

STAFF HANDBOOK

PASTORAL ISSUES

Contents

Pastoral Role of Teachers
Child Protection Guidance
Child Protection Policy
Child Protection – DfEE Circular
Confidentiality
Sex Education Policy
Careers Education and Guidance Policy
Collective Worship
Substance Abuse
Students Returning After a Long Absence
Bereavement Contact
DfEE Circular on Child Protection Procedures
Procedures for Asthma
Accidents and Sick Children
Bump Note
Guidelines on Disclosure of Abuse
Head Lice pro forma
Special Educational Needs Policy

THE PASTORAL ROLE OF THE CLASS TEACHER

GENERAL ROLE

Administration

1. Registration, absences, lateness
 - (a) to mark registers fully
 - (b) to collect and record absence letters
 - (c) to monitor the pupils' absence records
 - (d) to take responsibility for the initial contact with parents either by a letter or telephone in cases of unexplained absence on the third day unless there is reason for earlier action.

General tasks:

1. Participation in the formulation and execution of pastoral policies.
2. Attending the relevant assemblies – the teacher withdraws on the grounds of conscience or religion.

Representing:

1. Speaking for or acting on behalf of a pupil. For example, at a disciplinary meeting. Empathy with the pupil is important for effective representation to occur.
N.B. Empathy can only truly exist if the teacher has the willingness and ability to check out and reflect on the pupil's thoughts and feelings.
2. Acting as a 'referee' by writing a reference for the pupil to other individuals/institutions, for example, new school.

Assessing and providing information:

1. Providing information. Informing colleagues and management about issues affecting pupils.
2. Referring. Knowing who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc.
3. Assessing pupils' progress. Through the medium of pupil contact, parent contact, various meetings and reports, the teacher can monitor the social and academic progress of pupils. It is especially important that teachers

observe the pupils' behaviour, friendships and appearance. Any significant changes are likely to require action or intervention.

Support and guidance:

1. Counselling. For example, after a family crisis counsel the pupil to help express and explore his/her thoughts and feelings. The teacher must attempt to move the pupil towards self-reliance.
2. Advising. For example, suggesting that a pupil should speak directly to another individual about a difficulty or problem is a part of support and guidance.

Teaching:

Teaching is the term used to denote the process by which pupils gain confidence, skills and understanding of self, as well as pertinent knowledge. Teaching and associated learning are required if the pupil is to be able to make informed decisions – the teacher helps the pupils to make wise decisions, but does not make the pupil rely on the teacher to make wise decisions for them.

Operation of the school policy on rewards and sanctions:

- Teachers have a central role in clarifying to pupils the consequences of stepping over the limits set by the rules and regulations of the school.
- To ensure that classrooms are left tidy at the end of each school session. To report damage promptly.
- Teachers should have a detailed knowledge of their pupils and therefore have a central role to play in the negotiations involved in forming a 'behaviour contract'. The contract should focus on specific behavioural problems and it should focus on specific behavioural problems and it should offer accrued benefits for achieving the stated goals – in this way a balance can be seen to be kept between sanction and rewards.

For further information on pastoral support consult the DfES website
<http://www.dfes.gov.uk/a-z/PASTORAL%5FSUPPORT%5FPROGRAMME.html>.

CHILD PROTECTION: GUIDANCE FOR STAFF

Contents

1. Categories of abuse
2. Key indications of abuse
3. Procedures to follow if you have concerns

Categories of abuse:

1) Physical abuse

The actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation, female genital mutilation, or Munchausen's syndrome by proxy.

2) Emotional abuse

The actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. This category should be used when it is the main or sole form of abuse.

3) Neglect

The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold and starvation, or extreme failure to carry out important aspects of care resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

4) Sexual abuse

The actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature.

Key indications of abuse:

Most of these indicators can have other explanations, and cannot automatically be assumed to be the result of child abuse.

1) **Physical abuse**

- The nature and distribution of injuries is important
- Multiple injuries, repeated injuries at different stages of healing
- Delay in seeking medical help/not seeking medical help
- Explanation of the injury is inadequate, inconsistent or incompatible with the injury
- Student makes allegation

2) **Emotional abuse**

All forms of abuse have an element of emotional abuse.

