

OAK HEIGHTS REGULATIONS AND POLICIES MANUAL



Oak Heights Independent School
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UPDATED – April 2023
Approved by: Mr Dhillon / Governors
Date: Next review : **Sept 2023**

Monitored by: The Headmaster and the Board of Governors

Signature: S Dhillon

Date: April 2023

Oak Heights School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Contents Page

1.0 Governance and Leadership	(4)
2.0 Aims, Ethos and the School's Philosophy Policy	(7)
3.0 Admission Policy	(11)
4.0 Attendance Policy	(14)
5.0 Anti-Bullying Policy.	(15)
6.0 Child protection policy and procedures 2022.....	(21)
7.0 Drugs Policy.....	(44)
8.0 Response to Possible Drug Related Incidents.....	(47)
9.0 Staff code of conduct and Behaviour Policy.....	(49)
10.0 Complaints Procedure Policy.....	(53)
11.0 The School Curriculum, PSHE(Careers) & RSE policy.	(60)
12.0 Educational Trips, excursions and outings policy.....	(76)
13.0 First Aid Policy.....	(82)
14.0 Health and Safety and Welfare Policy.....	(87)
15.0 Fire and Safety Policy.....	(93)
16.0 Equality Policy.....	(106)
17.0 Special Education Needs Policy (SEN).....	(107)
18.0 School exclusions.....	(114)
19.0 Keeping children (Safer recruitment) 2022 Safe in Oak Heights School.....	(118)
20.0 Data protection. & GDPR.....	(126)
21.0 Extremism and Radicalisation policy.....	(127)

Oak Heights School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

22.0 Mobile and CCTV policy	(133)
23.0 Manage aggressive behaviour in schools policy.....	(133)
24.0 Whistle blowing Policy	(135)
25.0 Policy review.....	(136)
26.0 Limitation and liability.....	(136)
27.0 Staff – Oak Heights.....	(137)
28.0 Model complaints form.....	(139)
29.0 Sources and further information.....	(140)
30.0 Legal notices.....	(140)
31.0 Appendices.....	(145)

OAK HEIGHTS REGULATIONS, POLICIES AND INTERNAL PROCEDURES MANUAL

1.0 Governance and Leadership

Proprietorship of an independent school is a serious business. Getting it wrong has important, usually litigious, implications.

It requires good governance and compliance with employment, business, financial and educational criteria in all its facets: a daunting task for any proprietor or company not prepared to seek best advice in the areas affecting education, safeguarding children, and health and safety.

Oak Heights recognises the value that independent governance can provide and has, therefore, sought to combine the best elements of the governance characteristics of charitable schools and the corporate business world by establishing a Board of Governors. The Proprietor reports to a Board of Governors that includes independent members not involved in the day-to-day running of the school.

The Board includes members with many years of experience in the education sector as well as members with specialism in finance, business development and corporate governance.

The Board of Governors has the final say in all matters of strategic importance of the school and ensures strict supervision of compliance with legislative and regulatory standards. The Board has the power to seek independent professional advice, as required, at the cost of the company. The proprietor and the Headmaster are accountable to the board.

1.1 Leadership and Management of the school

When evaluating the quality of leadership and management in our school we consider how well we:

- Demonstrate an ambitious vision for our school with high expectations for what every pupil and teacher can achieve and set high standards for quality and performance;
- Improve teaching and learning through rigorous performance management and professional development;
- Provide the ethos and conditions for all pupils to achieve their full potential, learn and make progress;
- Evaluate our school's strengths and weaknesses and use the findings to generate improvements;
- Improve our school's capacity for sustaining improvement by developing high quality teaching, leadership capacity and high professional standards among all our staff; engage with parents and carers, and placing authorities, where relevant, in supporting pupils' achievement, behaviour and personal development and their spiritual, moral, social and cultural development;

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- Ensure that all the required policies, routines and procedures are in place and are implemented effectively so that the independent schools standards are met, pupils are safe, parents and carers have the information they require and the school operates as an efficient and orderly community; we focus on how effectively as leaders and managers at all levels we enable pupils to overcome specific barriers to learning and promote improvements for all pupils and groups of pupils in the context of our school.
- These include how relentlessly as leaders, managers, the governing body, proprietors and trustees pursue a vision for excellence, for example through: the rigorous implementation of well focused improvement plans based on robust self-evaluation; consistently implementing our policies and procedures;
- The extent to which staff, pupils, parents and carers and, where relevant, placing authorities, are engaged by and contribute to realising the vision and ambition of leaders, managers, governors, proprietors and trustees;
- Effective monitoring and evaluation of the quality of the curriculum and teaching, performance of the school relative to other schools, and the satisfaction of pupils and their parents, carers and, where relevant, placing authorities;
- Effective strategies for improving teaching and care of pupils, including, where relevant, the teaching of reading and improving behaviour, for example through: systematic, accurate and robust performance management including using appropriate procedures for tackling underperformance; monitoring the quality of teaching and learning and acting on its findings;
- Providing a coherent and effective programme of training and professional development based on the identified needs of the pupils and staff – where relevant, this should especially consider newly qualified teachers and teachers at an early stage of their career;
- Ensuring that all staff training required for continued registration as an independent school has been completed and is up to date;
- Developing staff through dialogue, coaching, training, mentoring and support, and providing examples of best practice; leading curriculum development; ensuring that the curriculum is suitable for the needs, aptitudes and interests of the pupils; is well planned and delivered by staff with the appropriate knowledge and skills to do so; and promotes pupils' progress and personal development; demonstrable capacity to bring about further improvement as shown by a combination of: a track record of improving aspects of academic performance and/or maintaining high levels of academic performance improvements in the quality of teaching over time or the maintenance of good or better teaching;
- Robust self-evaluation which underpins actions and plans focused on the right areas to bring about improvement; noting that good intentions and an aspirational outlook, or a recent change of Headteacher following a period of poor leadership, do not in themselves provide sufficient proof of the capacity to achieve improvement; effectively work by the proprietor, governing body or board of trustees, including how well they:

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know the school, and understand its strengths and weaknesses through being fully involved in the school's self-evaluation;

- Support and strengthen school leadership and contribute to shaping its strategic direction;

Provide challenge and, where relevant, hold the Headteacher and other senior leaders to account for improving the quality of teaching and the effectiveness of performance management systems;

- Work efficiently including through having a systematic approach to meeting statutory duties and approving and monitoring priorities, ensuring they are focused on improving teaching and learning; effective procedures for identifying and supporting disabled pupils, those a special educational need and pupils with other significant disadvantages, so that they can maximise their potential and are enabled, wherever possible, to overcome their barriers to learning;
- Use effective strategies and procedures for promoting pupils' spiritual, moral, social and cultural development, including providing appropriate guidance to help pupils prepare for life in modern democratic Britain and a global society; manage safeguarding arrangements to ensure that there is safe recruitment and all pupils are safe, including for example, the effective identification of children in need or at risk of significant harm, for instance: maintaining the single central record and appropriate arrangements for child protection and the safe recruitment of staff; the rigour with which absences of staff and pupils are followed up; how well safe practices and a culture of safety are promoted through the curriculum;
- Providing school premises and accommodation,
- Promoting the confidence and engagement of parents and carers, and where appropriate placing authorities, in their children's learning and the development of good behaviour, and providing them with the information about the school they require; working in partnership with other schools, external agencies and the community, including business, to improve the school, extend the curriculum and increase the range and quality of learning opportunities for pupils; and implement robust procedures for handling complaints.

1.2 Meetings

The Board of Governors at Oak Heights School meets twice every year at the school's premises during either the Easter or summer period (Not during term time).

The report contains an account of progress in meeting the objectives of the school development plan and any proposals for amendment of that plan. It may also contain other academic or pastoral issues that require review or decisions by the members. Mention of staffing problems and of serious breaches of school discipline will help to establish in the Members' minds some of the Head's current concerns.

2.0 Aims, Ethos and the Schools Philosophy policy

Fully inform the whole school community of the Aims and Ethos of the Oak Heights School.

2.1 Background to the policy and the Philosophy

Oak Heights School was founded in 2006 on the initiative of one person who, as a result of their studies at the City University, London, wanted to offer the local communities the best in traditional British education. Students are not selected on the basis of faith or wealth or even on ability but on determination to succeed, as we believe that every child matters.

The School is actively looking to expand in Red Lion Court . Over the past five years the school increased by 20% in size and now serves students drawn largely from the local community.

It strives to nurture, educate and cultivate the most adventurously bright, intellectual spirits to produce top future professionals. Through maintaining an unwavering disciplinary stance, the focus continually remains on teaching meticulously designed programmes, which encompass all of the strengths of the national curriculum as well as other social dimensions to facilitate effective learning. Career success is of utmost priority. Both staff and students alike coordinate well in sharing the vital determination to pave the pathways to achievement; be it in the Law, Medicine, Finance or Arts employment sectors.

The school is renowned for having a deliberately low overall intake of students to ensure a very high standard of regulation and accountability amongst our members. It also means the ideal level of academic, personal and social support received by students is maintained throughout their academic pursuits.

Oak Heights fully recognises the importance of innovative teaching approaches in order to instil inspiration and raise aspiration. The passionate, enthusiastic and encouraging attitudes modelled by teachers are demonstrated through excellent results. Motivating students to release their potential is a key aim at Oak Heights. Infused with strong belief in their own capabilities, students develop the self-confidence required to overcome any future challenges.

Our academic timetable highlights the emphasis we place on the development of numeracy and literacy. Consistent effort is also made to develop inquiring minds and good study habits. Cultural and artistic awareness is never neglected and students become experienced in formulating their own opinions over current affairs through daily discussions and debates over both key national and worldwide concerns. We take care that, whether during lessons or in assemblies or other forum, students participate in discussions and debates in which opposing views are presented in a balanced way and students are encouraged to form their own views on the basis of a wide range of accurate facts. Workshops, school council meetings and assemblies are held on a regular basis to ensure political views are not promoted in any subject.

School trips and excursions are organised to enhance this exposure, implanting the seeds for well-rounded personal growth.

Oak Heights avoids the approach of learning solely for the purpose of passing relevant examinations and strives to implement innovative, fresh and cutting-edge methods of teaching so as to encourage broad-minded mentality and comprehension.

Each student has their own special talents – some are brilliant at sport, others in drama and a few just have the innate ability to debate over anything and everything affecting society today.

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Individuality is cherished in a way that allows the students to think for themselves and pursue their interests and strengths and ultimately, build upon their self-confidence.

2.2 Ethos and aims of education

*We aim to ensure that each student achieves the necessary academic success that opens appropriate tertiary education opportunities. For most students this will mean university. Our aim is to ensure that each student is guided into the right course of study, which will maximise his potential and open possibilities for him/her to find full personal satisfaction and fulfilment.

*We aim to introduce students to a wide range of traditions and to encourage them to learn how to consider, evaluate and discuss it in the pursuit of wisdom. We rate highly the ability of students to speak in public, especially without prior preparation.

*We aim to develop each student's powers of reason and strengthen his/her ability to make good choices for their future, for e.g. What are the effects of smoking and drinking alcohol.

* We aim to create opportunities where older students can care for younger ones and take responsibility for ensuring a harmonious life for the whole School community.

* We aim to encourage understanding of current affairs and the role of national institutions in the conduct of a civilised society. We aim to foster responsible citizenship, including knowledge of and respect for the Law, we encourage pupils to respect the fundamental British values of democracy, the rule of law, respect for individual liberty and cultural, ethnic and religious diversity tolerance of those with different faiths and beliefs, and understanding of essential household economics.

* We aim to introduce students to the importance of healthy living through, regular exercise and care of the physical body which will in return keep a healthy mind

* We aim to encourage students self-respect, to work as a community, be polite to others, greet people in a polite manner and help others in need through charity work.

2.3 Spiritual development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life, which is not necessarily experienced through the physical senses.

Spiritual Development is about:

- The non-physical aspect of a person concerned with profound thoughts, relating particularly to religious faiths;
- That which moves people;
- Feelings, experiences, emotions;
- A sense of purpose;
- A sense of awe, wonder and mystery;
- Insights into a personal existence which are of enduring worth;
- Valuing a non-material dimension to life;

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- The relationship between belief and behaviour;
- A sense of heightened perception or awareness;
- A sense of being part of a greater whole;
- A search for meaning and purpose; and
- The attribution of meaning to experience.
- Our school promotes spiritual development through:
 - Providing and encouraging and positive ethos;
 - The values and attitudes the school identifies, upholds and fosters;
 - Reinforcing a child's sense of self-worth;
 - Focusing on positive 'success' rather than negative 'failure';
 - Giving children the opportunity to reflect and to experience times of quiet (e.g. Form Time);
 - Encouraging children to listen to and consider the ideas and experiences of others (e.g. "Remembrance Day")
- Providing opportunities for pupils to learn about and respond to a variety of beliefs and values;
- Fostering a fascination and enjoyment in learning; and
- Using imagination and creativity in learning.
- Our school also encourages children to develop a personal spirituality through:
 - Reflecting on their own and other people's experiences;
 - Acquiring self-knowledge;
 - Thinking about their own beliefs, values and aspirations;
 - Forming personal responses to questions about the purpose and meaning of life; and
 - Using imagination.

2.4 Moral development

Moral development is concerned with pupils' ability to make judgements about how they should behave and act,

Moral development is about:

- Knowing of the codes and conventions of conduct agreed by society;
- Having the will to behave morally as a point of principle;

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- Being able to articulate attitudes and values; Oak Heights School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to
- Share this commitment. It is our aim that all pupils fulfil their potential
- Recognising the moral dimension to situations;
- Developing a set of socially acceptable values and principles;
- Recognising that values and attitudes change over time;
- Making judgements on issues by applying moral principles, insights and reasoning;
- Taking responsibility for one's own actions;
- Understanding the consequences of actions for self and others;
- Behaving consistently in accordance with principles; and
- Recognising the greater needs which extend beyond self-interest.
- Our school promotes moral development through:
- Making it clear what kinds of behaviour are expected;
- Highlighting examples of high standards of behaviour, truthfulness, integrity and honesty; and
- Adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable.
- Additionally, our curriculum strives to promote children's moral development by:
- Extending children's knowledge and understanding of a range of values in society (e.g. "Poems From Other Cultures" – Year 9 English);
- Developing children's ability to make moral decisions
- Having the confidence to act in accordance with their own moral principles and thinking through the Consequences of their actions (e.g. "Sweatshops and 'Fast Fashion'" – Year 7/8 PSHE education); and Providing opportunities for pupils to explore moral issues in a contemporary context).

2.5 Social development is about:

- The progressive acquisition of the competencies and qualities needed to play a full part in society
- Understanding of the institutions, structures and processes of society
- Understanding of how individuals relate to each other
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour
- Being able to make a personal contribution to the well-being of groups

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- The ability to exercise responsibility and initiative
- Being able to participate cooperatively and productively in the community
- Knowing how societies function and are organised
- Understanding how what is learnt in the curriculum relates to life in society
- Being able to take on the roles of team leader and team worker
- Our school promotes social development through:
 - Encouraging children to relate positively to others;
 - Encouraging adults to set high standards in their relationships with each other;
 - Providing a model of purposeful and harmonious community;
 - Allowing children to experience the obligations and constraints, but also the satisfaction, that goes with being
- A member of a group;
- Giving children the opportunity to make decisions within a group;
- Encouraging children to take responsibility; and
- Giving children an understanding of their role within the wider community.
- Opportunity for including social, moral, spiritual and cultural policy within the curriculum including:
 - Assemblies
 - Appreciating and valuing other faiths and beliefs of both groups and individuals.
 - Learning about being a member of a pluralist society and respecting and tolerating others and their belief and
- Needs.
- Knowing about and celebrating the historical, social and religious aspects and holidays of our own culture and
- That of others
- Celebrating each other's achievements and interests
- Learning about presenting in front of a group of peers

3.0 Admission Policy

3.1 Aims of the policy

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The Headmaster aims to:

- Fully inform the whole school community and prospective parents of the reasons and procedures relating to admissions at the Oak Heights School.
- Identify and admit children who will benefit from an academic education and who will contribute to and benefit from the ethos and activities of our school community.

3.2 Background to the Policy

Oak Heights School is open to all students of all faiths and of none. We enjoy the presence of students from many cultural backgrounds and find strength from this **diversity**. Beyond these differences, however, we acknowledge that every student shares a common essential spirit.

Candidates for admission need to establish to the Headmaster's satisfaction their interest in, and likely empathy with, the philosophical education on offer.

Candidates also need to demonstrate an ability to cope with the academic nature of the curriculum. In a situation where learning support may be necessary, candidates are required to be willing to receive learning support, and to pay for such additional help if necessary.

3.3 Disability and Special Educational Needs

The School has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under the **Equality Act 2010** in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

The School needs to be aware of any known disability or special educational need, which may affect a child's ability to take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs should provide the School with full written details at registration, or subsequently before accepting the offer of a place. The School needs this information so that in the case of any child with particular needs, we can assess those needs and consult with parents about the adjustments which can reasonably be made to cater adequately for the child's needs both during the admissions process and if an offer of a place is made.

Similar if special educational needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

3.4 Entry points

The main entry points are at Yr 7. Other candidates may, from time to time, be interviewed and academically tested for places in other parts of the School where vacancies arise.

3.5 Means of entry

Following payment of a registration fee, all students are asked to undertake a combined test in English and Mathematics. The test is 1 hour long.

All students who have registered are required to be interviewed by the Headmaster, which usually takes place following the tests.

The Headmaster also requires a meeting with either Parent(s) and/or Guardians. In instances where

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the Parent(s) or Guardian are not the contract signatory, the

The Headmaster may require a separate meeting with the contract signatory.

3.6 Selection criteria

In his interview, the Headmaster will seek to establish from the student all or some of the following:

- * His/Her understanding of the nature of the world around him.
- * His/Her interest in school activities
- * Any considerations of future careers or service to society
- * His/Her interest in current affairs
- * What inspires his/her creativity
- * What occupies his/her attention during their leisure.

In the interview, the Headmaster will seek to establish from the Parent(s) or Guardian all or some of the following:

- * The reasons behind the choice of Oak Heights as a school for their son or daughter.

Following a satisfactory interview with both Student and Parent(s), the Headmaster will consider the student's academic outlook before sending in writing an offer for a place.

3.7 Special circumstances

We recognise that a candidate's performance may be affected by particular circumstances, for example:

- * If he/she is unwell when taking tests or has had a lengthy absence from his school;
- * If there are particular family circumstance such as a recent bereavement;
- * If there is a relevant educational history, for example, education outside the British system;
- * If the candidate has a disability or specific learning difficulties;
- * If English is not the candidate's first language. Provisions will be made for English support .

In any of these cases we may request further information such as a medical certificate or educational psychologist's report and any associated correspondence or details from the student's current school (including samples of work) or any family history of dyslexia/dyspraxia, as we consider necessary to make a fair assessment.

3.8 Disclosures

Parents must disclose any particular known or suspected circumstances relating to their child's health, allergies, and disabilities or learning difficulties.

Parents must disclose whether previous school fees have been settled prior to applying for a place here at Oak Heights School. The school will verify this by phoning the previous school.

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Parents must also disclose if their child has been suspended or expelled from their previous school(s) or whether their child has committed a criminal offence.

3.9 Offers

Offers may be of three kinds:

1. An unconditional offer.
2. A conditional offer, outlining a set of conditions to be met before entry can be guaranteed.
3. A waiting list offer.

A clear date for acceptance will be included in the letter. At times of heavy demand a waiting list will be created. Candidates on the waiting list will be offered places in writing as they become available.

It is a deliberate policy to offer places to a range of students who possess academic, artistic, sporting or other skills and talents. The aim is to achieve a 'balance'. It is also a conscious policy to offer some places to students with special learning needs.

The Headmaster will seek to balance the needs of the whole class (where one is being formed), and take the needs of any existing class into account where a new student is being considered. Appropriate candidates from the waiting list will be offered vacant places; however, there is no policy of "first come, first served."

3.10 Headmaster's decisions

The Headmaster's decisions on which candidates are offered entry to the school are not subject to appeal. The Headmaster will not usually give reasons for rejecting any candidate.

The Headmaster will, however, always be willing to provide guidance on educational issues where it may be deemed helpful to do so.

3.11 Statutory obligations

Application of the Admissions Policy in practice takes full account of the statutory obligations under the Equality Act 2010.

4.0 Attendance policy

Regular attendance at Oak Heights School is vitally important for a pupil's academic achievement. It is important that staff, parents and pupils are familiar with the Attendance Policy operating at school.

The school will contact the Education welfare from the local authorities if a pupil/student is consistently missing school.

Pupils who are absent for any reason are expected to complete missed work to ensure a complete record of all their courses. It is the responsibility of the pupil to obtain and complete assignments. Should a pupil be suspended for any reason, the school will ensure that appropriate work is set for completion and it is the pupil's responsibility to make the necessary arrangements.

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All work missed by absence, for whatever reason, is due in on the day the pupil returns to school. Pupils showing patterns of non-attendance or with any unauthorised absence where it is clear that the absences could be a sign of early truanting, will be subject to immediate consequences and parents will be called in to the school.

Consequences may range from a pupil being placed on a Report Card to the pupil's parents being reported to the appropriate authorities that could, in serious cases, result in a court appearance.

Registers are taken for both morning and afternoon sessions and Oak Heights school will telephone parents should there be unexplained absence of which the school has not been notified.

Parents who request leave of absence must write to the Head requesting permission. Absences for such things as family holidays are frowned upon and except in exceptional circumstances, parents should not expect these to be approved.

Oak Heights School values attendance at school and pupils who complete 100% attendance in the academic school year will be celebrated during the end of term or end of year celebration assembly. Parents and pupils should carefully read and sign any documentation received from Oak Heights School relating to conduct and attendance and are required to work closely with the school to support good attendance as a preparation for the world of work and lifelong learning.

Our website portal is updated regularly and this policy and other relevant material is published there.

The school reception and form tutor must be notified in advance of any medical/dental appointments or other planned absence from school.

4.1 Missing student

A child going missing from education is a potential indicator of abuse and neglect. Governing bodies and proprietors at Oak Heights school have put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

5.0. Anti-Bullying Policy

5.1 Key Principles

It is a statutory requirement that all schools have an anti-bullying policy. The Education (Independent School Standards) (England) Regulations 2014 place a legal duty on independent schools to make provision for measures to prevent and deal with all forms of bullying.

Bullying exists in all walks of life, not just schools or certain types of schools. It is wrong and results in pain and distress to the victim and can directly affect other people, not just bullies and victims.

At Oak Heights we have set out to create and follow a policy which has regard to the DfE guidance as laid out in *Safe to Learn- Embedding anti-bullying work in schools and the latest DfE guidance, Preventing and tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, 2017*.

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5.2 Definition:

Bullying is wrong. There are no exceptions to this statement.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between students, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case [source: DfE guidance *Preventing and tackling bullying: advice for school leaders, staff and governing bodies*, July 2017].

At Oak Heights we will work together to both prevent bullying and deal effectively with those incidents, which occur. This reflects the aims of the school.

5.3 Types of bullying

Bullying can include a number of different behaviours:

- Emotional: being actively unfriendly, excluding, tormenting
- Physical: pushing, kicking, hitting, punching or any violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually orientated comments
- Homophobic: because of or focusing on the issue of sexuality; homophobic insults
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: by Internet misuse through offensive website postings, e-mail and instant messaging. Misuse of mobile phones through text messaging, camera and video facilities, sexting etc
- Property: damage to or hiding one another's property
- Disability/SEN: name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties

If school staff feels that an offence may have been committed the school will seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

5.4 Signs of Bullying

A child may indicate by their behaviour that he or she is being bullied. If your child shows some of the following signs, bullying may be responsible and you might want to ask if someone is bullying or threatening them.

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Students may:

- Be frightened of walking to and from school
- Change their usual route
- Beg you to drive them to school
- Be unwilling to go to school (or be 'school phobic')
- Feel ill in the mornings
- Begin truanting
- Begin doing poorly in their school work
- Come home regularly with clothes or books destroyed
- Come home starving (bully taking dinner money)
- Become withdrawn, start stammering, lack confidence
- Become distressed and anxious, stop eating
- Attempt or threaten suicide
- Cry themselves to sleep, have nightmares
- Have their possessions go missing
- Ask for money or start stealing (to pay the bully)
- Continually 'lose' their pocket money
- Refuse to talk about what's wrong
- Have unexplained bruises, cuts, scratches
- Begin to bully other children, siblings
- Become aggressive and unreasonable
- Give improbable excuses for any of the above

5.5 Raising Awareness

Oak Heights School students are encouraged to co-operate with each other, form positive relationships and question behaviour which discriminates against others. They also learn to listen to others at the same time as demonstrating an appropriate degree of assertiveness.

The Oak Heights curriculum seeks to promote awareness of individual responsibilities towards others. Assemblies offer particular opportunities for structured learning in this area. Through our philosophical education we seek to educate students about how to interact effectively and positively and we aim to produce a safe and secure environment where all students can learn without anxiety

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and where we minimise opportunities for bullying.

The school also works with the wider community such as the local police and children's services. Oak Heights has also been involved with outside agencies that tackle bullying. **The Beat bullying** campaign is an event that the school involves in every year.

<http://www2.beatbullying.org/abw2011/>

Staff and students also participate in the Diana Awards Antibullying programme and are trained as Anti-bullying Ambassadors yearly.

An example of an Anti-Bullying code policy devised by the students from year 7-10 during an Assembly:

- 1. Everyone to respect each other**
- 2. Only good friends can tease**
- 3. Bullying is not tough, it's cowardly**
- 4. When you're sorry, say so immediately**
- 5. Think before you speak**

A number of other subjects also offer openings to examine questions of oppressive behaviour and equality. For example, through literature students may explore the emotional impact of isolation or abuse. History can enable students to understand intimidation and persecution. And in English - Drama and General Studies/PSHE students can learn about human relationships through role-play.

In educating the students at Oak Heights about bullying, emphasis is put on the fact that serious psychological damage (even suicide) can result from bullying and that although bullying is not a specifically criminal activity, there are criminal laws which apply to harassment and threatening behaviour.

5.6 Raising Awareness of Staff

We ensure all staff are aware of this policy and its contents and are trained to identify and respond to incidents of bullying. This takes place at the beginning of the term of each academic year, at the same time that staff receives training on Child Protection awareness.

Procedures to Follow (in preventing and dealing with bullying incidents)

At Oak Heights we seek to prevent bullying by promoting a school ethos in which bullying is regarded as unacceptable (*see Behaviour and Aims & Ethos Policies*). It is suggested that one of the most effective deterrents of bullying is peer attitudes and responses. Students are encouraged to remove themselves from situations and to report incidents in which they are concerned that bullying behaviour is occurring, either to the DSL, Anti-Bullying Ambassador or any adult.

In preventing bullying the role of the Headmaster, the School management Team (SMT) and the Students of Oak Heights is significant. Each class in the school has one representative from each class representatives who together form a council, led in the first instance by the Head Boy or Head girl and ultimately by the Headmaster who is head of the SMT.

The Headmaster listens out for incidents of bullying and actively reports and deals with these according.

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5.7 Reporting incidents:

We will encourage students to report incidents of bullying by:

- 1) Maintaining a high level of awareness of issues through the School management team, workshops, Informing senior staff members, the school council members and Anti-Bullying weeks every year, Advice leaflets.
- 2) Anonymous letters, which make it easy for students to report incidents confidentially. A suggestion box can be found near the door entrance.
- 3) Students can write in by email to enquiries@oakheights.co.uk
- 4) Talk to the Headmaster or write a letter to say they are being bullied.
- 5) Safeguarding issues will be reported to the Child protection officer (See the Child protection policy procedures)

5.8 Recording and Monitoring of Bullying:

All incidents of bullying are recorded on a Bullying **Incident Report Sheet**, which is kept in the Headmasters office who oversees the situation Anti-Bullying Policy from then on. Equal importance is given to the education of the perpetrator as to the support of the victim.

We believe that the effectiveness of this system is illustrated by the fact that to date, very few incidents of bullying have occurred. The policy is evaluated annually through consultation with students, parents and staff.

Whilst Oak Heights occupies a small site, it remains the school's intention to minimise areas of the site that might facilitate bullying behaviour. Open areas where there are high public visibility and CCTV cameras are an effective deterrent. All areas of the school site at Oak Heights are checked and monitored regularly.

5.9 Responding to bullying:

In incidents of bullying there will be victims and bullies. We recognise that there may also be Reinforcers and stirrers who support or provoke bullying behaviour.

When a bullying incident occurs, verbal or written reports will be obtained from all those involved, including witnesses.

In addition to punishing the bully in accordance with existing sanctions, we will try to provide help towards modifying bullying behaviour.

When disciplining a perpetrator of bullying the Headmaster will, in the first instance issue a Report card (*see Behaviour Policy*). However, were the perpetrator to continue bullying, the Headmaster may invite the parents in to school to discuss their child's behaviour and probably issue an appropriate sanction. Severe and persistent bullying may result in exclusion from school on a temporary or permanent basis (*see Behaviour Policy*).

Where bullying has been identified and intervened against, we will continue to monitor the situation for a suitable time period, enabling any patterns to be spotted.

In some instances, it may be necessary to have regard to other related School policies such as **Safeguarding or Behaviour policy**.

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- It is the responsibility of the Headmaster to monitor the incidence and occurrence of bullying within Oak Heights School.

As either part of an investigation into alleged incidents of bullying behaviour, we reserve the right to search belongings and confiscate items and materials perceived to be offensive.

We also reserve the right to confiscate/ban individual students from using or carrying mobile phones and other media devices in School either as part of an investigation of an alleged bullying incident or as a response to an incident. Therefore, the school will ask every student to hand in their mobiles phones when they arrive in school and collect them on their way out.

