



LIFE Education Trust

ALLOWANCES POLICY for MEMBERS, TRUSTEES AND LOCAL GOVERNING BODIES

Policy	Members, Trustees and LGB Allowances
Policy adopted by Trust Board	1.3.22
Reported to LGBs for implementation	17.3.22
Implementation Date	17.3.22
Review Date	March 2023
Policy Source	The Key Model Policy

KEY DEFINITIONS USED IN THIS POLICY:

The Trust	LIFE Education Trust
The Board/Trustees/Trust Board	The Board of Trustees of LIFE Education Trust
School/Trust school	An Academy or school within LIFE Education Trust
Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

All schools within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

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1. Aims

The Trustees of the Trust and their Local Governing Bodies has decided to pay reasonable allowances from the Academy’s delegated budget to cover any costs that Governors, Members or Trustees incur through carrying out their duties.

This policy sets out the terms on which such allowances will be paid.

By adopting this policy, we will ensure that no member of the community is prevented from becoming a governor on the grounds of cost.

2. Legislation and guidance

The [Governance Handbook](#) (section 4.7.1, paragraph 75) says that the Trustees of the Trust are free to determine their own policy on the payment of allowances and expenses.

3. Overview

Trustees, Members and Governors may claim allowances to cover expenditure necessary to enable them to perform their duties.

This does **not** include an attendance allowance, or payment to cover loss of earnings.

Trustees, Members and Governors of the Local Governing Bodies may claim allowances by completing a claim form (see appendix 1) and submitting it to the local School Finance Office

Allowances will only be paid on the provision of a receipt, and will be limited to the amount shown on the receipt.

Trustees, Members and Governors may claim for:

- › Childcare
- › Care for elderly or dependent relatives
- › Extra costs incurred because they have a special need or English as a second language

- › Travel and subsistence costs
- › Telephone charges, photocopying, postage, stationery, etc.
- › Other justifiable allowances
- › The costs of approved training courses

Claims will be paid in arrears on a case-by-case basis. Reimbursable costs should be agreed in principle by the Headteacher **or the Director of Operations** **before** they are incurred.

The Chair of Trustees (or the vice-chair, where appropriate) may investigate claims that appear excessive or inconsistent. All claims will be subject to an independent audit.

Travel expenses where a Trustee, Member or Governor uses their own vehicle must not exceed the HM Revenue and Customs (HMRC) approved mileage rates (see appendix 2).

4. Monitoring arrangements

This policy will be reviewed every 3 years by the Director of Operations. Any amendments will be presented at a meeting of the Board.

Appendix 1: Claim form

[School name]

Trustee / Member / Governor claim form

Name:

Address:

Claim period:

I claim the total sum of £_____ for expenses as detailed below. I have attached relevant receipts to support my claim.

Signed: _____

Date: _____

EXPENSE TYPE	£
Childcare	
Care arrangements for dependent relatives	
Support for a special need or English as a second language	
Travel or subsistence	
Telephone charges, photocopying, postage or stationery	
Other (please specify)	
Total expenses claimed	

This form should be submitted to the Headteacher or the Director of Operations along with any relevant receipts.

The form should be submitted within 21 days of the expenses being incurred.

Appendix 2: approved mileage rates

The table below shows HMRC's current approved mileage rates, which are published on [the HMRC website](#).

TYPE OF VEHICLE	FIRST 10,000 MILES	ABOVE 10,000 MILES
Cars and vans	45p	25p
Motorcycles	24p	24p
Electric cars	4p	4p



LIFE Education Trust

COMPLAINTS POLICY

Policy	Complaints Policy
Staff consulted on Complaints Policy	16.3.22
Policy adopted by Trust Board	15.3.22
Reported to LGBs for implementation	30.3.22
Implementation Date	30.3.22
Review Date	March 2025
Policy Source	DfE

Who can make a complaint?

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to [LIFE Education Trust](#) about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use this complaints procedure.

The difference between a concern and a complaint

A concern may be defined as *'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'*.

A complaint may be defined as *'an expression of dissatisfaction however made, about actions taken or a lack of action'*.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. [LIFE Education Trust](#) takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, [the Headteacher](#) will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, [the Headteacher](#) will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, [LIFE Education Trust](#) will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

How to raise a concern or make a complaint

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Complaints against school staff (except the head teacher) should be made in the first instance, to the Headteacher via the school office or by email to info@lifeeducationtrust.com. Please mark them as Private and Confidential.

Complaints that involve or are about the head teacher should be addressed to [Mr Dutnall](#) (the CEO), via the school office or by email to info@lifeeducationtrust.com. Please mark them as Private and Confidential.

Complaints about the Chair of Governors, any individual governor, the whole governing body should be addressed to [Mrs Hardy](#) (the Clerk to the Board) via the school office or by email to info@lifeeducatintrust.com. Please mark them as Private and Confidential.

Complaints about the Chief Executive Officer (CEO) or a trustee of the Trust, should be addressed to Mrs Douglas, Chair of Trustees, via the trust office or by email to info@lifeeducationtrust.com. Please mark them as Private and Confidential.

For ease of use, a template complaint form is included at the end of this procedure. If you require help in completing the form, please contact the school office. You can also ask a third-party organisation for example like the Citizens Advice to help you.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

Anonymous complaints

We will not normally investigate anonymous complaints. However, the head teacher, CEO or Chair of the Board, if appropriate, will determine whether the complaint warrants an investigation.

Time scales

You must raise the complaint within three months of the incident or, where a series of associated incidents have occurred, within three months of the last of these incidents. We will consider complaints made outside of this time frame if exceptional circumstances apply.

Complaints received outside of term time

We will consider complaints made outside of term time to have been received on the first school day after the holiday period.

Scope of this complaints procedure

This procedure covers all complaints about any provision of community facilities or services by [LIFE Education Trust](#), other than complaints that are dealt with under other statutory procedures, including those listed below.

Exceptions	Who to contact
<ul style="list-style-type: none"> Admissions to schools 	Concerns about admissions should be handled through a separate process – either through the appeals process or via the local authority.
<ul style="list-style-type: none"> Matters likely to require a Child Protection Investigation 	Complaints about child protection matters are handled under our child protection and safeguarding policy and in accordance with relevant statutory guidance. If you have serious concerns, you may wish to contact the local authority designated officer (LADO) who has local responsibility for safeguarding or the Multi-Agency Safeguarding Hub (MASH). Havering Schools: Havering MASH: 01708 433222 01708 433999 (out of hours) Havering LADO: 01708 431653 Essex Schools: Essex Schools - Children & Families Hub 0345 603 7627 (day) 0345 606 1212 (night) Essex LADO 03330 139 797

<ul style="list-style-type: none"> • Exclusion of children from school* 	<p>Further information about raising concerns about exclusion can be found at: www.gov.uk/school-discipline-exclusions/exclusions.</p> <p><i>*complaints about the application of the behaviour policy can be made through the school's complaints procedure.</i></p>
<ul style="list-style-type: none"> • Whistleblowing 	<p>We have an internal whistleblowing procedure for all our employees, including temporary staff and contractors. The Secretary of State for Education is the prescribed person for matters relating to education for whistleblowers in education who do not want to raise matters direct with their employer. Referrals can be made at: www.education.gov.uk/contactus.</p> <p>Volunteer staff who have concerns about our school should complain through the school's complaints procedure. You may also be able to complain direct to the LA or the Department for Education (see link above), depending on the substance of your complaint.</p>
<ul style="list-style-type: none"> • Staff grievances 	<p>Complaints from staff will be dealt with under the school's internal grievance procedures.</p>
<ul style="list-style-type: none"> • Staff conduct 	<p>Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate. Complainants will not be informed of any disciplinary action taken against a staff member as a result of a complaint. However, the complainant will be notified that the matter is being addressed.</p>

If other bodies are investigating aspects of the complaint, for example the police, local authority (LA) safeguarding teams or Tribunals, this may impact on our ability to adhere to the timescales within this procedure or result in the procedure being suspended until those public bodies have completed their investigations. If this happens, we will inform you of a proposed new timescale.

If a complainant commences legal action against [LIFE Education Trust](#) in relation to their complaint, we will consider whether to suspend the complaints procedure until those legal proceedings have concluded.

Resolving complaints

At each stage in the procedure, [LIFE Education Trust](#) wants to resolve the complaint. If appropriate, we will acknowledge that the complaint is upheld in whole or in part. In addition, we may offer one or more of the following:

- an explanation
- an admission that the situation could have been handled differently or better
- an assurance that we will try to ensure the event complained of will not recur
- an explanation of the steps that have been or will be taken to help ensure that it will not happen again and an indication of the timescales within which any changes will be made
- an undertaking to review school policies in light of the complaint
- an apology.

Withdrawal of a complaint

If a complainant wants to withdraw their complaint, we will ask them to confirm this in writing.

Stage 1 – Informal complaints

It is to be hoped that most concerns can be expressed and resolved on an informal basis.

Concerns should be raised with either the class teacher, year head / subject head or head teacher. Complainants should not approach individual governors or Trustees to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 3 of the procedure.

At the conclusion of their investigation, the appropriate person investigating the complaint will provide an informal written response within 20 school days of the date of receipt of the complaint.

If the issue remains unresolved, the next step is to make a formal complaint.

Stage 2 – Formal complaints

Formal complaints must be made to the head teacher (unless they are about the head teacher), via the school office. This may be done in person or in writing (preferably on the Complaint Form).

The head teacher will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 20 school days.

Within this response, the head teacher will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The head teacher can consider whether a face to face meeting is the most appropriate way of doing this.

Note: The head teacher may delegate the investigation to another member of the school's senior leadership team but not the decision to be taken.

During the investigation, the head teacher (or investigator) will:

- if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the head teacher will provide a formal written response within 20 school days of the date of receipt of the complaint.

If the head teacher is unable to meet this deadline, they will provide the complainant with an update and revised response date.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions the school and/or Trust will take to resolve the complaint.

The head teacher will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of Stage 2.

If the complaint is about the head teacher, the CEO will complete all the actions at Stage 2.

Complaints about the head teacher or member of the governing body must be made to the Clerk, via the school office.

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire governing body or

- the majority of the governing body

Stage 2 will be escalated to the CEO of the Trust.