- Low self-esteem/feeling of worthlessness
- Eating disorders
- Lack of social responsiveness
- Lack of attachment, have few relationships
- Self-harming behaviour

2) **Neglect**

- Inappropriate clothing
- Appears underfed
- Frequently unwell
- Inappropriate supervision – left alone or with a variety of carers
- Poor language development
- Parents consistently fail to seek or follow medical advice

3) **Sexual abuse**

- Student makes an allegation
- Actual physical injury requiring medical attention
- Running away from home
- Sudden change in behaviour
- Truancy, delinquency, deterioration in performance
- Extremes of behaviour (acting out or withdrawal)
- Need for love and affection ('seductive behaviour')
- Extremes of sexual behaviour (promiscuity/denial of interest)
- Explicit sexual knowledge, greater than would be regarded as age appropriate
- Depression, marked anxiety
- Self-destructive tendencies
- Aggressive behaviour – hostility, irritability, defiance of authority figures
- Distrust of men/women

CHILD PROTECTION POLICY

Rationale

All children have the right to be protected from abuse. Under the terms of the Children Act 1989, the welfare of the child is paramount. As an institution that has daily contact with children, the adult population of a school all have a potential role to play in recognising the signs and symptoms of abuse.

In addition, as educators we have a significant role to play in the education of our students, firstly in protecting themselves from potential harm and secondly in their role as the next generation of parents.

Aims

The aims of the policy are:

- To provide a clear model for management in cases of suspected or disclosed abuse.
- To help our students to acquire skills and attitudes to both resist abuse in their own lives and prepare them for responsibilities including parenthood in their adult lives.
- To encourage all students to have a positive self-image.
- To keep the school well informed about child protection issues.
- To provide a model for open and effective communication between student, school staff, parents and outside agencies.

We can put this into effect by:

- Providing an environment in which every student is valued as a member of the community.
- Providing a supportive environment whereby students feel they will be heard and can articulate their wishes and feelings.
- Allowing opportunities for class and group discussions of thoughts and feelings in an atmosphere of trust, acceptance and tolerance.
- Integrating the key concepts of child protection into the existing curriculum and pastoral framework.
- Providing regular training in child protection for all staff.
- Giving a high profile to child protection issues.

STAFF RESPONSIBILITIES

All schools have to have a named teacher, known as the **designated teacher**. Their responsibilities are to liaise with social services and other outside agencies, to train and counsel all staff in child protection issues and to attend case conferences when necessary.

However, all staff have a responsibility to be alert to the possibility of child abuse and to refer concerns to the designated teacher.

PROTECTING CHILDREN FROM ABUSE

DfEE Circular 10/95 Protecting Children from Abuse and Working Together under the Children Act 1989: A guide to the arrangements for inter-agency co-operation. (1991)

1. Introduction

Circular 10/95 and Working Together under the Children Act 1989 give guidance on the role of the education service in protecting service in protecting children from abuse. The key points made are listed below:

- Under the Children Act 1989, LEAs and schools have a statutory duty to assist the local social services department (SSD) when it is acting on behalf of children in need or enquiring into allegations of child abuse.
- The education service is not an investigative or intervention agency, and therefore LEAs and schools must have procedures for liaising with the local agencies that do have these functions.
- The most important role for LEAs and schools in protecting children from abuse is at the recognition and referral stages.
- In addition to their statutory duty to assist the SSD, schools have a pastoral responsibility for protecting children from harm. Therefore they should have a child protection policy which reflects both of these roles and which refers to the procedures to be followed in all cases. Teachers should ensure that they are familiar with this policy.
- The school curriculum can play an important part in helping children to acquire the relevant information, skills and attitudes – both to resist abuse and to prepare them for the responsibilities of adult life, including parenthood. Teachers should ensure that they are familiar with the school's policy on the treatment of these matters.

Summarised below are those sections of the two documents, which give guidance on the responsibilities of the classroom teacher, and the procedures that s/he must follow.

2. Procedures For Dealing With Cases Of Suspected Abuse

2.1 Identifying abuse

In the course of their day-to-day contact with individual contact with individual children, teachers should be alert to any outward signs of abuse. Some possible indicators are as follows:

Physical abuse:	bruises, lacerations and burns
Physical neglect:	inadequate clothing, poor growth, hunger or deficient nutrition
Emotional abuse:	excessive dependence or attention seeking
Sexual abuse:	physical signs or behavioural change, including precocity or withdrawal

These signs and others are not in themselves proof of abuse, but when teachers see signs which cause them concern they should:

- (i) seek information from the child with tact and sympathy (see 2.2)
- (ii) make a written note of their discussion (see 2.3)
- (iii) report their concerns to the 'designated teacher' (see 2.4)

Teachers are not responsible for investigating cases of suspected abuse – this is the role of the SSD, the police and the NSPCC. Nor must they take any action beyond that set out in the procedures established by the local Area Child Protection Committee (ACPC) and incorporated into the school's protection policy.

For the classroom teacher, the main procedure is to pass on information to the designated teacher and then to cooperate, as required, with the school, the LEA, the SSD and other agencies.

2.2 Asking questions about indications of abuse

Teachers must take care when asking questions about indications of abuse (or when interpreting responses to these questions) since the way they talk to the child can affect the evidence in any subsequent criminal proceedings. The same consideration applies if a child makes an accusation of abuse or volunteers information which amounts to an accusation.

