for legal reasons.

1.7   Holidays During Term Time

1.7.1   The Education (Pupil Registration) (England) Regulations 2006 as amended by Education (Pupil Registration) (England) Regulations 2013 no longer permit Head Teachers to authorise leave for holidays. Head Teachers may grant leave of absence in exceptional circumstances.

1.7.2   Parents may apply to the school in advance by completing a Leave of Absence form (available from the relevant hub or from the school website) if the exceptional circumstances are agreed, the Principal will determine the length of the absence authorised. Requests for Leave of Absence should be made before any arrangements confirmed or money committed.

1.7.3   If Leave of Absence is granted please contact school to discuss measures to minimise the impact of the absence on your child's academic progress.

1.7.4   The Leave of Absence Form must be completed by the parent(s)/resident parent/carer(s) before requests will be considered.

1.8   **Students Returning to School after a Prolonged Absence**

1.8.1   The school is aware of the specific needs of students returning to school after a prolonged absence. The needs are likely to be, but are not limited to: emotional / physical, social and academic / organisational

1.8.2   Each student is an individual case. Heads of Year will examine the social context of the student's return e.g. re-establishing friendships. Heads of Year will also check that the student is able to cope with a full day at school and the extent to which support is required.

1.8.3   All subject teachers will be informed of the student's return (usually during the morning briefing).

1.8.4   Subject teachers will be asked to stagger the load for such students and to arrange for missing work to be provided via the easiest possible method, e.g. photocopying another student's exercise book.

1.8.5   Form Tutors, teaching staff and Heads of Year will monitor closely the student's progress during the term following his/her return. Any perceived difficulty will be dealt with by the most appropriate teacher under the aegis of the Head of Year. Parents may be contacted at this stage.

1.9   **Punctuality**

Students:

Punctuality is to be expected at all times. Students are expected to be in registration at 8.50 am. Any student who is late (arriving after morning registration ends at 9.10) must sign in the relevant folder in the Years 7-11 or Sixth Form hub giving the reason for their lateness. Heads of Year will monitor these records closely and liaise with parents if individual students are late on a frequent basis and this may result in sanctions. For further details see the behaviour policy.

Staff:

All staff should be on the premises by 8.40 a.m. to attend the daily briefing sessions and tutor time/student registration. Lessons should begin and end on time.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

2.   CHAPTER 2 – PUPIL WELFARE

2.1   ANTI-BULLYING POLICY

2.1.1   Introduction

The school is committed to maintaining and promoting good behaviour. Bullying of any kind is unacceptable and all bullying incidents will be dealt with in accordance with this policy (including cyber-bullying and bullying outside school of which affects students in school).

2.1.2   Equal Opportunities Statement

The school has an active commitment to offering equality of opportunity to all members of the school, especially to the students in the structure and delivery of the curriculum, in pastoral care, in out-of-school activities, in careers guidance and in the day-to-day running of the school.

Bullying Is:

2.1.2.1   The deliberate act of making another person uncomfortable or colluding with others to do so.

2.1.2.2   It may take many forms including racial or sexual harassment or on the grounds of religion, culture, homophobia, gender, special educational needs and disability or because a child is adopted or a carer; physical acts or threats, name calling or the deliberate ostracising of another.   It also includes cyber-bullying. Bullying is serious and can cause psychological harm.

2.1.2.3   Harassment, threatening behaviour and damage to another's property may also be a criminal offence (and a civil wrong) which has repercussions outside the school.   Malicious electronic communications which intend to cause distress or convey an indecent message are also an offence. The school will inform external agencies such as the police or social services as appropriate.

2.1.2.4   Bullying (including cyber bullying) may be dealt with under the

safeguarding and child protection procedures if staff believe there may be evidence of peer on peer abuse (see chapter 2.3).

2.1.2.5   We believe that all members of the school community should be able to pursue work at school in a secure, relaxed and happy environment. Bullying is inconsistent with the creation of this atmosphere.

The School Will:

2.1.2.6   Encourage all students, their friends, parents and teachers to expose bullies, so that Alcester Grammar is a 'telling school' and bullying is not a hidden act.

2.1.2.7   Give students, friends, parents and teachers the opportunity to tell, with every effort made to respect confidentiality when appropriate.

2.1.2.8   Educate students, parents, staff and governors about bullying, its forms, its detection and its possible cure.

2.1.2.9   Take appropriate action to support and counsel the bullied and to help the bully make changes. This may include discussions with parents, tutors, educational psychologists and other senior staff.

2.1.2.10   Failure to make changes may lead to the final sanction of permanent exclusion from the school community. Disciplinary sanctions will reflect the seriousness of the incident. Where disciplinary sanctions are applied, they will be applied fairly, consistently and reasonably taking into account any disabilities or special educational needs a student may have.

2.1.2.11   Make clear to all members of the school, and parents of students, that bullying is not to be tolerated.

2.1.2.12   Offer guidance and support regarding the safe use of the

internet, computers and other devices in school. The school will also share age-appropriate information about grooming, internet sites and sharing of personal information online. All students are encouraged to report any inappropriate content to a member of staff or where technologies are used to tease, bully or threaten. All reports are taken seriously and the school's safeguarding arrangements followed as appropriate.

2.1.3 **Procedures for Parents**

If parents have concerns that a student is being bullied, or are witness to a bullying incident, they are encouraged to report this to the Form Tutor or Head of Year.

2.1.4 **Procedures for Staff**

2.1.4.1 prevent situations from occurring in the first place by good classroom management and by reading up on the subject

2.1.4.2 consider how you plan group work, class discussions, seating arrangements, arrival and dismissal

2.1.4.3 think about group behaviour, what body language can tell you, you as role model

2.1.4.4 when on duty, be visible and vigilant

2.1.4.5 include students in break/lunchtime activities

2.1.4.6 intervene immediately and challenge behaviour if it is inappropriate

2.1.4.7 report bullying to Form Tutor and to Head of Year

2.1.4.8 Head of Year to inform Vice Principal

Staff should always consider the motive behind the bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. If staff have any reasonable cause to suspect that a student is suffering, or

is likely to suffer, significant harm via peer on peer abuse the school's Safeguarding and Child Protection procedures should be followed.

2.1.5   **Procedures for Students (Suggested By Students)**

       2.1.5.1   Make sure everyone has a friend

       2.1.5.2   Take positive action to include others in social and class activities

       2.1.5.3   Be ready to listen and to help others

       2.1.5.4   Be sensitive to the difficulties of others

       2.1.5.5   Think about the way you behave to others

       2.1.5.6   Find time to talk to each other

       2.1.5.7   Get involved in activities at break/lunchtimes

       2.1.5.8   If you are being bullied tell someone: friend, family, teacher, office or library staff (THEY WILL HELP YOU)

       2.1.5.9   If you are bullying someone, stop and think why you are doing it – be ready to apologise and make amends.

2.1.6   **Review**

Records will be kept of all bullying incidents to evaluate the effectiveness of the school's approach and to enable patterns in bullying behaviour to be identified.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

2.2 Behaviour Policy

2.2.1 Rationale

2.2.1.1 All members of the school community are expected to behave in a manner which supports the school ethos where 'self-discipline is sought after as a long term goal; daily behaviour is based on a framework of courtesy and consideration' (Years 7-11 Prospectus).

2.2.1.2 The school recognises its legal duties in respect of safeguarding and its obligations under the Equality Act 2010.

2.2.1.3 'Behaviour and discipline in Schools' (DfE 2016) states that schools must 'ensure that they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions'.

2.2.2 Key Principles

2.2.2.1 Expectations for students, parents/carers and school staff are set out in the home school agreement. A copy of which is signed by the Principal, parent/carer and student as they join the school in Years 7 to 11. A copy is given to each student and parent/carer and is available on the school website. The home school agreement for Sixth Formers is signed by the students, Principal and Vice Principal: Head of Sixth form as part of the admission process.

2.2.2.2 This policy applies when students are at school, travelling to and from school, representing the school or in some other way identifiable as a student of the school. The school has the right to discipline students in any instance where behaviour outside

of school is prejudicial to the maintenance of good behaviour amongst the student body as a whole.

2.2.2.3   Our expectation is that all students are smart, punctual, correctly equipped, committed to learning and kind to others.

2.2.2.4   It is the responsibility of all staff to ensure that they challenge and deal with any incidences of poor behaviour. Where the quality of relationships is good and there is mutual respect, shared vision and aspirations, the need for sanctions is limited. All sanctions are reasonable and proportionate to the circumstances of the case, taking into account the student's age, any SEN or disability and any religious requirements affecting the student.

2.2.2.5   Classroom management is primarily the responsibility of the classroom teacher and is based on clear boundaries, consistency, developing positive relationships and thorough planning.

2.2.2.6   The school seeks to promote a culture in which success, achievement and effort are recognised and celebrated. This will occur informally through feedback given to students, praise, assemblies, displays and also formally in our use of the commendation system which rewards exceptional effort, achievement and service to the school.

2.2.2.7   Where damage to school or personal property occurs, the student or parent involved may be asked to assist in making good such damage.

2.2.3   **Implementation**

2.2.3.1   Expectations of students will be regularly communicated by classroom teachers, form tutors and in assemblies. Sanctions for students who do not meet these expectations are set out in the behaviour and sanctions procedure and include: a verbal reprimand, work being re-done until it meets a required standard, detention at break or lunch time, community service (such as litter picking) referral to Head of Year and contact with parents. For ongoing or more serious behaviour issues, sanctions include isolation during break, lunch time and/or lessons, after school detention with a Vice Principal. In very serious cases students may be excluded from school following the latest DfE guidance on exclusions.

2.2.3.2   School staff are expected to use their professional judgment and follow the current behaviour and sanctions procedure. Where staff have ongoing or serious concerns then they will consult with a Head of Year, who in turn may consult the relevant Vice Principal (Head of 7 to 11 or Sixth Form, dependent on the age of the student concerned).

2.2.3.3   The Principal or those school staff authorised by the Principal may carry out searches of students and/or their possessions in accordance with the search powers contained in the Education and Inspections Act 2006 detailed in 'Behaviour and Discipline in Schools' (DfE 2016).

2.2.3.4   Parents will be informed of any search conducted of their child and/or their child's possessions. The school will keep records of all searches (including where reasonable force is used) carried out including the results of the search and any follow up action taken.

2.2.3.5   All staff are responsible for considering whether any misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, significant harm. If such suspicions exist,

staff must follow the school's Safeguarding and Child Protection procedures.

2.2.3.6 The school will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary and appropriate.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

2.3   SAFEGUARDING AND CHILD PROTECTION POLICY

2.3.1   **Rationale**

2.3.1.1   Alcester Grammar School recognises the responsibility it has under Section 157 of the Education Act 2002, the Education (Independent Schools Standards) (England) Regulations 2003 and the statutory guidance of 'Keeping Children Safe in Education' (September 2016) issued under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children who are pupils at the school.

2.3.1.2   Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 'Keeping Children Safe in Education' (DfE September 2016).

2.3.1.3   There is a mandatory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that Female Genital Mutilation (FGM) appears to have been carried out on a girl under 18. 'Keeping Children Safe in Education' (DfE September 2016).

2.3.1.4   The Counter-Terrorism and Security Act 2015 requires school to 'have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism.' This 'prevent duty' is covered within the safeguarding procedures of the school.

2.3.1.5   Alcester Grammar School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment.

2.3.1.5.1 Through their day-to-day contact with students and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse, neglect or risk of being vulnerable to radicalisation and referring them to the appropriate agency, normally through the Designated Safeguarding Lead, to the appropriate Children's Team (Social Care) or Early Help provider.

2.3.2 **Key Principles**

There are five main elements to this Safeguarding and Child Protection Policy:

2.3.2.1 Prevention: through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos which provides a safe environment for debating controversial issues.

2.3.2.2 Preventing unsuitable people working with children: through following safer recruitment practices, maintaining an accurate record of appropriate pre-employment checks made and ensuring suitable checks are made on all visitors to the school site.

2.3.2.3 Training: All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff receive safeguarding updates (via email and staff meetings) as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.

2.3.2.4 Procedures: for identifying and reporting cases, or suspected cases, of abuse including FGM or risk of radicalisation.

2.3.2.5 Support: to students who may have been abused.

2.3.2.6 Governing body: Safeguarding and child protection responsibilities, including having a named safeguarding governor.

2.3.3   Our policy applies to all staff, non-teaching and teaching (including the Principal) and volunteers working in the school. Parents may also contact the Designated Safeguarding Lead if they have concerns about a child.

2.3.4   **Safeguarding covers many areas and this policy should be read in conjunction with the following documents:**
        2.3.4.1 Staff Conduct: all staff should be role models for children, dress appropriately and ensure they do not promote their own beliefs.   They should make acceptable use of technologies including the use of social media. They should also ensure they treat everyone with respect, children and adults alike.   See Staff code of conduct.

                2.3.4.1.1   All staff should ensure that they have read and understood part one of 'Keeping Children Safe in Education' (September 2016). School leaders and those staff who work directly with children (teachers and support staff) should also read and make sure they have understood Annex A. These have been emailed to all staff in September 2016, discussed at the INSET session on Safeguarding and a record kept of staff who have signed to acknowledge they have read and understood the document(s). A copy of the guidance kept in the shared area on AGS documents and a paper copy is kept in the staffroom.

                2.3.4.1.2   Whistleblowing: all staff working in school (voluntary or paid) have a responsibility to report anything they deem to be untoward, in line with

the whistleblowing policy in Staff policies and procedures.

2.3.4.1.3   Managing Allegations Against Staff: The Governing Body has adopted part 4 the of 'Keeping Children Safe in Education' (September 2016) DfE document 'Allegations of Abuse against Teachers and Other Staff'. See Managing allegations against staff in Useful Documents for staff.

2.3.4.2   Curriculum: the curriculum is designed to ensure children receive appropriate guidance regarding safeguarding, including online, and how to act responsibly through programmes such as PSHE and assemblies e.g. British values, alcohol, drugs, e-safety, terrorism and racism. The curriculum also promotes equality of opportunity and helps students understand how they can influence and participate in decision making, recognise and manage risk and make safer choices. See school website for content of PSHE lessons for each year group.

2.3.4.2.1   Safeguarding throughout the curriculum is monitored and reviewed by the Head of Student Support.

2.3.4.3   Building Design: this should take account of areas where children can congregate unsupervised leading to possibilities of bullying, substance use, abuse etc. Staff also need to be aware of areas where younger children could be unsafe (pond, gates, tree area).

2.3.4.3.1   Health and Safety: regular LA inspections take place and there is a Health and Safety Committee which report to the full Governing Body. Governors walk the premises at regular intervals to ensure they are aware of any health and safety issues. See Health and Safety policies.

2.3.4.4 Safer Recruitment and Selection: The statutory guidance for schools in 'Keeping Children Safe in Education' (September 2016) and 'Working Together to Safeguard Children' (March 2015) are adhered to stringently. This ensures all adverts and job descriptions include a commitment to safeguarding, relevant checks are completed and references taken prior to any appointment being made. The Principal and all members of the Senior Leadership Team receive regular training in safer recruitment. See recruitment policy in Staff policies and procedures.

2.3.4.5 Behaviour Management: a Behaviour Policy is in place and procedures for dealing with poor behaviour are clear to staff and students. See Behaviour Policy.

2.3.4.6 Attendance: attendance is monitored closely by the Heads of Year and the Head of Student Support. The Attendance, Compliance and Enforcement Service at the Local authority is informed if attendance becomes an issue - i.e. persistent absence.

2.3.4.6.1 The School will notify the relevant Local Authority if a child goes missing from education (defined to be absent from school without permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority) or if they are removed from the register under particular circumstances. See Attendance Policy.

2.3.4.7   Anti-Bullying: An Anti-bullying Policy is in place. This school operates zero tolerance of bullying. Frequent use is made of assemblies throughout the year to ensure the anti-bullying message is put across. To allow or condone bullying may lead to consideration under child protection procedures. See Anti-bullying Policy.