Stage 3 – Panel Hearing

If the complainant is dissatisfied with the outcome at Stage 2 and wishes to take the matter further, they can escalate the complaint to Stage 3 – a panel hearing consisting of at least three people who were not directly involved in the matters detailed in the complaint with one panel member who is independent of the management and running of the school. **This is the final stage of the complaints procedure.**

A request to escalate to Stage 3 must be made to the Clerk, via the school office, within 5 school days of receipt of the Stage 2 response.

The Clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 5 school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within 20 school days of receipt of the Stage 3 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates, without good reason, the Clerk will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire governing body or
- the majority of the governing body

Stage 3 will be heard by the trustees and an independent panel member.

A complainant may bring someone along to the panel meeting to provide support. This can be a relative or friend. Generally, we do not encourage either party to bring legal representatives to the committee meeting. However, there may be occasions when legal representation is appropriate.

For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by union and/or legal representation.

Note: Complaints about staff conduct will not generally be handled under this complaints procedure. Complainants will be advised that any staff conduct complaints will be considered under (Human Resources) staff disciplinary procedures, if appropriate, but outcomes will not be shared with them.

Representatives from the media are not permitted to attend.

At least 5 school days before the meeting, the Clerk will:

- confirm and notify the complainant of the date, time and venue of the meeting, ensuring that, if the complainant is invited, the dates are convenient to all parties and that the venue and proceedings are accessible
- request copies of any further written material to be submitted to the committee at least 3 school days before the meeting.

Any written material will be circulated to all parties at least 5 school days before the date of the meeting. The committee will not normally accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from Stage 1 of the procedure.

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

The committee will consider the complaint and all the evidence presented. The committee can:

- uphold the complaint in whole or in part
- dismiss the complaint in whole or in part.

If the complaint is upheld in whole or in part, the committee will:

- decide on the appropriate action to be taken to resolve the complaint
- where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The Chair of the Committee will provide the complainant and [LIFE Education Trust](#) with a full explanation of their decision and the reason(s) for it, in writing, within 5 school days.

The letter to the complainant will include details of how to contact the Education and Skills Funding Agency (ESFA) if they are dissatisfied with the way their complaint has been handled by [LIFE Education Trust](#).

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions [LIFE Education Trust](#) will take to resolve the complaint.

The panel will ensure that those findings and recommendations are sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about. Furthermore, they will be available for inspection on the school premises by the proprietor and the head teacher.

A written record will be kept of all complaints, and of whether they are resolved at the preliminary stage or proceed to a panel hearing, along with what actions have been taken, regardless of the decision.

All correspondence statements and records relating to individual complaints will be kept confidential, except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

Complaints about the Trust, CEO or Trustee

If a complainant wishes to complain directly about the Trust, then the complaint should be sent to the Clerk to the Board to be investigated.

The Clerk will write to the complainant acknowledging the complaint within **5 school days** of the date that the written request was received. The acknowledgement will confirm that the complaint will now be investigated under Stage 2 of this Complaints Policy and will confirm the date for providing a response to the complainant.

Following the investigation, the Clerk will write to the complainant confirming the outcome within **20 school days** of the date that the letter was received. If this time limit cannot be met, the Clerk will write to the Complainant within **5 school days** of the date that the letter was received, explaining the reason for the delay and providing a revised date.

If the complainant is not satisfied with the outcome of this stage, the complainant should write to the Clerk to the Trust Board asking for the complaint to be heard before a Complaint Panel, within 20 school days.

The Clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 5 school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within 20 school days of receipt of the Stage 2 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates, without good reason, the Clerk will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

If the complaint concerns the CEO or a Trustee, the complaint should be investigated by the Chair of the Trust Board. If a formal complaint form is received about the Chair, the complaint will be referred to the Vice Chair for investigation

NB. Where the Chair of the Trust Board has investigated the complaint, they will write the letter of outcome to the Complainant and provide a copy to the CEO.

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire trust board or
- the majority of the trust board

Stage 3 will be heard by a completely independent committee panel.

The Complaint Panel will consist of three members. None of the three members of the Complaint Panel will have been involved in the incidents or events which led to the complaint, or have been involved in dealing with the complaint in the previous stages, or have any detailed prior knowledge of the complaint.

One of the Complaint Panel members will be independent of the management and running of the Academy Trust. This means that the independent Complaint Panel member will not be a Trustee or an employee of the Trust.

A complainant may bring someone along to the panel meeting to provide support. This can be a relative or friend. Generally, we do not encourage either party to bring legal representatives to the committee meeting. However, there may be occasions when legal representation is appropriate.

For instance, if a trust employee is called as a witness in a complaint meeting, they may wish to be supported by union and/or legal representation.

Note: Complaints about staff conduct will not generally be handled under this complaints procedure. Complainants will be advised that any staff conduct complaints will be considered under staff disciplinary procedures, if appropriate, but outcomes will not be shared with them.

Representatives from the media are not permitted to attend.

At least 5 school days before the meeting, the Clerk will:

- confirm and notify the complainant of the date, time and venue of the meeting, ensuring that, if the complainant is invited, the dates are convenient to all parties and that the venue and proceedings are accessible
- request copies of any further written material to be submitted to the committee at least 3 school days before the meeting.

Any written material will be circulated to all parties at least 5 school days before the date of the meeting. The committee will not normally accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from Stage 1 of the procedure.

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

The committee will consider the complaint and all the evidence presented. The committee can:

- uphold the complaint in whole or in part
- dismiss the complaint in whole or in part.

If the complaint is upheld in whole or in part, the committee will:

- decide on the appropriate action to be taken to resolve the complaint
- where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The Chair of the Committee will provide the complainant and [LIFE Education Trust](#) with a full explanation of their decision and the reason(s) for it, in writing, within 5 school days.

The letter to the complainant will include details of how to contact the Education and Skills Funding Agency (ESFA) if they are dissatisfied with the way their complaint has been handled by [LIFE Education Trust](#)

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions [LIFE Education Trust](#) will take to resolve the complaint.

The panel will ensure that those findings and recommendations are sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about. Furthermore, they will be available for inspection on the school premises by the proprietor and the head teacher.

A written record will be kept of all complaints, and of whether they are resolved at the preliminary stage or proceed to a panel hearing, along with what actions have been taken, regardless of the decision.

All correspondence statements and records relating to individual complaints will be kept confidential, except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

Next Steps

If the complainant believes the school / trust did not handle their complaint in accordance with the published complaints procedure or they acted unlawfully or unreasonably in the exercise of their duties under education law, they can contact the ESFA after they have completed Stage 3.

The ESFA will not normally reinvestigate the substance of complaints or overturn any decisions made by [LIFE Education Trust](#). They will consider whether [LIFE Education Trust](#) has adhered to education legislation and any statutory policies connected with the complaint and whether they have followed [Part 7 of the Education \(Independent School Standards\) Regulations 2014](#).

The complainant can refer their complaint to the ESFA online at: www.education.gov.uk/contactus, by telephone on: 0370 000 2288 or by writing to:

Academy Complaints and Customer Insight Unit
Education and Skills Funding Agency
Cheylesmore House
5 Quinton Road
Coventry
CV1 2WT

Complaint Form

Please complete and return to Mrs Hardy (info@lifeeducationtrust.com) who will acknowledge receipt and explain what action will be taken.

Your name:
Pupil's name (if relevant):
Your relationship to the pupil (if relevant):
Address: Postcode: Day time telephone number: Evening telephone number: Email address:
Please give details of your complaint, including whether you have spoken to anybody at the school about it.

What actions do you feel might resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

Official use

Date acknowledgement sent:

By who:

Complaint referred to:

Action taken:

Date:

Roles and Responsibilities

Complainant

The complainant will receive a more effective response to the complaint if they:

- explain the complaint in full as early as possible
- co-operate with the school in seeking a solution to the complaint
- respond promptly to requests for information or meetings or in agreeing the details of the complaint
- ask for assistance as needed
- treat all those involved in the complaint with respect
- refrain from publicising the details of their complaint on social media and respect confidentiality.

Investigator

The investigator's role is to establish the facts relevant to the complaint by:

- providing a comprehensive, open, transparent and fair consideration of the complaint through:
 - sensitive and thorough interviewing of the complainant to establish what has happened and who has been involved
 - interviewing staff and children/young people and other people relevant to the complaint
 - consideration of records and other relevant information
 - analysing information
- liaising with the complainant and the complaints co-ordinator as appropriate to clarify what the complainant feels would put things right.

The investigator should:

- conduct interviews with an open mind and be prepared to persist in the questioning
- keep notes of interviews or arrange for an independent note taker to record minutes of the meeting
- ensure that any papers produced during the investigation are kept securely pending any appeal
- be mindful of the timescales to respond
- prepare a comprehensive report for the head teacher or complaints committee that sets out the facts, identifies solutions and recommends courses of action to resolve problems.
- The head teacher or complaints committee will then determine whether to uphold or dismiss the complaint and communicate that decision to the complainant, providing the appropriate escalation details.

Complaints Co-ordinator

(this could be the head teacher or CEO / designated complaints governor or trustee or other staff member providing administrative support)

The complaints co-ordinator should:

- ensure that the complainant is fully updated at each stage of the procedure
- liaise with staff members, head teacher, CEO, Chair of Governors, Chair of Trust or the Clerk and to ensure the smooth running of the complaints procedure
- be aware of issues regarding:
 - sharing third party information
 - additional support. This may be needed by complainants when making a complaint including interpretation support or where the complainant is a child or young person
- keep records.

Clerk to the Trust Board

The Clerk is the contact point for the complainant and the committee and should:

- ensure that all people involved in the complaint procedure are aware of their legal rights and duties, including any under legislation relating to school complaints, education law, the Equality Act 2010, the Freedom of Information Act 2000, the Data Protection Act (DPA) 2018 and the General Data Protection Regulations (GDPR)
- set the date, time and venue of the meeting, ensuring that the dates are convenient to all parties (if they are invited to attend) and that the venue and proceedings are accessible
- collate any written material relevant to the complaint (for example: stage 1 paperwork, school and complainant submissions) and send it to the parties in advance of the meeting within an agreed timescale
- record the proceedings
- circulate the minutes of the meeting
- notify all parties of the committee's decision.