Thus, teachers should not ask leading questions which encourage the child to change his/her version of events, and nor should they impose their own assumptions. Their approach should be "Tell me what happened" rather than "Did they do X to you?" The teacher's chief task at this stage is to listen and not to interrupt the free recall of significant events.

2.3 Making a note of the discussion

Teachers must make a written note of any discussion held with the child and pass this on to the designated teacher. This note should record the date, time, place, who was present and what was said. It may need to be used in any subsequent court proceedings.

2.3 Informing the 'designated teacher'

All school should have a 'designated teacher' who is responsible for receiving information about cases of suspected abuse, coordinating action within the institution, and liaising with the SSD. Teachers must ensure that they know who this person is.

CONFIDENTIALITY

Teachers and headteachers are advised to use their professional judgement regarding the issue of confidentiality. They are **not bound by law to break the confidence** of under 16s who ask for information or advice on contraception or other sexual matters.

As recommended in the DfEE Circular 5/94, where a teacher becomes aware that a pupil has embarked upon, or is contemplating a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, the headteacher should be informed. This is however simply guidance from the DfEE and not legally binding.

If in individual cases a teacher believes that a student may be about to reveal information that the teacher will have to disclose, the student should be told about that. When it is necessary in the best interests of a young person to pass on information disclosed, confidentiality should continue to be maintained between professionals who need to be informed. A student can be reassured that this will be the case.

If a teacher becomes aware of suspected sexual abuse or physical abuse, as disclosed to the child protection officer. If this cannot be done the teacher should make it clear to the student that confidentiality might have to be broken. Confidentiality should **not** be broken without first telling the student.

Should a student under 16 require personal medical advice, the teacher may advise on the appropriate agency that may be contacted. In this circumstance, it would be provident for that teacher to contact the appropriate head of year or a member of the support team for their advice.

SEX EDUCATION POLICY

Aims of sex education policy

- a. To ensure that each individual is respected irrespective of sex, culture, religion or sexuality.
- b. To treat all individuals with dignity and to encourage self-acceptance in all students.
- c. To present factual information in an objective and balanced manner to enable students to make informed, reasoned and responsible decisions about sexual matters as they develop physically, emotionally and socially.
- d. To examine the physical, emotional and moral aspects of sexual relationships and any potential risks which might be involved.
- e. To teach that there is a need for responsibility to be exercised by both partners in a sexual relationship.
- f. To recognise the place of sex in the development of emotional and personal relationships and to show the benefits and responsibilities of a stable and loving relationship.
- g. To inform students about the responsibility and pleasures of parenthood and family life.
- h. To support any individual's right to celibacy.

Staff responsibilities

All maintained secondary schools are required to provide sex education (including HIV/AIDS and other sexually transmitted diseases) for all students. This means that all staff, at some point, will be required to deliver and uphold the school's policy on sex education.

1. **School governors**

The school governors (assisted by the health education co-ordinator) are responsible for:

- Making and keeping up to date a separate written statement of the school's sex education policy with regard to the content and organisation of the relevant part of the curriculum.
- Helping to ensure that sex education is given "in such a manner as to encourage pupils to have due regard to moral consideration and the value of family life".
- Developing a policy in line with the requirements of Section 241 of the Education Act 1993 – to include education about HIV and AIDS. (DfES A to Z Medical Policy AIDS and HIV)
<http://www.dfes.gov.uk/a-z/MEDICAL%5FPOLICY%5FHIV%5FAIDS.html>

- Ensuring that the school publishes in its prospectus details of the content and organisation of any sex education provided in accordance with the Education (School Information) Regulations.

2. **Deputy headteacher (curriculum)**

It is the responsibility of the deputy headteacher to:

- Inform parents/carers of their right to withdraw their son/daughter from any part of the PSE sex education programme.
- Respond sensitively to the wishes of parents/carers.
- Make arrangements for such students to undertake supervised study during the period.
- To have available detailed schemes of work for parents/carers to read should they so wish.
- Ensure that the school publishes in its prospectus details of the contents and organisation of sex education.

3. **Health education co-ordinator**

The health education co-ordinator is responsible for:

- Keeping up to date with legislation.
- Preparing and distributing all PSE materials to director of study.
- Offering INSET and support at appropriate times to staff involved in the sex education programme.
- Liaison with deputy head curriculum to review policy

3. **Directors of study**

Directors of study are responsible for:

- Distributing all relevant materials to tutors.
- Monitoring the effective delivery of the policy.
- Supporting tutors in delivering the health education programme.
- Keeping the health co-ordinator informed of any problems/difficulties which may arise.