2.3.4.7.1   E-Safety: is essential in order to monitor websites children are using and to prevent 'grooming' and radicalisation. Filters are in place in school to prevent children accessing certain sites and also key words will prevent access. All e-traffic is monitored by the School's IT department and they inform the relevant Head of Year if a computer has shown an attempt to enter a prohibited site. Although monitoring systems are in place, care is taken to ensure that 'over-blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching of safeguarding. If teachers find that a useful site is blocked, they report it to the IT helpdesk for the restriction to be amended.

2.3.4.8   Physical Intervention: We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to the student, another person or property. See Physical Intervention Policy.

2.3.4.9   Special Educational Needs: We recognise that statistically children with behaviour difficulties and disabilities are most vulnerable to abuse and additional barriers can exist when recognising abuse and neglect in this group of children. School staff that deal with children with profound and multiple disabilities, ASD, SHD, cerebral palsy, sensory impairment and/or emotional and behavioural problems are particularly sensitive to signs of abuse. See SEN Policy.

2.3.4.10 Race Equality: We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. See equal opportunities policy.

2.3.5 **Implementation**

The school will ensure it has a Designated Safeguarding Lead (DSL) to take lead responsibility for safeguarding and child protection, who is a member of the Senior Leadership Team and has undertaken the two day child protection training course accredited by the Local Safeguarding Children Board. The DSL has attended a WRAP (Workshop to Raise Awareness of Prevent) training session and is qualified to lead 'Prevent awareness' training for staff. For the academic year 2016-17, the DSL is Barbara Minards, Vice Principal: Head of Years 7-11.

2.3.5.1 The DSL training is updated every two years in accordance with Government guidance. In addition to their formal training, their knowledge and skills will be updated (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to keep up with any developments relevant to their role.

2.3.5.2 The school recognises the importance of the role of the DSL and ensure s/he has the time and training to undertake her/his duties.

2.3.5.3 There are contingency arrangements should the DSL not be available. For the academic year 2016-17, the Deputy DSLs are: Jo Turner (Head of Year 11 & Student Support), Dan Brewer (Head of Year 7), Katie Parsons (Head of Year 12), Andy Jervis (Head of Year 13). All deputies are trained to the same standard as the DSL.

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2.3.5.4   Whilst the activities of the DSL can be delegated to the appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead.

2.3.5.5   During term time the DSL and/or a deputy will always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns.

2.3.5.6   The DSL will take advice from a child protection specialist when managing complex cases (e.g. Local Authority Designated Officer -LADO).

2.3.5.7   The DSL is responsible for coordinating action where it is suspected that a child is in need, has been harmed, or is at risk of significant harm.

2.3.5.8   The DSL is familiar with Local Safeguarding Children Board procedures and DFE guidance.

2.3.5.9   The DSL is additionally the Designated Person for Looked After Children and will attend regular review meetings involving multi-agencies. The DSL will provide training on TELAC (The Education of Looked After Children): for staff who work with Looked After Children.

2.3.6   **Record Keeping:**

2.3.6.1   Single Central Register: is maintained by the DSL and the PA to the Senior Leadership Team and adheres to the statutory guidance in 'Keeping Children Safe in Education' (September 2016). This is kept in a locked cupboard in the Designated Safeguarding Lead's office. The DSL is responsible for ensuring the SCR meets current requirements, receiving updates from Warwickshire LSCB.

2.3.6.1.1   The school ensures that other organisations who provide staff to the school operate

appropriate child protection checks and procedures.

2.3.6.1.2 The school also ensures that, when students attend off-site activities, effective child protection arrangements are in place.

2.3.6.2 All child protection concerns are recorded on 'green forms' following procedures recommended by Warwickshire LSCB. Staff should ensure records are factual accounts of what has been reported or observed taking place. Child protection concerns should be made to the safeguarding team as soon as possible and on the same working day as the concern was noticed. Written accounts should be completed as soon as possible. All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing.

2.3.6.3 The green forms are filed and monitored by the Head of Student Support. The forms are kept in a locked drawer in the 7-11 hub. The green forms will result in one of the following actions.

2.3.6.3.1 No action taken at this time

2.3.6.3.2 Student spoken to by a member of the pastoral team and monitored in school.

2.3.6.3.3 Student spoken to by a member of the Safeguarding team and monitored in school

2.3.6.3.4 Referral made to appropriate external agency, a member of the safeguarding team will take advice on appropriate communication with the student and their family from the relevant agency.

2.3.6.4 The member of staff making a referral to an external agency (usually a member of the safeguarding team, but ANY member

of staff can make a referral) will contact the agency based on where the student lives and complete the required agency paperwork or online form. A copy of the referral will be kept in the child protection file.

2.3.6.5   If a member of staff discovers that FGM appears to have been carried out on a girl under 18, they will discuss the case immediately with the DSL or a member of the safeguarding team. If the member of staff is a teacher then the DSL will support them to report it to the police and children's social care. If the member of staff is not a teacher then the DSL or member of the safeguarding team will make the report and referral.

2.3.6.6   Child Protection files are kept in a locked cupboard in the DSLs office. These are kept in a meticulous chronological order with covering information sheets provided by Warwickshire safeguarding board.

2.3.6.7   Child protection information is not stored in the students' main school file nor on SIMS. An orange sticker displayed on the main school file indicates there is additional information stored in the child protection filing cabinet.

2.3.6.8   When a student with a child protection folder moves school, the DSL will ensure that all relevant child protection records are sent to the receiving school or establishment.

2.3.6.9   Rather than a referral to children's social care, it may be appropriate to refer to Early Help services or to start the CAF (Common Assessment Framework) process. This is an early intervention process that encourages multi-agencies to work together to support children and families.

2.3.6.9.1   In 2016-17 the following members of staff have been trained as lead professionals in the CAF: Jo Turner (Head of Year 11 & Head of Student Support) and Dan Brewer (Head of Year 7).

2.3.6.10 Liaison with Other Agencies: The school will work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection, early help and 'Prevent' matters including attendance and written reports at initial case conferences, core groups, child protection review conferences and inter-agency early help meetings. The school will notify the local Children's Team (Social Care) if:

2.3.6.10.1 it should have to exclude a student with a Child Protection Plan (whether fixed term or permanently);

2.3.6.10.2 there is an unexplained absence of a student with a Child Protection Plan of more than two days duration from school (or one day following a weekend); or as agreed as part of any child protection or core group plan;

2.3.6.10.3 they are concerned about the welfare of any child with a Child Protection Plan.

2.3.7 **The Safeguarding training of School Staff**

The school will provide training for all staff (including the Principal) from the point of their induction, and updated regularly, so that they know:

2.3.7.1 their personal responsibility;

2.3.7.2 the name of the Designated Safeguarding Lead and her/his role;

2.3.7.3 the need to be vigilant in identifying cases of abuse and risk of radicalisation, maintain the attitude of 'it could happen here';

2.3.7.4 the signs of possible abuse;

2.3.7.5 the local procedures;

2.3.7.6 how to support and to respond to a child who tells of abuse.

2.3.8 **Confidentiality and Information Sharing**

    2.3.8.1   Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, member of the safeguarding team or outside agency as required (e.g. LADO or Education Safeguarding Manager).

        2.3.8.1.1   All staff must be aware that they cannot promise confidentiality to a child or a parent.

    2.3.8.2   The Principal or DSL will disclose any information about a student to other members of staff on a need to know basis only.

    2.3.8.3   All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

2.3.9 **Communication with Parents**

    2.3.9.1   The school will undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this or the relevant agency advises against communication with parents.

    2.3.9.2   The school will ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and newsletter.

2.3.10 Supporting the Student at Risk

The school will endeavour to support the student through:

2.3.10.1 The content of the curriculum to encourage self-esteem and self-motivation.

2.3.10.2 The school ethos which promotes a positive, supportive and secure environment, and gives students a sense of being valued.

2.3.10.3 The school curriculum which helps students recognise and manage risks and make safer choices, including those online.

2.3.10.4 The school's Behaviour Policy is aimed at supporting vulnerable students in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the student's sense of self-worth. The school will ensure that the student knows that some behaviour is unacceptable but she/he is valued and not to be blamed for any abuse which has occurred.

2.3.10.5 The school also recognises that children may be harmed by other children. A bullying incident will be treated as a peer on peer abuse concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. There may be occasions when a student's behaviour warrants a response under this Safeguarding and Child Protection Policy rather than the school's Behaviour Policy. The school will take advice from Social Services as to the appropriate action to take and how best to support a victim of peer on peer abuse. Parents will be informed as soon as possible, unless it is not in the best interests of the child to do so:

The school is aware that peep on peer abuse can manifest itself in many ways, including online behavior. Staff are mindful that gender issues can be prevalent when dealing with peer on

peer abuse for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. (Keeping Children Safe in Education, September 2016).

2.3.10.6 Liaison with other agencies which support the student such as Local Safeguarding Children's Board, Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Service and the Education Social Work Service.

2.3.10.7 A commitment to develop productive and supportive relationships with parents whenever it is in a student's best interest to do so.

2.3.10.8 Recognition that children living in a home environment where there is a domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.

2.3.10.9 Vigilantly monitoring children's welfare, keeping records and notifying Social Care as soon as there is a recurrence of a concern.

2.3.11 **Drug Use and Child Protection**

2.3.11.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

2.3.11.1.1 When there is evidence or reasonable cause to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;

2.3.11.1.2 When there is evidence or reasonable cause to believe the student's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;

2.3.11.1.3   Where the misuse is suspected of being prompted by serious parent/carer drug misuse.

2.3.11.2   Children of Drug Using Parents: Further enquiries and/or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

2.3.11.2.1   the parental misuse is regarded as problematic (i.e. multiple drug use including injection);

2.3.11.2.2   a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;

2.3.11.2.3   children are not being provided with acceptable or consistent levels of social and health care;

2.3.11.2.4   children are exposed to criminal behaviour.

2.3.12   Governing Body Child Protection Responsibilities

The Governing Body fully recognises its responsibilities with regard to child protection and to Safeguarding and promoting the welfare of children.

2.3.12.1   It will designate a Governor for safeguarding and child protection who will ensure that there are effective safeguarding and child protection policy and staff code of conduct in place. The designated governor will meet with the DSL regularly and champion safeguarding and child protection issues. For 2016-17 the Designated safeguarding and Child Protection governor is John Squires.

2.3.12.2   It will ensure an annual report is made to the Governing Body on safeguarding matters to include changes affecting policy

and procedures, the number of incidents/cases (no names) and safeguarding in the curriculum;

2.3.12.3   It will ensure any deficiencies in this Policy and the school's safeguarding and child protection procedures are remedied without delay.

2.3.12.4   If the Governing Body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

2.3.12.5   Where services or activities are provided separately by another body the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

2.4   PHYSICAL INTERVENTION POLICY

2.4.1   Introduction

Alcester Grammar School continually seeks to maintain and promote relationships based on trust and mutual respect, relationships which help to prevent the need for physical restraint arising. However, this policy takes into account the fact that human beings can react in unpredictable ways in moments of extreme emotion and stress, enabling such situations to be dealt with sensibly and within the framework of the law.

Reasonable adjustments will be made when behaviour relates to a disability of a student or any special educational needs.

This policy was drawn up with reference to the Department for Education's guidance 'Use of reasonable force: Advice for head teachers, staff and governing bodies (2013).'

2.4.2   **Prevention**

Defusing and avoiding the use of restraint are the priorities and must be considered at all times. Strategies may include:

2.4.2.1   Verbal/visual communication:

2.4.2.1.1   Calm the situation by giving help and reassurance

2.4.2.1.2   Remove or reduce the causes of the behaviour

2.4.2.1.3   Give the student time and a place to calm down

2.4.2.2   Physical response:

2.4.2.2.1   Physical stance or location reinforces a verbal request, e.g. arm used to indicate preferred doorway; body used to block a doorway.

2.4.2.3   Holding, touching or guiding a student:

2.4.2.3.1   Hands placed on shoulders to steer a student

2.4.3   **If it comes to Restraint ask these questions**

2.4.3.1   Is there a risk to people or property, is there the committing of a criminal offence, or is the student engaging in behaviour prejudicial to the maintenance of good order?

RISK

- Can I restrain using minimum reasonable force?   MINIMUM REASONABLE FORCE
- Is anyone aware of the situation I'm in?   ALARM
- Am I experienced or trained enough?   TRAINING
- Do I need help?   ASSISTANCE
- Am I sure I'm not punishing the student?   JUSTIFIED

2.4.4   What you can and can't do to restrain

2.4.4.1   Actions which are acceptable are to:

2.4.4.1.1   Give a clear oral warning to the student that force may have to be used

2.4.4.1.2   Remove onlookers where possible

2.4.4.1.3   Attempt to maintain the dignity of the student

2.4.4.1.4   Hold the body where essential by arms being held against the sides

2.4.4.1.5   Consistently remind the student that reinstatement of self-control will release the restraint

2.4.4.1.6   Remove potential weapons e.g. crockery

2.4.4.1.7   Block a student's path

2.4.4.1.8   Lead a student by the arm or hand

2.4.4.1.9   Shepherd a student away by placing a hand in the centre of the back

2.4.4.2 **Actions which are unacceptable are:**

2.4.4.2.1 Actions prohibited by law

2.4.4.2.2 Intentionally or maliciously inflicting pain

2.4.4.2.3 Deliberately encouraging conflict which is not necessary

2.4.4.2.4 Using restraint as a punishment. Corporal punishment is unlawful and strictly prohibited.

2.4.4.2.5 Hitting

2.4.4.2.6 Forcing a student's arm behind their back

2.4.4.2.7 Twisting limbs

2.4.4.2.8 Pinning against walls or furniture

2.4.4.2.9 Sitting on a student

2.4.4.2.10 Restricting circulation or breathing, e.g. by holding a student around the neck or collar or in any other way which may restrict their ability to breath.

2.4.4.2.11 Any hold which may be interpreted as being of a sexual nature

2.4.5 **After the incident**

2.4.5.1 Report the matter to the Principal or, in his/her absence the Vice Principal: Head of 7-11 or Vice Principal: Head of Sixth Form depending on age of student, who will:

2.4.5.1.1 Decide whether medical help is required

2.4.5.1.2   Organise support/debriefing for the student and any witnesses

2.4.5.1.3   Organise staff debriefing and access to counselling if required

2.4.5.1.4   Inform parents

2.4.5.1.5   Organise a written report

2.4.6   **To summarise:**

2.4.6.1   The reasonable application of minimum force to deal with a particular incident is permissible in order to:

2.4.6.1.1   Protect oneself, others, or a particular student

2.4.6.1.2   Prevent serious damage to property

2.4.6.1.3   Prevent a criminal offence

2.4.6.1.4   Maintain good order

2.4.7   **Staff Training**
All staff will be made aware of the skills necessary to deal with situations involving violent and aggressive behaviour including de-escalation techniques and the correct application of physical restraint methods.

2.4.8   **Other Physical Contact with Students**

2.4.8.1   Our school believes that some use of appropriate, positive, physical contact with students can contribute to its development as a safe and friendly school. Some physical

contact may be necessary or unavoidable when staff are working with:

2.4.8.1.1 Students requiring First Aid

2.4.8.1.2 Students receiving coaching in sport or as part of another curriculum activity

2.4.8.1.3 Students in distress

2.4.8.2 Our staff will make professional and sensitive judgements about the nature and extent of their physical contact with students. We will have particular regard for a student's age and level of understanding, any disability or special educational need, a student's cultural sensitivities and gender differences, for the needs of adolescent students and of those who may be particularly vulnerable following previous trauma or abuse.