Committee Chair

The committee's chair, who is nominated in advance of the complaint meeting, should ensure that:

- both parties are asked (via the Clerk) to provide any additional information relating to the complaint by a specified date in advance of the meeting
- the meeting is conducted in an informal manner, is not adversarial, and that, if all parties are invited to attend, everyone is treated with respect and courtesy
- complainants who may not be used to speaking at such a meeting are put at ease. This is particularly important if the complainant is a child/young person
- the remit of the committee is explained to the complainant
- written material is seen by everyone in attendance, provided it does not breach confidentiality or any individual's rights to privacy under the DPA 2018 or GDPR.
If a new issue arises it would be useful to give everyone the opportunity to consider and comment upon it; this may require a short adjournment of the meeting
- both the complainant and the school are given the opportunity to make their case and seek clarity, either through written submissions ahead of the meeting or verbally in the meeting itself
- the issues are addressed
- key findings of fact are made
- the committee is open-minded and acts independently
- no member of the committee has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure
- the meeting is minuted
- they liaise with the Clerk (and complaints co-ordinator, if the school has one).

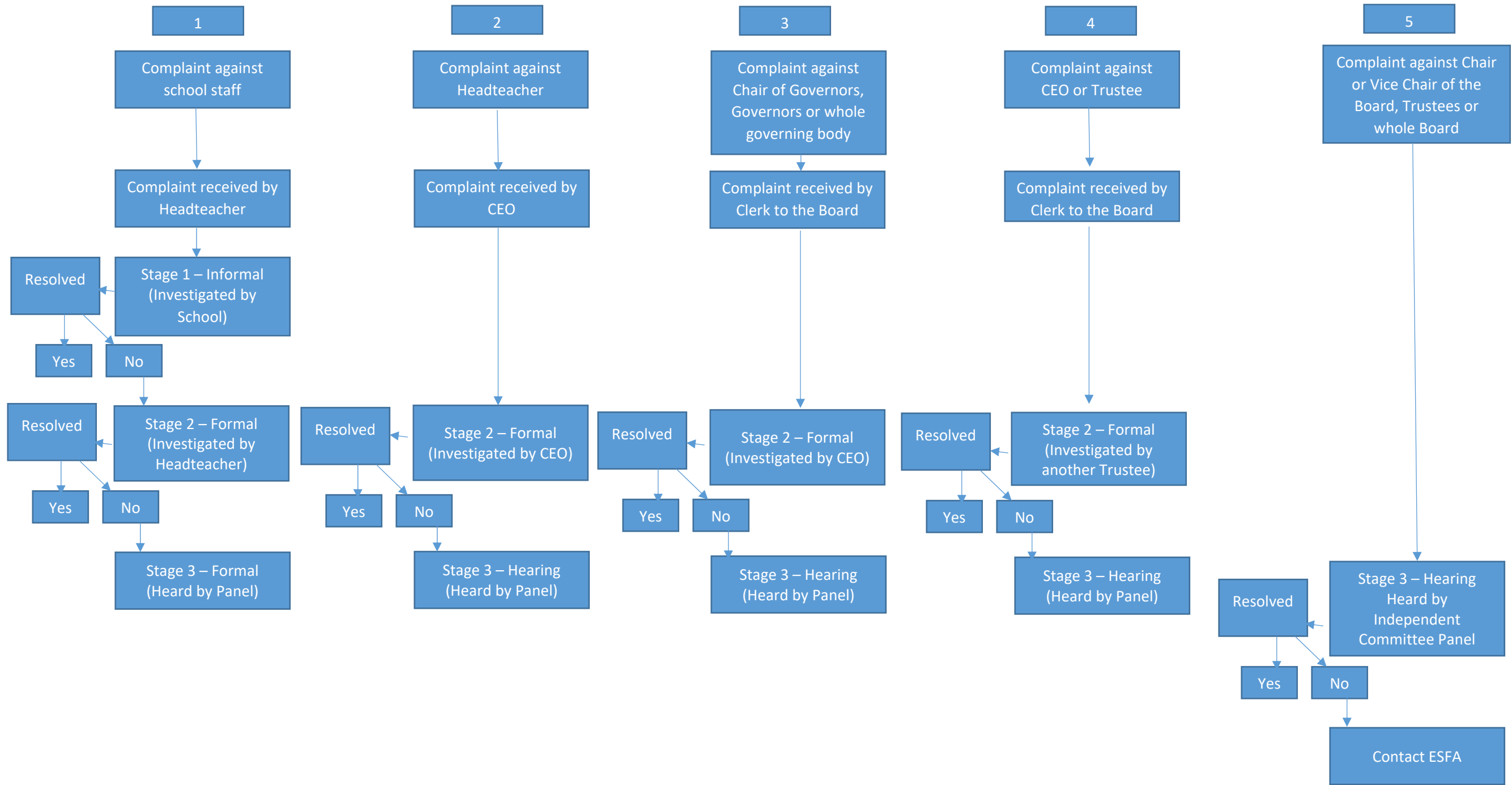
Committee Member

Committee members should be aware that:

- the meeting must be independent and impartial, and should be seen to be so
No governor / trustee may sit on the committee if they have had a prior involvement in the complaint or in the circumstances surrounding it.
- the aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant
We recognise that the complainant might not be satisfied with the outcome if the meeting does not find in their favour. It may only be possible to establish the facts and make recommendations.
- many complainants will feel nervous and inhibited in a formal setting
Parents/carers often feel emotional when discussing an issue that affects their child.

- extra care needs to be taken when the complainant is a child/young person and present during all or part of the meeting
Careful consideration of the atmosphere and proceedings should ensure that the child/young person does not feel intimidated.
The committee should respect the views of the child/young person and give them equal consideration to those of adults.
If the child/young person is the complainant, the committee should ask in advance if any support is needed to help them present their complaint. Where the child/young person's parent is the complainant, the committee should give the parent the opportunity to say which parts of the meeting, if any, the child/young person needs to attend.
However, the parent should be advised that agreement might not always be possible if the parent wishes the child/young person to attend a part of the meeting that the committee considers is not in the child/young person's best interests.
- the welfare of the child/young person is paramount.

COMPLAINTS PROCEDURE FLOW CHART





LIFE Education Trust

Data Protection Policy

Policy	Data Protection Policy
Policy adopted by Trust Board	1.3.22
Reported to LGBs for implementation	17.3.22
Implementation Date	17.3.22
Review Date	March 2023
Policy Source	The Key

KEY DEFINITIONS USED IN THIS POLICY:

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Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

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1. Aims

The Schools within our Trust aim to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#).

This policy applies to all personal data, regardless of whether it is in paper or electronic format.

2. Legislation and guidance

This policy meets the requirements of the GDPR and the expected provisions of the DPA 2018. It is based on guidance published by the Information Commissioner's Office (ICO) on the [GDPR](#) and the ICO's [code of practice for subject access requests](#).

It meets the requirements of the [Protection of Freedoms Act 2012](#) when referring to our use of biometric data.

It also reflects the ICO's [code of practice](#) for the use of surveillance cameras and personal information.

In addition, this policy complies with our Funding Agreement and Articles of Association.

3. Definitions

Term	Definition
Personal data	Any information relating to an identified, or identifiable, individual. This may include the individual's: <ul style="list-style-type: none">• Name (including initials)• Identification number• Location data• Online identifier, such as a username It may also include factors specific to the individual's physical, physiological, genetic, mental, economic, cultural or social identity.
Special categories of personal data	Personal data which is more sensitive and so needs more protection, including information about an individual's: <ul style="list-style-type: none">• Racial or ethnic origin• Political opinions• Religious or philosophical beliefs• Trade union membership• Genetics• Biometrics (such as fingerprints, retina and iris patterns), where used for identification purposes• Health – physical or mental• Sex life or sexual orientation
Processing	Anything done to personal data, such as collecting, recording, organising, structuring, storing, adapting,

	altering, retrieving, using, disseminating, erasing or destroying. Processing can be automated or manual.
Data subject	The identified or identifiable individual whose personal data is held or processed.
Data controller	A person or organisation that determines the purposes and the means of processing of personal data.
Data processor	A person or other body, other than an employee of the data controller, who processes personal data on behalf of the data controller.
Personal data breach	A breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to personal data.

4. The Data Controller

Each of the schools in our Trust processes personal data relating to parents, pupils, staff, governors, visitors and others, and therefore is a data controller.

LIFE Education Trust is registered as a data controller with the ICO and will renew this registration annually or as otherwise legally required.

5. Roles and Responsibilities

This policy applies to **all staff** employed by our school, and to external organisations or individuals working on our behalf. Staff who do not comply with this policy may face disciplinary action.

5.1 Board of Directors and Local Governing Body

Directors/ Trustees have ultimate responsibility for ensuring compliance across the Trust.

School Governors will also have an oversight role in making sure their school has good network security to keep the personal data they hold protected. This should also include having a business continuity plan in place that has cyber resilience as a consideration

5.2 Data Protection Officer

The data protection officer (DPO) is responsible for overseeing the implementation of this policy, monitoring our compliance with data protection law, and developing related policies and guidelines where applicable.

They will provide an annual report of their activities directly to the governing board and, where relevant, report to the board their advice and recommendations on school data protection issues.

The Director of Operations is also the point of contact for individuals whose data the school processes, and for the ICO.

Full details of the DPO's responsibilities are set out in their Service Level Agreement (SLA).

Our DPO is SPS DPO Services and is contactable: email: info@sbmsservices.co.uk

SBM Services (UK) Ltd
12, Park Lane Business Centre
Park Lane
Langham
Essex
C04 5WR

5.3 Headteacher

The Headteacher acts as the representative of the data controller on a day-to-day basis.

5.4 All staff

Staff are responsible for:

- Collecting, storing and processing any personal data in accordance with this policy
- Informing the school of any changes to their personal data, such as a change of address
- Contacting the DPO in the following circumstances:
 - With any questions about the operation of this policy, data protection law, retaining personal data or keeping personal data secure
 - If they have any concerns that this policy is not being followed
 - If they are unsure whether or not they have a lawful basis to use personal data in a particular way
 - If they need to rely on or capture consent, draft a privacy notice, deal with data protection rights invoked by an individual, or transfer personal data outside the European Economic Area
 - If there has been a data breach
 - Whenever they are engaging in a new activity that may affect the privacy rights of individuals
 - If they need help with any contracts or sharing personal data with third parties
 -

6. Data protection principles

The GDPR is based on data protection principles that our school must comply with.

The principles say that personal data must be:

- Processed lawfully, fairly and in a transparent manner
- Collected for specified, explicit and legitimate purposes
- Adequate, relevant and limited to what is necessary to fulfil the purposes for which it is processed
- Accurate and, where necessary, kept up to date
- Kept for no longer than is necessary for the purposes for which it is processed
- Processed in a way that ensures it is appropriately secure

This policy sets out how the school aims to comply with these principles.