4. **Form tutors**

Form tutors are responsible for:

- Delivering the PSE materials in an atmosphere of mutual trust and respect.

- Delivering the PSE materials within the moral framework outlined above.
- Informing the Health Education Co-ordinator of any problems related to the materials.

5. **Science co-ordinator**

- To ensure the delivery of aspects of sex education in line with the National Curriculum requirements, taking account of the aims of the school policy.
- To liaise with the health education co-ordinator to ensure a coherent delivery of the school's policy.

6. **Attached staff**

All staff are attached to a Key Stage group. It is the responsibility of attached staff to:

- Be fully conversant with the materials in use.
- Be prepared to support any form tutor who requires such assistance.

7. **Procedures**

- All materials to be used in science, both KS3 and KS4, to be available to staff in advance of the programme of study commencing.
- All materials to be used in PSE to be available to staff several weeks in advance of the programme of study commencing.
- All parents/carers to be informed by letter in advance of the programme of study commencing.

Methodology

It is our aim that the subject matter will be dealt with sensitively in accordance with the needs and maturity of the students. So that student participation may be encouraged it is intended that the PSE packages will not be undertaken until the summer term so that a relationship of mutual trust and respect between the tutors and individual tutees will have had an opportunity to develop.

As teachers, our overriding concern is for the welfare of the students and therefore all requests for advice/information from the students will be respected and responded to professionally. The needs and opinions of the students are of paramount importance. At the end of the PSE package each student will be asked to make an evaluation of the materials so that they can be adapted accordingly.

PARENTS' RIGHT TO WITHDRAW THEIR CHILD

Parents can withdraw their children from all or part of sex education that does not form part of the statutory National Curriculum.

This does not affect spontaneous discussion or the answering of questions that arise naturally in other curriculum areas.

If parents wish to withdraw their child from all or part of the schools sex education programme the following procedure must be followed:

- Inform the school of this decision in writing, before the sex education programme starts.
- Be invited into the school to discuss the nature of their concerns.
- The school will inform the parents of the arrangement that will be made for the child whilst these sessions are going on.
- This procedure needs to be followed for each year that the parents wish the child to be withdrawn.

DfES link <http://www.dfes.gov.uk/sreguidance/> Sex and Relationship Education Guidance

CAREERS EDUCATION AND GUIDANCE POLICY

The aims of careers education and guidance:

- Prepare for the opportunities, responsibilities and experiences of adult life
- Enable development of skills, attitudes and abilities that will enable students to be effective in a variety of adult occupations and roles
- Help career development awareness and enable students to manage personal career development
- Enable students to handle careers information and assist them in making informed choices.
- Enable students to experience the world of work.
- Enable students to manage transition in their lives such as the change from school to college or work.

Statement of entitlement

The 1997 Education Act provides that all state schools must:

- Provide a programme of careers education guidance to all students in Years 9-11
- Provide access to careers advisers
- Work with the Careers Service to ensure that students have access to materials providing careers guidance to a wide range of up to date reference materials

Students are entitled to careers education guidance that is:

- Independent and impartial
- Integrated within their overall education and structured to provide help at decision points and to meet their continuing needs
- Based on partnership with young people and their parents/carers
- Based on the principle of equal opportunities
- Confidential and respects personal information disclosed by the individual

Useful DfEE Links

Career Service <http://www.dfee.gov.uk/a-z/CAREERS%5FSERVICE.html>

Careers Education and Guidance:
<http://www.dfee.gov.uk/a-z/>

Connexions Service, the government's new support services for young people:
<http://www.dfee.gov.uk/a-z/CONNEXIONS%5FSERVICE.html>

COLLECTIVE WORSHIP

Rationale

1. To comply with the statutory requirements of sections 70 and 71 of the School Standards and Framework Act 1998.
2. To contribute to the spiritual and moral, cultural and social aspects of the education of all students.
3. To contribute to a positive and caring school ethos.

Aims

1. To enable students to develop a spiritual and social dimension to their lives and personal relationships.
2. To give due recognition to the active worship experiences of students and to draw upon these as appropriate.
3. To provide time and opportunity for reflection.
4. To help students to develop an awareness of, and a concern for, the need of others as well as their personal needs, at a local, national and global level.
5. To provide opportunities for students to experience an awareness of achievement, celebration and joy.
6. To provide opportunities for students with a moral framework which enables them to recognise the choice between right and wrong and good and evil.
7. To give students the experience of being active and important members of a caring community, through planning and presentation.
8. To promote anti-sexism and anti-racism by encouraging the full involvement of all groups within the school community.

Responsibilities

Responsibilities for collective worship lie with the governing body and the headteacher.