2.4.9 **Informing parents**
The Principal will inform parents of an incident involving the use of force, usually on the same day or as soon as reasonably practicable. Parents will be given the opportunity to discuss it with the Principal and, if they wish, with the member of staff. This should help to clear matters up quickly and avert inappropriate complaints.

2.4.10 **Search powers**
2.4.10.1 The Principal and members of staff authorised by the Principal can use such force as is reasonable to conduct a search for the following 'prohibited items':

2.4.10.1.1 Knives and weapons

2.4.10.1.2 Alcohol

2.4.10.1.3 Illegal drugs

2.4.10.1.4   Stolen items

2.4.10.1.5   Tobacco and cigarette papers

2.4.10.1.6   Fireworks

2.4.10.1.7   Pornographic images

2.4.10.1.8   Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

2.4.10.1.9   Any search will be conducted in accordance with the search powers contained in the Education Act 2011 and any corresponding laws.

2.4.11   **Reviews and Complaints**

2.4.11.1   The school will monitor incidents of violence and aggression and the use of restraint and will commission reviews and investigations where appropriate.

2.4.11.2   All complaints about the use of force will be thoroughly, speedily and appropriately investigated.   The school's procedure on dealing with Allegations of Abuse against Staff contained in Useful Documents for Staff will be followed where an allegation of excessive force is made against a member of staff.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

2.5 SPECIAL EDUCATIONAL NEEDS POLICY

2.5.1 A student has special educational needs if he/she:

2.5.1.1   has a significantly greater difficulty in learning than the majority of students of the same age, or

2.5.1.2   has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions..

A student 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.

The school recognises that some pupils with SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

2.5.2 Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for students of the student's age in maintained schools, other than special schools, in the area.The school's policy recognises and supports the principles outlined in the Code of Practice and in Warwickshire County Council's Policy: the needs of all students who may have special educational needs should be positively recognised and addressed

2.5.2.1   all students share the right to a broad and balanced curriculum, including the National Curriculum

2.5.2.2   the views of children should be sought and taken into account, in light of their age, maturity and understanding

2.5.2.3   students and families are crucially important to the lives and learning of students with special educational needs

2.5.2.4   students have the right to be integrated into ordinary schools in accordance with their assessed needs whenever this can be achieved

2.5.2.5   all teachers are teachers of children with special educational needs

BASIC INFORMATION ON SEN PROVISION IN AGS

2.5.3   **School Objectives for Students with Special Educational Needs**

2.5.3.1   To ensure that everyone in the school, governors, staff and students understand the importance of early identification of students with special educational needs and providing for them.

2.5.3.2   To ensure that everyone teaching students identified as having special educational needs, knows about these needs and how they are to be met, monitored and evaluated.

2.5.3.3   To give students access to a broad and balanced curriculum, including the National Curriculum.

2.5.3.4   To enable students with special educational needs to receive an education which enables them to realise their full potential.

2.5.3.5   To ensure that there is the greatest possible degree of partnership between parents and the school in all matters to do with special educational needs.

2.5.3.6   To secure provision for all with special educational needs from the most appropriate agency.

2.5.3.7   To report to parents on the implementation of this policy for pupils with SEN and ensure that parents are notified if the school identifies that their child has SEN and/or where SEN provision is being made for their child.

SEN Co-coordinator 2016-17: Mrs E. Papantoniou

2.5.4   **Arrangements for Co-ordinating Educational Provision for students with SEN:**

2.5.4.1   The SEN Co-ordinator is responsible for:

2.5.4.1.1   The day to day operation of the SEN policy

2.5.4.1.2   Liaising with and advising fellow teachers

2.5.4.1.3   Co-ordinating provision for students with SEN

2.5.4.1.4   Maintaining the school's SEN register and overseeing the records of all students with SEN

2.5.4.1.5   Liaising with parents of students with SEN

2.5.4.1.6   Liaising with external agencies including the educational psychology service and other support services, health and social services and voluntary bodies.

2.5.5   **Admissions arrangements:**

All admissions are subject to there being a place available in the relevant year group.

Years 7 - 9

Admission arrangements are organised by Warwickshire County Council, as they are for the other grammar schools in the Southern Area. Tests are administered at 11 + and students admitted on the basis of these tests which are scrutinised by a panel consisting of teachers and LA officers. Similar tests are also used as a basis for admissions at 12+ and 13+.

Years 10 - 11

Students are admitted on the basis of Head Teacher's reports from their previous school as the tests used in Year 7 - 9 no longer provide a reliable indicator of ability.

Years 12 - 13

Admissions are made on the basis of GCSE results with four grade B passes at GCSE and at least grade C in Mathematics and English Language being the minimum requirement.   Students should achieve at least a minimum of grade B in the subjects they select to study (if they 'exist' at GCSE level). The specific entry requirements for each subject are listed in the Sixth Form prospectus and on the School website. The underlying philosophy at this age is to give the opportunities of successful post-16 education to as many students as possible, within the bounds of what is essentially an academic curriculum.

The School aims to eliminate from the admissions process, as far as reasonably possible, any significant disadvantages which may be encountered by those applicants with learning difficulties. However, all students with SEN (with or without an Education and Health Care Plan or statement) are subject to the same criteria above. The school's admission criteria apply equally to all applicants and do not give any priority to students with SEN.

2.5.6   **SEN Specialism:**
The school does not house any special units for SEN.

2.5.7   **Building Adaptations and Special Facilities:**
The school has three three-storey blocks with lifts. There is a lavatory with disabled access on the ground floor near the Theatre, in the Sports Hall and on the ground floor of each of the three-storey blocks. The School's Accessibility Plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints.

2.5.8   **Identification, Assessment and Provision for all Students with SEN**
2.5.8.1   Special Educational needs may include:

2.5.8.1.1   Physical or sensory impairment or disability

2.5.8.1.2   Difficulties with communicating or interaction

2.5.8.1.3   Cognition and learning difficulties, for example, specific learning difficulties such as Dyslexia, Dysgraphia and Dyspraxia

2.5.8.1.4   Social, Emotional or Mental Health difficulties

2.5.8.1.5   Exceptionally able students (there is an 'Aim High' Co-coordinator in post, for 2016-17 this is Dr Patrick Carr)

Special educational needs which are identified are dealt with in a variety of ways, in order to provide a range of strategies to

meet individual needs. Educational support should be provided in a staged process. The school follows the policy of Warwickshire LA in this.

2.5.9 **Identification of students with SEN**

Identification takes place through the following:

2.5.10 **Pre-transfer:**
    2.5.10.1   Use of information on transfer documents.
    2.5.10.2   Liaison with Educational Psychologist concerning students from within Warwickshire.

    2.5.10.3   Liaison with other agencies, Educational Social Worker, School Health Team.

    2.5.10.4   At 11 + Primary School Liaison.

    2.5.10.5   At 16+ with Head/Deputy Heads of Sixth Form interviewing individuals.

    2.5.10.6   Contact with parents prior to transfer, including information provided on admission forms.

2.5.11   **In School:**

    2.5.11.1   Attendance data analysis.

    2.5.11.2   Regular academic review, e.g. progress checks, forms and reports.

    2.5.11.3   GCSE, Alis data and A/S mock exam results.

    2.5.11.4   By Subject Teacher to Form Tutor/Head of Year/SENCO.

    2.5.11.5   Parental information and involvement.

    2.5.11.6   Student self-referral.

2.5.12   **Procedure**

    2.5.12.1   Registration of a concern to the SEN Co-ordinator with evidence that a student may have special educational needs.

    2.5.12.2   SENCO collects additional information through discussions with staff involved and examples of student's work.

    2.5.12.3   Student, parents and teachers are informed of any action that has been started and permission gained for referral to a specialist professional where appropriate.

    2.5.12.4   Professional report to school and parents.

    2.5.12.5   Further action is agreed upon in conjunction with the staff concerned.

2.5.13   **Assessment for students with SEN**

2.5.13.1   Assessment may be made, with parental approval by the following bodies:

2.5.13.1.1   Warwickshire County Council Social Services

2.5.13.1.2   A Specialist teacher (learning support)

2.5.13.1.3   IDS (Integrated Disability Service)

2.5.13.1.4   Independent Careers Advisor

2.5.13.1.5   Education Psychology Service

CAMHS (Child and adolescent Mental Health Services)

2.5.14   **Provision for students with SEN**

A copy of the SEN register, Additional Needs register and Access Arrangements register are available electronically (password protected) to all staff. Any changes/updates after the start of the academic year are then circulated.

2.5.15   **Wave 1**

The 1st "Wave" of SEN provision comes from the subject teacher within an ordinary lesson when the student needs support through greater than normal differentiation, modification of materials and individualised work. Teachers are responsible for the progress and development of the pupils in their class through high quality teaching, differentiated for individual pupils.

2.5.15.1   A support assistant may be asked to modify materials for use in class.

2.5.15.2   A support assistant may work with the student in class as part of a group or might withdraw a small group including the student for part or all of a lesson.

2.5.15.3   Provision will involve the Form Tutor supporting the student through interviews and monitoring the student planner (years 7-11).

2.5.15.4   The SEN Co-ordinator will check that there is a systematic and consistent provision across all subject areas.

2.5.15.5   The SEN Co-ordinator will offer advice and support to students and parents as necessary.

2.5.15.6   The SEN Co-ordinator will maintain an ongoing record of action.

2.5.15.7   Progress will be reviewed at assessment times.

Students who are fully supported via Wave 1 interventions may be added to our Additional Needs Rergister to inform staff.

2.5.16   **Wave 2**

2.5.16.1   Movement to Wave 2 is actioned when, despite high quality teaching in Wave 1, progress is still not being made.

2.5.16.2   The student requires significant support through considerable individual help, modification of materials and curriculum differentiation. The subject teacher and the SENCO liaise and record interventions made.

At this stage a student may be placed on the SEN register. Parents will be notified of this.

2.5.17   **Wave 3**

Long term interventions organised by the SENCO. For example, requesting an Education, Health and Care assessment

2.5.17.1   External agencies will be involved following consultation with parents (where appropriate).

2.5.18   An Education, Health and Care needs assessment should not be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with early years

providers and schools.

2.5.19   An Education, Health and Care needs assessment will not always lead to an EHCP.

2.5.20   **Education and Health Care Plans (EHCP)**
The purpose of an EHCP is to make special educational provision to meet the special educational needs of the student to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood. They replace the old system of Statements.

2.5.21   **During transition periods, Local Authorities will transfer young people with statements on to EHCPs.**

A Review of the EHCP must take place annually. This usually takes place at school. The student, his/her parents, the Head Teacher, Form Tutor and representatives from the Health Services, Social Services and the LA should be invited. In the case of a **Transitional review** (from school to Further or Higher Education or employment) this is a statutory requirement.

2.5.22   **Record Keeping**
      2.5.22.1   Records pertaining to SEN are kept in the student's record file by the SENCO

      2.5.22.2   A register of those involved in SEN provision is kept by the SENCO

      2.5.22.3   A copy is available for consultation in the Staff Shared area of the school network (password protected)

      2.5.22.4   The SENCO keeps the SENCO module of the SIMS.net database up to date

2.5.23 **Arrangements for Providing Access to a Broad and Balanced Curriculum**

The school's Curriculum Policy states that this is the aim for every student. The school adopts a flexible and positive approach to individuals with SEN, assessing the needs of each individual and aiming to provide, as far as possible, the means to access such a curriculum. These means will vary from student to student e.g. support teaching, extra tuition, teaching strategies, use of IT and other technology.

2.5.24 **Gifted and Talented Students**

For those students considered to be gifted in a specific area, or areas, subject staff are asked to use their professional judgment in conjunction with appropriate assessment tasks, e.g. projects, investigations, to make this decision. Subject staff are asked to assist in monitoring the student's work to ensure potential is being reached. Teaching strategies which enable differentiation by outcome, widely in use, should ensure the most able students are stretched.

2.5.25 **Integration Arrangements**

An aim of the school is that "people have the opportunity to become confident, caring, contributing members of a changing community". Thus the school's policy for students with SEN is to enable integration into the whole life of this community so far as is reasonably practicable and compatible with an individual's learning needs and the efficient use of resources and efficient education of other students.

2.5.26 **Resources**

2.5.26.1 Delegated funds for students with statements or EHCPs.

The SENCO liaises with the students, the parents and any relevant external support agencies to ensure that the provision specified in the EHCP / statement is made. Thus the funds are used in a variety of ways, e.g. support teaching, purchase of special equipment to meet the precise requirements on an individual's statement and to achieve the agreed objectives.

2.5.26.2   **Other resources (Socio-economic and SEN Funding)**

The principles governing the school's allocation of resources are enshrined in the statutory duty that the governing body must "do their best to secure that the necessary provision is made for any students who has SEN"

2.5.26.3   **This broadly divides into two strands:**

2.5.26.3.1   In response to an individual need:

2.5.26.3.2   Students with SEN are identified and allocations of resources led by the need *(see Appendix)*

2.5.26.4   **In response to school need:**

These are broader needs which, while related to meeting individual needs, enable a greater range of provision. For example: resources for SEN Co-ordinator's non-contact time; adaptations to premises; additional support for the gifted; buying specialist consultancy on specific issues (e.g. dyslexia, gifted).

2.5.27   **Evaluation of the Success of the SEN Policy**

The following criteria are used for evaluation:

2.5.27.1   Progression by students recognised as having SEN.

2.5.27.2   High achievement outcomes by those recognised as gifted and talented.

2.5.27.3   Level of staff awareness of SEN stages and procedures.

2.5.27.4   Level of staff awareness of SEN students in school.

2.5.27.5   Degree of student and parent satisfaction with procedures and outcomes.

2.5.27.6   Degree of student access to a broad and balanced curriculum.

2.5.27.7   This policy and the effectiveness of the school's provision for SEN is reviewed on an annual basis.

2.5.28   **Complaints Procedure**

Any parents or students who wish to register a complaint about the provision made for that student should first contact the SEN Co-ordinator. If the matter remains unresolved then it will be referred for discussion with the Principal and the Governing Body or their representative. The time scale from the complaint to discussion with the Principal should normally be within two weeks. If the complaint about provision concerns external agencies, then the SEN Co-ordinator will liaise with the parents to follow the external agencies complaints procedure.

2.5.29   **Staffing Policies and Partnerships with External Agencies**

SEN INSET Policy

Individual: training is available for the SEN Co-ordinator to develop his/her skills and knowledge through the school INSET funds. Termly meetings with Warwickshire advisors and SEN Co-ordinators enable current developments to be discussed.

Whole staff: all staff need sufficient awareness of SEN to be able to recognise the problems, implement strategies and seek further help where relevant. They also need awareness of the strategies for differentiation, and training/information which enables them to deal effectively with specific individual SEN. Staff are also trained to be aware that additional barriers can exist when recognising abuse and neglect in children with SEN and disabilities. Input from the SEN Co-ordinator and the use of INSET funds to provide training enables this.

External Support Services, Health Services, Social Services

Where external agencies are used it is the SEN Co-ordinator's responsibility to ensure effective liaison between various agencies. This may be through case conferences or through designation of a lead professional who takes on this role.

2.5.30   **Links with Other Schools and Arrangements for Transition**

The school seeks advice and resources from other schools as and when necessary.

Arrangements for supporting the transition between schools are organised to meet the needs of the individual, e.g. part-time attendance initially.

In all cases the SEN Co-ordinator meets with the relevant professionals and parents to ensure efficient transfer of information.

The same procedure is adopted where the transition is to Further or Higher Education or adult life. Specialist advice is sought from the independent Careers Advisor.

The Head of Sixth Form has an important role in ensuring that the receiving institution is fully informed of the needs of the individual.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

3. CHAPTER 3 - SEX EDUCATION POLICY

3.1 Introduction

3.1.1　The school recognises that young people grow up in a world in which values are questioned and in which there is less and less agreement about which core moral values should form the basis of relationships.