5.10 Bullying Beyond The School – (The statutory power only applies to maintained schools however Oak Heights school has also adopted this policy)

Oak Heights School reserves the right to discipline students for poor behaviour outside of the school premises where students can be identified. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, the internet or in a town or village centre.

Students are encouraged not to suffer in silence. The bullying may be by students at the School, students at other schools, or people not at school at all. Where a student reports bullying off the school premises, there are a number of responses that may be appropriate:

- Contact with the local police
- Contact with the relevant transport provider about bullying on buses, trains.
- Contact with Heads of other schools
- Map safe routes to School and tell students about them.
- Talk to students and parents about how to avoid or handle bullying outside the school premises.

5.11 The Role of Parents

It is clearly helpful where parents are able to support the values and measures represented within this policy and to discuss relationships, incidents and concerns in the same light. Parents, who are concerned that their child may be being bullied, or may be a perpetrator of bullying, should contact the Headmaster immediately. We advise against contacting other parents to sort out matters.

Oak Heights School also involves parents by encouraging parents to fill in questionnaires on Bullying. Parents are also made aware of the procedures to follow if they believe that their child is being bullied.

5.12 Schools' Accountability

At Oak Heights School, we believe that students will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the **Complaints Procedure**.

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5.13 Further Information, Guidance and Support

DFE Guidance: *Safe to Learn - Embedding anti-bullying work in schools*

DFE Preventing and tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, July 2017

www.kidscape.org.uk	02078235430
www.bullying.co.uk	0808 800 2222
Advisory Centre for Education (ACE)	0207 354 8321
Children's Legal Centre	0845 345 4345
Kidscape Parents Helpline (Mon – Fri, 10-4)	0845 120 5204
Parentline Plus	0808 800 2222
Youth Access	0208 772 9900
HYCS Youth Counselling Service	02085681818
Childline – Bullying	0800 1111

6.0. OH Child protection policy and procedures 2022

6.1 Introduction

Safeguarding and promoting the welfare of children

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Safeguarding and promoting the welfare of children is defined for the purposes of the KCSIE 2022 guidance as:

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical 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.

Extracted from KCSIE 2022

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Forms Used for Referrals

Location : Staff Room CP Folders, Online Portal & Upon Request.

Classroom Feedback Form – Behavioural & Emotional Concerns

Please complete this form in order to raise concerns/assist in concerns raised regarding a child's behaviour or emotional wellbeing/Mental Health in order for DSL to decipher if early Help intervention or alternative referral is necessary.

Cause for Concern Form

This form should be filled in the event of disclosure or observation of significant and urgent concern about a young person. It should be completed as accurately as possible & passed directly to the Designated / Deputy Designated Person who should action & then file securely. The school's child protection & safeguarding procedures should always be followed.

Provide details of the incident or concerns you have including times, dates, description of any injuries (use body diagram to indicate area of injury), witness details, what you have observed, heard or been told, if the information is first hand, fact or opinion, any other relevant details / information, etc. Ensure you clearly record the voice of the child's (suggestion - use capital letters to ensure it can be easily recognised). Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted.

6.1 Introduction

Oak Heights School fully recognises its responsibilities for safeguarding and promoting the welfare of children. This policy has been authorised by the Governors, is addressed to all members of staff and volunteers, is available on request and is published on the School's website. It applies wherever staff and volunteers are working with students on or off site i.e. when the children are on class holiday or educational visits.

Every student should feel safe and protected from any form of abuse, which, in this policy, means any kind of neglect, non-accidental injury, sexual exploitation or emotional ill treatment.

Oak Height School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The school will take responsible measures to:

- Ensure we practise safer recruitment in checking the suitability of all staff, volunteers including those employed by other agencies to work with children, in accordance with the guidance given in "**Safeguarding Children and safer recruitment in Education 2012**", the Education (Independent School Standards, England Regulations 2014 as amended, Keeping Children Safe in Education Statutory guidance for schools (KCSIE 2022) (DfE,2015) and Working Together to Safeguard Children 2018 (WT) A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2015)

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- Legislation and regulation 3.1. This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2022 and Working Together to Safeguard Children. We comply with this guidance and the procedures set out by our local safeguarding children board.
- Ensure we carry out all the necessary checks on the suitability of people serving on the governing body in accordance with the regulations and guidance.
- Ensure that where the school ceases to use the services of any person (whether employed, contracted, a volunteer or a student) because the person was considered unsuitable to work with children a prompt and detailed report is made to the **Disclosure and Barring Service (DBS)**.
- Ensure where staff from another organisation is working with our children (class holidays/trips) we have received assurances that the appropriate child protection checks and procedures are being implemented.
- Ensure that we follow the local inter agency procedures of Hounslow and the London Safeguarding Children's Board.
- Ensure we are alert to the signs of abuse from both within and outside school.
- Ensure that we deal appropriately with every suspicion or complaint of abuse.
- Design and operate procedures, which promote this policy.
- Design and operate procedures, which, as far as possible ensure that the teachers and others who are innocent are not prejudiced by false allegations.
- Support children who have been abused in accordance with his/her agreed child protection plan.
- Ensure that all staff, volunteers etc are alert to the medical needs of students with medical conditions.
- Operate robust Health and Safety Procedures. Take all practicable steps to ensure that the school premises are secure as circumstances permit.
- Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our school or local area.
- Have regard to the latest guidance issued by the Secretary of State.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2015, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

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- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2022 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

6.2 Suspicions and Allegations of Abuse

Every allegation or suspicion of abuse from within or outside the School will be investigated by the appropriate external agency such as the Hounslow Safeguarding Children Board (HSBC/HSCP) and the London authority's Safeguarding Children's Board (LSCB /LSCP), the CPU (The child protection unit of the police) or the NSPCC.

6.3 The Designated Person(s)

The School has **appointed** Mr Burse and Miss Sethi to be responsible for matters relating to child protection and welfare.

Mr Burse and Mrs Lubanda is also the Schools Pastoral and SEN Acting Coordinator and Mr Ali is Records & Exams officer

His/Her responsibilities are:

- To be the first point of contact for parents, students, staff (teaching/non-teaching) in all matters of child protection.
- To coordinate child protection procedures in the school.
- To maintain an ongoing training programme for all employees, (all staff receive update training every three years to standards approved by Hounslow LSCB. And all part-time and voluntary staff who work with children are made aware of the safeguarding children arrangements within the school)
- To monitor the confidentiality and storage of records in relation to child protection.
- To liaise with the Local Authority Designated Officer for Child Protection Officer (LADO) appointed by the Local Authority (SSD)
- To refresh their training every two years to standards approved by Hounslow LSCB.

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Mr Sukhvinder Dhillon (Headmaster and Designated Safeguarding Lead/DSL) and Mr Ali (Records Manager, Exam Officer) may be contacted on

Tel: 0208 577 1827

Tel: 07828314099 (24 hours)

They will on receipt of any disclosure:

- Advice and act upon all suspicion, evidence or belief of abuse reported to her/him.
- Keep the head informed of all actions, unless the Head is the subject of complaint in which case he will consult with the Chair of Governors or in his absence Mrs Elmoubarit (Senior administrator)
- Liaise with the SSD and other agencies on behalf of the school.

If the Designated person is unavailable his duties will be carried out by Mr Burse and Miss Sethi (Child Protection leads).

Mr Burse and Miss Sethi have undertaken **Child Protection training** (Level 2 and Level 3) and will attend a refresher course at two-yearly intervals; all staff and all others involved regularly with students will be updated on an internal training course (Level 1) conducted by HLSBC on a yearly interval or sooner if the legislation changes.

6.4 Roles and responsibilities

Every employee and Governor of the school as well as every volunteer who assists in the school have a legal duty to:

- To ensure children are protected from abuse
- To be aware of the school's Safeguarding Children Policy & KCSIE 2022
- To know how to access and implement procedures if necessary
- To keep clear records of relevant complaints, conversations or events
- To report matters of concern to the designated officer
- To attend training or refresher training every three years
- All staff are required to report to the designated person(s) any concerns about school practices or the behaviour of colleagues which is likely to put children at risk.

We recognise that children who are abused or who witness violence or abuse may find it difficult to develop a sense of self worth. The school will endeavour to support the student through:

- The content of the curriculum
- The school ethos, which promotes a positive supportive and secure environment and values each student.
- The school's behaviour policy

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- Liaison with the agencies that are supporting the student i.e Social Services, Children’s Mental Health Service etc.
- Ensuring that where a child with a Child Protection Plan leaves, their information is transferred to the new school immediately and the child’s social worker is informed.

Victims and alleged perpetrator(s)

For the purposes of this guidance, we, in places, use the term ‘victim’. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

For the purpose of this advice, we, in places, use the term ‘alleged perpetrator(s)’ and where appropriate ‘perpetrator(s)’. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

6.5 Signs of Abuse

Possible signs of abuse include but are not limited to:

- The child says he/she has been abused or asks questions that give rise to that inference
- There is no reasonable or consistent explanation for the child’s injury, the injury is unusual in kind or location, there have been a number of injuries, there is a pattern to the injuries
- The child’s behaviour stands out from the group as either being extreme model behaviour or extremely challenging, or there is a sudden change in the child’s behaviour.
- The child asks to be removed from a particular teacher’s lesson and is reluctant or cannot express the reason why.
- Developmental delay
- Weight gain or loss
- The child is neglected i.e. dirty, hungry, inadequately clothed.
- The child is reluctant to go home or has been openly rejected by the parent or carer.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child

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opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Radicalisation:** is defined in the government's Prevent strategy as "the process by which a person comes to support terrorism and forms of extremism leading to terrorism". It is a social process but also a deeply personal experience. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the Oak Heights school is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential. Page 10 of 13 use of social media in particular has become a major factor in the radicalisation of young people. Oak Heights responds to pupils who may be targeted or influenced to participate in radicalism or extremism.
- **Sexual abuse and Child Sexual Exploitation (CSE):** CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, money or affection) as a result of engaging in sexual activities. CSE can range from ‘consensual’ to serious organised crime by gangs. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Some young people do not exhibit any external signs of abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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- Specific safeguarding issues: Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/. Schools and colleges can also access broad government guidance on the issues listed here via the GOV.UK website: child sexual exploitation (CSE); bullying including cyber bullying; domestic violence; drugs; fabricated or induced illness; faith abuse; female genital mutilation (FGM); forced marriage; gangs and youth violence; gender-based violence/violence against women and girls (VAWG); mental health; private fostering; radicalisation; sexting; teenage relationship abuse; trafficking.

Child-on-Child Abuse (Formally Peer on Peer)

- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
- All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
- All staff must understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹⁰ (also known as sexting or youth produced sexual imagery);

upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Any staff that feel a child may be at risk of Child-on-child abuse must note this in a Cause for Concern form and notify the DSL as early as possible.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. (Extracted from KCSIE 2022 PG 14)

Female Genital Mutilation: Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. As of October 2015 it is mandatory for our school to report to the police cases where we discover that an act of FGM appears to have been carried out. Our school activates local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Unless our school has good reason not to, we will still consider and discuss such a case with the DSL and involve children's social care as appropriate. **Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.**

Mandatory Duty to report Female Genital Mutilation: -

Teachers along with health and social care professionals, are required under a new mandatory duty in the Serious Crime Act (2015) to report any case of known Female Genital Mutilation disclosed by anyone under the age of 18 years old to the police.

- **Breast ironing.**

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa. The practice of breast

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ironing is seen as a protection to girls by making them seem ‘child-like’ for longer and reduce the likelihood of pregnancy. Breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing. 5.26. Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Keeping Children Safe in Education (2022²⁹) mentions breast ironing as part of so-called ‘Honour Violence’. Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead as soon as possible.

- **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

6.6 Children missing from education (CME)

The Head, senior administrator (Mrs El Mouharbit) will review the numbers of Children missing from education each six weeks. They will ask about the steps being taken to trace and track the movement of CME pupils, actions being taken to ensure their safety. An off-rolling form will be completed to identify the reasons why a child will be taken off the school’s roll

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect;
- Come from Gypsy, Roma, or Traveller families;
- Come from the families of service personnel;
- Go missing or run away from home or care;

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- Are supervised by the youth justice system; come from new migrant families.

Children missing from education will be reported to the Children missing education officer (Team) in the Borough of Hounslow - Telephone: 020 8583 2768 or alternatively

https://www.hounslow.gov.uk/downloads/file/727/children_missing_education_referral_form

6.7 Indicators of Abuse

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

NSPCC research has highlighted examples of the neglect of children under 12 including: frequently going hungry; frequently having to go to school in dirty clothes; regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse; being abandoned or deserted; living at home in dangerous physical conditions and not being taken to the doctor when ill and not receiving dental care. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (What to do if you are worried a child is being abused 2006) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

6.8 Indicators of neglect:

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. Physical indicators of neglect include:

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constant hunger and stealing food; poor personal hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; illness or injury untreated and looking sad, false smiles. Behavioural indicators of neglect include: constant tiredness; frequent absence from school or lateness; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies.

6.9 EMOTIONAL ABUSE

The nature of emotional abuse: Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic violence. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on. Indicators of Emotional Abuse: Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes. Behaviour: acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc); neurotic behaviour (such as ricking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late. Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships. Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations ("I deserve this"); fear of parents being contacted; self-disgust; low self-esteem; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression.

6.10 PHYSICAL ABUSE

The nature of physical abuse: Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences e.g. shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present. A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

6.11 Indicators of physical

Abuse/Factors that should increase concern include: multiple bruising or bruises and scratches (especially on the head and face); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head; bruises on the back, chest, buttocks, or on the inside of the thighs; marks indicating injury by an instrument – e.g. linear bruising

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(stick), parallel bruising (belt), marks of a buckle; bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or tide marks; untreated injuries; recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

In the social context of the school or college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. We are concerned if the child or young person is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

6.12 SEXUAL ABUSE

The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to Child Sexual Exploitation. Most people who sexually abuse children are men, but some women sexually abuse too.

Characteristics of child sexual abuse: it is often planned and systematic – people do not sexually abuse children by accident, through sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain.

6.13 Behavioural observations

Sexual knowledge inappropriate for age; Sexualised behaviour or affection inappropriate for age

Sexually provocative behaviour/promiscuity; Hinting at sexual activity inexplicable decline In school performance

Depression or other sudden apparent changes in personality as becoming insecure or clinging, Lack of concentration, restlessness, aimlessness; Socially isolated or withdrawn, Overly-compliant behaviour; Acting out, aggressive behaviour poor trust or

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fear concerning significant adults; Regressive behaviour, Onset of wetting, by day or night; nightmares Onset of insecure, clinging behaviour; Arriving early at school, leaving late, running away from home, Suicide attempts, self mutilation, self-disgust; Suddenly drawing sexually explicit pictures; Eating disorders or sudden loss of appetite or compulsive eating, Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys Become worried about clothing being removed; Trying to be 'ultra-good' or perfect; overreacting to criticism.

Sexual violence and sexual harassment

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003²⁴ as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- **Causing someone to engage in sexual activity without consent::** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
- What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

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- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 28 It may include:
- consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
 - sharing of unwanted explicit content;
 - upskirting (is a criminal offence³⁰);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats.

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the [Anti-Phishing Working Group \(https://apwg.org/\)](https://apwg.org/).

6.14 Duties of employees, Governors and Volunteers

To ensure that all staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 2004, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm)

All staff should be aware of systems within their school or college which support safeguarding and **all** staff must ensure :

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- The children are protected from abuse
- To be aware of the School's Child Protection Policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse or reports of abuse)
- The identity of the Designated and Deputy Designated safeguarding officer (DSO)
- To be aware of the school Behaviour policy and complaints policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- To know how to access and implement the procedures, independently if necessary
- To keep accurate records of any significant complaint, conversation
- To report any matters of concern to the designated person
- To undertake appropriate training including refresher training every three years
- A copy of Part 1 of Keeping Children Safe in Education (KCSIE 2022) Department of Education and Department of Health 2014 which, in accordance with the KCSIE requirements, all staff (existing and newly appointed) are required to read
- To be aware staff behaviour policy (sometimes called a code of conduct) which should amongst other things, include low-level concerns, allegations against staff and whistleblowing.
- safeguarding response to children who go missing from education, and role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
- All staff should receive appropriate safeguarding and child protection training
- (including online safety) at induction. The training should be regularly updated. In
- **All staff** should be aware of their local early help process and understand their role in it.
- **All staff** should be aware of the process for making referrals to local authority children's social care and for statutory assessments⁷ under the Children Act 2004, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- All Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority. children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build

trusted relationships with children and young people which facilitate communication.

6.15 Whistle blowing

All staff is required to report to the Designated Person(s) or the Headmaster any concern or allegations about school practices or behaviour or colleague which are likely to put children at risk of abuse or other serious harm. In exceptional cases such a report should be made to Ofsted. There will be no retribution or disciplinary action taken against a member of staff if the report is made in **good faith**.

6.16 Procedures

Initial concerns/disclosure: a member of staff having concerns or hearing a disclosure must

- Listen carefully to the child and keep an open mind, no judgement should be made
- Not ask leading questions, that is a question which suggests its own answer
- Reassure the child but give no guarantee of absolute confidentiality. The member of staff will need to explain that they need to pass the information to the Designated Person who will ensure the correct action is undertaken.
- Must keep accurate written record of the conversation. The record should include the date, time and place of conversation and the essence of what was imparted and by whom and in whose presence. This must be written in the **Cause for concern Form**. The record/form must be kept in a secure location and handed immediately to the Designated Safeguarding Lead.
- Inform the DSL without delay
- Not to withhold any information
- Not to investigate
- Ask leading questions
- Repeatedly question/ask the child to repeat the disclosure over and over

Preserving evidence: all evidence, (for example scribbled notes, mobile phones containing text messages, clothing, computers) must be safeguarded and preserved

6.17 Reporting

All suspicions or disclosures of abuse must be reported to the designated Person, or if the case involves the Designated Person the Head or Deputy or to the school governors or trustees.

Action by the Designated Person: The action to be taken will take into account:

- The local inter agency procedures of Hounslow Local Safeguarding Children's Partnership (HLSBP) and the London Safeguarding Children's Board (LSCB)
- The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to the SSD or police without further investigation by the school.

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- The wishes of the child, who has complained, provided that the student is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override the child's wishes.
- The wishes of the complainant's parents provided they have no interest which is in conflict with the student's best interests and that they are properly informed.
- Duties of confidentiality, so far as applicable
- The lawful rights and interests of the School community as a whole including employees and insurers
- If there is room for doubt as to whether a referral should be made, the designated Person may consult with the Local Authority Designated Officer or other appropriate professionals on a no names basis without identifying the family. However, as soon as sufficient concern exists that the child may be at risk of significant harm or abuse a referral will be made without delay. If the initial referral is made by telephone, the Designated Person will confirm the referral in writing to the SSD within 24 hours. If no response or acknowledgement is received within three working days, the Designated Person will contact the Social Services again.

Referral guidelines: **A referral to the SSD or police will not normally be made where:**

- The concern does not involve serious criminal offence
- A referral would be contrary to the wishes of a child who is of sufficient maturity and understanding and properly informed and contrary to the wishes of the complainant's parents; and
- The case is one that can be satisfactorily investigated and dealt with under the School's internal procedures, the parents being kept fully informed, as appropriate.

However, if during the course of the internal procedures, it appears that the situation is more serious, the Designated Person(s) will again consider whether a referral should be made in accordance with the above.

External agencies: Whether or not the School decides to refer a particular concern to the SSD or the police, the parents or child will be informed in writing of their right to make their own referral to the SSD or the Child Protection Unit of the Police and will provide contact names, addresses and telephone numbers, as appropriate

6.18 Allegations against staff (including supply teachers, volunteers & contractors)

The School has a procedure for dealing with allegations against staff (and volunteers who work with children) that aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow the guidance in DFE guidance *Dealing with allegations of abuse against teachers and other staff 2012* that replaces chapter 5 of *Safeguarding Children and Safer Recruitment in Education*.

Under the guidance, schools are expected to have regard to the following matters.

- Procedures need to be applied with common sense and professional judgement (whereas before schools had to follow the required procedures closely).

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- Allegations found to be malicious should be removed from personnel records (whereas before all allegations had to be retained).
- Records must be kept of all other allegations but any that are not substantiated, are unfounded or malicious should not be referred to in employer references (whereas before details of all allegations had to be passed on in references).

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- The safety and welfare of the child or children concerned; and
- The need for a full and fair investigation.

Where an allegation or complaint is made against the Designated Person(s), the matter should be reported to the Board of Trustees or to the Board of Governors.

Where an allegation is made against the Headmaster, the person receiving the allegation should immediately inform the Chair of Governors, or in his absence the senior staff member (Mrs El Mouharbit) without first notifying the Headmaster.

In any event, no action will be taken until advice is received from the LADO.

Detailed guidance is given to staff to ensure their behaviour and actions do not place students or themselves at risk of harm or allegations of harm to a student.

If the School ceases to use the services of a member of staff (governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service (DBS). Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the governors without delay.

Concerns or allegations that do not meet the harm threshold

Any concerns or allegations which do not meet the harm threshold, are referred to as 'low-level' concerns. It is important that schools staff members are aware of the appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children. These include the low level concerns policy and Staff code of conduct policy.

6.19 Allegations against students

A student against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's policy on **behaviour and sanctions** will apply.

The school will collect the evidence and pass it on to the local Authority Designated Officer (LADO) and take no further action until advice is received from the LADO.

6.20 Allegations of abuse made against other pupils (peer-on-peer abuse).

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up". Most cases of pupils hurting

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other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour: Is serious, and potentially a criminal offence;

Could put pupils in the school at risk; Is violent; Involves pupils being forced/coerced into drugs or alcohol; Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting). Staff are made aware of the importance of: making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts; Dismissing or tolerating such behaviours risks normalising them;

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include: sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment; non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media;
- And sexual exploitation; coercion and threat.

6.21 If a pupil makes an allegation of abuse against another pupil:

You must tell the Designated Safeguarding Lead (DSL) - (Miss Sethi or Mr Burse) and record the allegation, but do not investigate it;

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed; the DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

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We will minimise the risk of peer-on-peer abuse by: challenging any form of derogatory or sexualised language or behaviour; being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys; ensuring our curriculum helps to educate pupils about appropriate behaviour and consent; ensuring pupils know they can talk to staff confidentially; ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

6.22 Suspected harm from outside the school

A member of staff who suspects that a student is suffering harm from outside the School should seek information from the child with tact and sympathy using “open” and not leading questions. A sufficient record should be made of the conversation and if the member of staff continues to be concerned he/she should refer the matter to the Designated Person(s).

6.23 Other complaints

If concerns are raised by parents/carers that relate to a possible safeguarding issue, the matter will be referred to the designated safeguarding lead on the senior leadership team and will be handled in line with the Child Protection and Safeguarding Policy. If the concerns related to the premises, the headteacher would work collaboratively with the operations team to investigate the concerns further and take action if required.

6.231 Notifications

The LSCP will be provided with the evidence within 24 hours of a disclosure or suspicion of abuse. No further action will be taken until advice is received from the LSCP.

The school will report to the LSCP no later than on the second day of unexplained absence of a student who is on a child protection plan.

The school will notify Ofsted within 14 days of any actual abuse or allegation of abuse on the premises.

The school will report to the DBS within one month of leaving the school any person whose services are no longer used because they are considered to be unsuitable to work with children.

6.24 If you have concerns about a child (as opposed to a child being in immediate danger)

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

6.25 Early help

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

6.26 Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

6.27 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues

6.28 Monitoring

The Designated Person(s) Lead as well as the Proprietor will monitor the operation of this policy and their applications and its procedures and make a report to the Governors. The Governors will undertake an annual review of this policy and how their duties under it

Have been discharged.

Any deficiencies or weaknesses in child protection arrangements will be remedied immediately.

The Governors will ensure any deficiencies or weaknesses in regard to child protection Arrangements are remedied without delay.

Safeguarding Referral Contact Numbers:

OH DSL Contact

Mr Lee Burse (Pastoral Manager and Designated Safeguarding Lead/DSL) and Miss Sethi (Safeguarding Lead) may be contacted on

Tel: 0208 577 1827

Tel: 07828314099 (24 hours or l.burse@oakheights.co.uk or a.sethi@oakheights.co.uk

Front Door Contact

If you cannot contact your DSL or senior and you are concerned that an infant, child or young person has been harmed or is at risk of being harmed, please contact Hounslow Front Door

Telephone: 020 8583 6600 – option 2

Email: earlyhelp@hounslow.gov.uk or childrensocialcare@hounslow.gov.uk

Emergency Duty Team:

Out of normal office hours contact should be made with the Emergency Duty Team service but only if it is a matter of considerable urgency which cannot be delayed until the next working day.

Tel: 020 8583 2222 Out of hours: After 5pm weekdays or weekends ask to speak to the duty social worker.

A referral to the SSD or police will not normally be made where:

- The concern does not involve serious criminal offence
- A referral would be contrary to the wishes of a child who is of sufficient maturity and understanding and properly informed and contrary to the wishes of the complainant's parents; and
- The case is one that can be satisfactorily investigated and dealt with under the School's internal procedures, the parents being kept fully informed, as appropriate.

(HLSBC) - Hounslow Safeguarding Children's Partnership 020 8583 3068

Child line 0800 1111

NSPCC 0808 800 5000

Further Support for Schools and colleges

Oak Heights School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

You should not feel that they are alone in dealing with sexual violence and sexual harassment.

Local authority children's social care and the police will be important partners where a crime might have been committed. Referrals to the police will often be a natural progression of making a referral to local authority children's social care. The designated safeguarding lead (or a deputy) should lead the school or college response and should be aware of the local process for referrals to children's social care and making referrals to the police (also see the section "reporting to the police" on page 120 of KCSIE 2022 for further information).

Schools and colleges may also find the following resources helpful:

- Child Exploitation and Online Protection command: CEOP is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors
- The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies)
- Support from specialist sexual violence sector organisations such as Rape Crisis or The Survivors Trust
- The Anti-Bullying Alliance has developed guidance for schools about Sexual and sexist bullying.

Online:

Schools and colleges should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and support is available from:

- The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues
- Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)
- Childline/IWF Report Remove is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online
- UKCIS Sharing nudes and semi-nudes advice: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery). Please see footnote 8 for further information
- Thinkuknow from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online
- LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

7.0 DRUG POLICY

Clarity about the range of substances covered

The following substances should be recognised as drugs in their own right.

- Volatile (sniff able) substances – e.g. petrol, alkyl nitrates, butane, aerosols
- Over-the-counter medicines – e.g. paracetamol, cough medicines
- Prescription medicines – e.g. tranquillisers, amphetamines, anabolic steroids
- Alcohol
- Tobacco
- Other legal drugs e.g. caffeine
- Illegal drugs e.g. cannabis, heroin, LSD, ecstasy

This school defines the term “drug” as any substance which affects the way in which the body functions physically, emotionally or mentally and includes tobacco, alcohol, solvents, over-the-counter and prescribed medicines as well as illicit substances.

7.1 Values

Set in the broader context of personal, social and health education, the schools drugs education reflects whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. Oak Heights is committed to the health and safety of all members of the school community and will take action to safeguard their well being.

Fundamental to the school’s values and practice is the principle of sharing the responsibility for the education with parents and carers. Oak Heights strive for effective communication and co-operation.

All non-medical drugs on school premises are unacceptable.

This policy will apply on the school premises and beyond, wherever students are within the care of school staff. This includes school trips and educational visits. The school will also have an interest in the health and well being of the students beyond these school boundaries and we would encourage parents and others in the community to adopt the same principles.

Whilst the school acknowledges that the numbers of young people who use and misuse substances is rising, it is important to recognise that many young people are choosing not to do so. The school will support their differing needs.

7.2 Rationale

It is believed that the purpose of drug education should be to give students the knowledge, skills and attitudes to appreciate the benefits of a healthy life-style and to relate these to their own actions, both now and in the future.

7.3 Aims

Oak Heights School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- Enable young people to make healthy, informed choices through increasing their knowledge, challenging and exploring attitudes and developing and practising skills.
- To help young people to develop a sense of self-awareness and self esteem.
- To increase understanding about the implications and possible consequences of drug use and misuse.
- To listen to young people's thoughts, feelings and concerns and to ensure that drug education responds to their needs.
- To help young people distinguish between different substances, consider their use, misuse, benefit and harm.
- To counter any inaccurate messages which young people receive about drugs.
- To encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medicinal drugs).
- To widen understanding about related health, social and legal issues.
- To enable children to identify where help and support can be found.
- To develop as a Health Promoting School.

7.4 Means to achieve aims

- A co-ordinated and consistent approach to the curriculum and to possible drug related incidents
- An appropriate teaching programme, which responds to students' needs.
- Clearly defined learning outcomes for lessons and other inputs.
- Reinforcement of key messages at different ages and stages and in different situations.
- Content and teaching approaches, which match the needs and maturities of all students, including those with special educational needs and English as an additional language.
- Integration of drug education into the curriculum.
- Involvement of the whole community, including staff, governors, parents, students and relevant visitors.
- Training and support for staff in the planning and delivery of drug education.
- Regular revision of policy and practice.
- Recognising that adults are role models for students and committing ourselves to a smoke-free environment; not using alcohol on premises; working in partnership with parents and carers and finding ways to avoid the need for over-the-counter drugs, such as finding a quiet room or corner for headache sufferers.

7.5 Planning

Opportunities for drug education will be clearly identified on long, medium and short-term plans.

7.6 Special Educational Needs

Staff may give additional support. Activities may be differentiated. (**See SEN Policy**)

7.7 Teaching – curriculum, materials and approaches

The outline-teaching programme is attached.