An act of collective worship must be provided daily for all students in a maintained school. The School Standards and Framework Act 1998 requires most of these acts of collective worship in any one term to be "wholly or mainly broadly Christian"; they must also be suitable to the "age, aptitude and family background" of the students.

The law gives to parents/carers a right to withdraw their children from all or some acts of collective worship. Similarly teachers have a right to refuse to participate in collective worship.

The headteacher, senior management team and members of the community will all participate in the delivery of school assemblies.

Resources

It is the responsibility of those leading collective worship to ensure that the agreed themes are followed and that there is appropriate guidance and resources planned in advance, which will often involve the head of RE. Records of acts of collective worship are to be produced by those who have led them, and given to the head of RE for central collation.

Procedures for the delivery of collective worship

- 1.** Each week there will be one whole school act of collective worship. These will be of 20 minutes duration unless, exceptionally, teachers have received prior notification that they will be longer.
- 2.** Each week there will be one act of collective worship arranged in Key Stage groups. These will be 10 minutes duration unless, exceptionally, teachers have received prior notification that they will be longer.

Equal opportunities

- 1.** By virtue of its place within the school curriculum, collective worship must be seen primarily as an educational activity. It will seek to make links with curriculum areas and contribute to students' spiritual, moral, social and cultural development.

Worship in the sense of "reverence or veneration paid to a divine being or power" can only be something offered voluntarily by one who believes in a divine being or power. An act of collective worship within the school can and should, therefore, do no more than provide an opportunity for such worship.

- 2.** It is our policy that this school should use the diversity of cultures and beliefs within it, to demonstrate that we value these equally. There will therefore be many opportunities for students and staff to:

- celebrate festivals important to them
- recognise key figures important to them
- express the social and cultural identity important to them

We, therefore, acknowledge that to promote any one system of beliefs, any one gender or any one race above others is to diminish all others.

- 3.** Neither religious belief in general or specific beliefs may be presumed to be held by all students. It is therefore, for example, unacceptable to say, "This world is created by God", but it might be appropriate to say, "As a Christian I believe the world is created by God".
- 4.** Those conducting collective worship must be careful to use language without gender bias. God is only to be referred to as "He" in the context of religious traditions, which holds as a matter of doctrine that God is male.
- 5.** Students may not be required to pray. It is permitted for a leader of collective worship to ask students to listen to a prayer with the suggestion that those who wish, may silently make the prayers their own while other students reflect on the words of prayer.
- 6.** Nothing that is derogatory of the beliefs of a faith tradition must be said or implied, particular care needs to be taken not to use words like pagan, witch, primitive or tribal in this way. Similar care must be taken in using words like atheist, agnostic and humanist.

DfES links

Collective Worship

<http://www.dfes.gov.uk/a-z/COLLECTIVE%5FWORSHIP.html>

Religious Education, Collective Worship and the Right to Withdraw

<http://www.dfes.gov.uk/a-z/RE%5FAND%5FTHAT%5FRIGHT%5FTO%5FWITHDRAW.html>

Religious Education

<http://www.dfes.gov.uk/a-z/RELIGIOUS%5FEDUCATION.html>

SUBSTANCE ABUSE POLICY

This policy recognises that drugs and substance abuse exists and to reduce it depends on the co-operation of students, parents and staff.

- We, the students, parents and staff of this school, condone neither the misuse of drugs, alcohol or dangerous substances by members of the school nor the illegal supply of these substances.
- We are committed to the health and safety of our members and will take action to safeguard their well-being.
- We acknowledge the importance of the pastoral role in the welfare of our members, and through the ethos of the school, will seek to persuade those in need of support to come forward.

Our aims

We believe and support the following aims in respect of substance use and misuse:

- To provide accurate information about substances.
- To increase understanding about implications and possible consequences of use and misuse.
- To encourage an understanding for those experiencing or likely to experience substance use.
- To widen understanding about related health and social issues.
- To seek to minimise the risks that users and potential users face.
- To enable members to identify sources of appropriate personal support.

These aims will be fulfilled through aspects of the curriculum both taught and hidden. We deliver that taught curriculum mainly through PSE, science and English but other opportunities to reinforce learning will occur in other subjects.

The school actively co-operates with other agencies such as the community police, social services and health and drug agencies to deliver its commitment to drugs education and to deal with incidents of substance use and misuse.

Visitors who support the school will be informed of the values held within this policy. The school will ensure that all staff dealing with substance abuse issues are adequately trained.

The headteacher takes overall responsibility for the policy and its implementation both in the long term and on a daily basis.

ACTION THAT WILL BE TAKEN

Advertising of illegal substances is not acceptable. Articles of clothing, bags or other objects that advertise such substances are not allowed on the school premises and will be confiscated and returned to parents.

In instances involving tobacco, parents will be informed and detentions will be given.