3.1.2　Our school aim is to speak openly about the unique value of human beings and stress the importance of caring and supportive behaviour to one another. Our teaching about sex is set in a context of loving and stable relationships in the knowledge that a lack of responsibility in the sexual part of our lives can lead to devastating effects upon our self-esteem, relationships and the future generation which we produce and nurture.

3.1.3　Students of secondary school age need help to cope with the physical and emotional aspects of growing up and to face the challenges and responsibilities that sexual maturity brings. Parents are the key figures in providing the help they need in this area and the school sees its role as complementary to, and supportive of, the role of parents.

3.1.4　The first draft of this policy was drawn up some years ago in consultation with parents, and parents' comments and suggestions are always welcome. If significant changes are contemplated in the future then formal consultation with parents will be initiated. A brief outline of the policy is contained in the Years 7 to 11 prospectus.

3.1.5　Teaching in this area needs great sensitivity as well as honesty and frankness. Students are requested to de-personalise sensitive comments and questions to protect their own and others' privacy. Students are reminded that they can raise any concerns to any member of staff who will treat the matter sensitively but will pass on information to one of the Designated Safeguarding Team if they believe the student to be at risk of harm (see Section 2.4 for further details). .

3.1.6　If a teacher is approached by an individual student for advice on contraception or some other aspect of sexual behaviour, he/she should firstly encourage the student to seek advice from either parents or a General Practitioner. In particular, if the teacher believes that the student has embarked on, or is contemplating a course of action which is likely to

place him or her at moral or physical risk or in breach of the law, the teacher has a responsibility to ensure that the student is aware of the implications and is urged to seek advice as above.

3.1.7   In such circumstances the teacher should inform the Designated Safeguarding Lead. In any case, no teacher should give individual advice on contraception to a student below the age of 16.

3.1.8   Use is made of outside agencies such as tReach, Lifespace, Relate, School Health, Warwickshire Ill Health Team and Medical Educational Team, Warwickshire.. These give both regular help in certain aspects of the programme and specific support and care as and when required.

3.2   **Aims and Objectives**

3.2.1   **Aims:**

     3.2.1.1   to help students to understand and accept their identity as sexual beings

     3.2.1.2   to enable students to consider sexual and relationship issues in the context of moral values

     3.2.1.3   to provide information which will enable students to make informed decisions about sexual matters

     3.2.1.4   to encourage students to think through social and religious issues related to sexuality and relationships

     3.2.1.5   to prepare students for those responsibilities and privileges of adult life which relate to their sexuality

     3.2.1.6   to ensure that those students with disabilities and/or SEN are properly included in relationship and sex education

     3.2.1.7   to ensure teaching and discussions relating to relationship and sex education are both culturally appropriate and inclusive of all students

3.2.1.8   to ensure students understand how the law applies to sexual relationships

These aims represent an application of the overall aims of the school to the particular area of relationship and sex education.

3.2.2   **Objectives:**

3.2.2.1   to provide a secure context within which sexual matters can be discussed openly and honestly

3.2.2.2   to encourage students to recognise the importance of parenthood, the family and intimate relationships

3.2.2.3   to provide factual information on specific topics for example: reproduction, contraception, consent, STD (including AIDS), Female Genital Mutilation, Child Sexual Exploitation, abortion and staying safe online.

3.3   **A Moral Framework for Relationship and Sex Education**

Relationship and Sex Education is "learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of Relationship and Sex Education provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe on and off line." (2014 Supplementary Guidance to Sex and Relationship Education guidance, DFEE 2000).

It has three main elements:

3.4   **Attitudes and values**

3.4.1   learning the importance of values and individual conscience and moral considerations;

3.4.2   learning the value of family life, marriage, and stable and loving

relationships for the nurture of children;

3.4.3   learning the value of respect, love and care;

3.4.4   exploring, considering and understanding moral dilemmas; and

3.4.5   developing critical thinking as part of decision-making.

3.5   **Personal and social skills**

3.5.1   learning to manage emotions and relationships confidently and sensitively;

3.5.2   developing self-respect and empathy for others;

3.5.3   learning to make choices based on an understanding of difference and with an absence of prejudice;

3.5.4   developing an appreciation of the consequences of choices made;

3.5.5   managing conflict; and

3.5.6   learning how to recognise and avoid exploitation and abuse.

3.6   **Knowledge and understanding**

3.6.1   learning and understanding physical development at appropriate stages;

3.6.2   understanding human sexuality, reproduction, sexual health, emotions and relationships;

3.6.3   learning about contraception and the range of local and national sexual health, advice, contraception and support services;

3.6.4   learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and

3.6.5   the avoidance of unplanned pregnancy.

3.7   **Particular Issues**

A number of sensitive topics will also be dealt with,   in every case a degree of factual knowledge will be provided so that there can be constructive discussion.   An indication of the age at which specific issues are tackled is provided at the end of this policy. In 2013 the Office of the Children's Commissioner completed an inquiry into Child Sexual Exploitation which has raised awareness of the prevalence of this issue and the urgent need to tackle it.   Good quality Relationship and Sex Education addresses gender-based and power inequalities and how these can lead to coercion and sexual violence.   This topic deals with complexities of relationship situations and where and how to get help if needed.

3.7.1   Puberty/ Menstruation

3.7.2   Necessarily, the programme will extend into discussion on such matters as: marriage, the practice of forming permanent, stable, loving relationships without the formality of marriage; sex outside marriage; pre-marital sex; promiscuity, prostitution, online safety etc. These need to be discussed sensitively, giving opportunity for individuals to reach their own moral conclusions.

3.7.3   Contraception: while it is recognised that some do not approve of any form of artificial contraception, it is important that students have the opportunity to know what types of contraceptives exist and understand their relative practical advantages and disadvantages.

3.7.4   Abortion: this subject needs to be approached in a particularly sensitive manner. While the morality and ethics of abortion will be discussed, time should also be allowed to discuss the social and emotional advantages and disadvantages.

3.7.5   Homosexuality: the current attitudes of society of tolerance and acceptance should be seen as attitudes of understanding towards those who have loving relationships which are not heterosexual. Anxieties of young people who are undergoing the hormonal confusions associated with puberty will need to be allayed.

3.7.6   Sexually Transmitted Diseases: students will be made aware of the risks of STIs including HIV and learn about prevention, diagnosis and treatment.

3.7.7   Pornography: opportunities to discuss law, the risks, facts and myths with regard to pornographic material.

3.8   Diversity and Inclusion

3.8.1   It is important that Relationship and Sex Education (RSE) caters for all students and is respectful of how students choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be emerging. This means that RSE must be sensitive to the different needs of students. For this reason all classes (with the exception of one lesson on puberty) are mixed sex. At the same time, it is important to enable students to talk without embarrassment and therefore single sex discussion groups are sometimes used within classes.

3.8.2   The use of small groups also enables less confident students to make a contribution to discussion. The one single gender session is for Y7.

3.8.3   Teachers will attempt to ensure that the viewpoints of boys and of girls are given equal prominence during discussion and question and answer sessions.

3.9   Withdrawal of Students

The school believes that all students have the right of access to knowledge about sexual matters and should have the opportunity to discuss these matters with their peers in a safe, supportive environment. The school recognises that parents play a key role in teaching their children about sex and relationships. The school therefore strongly encourages parents to allow their children to take part in sex education classes. However, parents who wish to withdraw their children from these classes (excluding those which deal with National Curriculum topics) should contact the Principal in confidence. The School will offer teaching materials to enable parents to teach Relationship and Sex Education at home if they wish to withdraw their children from these lessons in school.

3.10   Staffing and Training

3.10.1   Sex Education is taught within the framework of the PSHE and Science departments.

3.10.2   However, because of the sensitive nature of Sex Education, those who teach it need to have a commitment to doing so. Support and training is provided for teachers to be able to deal with sensitive issues confidently.

3.10.3   In particular, the more extensive coverage of sensitive topics in Y9 & 10 is taught by specialist PSHE staff.

3.10.4   Staff are encouraged to attend relevant training courses arranged by external training organisations. Details of such courses are circulated by the Co-ordinator of PSHE.

3.11   **Review and Evaluation**

These are carried out as detailed in the PSHE Scheme of Work.

3.12   **Child Protection/Safeguarding and Confidentiality**

Students should be reassured that their best interests will be maintained. However, this means that staff cannot offer or guarantee absolute confidentiality if the child is thought to be at risk from harm. If confidentiality has to be broken, the student should be informed first and then supported, as appropriate. Students should be encouraged to talk to their parents and given support to do so. Where there is reasonable cause to suspect that a student is suffering, or is likely to suffer, significant harm, the school's Child Protection & Safeguarding procedures will be followed.

3.13   **Circulation**

This policy will be made available to all staff and governors and is also available, on the school website, to parents and other interested parties.

3.14   **Scheme of Work**

This is included in the schemes of work for PSHE, Science and HEFT. A summary syllabus is as follows:

Year 7 Biology: Adolescent changes; puberty and menstrual cycle
Human reproductive cycle
Pregnancy and birth

PSHE: Coping with bodily changes in early adolescence   (single gender lesson)

Year 8 Biology: Introduction to Sexually Transmitted Diseases (STD) in the

context of disease transmission including HIV/AIDS.

Response to questions, if any, on avoidance of STD

PSHE: Encouragement of skills such as decision making, positive self-image, resisting peer-pressure, making relationships. (These are not necessarily covered in the context of sex, but form an important background.)

Year 9 Biology: Introduction to inheritance of genetic disorders and traits, twins, male/female stereotypes

PSHE: Revision of biological facts.

Dispel myths about pregnancy

Responsibility in relationships

Morality, values, self-determination, responsibility

STI's including HIV

The ability to say 'No'

Contraception - facts and legal issues

Legal aspects of sexual relationships

Marriage and family

Homosexuality in terms of awareness and tolerance e.g. homophobic bullying

Response to questions

Year 10 PSHE: Relationships, coping with feelings, love,

Male/female viewpoints and roles

Responding to many pressures e.g. media, peers

Saying No, deferring sex

Contraception including emergency contraception

Abortion - moral and legal issues

Homosexuality - awareness, tolerance

Sexual harassment and rape

Parental roles, family relationships, teenage pregnancy

AIDS - the facts. Transmission, avoidance, symptoms and HIV virus

STD

Response to questions

Y10 Biology: Contraception Pill

Menstrual cycle and fertility, sex hormones

Y11 PSHE   Attitudes to and legal issues with Pornography

Y11 Biology: **Genetic Disorders- polydactyly and cystic fibrosis**

Y12 PSHE: Sexual consent and body image as part of the 'Life' programme.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

4. <u>CHAPTER 4 – SUPPORTING STUDENTS WITH MEDICAL CONDITIONS INCLUDING FIRST AID</u>

4.1   Alcester Grammar School is an inclusive community that aims to support and welcome students with medical conditions.

Alcester Grammar School aims to provide all students with all medical conditions the same opportunities as others at school, subject always to budgetary constraints.

4.1.2   Alcester Grammar School recognises Section 100 of the Children and Families Act 2014 places a duty on the Governing Body to make arrangements for supporting students at their School with medical conditions.

4.1.3   Alcester Grammar School's 'Supporting Students with Medical Conditions' Policy has been drawn up in consultation with a wide range of key stakeholders both within the School and health settings.
All staff understand that several of the medical conditions affecting our students will affect quality of life and may be life threatening, particularly if poorly managed or misunderstood.

4.1.4   This policy is supported by a clear communication plan for staff, parents and other key stakeholders to ensure its full implementation.

4.1.5   All staff understand and are trained in the School's general emergency procedures particularly with regard to anaphylaxis.

4.1.6   Alcester Grammar School has clear guidance on the administration and storage of medication.

4.1.7   Alcester Grammar School has clear guidance about record keeping.
All staff understand the common medical conditions that affect children at this School. Staff receive training on the impact medical conditions can have on students. Alcester Grammar School ensures that the whole School environment is, subject to budgetary constraints, suitable for students with medical conditions. This includes the physical

environment, as well as educational, social and sporting activities.

4.1.8   All staff show an understanding of how medical conditions impact on a student's ability to learn and seek to enhance their confidence and promote self-care.

4.1.9   Alcester Grammar School understands the importance of all students taking part in sports, games and activities. Teachers and coaches will make appropriate adjustments to make physical activity accessible to all. The School is aware of the common triggers that can make medical conditions worse or can bring on an emergency. The School is actively working towards reducing or eliminating these health and safety risks.

RESPONSIBILITIES: Collaborative working arrangements are in place to enable the stakeholders listed below to work in partnership to ensure that students' needs are met effectively.

4.1.9.1   The Governing Body must:
Ensure arrangements are made to support subject to budgetary constraints, students with medical conditions in School; including making sure that this policy is fully implemented.

4.1.9.2   The Principal must:
Ensure that the School's policy is developed and implemented with all stakeholders, ensure that all staff are aware of the policy and understand their role in its implementation.

4.1.9.2.1   Ensure that all appropriate staff are aware of a student's condition.

4.1.9.2.2   Ensure that appropriate staff are trained to implement the policy and deliver against Individual Healthcare Plans, including in emergency situations.

4.1.9.2.3   Ensure that School staff are appropriately insured to support students.

4.1.9.2.4   Ensure that all educational visits are appropriately risk assessed and that the medical needs of students participating have been identified and provision is in place.

4.1.9.2.5   The Head of Student Support accepts devolved responsibility for implementation of the policy from the Principal. He/she will take responsibility for ensuring individual Healthcare Plans are devised in partnership with the School's Nursing Team, Designated First Aiders, parents and, where appropriate, students.
Consult the student, parents and the student's healthcare professional to ensure the effect of the student's medical condition on their schoolwork is properly considered.

4.1.9.3   The School staff must:
Be prepared to be asked to support students with medical conditions, including administering medicines. Engage with training to achieve the necessary level of competency before taking responsibility to support students with medical conditions. Know what to do and respond accordingly when aware that a student with a medical condition needs help. Be aware of the potential for students with medical conditions to have special educational needs (SEN)Students with medical conditions who are finding it difficult to keep up with their studies should be referred to the SENCO.

4.1.9.4   The 7-11 Hub & Sixth Form Office Administrators must:

Ensure medicines are kept safely and, where appropriate securely, with clear access. Log medical emergencies. Log medicines administered. Liaise with the School Nursing Team, Head of Student Support, students and parents to develop Individual Healthcare Plans and review plans as required.

4.1.9.5   Parents must:

Notify school on enrolment and provide sufficient and up to date information about their child's medical needs. Engage in the development and review of their child's individual Healthcare Plan. Carry out actions agreed in Individual Healthcare Plan, such as provide medicines and ensure they, or another nominated adult, are contactable at all times.

4.1.9.6   Students must:

Be fully involved in discussions about their medical support needs and contribute as much as possible to the development of, and comply with, their individual Healthcare Plan. Endeavour to develop independence in managing their own medical needs where appropriate.

4.2   PROCEDURES AND PROCESSES

4.2.1   Staff training and support All Staff are aware of the most common serious medical conditions and what to do in an emergency. Additionally, the Designated First Aiders are appropriately trained and can provide advice and guidance to staff, parents and students. In an emergency situation, School staff are required under common law duty of care to act like any reasonably prudent parent. This may include administering medication. If a student needs to be taken to hospital, a member of staff will always accompany him/her and will stay with him/her until a parent or carer arrives. A copy of the student's individual Healthcare Plan will be sent to the emergency care setting with the student.

4.2.2   The student's role in managing his/her own medical needs. Wherever competent to, the School actively seeks that students take responsibility for managing their own medicines and procedures. Whilst on School visits / trips, the protocol in the individual Healthcare Plan will be adhered to.