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Delivery will be:

- Through planned elements of national curriculum subjects and RE
- Through discrete PSHE and citizenship time;
- Through pastoral time;
- Through assemblies;
- Through occasional planned and negotiated visits from school nurse, police officer or other appropriate people;
- Through informal curriculum and opportunities for extra curricular activities.

A wide range of teaching approaches can be used and we particularly encourage active and accelerated learning methods, which involve students' full participation. Ground rules will be negotiated when appropriate and the sensitivity of the work will be recognised, safeguarding the interests of the individual student and the whole class.

The work will be regularly monitored and evaluated by all involved, including the young people.

7.8 Confidentiality

Some students may choose to mention instances of drug use in class or with individual members of the school community. While staff will want to be supportive, it is clear that they work within child protection guidelines and clearly state that they may not be able to guarantee confidentiality.

7.9 Working with visitors

Visitors can make a valuable contribution to drug education provision but do not constitute a comprehensive programme. The rationale for bringing in a visitor must be clear. It must enhance the overall educational experience and must educate rather than sensationalise. School staff must always be present and the educational outcomes evaluated. The school subscribes to the code of practice laid down by the Hounslow Borough Drug Action Team as stated in "Preventing Drug Misuse Through Education – a policy and strategy for Hounslow".

7.10 Liaison between schools and with parents and the wider community

If required, we will work with other schools in the area to develop consistent practices to support young people. This includes attention to the needs of young people as they transfer from primary to secondary school. We recognise that this and other aspects of community liaison is an important area to which we can contribute with the support of the local police, specialist agencies dealing with substance abuse and other local agencies.

The transition phase is recorded in our log.

7.11 Teachers Roles and responsibilities

This policy relates to all members of the school community. All staff has a responsibility for drug education and must be fully aware of this policy and its implications for themselves and for others in the community. Whenever adults interact with young people, they recognise that they may be influencing attitudes and behaviour.

All staff should consider themselves as role models whose behaviour the students are likely to notice and often follow. Staff also has a responsibility to know how they should respond to any possible drug-related incidents. They receive training and support in delivering their responsibilities.

7.12 Teaching and support staff

Have a responsibility to contribute to the taught curriculum for drug education. They listen to the students and determine their specific needs. These needs are met in specific drug education inputs as well as through a wider programme of personal and social skills development.

7.13 The Proprietor, the Headmaster and Governors

Have the ultimate responsibility for ensuring that policy and practice in this area are followed, including appropriate curriculum content and response to drug-related incidents and all policies are reviewed annually and kept up to date.

With responsibility for drug education and drug related issues has received training in drug issues and understands the issues involved and how they relate to wider issues of behaviour and school ethos. S/he contributes to developing and reviewing drug education policy and practice.

8.0 Response to Possible Drug-Related Incidents

Our definition of drug includes medicines, alcohol and tobacco it is therefore important that all aspects of an incident are considered. The needs and circumstances of the student are paramount.

We will consider each situation individually and recognise that a variety of actions in response may be necessary to drug related incidents as recommended by national guidance. (Ref. “The Right Responses– managing and making policy for drug related situations in schools” SCODA 1999).

If the situation leads to a medical emergency the school ***First aid Policy procedures*** will be followed immediately.

In the absence of a medical emergency the drug co-ordinator will be informed and an appropriate response considered. We will refer to the DfE guidelines on responding to drug-related incidents and in determining the response the implications of any action we take will be carefully considered. The focus of any response will be the student not the substance and we will seek to balance the interests of the individual, other members of the school community and the wider community.

Responses will be cross-referenced with related school policies such as:

- Behaviour policy
- Health and Safety policy
- First Aid policy
- Child Protection and safeguarding policy

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- School Visits policy

Unless there are exceptional circumstances we will inform parents or guardians at the earliest opportunity so that we can work together to support the student and to resolve difficulties.

We shall liaise with the local Police Liaison Officer; The Police Liaison officer can help with a needs assessment and support us in developing an appropriate response. The student/s will always be told when information is being passed on, in accordance with the school's policy on confidentiality.

Our aim is to enable all students to fulfil their potential. We will work with the student, their parents or carers and colleagues from other agencies to remove barriers to achievement and resolve any difficulties that exist. Drug related situations will be considered alongside other circumstances in the young person's life and not in isolation. We accept that it is never appropriate to respond in a way that is more punitive than that which might be considered by the police so that exclusion, whilst it remains an option, will be used as the very last resort.

Should a substance suspected of being illicit be found on the school premises it will be handed to the Headmaster and, in the presence of another member of staff placed in a sealed container in the school safe until it can be delivered to or collected by a police officer. S/he will also be involved in advising the school on the most appropriate response to the situation. The police will deal with any criminal offence.

All staff will be made aware of the legal constraints on gathering evidence and questioning those involved. They will not conduct an interview as such as questioning is reserved to those who have authority to do so in these circumstances, namely the police and possibly the social services.

9.0 Staff code of conduct and Behaviour Policy

9.1 Aims

All staff at Oak Heights school have an overriding responsibility to act and to conduct themselves at all times in a manner which makes a positive and active contribution to the education and welfare of the children in our schools and in our care.

All staff must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own presentation, attendance and punctuality. Also they must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Our Staff Code of Conduct covers staff behaviour, pupil relationships and communications including the use of social media. Definitions used in this Code of Conduct are as follows:

‘Fundamental British values’ is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes ‘democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs’. ‘Parents’ is intended to include carers, guardians and other adults acting in loco parentis. ‘Pupils’ is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in post-16 education. ‘School’ means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in academies and free schools depends on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish. ‘Special educational needs’, as defined by the Department for Education. ‘Statutory frameworks’ includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010.

For further details refer to the **Employment handbook**.

*"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)*

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. *This policy has regard to the latest DfE guidance, Behaviour and Discipline in Schools, 2016.*

The school aims to:

- To create an environment this encourages and reinforces good behaviour.
- To define acceptable standards of behaviour – see appendix A for samples.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.

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- To encourage the involvement of both home and school in the implementation of this policy.

9.2 Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the students' social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the students' developing ability to conform to our behavioural goals.

The students bring to school a wide variety of behaviour patterns based on differences in individual personalities, home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

9.3 Aim

The adults encountered by the students at school have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the students.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

9.4. The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that the students' efforts are valued and that progress matters.

9.5. Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and students, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide a environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the students to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

9.6. Rules and Procedures

Rules and procedures should be designed to make clear to the students how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- Be kept to a necessary minimum;
- Be positively stated, telling the students what to do rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Be consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

9.7. Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for students. Rates of praise for behaviour should be as high as for work.

9.8. Sanctions or Detentions

Although rewards are central to the encouragement of good behaviour, realistically there is a

need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headmaster, letters to parents and, ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. **In no circumstances should any form of corporal punishment be used.**

Punishments that are humiliating or degrading will not be used. The following sanctions / punishments will never be used:- Any form of hitting of a child (including hitting a child in anger or retaliation) Deprivation of food or drink. Enforced eating or drinking. Prevention of contact by telephone parents or any appropriate independent listener or helpline. Requirement to wear distinctive clothing or the wearing of nightclothes by day. Withholding of any aids or equipment needed by a child.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from appropriate agencies such as an educational psychologist or a counsellor may be necessary. This possibility should be discussed with the Headmaster.

9.9 Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern it is important that all those working with the student in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the student's welfare. Early warning of concerns should be communicated to the Headmaster so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental

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participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

****Record keeping of bullying incidents is kept in the main office for viewing***

10.0 COMPLAINTS PROCEDURE POLICY

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

10.1 This policy has been developed after consulting

- Part 7, paragraph 33 (a) to (k) inclusive of The Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015 along with the provision of information being made available in Part 6 Paragraph 32 (3) (f) of the Regulatory Requirements.
- ‘Running a Complaints System’ (The Local Governments Ombudsman);
- NAHT (London) Model Procedures for Managing Complaints);
- A Model General Complaints Procedure (Rise);

After defining the key principles this policy sets out ***the 3 separate stages*** of the complaints procedures itself. Below are summarised the key roles and responsibilities of the complaints committee.

Applies to:

- Oak Heights School where the record of complaints is kept for a minimum of three years;
- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the directors and volunteers working in the school.
- The parents of pupils of the school.
- Past pupils, if a complaint was raised when the pupil was still registered, but does not cover exclusions.

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10.2 Summary

We need to know as soon as possible if there is any cause for dissatisfaction. We recognise that a difficulty which is not resolved quickly and fairly can soon become a cause of resentment, which would be damaging to relationships and also to our school culture. Parents and students should never feel or be made to feel - that a complaint will be taken amiss or will adversely affect a student or his opportunities at this school. The policy however distinguishes between a concern or difficulty which can be resolved informally and a formal complaint which will require investigation.

This policy sets out the procedures which Oak Heights will follow whenever it receives a complaint for which there are not alternative statutory procedures.

A summary of the various stages is given below:

Action	Formality	Resolution
Stage 1. Informal discussion and resolution	Informal stage	Appointed School staff member
Stage 2. Investigation by the Headmaster	Formal stage	Appointed School staff member
Stage 3. Governors	Formal stage	Governing Body

Each of these stages will usually occur and there will usually be no return to previous stages (exceptions to this are noted within the procedure).

It is stressed that the majority of the complaints are resolved on an informal basis (**stage 1**).

10.3 Circumstances under which this procedure should not be used

Issues related to child protection and criminal investigations should be handled separately. This complaints policy is distinct from formal staff disciplinary proceedings and this should be made clear to all concerned. There may be occasions where complaints give rise to disciplinary procedures, which puts the complaint process on hold. If and when this occurs, the complainant should be informed. Any non-disciplinary aspects of the complaint should continue to be dealt with through the usual complaint procedures.

The School Trustees may give consideration to other complaint policies if they are more appropriate than this one.

10.4 Circumstances under which stages of the procedure should be missed out

This policy sets out the most suitable and effective process for dealing with the majority of complaints, which are not covered by alternative statutory procedures. In most cases any concern or complaint, regardless of whose attention it is initially brought to, should be discussed informally (stage 1) before being submitted at any of the following consecutive formal stages.

However, occasionally there will be circumstances under which it is unsuitable for complaints to be dealt with in this way.

10.5 Complaints against the Headmaster

In all cases where the complaint concerns the school's **Headmaster** directly, stage 2 will be missed out and the formal complaints procedure will begin at stage 3.

In some cases, it may be deemed inappropriate for individuals to discuss their concerns informally. In such cases complainants may be directed to contact the Headmaster (i.e. begin at stage 2). Complainants may choose to contact the Headmaster directly of their own accord. In these cases it will be at the discretion of the Headmaster as to whether or not it is appropriate for the complainant to discuss the matter informally (i.e. return to stage 1).

10.6 Who is allowed to complain

This policy may be used by anyone with a personal interest, who has a concern or complaint about any aspect of the school. In the main this will mean the parents and carers of the school's students and the students themselves.

10.7 Aims and Objectives

This complaints policy aims to:

- Encourage the resolution of problems by informal means wherever possible;
- Ensure that concerns are dealt with promptly, fully and fairly and within clearly defined time limits;
- Provide effective responses and appropriate redress;
- Maintain good working relationships between all people involved with the school.

10.8 Monitoring Complaints

At all formal and informal stages of the complaints procedure, the following information should be recorded indicating at which stage they were resolved including the preliminary stage or whether they proceeded to a panel hearing

- The name of the complainant;
- The date and time at which the complaint was made;
- The details of the complaint
- The desired outcome of the complainant;
- How the complaint is investigated (including written records of interviews held);
- Results and conclusions of investigations;
- Any action taken;
- The complainant's response (satisfaction or further pursuit of complaint).

Should there be a need, the school may choose to appoint a member of staff as a 'complaints co-ordinator'. When this is the case, this individual will have the responsibility for the operation and management of the school complaints policy and will be responsible for monitoring complaints.

The Head has appointed a senior member of staff, Mrs El Mouharbit (Co-ordinator) to be responsible for investigating and resolving complaints. If the Complaints Co-ordinator is unavailable or is the subject of the complaint, his duties will be carried out by the Head or another senior member of staff appointed by the Head.

The main responsibilities of the Complaints Co-ordinator are to:

- Be the first point of contact while the matter remains unresolved and keep records.
- Co-ordinate the complaints procedures in school.
- Maintain an on-going training programme for all school employees in relation to complaints.
- Monitor the keeping, confidentiality and storage of records in relation to complaints.
- Report regularly to the Head with respect to complaints.
- Complaints Form: Every complaint notified to a senior staff member will be noted, together with the action taken, on a standard form known as Complaints Form. A sample of the form is attached to the appendix.
- The Head will ensure that the record also shows whether the complaint was resolved at the preliminary stage or preceded to a panel hearing

10.9 Record Keeping for the whole school

The school will keep a record of all complaints for a minimum of 3 years, detailing how they were resolved, and will use the information to improve systems and procedures. This record will be confidential to the school leaders and trustees.

The school also has a duty to produce an annual return of the number of complaints registered under the formal procedure that is made available by the school office on request to parents and others.

The school will provide, on request to Ofsted, a written record of all complaints made during a specified period and the action that was taken as a result of each complaint. The number of formal complaints, received in an academic year, is made available to parents.

10.10 Upholding or Not upholding Complaints

At each stage of the complaints procedure, the conclusion will be either:

1. That the complaint is upheld (in part or in full) and, where appropriate, some form of action is taken

OR

2. That the complaint is not upheld and reasons for this are clearly given.

In the first instance, it may be appropriate to offer one or more of the following:

- An apology.
- An explanation.
- An admission that the situation could have been handled differently.
- An assurance that the event complained of will not recur.

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- An explanation of the steps that have been taken to ensure that it will not happen again.
- An undertaking to review school policies in light of the complaint.

In the second instance, the complainant may either choose to take no further action or to take their complaint to the next stage.

10.10 Publicity and Communication

There is a legal requirement for Oak Heights to publicise the complaints procedures.

Reference to this policy will be included within the school handbook (Student's Policy Manual) and is available in the reception for viewing. It may also be included, as appropriate, within the following:

1. The information given to new parents when their children join the school;
2. The information given to students at the school;
3. The information is given to the Headmaster, proprietor ready for inspection when asked for

The Governors and Trustees should be made aware of the complaints procedure and the various stages, before they are asked to handle any aspect of the complaint.

At all stages of the complaints procedure, everybody involved needs to be clear about what is happening and what their responsibilities are. In addition, the complainants should be told how to proceed to the next stage of the procedure if and when their complaint is not upheld.

10.11 Confidentiality

Confidentiality is vital. All conversations and correspondence will be treated with discretion. Complainants have the right to know what use will be made of personal information and, accordingly, personal information will only be shared between staff on a 'need to know' basis.

10.12 Stage 1: Informal Discussion

Introduction

The vast majority of concerns and complaints can be dealt with informally. There are many occasions where concerns are resolved straight away without the need to submit a formal complaint. Indeed, many concerns raised at this level might not be classified as complaints.

When a complaint is made directly against the Headmaster, **stage 2** is not required and the formal procedure begins at **stage 3**.

Individuals may decide to raise their concerns with a member of school administrative staff, class teacher, senior teacher, governor or Headmaster depending on their wishes and the type of issues they want to discuss.

It is not necessary to record all complaints that come in at this stage. There are no specific timescales for dealing with concerns at this stage. However, as at all stages, issues should be considered and dealt with as quickly and effectively as possible, ideally within 3 days..

The individual who raised the issue should be informed of any action to be taken to resolve the issue. If appropriate, this might be confirmed in writing.

10.13 Stage 2: Referral to the Headmaster

This is the first stage of the formal complaints process and, as a result, all communication between parties needs to be carefully recorded and monitored as set out in the ‘monitoring complaints’ section of this document.

10.14 Informal discussion with the Headmaster

Before proceeding with a formal investigation, the Headmaster will meet with the individual and discuss their concerns and wishes. It may still be appropriate and satisfactory to reach an informal resolution at this point. If not, the Headmaster will decide whether the individual’s complaint will be dealt with by this policy or another statutory procedure and advise them on what they will need to do.

10.15 Submitting a formal complaint

By this stage, it must be clear that the concern is a definite complaint, which will be dealt with according to this policy and should be formally submitted in writing to the Headmaster.

10.16 Acknowledgement and time scale

The Headmaster should formally acknowledge the complaint within 10 days of receiving it and begin an investigation.

(References to the number of working days refer to term-time only)

10.17 The investigation

The Headmaster will need to investigate the complaint and review any relevant documentation and information. If necessary, the Headmaster will interview witnesses and take statements from those involved. If the complaint centres around a student, the student will also usually be interviewed. When students are interviewed, an additional member of staff should always attend.

10.18 Response

The Headmaster will provide the complainant with a full written response either by electronic form or otherwise within 20 school days of acknowledging it. This response will determine whether or not the complaint had been upheld, the reasons why, and what action (if any) will be taken.

10.19 Stage 3: Review by governing body complaints committee

Introduction

Complaints only rarely reach this formal level, but it is important that governing bodies are prepared to deal with them. Upon receiving a formally submitted complaint, at this stage, the chairman of governors will usually choose to deal with it by upholding a complaints committee hearing. However, in some cases, it may be possible and appropriate for the chairman of governors to resolve the issue with the complainant by other means without the need for a complaint's committee review.

The following summarises the key roles and responsibilities of the complaints committee.

10.20 The Committee

It is recommended that school governing bodies annually agree two governors who will be able to form part of a complaints committee, if and when this becomes necessary at any point. The committee will generally consist of two governors who have not previously been involved in dealing with the complaint.. At least one member from the committee will be independent from the running of the school.

10.21 Submitting a formal complaint

The complainant must submit a written request to the Headmaster or to the Governors for their complaint to be considered by a complaints committee.

10.22 Acknowledgement and time scales

The chairman of governors should acknowledge receipt of this letter within 10 school days if possible. A reply should then follow within the next 10 school days in writing to the complainant. This letter will inform them that their complaint will be heard by a complaints committee within 30 days.

10.23 The Hearing

The hearing should allow each party involved to explain their understanding or interpretation of events and for other parties to question them. The hearing will, therefore, usually operate according to the following format:

- The chair will introduce all parties to one another and explain the principles, objectives and format of the hearing
- The complainant will be given the opportunity to explain their complaint. Following this the Headmaster and the complaints committee will be allowed to ask the complainant questions.
- The Headmaster will then be given an opportunity to explain the school's official response, interpretation or view about the complaint. Following this the complainant and committee will be allowed to question the Headmaster.

- Parents may attend the hearing and, if they wish, be accompanied by a person of their choice.
- Every party will be given the opportunity to call witnesses and question witnesses called by other parties.
- The Headmaster and the complainant will both be given the chance to give final statements
- The hearing will be concluded by the chair who should explain that the committee will consider its decision.
- The committee will inform both parties in writing within 30 days informing them of the outcome (findings and recommendations).
- During the hearing the complainant may have a supporting party present. The party may offer moral or interpretational support. They may also act on behalf of the complainant, as long as the complainant is present, if they sport a full understanding of the details of the case.

10.24 After the hearing

The committee will then consider the complaint and all the evidence presented and:

- Reach a unanimous, or at least majority decision, on the complaint;
- Decide upon the appropriate action (if any) to be taken;
- Where appropriate, suggest changes to, or request a review of, the school's, system or procedures to ensure that problems of a similar nature do not happen again.

The committee will make findings and recommendations, a copy of which will be sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about and will be available for inspection on the school premises by the proprietor and the Headmaster.

Child Protection

For any complaint that involves a potential child protection issue, this must be reported immediately to the DSL (See our Child Protection Policy for details of the procedure).

10.25 Grievance, Disciplinary and Capability Procedures with reminders to all about the school's expectations

This Complaints Procedure is totally separate from any Disciplinary or Capability Procedures. Should a complaint lead to concerns on the part of the Head or Board of Directors about the capability or conduct of a member of staff, these would not be discussed or dealt with within this procedure., this procedure does not apply to members of staff who wish to make a complaints as this would need to follow the school's Grievance Procedure which can be found in the Employees Handbook.

11.0 The School Curriculum

The National Curriculum was established by the Education Reform Act 1988. It defines the minimum educational entitlement for students of compulsory school to 18. Oak Heights has chosen to adopt its own curriculum, which incorporates some National Curriculum subjects.

The Regulations for Independent Schools require all independent schools to provide students with a curriculum that:

- Is balanced and broadly based;
- Promotes their spiritual, moral, cultural, mental and physical development;
- Prepares them for the opportunities, responsibilities and experiences of adult life;
- Includes the following areas of learning: linguistic; mathematical; scientific; technological; human and social; physical; and aesthetic and creative.
- The National Curriculum does not constitute the whole curriculum for schools. Schools have discretion to develop the whole curriculum to reflect their particular needs and circumstances.

Oak Heights chooses to follow some aspects of the curriculum

11.1 Organisation and planning

We plan our curriculum in three phases (Term1, Term 2 and Term 3). We agree a long term plan for each key stage. Our long-term curriculum plans are known as subject specific Curriculum Policies.

We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

At KS3 we often adopt an inter disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and learning goals, and there is planned progression in all curriculum areas. At Key Stage 4 the curriculum develops to place a greater emphasis on the core and foundation subjects and most subjects are taught discretely. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects

In our curriculum planning we ensure that the children's progress can be identified and monitored. All subject areas contribute to a child's skills progress. Oak Heights School believes that all children need to make good progress in all skill areas in order to develop their true potential.

11.2 Schemes of work planning

These give an annual overview of what curriculum content will be taught with teachers highlighting for the appropriate year groups the specific curricular content they aim to cover. The overview policies and plans are updated by our Head teacher following liaison with all teaching staff.

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Additionally, short term plans are on a daily basis and include the individual LESSON PLAN that details the learning objectives, strategies and activities. Short term planning identifies the resources we are going to use in the lesson. These plans are concerned with HOW material is taught and with the minutiae of delivery.

Our school fully supports the principle that children learn through active participation and by being engaged in well planned structured activities. Teaching builds on the experiences of the children in their previous learning. We do all we can to build positive partnerships with other educational providers in the area.

During the children's first half term in Year 7 and in other years as appropriate, a baseline assessment is provided to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

11.3 Teaching strategies

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners.

We offer opportunities for students to learn in different ways. These include:

- Investigation and problem solving;
- Research and finding out;
- Group work;
- Pair work;
- Independent work;
- Whole class work;
- Asking and answering questions;
- Use of ICT;
- Fieldwork and visits to places of educational interest;
- Watching television and responding to musical or tape recorded material; and
- Debates, role-plays and oral presentations
- PowerPoint presentations

We base our teaching on our knowledge of pupils' level of attainment. Teachers make ongoing assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of our pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning work for pupils with special educational needs, we give due regard to information and targets contained in the SEN list, and in the case of pupils with EHC plans in their Individual Educational Plan (IEP). Teachers modify teaching and learning as appropriate for pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation

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covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work here at Oak Heights is of the highest possible standard.

We set academic targets for pupils in each academic year and we share these targets with pupils and their parents / guardians through the reporting system. Reporting takes place at least every term and form tutors review the reports with pupils after each round of reporting. We review the progress of each student at the end of term. Our lessons have clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess pupils' work. We evaluate all lessons so that we can modify and improve our teaching in the future.

11.4 Assessment

Baseline assessment: Key stage 2 and 3 entrance examination results will be used as the baseline against which progress is measured. The school will use this as the starting point for tracking individual progress throughout the year in Oak Heights School. End of term results for term 3 will then be used as a baseline for the following academic year.

11.5 Talented and gifted students

In catering for pupils of these descriptions, Oak Heights School does not explicitly use the labels 'Able', 'Gifted' and 'Talented'. Oak Heights school fully acknowledges that those pupils with particular abilities, attainment, and/or dedication to a subject must be stretched and challenged.

These pupils are invited to join the Excellent Pupil Programme which delineates and caters for their requirements and interests in accordance with our guiding principle of 'Celebrating Every Individual'. Oak Heights operates in this manner in order to ensure that there is no exclusion of 'the contribution of motivation, application and dedication' within our identification process, alongside measures of attainment. Additionally the EPP seeks to ensure that no hierarchy can develop between attributes – e.g. between 'gifts' and 'talents'. Finally, we believe that all pupils are likely to find the programme more motivational if it avoids permanent labelling and instead is perceived as being more flexible and attainable through identifying behaviour ('excellence') rather than innate attribute (e.g. 'giftedness'). Excellence is a fundamental value of Oak Heights, alongside Courage, Perseverance and Respect. While we recognise and cater for these particular categories of children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. We value the individuality of all our children and ensure that our teaching and learning takes into account the needs of all the children. We are committed to giving all our children every opportunity to achieve the highest of standards. We believe that by ensuring appropriate provision for EPP pupils, we will ensure the highest quality of education for all Oak Heights pupils.

11.6 Identification of Excellent pupils

The identification process for Excellent Pupils is designed to be flexible and responsive, in accordance with the body of educational research that suggests high-level attainment patterns and pupil enthusiasm can change over time, and may manifest unexpectedly at any stage in a pupil's school career.⁸ With this in mind, identification will occur on a sixth-monthly cycle, with no preference given to pupils who have or have not previously been invited to participate in the EPP. In this way we recognise that, with exposure and encouragement, some pupils may begin to demonstrate excellence that have not done so before. This represents successful EPP provision, and shows Oak Heights commitment to a 'mastery'-based framework of provision for Able, Gifted and Talented-type pupils where pupils are given the opportunity to demonstrate and develop qualities of excellence, rather than a 'mystery'-based framework where pupils are designated as having innate abilities of an enduring and immutable nature.

11.7 Parental communication

Oak Heights School recognises the essential role played by parents when they are able to understand their child's needs and to support the school's provision for Oak Heights pupils. The SENCO Coordinator will communicate directly with parents when they raise queries, and will also contact parents in the event of exceptional achievements or where problems may exist for a SENCO pupil. The SENCO Coordinator will also arrange an annual presentation to be delivered for parents that delineates the nature and provision of the SENCO programme to ensure that they are optimally informed.

11.5 Assessment learning for Key Stage 3 and 4

Students will normally be 13 at the end of Key Stage 3, although a minority may be slightly younger or older. A typical 14-year-old will normally be working at level 7c or 8a.

Progress of students during Key Stage 3 is monitored throughout the year by end of term tests.

The school carries out data analysis *regularly throughout* each Term and use the data provided to find out how well students in our school are achieving, compared with students in similar schools. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be under performing?
- Are pupils within the Excellent Pupil Programme performing at or above their expected levels?
- Can we compare expectations and estimates with final results

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- How well are pupils with Special Educational Needs and Disability doing, and are they achieving at or above expected progress

In turn, this analysis enables the school to identify: (i) ways in which the progress of individual pupils may be promoted further; and (ii) overall improvements to the strategies for teaching and learning.

11.6 Assessment in Key Stage 4, Subjects offered : Mathematics, English language, English Literature, History, Physics, Biology, Chemistry, Religious studies, Geography, French

11.61 BIOLOGY, KS 3 (LEVEL 6 - E1), (GCSE'S 9-1)

The aim of the Biology Department at Oak Heights is to nurture and encourage our students to develop a strong understanding and appreciation of, and an interest in the science of life.

Biology is taught in a specialist well equipped Biology laboratory. It is a practical subject and therefore a large proportion of the course at all levels is taught through theory and eventually experimental work.

This helps students develop an understanding of scientific method, bringing with it skills which are transferable to many other situations..

11.62 CHEMISTRY, KS 3 (LEVEL 6 - E1), (GCSE'S 9-1)

To supplement the work in the laboratories, our older students will help encourage students from the lower year to be more involved in practical work. This provides our younger boys and girls with good role models and enables the senior students to develop their leadership responsibilities whilst bringing the school community together.

At GCSE level, students will cover the following topics. Bonding, metals, crude oil and its products, plant oils, earth sciences, reaction rates, intermolecular bonding, energy in reactions, electrolysis, and salts, The Periodic Table

11.62 ENGLISH AND ENGLISH LITERATURE, KS 3 (LEVEL 6 - E1), (GCSE'S 9-1)

English is vital for communicating with others in school and in the wider world and is fundamental to learning outcomes in all curriculum subjects. In studying English, students develop skills in speaking, listening, reading and writing that they need to participate in society and employment. Students learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

Whatever age you are at the School, we aim to develop in you a love of reading.

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11.63 MATHEMATICS, KS 3 (LEVEL 6-E1), (GCSE'S 9-1)

The Mathematics Department expects the highest of standards. We encourage students to participate on the Einstein Programme, which aims to enable students to see the relevance of the subject in everyday life. The programme enables those students who we classify as the Talented and Gifted to take their GCSE early and then follow the AS programme for Maths.

11.64 PHYSICS, KS 3 (LEVEL 6-E1), (GCSE'S 9-1)

Physics is taught as a discrete discipline from Year 7 onwards. Lessons also take place in the specialist Physics laboratory and students have access to the ICT Suite. We aim to provide an insight into the role of Physics in the world as experienced by today's young people.

The subject is taught through experimentation and application of basic ideas. These range from very small atoms to the very large cosmology. Students revisit these ideas during the course building on previous knowledge.

11.65 HISTORY KS 3 (LEVEL 6-E1), (GCSE'S 9-1)

The study of history will enable students to make sense of their own experiences by being able to place them in local, national and international contexts and help them to understand the society and world in which they live. History makes a significant contribution to preparation for citizenship through the consideration of a wide range of societies and political systems. In addition, it contributes to economic and industrial understanding through the study of different ways of managing economies and factors influencing economic and industrial development, or stagnation and decline.