In instances involving all other substances misuse or carrying such substances on the premises, and following discussion between staff members who know the student well, the following action will be taken.

- Parents will be informed at the earliest opportunity. The school and parents can then work together to support the young person.
- If these activities have occurred on the premises then the school will inform the parents.
- If the student is considered to be at risk then the appropriate authority will be informed.
- There is no legal obligation to inform the police, though they may be able to offer relevant support and advice. Where it is suspected that dangerous substances are on the premises, details regarding those involved and further information, will be passed to the police liaison officer.

The school will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with incidents. The school seeks to balance the interests of the students involved, the other members of the school and the local community.

Any student selling dangerous substances on the premises will be permanently excluded.

The school and parents working together to support the young person involved in substance misuse will always include:

- A period of exclusion if the incident occurred on the premises.
- A discussion with staff, parents and student on the issues involved.
- An agreement to seek counselling and guidance for the student and the family.
- A planned re-integration into the school to include a negotiated contract.

If the student or parents do not agree with these actions then the headteacher may ask the governors to make the exclusion permanent.

The headteacher will take responsibility for liaison with the media. As the issue of substance misuse is an emotive one, and is likely to generate interest from the local and national media, the school will seek to ensure that any reporting of incidents remains in the best interests of the young people, their families and the school.

Guidance for staff

When a student discloses substance misuse off the premises, the staff member will use their discretion to decide on the action and will involve the head of year or a senior member of staff

When a student discloses substance misuse on the premises, the staff member will inform the headteacher or a senior member of staff.

Where staff discover substances which are suspected to be harmful, illegal or deserving of investigation, they should note the two circumstances in which substances may be removed from either place or person.

The following guidelines should be observed at all times:

- Remove substances and record the time, place and circumstances.
- Do not investigate the nature of the substance, but do record a full description of it.
- When possible have the recordings countersigned by a witness.
- Do **NOT** keep the substance on your person or in a safe place; to do so may put you at risk.
- Take the substance immediately to a member of the senior staff.
- In the presence of a member of the senior staff place the substance in a suitable sealed container.
- All present should sign the package.
- An official report should be completed, recording all the circumstances of the findings.
- The headteacher can choose to arrange for the police to remove the substance or may choose to dispose of it in an appropriate way.
- In the event of discovery of any equipment associated with substance abuse, the same procedure should be followed.

STUDENTS RETURNING AFTER A LONG ABSENCE

A student who is returning after a long absence will normally have a "programme of return" negotiated with them by the head of year. Such programme will normally involve the SEN department any may start with short periods of time in school, with the student attending a few negotiated lessons.

The teacher of such a student should monitor the situation and should seek help from the head of year or SEN as appropriate.

It is useful for a member of staff to:

- Copy another student's work (with permission) so that there is a minimum of catch up work to copy.
- Ensure that some time is set aside to help the student to get back into the routine of your classroom.
- Stop other students making too much fuss of or blatantly pointing out the returning student.

In all circumstances class teachers should inform the tutor if there are any problems.

BEREAVEMENT CONTACT

If you have concerns about a bereaved child, contact the Childhood Bereavement Project for details of services throughout the UK offering information and guidance to teachers and schools.

Tel/fax: 0115 911 8070

Address: Huntingdon House, 270-298 Huntingdon Street, Nottingham NG1 3LY;

Email: cpb@ncb.org.uk

PROCEDURES FOR ASTHMA

Introduction

Staff should encourage children with asthma to minimise any disability from their condition, take their preventative medication regularly, and to make their relief treatment available at all times. It is the responsibility of the parent to identify that the child has been diagnosed as asthmatic.

Pupils are responsible for their own treatment, although staff in areas of work that could trigger an attack should be aware of the pupil's medical condition. Such areas of work include sport/PE and design technology.

Emergency procedures

If the pupil is too wheezy or breathless to complete sentences in one breath, or is exhausted or confused, medical help should be summoned immediately.

If the child is coughing and sneezing, the following procedure should be adopted:

- Keep calm and talk in a reassuring manner to the pupil
- Sit (not lie) the child down
- Let the child take his or her normal reliever medication (blue inhaler)
- If the child is still breathless after five minutes call an ambulance and inform the parents
- Repeat the treatment with reliever inhaler
- Severe asthma sufferers may carry steroid tablets and should be allowed to take the stated dose

If in doubt call an ambulance. The ambulance service would much prefer several well-intentioned false alarms to a late call.

ACCIDENTS AND SICK CHILDREN

If a student feels ill and is unable to remain in lessons they should be sent to reception. They should be sent on their own unless they are seriously ill or need help in walking. They should take all their belongings with them in case it is necessary to send them home.

Students should not ring home themselves but go directly to the office where someone will ring their parents should they feel it is necessary. If a student is sent home a note will be put in the register to inform the tutor.