4.2.3   **Managing Medicines on School Premises**

4.2.3.1   Administration of emergency medication. All students have easy access to their emergency medication in 7-11 Hub or Sixth Form Office. All students are encouraged to carry and administer their own emergency medication, when it has been determined that they are able to take responsibility for doing so. All students carry their emergency medication with them at all times, except if they are controlled drugs as defined in the Misuse of Drugs Act 1971. This is also the arrangement on any off-site or residential visits. All use of medication defined as a controlled drug, even if the student can administer the medication him/herself, is done under the supervision of the Pastoral staff located at the 7-11 Hub or Sixth Form Office. All School staff have been informed through training that they are required, under common law duty of care, to act like any reasonably prudent parent in an emergency situation. If a child's medication changes or is discontinued, or the dose or administration method changes, parents should notify the School immediately. If a student at School refuses their medication, staff will record this and follow procedures. Parents are informed as soon as possible.

Off-site visits are fully risk assessed and staff are made aware of any students with medical conditions on the visit. They receive information about the type of condition, what to do in an emergency and any other additional support necessary, including any additional medication or equipment needed.

If a student misuses medication, either their own or another student's, their parents are informed as soon as possible.

These students are subject to the School's usual disciplinary procedures.

4.2.4 Medication at School

4.2.4.1 Emergency Medication

Most students at this School carry, and securely keep, their own medication. They are reminded to ensure that their emergency medication is with them at all times. Back-up medication where provided by parents is available in 7-11 Hub or Sixth Form Office. Inhalers - students with asthma are encouraged to take responsibility for using their inhalers appropriately - before physical exercise or when they feel an attack beginning. This should be encouraged but parents are expected to inform the school of the instructions which the student has been given. All inhalers must be labelled with the student's name. The student should carry their inhaler with them. Spare inhalers will be lodged in the 7-11 Hub.

Where a student is not yet able to self-manage and carry his/her own emergency medication, he/she knows where to access the emergency medication.

4.2.4.2 Non-Emergency Medication.

All non-emergency medication is kept in a secure place, in 7-11 Hub or Sixth Form Office. Students with medical conditions know where their medication is stored and how to access it. Antibiotics - students with acute infections should not normally be in school until treatment is complete and the student has recovered. Sometimes the student appears to have recovered before the medicine is finished when it may be necessary for a dose to be taken at lunchtime, in which case the medication should be handed in to the 7-11 Hub on arrival at the school. Analgesics - the school follows Warwickshire County Council's Policy that non-prescribed medicines containing analgesics (including mild pain killers such as aspirin, paracetamol in tablet form or in cough

mixtures) should not be given even with the consent of parents/carers. Aspirin should not be allowed in school. The school does not encourage students to bring non-prescribed medication into school for health and safety reasons. However, we recognise that in exceptional circumstances parents may feel it necessary for their child to take such medication during school hours. Parents or students should hand medication into the 7-11 Hub in the original container, which should be clearly labelled with the student's name.

Other medication – in certain conditions, such as anaphylaxis, epilepsy and diabetes, midday dosage of medication may be essential for proper management. Requests in this category should be agreed if possible. The request should be in writing and it is the parents' responsibility to ensure that the medicine is clearly labelled with the student's name and instructions (frequency, timing and amount to be given).Staff ensure that medication is only accessible to those for whom it is prescribed.

General

The 7-11 Hub administrator ensures the correct storage of medication at School. All controlled drugs are kept in a locked cupboard, paying particular note to temperature, and only named staff have access, even if students normally administer the medication themselves. The 7-11 Hub administrator regularly checks and logs the expiry dates for all medication stored at School. All emergency and non-emergency medication brought in to School must be clearly labelled wherever possible, in its original containers, with the student's name, the name and dose of the medication and the frequency of dose, expiry date and the prescriber's instructions. This includes all medication that students carry themselves.

It is the parents' responsibility to ensure new and in date medication comes into School on the first day of the new academic year. An accurate record of each occasion an individual student is given or supervised taking medication is kept. Details of the supervising staff member, student, dose, date and time are recorded.

<div style="text-align:center">4.2.4.3</div>   Safe Disposal

The 7-11 Hub Administrator will notify parents that medication is of out of date and either return the medication to parents or the School Nursing Team to dispose of safely.

Sharps boxes will be used for the disposal of needles when required

4.3   RECORD KEEPING

4.3.1   Enrolment

Parents are asked if their child has any health conditions/issues on the Admissions Form for Years 7 and 12, this information is collated by the 7-11 and Sixth Form Administrators. A request for updated information will be sent to parents annually.

Individual Healthcare Plans

The individual Healthcare Plan records important details about individual student's medical needs at School, their triggers, signs, symptoms, medication and other treatment. An individual Healthcare Plan, accompanied by an explanation of why and how it is used, is sent to all parents of students with a long-term medical condition. This is sent: At the start of the School year At admission (if this is not the start of the School year). When a diagnosis is first communicated to the School.
Parents, healthcare professionals and students with a medical condition are asked to fill out the student's individual Healthcare Plan together. Parents then return the completed forms to the School. The School ensures that a relevant member of School staff is also present, if required, to help draw up an individual Healthcare Plan for students with complex healthcare or educational needs. A copy is sent to parents.

4.3.2   School Healthcare Plan Register Individual Healthcare Plans are used to create a centralised register of students with medical needs and are kept in a secure central location at School (and also attached as a linked document in SIMS).Parents are regularly reminded to update their child's individual Healthcare Plan if their child has a medical emergency, if there have been changes to their symptoms (getting better or worse), or

when their medication and treatments change. Every student with an individual Healthcare Plan at this School has their plan discussed and reviewed at least once a year. All staff have access to the individual Healthcare Plans of students in their care. All staff are responsible for the protection of student confidentiality; in particular the published summary of students' medical conditions is strictly confidential to staff. Students with IHPs are identified on the School's Medical Register. Before sharing any medical information with any other party, permission is sought from parents.

4.3.3　　Educational Visits / Education Off-Site Risk assessments are carried out by the School prior to any out-of-School visit and medical conditions are considered during this process. Factors considered include: how all students will be able to access the activities proposed, how routine and emergency medication will be stored and administered, and where help can be obtained in an emergency. Parents are sent a residential visit form to be completed and returned to School shortly before their child leaves for an overnight stay. This requests up-to-date information about the student's current medical condition and how it is to be managed whilst away. Staff on educational visits and out-of-School hours activities are fully briefed on students' individual medical needs. They will have access to the individual Healthcare Plan and any necessary medication / medical equipment for the duration of the visit. For all residential visits, a member of staff is appointed as the designated first aider and the appropriate first aid equipment will be taken on the trip.

4.4　First Aid

4.4.1　　The school has qualified first aiders. Details of the school's Designated First Aiders are displayed in the school office.

4.4.2　　First Aid at Work qualifications are held by all designated first aiders and HSE approved refresher training is undertaken every three years.

4.4.3　　The school has First Aid kits. First Aid kits are available as follows:

4.4.3.1   in the school office

4.4.3.2   in the 7-11 Hub and Sixth Form Office

4.4.3.3   with each Designated First Aider

4.4.4   A First Aid kit will be taken on off-site activities/school trips.

4.4.5   A Designated First Aider is responsible for checking and restocking all First Aid kits. All First Aid kits will be suitably stocked.

4.4.6   In the event of an accident occurring which requires 999 assistance from the ambulance service, one of the school's Designated First Aiders or the member of staff at the scene of the accident will summon the ambulance and, if necessary, will accompany the student to hospital.

4.4.7   At least one qualified person will be on site when students are present.

4.5   Responsibility

4.5.1   The Principal is responsible for implementation of this policy and for making sure that parents and staff are aware of the school's arrangements for first aid.

4.5.2   All school staff in charge of students are expected to use their best endeavours at all times, particularly in emergencies, to secure the welfare of students in the same way a prudent parent would. All staff are expected to read and be aware of this policy and know who to contact in relation to the administration of first aid. All staff should take precaution to avoid infection and must follow basic hygiene procedures.

4.6   Reporting duties

4.6.1   In the event of an injury or accident sustained by a student whilst in the care of the school the parents must be informed as soon as is practicable.

4.6.2   All accidents and injuries are reported and recorded in detail in the Accident/Injury Record Book.

4.6.3   The school will comply with its reporting duties to the Health and Safety Executive under the Reporting of Injuries, Diseases and Dangerous

Occurrences Regulations 2013 (RIDDOR). The school will keep a record of any reportable injury, disease or dangerous occurrence.

4.7 **Training and Review**

 4.7.1 All staff (including new staff) are informed of the school's first aid arrangements.

 4.7.2 The Vice Principal: Head of Years 7-11 along with the Head of Student Support and Designated first aiders will regularly review (at least annually) the school's First Aid needs and this policy to ensure provision is adequate. Appropriate risk assessments may be carried out to determine any additional provision that is required.

4.8 **Complaints**

Should parents / students be dissatisfied with the support provided, they should discuss their concerns directly with School. If, for whatever reason, this does not resolve the issue, they may make a formal complaint via the School's complaints procedure (see Chapter 11, Section11.1 Parents Complaints Procedure).

4.9 **Glossary of Terms**

 4.9.1 **Controlled Drug**
    Some prescription medicines are controlled under the Misuse of Drugs legislation. These medicines are called controlled medicines or controlled drugs; for example, morphine. Stricter legal controls apply to controlled drugs to prevent them being misused, obtained illegally or causing harm.

4.10 **Monitoring and Reviews**
This policy will be reviewed as part of the annual review of the Student Policies and Procedures.

Monitoring and Review
In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

5. CHAPTER 5 - SCHOOL ACTIVITIES

5.1 CHARGING AND REMISSION POLICY

5.1.1 Introduction

Ideally, the School would like to make no charge to parents or students for any activity that is relevant to educational provision, which occurs inside or outside the school. The limits of the School budgets, however, force us to make charges for certain activities and this policy outlines those areas.

The School recognises the valuable contribution that a wide range of activities, including clubs, trips and residential experiences, can make towards students' personal and social education.

The School aims to promote and provide activities both as part of a broad and balanced curriculum for its students and as additional optional activities.

Whilst wishing to promote and provide as broad a range of such activities as possible for the benefit of all students, the School reserves the right to make a charge for certain activities organised by them from time to time.

5.1.2 Charging

5.1.2.1 a. Trips

The School endeavours to provide a range of activities which are held outside the compulsory curriculum. Parents/carers will be notified in advance of any such activities and their estimated cost, and asked to make a contribution. Any charge will depend upon the type of activity, its cost and the number of participants. This charge will not exceed the total cost of providing the activity. Charges may include travel cost, board and lodgings, materials and other equipment, extra staff costs, entrance fees, insurance and administration costs.

5.1.2.2 b. Materials, Equipment and Ingredients

The School reserves the right to ask for a voluntary contribution towards the cost of materials, equipment and ingredients relating

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to activities taking place in school hours, for example during design and food technology lessons for students.

It is the responsibility of parents/carers to cover the cost of purchase or hire of instruments, materials, equipment or clothing for activities which take place outside school hours and which are purely voluntary and optional. (It remains the parent/carer's responsibility to supply school uniform including PE kit).

5.1.2.3 c. Examination Fees

No charge will be made for the first attempt at a prescribed public examination for which the student has been prepared by the school. If a student fails without reasonable cause to complete the examination requirements of any public examination for which the school has paid the entry fee, the fee involved will be recovered from the student's parent/carer. Where this is the case, in exceptional circumstances, such as the illness of the student, the fee payable by parents/carers may be remitted by the School.

Where a student wishes to enter a public examination for a subject/course not delivered by the school, a charge may be levied if previously agreed by the parent/carer.

Parents/carers can request to pay for an exam re-sit or paper re-mark.

5.1.2.4 d. Music Tuition

There is a charge for individual tuition in the playing of a musical instrument whether in or out of school hours.

Where a student wishes to enter an examination for a subject/course not delivered by the school, a charge may be levied if previously agreed by the parent/carer.

5.1.2.5 e. General

The cost of repairing damage and replacing school property or

equipment (lost, defaced or damaged) remains the responsibility of the parent/carer when this damage or loss is the result of their child's behaviour or negligence.

Parents/carers should advise their children not to bring valuables into school or to take them on trips. The school takes no responsibility for any such items lost or damaged.

The school will provide opportunities for students to purchase additional equipment/texts (i.e. calculators, revision guides) at cost, for their own use.

Sixth Form students will be advised before September each year which textbooks, if any, they are required to purchase for the subjects they intend to study.

The School may from time to time amend the categories of activity for which a charge may be made.

5.1.3 Remissions

In some circumstances, there may be cases of family hardship which make it difficult for students to take part in particular activities for which a charge is made. Parents/carers may apply to the School for financial support in whole or part towards the charges for curriculum activities. To request help, parents/carers can write in confidence to Principal and, if requested, provide proof of their income or benefit.

In the main, subsidies may be made for a Looked After Child and students on the Free School Meals Register or in receipt of Pupil Premium or 16-19 Bursary, but the subsidy would be reviewed on a need by need basis in light of budget constraints and the level of demand for remission. Remission cannot be guaranteed.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

6. CHAPTER 6 - EQUALITY

6.1 ITINERARY for SCHOOL ACCESSIBILITY PLAN

based on the Equality Act 2010

- Disability statement (executive summary)

- Flow chart for improving access (responsibility)

- School Accessibility Plan – objectives and activities

    - what we want to achieve (Equality Act school framework)
    - clear responsibility

- Action Plan

- Linked policies ⇨ signposting to policies + include some policies

- Evidence based (keep all records of adjustments made)

6.2 DISABILITY STATEMENT

6.2.1   When applicants are identified as having a disability, information from their application forms will be sent to the Vice Principal: Head of Years 7-11 or Vice Principal: Head of Sixth Form as determined by the applicant's age, SENCO and any relevant departments.

6.2.2   The Disability Adviser will contact the applicant and / or parent / guardians of the applicant to ask whether they require information about access to the school and facilities.

6.2.3   If appropriate, the Disability Adviser will arrange for the applicant to visit the school and meet with the Disability Adviser, the Vice Principal or SENCO and an officer from the site team, i.e. Site Manager or Finance Director.

6.2.4   Prior to this meeting, the SENCO will provide information about the rooms

to which the applicant would require access. The school will also consider what reasonable adjustments can be made in order to accommodate any disability during the visit.

6.2.5   The applicant with his/her parent/guardian and the Vice Principal mentioned above will visit the site and inspect the level of access. The school will consult with parents/guardian(s) and the applicant as appropriate to see what additional support the applicant may need.

6.2.6   The appropriate Head of Year, the SENCO, the officer from the site team and the Disability Adviser will then liaise regarding:

    6.2.6.1   the feasibility of improving access to the school site

    6.2.6.2   the possibility of making reasonable timetable adjustments to increase access

    6.2.6.3   the cost of works required will be taken into account

6.2.7   On assessing the need for any adjustments or alterations, the site team, if necessary, may consult with specialist external agencies.

6.2.8   If the student accepts an offer of a place in the school, the site team will provide a timetable for completion of any necessary alterations and communicate this to all parties.

6.2.9   At a later date, the student may also suggest or request further minor alterations by direct contact with the Vice Principal. The school will consider such requests in accordance with their duties under the Equality Act.

6.3 FLOW CHART for IMPROVING ACCESS

Student with disability / parent / guardian to identify themselves to County. Information to be sent to VP + CDA

↓

CDA to advise student / parent / guardian accordingly

↓

CDA to arrange for applicant to have site visit with CDA, VP and site officers to determine level of access

↓

CDA + VP to liaise on areas / rooms requiring access

↓

All stakeholders to discuss any reasonable adjustments and timetable for implementation

↓

Site team to seek further advice if necessary

↓

Site team to develop timetable + cascade to all parties

↓

Any party may suggest or request any further reasonable adjustments

Key: CDA   County Disability Adviser
        VP Vice Principal

6.4 SCHOOL ACCESSIBILITY PLAN

6.4.1 Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010 ("the Act").