11.66 RELIGIOUS EDUCATION KS 3 (LEVEL 6-E1), (GCSE'S 9-1)

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops students' knowledge and understanding of Christianity, Sikhism, Hinduism, Islam and other principal religions, other religious traditions and other worldviews that offer answers to these challenging questions. It offers opportunities for personal reflection and spiritual development. It enhances students' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

Religious Education encourages students to learn from different religions, beliefs, values and traditions, whilst exploring their own beliefs and questions of meaning. It challenges students

to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

11.67 FRENCH & SPANISH KS 3 (LEVEL 6 - E1), (GCSE'S 9-1)

French and Spanish is currently taught as the core modern language two periods a week. It is compulsory for all up to GCSE other than in special circumstances.

A Beginners' class may be provided for pupils with little or no exposure to French but who are judged capable of taking it as a GCSE subject.

11.68 PSHE, CAREER ADVICE KS 3 (LEVEL 6 - E1), (GCSE'S 9-1)

The cross-curricular aspects of the curriculum allow students to reflect on some of the major ideas and challenges facing individuals in the 21st Century. This provides themes which give learning relevance and helps Oak Heights students to make more sense of the world they live. Therefore, Oak Heights PSHE education curriculum enables pupils to:

- Develop their well-being, self-esteem and belief in their ability to succeed and to take responsibility for their learning and how they are developing;
- Develop practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood
- Understand and manage responsible a wider range of relationships as they mature and to show respect for the diversity of, and differences between, people;

In the **Year 10** students study the following themes:

- Relationships in society - bullying/harassment, racism, figures of authority, marriage and family
- Drugs and smoking - reasons why people take drugs/smoke, the physical impact of these and campaigns for anti-smoking/drugs and their effectiveness
- Sex education - effective sex and relationship education is crucial to developing and maintaining emotional and physical health
- Careers - personal skills and GCSE options
- Research study skills - how to develop effective research skills which are applicable cross-curricular

In the **year 11** Form students study the following themes:

- Careers - constructing C.V.s, writing letters of application and career choices
- Stress management - identifying stress, managing stress and relaxation techniques

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- Study skills - styles of learning, effective study skills, time management and preparation techniques for exams
- Citizenship - the role of democracy, the Law, Human Rights and refugees and asylum seekers
- Stress management
- Student finance - developing personal financial responsibility and capability
- Nutrition - the importance of healthy diet and exercise
- Careers advisory - the academic future

This scheme of work is undergoing a rolling programme of amendments to make the syllabus even more relevant to the students and the challenges that they face in the 21st century.

11.69 GEOGRAPHY/CITIZENSHIP STUDIES KS 3 (LEVEL 6 - E1), (GCSE'S 9-1)

PSYCHOLOGY Studies will appeal to you if you like to combine knowledge from a range of subjects to into an overall view of how they relate to one another and the issues being studied. It will help you see that there are different ways of interpreting information and that it should not always be trusted. You will learn to understand the strengths and limitations of different ideas and opinions and express your own as effectively as possible. A key focus is on developing skills that will help with your other subjects, such as communication, handling data and thinking and arguing logically.

11.7 OH RSE POLICY

Monitoring and Review: September 2022

This policy has been produced by the Senior Management Team at Secondary level and is subject to continuous monitoring, refinement and audit by the Head. The Board of Governors undertake a formal annual review of this policy.

Created by : Miss Daly DSL/Assistant Head 2021

Approved & Signed by : Mr Dhillon Head January 2021/23

The School provides Sex and Relationships education in the basic curriculum in which students are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the School's Sex and Relationships Education is available to parents. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's guidance in Sex and Relationship Education Guidance (0116/2000). In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and support), the Directors and volunteers working in the school.

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In our school the term ‘staff’, in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and the Proprietor. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

At Oak Heights School, we understand the importance of educating pupils about relationships, sex and their health, for them to make responsible and well-informed decisions in their lives. Following the guidelines set out in the DfE document July 2020: Relationships Education, Relationships and Sex Education (RSE) and Health Education, Oak Heights is committed to delivering the specified topics to each pupil in their relevant key stages. We aim to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

The PSHE policy is comprehensive in its delivery of all aspects of Living in the Wider World; Health and Wellbeing, and Relationships. This policy aims to outline the specific content of the Relationships and Sex education within these areas, and in line with the DfE defines the programme as: “Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health.” The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society. We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school’s RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

Related Documents

- Anti-Bullying Policy
- Learning Differences including SEND Policy
- Personal, Social, Health, and Economic Education Policy
- Safeguarding Policy
- Social, Moral, Spiritual and Cultural (SMSC) policy.
- Behaviour Policy
- Online Safety Policy
- Single Equalities Policy

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children and Social Work Act 2017
- DfE (2020) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE (2022) ‘Keeping children safe in education’
- DfE (2015) ‘National curriculum in England: science programmes of study’
- Education Act (1996)
- Equality Act 2010
- Learning and Skills Act (2000)
- We’ve got it covered... Mapping the PSHE Association Programme, PSHE Association, February 2019
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

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Availability:

This policy is made available to parents, staff and pupils in the following ways:
via the school website, within the Parent Policies Folder in the Reception area, and on request a copy may be obtained from the School Office.

Monitoring and Review:

This policy has been produced by the Senior Management Team at Secondary level and is subject to continuous monitoring, refinement and audit by the Head. The Board of Governors undertake a formal annual review of this policy.

Signed : Mr Dhillon Head January 2021

Mr Burse DSL

Definition Relationships Education, and Relationships and Sex Education will be age-appropriate, building knowledge and life skills overtime in a way that prepares pupils for issues they will soon face.

They will likely focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

We believe Relationship and Sex Education is important for our pupils within our school because as it states on the DfE guidance:

"To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support."

We view the partnership of home and school as vital in providing the context in which RSE fits within each individual student's environment and beliefs.

Our school's overarching aims for our student are that they are equipped with relevant and significant information to make informed, healthy decisions and actions regarding relationships.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by the variety of resources we use; ensuring keyworkers in school and parents are aware of the topics covered within lessons and when these will happen to allow pupils to have healthy conversations regarding these topics; ensuring the extended pastoral system is able to refer and support the teaching of all topics.

We ensure RSE fosters gender equality and LGBTQI+ equality by covering relevant case studies within our more general lessons on equality, inclusion and relationships, and allowing open appropriate conversations on the issue.

The intended outcomes of our programme for pupils are detailed below in the relevant Senior details of content.

Details of content:

At Secondary age pupils will cover the following aspects:

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- Families - pupils should know
 - that there are different types of committed, stable relationships.
 - how these relationships might contribute to human happiness and their importance for bringing up children.
 - what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
 - why marriage is an important relationship choice for many couples and why it must be freely entered into.
 - the characteristics and legal status of other types of long-term relationships.
 - the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
 - how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
- Respectful relationships, including friendships – pupils should know:
 - the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
 - practical steps they can take in range of different contexts to improve or support respectful relationships.
 - how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
 - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
 - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
 - that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
 - what constitutes sexual harassment and sexual violence and why these are always unacceptable.
 - the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010, and that everyone is unique and equal.
- Online and media - pupils should know:
 - their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
 - about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
 - not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
 - what to do and where to get support to report material or manage issues online.
 - the impact of viewing harmful content.

- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
 - how information and data is generated, collected, shared and used online.
- Being safe - pupils should know:
 - the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
 - how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
 - Intimate and sexual relationships, including sexual health – pupils should know:
 - how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
 - that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
 - the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
 - that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
 - that they have a choice to delay sex or to enjoy intimacy without sex.
 - the facts about the full range of contraceptive choices, efficacy and options available.
 - the facts around pregnancy including miscarriage.
 - that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
 - how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
 - about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
 - how the use of alcohol and drugs can lead to risky sexual behaviour.
 - how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Who will teach the topics:

At Secondary level, RSE will be led by the Head of Social Sciences, taught by our RS teacher and supported by the Form Teachers that have expertise of curriculum content to cover specific aspects of RSE.

Pupils will also have the opportunity to listen to outside speakers on a range of subjects.

Accessibility:

The content and teaching will be tailored to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their

teaching is sensitive, age-appropriate, developmentally-appropriate and delivered with reference to the law.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

To provide safe and effective practice, we will ensure a safe learning environment by continuing to reinforce the ground rules of any RSE lesson that there should be sensitive and appropriate questions and answers and that no person should have to contribute if they feel unable to. In each RSE lesson there is an opportunity to ask question anonymously by using the question box in each classroom or the red post box outside the FIRE EXIT In unit 2. All staff teaching RSE will be supported by the Senior Leadership Team

All teaching of RSE will adhere to the school Safeguarding Policy with regards to sharing concerns and disclosures.

The right to withdraw:

Parents can request that their child/ren are not taught sex education other than that taught in science. Before doing so, parents will need to talk to the class teacher and view the teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head teacher and Reflections Coordinator will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSE policy will be shared with any parents who wish to withdraw their child. This right exists up to and until three terms before the child turns 16.

Parents do not have the right to withdraw their child/ren from Relationships or Health Education.

11.8 PE and swimming

All pupils are expected to take part in the school's Physical Education and Swimming programme. Pupils can only be excused from PE and Swimming lessons for medical reasons, for which an official medical note from a gp will be required.

11.9 Homework and Marking policy

The school sets homework as appropriate. Parents are encouraged to read with their children in all year groups. The school expects students to spend the following times on homework. We also operate a Support Club daily between 3.45pm and 6.45pm.

Homework allocations are as follows:

- **Year 7: 40 minutes a day**
- **Year 8 and 9: 60minutes per day Year**
- **10 and above: 90+ minutes a day**

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Homework will be recorded in pupils' diary's during the lesson, and will also be made available on the homework service. The Homework service is an additional support for homework, but does not replace the planner.

Marking is a key form of Assessment for Learning, giving staff a clearer understanding of pupils' progress, and enabling a response that moves each child forward in their learning.

Marking should be regular and thorough, with feedback on work provided in a timely fashion. Marking is a key way we help children to make progress. Individual Faculties and subjects will develop and implement their own particular marking practises as appropriate, however all marking should meet the following criteria:

- Marked work should be returned in a timely fashion, so that it is still 'fresh' in the minds of pupils, and improvements can be made in response to feedback.
- All pupil work will be acknowledged in marking. This is important in recognising the effort and time spent on all written work by pupils. Pupils should be receiving in-depth detailed feedback on their work regularly. For shorter or less significant pieces of work (e.g. note-taking, drafted work, planning for oral or visual work, etc.), a tick may be used, and/or brief comments given.
- Targets should be regularly set that provide the pupil an opportunity to put improvements and/or new techniques into practice in relation to previously Learning Objectives and topics of study. Time should regularly be set aside in lessons and/or homework for the pupil to act on these targets.
- When marking books, teachers should look back on past targets, and acknowledge where targets have been met.
- Where a conversation takes place about the work between pupil and teacher, this can be indicated in the book by the teacher, e.g. through teacher initial and date, or 'oral feedback given'
- Where possible, all teachers should correct errors in spelling and/or grammar using the literacy marking symbols detailed below. This should not overpower the pupil's work, and so the teacher may decide to focus on a few key errors.
- Teachers may wish to use peer- and/or self-assessment in class to provide prompt feedback for pupils. When such work is then marked the teacher should check pupil comments and corrections, amending as necessary, and acknowledge the work by ticking.

11.10 Careers guidance

Pupils at Oak Heights School are supported in their preparation for formal examinations at various stages of their education.

They receive specific support in Study Skills that includes guidance on revision technique, making notes, examination technique and management of stress during PHSE lessons.

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Pupils are encouraged to learn about their own academic strengths and weaknesses and the type of learning method that best suits them as an individual. Whilst we do not specifically instigate careers advice until Year 10, we provide opportunities for pupils to understand the world of work and the promotion of their economic well-being. There are talks from professionals in various fields as well as visits to places of employment and manufacture. Through visiting speakers, pupils receive motivational and inspirational guidance that will help them in their current and future endeavours.

Pupils receive interview training at the appropriate stage from our Career department held by Ms P King, which is a key activity ensuring pupils have the opportunity to develop their confidence and public speaking abilities. These are a few of the ways in which pupils are prepared for the future beyond Oak Heights School.

11.11 Learning outside the classroom educational visits/off site activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. The Oak Heights School curriculum offers a series of educational journeys that deepen the students' understanding of the world around them. Trips extend students' knowledge of past and present. Students have the opportunity for educational visits further a field. Our experience is that students forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences.

11.12 Children with Special Educational Needs (SEN): The curriculum and the work of the Teaching and Learning personnel

Our curriculum is designed to provide access and opportunity for all children in the school.

If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher makes an assessment in consultation with the SENCO of this need and in most instances is able to provide resources and educational opportunities that meets the child's needs. If a child's need is more severe, consideration is given to involving appropriate external agencies and special support teachers. We always provide additional resources and support for children with learning difficulties and/or disabilities. This includes providing detailed information via the SEND list that is accessible to all teachers;

IEP's are used for those pupils with an EHC plan. The provision in this respect is coordinated by the SENCO.

For further details of SEN provision and care, please refer to the SEN policy.

11.13 Students with a Statement of Special Educational Needs and Disabilities

Should a student be in receipt of a statement or EHC plan, we will endeavour to give them an education that meets their needs as specified by their statement. It is likely that some students in possession of a statement cannot be accommodated at Oak Heights School due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

11.14 Recording and reporting

All work is recorded in the appropriate subject A4 exercise book or in worksheets in A4 folders. Whilst students can take their books and folders home from year 7 onwards, they are encouraged to keep them safely so that they have a complete record of the work at the end of each term. This is essential for revision and consolidation of work studied.

Students will have the opportunity to use a variety of ways to record their work, including annotated diagrams, written descriptions, graphs and presentations.

11.15 Concerns and complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's form tutor. If the issue is not resolved parents should contact the Head of Year. If there is no resolution then parents should write to the Head. The School has a Complaints Procedure in place (***See complaints policy***).

12.0 Educational Trips, excursions and outings policy

Whether the visit is to a local park, museum, or the swimming pool, or includes a residential stay in the UK or abroad, it is essential that formal planning takes place. This involves considering the dangers and difficulties that may arise and make plans to reduce accidents. Risk assessments must be carried out and followed. The School should satisfy itself that the visit has been planned effectively and that risks are minimised. First Aiders must accompany the party involved.

The risk assessments and arrangements should include consideration of matters such as hazardous activities, fire precautions and fire procedures, student supervision, transport, student free time, medical needs of students and staff, etc. Final authorisation for each visit, including approval risk assessments, must be made by the Headmaster. This policy has regards to *Health and Safety, Department for Education advice on legal duties and powers for local authorities, headteachers, staff and governing bodies, 2011* and to Health and Safety Executive (HSE) *School trips and outdoor learning activities: Tackling the health and safety myths, 2011*.

12.1 Employee Student Ratio

Wherever possible, leaders and employees accompanying the visit should be teachers employed by the school. In general there should be a minimum of two employees accompanying visits in the ratio of not less than one to twenty students in senior schools. A greater number of employees may be needed for younger students. Ratios will depend upon risk assessment and the Headmaster may make exceptions to the general rule.

The ratios described are recommendations and the Headmaster must ensure that ratios are adequate. When considering the ratio necessary for any particular visit the following points will be taken into account:

- The ages and temperaments of the students involved
- The length and purposes of the visit

- The method of travel
- The nature of the locality and the activities to be undertaken
- Whether or not any hazardous activities are involved
- Any special educational needs (SEN) or medical needs of any students and staff taking part.

Trip 'supervisors' being accompanied by their husband/partner and/or children should be discouraged and not be counted in the ratio. Research indicates that this has proven to compromise the interests of the group as a whole. If a joint visit is arranged with another school so that both schools share supervision, employees of the other school may be included in calculating the appropriate ratio. If female students are going on the visit, a male employee should be accompanied by a female employee and vice-versa. However if compliance would result in difficulties for small groups of students, the Headmaster has discretion in this matter in the light of the nature and duration of the proposed visit and the ages of the students concerned. The requirement is primarily for the protection of employees. Parent and other Adult Helpers, whilst it is accepted that other suitable adults may play a useful role in connection with accompanying school visits, they should not be taken into account in the calculation of the minimum number of employees required to supervise the group as set out above. The Headmaster may, however, make exceptions to this general rule for instance for -

Groups of 20 or more students where there are at least two staff members accompanying the group.

Parents or other suitable adults should only be allowed to accompany the visit if:

Their inclusion is expressly approved by the Headmaster who should reserve the right to refuse any offer of help.

They have been informed of the nature of the visit and made aware of their duties and responsibilities.

12.2 Alcohol

Adults accompanying visits should be clearly informed of the School's policy in connection with the consumption of alcohol.

Employees Conveying Students in Minibuses or Private Cars

The use of private cars should be discouraged. Before allowing an employee to drive a minibus or to use his/her own car to transport students, the Headmaster should check as appropriate that the employee:

Has a satisfactory driving licence (employees must bring any endorsements to the attention of the Head).

Has fully comprehensive insurance [which covers use for the purposes of his/her employer's business].

Before being authorised to drive minibuses school employees are required to attend a minibuses familiarisation course

Whenever employees are driving, the risk assessment relevant to the trip must also include reasonable measures to control driver fatigue.

12.2 Hazardous Activities

Where hazardous activities are involved it is important to ensure that appropriate employees accompanying the visit are qualified and competent and that all equipment used is to the appropriate safety standards and properly maintained. It is possible for the activities to be undertaken at a specialist centre where properly maintained equipment and qualified and competent staff are available. It is important that parents are informed in writing of any hazardous activities to be undertaken and that these are specifically mentioned when applying for travel insurance e.g. mountain walking, rock climbing, water-sports, pony trekking etc.

The Headmaster must be provided with written evidence that instructors and supervisors are qualified and competent and that risk assessments have been carried out and that any activity centre to be used has a licence 3, and must be provided with a copy of the centre's Health and Safety Policy.

12.3 Shared Responsibilities

The venue's safety policy and risk assessments should be obtained in writing and checked at the initial planning stage.

Likely, there will be times when centre staff will be responsible for the students and in accordance with DfE guidance these times (and in what circumstances) should be set out and agreed in writing prior to the start of the visit. Students must know who is in charge at any given time.

If, as in the case of some field trips, the visit is unaccompanied, then this must be made clear to parents and the Headmaster must be satisfied with the safety procedures.

12.4 Activities off the School Premises

These include PE activities that do not take place on the school premises. It is not necessary for parents to sign a consent form for these activities if they take place within the normal school day and parents have already signed a general consent form when their child joined the school.

The Headmaster may take parent and other adult helpers into account when deciding on the number of supervisors required for any journey, provided an employee is in charge.

With the consent of parents, students considered to be sufficiently responsible, may be allowed to walk unaccompanied to where the activities are carried out. The arrangements must be included in a risk assessment.

12.5 Visits Abroad

Travelling abroad can be hugely rewarding for students and adults alike. However, careful preparation must take place. A minimum ratio of 1 adult to 10 students is a general rule of thumb. Risk assessment must be carried out and followed. There should be enough adults in the group to cover an emergency. Parental consent forms must be retained at the school as well as copies of travel documents, medical papers, and emergency numbers. All students must submit parental, medical, valid visas, passports, consent forms as well as appropriate insurance documents.

12.6 Information Concerning Visits

Parents must be fully informed in writing about the visit well in advance. If appropriate, parents and students should be invited to the school to discuss details with the organisers. Where possible the Headmaster or a senior member of the teaching staff who is not involved in the visit should also attend to give an objective view and independent advice.

Written information should include the following:

- 1) Accommodation type and meal arrangements
- 2) Travel arrangements including time of return
- 3) Activities (include remote supervision, if relevant) and visits in which students will be allowed to participate
- 4) Insurance cover and name and address of insurers
- 5) Health and hygiene requirements e.g. inoculations/safety or not of tap water
- 6) Names of party leader and employees accompanying party and address and telephone number of party leader at destination (where there is none, for example in case of some exchange visits, details of a contact number in UK must be given)
- 7) A contact number for the student must be given (if student staying in family it may not be possible to give this information immediately in which case further information will need to be given)
- 8) Advice on clothing and equipment (if school uniform is not worn, means of identification in an emergency are recommended) and pocket money
- 9) Advice that the Headmaster reserves the right to exclude a student from a visit on behavioural or medical grounds

10) Code of conduct and details relating to standard of behaviour expected from students during visit, including rules of smoking and alcohol. For major visits and all residential visits a behaviour agreement should be signed by both parents and students. (For visits of over twenty four hours, the parents should be informed that any instance of severely unacceptable behaviour will lead to

the party leader informing the parent that the student concerned may be sent home as soon as possible and that the responsibility for paying for this including any accompaniment lies with the parents; and that the student may jeopardise their chances of going on another school visit. Requirements in the code could include a statement that students are under the jurisdiction of the school during the visit and therefore: students must obey the instructions of group leader and supervisors; students must not possess, use or purchase cigarettes, (alcohol), illegal drugs or knives; students must take responsibility for their own possessions; students must use seat belts where provided and must remain seated on coaches and minibuses; students must not put themselves or others at risk; students must remain in their allocated groups; and students must behave and dress appropriately.)

12.7 Consent Forms

A student may not be allowed to participate in a school visit unless an appropriate consent form has been signed by his/her parents/guardian and returned to school and the Headmaster should consider whether to include a clause covering photography.

Parents may be asked to sign a blanket consent form at the start of each year. This may be used to cover local visits such as those that will take place during normal lesson times under the supervision of school staff and it may be appropriate for school sports fixtures where the school issues information to parents of the specific day-to-day arrangements, for instance by use of fixture

lists/homework books etc. It is important to note that a blanket consent form should not be used for any residential visits, visits abroad and any that involve any hazardous activities.

With blanket consent forms there is no possibility of parents providing up to date medical (or contact) information. If used, the employee responsible for each visit must ensure he/she is aware of any medical condition affecting the students at the time of the visit. Procedures must be drawn up to ensure these are noted by the employee concerned.

12.8 Information for Students

Students should be given clear safety instructions:

- 1) On risks associated with the particular type of travel to be used.
- 2) On any local customs they may meet which might surprise them and warned of the possibility of giving offence.
- 3) That tap water abroad is not always safe to drink.
- 4) In some localities abroad, that salads may need to be avoided and fruit should be carefully washed in purified water or peeled.

5) That the strength of the sun should never be underestimated, especially at high altitudes, and students should use sun protection cream and may need a hat.

6) That rabies can be transmitted by bites or scratches from infected cats, dogs, foxes and farm animals.

12.9 Emergency Procedures

Teachers have a duty of care to make sure that the students are safe and healthy. Emergency procedures are an essential part of planning a school visit. If an accident happens, the priorities are to

- Assess the situation
- Safeguard the uninjured members of the group
- Attend to the casualty
- Inform the emergency services and everyone who needs to know of the incident

Part of the written arrangements or risk assessments for the visit must include details on how to contact the school or a designated senior member of staff. This member of staff should agree to being the 'contact' and should be provided with a list of names, addresses and telephone numbers of all staff and students on the visit – such information should also be lodged with the school office and held by the leader. It will be necessary to contact school or the designated member of staff or parents as appropriate if there is "no show" by any student. A first aid kit and mobile phones should be carried and ideally there should be trained first aid personnel in every group involved in travel. The requirements for first aid should be included in the risk assessment.

Careful estimates should be made of the need for cash (in the currency of the country to be visited). Employees should have sufficient funds available in appropriate form to provide for all anticipated needs plus an emergency fund.

12.10 Serious or Fatal Injury – Emergency Procedures

An emergency is unlikely to occur in circumstances where the following procedures can be carried out to the letter, but all employees accompanying the party should be familiar with them and should be able to adapt them to the situation in which they find themselves and a copy of the procedures should be taken on each visit.

The party leader (or other person in charge of small sub-group if out of contact with party leader until party leader can be contacted) should:

- 1) Establish the nature and extent of the emergency, discourage students from contacting their parents until they are briefed/until contact is made with the Headmaster, emergency contact point or designated senior employee.
- 2) Call whichever emergency services are required.
- 3) If there are injuries have appropriate first aid administered.
- 4) Make sure all other members of the party are accounted for and are safe.

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- 5) Establish the name(s) of the injured.
- 6) Advise other party adults of the incident and that emergency procedures are in operation.
- 7) If possible arrange for an adult from the party to accompany the casualty to hospital. If this is not possible, ask the police the name and address of the hospital concerned and write it down.
- 8) Ensure that the remainder of the party are adequately supervised throughout. It may be necessary to arrange for their early return to base.
- 9) Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and members of the party are accounted for.
- 10) Commit to writing full details of the incident
 - Name(s)
 - Nature, date and time of incident
 - Location of incident
 - Details of injuries
 - Details of police who attended/witnesses names, addresses (and telephone
 - Numbers if possible)

12.11 Action taken so far

Telephone numbers for future communication.

In any shared responsibility situation, the emergency procedures should be agreed in advance with the centre/other school involved.

Procedures for Other Accidents/Incidents

Complete the school accident/incident report form or commit to writing full details as above.

13.0 First Aid Policy

Oak Heights will undertake to ensure compliance with all the relevant legislation with regard to the provision of First Aid for students, staff, parents and visitors. We will ensure that procedures are in place to meet that responsibility. This policy should be read in conjunction with Oak Heights ***Health and Safety policy*** and policy ***on school visits, excursions and trips***.

It will be reviewed annually.

13.1 Aims and Objectives:

To identify the First Aid needs of Oak Heights in line with current legislation regarding the Management of Health and Safety at Work Regulations.

- To ensure that First Aid provision is available at all times whilst people are on the premises and on premises used by the school, as well as during off-site activities.

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- To ensure that when recruiting staff, an appropriate number of successful candidates hold relevant First Aid qualifications and have been suitably trained, or are prepared to undertake training.
- To maintain a record of all First Aid training at Oak Heights and to review First Aid needs and procedures annually.
- To provide ongoing training and ensure monitoring of training needs every three years.
- To provide sufficient appropriate resources and facilities.
- To provide awareness of Health and Safety issues within Oak Heights and on school trips to prevent, where possible, potential dangers or accidents.
- To inform staff, parents and students of the First Aid arrangements at Oak Heights.
- To report, record and where appropriate investigate all accidents.
- To keep accident records and to report to the HSE as required under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulation in force at the time. (Reporting form to be used)

13.2 First Aid Provision:

First Aid kits will be available in the following locations:

1. The Main Reception area and common room lounge next to Principals office
2. Principals Office

Portable First Aid kit 1 for general outing use – Kept at Reception and to be signed out - Reception Area.

First aid kits should be equipped with gauze, bandages, large and small Band-Aids, scissors, rubber gloves and other materials required to stop bleeding and cover wounded areas. In the event of doubt over the seriousness of an injury, or if the source of the injury appears serious, a medical practitioner should be consulted. Care should be given to the student (or staff member) to the extent that the injury is cared for until professional medical treatment is sought.

The named Receptionist will check the contents of kits every term and restock as necessary. A kit should also be checked every time it has been used. It is the responsibility of the person who opened the First Aid box to report this fact to Reception.

The First Aid room will be located in the Principal room till a new first aid room is complete in Unit 2. At no time should an injured or ill person be left unattended in the designated room.

All members of staff, teaching and support must ensure they have read this First aid Policy.

13.3 First Aid Training:

Mr Dhillon is responsible for ensuring that there are an adequate number of qualified First Aiders/Appointed persons.

All members of staff will be trained annually (in House).

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1. Mrs Mahjouba Ali (Appointed first Aider) – 09 Nov 2018 – Due Nov 2021

2. TBC

13.4 Head Injuries:

Accidents involving the head can be problematic because the injury may not be evident eg internal and the effects only become noticeable after a period of time.

Even if the injury is minor, all head injuries should be closely monitored and a head injury report form should be completed and given to the parents.

Any serious head injury should always be referred for hospital treatment following the emergency procedures below.

13.5 Emergency procedures:

Where the injury is an emergency, an ambulance must be called following which the parents will be contacted.

Where hospital treatment is required but it is not an emergency, the Receptionist will contact the parents for them to take over the responsibility of the student.

In the event that the parents, or the person designated by the parents cannot be contacted, a member of the staff of the school will be asked to accompany the student to the hospital and remain with them until the parents can be contacted and arrive to take over responsibility. The parents will be asked to keep the Headmaster fully updated of developments.

An ambulance must always be called:

1. In the event of a serious injury
2. In the event of any significant head injury
3. In the event of a period of unconsciousness
4. Whenever there is a possibility of a fracture or where this is suspected

13.6 Hygiene/Infection control and spillage:

1. Hands must be washed before and after giving First Aid
2. Single-use disposable gloves must be worn when treatment involves blood or other body fluids
3. Any soiled dressings etc must be put in a clinical waste bag and disposed of appropriately
4. Any body fluids on the floor should have absorbent granules sprinkled on them and be swept up with the designated dustpan and brush. If possible the area should be bleached.
5. Body fluid spillages on hard surfaces should be cleaned up and then bleached using the appropriate first Aid Kit.

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6. Exposed cuts and abrasions should always be covered

The school will do all that is reasonable to ensure that the best appropriate, authorized care is provided for all school-related injuries. For the protection of any injured person or persons, and to avoid the potential for personal or administrative liability, the following First aid policy is in effect for Oak Heights Independent School:

A student who experiences a school-related injury shall notify a member of staff immediately. Minor injuries, for example, cuts and bruises, bites and stings will be treated by a qualified first aider.

Emergency and non-emergency first aid should ideally be administered by a person or persons trained and certified to render first aid. Although, in trivial incidents involving very minor injury, it is enough for any adult member to provide first aid material (plasters, disinfectants etc.) to ensure the injury is addressed without delay.

In no case shall oral medicine be dispensed except on advice of a physician. Students or staff that require over-the-counter or prescription medication shall provide for and administer their own medication. In no case shall any person or persons render first aid to a degree above that for which they are trained and certified.