7. Collecting personal data

7.1 Lawfulness, fairness and transparency

We will only process personal data where we have one of 6 'lawful bases' (legal reasons) to do so under data protection law:

- The data needs to be processed so that the school can **fulfil a contract** with the individual, or the individual has asked the school to take specific steps before entering into a contract
- The data needs to be processed so that the school can **comply with a legal obligation**
- The data needs to be processed to ensure the **vital interests** of the individual e.g. to protect someone's life
- The data needs to be processed so that the school, as a public authority, can perform a task **in the public interest**, and carry out its official functions
- The data needs to be processed for the **legitimate interests** of the school or a third party (provided the individual's rights and freedoms are not overridden)
- The individual (or their parent/carer when appropriate in the case of a pupil) has freely given clear **consent**

For special categories of personal data, we will also meet one of the special category conditions for processing which are set out in the GDPR and Data Protection Act 2018.

In our Primary schools:

If we offer online services to pupils, such as classroom apps, and we intend to rely on consent as a basis for processing, we will get parental consent (except for online counselling and preventive services).

In our Secondary schools:

If we offer online services to pupils, such as classroom apps, and we intend to rely on consent as a basis for processing, we will get parental consent where the pupil is under 13 (except for online counselling and preventive services).

Whenever we first collect personal data directly from individuals, we will provide them with the relevant information required by data protection law.

7.2 Limitation, minimisation and accuracy

We will only collect personal data for specified, explicit and legitimate reasons. We will explain these reasons to the individuals when we first collect their data.

If we want to use personal data for reasons other than those given when we first obtained it, we will inform the individuals concerned before we do so, and seek consent where necessary.

Staff must only process personal data where it is necessary in order to do their jobs.

When staff no longer need the personal data they hold, they must ensure it is deleted or anonymised. This will be done in accordance with the school's record retention schedule.

8. Sharing personal data

We will not normally share personal data with anyone else, but may do so where:

- There is an issue with a pupil or parent/carer that puts the safety of our staff at risk
- We need to liaise with other agencies – we will seek consent as necessary before doing this

- Our suppliers or contractors need data to enable us to provide services to our staff and pupils. When doing this, we will:
 - Only appoint suppliers or contractors which can provide sufficient guarantees that they comply with data protection law
 - Establish a data sharing agreement with the supplier or contractor, either in the contract or as a standalone agreement, to ensure the fair and lawful processing of any personal data we share
 - Only share data that the supplier or contractor needs to carry out their service, and information necessary to keep them safe while working with us

We will also share personal data with law enforcement and government bodies where we are legally required to do so, including for:

- The prevention or detection of crime and/or fraud
- The apprehension or prosecution of offenders
- The assessment or collection of tax owed to HMRC
- In connection with legal proceedings
- Where the disclosure is required to satisfy our safeguarding obligations
- Research and statistical purposes, as long as personal data is sufficiently anonymised or consent has been provided

We may also share personal data with emergency services and local authorities to help them to respond to an emergency situation that affects any of our pupils or staff.

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

9. Subject Access Requests and other rights of individuals

9.1 Subject access requests

Individuals have a right to make a 'subject access request' to gain access to personal information that the school holds about them. This includes:

- Confirmation that their personal data is being processed
- Access to a copy of the data
- The purposes of the data processing
- The categories of personal data concerned
- Who the data has been, or will be, shared with
- How long the data will be stored for, or if this isn't possible, the criteria used to determine this period
- The source of the data, if not the individual
- Whether any automated decision-making is being applied to their data, and what the significance and consequences of this might be for the individual

Subject access requests must be submitted in writing, either by letter, email or fax to the Director of Operations. They should include:

- Name of individual
- Correspondence address
- Contact number and email address
- Details of the information requested

If staff receive a subject access request they must immediately forward it to the Director of Operations.

9.2 Children and subject access requests

Personal data about a child belongs to that child, and not the child's parents or carers. For a parent or carer to make a subject access request with respect to their child, the child must either be unable to understand their rights and the implications of a subject access request, or have given their consent.

Children below the age of 12 are generally not regarded to be mature enough to understand their rights and the implications of a subject access request. Therefore, most subject access requests from parents or carers of pupils at our school may be granted without the express permission of the pupil. This is not a rule and a pupil's ability to understand their rights will always be judged on a case-by-case basis.

Children aged 12 and above are generally regarded to be mature enough to understand their rights and the implications of a subject access request. Therefore, most subject access requests from parents or carers of pupils at our school may not be granted without the express permission of the pupil. This is not a rule and a pupil's ability to understand their rights will always be judged on a case-by-case basis.

9.3 Responding to subject access requests

When responding to requests, we:

- May ask the individual to provide 2 forms of identification
- May contact the individual via phone to confirm the request was made
- Will respond without delay and within 1 month of receipt of the request
- Will provide the information free of charge
- May tell the individual we will comply within 3 months of receipt of the request, where a request is complex or numerous. We will inform the individual of this within 1 month, and explain why the extension is necessary

We will not disclose information if it:

- Might cause serious harm to the physical or mental health of the pupil or another individual
- Would reveal that the child is at risk of abuse, where the disclosure of that information would not be in the child's best interests
- Is contained in adoption or parental order records
- Is given to a court in proceedings concerning the child

If the request is unfounded or excessive, we may refuse to act on it, or charge a reasonable fee which takes into account administrative costs.

A request will be deemed to be unfounded or excessive if it is repetitive, or asks for further copies of the same information.

When we refuse a request, we will tell the individual why, and tell them they have the right to submit a complaint following the Trust complaints procedure. If this does not produce a resolution then they have the right to complain to the ICO.

9.4 Other data protection rights of the individual

In addition to the right to make a subject access request (see above), and to receive information when we are collecting their data about how we use and process it (see section 7), individuals also have the right to:

- Withdraw their consent to processing at any time

- Ask us to rectify, erase or restrict processing of their personal data, or object to the processing of it (in certain circumstances)
 - Prevent use of their personal data for direct marketing
 - Challenge processing which has been justified on the basis of public interest
 - Request a copy of agreements under which their personal data is transferred outside of the European Economic Area
 - Object to decisions based solely on automated decision making or profiling (decisions taken with no human involvement, that might negatively affect them)
 - Prevent processing that is likely to cause damage or distress
 - Be notified of a data breach in certain circumstances
 - Make a complaint to the ICO
 - Ask for their personal data to be transferred to a third party in a structured, commonly used and machine-readable format (in certain circumstances)
- Individuals should submit any request to exercise these rights to the DPO. If staff receive such a request, they must immediately forward it to the DPO.

10. Parental requests to see the educational record

Parents, or those with parental responsibility, have a legal right to free access to their child's educational record (which includes most information about a pupil) within 15 school days of receipt of a written request.

11. Biometric recognition systems

Where we use pupils' biometric data as part of an automated biometric recognition system (for example, pupils use finger prints to receive school dinners instead of paying with cash), we will comply with the requirements of the [Protection of Freedoms Act 2012](#).

Parents/carers will be notified before any biometric recognition system is put in place or before their child first takes part in it. The school will get written consent from at least one parent or carer before we take any biometric data from their child and first process it.

Parents/carers and pupils have the right to choose not to use the school's biometric system(s). We will provide alternative means of accessing the relevant services for those pupils. For example, pupils can pay for school dinners in cash at each transaction if they wish.

Parents/carers and pupils can object to participation in the school's biometric recognition system(s), or withdraw consent, at any time, and we will make sure that any relevant data already captured is deleted.

As required by law, if a pupil refuses to participate in, or continue to participate in, the processing of their biometric data, we will not process that data irrespective of any consent given by the pupil's parent(s)/carer(s).

Where staff members or other adults use the school's biometric system(s), we will also obtain their consent before they first take part in it, and provide alternative means of accessing the relevant service if they object. Staff and other adults can also withdraw consent at any time, and the school will delete any relevant data already captured.

12. CCTV

We use CCTV in various locations around the school site to ensure it remains safe. We will adhere to the ICO's [code of practice](#) for the use of CCTV.

We do not need to ask individuals' permission to use CCTV, but we make it clear where individuals are being recorded. Security cameras are clearly visible and accompanied by prominent signs explaining that CCTV is in use.

Any enquiries about the CCTV system should be directed to the Headteacher at the respective school.

13. Photographs and videos

As part of our school activities, we may take photographs and record images of individuals within our school.

In our Primary schools:

We will obtain written consent from parents/carers for photographs and videos to be taken of their child for communication, marketing and promotional materials. We will clearly explain all the mediums that the image/video would be used to both the parent/carer and pupil. We will also inform Parents the length of time of the consent.

In our Secondary schools:

We will obtain written consent from parents/carers, or pupils aged 18 and over, for photographs and videos to be taken of pupils for communication, marketing and promotional materials.

Where we need parental consent, we will clearly explain how the photograph and/or video will be used to both the parent/carer and pupil. Where we don't need parental consent, we will clearly explain to the pupil how the photograph and/or video will be used.

Uses may include but are not limited to:

- Within school on notice boards and in school magazines, brochures, newsletters, etc.
- Outside of school by external agencies such as the school photographer, newspapers, campaigns
- Online on our school website or social media pages

The length of time of the consent will be made clear explaining that consent can be refused or withdrawn at any time. If consent is withdrawn, we will delete the photograph or video and not distribute it further.

When using photographs and videos in this way we will not accompany them with any other personal information about the child, to ensure they cannot be identified.

See the Trust Child Protection Policy for more information on our use of photographs and videos.

14. Data protection by design and default

We will put measures in place to show that we have integrated data protection into all of our data processing activities, including:

- Appointing a suitably qualified DPO, and ensuring they have the necessary resources to fulfil their duties and maintain their expert knowledge
- Only processing personal data that is necessary for each specific purpose of processing, and always in line with the data protection principles set out in relevant data protection law (see section 6)
- Completing privacy impact assessments where the school's processing of personal data presents a high risk to rights and freedoms of individuals, and when introducing new technologies (the DPO will advise on this process)

- Integrating data protection into internal documents including this policy, any related policies and privacy notices
- Regularly training members of staff on data protection law, this policy, any related policies and any other data protection matters; we will also keep a record of attendance
- Regularly conducting reviews and audits to test our privacy measures and make sure we are compliant
- Maintaining records of our processing activities, including:
 - For the benefit of data subjects, making available the name and contact details of our school and DPO and all information we are required to share about how we use and process their personal data (via our privacy notices)
 - For all personal data that we hold, maintaining an internal record of the type of data, data subject, how and why we are using the data, any third-party recipients, how and why we are storing the data, retention periods and how we are keeping the data secure

15. Data security and storage of records

We will protect personal data and keep it safe from unauthorised or unlawful access, alteration, processing or disclosure, and against accidental or unlawful loss, destruction or damage.