6.4.2 Definition of Disability

Disability is defined by the Act:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

6.4.3 Key Objective

6.4.3.1 To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.

6.4.3.2 There are three key areas on which the accessibility plan should focus:

6.4.3.2.1 promote increased access to the curriculum for disabled students (including those with special educational needs)

6.4.3.2.2 promote increased access to the physical environment for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school

6.4.3.2.3 improve the delivery to disabled students of information which is already in writing for students who are not disabled.

Below is the school's action plan relating to these key aspects of accessibility. This plan will be reviewed on an annual basis and a new plan will be drawn up every three years. The school's governors are accountable for ensuring the implementation and review of this accessibility plan during the period to which it relates.

6.4.4   **Principles**

6.4.4.1   Compliance with the Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

6.4.4.2   The school recognises its duty under the Act:

6.4.4.2.1   not to discriminate against disabled students (including prospective students) in their admissions and exclusions, and provision of education and associated services

6.4.4.2.2   not to treat disabled students less favourably

6.4.4.2.3   to take reasonable steps to avoid putting disabled students at a substantial disadvantage

6.4.4.2.4   to publish and keep under review an Accessibility Plan

6.4.4.3   The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal day-to-day activities, and respects the parents' and child's right to confidentiality subject to where disclosure is required by law.

6.4.4.4   The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum

framework, which underpin the development of a more inclusive curriculum:

    6.4.4.4.1   setting suitable learning challenges

    6.4.4.4.2   responding to students' diverse learning needs

    6.4.4.4.3   overcoming potential barriers to learning and assessment for individuals and groups of students

6.4.5   Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

6.4.6   Education + related activities

The school will continue to seek and follow the advice of services such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS trusts.

6.4.7   Physical environment

The school will take account of the needs of students and visitors with physical difficulties and sensory/mental impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. The cost of works required will be taken into account.

6.4.8   Provision of information

6.4.8.1   The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

6.4.8.2   Action Plan

6.4.8.3   Linked Policies

6.4.8.4   This plan will contribute to the review and revision of related school policies, e.g.

6.4.8.4.1   school development plan
6.4.8.4.2   staff development plan
6.4.8.4.3   building and site development plan
6.4.8.4.4   SEN policy
6.4.8.4.5   equal opportunities policy
6.4.8.4.6   curriculum policies

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

6.5   IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term					
Medium Term	The school will undertake a bi-annual fire safety risk assessment. As part of the assessment the school will ensure disabled access is a key consideration and that every reasonable effort will be made to improve access for disabled students.	Fire risk assessments are carried out and full reports are provided to the Governors / the Principal	Summer / Autumn Term on an ongoing basis	External Contractor / the Principal	All fire risk assessments completed annually.

[Facilities provided are of the required standards. See the completed risk assessments for further information.] |
| Long Term | | | | | |

6.6 IMPROVING ACCESS TO THE CURRICULUM

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term	Gather information regarding students with specifically identified learning needs prior to arrival at the school. This information to be discussed with parents as appropriate, ideally prior to the student starting at the school.	Student interviews highlight any SEN needs before arrival. These are dealt with in advance of student arriving at AGS SLT identify students with SEN prior to lesson observations & observe how these students' needs are being met by the classroom teacher	April-August each year. Or as new students are admitted or as required.	SEN co-ordinator Heads of Year Heads of Dept. Curriculum & Y7-11 Vice Principal	Successful integrated working to benefit all students with access needs. Teachers who need additional training are identified & supported
Medium Term	Application forms modified so that they specifically highlight any interventions required to improve curriculum access	Modify 7-11 and Y12-13 forms	Annually for September intakes	Curriculum vice Principal	Greater clarity in identification of student access to curriculum
Long Term	To review short & medium term targets in light of any new developments/legislation	Review curriculum / SEN support arrangements and make changes where appropriate	By 2017	SEN co-ordinator Heads of Year Heads of Dept. Curriculum Vice Principal	More inclusive curriculum. Staff confidence in dealing with disabled students improved.

6.7   IMPROVING ACCESS TO INFORMATION

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term	Notice boards in communal areas to be upgraded and regularly maintained. Notices to be provided in large font for those with visual impairments.	Staff responsible for display boards receive training on improving access	By August 2016	Vice Principal Curriculum	All students able to access information as required
Medium Term	Students with specifically identified needs are supported appropriately	Monitoring of affected students shows that the school is positively helping to improve access	Ongoing	SEN co-ordinator Form tutor	Access to information is improved
	Communication to parents of students with SEN developed	Best practice explored	Ongoing	SEN Co-ordinator & Vice Principal 7-11	School information is more accessible regardless of disability
	Website modified to support DDA (Disability Discrimination Act) compliance best practice	Redesign of website, to make site more accessible on a variety of devices (Computer/tablet/ mobile)	Ongoing	Vice Principal Curriculum	
Long Term	To review short & medium term targets in light of any new developments/legislation	Review information accessibility arrangements and make changes where appropriate	By 2017	SEN co-ordinator

Heads of Year Heads of Dept.

Vice Principal Curriculum | Information equality regardless of disability.

Staff confidence in dealing with disabled students improved. |

6.8   EQUAL OPPORTUNITIES POLICY

6.8.1   **Introduction**

This policy applies to all current and prospective students of the school community. This policy is available on the school website and on request.

6.8.1.1   The school opposes less favourable treatment against students or prospective students on the grounds of gender, gender reassignment, sexual orientation, pregnancy and maternity, disability, race and religion or belief (the "protected characteristics").

6.8.1.2   Support for the principle of Equal Opportunity is implied in the statement of the ethos of the school. However, some explicit aims are worth outlining here:

6.8.1.3   The school has an active commitment to offering equality of opportunity - that is, fair opportunity to all members of the school:

6.8.1.3.1   To the students in relation to admissions (and exclusions), the way in which it provides education for students and access to any benefit, facility or service, in the structure and delivery of the curriculum, in pastoral care, in out-of- school activities, in careers guidance, in the day to day running of the school.

6.8.1.3.2   To the parents of students attending the school, in the 'open-door' policy, in home/school communications, at parent-teacher consultation evenings, at school social functions.

6.8.1.3.3   To the teaching and non-teaching staff in conditions of employment, in staff development, in the day to day running of the school.

6.8.1.4 The school has an active commitment to raising the awareness of the members of the school of the right to equality of opportunity of all people in our society and to make students and staff alike aware that Equal Opportunity issues cover more than gender and race.

6.8.2 **Aims**

The aims of this policy and the school's ethos as a whole are to:

6.8.2.1 Eliminate unlawful discrimination on grounds of any of the protected characteristics

6.8.2.2 Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language

6.8.2.3 Promote equality of opportunity for all members of the school community

6.8.2.4 Comply with the school's equality obligations contained in the Equality Act 2010.

6.8.3 **Admission**

6.8.3.1 The school's Admissions Policy is reviewed annually to ensure it meets the requirements of the School Admission Code and any other relevant legislation.

6.8.3.2 The school accepts applications from, and admits, all prospective students irrespective of their gender, disability, gender reassignment, pregnancy and maternity, race, religion or belief (or lack of religion or belief), sexual orientation, or special educational needs.

6.8.4 **Educational services**

6.8.4.1 The school affords all students access to educational provision including all benefits, services, facilities irrespective of any protected characteristic subject to our reasonable

adjustments duty and considerations of safety and welfare.

6.8.4.2   The school will not discriminate against a student on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

6.8.4.3   Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Behaviour policy.

6.8.5   **Reasonable Adjustments**

6.8.5.1   The school has an ongoing duty to make reasonable adjustments for those with a disability to ensure they do not suffer a substantial disadvantage.

6.8.5.2   The school will monitor and review the impact of its physical features on those with a disability as part of its Accessibility Planning.

6.8.6   **Whole school participation**

6.8.6.1   In order to succeed in our aims, all members of the school need to participate in working towards them, and to accept that it is the responsibility of individuals, of departments and of the whole school to contribute to the implementation of our equal opportunities policy.

6.8.6.2   Therefore it is suggested in general that:

6.8.6.2.1   Individuals should acquaint themselves with equal opportunities issues in education. This can be done through reading publications to be found in the staffroom, and on the staffroom notice board; through taking cognizance of the statements on EO to be found in all curriculum documents; through staff development and training (by looking at teaching and learning styles, for example).

6.8.6.2.2   Departments should act to ensure that they are

operating in line with the equal opportunities policy. This can be done through developing policies for equal opportunity which are specific to their subject area; through the appropriate use of display; through examining the implicit messages that they deliver to students; through sensitive evaluation of teaching and assessment.

6.8.6.2.3   The school should offer support to the development and implementation of equal opportunities.   This can be done through providing adequate resources; through giving EO a high status; through including EO on the agenda of meetings; through provision of training; through monitoring and evaluation.

6.8.7   **Concerns and complaints**

6.8.7.1   The school will seek to provide a supportive environment for those who make claims of unlawful discrimination.

6.8.7.2   Parents who wish to raise a concern or complaint should do so through the school's Complaints Procedure.

6.8.8   **Monitoring and review**

This policy is continually monitored to evaluate its effectiveness and so that appropriate steps can be taken to eliminate unlawful discrimination. This policy is reviewed on an annual basis.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

7.   CHAPTER 7 - DATA PROTECTION & FREEDOM OF INFORMATION

7.1   ACCEPTABLE INTERNET USE POLICY: CONSENT FORM

7.1.1   The computer information system is owned by the school and is made available to further the education of all students. 6th Form students may use personal portable computer/mobile phone devices in school.

7.1.2   The school's Internet Access Policy has been drawn up to protect all parties – the students, the staff and the school and applies to the use of both school and personal computer/mobile phone devices.

7.1.3   The school reserves the right to:

7.1.3.1   Examine or delete any files that may be held on its computer systems

7.1.3.2   Monitor any internet sites visited

7.1.3.3   Monitor any e-mail or other messages sent and received on the school system

7.1.4   Students who wish to use the Internet facilities in school must sign accepting the conditions of the policy in the Admission Form given to students when they join the school and return it to the 7-11 hub or Sixth Form Office for approval.

7.1.5   Students under 18 years of age must also have the policy signed by their parents/guardians.

7.1.6   By signing the policy you agree that:

7.1.6.1   Any internet activity should be appropriate to the student's education.

7.1.6.2   Access can only be made via the school's authorised account and password, which should not be made available to any other person.   Users must not share their username and password with anyone else.

7.1.7   Activity that threatens the integrity of the school's ICT systems or activity

that attacks or corrupts other systems is forbidden. This includes deleting, altering and adding of files to the workstations or servers of the school. All file creation and deletion is recorded with your username and time logged in and out of the system.

7.1.8   Users may not send or receive any form of personal messages. This includes e-mail, Text Messages (mobile phones), Chat Rooms, Message Boards, USENET etc.

7.1.9   Use for financial gain, gambling, political purposes or advertising is forbidden.

7.1.10   Users may not purchase or pay for goods and / or services from the school system.

7.1.11   Copyright of all materials must be respected.

7.1.12   Users may not download or attempt to download any computer executable file or programme, including mobile phone ring tones, copyrighted MP3*.exe,*.zip etc. unless authorised by a Teacher as part of a lesson.

7.1.13   Posting of anonymous messages is forbidden.

7.1.14   Use of the network to access inappropriate materials such as pornographic, racist or other offensive material, criminal or illegal activities is forbidden.

7.1.15   The Internet is monitored at all times. Internet logs record your Username against sites that are visited. We also make use of software that can monitor or control any computer on the system. Users who break any of the above rules will be banned from using the Internet / Network for a specific period.

7.1.16   I will take full responsibility for the security my own device.

7.1.17   My device must be in silent mode whilst at school.

7.1.18   I will not use my device in assessments or tests unless permission is given by my teacher.

7.1.19   I will comply with teachers' requests to turn my device off.

7.1.20   I understand that the school has the right to collect and examine my

device that is suspected of being used in breach of this policy or being the source of a virus attack.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

7.2   DATA PROTECTION POLICY

7.2.1   General Statement

7.2.1.1   The Governing Body of the school has overall responsibility for ensuring that records are maintained, including security and access arrangements, in accordance with Education Regulations and all other statutory provisions.

7.2.1.2   The Principal and Governors of this school intend to comply fully with the requirements and principles of the Data Protection Act 1998. All staff involved with the collection, processing and disclosure of personal data are aware of their duties and responsibilities within these guidelines.

7.2.2   Enquiries

Information about the school's Data Protection Policy is available from the Principal.

General information about the Data Protection Act can be obtained from the Information Commissioner's Office on 0303 123 1113, website www.ico.org.uk.

7.2.3   Fair Obtaining and Processing

The school undertakes to obtain and process data fairly and lawfully by informing all data subjects of the reasons for data collection, the purposes for which the data are held, the likely recipients of the data and the data subjects' right of access. Information about the use of personal data is printed on the appropriate collection form. If details are given verbally, the person collecting will explain the issues before obtaining the information.

"processing" means obtaining, recording or holding the information or data or carrying out any or set of operations on the information or data.

"data subject" means an individual who is the subject of personal data or the person to whom the information relates.

"personal data" means data, which relates to a living individual who can be identified. Addresses and telephone numbers are particularly vulnerable to abuse, but so can names and photographs be, if published in the press, Internet or media.

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

7.2.4   **Registered Purposes**

The Data Protection Registration entries for the school are available for inspection, by appointment, at the school reception office. Explanation of any codes and categories entered is available from The Principal who is the person nominated to deal with data protection issues in the school. Registered purposes covering the data held at the school are listed on the school's Registration and data collection documents. Information held for these stated purposes will not be used for any other purpose without the data subject's consent.

7.2.5   **Data Integrity**

The school undertakes to ensure data integrity by the following methods:

7.2.6   **Data Accuracy**

7.2.6.1   Data held will be as accurate and up to date as is reasonably possible. If a data subject informs the school 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 every twelve months so they can check its accuracy and make any amendments.

7.2.6.2   Where a data subject challenges the accuracy of their data, the school 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 Governing Body for their judgment. If the problem cannot be resolved at this stage, either side may seek independent arbitration. Until resolved the 'challenged' marker will remain and all disclosures of the affected information will contain both versions of the information.

7.2.7   **Data Adequacy and Relevance**

Data held about people will be adequate, relevant and not excessive in relation to the purpose for which the data is being held. In order to ensure compliance with this principle, the school will check records regularly for missing, irrelevant or seemingly excessive information and may contact data subjects to verify certain items of data. (Details should be added on how and when records are checked for irrelevant data and who has the say on what must be deleted).

7.2.8   **Length of Time**

Data held about individuals will not be kept for longer than necessary for the purposes registered. It is the duty of The Principal to ensure that obsolete data is properly erased.

7.2.9   **Subject Access**

7.2.9.1   The Data Protection Acts extend to all data subjects a right of access to their own personal data. 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 student, the school's policy is that:

7.2.9.2   Requests from students will be processed as any subject access request as outlined below and the copy will be given directly to the student, unless it is clear that the student does not understand the nature of the request.

7.2.9.3   Requests from students who do not appear to understand the nature of the request will be referred to their parents or carers.

7.2.9.4 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 copy will be sent in a sealed envelope to the requesting parent.

7.2.10 **Processing Subject Access Requests**

7.2.10.1 Requests for access must be made in writing.

7.2.10.2 Students, parents or staff may ask for a Data Subject Access form, available from the School Office. Completed forms should be submitted to the Principal. Provided that there is sufficient information to process the request, an entry will be made in the 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 of supplying the information (normally 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 the date on which sufficient information has been provided.

Note: In the case of any written request from a parent regarding their own child's record, access to the record will be provided within 15 school days in accordance with the current Education (Student Information) Regulations.

7.2.11 **Authorised Disclosures**

The school will, in general, only disclose data about individuals with their consent. However there are circumstances under which the school's authorised officer may need to disclose data without explicit consent for that occasion.

These circumstances are strictly limited to:

7.2.11.1 Student data disclosed to authorised recipients related to

education and administration necessary for the school to perform its statutory duties and obligations.