13.7 Incident Reporting:

All incidents/injuries/head injuries and treatment will be recorded on the 'Accident Book' which is kept at Reception, by the named Receptionist

Parents are informed by use of the 'Accident Book' of all head injuries to their son/daughters. The named Receptionist will contact the parents if there are any concerns about an injury or should a student need to be sent home through illness

Any significant injury also needs to be entered in the Accident Book. This needs to be completed by the person administering First Aid and by the person who has dealt with the accident. At the earliest opportunity it should be signed by the person who was the subject of the injury. These records should be kept for **7 years**

If the nature of the accident involves contacting 'Reporting of Injuries, Diseases and Dangerous Occurrences Regulations', the Headmaster will be the person designated to undertake this on behalf of Oak Heights.

13.8 Sharing of information:

At the start of each academic year, the Headmaster will inform all members of staff of the updated list of students who are known to have medical conditions/problems. This list will be reviewed each time a student is to be added or deleted from the list.

Medical Consent forms for out of school visits can be obtained from Reception and these are readily available to all staff for use related to school outings.

13.9 Administration of Medicines

Under no circumstances should a student be offered any medication, prescribed or non prescription such as aspirin or paracetamol, without first having written parental approval.

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There will be times when a student is well enough to attend school but requires medication but in general, where a child requires medication or treatment, he or she should be kept at home until the course of treatment is complete. The exception to this are:

- When a student has almost fully recovered and simply needs to complete a course of medication eg antibiotics for a day or so
- Where a student suffers from asthma, or other occasional ailment and may need to use an inhaler
- Where equipment such as an inhaler is necessary we strongly encourage students to take care of and responsibility for these items as early as possible.
- A spare, in date inhaler must be held at the school at all times.

13.10 Legal aspects:

There is no legal duty on non-medical staff to administer medicines or to supervise a child taking it, this is purely a voluntary role. Staff should be particularly cautious agreeing to administer medicines where –

1. The timing is crucial to the health of the student
2. There are potentially serious consequences if medication or treatment is missed
3. A degree of technical or medical knowledge is required

Staff who volunteer to administer medicines should not agree to do so without first receiving appropriate information and/or training specific to the student's medical needs.

13.11 Instruction and Training:

Specific instruction and training will be given to staff before they are required to assist with or administer medicines or medical procedures. This must include the identification of tasks that should not be undertaken.

Such safeguards are necessary both for the staff involved and to ensure the well being of the student. Even administering common medicines can sometimes be dangerous if students are suffering from non-related illnesses or conditions.

13.12 Record Keeping:

- The following information must be completed by the parent-
- Name and date of birth of the student
- Name of parents/guardians, contact address and telephone numbers of landline and all mobiles
- Name, address and telephone number of the student's GP
- Name of medicines
- Details of prescribed dosage
- Date and time of last dosage given

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- Consent given by parents/guardian for staff to administer the specific medicine/s
- Expiry date of the medicines
- Storage details

The parent consent form, providing all the above information, will be copied and retained in a central file as a record for future reference.

13.13 Safe storage and disposal of medicines:

Medicine should be administered from the original container or by a monitored dosage system such as a blister pack. The designated member of staff should not sign the medicine record book unless they have personally administered, assisted or witnessed the administration of the medicines

When medicines are used, staff will need to ensure that they fully understand how each medicine or drug should be stored. Storage details can be obtained either from the written instructions of the GP/Pharmacist or from parents.

All medicines should be stored in the original container, be properly labelled and kept in a secure place, out of the reach of students. Arrangements may be needed for any medicines that require refrigeration. These should be clearly labelled and kept separate from any foodstuff.

Medicines should only be kept whilst the child is in attendance.

Where needles are used, a sharps container and adequate arrangements for collection and disposal should be in place. Such arrangements are necessary for any equipment used which might be contaminated with body fluids such as blood etc.

Any used or outdated medication will be returned to the parent for safe disposal.

13.14 Accidental failure of the agreed procedures:

Should a member of staff fail to administer medication as required, they will inform the parent as soon as possible. However, the position would not normally arise as any student requiring vital medication or treatment would not normally be at school.

13.15 Students with infectious diseases:

Students with infectious diseases will not be allowed in school until deemed safe by their GP or the relevant local Health Authority.

14.0 Health and Safety and Welfare Policy

This policy must be read with regard to the latest legislation relating to Health and Safety at Work and *Health and safety, Department for Education advice on legal duties and powers for local authorities, Headteachers, staff and governing bodies.*

14.1 General Guidelines:

Oak Heights School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

It is the policy of the School, so far as it is reasonably practicable, to -

- Establish and maintain a safe, complaint and healthy environment throughout the school
- Establish and maintain safe working procedures amongst staff and students

Make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances

Ensure the provision of sufficient information, instruction and supervision to enable all employees and students to avoid hazards and contribute positively to their own health and safety whilst ensuring that they have access to health and safety training as appropriate or as and when provided

Maintain all areas under the control of the Board and Headmaster in a condition that is safe and without risk to health and to provide and maintain means of access to and egress from the place of work that are safe and without risk

Formulate effective procedures for use in case of fire and evacuation of the school premises.

Identify and notify procedures to be followed in case of accident

Teach safety as part of students' duties as appropriate

14.2 Responsibility of the Board and Headmaster:

The Board and Headmaster are responsible for implementing this policy within Oak Heights. In particular they will –

- Monitor the effectiveness of the safety policy and the safe working practices described within it and revise and amend it on a regular basis as necessary
- Prepare an emergency evacuation procedure and arrange for periodic practice evacuation drills to take place at least once a term and for the outcome to be recorded to facilitate improvement
- Make arrangements to draw the attention of all staff employed at Oak Heights to school and departmental safety policies and procedures together with any other safety guidelines and information issued by the relevant authorities
- Make arrangements for the implementation of accident reporting procedures and draw these to the attention of all staff at the school as necessary.
- Make arrangements for informing staff, students and other users of the relevant safety procedures.
- Ensure that regular safety inspections are undertaken.
- Arrange for the withdrawal, repair or replacement of any item of furniture, fitting or equipment identified as being unsafe

- Ensure that any defect in the fabric of the building is attended to immediately or as appropriate, referred to the Board in committee whilst ensuring in the interim that arrangements are made to limit the risk identified.
- Monitor contractors, hirers and other organisations present on site as far as it reasonably practical.
- Identify any member of staff having direct responsibility for particular safety matters or specifically delegated to assist the Board or Heads Master in the management of Health and Safety at Oak Heights. Such delegated responsibility must be defined as appropriate.
- Determine whether injury is work-related.
- Make sure reports are logged to record injuries.
- Make sure staff/students seeks timely, appropriate, authorized treatment.
- Contact the staff/student following authorized treatment.
- Make sure staff are medically fit to return to work.
- Make sure students are medically fit to return to school.

14.2 Duties of the Person delegated to assist in the management of Health and Safety:

The delegated person will –

- Assist the Headmaster in the implementation, monitoring and development of this policy within Oak Heights
- Monitor general advice given by appropriate authorities on safety matters and advise on its implementation at Oak Heights
- Co-ordinate arrangements for the design and implementation of safe working practices within Oak Heights
- Investigate any specific Health and Safety problem identified within Oak Heights and take or recommend remedial action as appropriate
- Order that a method of working ceases on Health and Safety grounds on a temporary basis subject to further consideration by the Board and the Headmaster
- Assist in carrying out regular safety inspections of Oak Heights and its activities and make recommendations on methods of solving any problems identified
- Ensure that staff with control of resources, both financial and other, give due regard to safety
- Co-ordinate arrangements for the dissemination of information and instruction of employees, students and visitors on safety matters and to make recommendations on the extent to which staff are trained

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14.3 Responsibilities of Staff towards students and others in their care:

All members of staff are responsible for the Health and Safety arrangements in relation to staff, students, volunteer helpers and visitors under their supervision. In particular, they must monitor their own work activities and take all reasonable steps to –

- Exercise effective supervision over all those for whom they are responsible
- Be aware of and implement safe working practices and to personally set a good example.
- Identify actual and potential hazards and introduce procedures to minimise the possibility of mishap
- Ensure that any equipment or tools used are appropriate to that use and meet accepted safety standards
- Provide written job instructions, warning notices and signs as appropriate
- Provide appropriate protective clothing and safety equipment as necessary and ensure that it is used as required.
- Minimise the occasions when an individual is required to work in isolation, particularly in a hazardous situation or on a hazardous process
- Evaluate promptly and, where appropriate, take action on criticism of Health and Safety arrangements
- Provide the opportunity for discussion of Health and Safety arrangements
- Investigate any accident or incident where personal injury could have arisen and take appropriate corrective action
- Provide for adequate instruction, information and training in safe working methods and recommend suitable 'off the job' training
- Where private vehicles are used to transport students to and from school functions, staff must ensure that child restraints and seats appropriate to the age of the students concerned are used. Staff must also ensure that their private motor insurance is endorsed to permit carriage of students
- Where any member of staff considers that corrective action is necessary but that action lies outside the scope of their authority, they should refer the matter to the Headmaster.

14.4 Responsibilities of all employees:

All employees must understand the conditions and adhere to the employment handbook. Employees have a responsibility under the Act to –

- Take reasonable care for Health and Safety of themselves and of any person who might be affected by their acts or omissions at work

- Co-operate with the Board, Headmaster and other relevant authorities in meeting statutory requirements, not interfere with or misuse anything provided in the interests of health, safety and welfare
- Make themselves aware of all safety rules, procedures and safe working practices applicable to their posts, when in doubt they must seek immediate clarification from the Headmaster or his Deputy
- Ensure that tools and equipment are in good condition and report any defects to the Headmaster.
- Use protective clothing and safety equipment provided and ensure that these are kept in good condition
- Ensure that offices, general accommodation and vehicles are kept tidy and clean
- Ensure that any accidents, whether or not an injury occurs and any potential hazards are reported immediately to the Headmaster.
- Whenever an employee is aware of any possible deficiencies in Health and Safety arrangements, he/she must draw these to the attention of the Headmaster.

14.5 Please note the following:

It must be realised that newly appointed employees could be particularly vulnerable to any risk and it must be ensured that all relevant Health and Safety matters are drawn to their attention at an early stage.

Whilst it is a management responsibility to instruct all employees in safe working procedures in relation to their posts and work places, employees may from time to time find themselves in unfamiliar environments. In such cases, the employee concerned should be particularly alert for hazards and wherever possible, ensure they are accompanied by a person familiar with the environment or that they are advised of specific hazards.

All volunteer helpers will be expected, as far as reasonably possible, to meet the same standards required of all employees.

All students are expected, within their expertise and ability to:

Exercise personal responsibility for the safety of themselves and their fellow students.

Observe standards of dress consistent with safety and/or hygiene, this would preclude unsuitable footwear, clothing and articles considered dangerous.

Observe all the safety rules of Oak Heights and in particular, the instructions of teaching staff in the event of an emergency.

Use and not wilfully misuse, neglect or interfere with things provided for safety purposes eg safety rings alongside the Thames near the pontoon.

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The Board and Headmaster will make students and parents aware of these responsibilities through direct instruction, notices and the student planner.

14.6 Visitors:

Regular visitors and other users of Oak Heights School eg contractors and delivery people, are expected, as far as is reasonably possible, to observe the safety procedures of the school

14.7 Lettings:

The Board, Headmaster and Finance Director must ensure that -

The means of access and egress are safe for the use of hirers and that all plant and equipment made available to and used by the hirer is safe. If the Headmaster or Senior staff member knows of any hazard associated with the above, immediate action must be taken to make the hirer aware of it

Fire escape routes and exits are clearly marked for the benefit of unfamiliar users of the building, particularly during the hours of darkness

Hirers of the building are briefed about the location of the telephone, fire escape routes, fire alarms and fire fighting equipment. Notices regarding emergency procedures should be prominently and clearly displayed

Hirers using any equipment or facility provided by Oak Heights are familiar with its safe use and if necessary, briefed accordingly

Arrangements are made for checking the security and condition of the premises and equipment used after vacation by the hirer or his/her staff

14.8 Fire and Emergency Evacuation procedures:

The procedures for Fire and Emergency evacuation will be displayed in prominent positions around Oak Heights School. ***See Fire and Safety policy*** procedures.

14.9 First Aid and Accident Reporting procedures:

Please refer to the school's separate First Aid Policy. A First Aid box is held at Reception and other key areas.

The names of all qualified First Aiders will be circulated to all staff and a copy held at Reception.

The person responsible for administering the accident reporting procedure, the notification of serious accidents causing death or major injury and dangerous occurrences is the Headmaster or for minor injuries, the designated Receptionist.

The accident book and report forms for head injuries and the procedures to be followed are clearly outlined in the First Aid policy.

The arrangement for First Aid for sports, outdoor pursuits and field trips are the responsibility of the Party Leader and supervising staff.

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All members of Staff will be asked to sign a form annually to indicate they have read and will comply with the Health and Safety procedures of Oak Heights.

Child protection

If any teacher suspects that a child in their class may be the victim of abuse, they should immediately inform the Head and/or the school's Designated Safeguarding Person (DSP) about their concerns. It is the Board's policy for the school to comply with the London Borough of Hounslow Child Protection Procedures. We require all adults and volunteers working in the school to comply with the Safer Recruitment Procedures.

15.0. Fire and Safety Policy

Oak Heights will ensure that the risk from fire will be managed in compliance with the Regulatory Reform (Fire Safety) Order 2005 that was introduced on 1 October 2006. Management of fire risks will be undertaken in such a way as to prevent injury or health to employees, students, visitors, contractors and others who may be affected by the activities of the organisation. Oak Heights also undertakes suitable and sufficient fire risk assessments of all premises and activities within premises. This is conducted every year. A fire Marshall and a site manager have been designated to the school. Mr Dhillon (Fire Marshall) is responsible for the fire drills, maintaining the Health and safety folder and fire training. Emergency lights, Fire alarms, fire extinguishers, new signage, refresher training is checked and conducted once a year by an external contractor. Mr Dhillon is the designated Fire Site Manager.

15.1 Headmaster's Responsibilities

1. Provide a safe working environment for self, co-workers, and students.
2. Educate staff and students about the company's *First Aid, Health and safety* policies and procedures and information on fire safety; the staff are required to take reasonable care.
3. Carry out a fire risk assessment (formally recorded and regularly reviewed so as to keep it up to date)
4. Produce a fire risk policy which includes the elimination or reduction of risks from dangerous substances
5. Develop fire procedures and provide staff training (repeated periodically where appropriate)
6. Appoint one or more competent persons (with sufficient training, experience and knowledge) to assist in taking preventative and protective measures (including fire fighting and evacuation)
7. Have a suitable system for the inspection and maintenance of emergency lighting (where required), fire alarms and extinguishers; the maintenance should be by a 'competent person' (for example ISO9001 certified or BAFE approved)

15.2 General Fire Safety

All staff will make it their responsibility to ensure:

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- The exit doors are unlocked when the first person arrives. The Headmaster will ensure that.
- The exits are locked at the end of the school day by a responsible person. The School Alarm will be activated for security purposes.

The designated receptionist will ensure that at the end of the day:

1. That fire doors are not propped open.
2. That the tops and fronts of heaters are kept clear.
3. That there is at least 1 metre clearance to the routes of exit doors.
4. Displays where possible, will not be above heaters, and if this is unavoidable they will be securely fixed.
5. Combustible materials (paper, card, fabrics etc) are not stored near to sockets or lights.
6. That unnecessary lights or electrical appliances (computers, printers, TV and video, fans, laminator, toaster, etc.) are switched off and where possible unplugged.
7. All electrical items, plugs and cables have the appropriate PATs label before use (Each Term)

The prevention of fire is of vital importance. Most fires are caused by carelessness and ignorance. It is the responsibility of all staff to become conversant and familiar with this policy and act accordingly.

Upon outbreak of fire the saving and preservation of life takes precedence over the salvaging of property. A member of staff's first duty is to look after the students and this will mean the evacuation of the building. No attempt should be made to fight the fire until the students' safety is ensured, and only then without exposing any person to risk.

Have a suitable system for the maintenance of: clear emergency routes and exits (with doors opening in the direction of the escape route), signs, notices, emergency lighting where required, fire detectors, alarms and extinguishers;

Provide staff and others working on the school site with fire safety information.

The Headmaster for practical purposes carries the day-to-day responsibility for fire safety, although the Trustees retain overall responsibility and oversee the implementation of this policy.

15.3 Fire Risk Assessments

An annual risk assessment will be conducted by a qualified person appointed by the Headmaster.

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Identify any person especially at risk in a case of fire, e.g. a person who is blind, deaf or disabled (including those who are temporarily disabled), and make plans that will include a safe evacuation.

- Review the evacuation plan and each room's instructions for this.
- Review and analyse the past years' records of fire drills.
- Ensure the provision of adequate training.
- Review the Fire Risk Assessment sheets.
- Review the provision of instruction to students or visitors to the building.

15.4 Staff Training

Every member of staff will receive instructions in fire precaution during induction. The training will be recorded in the fire logbook. All members of staff will receive refresher training every 24 months. Students on placements, volunteers and visitors will be instructed at the beginning of their attendance.

15.5 Fire Drills

Fire drills will be carried out at least once a term. This will include a simulated evacuation drill. When a fire drill is held it will be recorded in the fire logbook.

The Fire log book for recording and evaluation of practice and evacuation drills will be held securely at Reception for all staff, Senior staff members, Headmaster, Governing members and inspectors to view.

15.6 Testing of Fire Alarm System

The fire alarm system will be tested weekly by **Mr Dhillon– Appointed Fire Marshall**. Each alarm point will be numbered and a different number will be tested each week and recorded in the logbook. The alarm is every 6 months by a contractor according to BAFE regulations.

15.7 Emergency Lighting

The emergency lighting will be tested monthly by the Mr Dhillon and recorded in the logbook. Emergency lights are also tested by our contractor according to BAFE regulations.

15.8 Emergency Exits

All emergency exits are to be kept clear and free from obstruction at all times. Emergency exits are checked on a daily basis and tried daily for malfunctions.

15.9 Multi Building Sites

Oak Heights School has more than one building on site. Two units adjacent to each other are connected internally by a fire door. It is therefore necessary for the fire alarm systems within these buildings to be linked together.

In the event of an alarm actuation, a procedure should be established whereby contact is made to the other buildings on site either by telephone or designated person.

At Oak Heights School once contact has been made in person, it will be usual procedure to evacuate all buildings (by operating the fire alarm).

Fire marshal is will quickly search each floor (all rooms including toilets). Where this procedure is in operation it is not necessary to evacuate all buildings.

15.10 Fire Prevention Equipment:

Arrangements are made to regularly monitor the condition of all fire prevention equipment and alarms. This is done at least 2 times in a year by our contractors – Safetech systems Ltd GC fire protection and Safetech systems Ltd will include the regular visual inspection of fire extinguishers (every year) and the fire alarm system and emergency lighting (2 times in a year)

15.11 Fire Evacuation procedures

On hearing the fire alarm, students must be instructed to leave the building in single file and in a calm, orderly manner.

- The person in charge of each class must indicate the exit route to be used and everyone must be directed to a Predetermined Assembly Point.
- Specific arrangements must be made for students with physical or mental disabilities to ensure that they are assisted during evacuation.(***See point for consideration – Fire and safety policy***)
- No running is to be permitted to avoid panic.
- On staircases everyone must descend in single file. Overtaking of classes or individuals must not be permitted.
- Anyone who is not in class when the fire alarm sounds must go immediately to the assembly point.
- No one must be allowed to re-enter the building until told to do so by the Fire Service in attendance, **or**, in the case of a fire evacuation drill the senior person in charge.

15.12 Supplementary Notes - Notices

Each fire alarm point shall, where necessary, be clearly indicated "Fire Alarm" in accordance with the Health and Safety (Safety Signs and Signals) Regulations followed by the appropriate operating instructions. (See Notice 1).

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A notice should be displayed adjacent to the telephone or switchboard giving clear instructions for calling the Fire Service in case of fire. (*See Notice 2*).

Notices should be displayed for staff detailing their actions in an emergency in conspicuous positions i.e. staff room. (*See Notice 3*).

15.13 Fire Assembly

An area outside the school premises must be designated as an assembly point. The assembly point is located outside near the entrance of the car park. (see appendix B)

- It must be clearly marked and easily identified by any person who must be expected to be in the school premises.
- The assembly point must be far enough away from the school premises to afford protection from the heat and smoke in a fire situation.
- The assembly point must be in a position that does not put students and staff at risk by emergency vehicles responding to the incident.

15.14 Smoking

Smoking is prohibited in or around the school.

15.15 Notice 1

Fire Instruction for Day Schools

Any Person Discovering A Fire Must:

- Operate The Nearest Fire Alarm.
- (The Fire Service Will Be Called Immediately By Dialling "999" Using The Nearest Telephone).

15.16 On Hearing the Fire Signal:

- When In Class The Order To Evacuate Will Be Given By Your Teacher, Who Will Indicate The Route To Be Followed.
- When Not In Class Form Single File And Move By The Most Direct Route To The Place Of Assembly.
- At All Times Act Quietly And Calmly.
- Do Not Stop To Collect Your Personal Belongings.
- Do Not Attempt To Pass Others On Your Way To The Place Of Assembly

The Place of Assembly Is: Outside Unit 9, Red Lion Court, Alexandra Road, TW3 1JS:
Note: **Complete As To the Place of Assembly)**

15.17 Notice 2

- Specimen Instructions for Person Responsible For Calling the Fire Service
- **(Also To Be Posted Adjacent To the Telephone or Switchboard) On Hearing the Fire Alarm)**
- Call the Fire Service by Exchange Telephone
- Dial "999"
- Give the Operator Your Telephone Number and Ask For
- **"Fire Service"**, When the Fire Service Replies
- Give The Call Distinctly:

Fire At: Oak Heights, 3 Red Lion Court, Alexandra Road, TW3 1JS, 0208 577 1827

- (Give Exact Address)

Do Not Assume That the Call Has Been Received Until It Has Been Acknowledged By the Fire Service

Note: If Informed Of Any Outbreak of Fire by Word Of Mouth, First Operate the Fire Alarm And Then Call The Fire Service As Above.

15.18 Notice 3

Specimen Instructions to Staff In Case Of Fire

- **(General Instructions to Be Observed By Staff)**
- In The Event Of Fire It Is The First Duty Of All Concerned To Prevent Injury Or Loss Of Life. For This Purpose You Should Make Certain That You Are Familiar With All Means Of Escape In Case Of Fire.
- Since There May Be An Opportunity In The Event Of Fire, For You To Attack It With The Nearest Fire Extinguisher Or Hose Reel, You Should Also Be Familiar With How To Use Them.
- Immediately You Discover A Fire Or One Is Reported To You, You Should **Sound the Alarm**

15.19 Points for consideration

Evacuation procedures - assisting people with impaired mobility.

In drawing up an evacuation plan, consideration should be given to the needs of persons with impaired mobility. If people use a wheelchair, or can only move about with the use of walking aids, their disability is obvious. However, disabilities can sometimes be less obvious than this

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and staff should be vigilant in an emergency, so that help can be given to those members of the public who need it most, including the very young and the elderly.

With a number of individuals, their impaired mobility may only be temporary. Members of staff in the advanced stages of pregnancy or with broken limbs will only be temporarily affected, but consideration must be given to their special needs in your emergency plan.

- Person with walking aids and impaired mobility.
- At Oak Heights School we have introduced the 'Buddy System' where a friend, colleague or member of staff will accompany the person to a protected enclosure;
- Be prepared to allow able bodied persons to evacuate the premises first;
- Be prepared to travel at a rate that is comfortable to the person with impaired mobility;
- Assess the need for specialised equipment.

15.20 Wheelchair users.

Fire exits which are wheelchair accessible should have clear signage so that they are easily identifiable by the wheelchair user.

- Identify a locations for wheelchair refuges and means of communication;
- Identify if a wheelchair user can reach the refuge unaided. If not consider the introduction of the 'Buddy System';
- Identify the best method of evacuation or if there is a need for the provision of specialised equipment;

As wheelchair users are experienced in transferring from the wheelchair to other forms of seating, they should be allowed to determine the method for transferring from the wheelchair to the specialised equipment.

15.21 Evacuation procedures - assisting people with impaired vision

Points for consideration.

- **Fire Safety signs.** - People with impaired vision or colour perception may experience difficulty in seeing or recognising fire safety signs. Fire safety signs should be sufficiently large and well designed with a good, clear typeface and sited so that they can be seen easily and are readily distinguishable.
- **Familiar with escape routes** - Staff/students with impaired vision should be familiarised with escape routes, especially those that are not in general use.
- **Evacuation of a premise.** - In an evacuation of a building, a sighted person should lead those members of staff with impaired vision to safety. It is recommended that a sighted person should lead, inviting the other person to grasp their elbow, as this will enable the person being assisted to walk half a step behind and thereby gain information about doors and steps etc.

A normally sighted person should remain with staff with impaired vision until the emergency is over.

Good lighting and the use of simple colour contrasts can also help visually impaired people find their way around.

15.22 Evacuation procedures - assisting people with impaired hearing.

Whilst it is recognised that persons with impaired hearing will be able to make their way to a place of safety independently, difficulties may be encountered in identifying the fire alarm. Consideration should be given to the following:

- Is the person a sole worker (identifying the need for specialised equipment, i.e. flashing lights inter-linked to the fire alarm)?
- Is it possible for a colleague or other member of staff to ensure that the person with impaired hearing has been alerted?
- If in sleeping accommodation, is there a need for additional specialised equipment.

15.23 Dangerous Substances and Explosive Atmospheres Regulations (DSEAR)

Departments, Centres or Sections working with hazardous substances in such areas must ensure that they comply with the requirements of DSEAR by the stated date and that an inspection of the area and review of risk assessments related to the work is carried out.

15.24 Major accident

e.g. Explosion with casualties

- Working hours - dial 999 and contact the Fire Services for assistance.
Call the Fire Marshall in the school for further assistance
- Non-working hours - an incident of this magnitude is unlikely since potential hazardous work should not be undertaken outside normal working hours. However, if a major incident does occur, you should immediately contact the Fire Brigade 999 and request assistance, indicating the services you require, e.g. Fire Brigade, Ambulance.

15.25 Legal background

The DSEAR are concerned with the protection of workers and students against the risk of fire, explosion and similar occurrences that may happen when working with dangerous substances and the harmful physical effect of such incidents. The Health and Safety Executive (HSE) see these regulations as an expansion of the duty to manage risk under the Management of Health and Safety at Work Regulations (MHSW): risk assessments should therefore already be completed for work with dangerous substances. HSE have stated that they expect the impact of these regulations on diligent employers to be small. The main requirements of DSEAR are to:

- Carry out a risk assessment for any work activities involving dangerous substances

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- Eliminate or reduce the risk
- Provide technical and organisational measures to eliminate or reduce to 'as far as is reasonably practicable' the risks identified by the assessment
- Provide equipment and procedures to deal with accidents and emergencies:
- Classify areas where explosive atmosphere may occur into zones
- Provide information and training to employees.

DSEAR is intended to protect employees, visitors and members of the public and includes employees working on site for other employers.

15.26 Definition of a dangerous substance

Any substance classified under the Chemical (Hazard Information and Packaging for Supply) Regulations (CHIPs)(3) as:

- Explosive • oxidizing
- Extremely flammable • highly flammable
- Flammable or a mixture (preparation) of substances with the potential to create a risk to people from energy releasing events such as, fires, explosions, thermal runaway from exothermic reactions etc. Some examples of the type of activities and substances likely to be covered by DSEAR

include:

- Storage of petrol • use of flammable gasses for welding e.g. acetylene
- Use of flammable solvents • production and storage of waste dusts from manufacturing e.g. wood dust
- Storage of flammable wastes
- Hot work on tanks or drums that have contained flammable materials • moving flammable liquids around the workplace.

15.27 Duties and responsibilities

Head of Science: The duties of the HoS for ensuring the safe management of work with dangerous substances are the same as those for all other aspects of safety within the department. The responsibility for ensuring compliance with health and safety law has been delegated to the HoS by the School. He/she has appointed various members of staff within the department to act on his/her behalf.

It is the responsibility of HoCs to determine if their work involves the use of dangerous substances as defined above and within the DSEAR, and to complete the necessary assessments for this work (as outlined below).

15.28 Risk assessments

Risk assessments must have been completed before starting any work involving dangerous substances. They should identify and examine the work activity involving dangerous substances as well as the dangerous substance itself (using information about its physical and chemical properties). The assessment must then consider how the work may give rise to fire, explosions or other events.

15.29 Hierarchy of control

In order of priority

Eliminate the dangerous substance and replace with a substance or process that gets rid of the risk.

Where this cannot be done you must control the risk. Ways of achieving control include (in order of priority):

- i. Reducing the quantity of dangerous substances to an absolute minimum
- ii. Avoid or minimise the risk
- iii. Control releases at source
- iv. Prevent an explosive atmosphere forming
- v. Collect, contain and remove any releases to a safe place e.g. by ventilations
- vi. Avoid ignition sources including electrostatic discharges
- vii. Avoid adverse conditions which could give rise to harmful physical effects
- viii. Keep incompatibles segregated
- ix. Risks must be mitigated by:
- x. Reducing the number of employees exposed
- xi. Providing plant which is explosive resistant
- xii. Providing explosion suppression or explosion relief equipment
- xiii. Control or minimise the spread of fires or explosions
- xiv. Provide suitable PPE Workplaces, processes, equipment, control and protection systems should be designed, constructed and maintained for work with dangerous substances. Work within the DSEAR must include safe systems of work, including written instructions and permits to work. All pipes and containers containing hazardous substances must be identified

15.30 Accidents, incidents and emergencies

In the case of a fire or explosion sound the alarm, and evacuate the building.

Information, instruction and training

All staff or post-graduate researchers who might be at risk must be given information, instruction and training on the precautions emergency procedures they need follow to protect themselves and others.