In particular:

- Paper-based records and portable electronic devices, such as laptops and hard drives that contain personal data are kept under lock and key when not in use
- Papers containing confidential personal data must not be left on office and classroom desks, on staffroom tables, pinned to notice/display boards, or left anywhere else where there is general access
- Where personal information needs to be taken off site, staff must sign it in and out from the school office
- Passwords that are at least 6 characters long containing letters and numbers are used to access school computers, laptops and other electronic devices. Staff and pupils are reminded to change their passwords at regular intervals
- Encryption software is used to protect all portable devices and removable media, such as laptops and USB devices
- Staff, pupils or governors who store personal information on their personal devices are expected to follow the same security procedures as for school-owned equipment (see the Trust ICT policy)
- Where we need to share personal data with a third party, we carry out due diligence and take reasonable steps to ensure it is stored securely and adequately protected (see section 8)

16. Disposal of records

Personal data that is no longer needed will be disposed of securely. Personal data that has become inaccurate or out of date will also be disposed of securely, where we cannot or do not need to rectify or update it.

For example, we will cross shred or incinerate paper-based records, and overwrite or delete electronic files. We may also use a third party to safely dispose of records on the school's behalf. If we do so, we will require the third party to provide sufficient guarantees that it complies with data protection law.

17. Personal data breaches

The school will make all reasonable endeavours to ensure that there are no personal data breaches.

In the unlikely event of a suspected data breach, we will follow the procedure set out in appendix 1.

When appropriate, we will report the data breach to the ICO within 72 hours. Such breaches in a school context may include, but are not limited to:

- A non-anonymised dataset being published on the school website which shows the exam results of pupils eligible for the pupil premium
- Safeguarding information being made available to an unauthorised person
- The theft of a school laptop containing non-encrypted personal data about pupils

18. Training

All staff and governors are provided with data protection training as part of their induction process.

Data protection will also form part of continuing professional development, where changes to legislation, guidance or the school's processes make it necessary.

19. Monitoring arrangements

The DPO is responsible for monitoring and reviewing this policy.

This policy will be reviewed and updated if necessary when the Data Protection Bill receives royal assent and becomes law (as the Data Protection Act 2018) – if any changes are made to the bill that affect our school's practice. Otherwise, or from then on, this policy will be reviewed **every 2 years** and shared with the full governing board.

20. Links with other policies

This data protection policy is linked to our:

- Freedom of information publication scheme
- ICT Policy
- Child Protection Policy

Appendix 1: Personal data breach procedure

This procedure is based on [guidance on personal data breaches](#) produced by the ICO.

- On finding or causing a breach, or potential breach, the staff member or data processor must immediately notify the Director of Operations
- The Director of Operations will investigate the report, and determine whether a breach has occurred. To decide, the DOO will consider whether personal data has been accidentally or unlawfully:
 - Lost
 - Stolen
 - Destroyed
 - Altered
 - Disclosed or made available where it should not have been
 - Made available to unauthorised people
- The DOO will alert the headteacher and the chair of governors
- The DOO will make all reasonable efforts to contain and minimise the impact of the breach, assisted by relevant staff members or data processors where necessary. (Actions relevant to specific data types are set out at the end of this procedure)
- The DOO will assess the potential consequences, based on how serious they are, and how likely they are to happen
- The DOO will work out whether the breach must be reported to the ICO. This must be judged on a case-by-case basis. To decide, the DOO will consider whether the breach is likely to negatively affect people's rights and freedoms, and cause them any physical, material or non-material damage (e.g. emotional distress), including through:
 - Loss of control over their data
 - Discrimination
 - Identify theft or fraud
 - Financial loss
 - Unauthorised reversal of pseudonymisation (for example, key-coding)
 - Damage to reputation
 - Loss of confidentiality
 - Any other significant economic or social disadvantage to the individual(s) concerned

If it's likely that there will be a risk to people's rights and freedoms, the DOO must notify the ICO.

- The DOO will document the decision (either way), in case it is challenged at a later date by the ICO or an individual affected by the breach. Documented decisions are stored on the schools secure computer system with passwords.
- Where the ICO must be notified, the DPO will do this via the ['report a breach' page of the ICO website](#) within 72 hours. As required, the DPO will set out:
 - A description of the nature of the personal data breach including, where possible:
 - The categories and approximate number of individuals concerned
 - The categories and approximate number of personal data records concerned
 - The name and contact details of the DPO
 - A description of the likely consequences of the personal data breach
 - A description of the measures that have been, or will be taken, to deal with the breach and mitigate any possible adverse effects on the individual(s) concerned
- If all the above details are not yet known, the DPO will report as much as they can within 72 hours. The report will explain that there is a delay, the reasons why, and when the DPO expects to have further information. The DPO will submit the remaining information as soon as possible
- The DPO will also assess the risk to individuals, again based on the severity and likelihood of potential or actual impact. If the risk is high, the DPO will promptly inform, in writing, all individuals whose personal data has been breached. This notification will set out:
 - The name and contact details of the DPO
 - A description of the likely consequences of the personal data breach

- A description of the measures that have been, or will be, taken to deal with the data breach and mitigate any possible adverse effects on the individual(s) concerned
- The DPO will notify any relevant third parties who can help mitigate the loss to individuals – for example, the police, insurers, banks or credit card companies
- The DPO will document each breach, irrespective of whether it is reported to the ICO. For each breach, this record will include the:
 - Facts and cause
 - Effects
 - Action taken to contain it and ensure it does not happen again (such as establishing more robust processes or providing further training for individuals)
- Records of all breaches will be stored on the schools secure computer system with passwords.
The DOO and headteacher will meet to review what happened and how it can be stopped from happening again. This meeting will happen as soon as reasonably possible

Actions to minimise the impact of data breaches

We will take the actions set out below to mitigate the impact of different types of data breach, focusing especially on breaches involving particularly risky or sensitive information. We will review the effectiveness of these actions and amend them as necessary after any data breach. This list of actions will be updated upon recommendations from the DPO.

Sensitive information being disclosed via email (including safeguarding records)

- If special category data (sensitive information) is accidentally made available via email to unauthorised individuals, the sender must attempt to recall the email as soon as they become aware of the error
- Members of staff who receive personal data sent in error must alert the sender and the DOO as soon as they become aware of the error
- If the sender is unavailable or cannot recall the email for any reason, the DPO will ask the ICT department to recall it
- In any cases where the recall is unsuccessful, the DOO will contact the relevant unauthorised individuals who received the email, explain that the information was sent in error, and request that those individuals delete the information and do not share, publish, save or replicate it in any way
- The DOO will ensure we receive a written response from all the individuals who received the data, confirming that they have complied with this request
- The DOO will carry out an internet search to check that the information has not been made public; if it has, we will contact the publisher/website owner or administrator to request that the information is removed from their website and deleted

Other types of breach that you might want to consider could include:

- Details of pupil premium interventions for named children being published on the school website
- Non-anonymised pupil exam results or staff pay information being shared with governors
- A school laptop containing non-encrypted sensitive personal data being stolen or hacked
- The school's cashless payment provider being hacked and parents' financial details stolen

Appendix 2: Exam Related Information

There is a requirement for the exams officer to hold exams-related information on candidates taking external examinations.

Candidates' exam-related data may be shared with the following organisations:

- Awarding bodies
- Joint Council for Qualifications
- Any other organisations relevant to the schools' centre i.e. Department for Education and Local Authority

This data may be shared via one or more of the following methods:

- Hard copy
- Email
- Secure extranet sites (i.e. OCR Interchange; Pearson Edexcel Online; WJEC Secure services; e-AQA; A2C interchange)
- SIMS (provided by Capita SIMS)

This data may relate to exam entries, access arrangements, the conduct of exams and non-examination assessments, special consideration requests and exam results/post results/ certificate information.

Appendix 3 Making a Subject Access Request

What should my request look like?

You could use the letter template below as a guide, adding exactly what information you are asking for:

[Name and address of the organisation]
[Your name and full postal address]
[Your contact number]
[Your email address]
[The date]

Dear Sir or Madam

Subject access request

[Include your full name and other relevant details to help identify you].

Please supply the personal data you hold about me, which I am entitled to receive under data protection law, held in:

[Give specific details of where to search for the personal data you want, for example:

- my personnel file;
- emails between 'person A' and 'person B' (from 1 June 2017 to 1 Sept 2017)
- my medical records (between 2014 and 2017) held by 'Dr C' at 'hospital D';
- the CCTV camera situated at ('location E') on 23 May 2017 between 11am and 5pm; and
- financial statements (between 2013 and 2017) held in account number xxxxx.]

If you need any more information, please let me know as soon as possible.

[If relevant, state whether you would prefer to receive the data in a particular electronic format, or printed out].

It may be helpful for you to know that data protection law requires you to respond to a request for personal data within one calendar month.

If you do not normally deal with these requests, please pass this letter to your data protection officer or relevant staff member.

If you need advice on dealing with this request, the Information Commissioner's Office can assist you. Its website is ico.org.uk, or it can be contacted on 0303 123 1113.

Yours faithfully

[Signature]

Frequently asked questions

Can I make a subject access request verbally?

Yes. You can make a subject access request verbally, but we recommend you put it in writing if possible because this gives you a record of your request.

If you are making a verbal request, try to:

- use straightforward, polite language
- focus the conversation on your subject access request
- discuss the reason for your request, if this is appropriate – work with them to identify the type of information you need and where it can be found;
- ask them to make written notes – especially if you are asking for very specific information; and
- check their understanding – ask them to briefly summarise your request and inform them if anything is incorrect or missing before finishing the conversation.

However, even if you make your request verbally, we recommend you follow it up in writing (eg by letter, email or using a standard form).

Should I use an organisation's standard form?

Standard forms are not compulsory and are not always provided. However, an organisation may ask you to use theirs.