7.2.11.2 Student data disclosed to authorised recipients in respect of their child's health, safety and welfare.

7.2.11.3 Student data disclosed to parents in respect of their child's progress, achievements, attendance, attitude or general demeanour within or in the vicinity of the school.

7.2.12 **Staff data disclosed to relevant authorities, e.g. in respect of payroll and administrative matters.**

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 school. Officers and IT personnel writing on behalf of the LA are IT liaison/data processing officers, for example in the LA, are contractually bound not to disclose personal data.

Only authorised and trained staff are allowed to make external disclosures of personal data. Data used within the school 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. The school will not disclose anything on students' records which would be likely to cause serious harm to their physical or mental health or that of anyone else – including anything which suggests that they are, or have been, either the subject of or at risk of child abuse.

A "legal disclosure" is the release of personal information from the computer to someone who requires the information to do his or her job within or for the school, provided that the purpose of that information has been registered.

An "illegal disclosure" is the release of information to someone who does not need it, or has no right to it, or one which falls outside the school's registered purposes.

7.2.13   **Data and Computer Security**

Alcester Grammar School undertakes to ensure security of personal data by the following general methods (precise details cannot, of course, be revealed):

7.2.14   **Physical Security**

Appropriate building security measures are in place, such as alarms, window bars, deadlocks and computer hardware cable locks.   Only authorised persons are allowed in the computer room,   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.

7.2.15   **Logical 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.

7.2.16   **Procedural Security**

In order to be given authorised access to the computer, staff will have to undergo checks and will sign a confidentiality agreement. 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.

Overall security policy for data is determined by the Principal and is monitored and reviewed regularly, especially if a security loophole or breach becomes apparent. The school's security policy is kept in a safe place at all times.

Any queries or concerns about security of data in the school should in the first instance be referred to the Principal.

Individual members of staff can be personally liable in law under the terms of the Data Protection Act. They may also be subject to claims for damages from persons who believe that they have been harmed as a result of inaccuracy, unauthorised use or disclosure of their data.   A deliberate breach of this Policy will be treated as disciplinary matter, and serious breaches could lead to dismissal.

Further details on any aspect of this policy and its implementation can be

obtained from the Principal.

7.2.17   **Biometric Systems**

The school will process students' biometric information in accordance with the Data Protection Act 1998 and the Protection of Freedoms Act 2012. Parents and students will be informed of the type of biometric information to be taken and the purpose for which it will be used. The written consent of at least one parent will be obtained prior to the school processing a student's biometric information and parents and students will be informed of their right to refuse or withdraw consent. Where such consent is refused or withdrawn, the school will provide an alternative to ensure the student is still able to access the school's educational provision.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

7.3   POLICY ON PUBLICATION SCHEME OF INFORMATION AVAILABLE UNDER THE FREEDOM OF INFORMATION ACT 2000

The governing body is responsible for maintenance of this scheme.

7.3.1   Introduction: what a publication scheme is and why it has been developed

7.3.1.1   One of the aims of the Freedom of Information Act 2000 (which is referred to as FOIA in the rest of this document) is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

7.3.1.2   To do this we must produce a publication scheme, setting out:

7.3.1.2.1   The classes of information which we publish or intend to publish;

7.3.1.2.2   The manner in which the information will be published; and

7.3.1.2.3   Whether the information is available free of charge or on payment.

7.3.1.3   The scheme covers information already published and information which is to be published in the future.   All information in our publication scheme is either available for you on our website to download and print off or available in paper form.

7.3.1.4   Some information which we hold may not be made public, for example personal information.

7.3.1.5   This publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

7.3.2   **Aims and Objectives**

    7.3.2.1   The school seeks to be a place where:

         7.3.2.1.1   people have the opportunity to become confident, caring, contributing members of a changing community

         7.3.2.1.2   people can develop towards their full potential … intellectually, spiritually, socially and personally

         7.3.2.1.3   the school strives to maintain and improve the high quality of its academic standards and this publication scheme is a means of showing how we are pursuing these aims.

7.3.3   **Categories of information published**

    7.3.3.1   The publication scheme guides you to information which we currently publish (or have recently published) or which we will publish in the future. This is split into categories of information known as 'classes'. These are contained in section 6 of this scheme.

    7.3.3.2   The classes of information that we undertake to make available are organised into four broad topic areas:

         7.3.3.2.1   School Prospectus - information published in the school prospectus.

         7.3.3.2.2   Governors' Documents - information published in the Governors' Annual Report and in other governing body documents.

         7.3.3.2.3   Students and Curriculum - information about policies that relate to students and the school

curriculum.

7.3.3.2.4 School Policies and other information related to the school - information about policies that relate to the school in general.

7.3.4 How to request information

If you require a paper version of any of the documents within the scheme, please contact the school by telephone, email, fax or letter. Contact details are set out below or you can visit our website at www.alcestergs.com

Email: office@alcestergs.com

Tel: 01789 762494

Fax: 01789 400626

Contact Address: Alcester Grammar School, Birmingham Road, Alcester, Warwickshire, B49 5ED

To help us process your request quickly, please clearly mark any correspondence "PUBLICATION SCHEME REQUEST".

If the information you are looking for isn't available via the scheme and isn't on our website, you can still contact the school to ask if we have it.

7.3.5 Paying for information

Information published on our website is free, although you may incur costs from your Internet service provider. If you don't have Internet access, you can access our website using a local library or an Internet café.

Single copies of information covered by this publication are provided free unless we confirm otherwise in writing. If your request means that we have to do a lot of photocopying or printing, or pay a large postage charge, or is for a priced item such as some printed publications or videos, charges may be made for the disclosure of information and we will let you know the cost before fulfilling your request.

7.3.6   **Information Currently Published on the School Website**

Statutory information: School contact details, admission arrangements, Governing Body, Ofsted reports, Exam and assessment results, Performance tables, Curriculum 7-11 and Sixth Form, Behaviour policy, Safeguarding policy, Pupil Premium, Special Educational Needs information, Special Educational Needs policy, charging and remissions policy, British Values & Ethos, Requests for paper copies of specific information on the website, Parent View Questionnaire, Financial and Value for money statements, Register of Business interests, Equalities and Diversity Plan and report.

Non-Statutory information: School Prospectus, Newsletters, Student policies and Procedures.

7.3.7   **Feedback and Complaints**

We welcome any comments or suggestions you may have about the scheme. If you want to make any comments about this publication scheme or if you require further assistance or wish to make a complaint then initially this should be addressed to The Principal, Alcester Grammar School, Birmingham Road, Alcester, B49 5ED

If you are not satisfied with the assistance that you get or if we have not been able to resolve your complaint and you feel that a formal complaint needs to be made then this should be addressed to the Information Commissioner's Office. This is the organisation that ensures compliance with the Freedom of Information Act 2000 and that deals with formal complaints. They can be contacted at:

Information Commissioner, Wycliffe House, Water Lane, Wilmslow, Cheshire. SK9 5AF

Or Enquiry / Information Line: 0303 123 1113Email: casework@ico.org.uk

Website: www.ico.org.uk

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

8.   CHAPTER 8 - MARKING, ASSESSMENT AND FEEDBACK POLICY

8.1   Rationale

8.1.1   In "Visible Learning", Professor John Hattie from the University of Auckland attempts to extract and synthesise the key findings of over 800 meta-analyses relating to achievement in schools around the world. His most important finding is that "feedback is among the most powerful influences on achievement ......it is most powerful when it is from students to teachers"

8.1.2   This is supported by the emphasis on feedback in the Sutton Trust Toolkit as an effective mechanism (high impact: cost ratio) for raising the achievement of disadvantaged pupils.

8.1.3   The school acknowledges that teacher feedback through regular marking helps ensure high standards of written work and presentation, builds trust and confidence in the work of the school, and is a visible proxy for quality of learning, standards of progress and impact of teachers on the learning process. It can also provide a platform for peer and self-assessment. However, whilst marking is an important component of effective feedback, it is only one of many feedback strategies. The school recognises that marking must be manageable and should not lead to unsustainable workload nor detract from time spent planning great lessons.

8.1.4   Dylan Wiliam (TES April 2015) states that: "To maximise the effect of feedback, teachers need to know their students. They need to know when to push and when to back off. And students need to trust their teachers. If a student feels a teacher doesn't have their best interests at heart - or doesn't know what they are talking about - they are unlikely to invest effort in taking the feedback on board." Building trust and knowing students as individuals are essential to ensuring that the feedback teachers provide is used effectively.

8.2 **Key Principles**

8.2.1 All our subject programmes of study will have regular, calendared assessment points to provide summative data for purposes of tracking progress and attainment.

8.2.2 The school recognises that effective feedback TO students comes from a range of strategies includes regular summative assessments, use of data from the reporting system, parents evenings, mock exams, individual mentoring, intervention sessions, formative marking, effective use of questioning and oral feedback, planned opportunities for peer and self-assessment, past paper practice etc.

8.2.3 The school recognises that effective feedback FROM students includes a range of information gathering activities such as learning walks, observations, departmental surveys, parents evenings, work trawls, pupil interviews, questionnaires, exit surveys, school council etc.

8.2.4 The school recognises that the best feedback occurs in those lessons where teachers build excellent relationships with students, are in tune with the students' thinking, and create a climate where two-way feedback happens as a matter of course.

8.2.5 The school recognises that its marking practices should be sustainable in the context of a grammar school, where there are considerable amounts of written work generated by students, a high level of extra-curricular activities and the ongoing need to plan interesting and stimulating lessons for a student body with a voracious appetite for learning.

8.3 **Mechanisms for implementation**

8.3.1 The school will ensure that the activities outlined in the Key Principles above will continue to be part of our regular planned activities and will be reviewed and improved as part of the normal school development planning process.

8.3.2 The school will allow departments to decide how best to implement the

Key Principles. Challenge and accountability will come via departmental self-evaluation processes and there will be opportunities provided for sharing good practice.

8.3.3   The Teaching and Learning group will look at how departments can share best practice in assessment and feedback.

8.3.4   HoDs will take the lead in ensuring that there are common standards of marking, assessment and feedback across their department, including making opportunities explicit in schemes of work. (as per the "Checklist for Effective Departmental Planning" in the Departmental Self-Evaluation Form).

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

9. CHAPTER 9 - HOMEWORK POLICY

9.1 Rationale

9.1.1   Homework is an essential element of successful learning and progress at AGS. It promotes good study habits and encourages learning away from the lesson environment. It reinforces material covered in class and develops deeper understanding and greater proficiency. It ensures that able students, who may often find KS2 and KS3 to be easy, are prepared to meet the challenge of higher volumes of more intellectually challenging work that will come their way in the sixth form and at university. Well-planned homework encourages a thirst for learning and a love of learning for its own sake.

9.1.2   Homework is viewed by parents as a significant proxy for the effectiveness of a school, and therefore it is important that homework, as perceived by parents, matches the expectations that they have of AGS as an outstanding institution.

9.1.3   As the school expands its intake, and as the reforms to the GCSE and A level curriculum and grading system roll out, we cannot assume an automatic right to a significant proportion of top grades. Homework encourages effort, fosters independence and supports a "culture of scholarship" - all of which will become even more essential to exam success.

9.1.4   As a rural school with a wide catchment, AGS is less able than its urban competitors to offer out-of-hours learning interventions, and so maintaining a strong culture of homework is crucial to assisting students to achieve positive value-added scores.

9.2 Key Principles

9.2.1   Each year there will be a published homework calendar for students in KS3 and KS4.

9.2.2   It will be made clear how long students should spend on homework.

9.2.3   The school will use electronic systems to ensure homework is regularly set and communicated. The minimum expectation for staff is that they

will use these systems to inform students of the task set, its length and the deadline.

9.2.4   Parents will be reminded of their responsibilities - to provide a quiet learning space for homework, to ensure it is completed in time, and to make sure that students do not spend too long on homework at the expense of a healthy work life balance.

9.2.5   The school will survey parents via the parents evening questionnaire and respond promptly to parental enquiries and concerns about homework.

9.2.6   HODs will monitor the amount and quality of homework set, and this will be informed by feedback via SLT from work trawls, pupil interviews and other feedback.

9.2.7   Monitoring by HODs and HOYs will ensure that excessive amounts of homework are not set, and are not unwittingly generated or encouraged by marking and feedback practice.

9.2.8   The school will encourage the use of short, sharp focussed homework activities in KS3, with content taking precedence over presentation. At KS4 and at A level, homework should inevitably be more exam focused.

9.2.9   Evolution of practices and procedures around homework will be part of the normal professional dialogue that takes place formally in meetings and informally on a daily basis.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

10. CHAPTER 10 - UNIFORM POLICY

10.1 Rationale

We believe that a smart appearance is an important part of setting the tone for the calm, respectful learning environment at Alcester Grammar School. In the 11-16 school, students wear a uniform; in the Sixth Form students wear smart office wear. Year 7 students who come from over 60 different primary schools soon identify themselves as members of Alcester Grammar School as they wear their uniform with AGS tie, blazer and school badge. Students in Years 7-11 wear their uniform with pride as it gives them a sense of belonging to AGS. Likewise, sixth form students, coming from 40 different schools, enjoy the recognition of their maturity in choosing their smart office wear. Again, there is a sense of identity, but with a degree of choice and individuality in terms of colour, cut and style.

Our aim is to keep rules and restrictions to the minimum whilst expecting all students to present a smart appearance. Students should maintain these standards all day including break, lunchtime and on their journey to and from school. We appreciate the co-operation from students, parents and teachers with this.

10.2 Uniform requirements

10.2.1 School Uniform for Years 7-11

GIRLS	BOYS
Black blazer with school badge	Black blazer with school badge
White shirt	White shirt
School tie - clip on type	School tie - clip on type
Plain black trousers or	Plain black trousers
AGS grey skirt with logo	
Plain black v-neck jumper with school crest	Plain black v-neck jumper with school crest
Black shoes (leather)	Black shoes (leather)
Socks (black, white or grey) or Tights (black, grey or neutral)	Socks (black or grey)

Additional information

Blazers are an essential item of uniform.

The wearing of jumpers is optional.

Coats and scarves must not be worn around school.

Shirts should be of a loose fit, fully buttoned and tucked in.

Trousers should be of a standard fit, not excessively flared, long, tight or 'jeans' style.

Skirts should be either of the two styles displaying the AGS logo, they should be an appropriate length and not excessively tight.

Shoes should have sensible low heels (no stilettos) and must not be of a 'trainer' style.

If belts are worn, these should be plain and inconspicuous.

Jewellery: This should be plain and inconspicuous and limited to one necklace, one bracelet, one ring, a watch and plain studs if ears are pierced. No other form of body piercing is allowed.

Hair Styles: Hair should be a natural colour, extreme hairstyles are not permitted.

Make up & Nail Varnish: Should not be worn by Year 7 students. Natural make up is permitted for older students. Students will be asked to remove make up or nail varnish if deemed inappropriate or excessive.

10.2.2   Games Uniform for Years 7-11

GIRLS	BOYS
Black skort with school logo	Black cotton rugby shorts (tie front)
	White shorts with red inset
White polo shirt with red inset and school logo	White polo shirt with red inset and school logo
Red and black hockey shirt with school logo	Red and black rugby shirt with school logo
Red knee-length hockey socks with black stripe turnover	Red and black rugby socks
Hockey/football boots with moulded soles	Studded boots for football and rugby (preferably moulded soles not screw in studs)
Trainers	Trainers
Plain white ankle socks	Plain white ankle socks
Shin pads	Shin pads

Optional items:

Black cycling shorts	Red and black football shirt with school logo
Plain black sports leggings (i.e. made from lycra material)	
Black tracksuit trousers with red inset	Black tracksuit trousers with red inset
Red and black micro fleece with school logo	Red and black micro fleece with school logo
Red and black rain jacket with school logo	Red and black rain jacket with school logo
Plain black long sleeved base layer	Plain black long sleeved base layer
Black or white or red long sleeved thermal top/skin	Black or white or red long sleeved thermal top/skin

All clothing should be clearly named, preferably with nametapes sewn in, and names on games clothing sewn on **OUTSIDE** of garments.