15.4 Arsons in schools

Arson in schools is a major concern to Fire Protection organisations and the only persons able to resolve the problem is the profession itself. School governors, head teachers, school premises managers, LEAs and local authority risk managers are the people who could solve the problem.

The prevention of arson attacks falls into a logical process:

- Deter unauthorised entry onto the site;
- Prevent unauthorised entry into the building;
- Reduce the opportunity for an offender to start a fire;
- Reduce the scope for potential fire damage;
- Reduce subsequent losses and disruption from a fire by preparing a disaster resulting recovery plan.
- Discourage unauthorised entry onto the site by the use of signs and by delineating the boundary of the premises by use of a robust fence or hedge. This action makes it clear to would-be intruders and trespassers that they are on private property and for neighbours to see clearly that people are within the site boundaries. Consideration should be given to the type of fence or hedge used so that it does not obscure the vision of passers-by and neighbours. If a hedge is decided upon consider berberis, hawthorne or other similar shrubs they in themselves are a deterrent. It may also be necessary to consider palisade security fencing for part of, or the whole site, if unauthorised intrusion is a major problem.
- Most trespass and associated vandalism occurs out-of-school hours and often under cover of darkness. Consequently, good lighting is recommended. Sodium lighting should be used on elevations, which are overlooked. Such lighting is inexpensive to run. In contrast, tungsten halogen lighting which is operated via infra-red motion detection is ideal for elevations which are not overlooked, but such lighting can be expensive to run. Lighting on elevations which are not overlooked or in recesses can attract unwanted visitors or provide intruders CCTV surveillance is in use. Bespoke advice on security lighting can be obtained from local crime prevention officers.
- The presence of school staff living on site is obviously a high deterrent to intruders. Where this is not feasible, then roving patrols by either commercial or local authority security teams can be effective. Such patrols should be random in order to avoid a recognised pattern. If such a service is used, close liaison should take place with the Police.

15.41 If access to the site is controlled then the next barrier to the miscreant is the building itself.

- Deep recesses and alcoves are particularly vulnerable. Ideally, building alterations should be undertaken to eliminate these features. Failing that, point lighting should be used.
- The weakest points of entry into the building are, of course, the doors and windows. The numbers of doors and windows, particularly those out of view from the public, should be kept to a minimum. Clearly the means of escape should never be compromised and the Fire Brigade should always be consulted prior to any changes being made.
- All external doors and windows should be fitted with approved locks (Thief Resistant Locks BS 3621:2007 or BS EN 1303 2005) and secured immediately the building is vacated. The local crime prevention officer would be pleased to advise on this subject.
- Door frame construction should be of good quality, with solid core doors without lower panels which may easily be forced. The hinges and frames should be reinforced to deter removal. Where letterboxes are fitted they should be fitted with metal enclosures on the inside to prevent damage arising from the introduction of burning materials.
- Break-ins via roof-lights should be prevented by fitting grills or bars within the inside of the frame. All Ground floor windows should be fitted with grills or bars.
- Low level glazing should be avoided both on security and safety grounds. If this is not possible it should be laminated or toughened, and securely fixed within the frame.
- Intruder alarms should be fitted. In most cases they should be connected to a call monitoring centre. Where the coverage of the alarm has to be limited, areas of high value should be alarmed. Consideration should be given to alarming areas such as corridors where intruders might be detected moving between rooms.
- Schools should foster relationships with neighbours who are able to observe out-of-hours activity on the premises. In addition, the school should become involved in local Neighbourhood Watch schemes, or develop their own School Watch scheme in conjunction with the local police.
- The installation of CCTV has a high deterrent effect. CCTV systems which are not monitored have limited value, as the wide-angle lenses used to get the required coverage do not provide recordings of evidential quality. Some joint arrangements for monitoring CCTV pictures between schools and local Councils who operate a CCTV system have proved valuable in spreading the costs. The subsequent reduction in vandalism has proved such schemes to be cost effective, despite the initial high capital

outlay. Specialist advice should always be sought before installation of CCTV is considered.

- With the use of school buildings outside normal school hours and opening the premises to a wider public, it is imperative that access to other parts of the school is limited. A routine should be adopted by a nominated person to check that all external doors and windows have been locked once the school is vacated at the end of the day. It is important that the means of escape are not compromised when deciding which areas to secure whilst the premises are occupied, and important also that the local Fire Safety Officer is consulted.
- Many of these measures will not only prevent arson but keep the school more secure generally.

15.42 Arsonist's intentions

If an arsonist intent on causing damage is unable to enter the premises then the opportunity to light a tyre on the outside of the building is often exploited. In many circumstances wilful damage can get out of hand. For this reason, it is important that the opportunity to ignite combustible material is eliminated.

- Refuse containers should ideally be placed in a secure compound or alternatively secured by a padlock and chain to a post sited no less than 8 metres from the building to prevent them being moved against the building.
- Many schools are involved in re-cycling or fundraising initiatives where newspapers, clothing and other materials are collected. Recycling bins should be located at least 8 metres from the building in secure compounds, and collections made regularly to avoid a build up.
- Sheds and other storage facilities for sports and play equipment should be sited at least 8 metres away from the main building. This will avoid fire spread from such buildings involving the whole school.
- Similar precautions should be taken with heating oil, natural gas and liquid petroleum gas installations. In particular the vulnerable parts of these systems, such as the pipe work and meters, should be secured and protected to avoid them from being vandalised and used as a ready supply of fuel. Bund walls should be provided around fuel tanks to ensure spillages are contained.
- Skirts should be fitted at the base of mobile classrooms to prevent combustible materials being placed underneath buildings and ignited.

- External waste bins should not be fixed to walls or under roofs constructed of combustible materials, but secured to the ground and away from the school buildings. They should be emptied each day as part of the close down routine.
- All external gates need to be open during the day and closed at night as part of the close down routine.

15.43 Combating Arsonists

Recognition should be given to the provision of the most appropriate form of extinguishing medium. Water is the most effective medium for most fires but inappropriate for fires in electrical equipment.

- Schools located away from residential areas may have poor water supplies which can hinder the fire service when trying to extinguish the fire. Ideally a private hydrant on a suitable sized main is desirable, but this is usually only available when the site is developed. An alternative would be an emergency water supply. This may be the swimming pool, but could be an ornamental pond of sufficient size which could double for nature and wildlife studies/ecology area.
- Members of staff should be adequately trained in fire procedures, including how to summon the Fire Service, building evacuation and the use of fire extinguishers. They should also be aware of the location of high value materials and equipment, particularly school records which may be irreplaceable, and have knowledge of a salvage plan to recover these items.
- In the event of a fire, a service recovery plan will be invaluable. The service recovery plan at Oak Heights school includes:

1. **Contacting the proprietor Mr Dhillon**
2. **Contacting Zurich Municipal – Building insurance**
3. **Contacting parents**
4. **How media enquiries will be handled – Inform Mr Dhillon**

16.0. EQUALITY AND ACCESSIBILITY PLAN POLICY

The Equality Act 2010 (Three Year Plan)

The new Equality Act 2010 replaces previous anti-discrimination laws with a single Act. The Equality Duty replaces three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

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- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

16 Physical environment in the school

16.1 Purpose:

The School must refer to ways to improve accessibility to the premises, curriculum and information, as covered under paragraph 3 of schedule 10 of the Equality Act 2010. It will endeavour to take "reasonable steps" to meet the needs of disabled children who might become students. The School will consider the needs of existing students as well as the broad range of needs of children with different disabilities who are likely to apply to the school. Examples of children who are likely to apply are the siblings of existing student and children attending institutions that act as feeders for the School.

16.2 Improving the Physical environment of the school

The school will make the following provisions (See three year plan)

The School will regularly review its policies, practices and procedures to ensure that disabled children are not at a disadvantage because of their disability.

Parents should inform the School of their child's disabilities. If you decide not to tell, and your child is discriminated against, the School may be able to claim in its defence that it did not know about the disability.

17.0 Special Education Needs Policy (SEN)

This Policy takes account the Equality Act 2010.

17.1 Aims of the Policy

- Have regard to the Code of Practice D.F.E. 1993, in all its aspects and the SEN code of practice (Sept 2014).
- Give SEN students the greatest possible access to a broad and balanced curriculum
- Integrate – as far as possible – all SEN students, including those with a statement

* Involve all teachers directly concerned with the identified students – subject teachers, specialist tutors, teaching assistants, the form tutor and Deputy

- Provide a safe, inclusive environment in which every pupil feels secure
- Ensure every student's health needs, both physical and emotional, are understood and addressed appropriately.

- Develop the life skills of each individual, so that they can live independently as possible in adult life.

17.2 Senior Teachers – in helping meet the students’ needs

- * Work in partnership with parents at all times by encouraging parents to be actively involved in assessing needs, making decisions and monitoring and reviewing provision
 - * Encourage parents to support their children at home
 - * Seek students’ views and involve them in decision-making
 - * Involve outside support services and agencies as appropriate
 - * Establish links with other schools in order to share good practice and experience
 - * Meet the training needs of teachers and teaching assistants involved with SEN students
 - * Foster an atmosphere in which LDD/SEN students feel valued and can develop a sense of self worth and achievement
- Plan and maintain a safe and secure environment accessible to all, with particular consideration of physical and sensory impairments.
 - Provide appropriate resources for learning, so that pupils enjoy their life in school to the full and achieve their potential.
 - Remove barriers to learning and ensure all pupils have equal access to their learning environment.

17.3 Introduction

At Oak Heights School we believe that each student should be given equality of opportunity to achieve their full potential – spiritually, academically and socially – by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Each student, regardless of his ability, is entitled to a broad and balanced curriculum which is relevant to his educational needs.

The curriculum offered should give all students a sense of achievement and thereby helps students develop confidence and self-esteem. The development of this policy has involved the participation of the whole staff as its implications affect the whole school. Discussions have taken place between the past and present SENCO (Special Educational Needs Co-ordinator), Headmaster and the Senior Management Team (SMT), Heads of Department (HoD), whole staff meetings and input from the Governors.

17.4 Definition of SEN

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to make for them.

Children have a learning difficulty if they:

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- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must 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. Secondary education for children aged 11 to 16 aims to provide an inclusive, balanced and broadly-based curriculum that promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society; and prepares students for the opportunities, responsibilities and experiences of adult life. (Every Child Matters, August 22nd 2005; Regulations for Independent Schools).

17.5 Responsibilities

Factual Information

Key individuals:

- Headmaster; Mr Dhillon
- Acting Special Needs Co-ordinator (SENCO) – Mrs Lubanda * Form Teachers - TBA
- Learning Support Assistants (LSAs) - TBA

17.6 The SENCO is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for students with special educational needs.
- Liaising with and advising fellow teachers.
- Managing learning support assistants.
- Overseeing the records of all students with learning difficulties and special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including local support and educational psychology services, health and social services, and voluntary bodies.

17.7 Identification & Assessment

Identification of students with SEN usually begins prior to them coming to the school. Students who listed with reasons (observations and any identification/assessments) would lead them to suspect having a difficulty. Once they have arrived at the school, they will be tested in four

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key areas: Handwriting speed, Numeracy, Reading, Comprehension and Spelling by using the child's mode of communication.

The Year 7 students are given an assessment during the Autumn Term. If there is a significantly low score in more than one of the categories, assessed, the student is screened internally for any signs of a learning difficulty. – Assessments need to be arranged.

Prior to entry, students with Mathematics and English Entrance Test scores below 45% are considered for small group additional teaching. Students with very low scores may be recommended to attend specialist tutorials before joining Oak Heights.

Any students with low scores in a particular area are added to one of the Learning Support Registers, and if their needs are deemed serious enough, will be placed at School Action or School Action Plus and an (Educational , Health Care) EHC plan , in consultation.

Oak Heights provides a special educational support programme where necessary. Tutorial sessions, small group sessions, and/or in-class support may be arranged in certain circumstances. This need will be determined in conjunction with the Headmaster, SENCO and parents; arrangements will be co-ordinated thereafter and regularly reviewed. The Headmaster, Parents and SENCO will discuss fees for this arrangement.

The School also uses a variety of other methods of screening and assessment including:

- Liaison with primary feeder schools;
- Pupil performance judged against National Curriculum Tests/level descriptors;
- Teacher observation/assessment;
- Cognitive Ability Testing (CAT), spelling and reading tests on entry to the school and/or
- Other standardised screening or assessment tools.

17.8 Strategies and provision

We follow the fundamental principles of the SEN Code of Practice in force since January 2002, currently (January 2015) and these are:

- A child with SEN should have their needs met.
- The SEN children will normally be met in mainstream schools or early education settings.
- The view of the child, if possible, should be sought and taken into account.
- Parents have a vital role in supporting the child's education.
- Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage.

17.9 Stages of Monitoring

A child with learning difficulties will be monitored through the following stages

Firstly, he will be placed at School Action (SA) whereby an increase in the level of differentiation and target setting takes place. Should adequate progress not be made at this level, he will be moved to School Action Plus (SA+), when at this stage an Individual or Group Education Plan will be drawn up. At this stage, additional support may be implemented in the form of in-class support or tutorials, or a combination of the two.

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In extreme cases the SENCO will consider:

- Any further assessment of the student considering the professionals input.
- Planning future interventions for the student in discussing with colleagues.
- Monitoring and reviewing the actions taken.

Where a student is unable to access the full range of Academic Curriculum after considerable internal and external help and time then, in consultation with the parents, the Headmaster/SENCO will request a statutory assessment of the student's needs (i.e. will request that a statement of SEN is drawn up).

17.10 Documents within Learning Support Department

Our school has developed its own approach to record keeping in line with the requirements of GDPR and the Data Protection Act 2018 .

The provision made for pupils with SEN will be recorded accurately and kept up to date. As part of any inspection, OFSTED will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Our school will particularly record details of additional or different provision made under SEN support. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

17.11 Statutory Reviews

The SENCO department follows the guidance of the revised SEN Code of Practice 2014 and the Local Authority guidelines on requesting, monitoring and reviewing Education and Health Care Plans. At our school pupils with an Education and Health Care Plan or Individual Education Plan are overseen by the SENCO.

This person has responsibility to:

- Ensure the requirements of the Education and Health Care plan are fulfilled;
- Advise school staff about appropriate strategies;
- Devise, monitor, and review any individualised strategies and interventions;
- Liaise with parents/guardians/carers and outside agencies as appropriate and
- Chair annual reviews.
- Liaise regularly with the pupil

A review takes place for each SEN student in the school once every term. The Headmaster, Mr Dhillon, Form Teacher and SENCO may be present to discuss each students current status for both meetings each term and the Headmaster present at one review per term.

Annual reviews take place for students receiving significant additional support take place annually and usually an interim every six months. Statutory Annual Reviews for Statement Students also take place yearly and half yearly according to the date the last Annual Review took place.

SENCO is available for department meetings.

17.12 The School; offer

We offer, as part of our SEN programme the following:

1. A differentiated curriculum appropriated for each student according to her/his needs.
2. Guidance and appropriate programmes after contacting the professionals
3. A close pastoral support & guidance

Permission will be sought from the Headmaster to discontinue the subject(s) having been provided with information regarding the need and proposed support in place of the subject. If all parties agree and the child's wishes are the same, the subject(s) may be dropped and the support will commence from the agreed date.

17.13 CPD of teachers and support staff

The school is committed to its development of all teachers and support staff to ensure they have the most up-to-date information the field of education. We hold regular INSET training days and have a dedicated budget for specific training for individuals.

17.14 Admission Arrangements

- Oak Heights do not admit students solely on academic grounds. Our school building is small and has a complex layout over three levels. Currently, there are no facilities for students with physical disabilities to go up and down stairs. The Ground floor will be made available if SEN students are admitted to the school.
- The SENCO will fill in the CAF (common application form), prior to the first day of the school.
- If needed TAC (Team around the child) will consider in the future depending on the issues.

Please contact our Headmaster, Mr Dhillon for further details, and see our Admissions Policy.

17.15 SEN Facilities

Through our SEN policy supporting Inclusion we deliver the majority of support within the classroom. We have a classroom for small groups and one-to-one teaching, which also serves as a resource library and Office space for the Learning. Additional equipments, furniture and chairs will be bought to accommodate SEN students. Currently, we are in the process of setting up a quiet room for our SEN students

17.16 Support Department.

We have members of staff who hold specialist qualifications in the area of SEN, and staff members who have experience in working with students with SEN and Subject Teachers. We have access to trained counsellors and additional specialist tutors. All staff have Child Protection awareness training, and we have two designated Child Protection Officers (CPO),

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Mr Burse -who works full time in the School and Miss Sethi who works Part time 4 days a week. -

1. See also our school's Accessibility Plan (DDA plan).

17.17 Access Arrangements

Assessments for students seeking special examination arrangements for public examinations such as extra time, use of a word processor, can be arranged at Oak Heights. This will be done with the Headmaster and the Head of Centre. The fees must be paid for by the parents. The assessments for Access Arrangements will usually take place in Year 10 and Year 12. The concession for use of word processor usually lasts for two years; the concession for extra time currently has no fixed time limit. The student is assessed and if eligible notification in writing will be given to the Head of Centre and Exam board(s) which he MUST bring to every examination. The Examination Centre reserves the right to decline an application for any Access Arrangement if the documentary evidence does not provide sufficient evidence of the need for this arrangement.

17.18 Parent Partnerships

The school considers its relationship with parents to be of utmost importance in ensuring educational progress of all its students. Parents may telephone or visit the school at any time to discuss a concern. Parents are actively encouraged to contribute to the education of the student, in target setting and reviews of support. We welcome examples of approaches and strategies that parents have found useful. You will be contacted on a term basis by the SENCO department to discuss the past and future terms' arrangements for additional support and progress.

17.19 Links

1. Through our Admissions departments contact with SENCO may be required with feeder schools from time to time to ensure smooth transition from primary to secondary level or from Secondary to secondary schools/ Post 16

2. If the parents need any further guidance or information on the following:

- Statutory assessments
- Statements of special needs
- Exclusion
- Inclusion
- If a parent feels that their child's needs are not being met
- Bullying
- Changing or choosing a school
- Tribunal and mediation

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- Letter writing
- Understanding reports
- Supporting parents at meeting and reviews
- Supporting parents at visiting schools

We advise them to contact 'Parent partnership service' (PPS) Borough of Hounslow directly.

17.20 Allocation of resources to students with SEN

Allocation of resources takes place according to the need, and the process, although ongoing, takes place in the Summer Term for the following September. Information for the allocation will come from Form Teachers and the Headmaster. The school will have a special budget for resources and specialist equipment required for students and staff. The SENCO Department allocates the resources of the students with Statement of Special Educational Need first, then school action plus, the school action and so on. Parents of students requiring over and above our baseline level of additional support will be contacted to request a contribution to provide adequate resources for that student.

17.21 Complaints

The first point of contact for concerns about SEN provision within the school will be the student's Form Teacher. Contact with the Head of Learning Support may be made by the Form Teacher. Official complaints should be logged with the Headmaster. ***See our Complaints policy.***

18.0 School exclusions

18.1 Aims of the Policy

The aims of this policy are:

- To inform the whole school community of the approach to suspensions and exclusions adopted by Oak Heights (the "School").
- To support the School's approach to behaviour and discipline.
- To ensure procedural fairness and natural justice.

18.2 Background to the Policy

The Exclusions policy is in support of our general policy on discipline and ***behaviour***. It aims to deal with exceptional cases of misbehaviour, or those students who persistently misbehave. The guidelines contained in this policy may be adapted as necessary. The essence of our approach to good behaviour is that, through the development of reason, students should be able to exercise a positive choice. The Report Card system is designed to provide opportunities for students to make positive choices. The ***Exclusions Policy*** would apply at times, or in circumstances, when a student commits a "zero tolerance" offence of significant magnitude, or when a student fails to respond to Report card system over a prolonged period of time.

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The policy applies to all students at the School but does not cover cases when a student has to leave because of ill-health, non-payment of fees or withdrawal by parents.

18.3 Definitions

The following definitions apply in this policy:

Suspension means a student has been required to remain away from the School for a prescribed period, either while a complaint is investigated or as a sanction in its own right.

Required Removal means a student has been required to leave the School but without the stigma of expulsion. Expulsion means a student has been dismissed from the School following serious misconduct formally recorded.

18.4 Persistent Misbehaviour

A student committing a minor offence, such as talking in lessons, will receive a verbal warning prior to the issuing of a Report Card if a change in behaviour after the warning is not heeded. If, following the Report Card, the behaviour still does not change, the student will receive a second Report Card. Every Report Card offence carries a punishment, determined by either the Head of Year or the Headmaster). See ***Behaviour Policy***.

A student accumulating two Report Cards within one half-term is sent to the Headmaster, who will review each Report Card and, being satisfied that they are justly administered, will suspend a student.

18.5 Report Card Suspensions

A suspension arising for the accumulation of two Report Cards within one half term is likely to result in a two-five or a 10 day suspension, and a formal listing in the Headmaster's Punishment Book. This book is reserved for serious offences and suspensions.

A meeting will be held with the student, his parents or guardian about the child's persistent behaviour. A letter will then be sent to parents or guardians formally inviting them to withdraw their child from the school. If such an invitation is accepted, the student would be registered as having being "withdrawn by parents". ***Assistance would be provided to the parents/guardians to help find a new school.***

For any reason, including the accumulation of three Report Cards within one a term, is likely to result in the student being required to undergo a lengthy suspension of at least two weeks, but no more than four weeks. A further meeting will be held with parents/guardians to request for a second time that they withdraw the student. On this occasion, the School will provide no help in finding alternative education. If the parents accept this request, the student would be registered as having been "removed from the school with parental consent". Should a student face 4 report cards in a term suspension, the student will be expelled. The student register would indicate "expulsion."

18.6 Zero tolerance Offences

The school rules list a number of "zero tolerance" offences which may result in immediate suspension or expulsion and which supersede the Report Card. The list includes graffiti, vandalism, interference with Internet facilities, bullying of any kind, pornography, swearing,

theft, foul language, lying, drug usage or in possession of drugs, sexual misconduct, racial abuse, rudeness to staff and missing games or other lessons. Any action liable to place a fellow student in a dangerous situation will be deemed a serious breach of health and safety and be likely to result in suspension. Smoking is strictly forbidden in School, near the School, on journeys to and from the School and at any time when in School uniform. Suspension is the normal sanction.

18.7 Drugs & Alcohol

The use or possession of alcohol on School premises, near the School, on journeys to and from the School and at any time when in School uniform, is also strictly forbidden for all students. At social events hosted by the School, only students over the age of 18. Any abuse of these provisions is likely to result in suspension.

Possession or use of illegal drugs of any kind, whether in School or out of School, is liable to result in expulsion. The Headmaster has the right to ask any student to submit to a drugs test, held under supervised conditions, should he have reasonable cause to do so. Failure to accept such a test, other than for valid medical reasons, which would need to be provided in writing within 48 hours of the Headmaster's request, will result in expulsion. Where the Headmaster requests that a student submit to a drug's test, parents will be notified in advance and be invited to accompany their son to the test, or be able to request another responsible adult to be present. The School will not object to any reasonable request. Should any test prove negative, the School will pay the necessary laboratory and testing fees. Should the test prove positive, the parents/guardians will be invoiced to cover the laboratory and testing costs.

18.18 Other Serious Offences

The carrying of knives or firearms, smoking, smoking drugs or in possession of drugs, recreational weapons, is deemed a serious offence and is likely to result in expulsion.

Blackmail or assault of any kind is likely to result in expulsion.

Any other serious offence which breaches public order or the law in general is likely to result in suspension from School pending Police enquires. Following any legal action by the courts the Headmaster will decide as to whether the student should remain at the School, be withdrawn, expelled or required to leave.

18.19 Investigation of Incidents

Following the report of an incident likely to result in a suspension, required removal or expulsion, a Senior staff member will be requested by the Headmaster to conduct an investigation. Such a person will be known as the **Investigation Officer**. The report of the investigation will be in writing and, where appropriate, notes of any interviews will accompany that report. Any written statements should be attributed, signed and dated by the witness, who should be given the opportunity to read the statement before it is finalised. The statement should also be countersigned by the person present when the witness signs it. A student may be interviewed in order to establish whether there are grounds for formal investigation. If a student is then interviewed formally about a complaint or rumour, arrangements will be made for him to be accompanied by a member of staff of his choice and/or a parent (if available). A student who is waiting to be interviewed may be segregated but will be made as comfortable as possible and given access to a toilet and adequate food and drink.

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The Headmaster is at liberty to request information independently of the **Investigation Officer**, but he will inform the **Investigation Officer** if he does so. The Investigation Officer will be requested to provide his report no later than five working days after being requested by the Headmaster to commence his work. In exceptional circumstances, this timescale may be extended. In such a case, the student would be informed.

18.20 Decision Processes

Following receipt by the Investigation Officer of his report, the Headmaster will:

1. Consider carefully its contents and request any further information if he feels
2. Consult with senior colleagues; ensuring that at least one senior colleague is not involved in the process, pending the need for contribution to a Governors' Review Panel by a senior staff member not involved in the case.
3. Request a Disciplinary Meeting with the student's parents or guardian or, in the case of less serious offences, speak to the parents or guardian by telephone. If a Disciplinary Meeting is required, the request will set out what the allegations are and explain where and when the meeting will be held and who is expected to attend.

18.21 Disciplinary Meeting

The student and his parents will be asked to attend the Disciplinary Meeting with the Head, at which the Investigating Officer will explain the circumstances of the complaint and the investigation. A member of staff of his choice may also accompany the student. The student and his parents will have an opportunity to state their side of the case.

18.22 The Decision

Once the Disciplinary Meeting has been held, the Headmaster will be in a position to decide on an appropriate sanction. The burden of proof shall be the civil standard: the balance of probabilities. In other words, whether it is more probable than not that the student did what is alleged. The more serious the offence, the more convincing the evidence substantiating the allegation needs to be. The decision with reasons will be put in a formal letter to the parents within two working days of the decision being made. In the case of suspension for more than 11 School days, required removal or expulsion, the decision letter will inform the parents of their right to request a Governors' Review of the decision and outline the necessary processes relating to the conduct of such a Review.

A decision to require the removal of or expel a student shall take effect seven days after the decision was first communicated to a parent. Until then, the student shall remain suspended and away from School premises. If within [72] hours (or longer by agreement) the parents have made a written application to the Clerk to the Governors for a Review by Governors, the student shall remain suspended until the Review has taken place.

18.23 Review Process.

A student or a parent aggrieved at the Headmaster's decision to require the student's removal or expulsion may make a written application for a Governors' Review. The application must be received by the Clerk to the Governors within 72 hours of the decision being notified to a parent, or longer by agreement.

In the application, the parents must state the grounds on which they are asking for a Review and the outcome which they seek.

The Review will be undertaken by a three member sub-committee of the Board of Governors. The panel members will have no detailed previous knowledge of the case or of the student or of the parents and will not normally include the Chairman of Governors. Selection of the Review Panel will be made by the Clerk to the Governors. Parents will be notified in advance of the names of the Panel members.

Fair consideration will be given to any bona fide objection to a particular member of the Panel. If appropriate, the Panel may include an independent member who is not concerned with the management or running of the School.

18.24 The Role of the Panel

The role of the Panel is to consider the representations made at the Meeting and to make recommendations to the Headmaster accordingly.

18.25 Review Meeting

The Review meeting will take place at the School premises between three and 10 working days after the parents' application has been received. A Review will not normally take place during School holidays. Proceedings of the Review are to be regarded as confidential.

Those invited to attend the Review meeting include:

Members of the Review Panel, Clerk to the Governors (or a deputy), the Headmaster and any relevant staff member whom the parents or student have asked should attend and whom the Head considers should attend in order to secure a fair outcome. The Headmaster is also able to invite a senior colleague who has no particular knowledge of the case, but who knows the student and can speak about the student if that becomes relevant.

The parents may be accompanied by a friend or relative. The Clerk to the Governors must be given seven days' notice if the friend or relative is legally qualified.

The meeting will be chaired by a Governor who is independent from the Panel. The Clerk will keep a written minute of the main points arising. The chairman may at his/her discretion adjourn or terminate the meeting. If the meeting is terminated the original decision will stand.

18.26 Leaving Status

If, having heard all the parties, the panel is minded to confirm the Headmaster's earlier decision, it is then to the Panel, with the agreement of the Headmaster, the student and his parents, to discuss the student's leaving status with a view to reaching agreement.

18.27 Decision

When the chairman decides that all issues have been sufficiently discussed, and if by there is no consensus, he/she may adjourn the meeting. Alternatively, the chairman may ask those present to withdraw while the panel considers its recommendations. The Headmaster will provide his response in writing within 24 hours.

19.0 Keeping children safe (Safer Recruitment) in Oak Heights School 2022

Oak Heights is totally committed to safeguarding and promoting the safety and welfare of young people and expects everyone connected with the school to share this commitment. To fulfil this aim Oak Heights will apply this recruitment and selection procedure and the measures described herein will be applied to everyone who has sole care or comes into contact with children for any length of time. Oak Heights recognises that a school in which child protection measures are not visible is likely to be perceived as a softer target by those likely to harm young people.

19.1 Aims

To help deter, reject or identify people whether they are paid staff, volunteers or contractors, who might be unsuitable to work with children by having thorough recruitment procedures and pre-employment vetting for appointing all staff.

- To operate such procedures consistently and thoroughly whilst obtaining, collating, analysing and evaluating information from and about applicants.
- To seek to ensure an ongoing safe and secure environment for children by ensuring all staff are suitably trained in recognising and responding to signs of abuse.