Standard forms can make it easier for an organisation to deal with your subject access request. They can:

- structure your request;
- prompt you to include necessary details and supporting documents; and
- let you know the best contact point at the organisation.

However, you can still choose another method to submit your request.

Can someone else make a request on my behalf?

Yes, you can authorise someone else to make a subject access request for you. However, you should consider whether you want the other person to have access to some or all of your personal information.

Depending on the nature of your request, the other person could gain access to information that you may not want to share with them, such as your medical history.

Examples of individuals making requests for other people include:

- someone with parental responsibility, or guardianship, asking for information about a child or young person (for further information, please read our guidance for organisations on requests for information about children);
- a person appointed by a court to manage someone else's affairs;
- a solicitor acting on their client's instructions; or
- a relative or friend that the individual feels comfortable asking for help.

An organisation receiving the request needs to be satisfied that the other individual is allowed to represent you.

They may ask for formal supporting evidence to show this, such as:

- written authorisation from you; or
- a more general power of attorney.

It is the other person's responsibility to provide this when asked to do so.

Should I keep a record of my request?

Yes – whenever possible, we strongly recommend that:

- you keep a copy of any documents or written correspondence for your own records;
- you keep any proof of postage or delivery (such as a postal reference number), if available; and
- if using an online submission form, you take a screenshot before sending.

Where relevant documents are not available for you to copy, consider making a written log of your request. This should include key details, such as:

- the date and time of your request;
 - the location (eg if your request was made in person);
 - the contact number or submission form you used;
 - the details of any contacts you have interacted with;
 - notes about any personal information you asked for;
 - any further information that the organisation may have asked you to provide;
 - any reference numbers given to you; and
 - any other relevant information.
- This will provide helpful evidence if you wish to:
- follow up your request;
 - raise concerns; or
 - complain about an organisation's response, at a later stage.



LIFE Education Trust

HEALTH & SAFETY POLICY

Policy	Health & Safety Policy
Policy adopted by Trust Board	
Reported to LGBs for implementation	
Implementation Date	
Review Date	January 2023
Policy Source	Havering Model Policy

Status of this document

This Policy details the local arrangements for managing health & safety at schools in LIFE education Trust. It is a subordinate Policy to the London Borough of Havering's Corporate Health & Safety Policy, and should therefore be read in conjunction with this and the Corporate Safety Management System.

Statement of intent

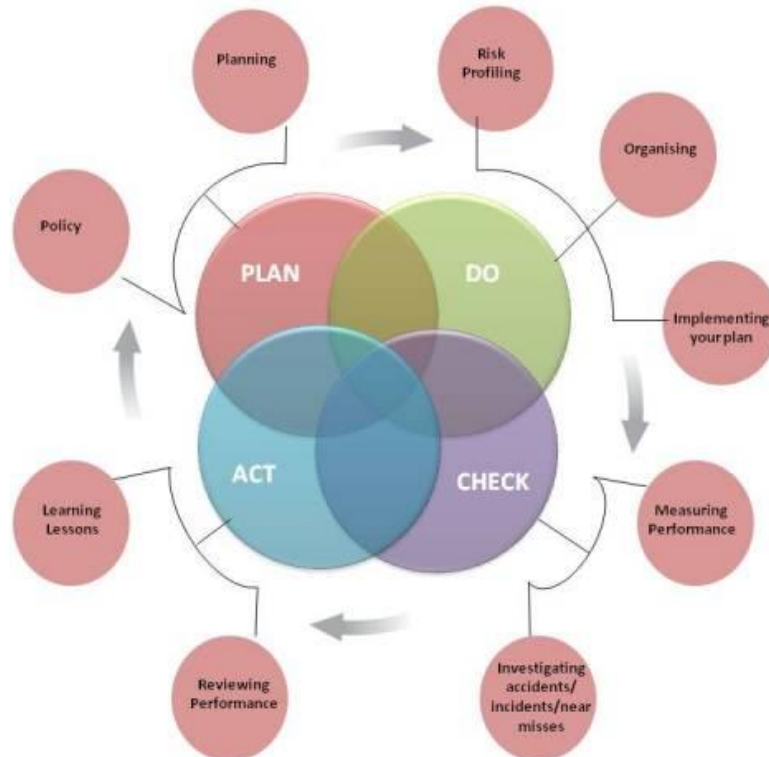
LIFE Education Trust is committed to ensuring high standards of health & safety in all its activities. It aims to not just comply with the minimum health & safety legislative requirements but, the spirit of the law as well. The Trust values its employees and will endeavour to ensure that their health, safety and welfare, and those of any visitors to the site (including pupils), are protected so far as is reasonably practicable. It recognises the economic and social benefits which are derived from the implementation of an effective health & safety management system. In order to derive these benefits the Trust's Board of Trustees and Senior Management Team commit to providing the necessary leadership and resources to implement, maintain and continuously improve the School's safety management system of all schools within the Trust.



Signed Chair of Board

Safety Management System

The Safety Management System is based on the HSE's model in HSG 65 "Successful Health & Safety Management".



Schools within LIFE Education Trust

Local Governing Body

The Local Governing Body is responsible for ensuring that:

- Health & Safety standards are maintained by monitoring the school's performance on a termly basis;

All Employees

All employees have a legal duty to take care of their own health and safety and the safety of others affected by their acts and omissions, and to co-operate with the School to enable it to carry out its responsibilities. They must not interfere or misuse anything provided to ensure people's health and safety.

They also have a responsibility to report hazards and unsafe practices which they become aware of using the School's hazard reporting system. The employee should take all reasonable steps to make the situation safe (without putting themselves at risk) until it can be dealt with.

It is the responsibility of all employees to comply with the School's Health and Safety Policy and associated arrangements, and to co-operate with the School on its implementation.

Employees must ensure that they are fully aware of their own health & safety responsibilities, these will be detailed in this document and in local/departmental procedures.

Employees are reminded that failure to comply with health and safety requirements could lead to disciplinary action.

Note for female staff: The School has duties to assess and control the risks to pregnant workers and nursing mothers. In order to be able to fulfil this duty employees need to inform their line manager about their pregnancy at the earliest opportunity. The School recognises that some prospective parents may not wish for information on their pregnancy to become public. The School will endeavour to fulfil these wishes, but will always put the interests of the health of the employee and their unborn child above preventing disclosure.

The Headteacher/Head(s) of School

The Headteacher/Head(s) of School is/are responsible for ensuring that:

- The Health & Safety decisions of the Local Authority Director of Children's Services are complied with;
- Systems are established and maintained within the School to ensure that health & safety is effectively managed;
- A Health & Safety Officer has been appointed;
- Sufficient resources are allocated to enable health and safety to be successfully managed;
- The Corporate Health, Safety and Welfare Policy and this Policy are brought to the attention of all staff and they are aware of their responsibilities under them;
- A copy of the Council's Health & Safety guidance documents is kept in the Finance Office of the School, that other copies are distributed to relevant members of staff and that a record of distribution is maintained;
- Health and safety information is communicated to relevant staff;
- Accidents are recorded, reported and investigated using the established procedures;
- There are adequate arrangements in place to enable the School's employees to be consulted

on matters affecting their health & safety. Where trade union safety representatives have been appointed that suitable arrangements are made to enable them to be able to undertake their duties;

- Assessments for all risks to health and safety are carried out and the significant findings recorded, with appropriate preventative measures being taken. In particular he/she will ensure that adequate arrangements have been made to manage potential emergency situations
- New employees receive appropriate health, safety and welfare information, instructions and training, including details of the Health, Safety and Welfare Policy, fire and other safety procedures;
- The School's health and safety performance is monitored;
- Termly health and safety inspections of the School are carried out. In order to demonstrate senior leadership commitment to health & safety he/she will participate in at least one inspection per year.

Senior Leadership Team

The Senior Leadership Team manages the day-to-day operation of the School. It is therefore responsible for ensuring there is a positive health and safety culture within the School. It is also responsible for establishing and maintaining the School's safety management system.

Members of the Team are responsible for deputising for the Headteacher/Head(s) of School in his/her absence.

Key responsibilities of all managers and supervisors

All line managers (i.e. anybody who has responsibility, including overseeing or directing, other employees) are responsible for ensuring this Policy, and the arrangements made under it are implemented in their areas of activity. As a general rule the direct responsibility of managers for health and safety is determined by the extent to which they have the authority to take executive action. Therefore, if they have the authority to make a general decision about some aspect of their work then they are responsible for the health and safety implications of that decision.

Key general management responsibilities include:

- (a) Promoting and developing a positive attitude towards health, safety and welfare throughout the School;
- (b) Ensuring that they are and remain competent to undertake their role;
- (c) Ensuring that work activities under their control are carried out, so far as is reasonably practicable, safely and without risk to health, and that adequate arrangements are made for welfare;
- (d) Ensuring risks are assessed, the significant findings recorded and communicated to employees, and appropriate protective and preventive measures implemented;
- (e) Ensuring all accidents, near misses and acts of violence and aggressions are investigated and recorded using the School's established systems;
- (f) Monitoring the implementation of this Policy and health, safety and welfare arrangements in their area of work to ensure continuous improvement;
- (g) Ensuring employees under their control are adequately trained, informed, instructed and supervised;
- (h) Making suitable arrangements for consultation with employees and employee safety representatives;

- (i) Ensuring that only contractors who have been assessed for their health and safety competence are appointed to carry out work on the School's behalf, and that co-ordination and co-operation with contractors takes place in order that risks to School employees, pupils, contractor's employees and others are minimised;
- (j) Reporting health and safety issues which they cannot resolve to the School's Health & Safety Officer.

It is important that managers and supervisors understand the extent of their responsibilities, and that, the higher up the line management structure they are, the greater their responsibility will be.

Some managers within the School have additional responsibilities to the general duties and these are described below. Duties relating to the inspection and maintenance of plant & equipment (either directly or contract management) are contained in the Maintenance and inspection matrix at the end of this section.