BUMP NOTE

Date.....

(Name)bumped his/her head today,

whilst.....

at.....(time)

action taken at the
time.....
.....

should your child complain of any drowsiness, dizziness or sickness you should seek medical advice.

Signed

GUIDELINES ON DISCLOSURE OF ABUSE

- **Listen to the child.** If you are shocked by what the child is telling you, try not to show it. Children rarely lie about abuse.
- **Stay calm.** Reassure the child that they have done the right thing in talking to you. Be honest. Don't make false promises.
- **Reassure** the child that that it wasn't their fault. For example, you could say "you're not to blame" or "you're not alone".
- **Acknowledge** how hard it must have been for the child to tell you what happened.
- **Empathise** with the child. Don't tell them what they should be feeling.
- **Don't promise confidentiality.** You have a duty to refer a child who is at risk.
- **Do not ask 'leading' questions,** such as, "what did he do next?" or "did he touch your private parts?". Such questions may invalidate your evidence in any later prosecution in court.
- **Do not criticise the perpetrator.** The child may love him/her and reconciliation may be possible.
- **Do not ask the pupil to repeat** anything to another member of staff.
- **Explain** what you have to do next and whom you have to talk to.
- **Inform** the designated teacher for child protection.
- Try to see the matter through yourself and **keep in contact** with the pupil.

Record

- Make some brief notes at the time and write them up as soon as possible.
- Do not destroy your original notes, in case they are required at court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child. If the child uses their family's own private sexual words, record the actual words used.
- Draw a diagram to indicate the position of any bruising.

Support

Get some **support for yourself.**

(These guidelines were compiled with reference to existing school handbooks and handbook published by The Community Education Development Centre, entitled *A training handbook for designated teachers. Schools and Child Protection*).

HEAD LICE NOTE

Date.....

Dear Parent

There has been an outbreak of head lice in Class..... Please can you check your child's head daily. If any lice are found, treatment is necessary before your child returns to school.

Headteacher

SPECIAL EDUCATION NEEDS POLICY

As required by Part 111 of the Education Act 1993 this school will:

- Use its 'best endeavours' on behalf of children with special educational needs (hereinafter called SEN).
- Integrate children with SEN with their peers for as much of the time as is 'reasonably' practicable.

Introduction and objectives

The school values the abilities and achievements of all its pupils. We are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers whenever possible.

All children have the same entitlement to the full range of the school curriculum and we are wholeheartedly committed to making this accessible to all our pupils through differentiation and varied styles, according to individual needs.

Support, which is deemed necessary over and above what can be provided directly by the class teacher, will be made available in consultation with the special educational needs co-ordinator (SENCO). This support may be classroom assistant support for an individual or a small group or reading recovery tuition.

This support and other more specialised help will be allocated following termly monitoring infant learning strategy meetings. More specialised help will be allocated in conjunction with the school's educational psychologist.

We will involve parents and children themselves, where appropriate, in discussions and plan appropriate action with them.

This SEN policy is seen the foundation for the development of strategies to help pupils with SEN to gain access to the National Curriculum, wider school curriculum and to develop as well as possible in the mainstream. The strategies will fall within agreed equal opportunities policy, the school's code of conduct and the Department of Education and Skills Code of Practice for SEN.

<http://www.dfes.gov.uk/sen/code.htm>

It is recognised that up to one in five children might have SEN during their school lifetime.

IDENTIFICATION AND ASSESSMENT

Identification

We aim to identify children who are showing signs of difficulty with any aspect of their life at school as soon as possible.

1. Look at work samples, observations and assessments of attainment in core curriculum areas.
2. Discuss concerns/observations at an early warning meeting. Decide on strategies so that a pattern of success can be re-established as soon as possible.

When a child is first identified as performing differently from their peers the class teacher will monitor their expectations of the child and also monitor the work being asked of the child to ensure it is realistic and matches the child's needs.

Curriculum co-ordinators will be asked for advice and short-term targets are identified. If there is still concern the class teacher informs the SENCO and moves to place the child on stage 1 or a stage appropriate to the child's needs.

Assessment – the five stage assessment process

Our assessment is based on continuous formative assessment reviewed termly.

The Code of Practice recommends the adoption of a stage model of SEN. The first three stages are based in school, which will, as necessary, call upon the help of external specialists. At stage 4 and 5 the LEA share responsibility with the school. The pupil's development is reviewed systematically and pupils are moved off the SEN Register as appropriate.

Stage 1

Is characterised by the gathering of information and increased differentiation within the child's normal classroom work. At this stage, the child's class teacher:

- Identifies the child's special educational needs
- Consults the child's parents and the child if appropriate
- Informs the SENCO, who registers the child's SEN
- Collects relevant information about the child. Consulting the SENCO
- Works closely with the child in the normal classroom context
- Monitors and reviews the child's progress

NB an individual education plan (IEP) is not mandatory at Stage 1.