19.2 Recruitment procedures

At each stage of our recruitment process we are mindful of the need to protect and safeguard children and to ensure that their welfare is promoted at all times. There is a thorough and consistent process of obtaining, collating, analysing and evaluating information about applicants and in order to ensure safe recruitment, Oak Heights will:

19.3 Perform Pre-employment Vetting checks

In accordance with the recommendations set out in the Guidance, KCSIE 2020 and the requirements of the Education

The School carries out a number of pre employment checks in respect of all prospective employees. An offer of appointment to the successful candidate is conditional upon satisfactory completion of pre-employment checks. Oak Heights School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

We always carry out the following:

Identity verification using current photographic ID and proof of current address;

- Verify their right to work in the UK;
- Sight of an original certificate for an enhanced disclosure and barring check including barred list information, where the person will be engaged in regulated activity;
- Obtain a separate barred list check if an individual will start work (exceptionally) in regulated activity before the DBS certificate is available;

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- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online Service;
- Verify the candidate's mental and physical fitness to carry out their responsibilities (this is the only reason we can ask about health and disability);
- Minimum of two suitable employment references, and a third reference from a further next recent overseas employer/certificate of good conduct;
- Verify overseas criminal records checks for anyone who has lived and worked outside the UK, details listed on the DBS website for each country (Gov.uk/dbsoverseas checks);
- Verify appropriate qualifications for the post applied for, with sight of original certification

Oak Heights school will also ensure that through safer recruitment advertising and pre-interview information, it will be made clear the school's commitment to safeguarding and promoting the welfare of children

- Send a recruitment pack to all applicants including:
- Safeguarding Children policy
- Prospectus
- Job Description
- Person Specification
- Recruitment Process
- Medical Questionnaire (To be completed after employment)
- Application Form indicating that Oak Heights is a '**Safer Recruitment**' employer

Covering letter, which stresses the need to complete an Application Form and stating that CVs will not be accepted as a final application

The application form will request comprehensive dates of an applicant's training and employment history to enable Oak Heights to identify any gaps in training and employment to alert the interview panel. Any gaps will be recorded by the panel giving a satisfactory explanation for those gaps. The application form will ask candidates if they wish to declare anything in light of the requirement for an **Enhanced Disclosure and Barring Service (DBS) disclosure**.

The application form will also ask for details of attendance in previous employment.

It will carry the following wording: *'Oak Heights is totally committed to safeguarding the welfare of young people and expects the same from its employees. All new staff will be subject to enhanced CRB clearance, identity checks, qualification checks and employment checks to include an exploration of any gaps within employment, two satisfactory references and registration with the Disclosure and Barring Service (DBS).'*

Oak Heights School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

For local authorities and teacher supply agencies in England.

- Ensure that the job description makes reference to the responsibility for safeguarding and promoting the welfare of young people
- Ensure that the person specification includes specific reference to suitability to work with children
- Obtain and scrutinise comprehensive information from applicants taking up and satisfactorily resolving any discrepancies or anomalies that are identified
- Obtain two independent professional and character written references pre interview, including 'Safer Recruitment' questions that ask specific questions to help assess an applicant's suitability to work with children. Any concerns identified will be followed up. Telephone verification will be sought that the referee has actually completed the reference.
- Short list applicants, checking gaps in service and noting questions to ask in interview. Candidates will be invited to interview using a 'Safer Recruitment' letter and will be asked to provide the following documents at interview – proof of identity eg driving licence or birth certificate plus a valid passport, certificates or diplomas confirming education qualifications, qualified teacher status or qualifications appropriate for the position. Verification will be sought of a candidate's right to work in the UK and copies of the successful candidate's passport and documentation as outlined above will be taken and retained on the person's file.
- Conduct a face to face panel interview to explore the candidate's suitability to work with children as well as his/her suitability for the position being recruited. The panel will consist of at least 2 and preferably 3 members of staff.. A consensus about the required standards for the post will be reached and issues considered and explored in interview in line with the agreed assessment criteria. The panel will assess the candidate's attitude towards young people and his/her ability to support the safeguarding policies of Oak Heights. Questions relating to child protection and safeguarding students will be asked in every interview for paid staff and volunteers prior to an offer of appointment.
- Refer to Page 51 of 'Safer Recruitment Toolkit for suggested suitable questions
- Interview notes will be made and copies retained on the Personnel files. For teaching positions, the candidate will be observed in taught lessons wherever possible and notes kept of the outcome of the observation.
- Verification of the successful candidate's identity from all scrutiny previously undertaken will occur and details entered on the staff employment check list related to:
- Character/professional references
- Original copies of qualifications seen and photocopied to confirm that the successful candidate has all the academic or vocational qualifications claimed
- Check place of residence and identify of successful candidate including name, address and date of birth by checking passport together with two utility bills less than 3 months

old (Refer to Valid Identity Documents referred to in 'An applicant's guide to completing the DBS Application Form')

- Successful candidate has the right to work in the UK
- Successful candidate has a clearly traceable employment history and experience

The above process, once completed must be signed off and dated as legally required.

Once all has been verified, the position can be offered verbally to the successful candidate subject to and final clearances required and confirmed in writing and a contract produced and issued pending successful completion of **DBS checks** and medical clearance. Refer to **Page 19** of document '**Keeping children safe in Education 2022**' which replaces the previous policy **2021 and the** 'Safeguarding Children and Safer Recruitment in Education (December 2006)' and, 'Dealing with allegations of abuse made against teachers and other staff 2012' for further details.

- Verify that he/she has the health and physical capacity for the job
- Conduct the mandatory checks at enhanced level via the DBS. Note: A check against the Children's List (formerly known as List 99) is required prior to the commencement of employment and a check against **Section 128**) Details and dates of the DBS/CRB will be recorded and kept on the person's file and recorded on the *SINGLE CENTRAL RECORD* at Oak Heights (Refer to Page 27 of 'Keeping children safe in Education 2022') whilst any disclosure could be kept under secure conditions and shredded after 6 months with the permission of the employee except in the event that Oak Heights has to use staff from an agency. Subject to satisfactory receipt of the barred list checks (formerly **L99**) an employee can commence work whilst awaiting the result of the enhanced DBS/CRB, providing that they are closely supervised and the situation reviewed at least every two weeks. The person will be informed about these safeguards. Please refer to Commencing Employment Prior to Obtaining Enhanced DBS/CRB Clearance which is detailed below.
- Ensure all new staff to Oak Heights and familiarised with our Child Protection Policies and Safer Working Practices.
- All staff, whether volunteers or paid professionals will be subject to a one year probationary period.
- The documentation for the successful candidate will be retained by Oak Heights and all documentation for unsuccessful candidates will be confidentially destroyed after six months.

19.3 REMAINING VIGILANT POST-APPOINTMENT

Any disclosure or sexual abuse, physical abuse or neglect made by a Oak Heights student will be thoroughly investigated by our **Child Protection Officer** (CPO) and the appropriate authorities involved.

If the alleged abuse is by a Oak Heights employee, the individual will be the immediate subject of a disciplinary investigation and is likely to be suspended from duty whilst the investigation occurs. Refer to the procedures for dealing with allegations made against staff.

If a candidate's application is considered to be fraudulent or contains false information, Oak Heights will report the matter without delay to the Secretary of State via the DfE and also the police as appropriate.

19.4 Supply staff

Oak Heights is well resourced with staff and would use an agency only in the case of emergency. If using supply staff from an agency, Oak Heights would check the identity of the teacher. Oak Heights will also check with the agency and obtain written confirmation that all appropriate 'safer recruitment' checks have been carried out including whether an enhanced DBS/CRB check has been made and whether any information was disclosed and if so it must be forwarded immediately to the school. The preference at Oak Heights is to work with a small pool of part time teachers all of whom are DBS/CRB checked and are well known, having a special relationship with the school and know its workings and students.

19.5 GAP students

Due to the fact that there is no accommodation at Oak Heights, it is unlikely that we would recruit Gap students from overseas.

19.6 Overseas staff

If employing or using overseas personnel, barred list checks and DBS/CRB checks will always be completed. In addition, criminal records information will be sought from the police authorities in the relevant country and/or certificates of good conduct obtained from the relevant embassy. Where applicable, 'right to work' will be routinely checked.

19.7 Volunteers

Due to the ethos of Oak Heights, we would expect to fully involve parent and other appropriate volunteers in the life of the school. A voluntary member of staff is someone who volunteers his/her time, skills and abilities to Oak Heights free of charge. These volunteer helpers are usually parental helpers, members of the local community or individuals committed to a particular career path who wish to gain experience in a school environment in pursuit of their chosen professional goals.

Volunteers can be actively recruited by Oak Heights if they could be people who approach the school direct by telephone, email or letter offering their services. However they come to be within the school environment, identical safeguarding procedures for paid staff need to be adopted for all volunteers with regular contact with children. Regular contact refers to individuals who are based in Oak Heights for more than three consecutive days or accompany paid staff and students on trips involving over-night stays or who have a regular, agreed work pattern. For the purpose of this Policy, an agreed work pattern could be anything from once a term to 30 minutes each month.

Volunteers who remain absent from Oak Heights for 3 consecutive months or more are required to complete another DBS/CRB Disclosure Application Form and be awarded Enhanced DBS/CRB Clearance prior to their return to duty. Enhanced DBS/CRB checks would be carried out for all volunteer workers and only well established volunteers would be

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used to assist on a regular basis with a school activity. Oak Heights will apply safer recruitment checks to all parents who choose to volunteer to support the school. These will include an enhanced DBS/CRB check, two references and an interview. Teachers will be provided with lists of parents who have undergone checks so that they can ensure they are using appropriately cleared individuals as volunteers as needed.

19.8 Volunteers with irregular student contact

Voluntary staff working on an ad-hoc, one off basis will not be required to obtain CRB clearance, supply referees or attend an interview. They will, however, be subject to a check against the barred list managed by the DBS in advance of the event. The school will in such cases ensure the volunteer is never left alone or unsupervised in the presence of young people. Examples of ad hoc occasions are day trips and sports days.

19.9 Governors and Trustees

Oak Heights will ensure that the necessary checks are carried out on Governors and Directors at Oak Heights so that the suitability of people who serve the school in these capacities is verified in accordance with safer recruitment and in line with this Policy. When a new Chair of Governors is appointed, a special DBS/CRB check through the relevant Government Department will be undertaken.. Checks will be carried out on governors and trustees who have regular contact with children, as specified in Part 4 of the Regulations for Independent Schools. These checks will then be recorded in the Single Central Record.

19.10 STUDENTS IN WORKPLACE ROLES

Secondary school aged students on work experience are not required to have a DBS/CRB check. In these cases the school placing the student should ensure that he/she is suitable for the placement.

19.11 CONTRACTORS

Contractors who visit Oak Heights to carry out emergency repairs, perform routine maintenance of equipment or make structural changes to the property are not required to obtain DBS/CRB clearance. The vast majority of such work will be undertaken during school closure periods. Should work be necessary during the school term, site staff will escort the contractor to and from his/her destination, thereby avoiding unsupervised access to students.

In addition, all staff will be instructed to be vigilant to prevent students from accessing areas where builders etc are working, not only for reasons of safeguarding children but also for risks posed by Health and Safety considerations.

All contractors will be required to report to Reception and sign in and out when they enter or exit the school premises. Contractors will also be required to present photo-identification upon arrival and must be expected in advance by the school. Upon arrival, every contractor will be

presented with an official Oak Heights visitor pass and all members of staff have been alerted to challenge any stranger present on any part of the school premises not displaying a pass.

Regular external contractors – employees of external companies who are regularly based in the school, cleaners, catering workers etc will be subject to the same identity checks and clearances as direct employees of Oak Heights. However, these will be carried out by their external employer to the satisfaction of the school and will form part of the terms and conditions of the business contract. The outcome of such checks will be notified to the school and the details recorded on the school's Single Central Record.

Any works carried out on site during term time will be properly risk-assessed.

19.12 Retirement

Employers are required to give between 6 months notice of the intention to retire an employee and also to give the employee the opportunity to request to work beyond the age of 65. Any decision to retire someone below the age of 65 will need to be objectively justified.

19.13 VETTING AND BARRING TIMELINE

Check with the DBS by telephone or on line the registration status and number of the candidate (barred or not barred status)

From December 2012, the CRB and ISA merged into the DBS. It is an offence to knowingly employ, or take on as a volunteer in a regulated activity someone who is barred from such an activity.

19.14 COMMENCING EMPLOYMENT PRIOR TO OBTAINING ENHANCED DBS CLEARANCE

Because our procedures will be followed in a professional and timely manner, the vast majority of new employees will be in possession of the DBS/CRB clearances before their contract start date. There will, however, be rare occasions when contracts start before the Enhanced Disclosure Certificate has been received. In this instance, the Headmaster will use his discretion as to whether an employee can start work pending the receipt of the certificate. He must ensure that any employee where clearances are pending is appropriately supervised and informed that they are under scrutiny and the reasons for it. In all cases checks against the barred lists MUST be carried out prior to the new employee commencing in post. A list 99 must be conducted in this case. The Headmaster will also consider the following factors whilst determining the level of supervision required:

19.15 Previous experience

Whether the individual is already in possession of a current or recent Enhanced Disclosure Certificate from another body

The nature of the individual's duties and responsibilities within the school

Information contained within references and the detail of such information

Supervision will occur from a variety of sources:

The Line Manager will keep the new employee in sight as much as is practically possible

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Teachers will be asked to visit the classroom or area of the new employee as part of their normal discharge of duties around the Oak Heights

Senior members of staff will pay ad hoc courtesy visits to the classroom or work station of the new employee.

In addition, it is likely that teachers, technicians or other members of staff will already be deployed in some of the areas where new employees are working.

It is vitally important that the above actions are carried out in the spirit of, and viewed as supportive mechanisms for the new employee as much as a safeguarding procedure for students.

19.17 Equal opportunities

Oak Heights does not discriminate between candidates on the basis of race, disability, gender, religion and beliefs, age or sexual orientation. Oak Heights is mindful of the requirements relating to the recruitment of ex-offenders.

This Policy was drawn up by the Headmaster. It will be the subject of constant review and redrafting in the light of changing legislation and guidance and will be formally reviewed in September 2013.

This policy has been drawn up with regard to recent DfE guidance 'Keeping children safe in education 2022' which replaces 'Safeguarding Children and Safer Recruitment in Education' (2007, revised 2010), 'Working together to safeguard children 2018' which replaces 'Working Together to Safeguard Children (revised 2018), and 'What to do if you're worried a child is being abused' (2006).

Prohibited from Teaching List Check

In addition, anyone who is appointed to carry out teaching work always requires an additional check to ensure they are not prohibited from teaching. Prohibition orders prevent a person from carrying out teaching work in schools. A person who has been prohibited from teaching will never be appointed to work as a teacher in our school. We use the Employer Access

Online Service to check any prohibitions. Teacher misconduct: the prohibition of teachers DfE. The Secretary of State following consideration by a professional conduct panel convened by the National College of Teaching and Leadership (NCTL) makes a prohibition order. Preceding such consideration, the secretary of state may issue an interim order if it is in the public interest to do so.

20.0 GDPR and the Data protection Act 2018

The school collects and uses certain types of personal information about staff, pupils, parents and other individuals who come into contact with the school in order to provide education and associated functions. In addition, it may be required by law to collect and use certain types of information to comply with statutory obligations of Local Education Authorities (LEAs), government agencies and other bodies.

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This policy is intended to ensure that personal information is dealt with properly and securely and in accordance with GDPR and the Data Protection Act (1998) and other related legislation. It will apply to information regardless of the way in which it is used, recorded and stored, whether it is held as paper files or in electronic format.

20.1 Data Protection Principals

The following Data Protection Principals as laid down in the Data Protection Act (1998) must be followed at all times:

1. Data must be processed fairly and lawfully.
2. Personal data shall be obtained only for one or more specific and lawful purpose.
3. Personal data shall be adequate, relevant and not excessive in relation to the purpose(s) for which it is processed.
4. Personal data shall be accurate and where necessary kept up to date.
5. Personal data processed for any purpose(s) shall not be kept for longer than is necessary for that purpose.
6. Personal data shall be processed in accordance with the rights of data subjects under the Data Protection Act (1998).
7. Appropriate technical and organizational measures shall be taken against unauthorized or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
8. Personal data shall not be transferred to a country outside the EU, unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

20.2 Oak Heights School is committed to maintaining these

This means that Oak Heights School will:

1. Tell you what purpose the school will use the information for when it is collected.
2. If information is to be shared, the school will tell you why, with whom and under what circumstances.
2. Check the quality and accuracy of the information we hold.
3. Apply our records management policies and procedures to ensure that information is not held longer than is necessary or legally required.
4. Ensure that when information is authorized for disposal it is done appropriately.
5. Ensure appropriate security measures to safeguard personal information whether that information is held in paper files or on electronic media.

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6. Share personal information with others only when it is necessary and legally appropriate to do so.

7. Set out clear procedures for responding to requests for access to personal information known as subject access in the Data Protection Act 1998 (see appendix 1).

8. Train our staff so that they are aware of our policies and procedures. 3 of 5
This policy will be updated as necessary to reflect best practice and/or amendments are made to the Data Protection Act 1998

21.0 Prevent Extremism and Radicalisation Policy

21.1 Introduction

Oak Heights School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Oak Heights School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

The Counter-Terrorism and Security Act (2015) places a duty on our school to have due regard to the need to prevent people from being drawn into terrorism. We recognise that we are partners in the 'Channel Panels' that exist between the Local Authority and the chief officer of the local police. This policy is in conjunction with and relevant to Part 2, paragraphs 5 (a) to (e) inclusive of the Education (Independent School Standards) (England) Regulations 2014), and other relevant and current regulations and any other guidance to which schools are obliged to have regard.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Oak Heights School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002 – for Independent Schools and Academies

Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in Keeping Children Safe in Education (KCSIE) (DfE: 2022); Working Together to Safeguard Children (WT) A guide to interagency working to safeguard and promote the welfare of children (HM Government: 2018 and also Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report of July 2014 .

The DfE guidance to which schools must have regard is: Prevent Duty Guidance: for England and Wales (March 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:

- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)

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Applies to: The Whole School and all other activities provided by the school, inclusive of those outside of the normal school hours such as out of school care, afterschool clubs and all staff (teaching and support staff) working in the school. (In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietors).

21.2 School Ethos and Practice

When operating this policy Oak Heights School uses the following accepted Governmental definition of extremism, which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Oak Heights School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore at Oak Heights School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our

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Behaviour and Discipline Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views
- Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Hounslow's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

21.3 Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

- Making a connection with young people through good [teaching] design and a pupil centred approach.
 - Facilitating a 'safe space' for dialogue, and

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- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes
- Presentations and talks during assemblies

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Oak Heights School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

21.4 Whistle Blowing

Where there are concerns of extremism or radicalisation pupils and staff are encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. All staff is required to report to the Designated Person(s) or the Headmaster any concern or. In exceptional cases such a report should be made to Ofsted.

21.5 Training

The Prevent strategy is part of the Government's over all counter terrorism strategy, CONTEST. The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people from becoming terrorists or supporting terrorism. Part of the driver of the Prevent agenda is the newly enacted Counter Terrorism and Security Act 2015 which places a statutory duty on certain bodies in the exercise of their functions to have

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“due regard to the need to prevent people from being drawn into terrorism” It also requires the (Head teacher) to ensure all staff have access to the relevant **WRAP3** training package. **WRAP3** (Workshop to raise awareness of Prevent) supports your team in becoming partially compliant in delivering against the requirement for front line staff to have access to the relevant CT training, and enable them to identify what the vulnerability indicators are, who to go to for information and advice and where to refer a young person to who you suspect is being drawn into violent radicalisation.

WRAP3 training takes approx 2 hours to complete and will take place on a yearly basis in the school.

21.6 Use of External Agencies and Speakers

At Oak Heights school we encourage the use of external agencies or speakers to enrich the experiences of our children and young people. We vet these external agencies, individuals or speakers which ensures that we do not unwittingly use agencies that contradict each other with their messages, or that are inconsistent with our school’s values and ethos. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that: any messages communicated to children and young people are consistent with the ethos of the school and do not marginalise any communities, groups or individuals; any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise children and young people through extreme or narrow views of faith, religion or culture or other ideologies; activities are matched to the needs of children and young people and activities are carefully evaluated by schools to ensure that they are effective. We recognise that the ethos of our school is to encourage children and young people to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate. By delivering a broad and balanced tutorial programme, augmented by the use of external sources, we strive to ensure our children and young people recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help children and young people develop the critical thinking skills needed to engage in informed debate.

21.7 Teaching Children How to Keep Safe:

The Board of Directors and Proprietor will carefully monitor our arrangements as a school to educate and encourage pupils to keep safe through considering how best to educate children about safeguarding issues, including online, through the curriculum and PSHEE; in particular paying attention to school practices enabling children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Children should understand the risks posed by adults or young people, who use the internet and social media to groom, bully, abuse or radicalise other people, especially children, young people and vulnerable adults. The Prevent guidance expects our school to ensure that children are safe from terrorist and extremist material when accessing the internet through school systems and to establish appropriate levels of filtering. The latest resources promoted by DfE regarding teaching children how to keep safe can be found at: The use of social media for on-line radicalisation, the UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP’s Thinkuknow website (www.thinkuknow.co.uk)

Child Protection Staff at Oak Heights school are alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where children and young people may be at direct risk of harm or neglect. For example; this could be due to a child or young person displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child or young person's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive). Therefore all adults working in Oak Heights school (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Head. In Oak Heights school our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

21.8 Recruitment

We follow guidance for safer recruitment best practice in education settings, including ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of vetting checks. We apply safer recruitment best practice principles and sound employment practice and deny opportunities for inappropriate recruitment or advancement. We are alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our children and young people thereby rendering them vulnerable to extremist views and radicalisation. By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance we will minimise the opportunities for extremist views to prevail.

22.0 Mobile and CCTV policy

At Oak Heights School we understand the concerns that parents/carers may have of their child's safety and welfare. We are aware of the importance to parents of being able to contact their child in emergencies and for other reasons and likewise, for the child to contact their parents/carers.

However the school is aware that at times mobile phones can be a disturbance during lessons. Therefore, pupils are to hand in all mobile phones in school upon entry of the school.

Mobile phones should be switched off and handed in during morning registration time and collected back from the administrator at 345pm during end of school.

CCTV is also used to monitor classroom behaviour as well as to protect the welfare and safety of the students and the staff at Oak Heights School.

If a mobile phone is brought out anywhere in the school building after registration time, it will be confiscated and not returned unless the parent comes in and collects it from the Head teacher.

If this happens for a second time or more, the mobile phone will be confiscated by the member of staff and handed in to the Head teacher and it will not be returned until the end of term.

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23.0 Managing aggressive behaviour from parents and visitors

Statement of principles

At Oak Heights School, we value the positive relationships forged with parents and visitors to the school. We encourage close links with parents and the community and believe that pupils benefit when the relationship between home and school is a positive one. We also strive to make our school a place where as adults, we model for children the behaviour we teach and expect. As a school we promote respect for all with whom we work, and celebrate differences in a positive manner. We place a high importance on good manners, positive communication and mutual respect. The vast majority of parents, carers and visitors to Oak Heights School are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and/or physical abuse towards members of the school community. The governing body expects and requires members of staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of staff have the right to work without fear of violence and abuse. We expect parents and other visitors to behave in a reasonable way towards members of school staff. This policy outlines the steps that will be taken where behaviour is unacceptable.

23.1 Definition of unacceptable behaviour

Types of behaviour that are considered serious and unacceptable and will not be tolerated include:

- Shouting at members of the school staff, either in person or over the telephone;
- Physically intimidating a member of staff, e.g. by standing very close to her/him;• the use of aggressive hand gestures;
- Threatening behaviour;
- Shaking or holding a fist towards another person;
- Swearing;
- Pushing;
- Hitting, e.g. slapping, punching and kicking;
- Spitting;
- Breaching the school's security procedures.
- Racial, homophobic remarks or slander towards the school , staff members or the Headmaster

This is not an exhaustive list but seeks to provide illustrations of such behaviour. The legal framework Section 547 of the Education Act 1996 makes it an offence for any person to be on school premises to cause or permit a nuisance or disturbance and allows for the

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removal and prosecution of any person believed to have committed an offence. A parent of a child attending a school normally has implied permission to be on school premises at certain times and for certain purposes, but if the parent's behaviour is unreasonable, this permission may be withdrawn. This also applies to all other individuals invited into the school for other reasons. Parents, carers or other visitors exhibiting unacceptable behaviour could have a ban, which prevents access to the school premises imposed on them. Should they ignore this ban, they would then become a trespasser on the school site. The Governing Body, in conjunction with the Head teacher and the Trustees, will take the lead in authorising the removal of a person believed to be causing a nuisance or disturbance, and, if necessary, will bring legal proceedings against them. Unacceptable behaviour by parents, carers or visitors may result in the local authority and the police being informed.

Dealing with incidents If a parent/carer/visitor behaves in an unacceptable way towards a member of the school community, the head teacher or appropriate senior staff will assess the level of risk before deciding on a future course of action (Appendix 1). The Head teacher/senior leader may seek to resolve the situation through discussion and mediation. This may include meeting the parent, clarifying the school's expectations and agreeing strategies to manage future incidents (Appendix 2). If necessary, the school's complaints procedures will be followed. Where all procedures have been exhausted and aggression or intimidation continues OR where there is an extreme act of violence then further action may be taken including banning the individual from school premises.

In some circumstances, the individual would be advised in writing by the Headteacher that following the incident of unacceptable behaviour, a ban is being considered. They would then be given an opportunity to explain their actions, after which a decision would be made about imposing the ban. In more serious circumstances a parent/carer or visitor may be banned from the school premises by the chair of governors for a specified period of time, subject to review. In this situation the parent/carer/visitor will be given an opportunity to explain their behaviour, after which a decision will be taken to confirm, remove or extend the ban. If after a ban has been imposed, and the individual comes on to school premises, the Police would be called immediately. (Appendix 3) The Governing Body would then decide, in conjunction with the local authority whether to consider taking out a Court Injunction preventing this from happening again. Throughout this process thorough record keeping is critical (Appendix 4) **Banning Procedures** In imposing a ban the following steps will be taken:

1. The parent/carer/visitor will be informed, in writing, that she/he is banned from the premises (subject to review) and of the consequences if the ban is breached.
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included.
3. The local authority will be informed of the ban.
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.
5. A review date for consideration of the ban will be decided upon and communicated to the parent/carer/visitor.
6. Following the review the outcome will also be communicated to the parent/carer/visitor (Model letters for all the above steps can be found in Appendix 5) **Conclusion** The local authority may also take action where behaviour is unacceptable or there are serious breaches of our home-school code of conduct or health and safety legislation. In implementing this policy, the school will, as appropriate, seek advice from the Local Authority's

education, health and safety and legal departments, to ensure fairness and consistency.

See appendix for responses

24.0 Whistle Blowing policy

Oak Heights school is committed to the highest possible standards of openness, probity and accountability. In line with that commitment, employees and others with serious concerns about malpractice or wrongdoing in the School's work are encouraged to come forward and voice those concerns without fear of victimisation. Whatever the source the Governors are open to listening to the concerns, taking them seriously and ensuring that they are dealt with promptly and *fairly*. We explicitly require staff to report to the Head of the School or the Board of Governors any concern or allegation about school practices or the behaviour of colleagues, which are likely to put pupils at risk of abuse or other serious harm.

Those external to the School are encouraged to raise any concerns they have about the way in which the School operates through the School's Complaints Procedure. Employees are often the first to realise that there may be something seriously wrong with an organisation. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the organisation. They may also fear harassment or victimisation. Employees are encouraged to raise their concerns within the School by applying the approach described in this document, rather than overlooking a problem or blowing the whistle outside the organisation. The school provides immunity from retribution or disciplinary action against such staff for "Whistleblowing" in good faith.

This Whistleblowing policy is a public commitment that concerns are taken seriously and will be actioned. Any actions arising from allegations/investigation must be in accord with the school's disciplinary procedure, which should cover all of the potential areas of concern. Further details can be found in the Employees handbook.

Untrue / Malicious Allegations

If an individual makes an allegation in good faith, which is not confirmed by subsequent investigation, no action will be taken against that individual. In making a disclosure the individual should exercise due care to ensure the accuracy of the information. If, however, an individual makes malicious or vexatious allegations, and particularly if he or she persists with making them, disciplinary action may be taken against that individual.

25.0 Policy review

In Oak Heights School, the Head teacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

26.0 Limitation of Liability in Oak Heights school

Our liability to each student is excluded to the fullest permitted by law and in particular. Oak Heights School shall not be liable to a student for the withholding of any examination results

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under these terms however so. By accepting an application from and enrolling at Oak Heights School to study and sit any examination, Oak Heights are in no way confirming the likelihood of success in the examination of obtaining any particular grading.