Health & Safety Officer

The main purpose of this role is to champion and monitor the implementation of the School's Health & Safety Policy on behalf of the Board. The **Head of Estates, LIFE Education Trust** currently holds this role. They are therefore responsible for:

- a) Establishing central record keeping systems for the School, for key documents such as risk assessments, safe systems of work and emergency procedures;
- b) Preparing health and safety monitoring reports for the Board;
- c) Reporting deficiencies, failures, or lack of co-operation with the School's safety management system to the Board where they are unable to achieve resolution themselves.
- d) Liaising with the Local Authority Schools' Health & Safety Team. Including the adoption and distribution of corporate policy and guidance within the school

Premises and Facilities Manager

Is responsible for ensuring the health and safety of the Premises, in particular they are responsible for:

- Ensuring that all fire exits are clear from obstruction and unlocked prior to the building being occupied;
- Undertaking a regular test of the fire alarm system;
- Undertaking a regular test of the emergency lighting system;
- Undertaking a regular test of the magnetic door release mechanisms;
- Checking the hazard reporting book at least daily, rectifying those issues within their authority and notifying the Health & Safety Officer of any unresolved issues;
- Undertaking termly inspections of the communal areas of the School to identify hazards;
- Liaising with lettees to ensure that they are aware of evacuation procedures and routes, hazard and accident reporting procedures;
- Liaising with contractors to ensure that they are aware of relevant School procedures, including but not limited to fire, hazard & accident reporting and asbestos control.

Heads of Department

Heads of Departments are responsible for implementing the Health and Safety Policy within their Department.

In particular, Heads of Department will need to ensure that:

- A copy of risk assessments relevant to the Department is maintained.
- Equipment within the Department is maintained in a safe condition. To achieve this Heads of Department will ensure that the equipment is subject to regular inspections by competent staff and an annual maintenance programme.
- Termly inspections are undertaken to identify hazards and unsafe acts and omissions within the

Department, and that an action plan is produced to ensure that any issues identified are resolved;

- New employees receive appropriate health and safety information, instruction and training, including Departmental safety procedures;
- Records are maintained of the Department's health & safety activities:

Teachers

The health, safety and welfare of students in classroom, laboratories and workshops are the responsibility of the class teacher. These rules also apply to student teachers who must be made aware of their responsibilities by a professional tutor.

A class teacher is expected to:

- Know the emergency procedures in respect of fire and first-aid and the special health and safety measures to be adopted in his/her own teaching areas and to ensure that they are applied;
- Be aware of, and follow, health and safety guidance;
- Exercise effective supervision of students and ensure that they know of the general emergency procedures in respect of fire and first-aid and the special safety measures of the teaching area;
- Give clear instructions and warnings as often as necessary (**notices, posters, hand-outs are not enough**);
- Ensure that students' coats, bags, cases etc, are safely stowed away;
- Integrate all relevant aspects of health, safety and welfare into the teaching process and if necessary give special lessons on health, safety and welfare;
- Follow safe working procedures personally;
- Ensure protective clothing, guards, special safe working procedures etc. are used when necessary;
- Make recommendations on health, safety and welfare matters to the head of subject or team leader.

Technicians

Technicians are responsible for:

- Undertaking termly inspections and maintenance of hand-tools, apparatus, personal protective and testing energy supply outlets/taps/sockets in the teaching and preparation areas in accordance with departmental checklists;
- Ensuring that hazardous substances are stored appropriately;
- Ensuring preparation and practical teaching areas are kept tidy.

Educational Visits Co-ordinator

The EVC is responsible for ensuring that all trips and visits are approved in accordance with the Borough's Policy and that the visit leader is competent and has completed a suitable and sufficient risk assessment.

Mid-day Assistants

Mid-day assistants must ensure that they know the role which they must play in the event of an emergency evacuation and the procedure for first aid during the lunch period.

Competent Advice – to be updated by each school

The Schools currently utilises the London Borough of Havering's Schools' Health & Safety Team and Innovate Healthcare Ltd as its sources of competent health & safety and, occupational health & wellbeing advice respectively.

Maintenance and Inspection Matrix					
Plant/Equipment/Service	Maintenance/ Inspection type	Frequency	Scheduled for (month)	Current Contractor/ in-house	Responsible person (task performance or contract management)
Air Conditioning	Maintenance	Annually			
Air receivers >250bar/litres	Inspection	Annually			
Asbestos Monitoring	Check	Variable		In-house	
Autoclaves	Inspection	Annually			
Boiler	Maintenance	Annually			
	Inspection	Annually			
Clinical waste disposal	Waste collection & disposal	Dependent on risk assessment			
D&T plant/equipment	Safe condition	Annually		In-house	
	Maintenance	Annually			
Electrical (mains wiring)	Inspection	5 Yearly			
Electrical (PAT)	Inspection	variable			
Emergency evacuation chairs	Inspection	Annually			
	Visual Check	Monthly			
Entrance Barrier/gates (powered and manual)	Inspection (powered)	Annually			
	Visual check	Termly		In-house	
Extraction systems (dust)	Inspection	Annually			
Extraction Systems (heat processes)	Inspection	Annually			
Extraction Systems (Kitchens)	Maintenance	Quarterly			
Extraction Systems (fume cupboards)	Inspection	Annually			
Emergency Lighting	Visual check	Daily		In-house	
	Test	Monthly		In-house	
	Inspection/battery test	Yearly			
Fall arrest systems	Inspection	Annually			
Fire Alarm , detectors and door release (including independent door release devices)	Test	All in 13 week period		In-house	
	Inspection	Quarterly			
Independent fire door release devices	Battery change	Annually		In-house	
Fire Doors	Inspection	Annually			
	Visual Check	Monthly		In-house	

Fire escape staircases/ladders (external)	Inspection	5 years after installation/ every 3 years thereafter			
	Visual check	Annually		In-house	
Fire Extinguishers	Inspection	Annually			
	Visual Check	Monthly			
Fire evacuation doors	Visual Check	Monthly		In-house	
Fire Shutters	Maintenance				
	Inspection				
Gas appliances	Inspection	Annually			
Heating System	Maintenance	Annually			
Hoists (engine)	Inspection	Annually			
Hoists & Slings (patient)	Inspection	6 months			
Intruder Alarm	Maintenance	Annually			
Kiln	Inspection	Annually			
Ladders/step ladders	Inspection	Annually		In-house	
Lifts/stairlifts	Inspection	6 months			
Lightning conductors	Inspection	Annually			
MEWP	Inspection	6 monthly			
Minibuses	Check	Before use		In-house	
	Inspection (MOT)	Annually			
	Maintenance	Annually or as per manufacturer's schedule if shorter			
PH/Free Chlorine	Test	3 times per day		In-house	
PE equipment (including recreational posts)	Inspection	Annually			
Play Equipment	Inspection	Annually			
	Visual check	Weekly		In-house	
Pug Mill	Inspection	Annually			
Radiation Sources	Inspection	Annually		In-house	
Shutter door systems	Inspection	Annually			
Sprinkler systems	Inspection/Maintenance	Annually			
	Test	Monthly			
Steam engines	Inspection	Annually			
Tower Scaffolds	Inspection	Annually			

	After assembly inspection	Before use & every 7 days		In-house	
Tie-in bolts	Inspection	Annually			
Trees (Zone 1)	Inspection	Annually			
Water Systems (descaling)	Maintenance	Quarterly			
Water Systems (infrequent use)	Flushing	Weekly		In-house	
Water Systems (hot & cold)	Inspection/Maintenance/sampling	6 monthly/Annually			
Water Systems (temperature)	Test	Monthly			
Water Systems - thermostatic mixing valves	Maintenance	Annually			

Arrangements

This Section details the arrangements which the School has in place for managing health & safety. In most cases it will signpost to other documents/procedures. The School utilises the oneSource Health and Safety Team's "Health and Safety Manual". This is an on-line resource which details how various tasks should be undertaken. The Manual forms part of the School's arrangements to manage health and safety.

Risk assessments

The School has assessed the risks relating to its operations. Where significant risks have been identified these and the necessary control measures have been recorded. The Health & Safety Officer maintains a central record of all risk assessments on Smartlog. Copies of appropriate risk assessments are held by all departments/subject leads. For some risks the School has adopted the control measures outlined in the Health and Safety Manual.

Line managers are responsible for ensuring that their staff are aware of, and understand the findings of the risk assessments relating to their work.

Before new activities are undertaken or when an existing activity is changed the manager in overall control of the activity/subject lead will ensure that a new or revised risk assessment is produced.

Risk assessments will be reviewed at least annually.

Fire

The School has undertaken a fire risk assessment the findings of which have resulted in the development of systems to mitigate and control the risk. Notices containing the actions required in the event of a fire are sited around the School. The Fire Register which contains the assessment and details on the management of the various control measures is located in the Site office.

Hazard and unsafe acts & omissions reporting

Hazards are things with the potential to cause harm, such as torn carpets, damaged electrical sockets etc. Unsafe acts and omissions are when people undertake tasks in an unsafe manner regardless of the reasons for their behaviour. All hazards and unsafe acts and omissions must be reported. The hazard reporting book/ form is located in the site office.

Accident & near miss reporting

A near-miss is incident which could have resulted in injury or loss, if the circumstances were different (for example if a member of the site team was working on a tower scaffold and dropped a tool, but luckily it did not actually cause any injury or damage).

All accidents and near misses must be reported. Minor injuries to pupils are recorded in bump books. All other accidents are to be reported to the medical room where the incident using the Authority's on-line accident reporting system.

Communication

The School communicates information on health & safety to its employees using the following methods:

As part of the induction process;
Team meetings/Departmental/Staff meetings;
Staff circulars/newsletter;
Staff notice boards
1:1s
Access to the staff drive on the intranet.

Consultation on health & safety matters

The London Borough of Havering operates the Schools' Health and Safety Performance Group. This Group which includes representatives from the school management teams and appropriate trade unions discusses policy and other issues at a corporate level.

The School consults its staff regarding issues affecting their health and safety through, staff meetings/team or department meetings/ School Safety Committee. Staff can also raise concerns via the Health & Safety Officer.

First aid

The School has assessed its needs in relation to first aid to ensure there is adequate provision at all times the School is occupied. Anyone requiring first aid should report to the school office.

Contractor management

The School will not use contractors unless they have been properly vetted (including health & safety). Contractors are required to sign in at Reception. All contractors will be shown the asbestos register entries for the area they will be working in and be required to sign a declaration that they are aware of the asbestos' location and will not disturb it. The site team is responsible to monitoring contractors on the School site.

Employee competence

The School will ensure that employees are competent to perform their duties from a health & safety perspective. The School utilises competency matrices which list the knowledge, training, experience and attitudes necessary for any given role. Staff are developed so that they can meet these criteria.

Key roles in the School have to attend health & safety management training organised by the Borough.