Stage 2

Is characterised by the production of an IEP. At this stage, the SENCO is responsible for co-ordinating the special educational provision and working closely with the child's teachers:

- Gathers relevant information, including, as appropriate, information from sources outside school
- Ensures that an IEP is drawn up
- Ensures that the child's parents are informed
- Monitors and reviews the child's progress
- Involves the headteacher

Stage 3

Is characterised by the involvement of specialists from outside the school. At this stage the SENCO continues to take a leading role, again working closely with the child's teacher and:

- Keeps the teacher informed
- Draws on external advice, that is from the educational psychologist, area learning support service teamleader
- Ensures that the child's parents are consulted
- Ensures the IEP is drawn up
- With external advice, monitors and reviews the child's progress

Stage 4

Is characterised by a request for statutory assessment. This request is usually made by the school acting on external advice. However, other agencies including the child's parents may request this assessment.

When making a referral for statutory assessment, the school should state clearly the reasons and submit the following material:

Information including:

- The recorded views of parents and where appropriate, records of earlier stages of assessment and any action and support to date
- Evidence of health checks, if appropriate
- Evidence of any social services involvement
- Written IEPs at stages 1,2 and 3, indicating decisions made to date
- Evidence of the involvement of specialists' external to the school

Stage 5

This is characterised by the decision of the LEA to draw up a statement. It is the responsibility of the LEA's planning and placement officer and the SENCO to ensure that any key professionals are invited to this meeting along with the child's parents.

Early intervention with children new to the school

It is important that children causing concern who have not been identified by the above process, for example, because they are new to the school, be identified and documented as quickly as possible. A child who is causing concern may enter this programme at any stage between 1 and 4.

There is no need to work through the earlier stages with children experiencing severe difficulties who are new to the school or who have experienced some trauma in their lives which has caused their needs to change. Colleagues are asked to raise any concerns immediately with the SENCO or the headteacher.

Monitoring meetings

Every class teacher will be released for one half day every term in order to review the overall presentation of each child in the school. The meetings will take place as near to mid-term as possible and will involve the class teacher, the SENCO and the Section 11 teacher. The aim of the meetings will be to review:

- Each child's social/emotional development, self-esteem
- Attendance and punctuality
- Development in curriculum areas

To decide on any action to take with regards to strategies in class, the development of an IEP for a child with SEN or individual study plan for a very able child. Targets are set for all children in their perceived area of need.

Records

Any child working as part of a special educational needs group with a teacher or classroom assistant will have this recorded in their profile. The responsible teacher will keep the record up to date. In addition to this and the class teacher's own records, any child placed on the stage 5 model will have a special educational needs record.

The SEN record will be kept in the headteacher's room. The class teacher or other responsible teacher will keep the IEP, which is a working document. A copy

of the IEP must be handed to the SENCO to be filed centrally in the headteacher's office. In addition, any child who has received support or attention from an outside agency will have a confidential file, which is kept, in the headteacher's office.

Access to the curriculum

The school is committed to providing pupils with special educational needs with access to a balanced and broadly based curriculum.

Where pupils needs require withdrawal the school will accommodate that provision, for example reading recovery. However, the school's arrangements for in-class support means that the majority of support offered to children with SEN takes place alongside their peers.

Where children are physically differently able we endeavour to integrate as much as is physically possible at meal times and recreation times.

Monitoring the effectiveness of the policy

1. The work of each child in the school, whether on a SEN stage or not will be monitored at a minimum, termly with the class teacher, SENCO and headteacher.
2. The parents will be consulted within three weeks of the class teacher and the SENCO deciding that the child would benefit from being on Stage 1 of the Code of Practice.
3. An individual IEP will be written for each child within three weeks of the parent consultation.
4. Each IEP will be monitored and progress evaluated, at a minimum, termly.
5. There should be adequate researching to enable the policy to be put into practice.
6. The policy will be made explicit to all parents as well as staff and governors.

Evaluation

The evaluation will take place annually in the spring term. This evaluation will be used during the annual review of the policy. The staff will be consulted via confidential questionnaire. Parents of children on the SEN Stages will be consulted via questionnaire.

The success of the policy will be reported annually to the governing body and then to the parents via the governors annual report to parents.

Complaints procedure

Parents are asked to discuss queries with the class teacher in the first instant. If difficulties cannot be resolved with the class teacher or the SENCO, the headteacher will become involved. It is hoped to solve any difficulties or complaints informally but if the parent wishes to take out a formal complaint, a copy of the complaints procedure adopted by the governing body will be provided.