10.2.3   **Sixth form Dress code**

For male students, smart office wear includes suit trousers, a matching suit jacket, shirt and tie.

For female students, smart office wear includes a suit of a formal type comprising of either trousers/skirt with a blouse and jacket, or dress and jacket. If trousers/skirt are worn the jacket must be matching, if a formal dress is worn the jacket may be contrasting.

Students may choose to wear a plain jumper or cardigan underneath their jacket if required.

Additional information

Students must not wear: jeans, leggings, vest-tops, see through blouses, low-cut tops, short skirts (skirts should be closer to the knee that the top of the thigh), hoodies.

Jewellery should be plain and inconspicuous (for example nose studs are permitted, but nose rings are not).
Hair should not be extreme, in terms of style or colour.

We reserve the right to define 'extreme' and make a judgement call where dress code is at the 'margins'.

10.2.4   **Sixth Form Games Uniform**

For sixth form games students should come dressed appropriately for that particular activity. There is no set sixth form games kit but we would request/expect students to 'dress to the sport'.

10.3 **Implementation**

10.3.1   **Years 7-11**

Students are expected to take responsibility for maintaining their appearance and wearing their uniform correctly.

If a student has forgotten or misplaced their tie then they may loan a tie for the day from the 7-11 Hub.   Replacement ties are also available to purchase from the 7-11 Hub at a cost of £5.00 each.   Form tutors will check uniform at the start of each school day; all teachers will expect students to be in correct uniform. Students who do not comply with the

uniform requirements will be issued sanctions in line with the School's behaviour policy (see chapter 2.2)

The Vice Principal: Head of Years 7-11 will decide whether hairstyles are extreme or whether make-up is inappropriate. Parents will be notified if their child's appearance is not appropriate for school.

| 10.3.2 | Sixth Form |

If sixth form students have forgotten their tie or jacket then they may loan one from the Sixth Form Office. Sixth form students not adhering to the dress code will be warned, loaned suitable clothing from the Sixth Form Office, and in some cases asked to go home and change.

The Sixth Form Office staff make the final decision on appropriate dress and follow up action.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the spring term by the School Governors. The footer shows the date of the last review.

11. CHAPTER 11 - POLICY RELATING TO SUSPECTED CRIMINAL ACTIVITY

11.1 Introduction

The school has adopted this policy and the accompanying procedure to enable individuals, particularly governors, staff, students and parents, to raise concerns about the possible committing of criminal offences on the school premises and on school trips. Further if the school becomes aware of any suspected criminal activity that it will deal with this in a fair and consistent manner.

11.2 Purpose of the Policy

11.2.1 This policy is intended to demonstrate that the school:-

11.2.1.1 Will take allegations of criminal activity seriously and deal with this in an appropriate manner;

11.2.1.2 Respects the confidentiality of individuals raising concerns and will provide procedures to maintain confidentiality so far as is consistent with progressing the issues effectively;

11.2.1.3 Will provide the opportunity to raise concerns outside of the normal line management structure where this is appropriate;

11.2.1.4 Will invoke the school's disciplinary policy and procedure in the case of false, malicious, vexatious or frivolous allegations;

11.2.1.5 Will provide a clear and simple procedure for raising concerns, which is accessible to all members of the school community.

11.3 Procedure

11.3.1 This procedure is separate from the school's procedures regarding grievances or complaints. This procedure should not be used to raise grievances about personal employment situations or personal complaints.

11.3.2 This procedure is intended to apply where the school is made aware of suspected criminal activity.

11.4 **Confidentiality**

If you wish to raise a concern under this procedure you are entitled to have the matter treated confidentially and your name will not be disclosed to the alleged perpetrator of the criminal activity without your prior consent. It may be appropriate to preserve confidentiality that concerns are raised orally rather than in writing, although you are encouraged to express your concern in writing wherever possible.

11.5 **Notifying the Police and other agencies**

11.5.1 If there is evidence of criminal activity then the Police will in most cases be informed, however this is ultimately at the discretion of the Principal, after discussion with the Chair of Governors where possible, and consideration of the circumstances. Factors taken into account will include (but are not limited to), the evidence to support the allegation, the severity of the alleged offence, the period of time passed since the alleged offence.

11.5.2 The Principal will also consider whether it is necessary to notify other agencies for example the Local Authority, Disclosure and Barring Service or the Department for Education and will always comply with any legal obligation to do so.

11.6 **Interaction with other policies**

The school will consider at the outset whether the nature of the alleged offence means that it falls under the scope of an appropriate policy held by the school and, if so, this will be instigated. By way of example, where the allegation relates to misconduct by an employee the Disciplinary Procedure will usually be the appropriate procedure or where the allegation relates to the conduct of a student the Behaviour Procedure will usually be the appropriate procedure. In the event that a student's safety or welfare is concerned the school's Safeguarding Policy will normally be followed.

11.7 **The Investigation**

11.7.1 Concerns should be raised with the Principal or a member of the Senior Leadership Team.

11.7.2 Any concern raised will be taken seriously and a preliminary investigation led by a member of the Senior Leadership Team will be

undetaken without delay.

11.7.3   The school will co-operate with any investigation undertaken by the police or other external agencies.

11.7.4   The individual making the allegation will, if appropriate, be kept informed of progress and, whenever possible and subject to third party rights, will be informed of the resolution.

11.7.5   If you are not satisfied that your concern is being properly dealt with you will have a right to raise it in confidence with the Chair of Governors who will review the action taken and respond.

11.8   **Protection from Reprisal or Victimisation**

You will not suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that you do so in good faith and following these procedures. However the school has a duty to protect its staff, students and governors from false, malicious, vexatious or frivolous accusations and reserves the right to take disciplinary or other appropriate action in these circumstances.

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated and reviewed annually in the Spring term by the School Governors. The footer shows the date of the last review.

12. CHAPTER 12 - COMPLAINTS

12.1 PARENTS COMPLAINTS PROCEDURE

12.1.1 Introduction

The school prides itself on the quality of the teaching and pastoral care provided to its students. However, if parents do have a complaint, they can expect it to be treated by the school in accordance with this Procedure.

12.1.2 Stage 1 - Informal Resolution

If parents have a complaint they should normally contact their child's Head of Year. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Year Head cannot resolve the matter alone, it may be necessary for them to consult a Head of Department or a Vice Principal.

In the event that the matter is not resolved within 10 working days or parents are not satisfied with the response to the complaint made in accordance with Stage 1, then parents may proceed with their complaint in accordance with stage 2 of this Procedure.

12.1.3 Stage 2 - Formal Resolution

12.1.3.1 If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Principal. The Principal will decide, after considering the complaint, the appropriate course of action to take.

12.1.3.2 In most cases, the Principal will meet the parents concerned, normally within 10 working days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

12.1.3.3 It may be necessary for the Principal to carry out further investigations.

12.1.3.4 The Principal will keep written records of all meetings and interviews held in relation to the complaint.

12.1.3.5 Once the Principal is satisfied that, so far as is practicable, all

of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Principal will also give reasons for his decision.

12.1.3.6 If parents are still not satisfied with the decision, they should proceed to Stage 3 of this Procedure.

12.1.4 **Stage 3 – Panel Hearing**

12.1.4.1 If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to the Clerk to the Governors, who has been appointed by the Governors to call hearings of the Complaints Panel. Parents must set out in full the details of their complaint and submit all relevant supporting documents within 10 working days of receiving the Principal's decision under Stage 2.

12.1.4.2 The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. The Clerk will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within 10 working days of receiving the parent's complaint under Stage 3.

12.1.4.3 If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties prior to the hearing.

12.1.4.4 The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

12.1.4.5 If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.

12.1.4.6 Where further investigation is required, the Panel will decide how it should be carried out.

12.1.4.7 The Panel will review the Principal's decision. The Panel will

not consider any new complaints that have not been raised as part of the initial complaint. After due consideration of all facts they consider relevant, the Panel will reach a decision. If the complaint is not made out, the Panel will dismiss the complaint. If the complaint is made out, the Panel will uphold the complaint and may make recommendations.

12.1.4.8 The Panel will write to the parents informing them of its decision and the reasons for it as soon as reasonably practicable after the Hearing. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Principal, the Governors and, where relevant, the person complained of. The Panel's findings and recommendations will also be made available for inspection on the school premises.

12.1.4.9 Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required in the course of the school's inspection; or where any other legal obligation prevails.

12.1.4.10 A written record will be kept of all complaints and whether they are resolved at the preliminary stage or proceeded to a Panel Hearing.

12.1.4.11 Stage 3 is the final stage in the school's procedure. Should parents remain dissatisfied they may make a written complaint to the Education Funding Agency (EFA) at Department for Education, Castle View House, East Lane, Runcorn, Cheshire, WA7 2GJ.

Monitoring and Review

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APPENDIX I

ACCESS TO PERSONAL DATA REQUEST

DATA PROTECTION ACT 1998   Section 7.

Enquirer's Surname _____   Enquirer's Forenames _____

Enquirer's Address:

_____

_____

_____

Enquirer's Postcode _____   Telephone Number _____

Are you the person who is the subject of the records you are enquiring about   YES   /   NO
(i.e. the "Data Subject")?

If NO,

Do you have parental responsibility for a child who is the "Data Subject" of the   YES   /   NO
records you are enquiring about?

If YES,

Name of child or children about whose personal data records you are enquiring

_____

_____

_____

Description of Concern / Area of Concern

Description of Information or Topic(s) Requested (in your own words)

Additional information.

Please despatch reply to: (if different from enquirer's details as stated on this form)

Name

Address

Postcode

APPENDIX II

DATA SUBJECT DECLARATION

I request that the school search its records based on the information supplied above under Section 7 (1) of the Data Protection Act 1998 and provide a description of the personal data found from the information described in the details outlined above relating to me (or my child/children) being processed by the school.

I agree that the reply period will commence when I have supplied sufficient information to enable the school to perform the search.

I consent to the reply being disclosed and sent to me at my stated address (or to the Despatch Name and Address above who I have authorised to receive such information).

Signature of "Data Subject" (or Subject's Parent)   _____

Name of "Data Subject" (or Subject's Parent) (PRINTED)   _____

Dated   _____

APPENDIX III

MOBILE PHONE PROTOCOL

1. **Rationale**

    1.1.   Mobile phones are now a feature of modern society and most of our pupils own one. They provide reassurance for parents and students, and have many useful applications and benefits.

    1.2.   We accept that it is not realistic to prohibit phones from being brought to school, and that most of our students are sensible and mature and can be relied upon to follow guidelines consistently.

    1.3.   This protocol is therefore designed to ensure that students can continue to enjoy the benefits that technology brings, whilst also developing resilience and independence, staying safe, and engaging in purposeful learning.

    1.4.   The school reserves the right to revise this protocol in the light of technological advances and/or societal shifts.

2. **Responsibilities:**

    2.1.   It is the responsibility of students who bring mobile phones to school to abide by the protocol outlined in this document.

    2.2.   The decision to provide a mobile phone to their children should be made by parents or carers, who also have the responsibility for insurance. AGS cannot accept responsibility for any loss, damage or costs incurred when a phone is brought to school

    2.3.   Parents/carers should be aware when their child takes a mobile phone to school.

    2.4.   Whilst we understand that parents may wish to communicate minor practical matters, such as change of pick up time, we discourage any more detailed communication between home and school during the day. Parents are reminded that in the case of emergency, they should contact the school in the first instance and not their child directly. This ensures your child can be reached quickly and assisted appropriately. It also minimises disruption to lessons or other activities

    2.5.   It is the responsibility of parents to make sure that use of phones outside of school, including access to and use of social media networks, is appropriate for their child, suitably monitored and time-limited.

3. **Acceptable Use**

    3.1.   Mobile phones should be switched off in lessons, form time, assemblies and detentions at all times unless students have been given specific permission by their teacher to use them for an educational purpose.

3.2. Sixth formers are permitted to use mobile phones using soundless features for educational reasons during study periods.

3.3. Students are permitted to use mobile phones during their recreational time at break and lunch time, and outside of normal school hours (0850 - 1540).

4. Unacceptable use

4.1. Student using a mobile phone in a time, location or manner that is not stated in the "acceptable use" section of this policy (e.g. in the corridor between lessons)

4.2. Student using a mobile phone to inform parents they are sick or unwell - all such communication must go through the 7-11 Hub or sixth form office.

4.3. Student using a mobile phone to communicate with a parent or other person in response to a situation at school. (This is unacceptable as it undermines the school's commitment to developing resilience and independence in our students, and circumvents the school's clear procedures for dealing with any behaviour or other incident in school)

4.4. Parents contacting students to inform them of a family emergency or situation, rather than going through the 7-11 Hub or sixth form office.

4.5. Students being in possession of a mobile phone or "smart wearables" in exams or formal assessments.

4.6. Using a mobile phone on a school trip in contravention of the specific mobile communication rules applicable to that particular trip.

4.7. Using unacceptable language (e.g. vulgar, derogatory, or obscene) while using a mobile phone, or having offensive ringtones.

4.8. Using a phone to engage in personal attacks, harass another person, or post private information about another person using social media, text messages, taking/sending photos or objectionable images or videos, and phone calls.

4.9. Students using a mobile phone to record images or video of other students or staff without permission by a member of staff. (It should be noted that it is a criminal offence to use a mobile phone to menace or harass another person).

4.10. Having files or streaming data on a phone which contain inappropriate images (e.g. images which are violent, degrading, racist or pornographic).

4.11. Any other use of a phone that is deemed by the Principal or Vice-Principals to interfere with the atmosphere of the school or to have the potential to bring the school into disrepute.

5. Security

5.1. The school cannot accept responsibility for mobile phones that go missing nor does it have the resources to conduct investigations into misplaced, damaged or stolen phones.

5.2. Students should mark their mobile phone clearly with their name.

5.3. Students who carry mobile phones are advised to keep them well concealed and not 'advertise' they have them.

5.4. Mobile phones that are found in the school and whose owner cannot be located should be handed into the 7-11 hub or sixth form office

5.5. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones. This also applies to any phones handed to the PE department for safe-keeping.

5.6. It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones. Students must keep their password/pin numbers confidential.

5.7. Parents will need to be aware that if students are using their phones to access the internet, this will be unfiltered unless they have made arrangements with the network provider. The school will not accept any responsibility for content students may be viewing on their phones via a mobile data package.

6. Sanctions

6.1. Students who do not observe the terms of this protocol can expect to be dealt with under the normal behaviour and sanctions procedure, and face having their phones confiscated until the end of the day.

6.2. On the second infringement, offenders will have their phones confiscated for at least 24 hours until a parent is able to collect them.

6.3. Any further infringements may result in a ban on bringing a phone into AGS.

7. Social media use outside of school

7.1. Warwickshire police provide the following advice for parents who are concerned about inappropriate use of social media, and we encourage parents to contact the relevant media platform in the event of any alleged social media abuse.
https://www.warwickshire.police.uk/6219

7.2. When investigating any alleged incident of inappropriate use of social media outside of the school, we consider that there is little evidential value to the school in transcriptions of incomplete social media conversations (unless they contain, for example, clear racist language) or second-hand reporting of such incomplete conversations. We do not have the time or the technological resources to resolve this, although such information may be treated as useful intelligence.

7.3. Notwithstanding the proviso in 7.2, the school reserves the right to discipline a student for poor behaviour outside of school in line with the provisions of its behaviour policy e.g. if inappropriate social media use has its roots inside school, or is deemed by the Principal or Vice-Principals to interfere with the atmosphere of the school or to have the potential to bring the school into disrepute.