27.0 Staff – Oak Heights

Trustees – Charity number 1121069

Mr Dhillon (Head Trustee)

Mr Sandhu

Miss Daly

Governing Body

Mr Butt (Chair)

Mrs Atwal

Mrs Jordan

School Staff

Headmaster – Mr S Dhillon (M.Sc, B.Sc, Prince 2 Cert)

Senior Administrator and Examination Officer manager & DSL: , Mrs Mouharbit and Mr Ali

Receptionist: Mrs El Mouharbit

SENCO : Mrs Lubanda

Teacher of Science: Ms Lavall and Miss Sethi (B.Sc)

Teacher of Humanities: Mr Burse(B.Sc)

Teacher of Physics: Mr Etheridge (MBA)

Teacher English and History: Ms Popovic(B.Sc PHd)

Head of Languages (French): Mrs Lubanda (B.Sc)

Mathematics: Ms Li & Mr Virdi

Fire Marshall: Mr Dhillon

First Aiders: Mrs ElMouharbit & Mr Burse

Child Protection (DSL) : Mr Burse and Miss Sethi

School Contact address

Oak Heights School

2 & 3 Red Lion Court

Alexandra Road

Hounslow

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Version 8.2: April 23

TW3 1JS
Tel / Fax: 020 8 577 1827
E-mail: enquiries@oakheight.co.uk
DFE: 313/6081
Centre No: 13141

Emergency school Number: 0208 577 1827 (24 Hour answer machine service)
E-Mail: S.Dhillon@oakheights.co.uk (24 hours)

Designated Child protection officers : Mr Burse and Miss Sethi
E-Mail: l.burse@oakheights.co.uk or a.sethi@oakheights.co.uk (24 hours)
Tel: 0208 577 1827 (24Hours answer machine service)

28.0. SOURCES OF FURTHER INFORMATION

Equality and Human Rights Commission Helpline
Freepost RRL-LGHUX-CTRX
Arndale House
Arndale Centre
Manchester
M4 3AQ
Tel. 0845 604 6610
Email: englandhelpline@equalityhumanrights.com

Special Educational Needs and Disability Tribunal (SENDIST)
SENDIST
7th Floor
Windsor House
50 Victoria Street
London SW1H 0NW
Telephone: 020 7925 5750
Fax: 020 7925 6786

OFSTED
Statutory requirements and other references that inspectors and schools may find useful
<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Independent-schools/Useful-information>

<http://www.education.gov.uk/>

<http://www.hse.gov.uk/>

<http://www.education.gov.uk/schools/pupilsupport/sen>

<http://www.tes.co.uk/>

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29.0. COMPLAINTS FORM

1. What is the nature of the complaint? (Please tick)	
Staff Conduct:	Parental Conduct:
Teaching Standards:	Pastoral Care:
Condition of Premises:	Time Tabling:
Matters of Regime and Routine	Access to or Regulation of Extra
Curricular Activities:	
Other (please give details):	
2. Please give details of the complaint:	
Date/s of Incident:	Time/s:
3. Were there any witnesses to the incident/s?: Please give details:	
4. Action Taken:	
Name:	
	Date:
Signed:	

30.0 Legal status Policies

FIRE SAFETY POLICY

Legal Status:

Regulatory Requirements, Part 3, Paragraph 13 of the Independent School Standards (England) Regulations 2014
 Regulatory Reform (Fire Safety) Order 2005
 The Management of Health and Safety at Work Regulations 1999
 The Fire Precautions (Workplace) Regulations 1997 (as amended 1999)

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The Health and Safety at Work Act 1974
The Fire Precautions Act 1971

28.2 EQUALITY AND ACCESSIBILITY PLAN 2012 – 2015

Legal Status:

Special Educational Needs and Disability Act (SENDA)
Equality Act (2010) and The Public Sector Equality Duty (2011)

28.3 ADMISSIONS and ATTENDANCE POLICY

Legal Status:

Complies with Part 6, Paragraph 24 (3)(a) of The Education (Independent School Standards) (England) (Amendment) Regulations 2014 in force from 5th January 2015

28.4 ANTI-BULLYING POLICY

Legal Status:

Complies with Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015

Prepared with reference to: Advice for parents and carers on cyberbullying (DfE- November 2014), Cyberbullying: Advice for headteachers and school staff (DfE- November 2014), Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE- October 2014) and School support for children and young people who are bullied (DfE- March 2014)

Has regard to the Equality Act 2010 and the Public Sector Equality Duty

28.5 BEHAVIOUR POLICY

Legal Status:

Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24)(3) of the Education (Independent School Standards) (England) (Amendment) Regulations 2014 in force from 5th January 2015

Equality Act (2010), Education Act (2011)

Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff, (DfE Guidance: February 2014) <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Getting the simple things right: Charlie Taylor's behaviour checklists (DfE: 2011)
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies (DfE 2013) which incorporates previous directives.

28.6 CAREERS EDUCATION AND GUIDANCE POLICY

Legal Status:

Complies with Part 1, paragraph 2 (e) (i)(ii)(iii) of the Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015

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28.7 CHILD PROTECTION POLICY 2022

Legal Status:

This policy complies with Part 3, paragraphs 7 (a) and (b) of the Education (Independent School Standards) (England) Regulations 2014 as amended in September 2018.

Keeping Children Safe in Education (KCSIE) Information for all school and colleges (DfE: July 2015) updated **Sept 2022** incorporating statutory guidance, Disqualification under the Childcare Act 2006 (February 2015) and also refers to non-statutory advice for practitioners, What to do if you're worried a child is being abused (HM Government: March 2015)

Working Together to Safeguard Children (WT) A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2018) which also refers to non-statutory advice, Information sharing HM Government: March 2015) The policy is also consistent with any other relevant and current regulations issued by the Secretary of State and any other guidance concerning Safeguarding Children to which schools are obliged to have regard.

Prevent Duty Guidance: for England and Wales (March 2015) (Prevent). Prevent is supplemented by The Prevent duty: Departmental advice for schools and childminders (June 2015) and The use of social media for on-line radicalisation (July 2015)

COMPLAINTS PROCEDURE FOR PARENTS

Legal Status:

This policy incorporates the manner in which complaints are to be managed in accordance with Part 7, paragraph 33 (a) to (k) inclusive of The Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015 along with the provision of information being made available in Part 6 Paragraph 32 (3) (f) of the Regulatory Requirements.

SCHOOL CURRICULUM POLICY

Legal Status:

This is a Statutory Policy • Complies with Part 1, Quality of Education Provided (curriculum) paragraph 2.1(a)(b) of the Education (Independent School Standards) (England) (Amendment) Regulations 2014 in force from 5th January 2015

EDUCATIONAL VISITS AND OFF-SITE ACTIVITIES POLICY

Legal Status:

The school complies with the Regulatory Requirements, Part 3, Paragraph 12 of the Education (Independent School Standards (England) (Amendment) Regulations.

Health and Safety Department of Education (DfE) advice on legal duties and powers for local authorities, Headmasters, staff and governing bodies (DfE June 2013)

Health and Safety Executive (HSE) School trips and outdoor learning activities tackling the health and safety myths (HSE July 2011)

The school has regard to guidance and advice from the Outdoor Education Advisory Panel (OEAP 2013)

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SCHOOL EXCLUSIONS POLICY

Legal Status:

Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24)(3)a of the Education (Independent School Standards) (England) Regulations 2014.

EXCELLENT PUPIL PROGRAMME (EPP) POLICY INCLUSIVE OF ABLE, GIFTED & TALENTED

Legal Status:

This policy is integral to the Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015

FIRST AID POLICY

Legal Status:

Regulatory Requirements, Part 3, Paragraph 14 of the Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015

THE GOVERNANCE, LEADERSHIP POLICY

Ofsted and ISI inspection regimes include criteria to ensure that schools have appropriate provision for ensuring good governance of the school; these are now particularly prevalent in both the Section 162A and the new ISI Inspection Framework. In particular, Proprietors are required to provide effective oversight of the school, have a good insight into the working of the school and be effective in discharging responsibilities for child protection, welfare and health and safety

HEALTH, SAFETY AND WELFARE POLICY

Legal Status:

Prepared with regard to Health and Safety at Work etc Act 1974 and associated amendments and regulations including any relevant supporting documents.

The Management of Health and Safety at Work Regulations 1999.

The Regulatory Reform (Fire Safety) Order 2005

Prepared with regard to the Equality Act 2010, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability, Act 2001. Health and Safety Executive (HSE) School trips and outdoor learning activities - tackling the health and safety myths (HSE July 2011).

Regulatory Requirements, Part 3 Welfare, Health and Safety of Pupils and Part 5 Premises and Accommodation of the Education (Independent School Standards) (England) (Amendment) Regulations 2014.

Accidents and ill health at work are reported in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences 2013 (RIDDOR) legislation www.hse.gov.uk/riddor Tel: 0845 300 9923.

Health and Safety: Advice on legal duties and powers (DfE: 2014)

The School has regard to Government recommended guidance and advice from the Outdoor Education Advisers' Panel (OEAP) on school trips and offsite activities

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PREVENTING EXTREMISM AND RADICALISATION POLICY

Legal Status:

The Counter-Terrorism and Security Act (2015) places a duty on our school to have due regard to the need to prevent people from being drawn into terrorism. We recognise that we are partners in the 'Channel Panels' that exist between the Local Authority and the chief officer of the local police. This policy is in conjunction with and relevant to Part 2, paragraphs 5 (a) to (e) inclusive of the Education (Independent School Standards) (England) Regulations 2014, and other relevant and current regulations and any other guidance to which schools are obliged to have regard. In adhering to this policy, and the procedures therein, staff and visitors contribute to Oak Heights delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.

Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in Keeping Children Safe in Education (KCSIE) (Latest update DfE: 2022)

Working Together to Safeguard Children (WT) A guide to interagency working to safeguard and promote the welfare of children (HM Government: 2018 and also Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report of July 2014 .

The DfE guidance to which schools must have regard is: Prevent Duty Guidance: for England and Wales (March 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note: The Prevent duty: Departmental advice for schools and childminders (June 2015) The use of social media for on-line radicalisation (July 2015)

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)

Legal Status:

Complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015

KEEPING CHILDREN SAFE POLICY 2022

Legal Status:

Part 4 of the Education (Independent School Standards) (England) (Amendment) Regulations 2014, with reference to the appointment of Trustees (Proprietors) all staff, external providers and volunteers inclusive of completion of the Single Central Record (otherwise referred to as the Centralised Register);

Safeguarding Children and Safer Recruitment in Education guidance and HM Government Guidance "Working Together to Safeguard Children" to be replaced with Keeping Children Safe in Education along with any further amendments as they are published;

The Equality Act 2010 along with further implementation and amendments as they occur. The school complies with Section 3(2) of the Safeguarding Vulnerable Groups Act 2006 and any direction made under section 142 of the 2002 Act (d).

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Keeping Children Safe in Education Statutory guidance for schools and colleges (KCSIE) (DfE: 2022) Section 157/175, Education Act (2002) This policy is consistent with the requirements of Working Together to Safeguard Children (WTSC) (HM government: 2018.)

SPECIAL EDUCATIONAL NEEDS POLICY

Legal Status:

Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations 2014 in force from 5th January 2015

Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE and Dept. of Health: January 2015)

AIMS, ETHOS AND PHILOSOPHY POLICY

Legal Status:

Complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) (Amendment) Regulations 2014 in force from 5th January 2015

STAFF CODE OF CONDUCT POLICY

Legal Status:

Contract of Employment: This policy complies with Regulation 3 paragraphs 7(a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance concerning safeguarding children to which schools are obliged to have regard. This document has regard to Keeping Children Safe in Education Statutory guidance for schools and colleges (KCSIE) (updated DfE, 2022) and Working Together to Safeguard Children (WT) (HM Government, 2018).

The Children Act 1989 and 2004 along with Section 157/175, Education Act (2002) Teachers' Standards (Guidance for school leaders, school staff and governing bodies)

WHISTLEBLOWING POLICY

Legal Status:

The key piece of whistle blowing legislation is the Public Interest Disclosure Act 1998 (PIDA) which applies to almost all workers and employees who ordinarily work in Great Britain. The situations covered include criminal offences, risks to health and safety, failure to comply with a legal obligation, a miscarriage of justice and environmental damage. Employees and workers who make a 'protected disclosure' are protected from being treated badly or being dismissed.

31 APPENDIX 1:

RISK ASSESSMENT In the event of a parent behaving in an inappropriate way, each situation will need to be considered individually by the Head teacher or a designated member of staff.

The following factors should be taken into account as a risk assessment, before deciding on the most appropriate course of action:

Does the parent have a known previous history of aggression/violence? (Information can only be sought from the police when an official complaint has been made). behaviour?

Pupils witnessed aggressive/threatening/intimidating behaviour from the parent?

School staff, pupils or visitors? any way prior to their behaviour and/or does the parent claim to have been provoked? there a risk (low, medium or high) that the behaviour may be repeated?

APPENDIX 2:

OPTIONS FOR FUTURE ACTION

Inviting the parent to a meeting to discuss events this could be helpful where a planned and structured meeting has either not been held before or has previously been productive. Skilled facilitators may need to be used. A full restorative meeting may be considered, but if it is not safe to bring all the parties together at a meeting, a restorative process can still take place through the exchange of information. The safety and well-being of those attending such a meeting must be carefully considered. It is strongly recommended that members of school staff should be accompanied by at least one other colleague at any such meeting. Consideration should be given to the seating arrangements, and care taken to ensure exits cannot be blocked by a parent who could potentially become aggressive. The main points of discussion and any agreed actions should be noted, and a follow up letter sent to confirm the school's expectations and any agreed actions. Some parents may covertly record meetings and then seek to use the information obtained to support their case, and therefore schools should state explicitly that information obtained without permission will not be permissible. Clarifying to the parent what is considered acceptable behaviour by the school In some instances it may be appropriate simply to ensure the parent is clear about behaviour standards expected by the school. This could be explained at a meeting, or by letter, however any verbal explanation should be followed by a written confirmation of the discussion and the standards of behaviour outlined. Forming strategies to manage future situations of potential conflict It is sometimes possible to identify situations of potential conflict and to plan for these in a way that minimises potential risks. For example, where a parent persistently engages in arguments with staff in corridors at the beginning or end of the school day, the parent could be informed that any discussions with school staff must be held by prior appointment. Alternatively, the parent may be asked not to approach the teacher, but should instead arrange to meet the Headteacher (or other member of the senior leadership team), who will deal with their concerns. In more serious cases a further option may be to advise the parent that in future their concerns should be dealt with by written communication. Any such arrangements should be confirmed in writing to the parent. Withdrawing permission for the parent to enter the school site and/or buildings In more serious cases of actual or threatened aggression/violence, or persistent abuse/intimidation, Headteachers may need to consider whether it is safe for the parent to continue to come onto the school site or enter the buildings.

APPENDIX 3:

Calling for police assistance

Oak Heights School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

In an emergency, police assistance should be sought. In cases where a ban is in place but is ignored and the person comes onto the school site, the police should be notified immediately. (Staff will need to be aware of the ban and have agreed procedures in place should the person come onto the school site). In situations where there is no immediate threat to staff, pupils, other members of the school community or the school's property, Headteachers may still wish to make their local community police officer (e.g. neighbourhood support team, youth intervention officer) aware of the situation. The police could give consideration to warning the offender of formal action, which may include legal proceedings.

APPENDIX 4:

RECORD KEEPING There should be clear and detailed records of all events which must be kept up to date. Any witness statements (where appropriate) and notes of any subsequent meetings held to discuss the events should also be retained. Notes should be signed and dated. Any physical evidence should be bagged and labelled, and witnesses should be asked to make a record of exactly what they saw and heard at the earliest opportunity. It is also advisable to ensure that in every case, even where a formal letter is not required, parents receive a written confirmation of the events and the Headteacher's response. If the police are asked to deal with an incident as a criminal investigation, there are a number of actions that may thwart this process. Witness details should not be made known to suspected offenders or their families. Groups of witnesses or suspects should not be left together, or allowed to discuss what happened, before the police interview them. If in doubt always seek the advice of the police officer first. An incident recording form is attached below

Model letter 1: This is an initial warning letter, which can be sent by the Headteacher when it is felt that further serious incidents will warrant a ban.

Model letter 2: It is suggested that this letter is sent by the chair of governors when, after full consideration, it is felt a ban is necessary. Normally this would follow from a warning (letter 1), though there may be occasions where it is appropriate to move directly to a ban – it is strongly recommended that the Trustees is consulted in such cases. At this point consideration should also be given to any practical issues, in particular to ensure that the pupil(s) concerned can be properly accompanied to and collected from school, and to ensure there can be an effective exchange of necessary information between the school and parent. At this stage, the ban takes effect immediately, but as the letter indicates, the parent must be enabled to make representations. A period of a week is recommended to allow for this, at the end of which the chair of governors should consider any representations made, then make a decision to either confirm the ban or discontinue it (see model letters 3a and 3b).

Model letters 3a/b: These letters confirm the outcome of the review of the ban by the chair of governors. In the event that the decision is made to confirm the ban, a date should be included for a further review. This should be for a reasonable period, possibly extending up to three months, but preferably not longer than six months. If the parent is dissatisfied with this decision, it is suggested in the model letter that the matter is then appropriately considered by a panel of school governors (equivalent to the fourth stage of the Surrey County Council model school complaints procedure). **Model letter 4a/b:** These letters can be used to confirm the outcome of further reviews of decisions where the ban has been extended. When a review is due to take place it is advisable to notify the parent in advance and invite them to make any representations. A flowchart showing the process to be followed for a ban is shown overleaf.

Letter 1 Warning (sent by Headteacher) Recorded delivery

Dear

I have received a report about your conduct at the school on (enter date and time). (Add factual summary of the incident and of its effect on staff, pupils, and other parents.) I must inform you that the local authority/ governing body (delete as appropriate) will not tolerate conduct of this nature on its premises and will act to protect its staff and pupils. Therefore if, in the future, I receive any reports of conduct of this nature I will be forced to consider removing your licence to enter the school grounds and buildings. If you do not comply with that instruction I will be able to arrange for you to be removed from the premises and prosecuted under Section 547 of the Education Act 1996. If convicted under this section, you are liable to a fine of up to £500. Nevertheless, I wish to give you an opportunity to give me in writing any comments or observations of your own in relation to the report which I have received about your conduct. These comments may include any expressions of regret on your part and any assurances you are prepared to give about your future good conduct. To enable me to take a decision on this matter at an early point, you are asked to send me any written comments you wish to make by (state date ten working days from the date of letter).

Yours sincerely, Head Teacher
cc: Chair of Governors

Letter 2 Withdraw permission pending review (sent by chair of governors) Recorded delivery
Dear

I have received a report from the headteacher ofSchool about your conduct on at (add summary of incident and its effect on staff and pupils) (optional reference to first letter from headteacher) I must inform you that the governors, in line with our policy, will not tolerate conduct of this nature on the school premises and will act to defend school staff and pupils. On the advice of the Headteacher, I am therefore instructing you that until I have reviewed this incident, you are not to reappear on the school premises. If you do not comply with this instruction I shall arrange for you to be removed from the premises. If you cause a nuisance or disturbance on the premises you may be prosecuted under section 547 of the Education Act 1996; if convicted under this section, you are liable to a fine of £500.

The withdrawal of permission for you to enter the school premises takes effect immediately and will be in place for 15 school days in the first instance. I still need to decide whether it is appropriate to confirm this decision. Before I do so, I wish to give you an opportunity to give me in writing any comments or observations of your own in relation to the report that I have received from the headteacher. These comments may be to challenge or explain the facts of the incident, to express regret and give assurances about your future good conduct. To enable me to take a decision on this matter, please send me any written comments you wish to make by (date 10 school days from date of letter). If on receipt of your comments, I consider that my decision should be confirmed, you will be supplied with details of how to pursue a review of your case. I am copying this letter to the headteacher and the Local authority.

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Yours sincerely

Chair of Governors

cc: Headteacher

cc: Local authority

Letter 3a Withdrawal of permission confirmed (sent by chair of governors) Recorded delivery

Dear

On I wrote to inform you that on the advice of the headteacher I had withdrawn permission for you to come onto the premises of School. To enable me to determine whether to confirm this decision for a longer period, I gave you the opportunity to give your written comments on the incident concerned by I have not received a written response from you/I have received a letter from you dated, the contents of which I have carefully considered.

In the circumstances, and after further consideration of the headteacher's report, I have determined that the decision to withdraw permission for you to come onto school premises should be confirmed. I am therefore instructing that, until further notice, you are not to come onto the premises of the school without the prior knowledge and approval of the headteacher. If you do not comply with this instruction I shall arrange for you to be removed from the premises of the school. If you cause a nuisance or disturbance on the premises, you may be prosecuted under Section 547 of the Education Act 1996; if convicted under this section, you are liable to a fine of up to £500. Even though we have taken this decision, the headteacher and staff at School remain committed to the education of your children, who must continue to attend school as normal. This decision will be reviewed again(insert review date which should be within a reasonable period and no longer than six months). When deciding whether it will be necessary to extend the withdrawal of permission to come onto the school premises, consideration will be given to the extent of your compliance with the decision, any appropriate expressions of regret and assurance of future good conduct received from you; and any evidence of your co-operation with the school in other respects. Finally, I would advise you that I have asked the headteacher to ensure that your complaint that..... is considered under the appropriate stage of the school's parental complaints procedure. The school will contact you about this in due course.

Yours sincerely

Chair of Governors

cc: Headteacher

cc: Local authority

Letter 3b Restore permission after review by Chair of Governors (sent by Chair of Governors)
Recorded delivery

Dear

Oak Heights School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

n I wrote to inform you that on the advice of the headteacher I had temporarily withdrawn permission for you to come onto the premises of School. To enable me to determine whether to confirm this decision for a longer period, I gave you the opportunity to give your written comments on the incident concerned by

I have not received a written response from you/I have received a letter from you dated, the contents of which I have carefully considered. In the circumstances, and after consulting further with the headteacher, I have decided that it is not necessary to confirm the decision and I am therefore restoring to you permission to come onto the school premises, with immediate effect. (Optional) I must warn you, however, that if it should become necessary in the future I shall not hesitate to withdraw permission for you to come onto the school premises once again.

Yours sincerely

Chair of Governors

cc: Headteacher

cc: Local authority

Letter 4a Continue ban after second review (sent by Chair of Governors) Recorded delivery

Dear

I wrote to you on confirming that permission for you to come onto the premises of School had been withdrawn until further notice. I also advised you I would take steps to review this decision by I have now completed the review. However, after consultation with the headteacher, I have determined that it is not yet appropriate for me to withdraw my decision. (Add brief summary of reasons). I therefore advise that the instruction that you are not to come onto the premises of School, without the prior knowledge and approval of the headteacher remains in place (insert date) If you do not comply with this instruction I shall arrange for you to be removed from the premises and you may be prosecuted under section 547 of the Education Act 1996; if convicted under this section, you are liable to a fine of up to £500. I shall undertake a further review of this decision by(insert review date which should be within a reasonable period and no longer than six months). In the meantime you can write to me with a statement of your views, which I will consider.

Yours sincerely

Chair of Governors

cc: Headteacher

cc: Local authority

Appendix 5: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview.

We will scrutinise these and resolve any concerns before confirming appointments.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children

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- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

Governance

- All members of the governance will have an enhanced DBS check without barred list information and section 128 check. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board of trustees will have their DBS check countersigned by the secretary of state. All trustees, proprietors and local governors will also have the following checks:

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff at reception.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and wear a visitor's badge. The academy will issue a red lanyard to the

visitor if the academy has not completed all the relevant checks. If a visitor is wearing a red lanyard they cannot be left unsupervised in the academy at any point.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Appendix 6: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the trust.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

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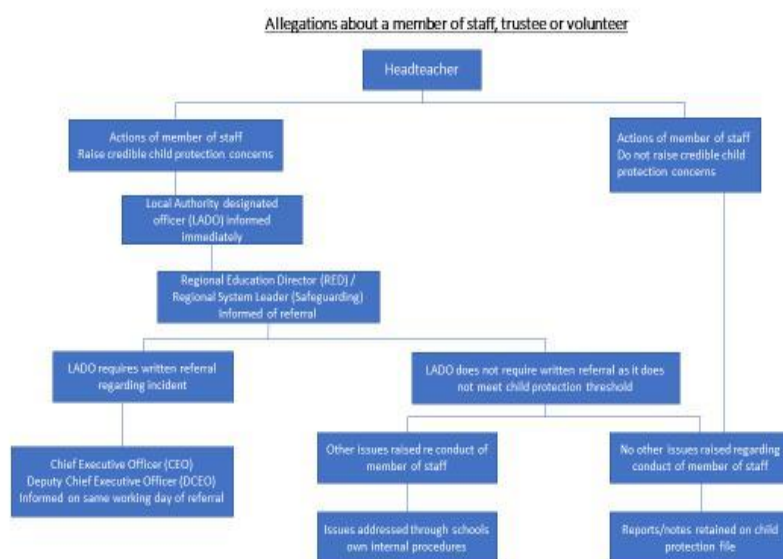
Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or the Regional Education Director where the headteacher is the subject of the allegation) – the 'case manager' – will take the following steps:

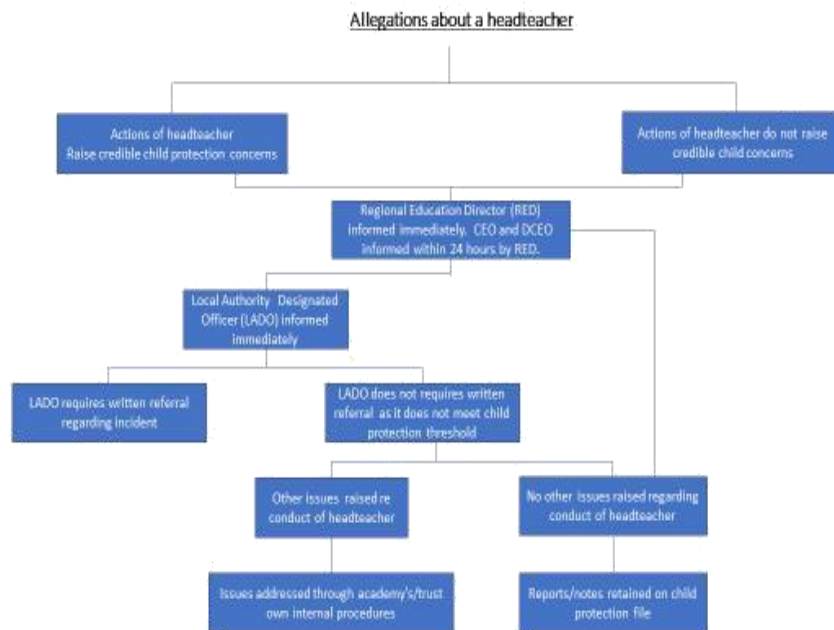
- Immediately discuss the allegation with the designated officer at the local authority.
This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation. This may sometimes result in further action being taken if there are concerns regarding the conduct of the member of staff.
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate. The trust provides external and confidential support for all employees 'Employer Assistance Programme'. The contact number is 0800 0305182.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any

parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

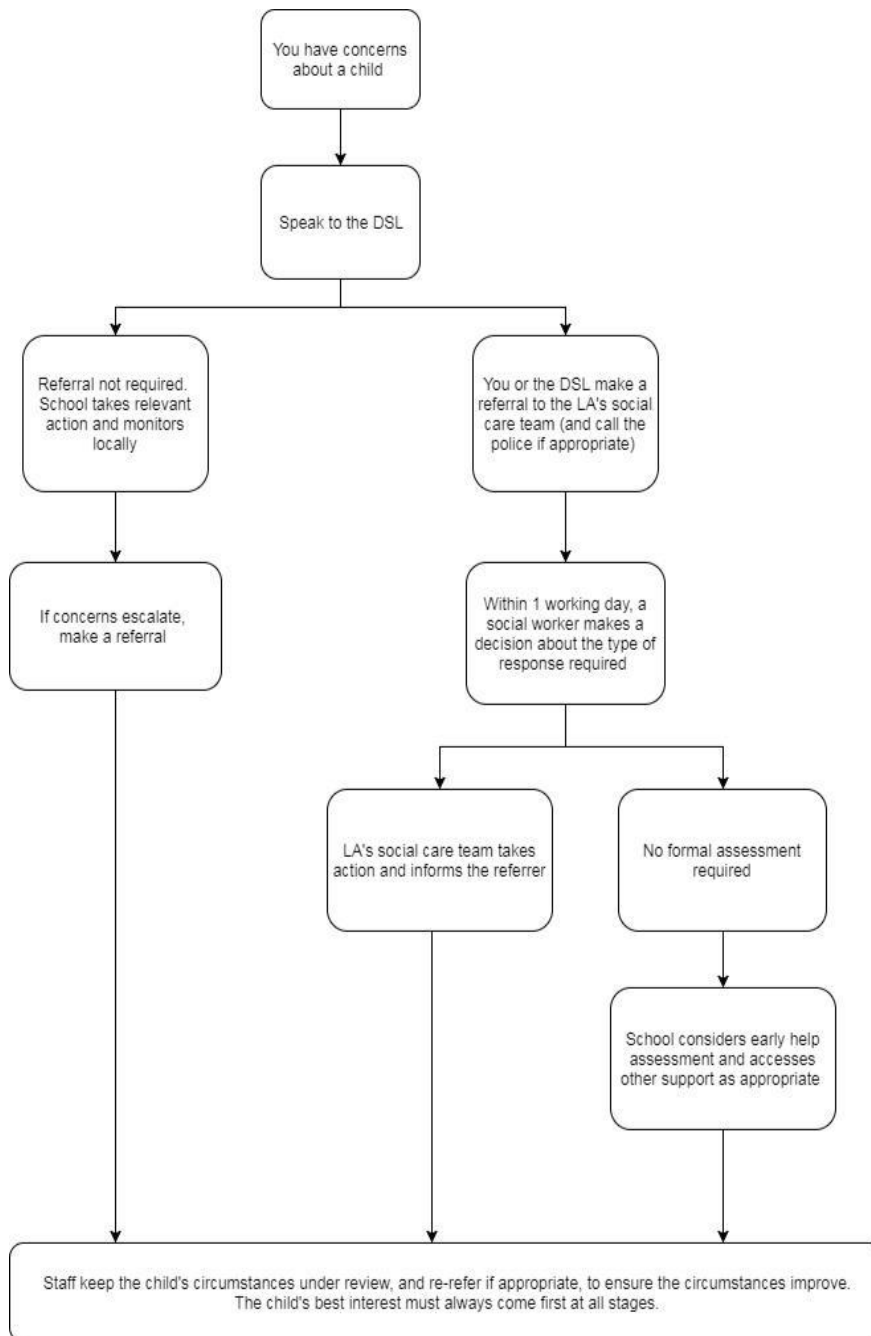


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Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)



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Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger

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Version 8.1 September 2022

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- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect -of, or unresponsiveness to, a child's basic emotional needs.

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