Stress

The School recognises the detrimental effects which stress can cause. It has therefore implemented a strategy to control the work-related element as far as is reasonably practicable. Any employee who believes that they are suffering from stress should speak to their line manager.

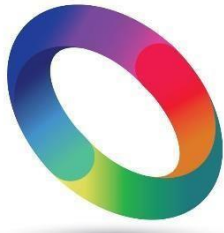
Monitoring of health & safety performance

A termly report is provided to the Local Governing body which includes the following monitoring data:

- Number of accidents;
- Number of near-miss reports;
- Number of incidences of work-related ill health;
- Number of hazards reported/rectified;
- Outcomes from fire drills.

Each year the following are also reported:

- Number of risk assessments identified as being required;
- Number of risk assessments completed;
- Number of risk assessments reviewed;
- Percentage of risk assessments which are deemed current (completed or reviewed in previous 12 months);
- Percentage of required maintenance activities and inspections completed;
- Training against needs analysis.



LIFE Education Trust

PROBATION PROCEDURE

Policy	Probation Procedure
Staff consulted on Pay Policy	9.3.22
Policy adopted by Trust Board	8.3.22
Reported to LGBs for implementation	23.3.22
Implementation Date	23.3.22
Review Date	March 2025
Policy Source	Juniper Model Policy

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1. Introduction

- 1.1** This procedure sets out how probationary periods will be managed.
- 1.2** Probation is a period during which both the line manager and the employee can assess objectively whether the new recruit is suitable for the role, taking into account the individual's overall capability, skills, performance and general conduct in relation to the job.
- 1.3** All new employees' performance will be supported, monitored and assessed through Performance Management procedures to ensure that they are able to fulfil their new role and responsibilities. The probationary process will run alongside the performance management procedure and will include ensuring that new employees are provided with appropriate induction, training and support to enable them to properly carry out their duties and tackling any problems as and when they arise.
- 1.3** The following will be made clear to new employees at the outset of the probationary period:
- job role / tasks, including any specific responsibilities;
 - any required standards of performance e.g. Teachers', HLTA and any other relevant Standards;
 - required standards of conduct and behaviour; and
 - their responsibility for their own continuous development.

2. Scope

- 2.1** All new entrants to the employment of this employer will be subject to the satisfactory completion of a 26 week probationary period (unless their appointment arises from a statutory transfer or they are a Early Career Teacher - ECT). During the probationary period, new entrants will be expected to establish their suitability for the post.
- 2.2** Any employees who are internally promoted or who change their role will not be covered by this procedure.
- 2.3** This probationary period will be based on the employee's contracted working weeks (excluding school closure periods where they are not engaged to work these periods) and may be extended at the employer's discretion (for example, where there has been significant absence – see 5 below).

The contract will either be confirmed or terminated at the end of the probationary period, subject to notice requirements as set out below (see 4.8 below). If the employee decides they do not wish to continue in the role at any point during the probationary period they must give notice in line with their contract of employment. The Trust may decide, at their discretion, to waive this notice requirement.

- 2.4** Minor incidents of misconduct will normally be dealt with as part of the probation procedure. Other more serious or recurring disciplinary issues arising during the probationary period will be dealt with under the Disciplinary Procedure.

During the probationary period, whilst the principles of reasonableness and natural justice reflected in the Disciplinary Procedure and the ACAS Code will apply, it may be appropriate to foreshorten procedures, processes and relevant timescales, depending on the individual circumstances of each case. Any such conduct issues will also be taken into account when assessing overall suitability as part of the probationary process.

3. Roles and Responsibilities

- 3.1** The probation procedure will be operated by the employee's line manager.
- 3.2** A decision to confirm, or not to confirm, the appointment pursuant to this probationary procedure will be taken by the person specified in the table below.

- 3.3** Any appeal against non-confirmation of appointment will be heard by the person specified in the table below.
- 3.4** All employees are expected to perform to the highest possible standards, to take responsibility for their own learning and development and to co-operate with strategies to support them.
- 3.5** **Specific roles and responsibilities**

Employee	Manage procedure and make initial decisions^{1*}	Hear appeal¹
Academy Employee	Line Manager Headteacher	Trust Panel
Trust Employee (Central Services)	Line Manager CEO	Trust Panel

4. The Probationary Procedure

The procedure is summarised at Appendix 1.

- 4.1** The employee's line manager will monitor and review performance on a day to day basis and through the Performance Management process. Formal probation reviews with the employee will take place at the following intervals after commencement of employment and Induction;
- 2 working weeks;
 - 6 working weeks;
 - 12 working weeks; and
 - 18 working weeks

Interim meetings may be held as necessary. Informal discussions may also take place throughout the probationary period in addition to the formal review meetings.

Review meetings may be deferred where there have been significant periods of absence (e.g. sickness/family related leave). Such periods of absence will, however, be taken into account, where relevant, when assessing whether attendance has been satisfactory during the probationary period. Where appropriate, the Trust may decide to manage periods of sickness under the Sickness Absence Management Procedure.

Any entitlement to sick pay during the probationary period will be set out in the contract of employment.

An employee may be subject to different review timescales under a contract of employment supported by an Apprenticeship Agreement.

- 4.2** The content and outcome of all meetings will be recorded and a copy given to the employee. (Forms can be found at Appendix 2).
- 4.3** The following matters will be discussed at each review meeting:
- The employee's
 - performance against performance management objectives;
 - performance against any relevant Standards;
 - general competence, conduct, attitude/behaviour;
 - attendance; and
 - training and support provision and needs

- 4.4** An employee's contract will either be confirmed or terminated by the end of the 26 week probationary period, subject to contractual notice requirements. Probationary periods may only be extended in exceptional circumstances (see section 5).
- 4.5** If there is clear evidence, at an earlier stage, to suggest that the employee is wholly unsuitable for the role or incapable of performing the role (whether as a result of their conduct or lack of competency), and it is clear that further training or support is unlikely to alter the situation, the contract may be terminated at any point prior to the end of the probationary period. In this case, the employee will be invited to attend a meeting to confirm that they have failed to successfully complete their probationary period (as set out at 4.8.2 below) and the employee will normally be given notice pursuant to their contract of employment.
- 4.6** Where the contract is confirmed, employees will be subject to the capability and disciplinary procedures as appropriate. Their performance will continue to be supported through the performance management procedure.
- 4.7** At any point where the employee's progress is unsatisfactory in any respect:
- they will be advised of the areas where improvement is required;
 - appropriate training and support will be identified;
 - the employee will be advised that failure to improve could result in non-confirmation of appointment.

4.8 18 week review

The final review meeting will be conducted by [*the headteacher – amend as appropriate*] and the line manager (where s/he is not the headteacher) and the employee. At least 5 working days' notice will be given of this meeting.

4.8.1 Successful probation period

Where progress has been satisfactory, the probationary period will be formally signed off following the final review meeting. A letter will then be sent to the employee informing them that they have successfully completed their probationary period and confirming their appointment.

4.8.2 Unsuccessful probation period

Where an employee's progress has not been satisfactory, the employee will be formally invited in writing to the 18 week review meeting (or earlier as per 4.5 above) with [*the headteacher – amend as appropriate*].

The employee has a statutory right to be accompanied at this meeting by a trade union representative, an official employed by a trade union or work colleague. Trade union representatives who are not employed officials must have been certified by their union as being competent to accompany an employee. Requests to be accompanied must be clearly communicated to the manager allowing adequate time for them to deal with the companion's attendance at the meeting. The request should be made in advance of the meeting providing the name of the companion and whether they are a fellow worker or trade union official or representative.

If an employee wishes to be accompanied by a person who is not a work colleague, an official employed by a trade union or trade union representative, they must seek permission from the employer in advance. All such requests will be given reasonable consideration and whether permission is granted will be entirely at the discretion of the employer.

Employees are responsible for making their own arrangements for their chosen companion to attend the meeting. When considering their choice of companion, employees should bear in mind the practicalities of such arrangements and seek to identify a suitable, willing companion who is available to attend the meeting. All requests to be accompanied must be reasonable, which will depend on the circumstances of each individual case.

The companion will be allowed to address the meeting to put and sum up the employee's case, respond on behalf of the employee to any views expressed at the meeting and confer with the

employee during the meeting. The companion does not, however, have the right to answer questions on the employee's behalf, address the meeting if the employee does not wish it or prevent the employer from explaining their case.

At the meeting the manager will set out where progress has been insufficient, with reference to previous review meetings. The employee will be given an opportunity to make representations verbally and/or in writing.

The manager will, at the end of this meeting, make a decision to either:

- confirm appointment; (See 4.5.1 above);
- extend probation; (See 5. below);
- not confirm appointment and terminate the contract. Notice will be given in line with the employment contract. In cases of gross misconduct or incompetence, an employee's contract will be terminated without notice.

The decision will be confirmed in writing within 5 working days of the date of the meeting. Where the decision is non-confirmation the letter will give notice (where applicable) of termination of employment and the right of appeal.

Where considered appropriate, the employee may be redeployed to other duties during the period of notice or not required to attend for work.

4.8.3 Appeals

Employees have the right of appeal against a decision to terminate their contract.

Any appeal must be lodged in writing within 5 working days of receipt of the letter of notice of termination of employment.

The decision of the Appeal hearing will be confirmed in writing and will be final.

5. Extensions to Probationary Periods

- 5.1** Extensions to the probationary period will normally only be granted where the employee has been absent for a considerable amount of time during the probationary period and therefore has been unable to demonstrate their suitability for confirmation of appointment. There may also be occasions where an employee has partially improved and/or where additional training and support are required to improve performance and a longer period is necessary to assess the impact of such additional support. Where it is appropriate, reasonable adjustments will be considered for employees with disabilities.
- 5.2** The decision to extend will usually be made at the final review but may be made earlier where appropriate.
- 5.3** Extensions will not normally exceed an additional 12 working weeks.
- 5.4** If an extension to the probationary period is agreed, the Trust will confirm the terms of the extension in writing to the employee, including:
- the length of the extension and the date on which the extended period of probation will end;
 - the reason for the extension and, if the reason is unsatisfactory performance, details of how and why performance has fallen short of the required standards;
 - the performance standards or objectives that the employee is required to achieve by the end of the extended period of probation;
 - any support, for example further training, that will be provided during the extended period of probation; and

- a statement that, if the employee does not meet fully the required standards by the end of the extended period of probation, his/her employment will be terminated.

6. Records and Data Protection

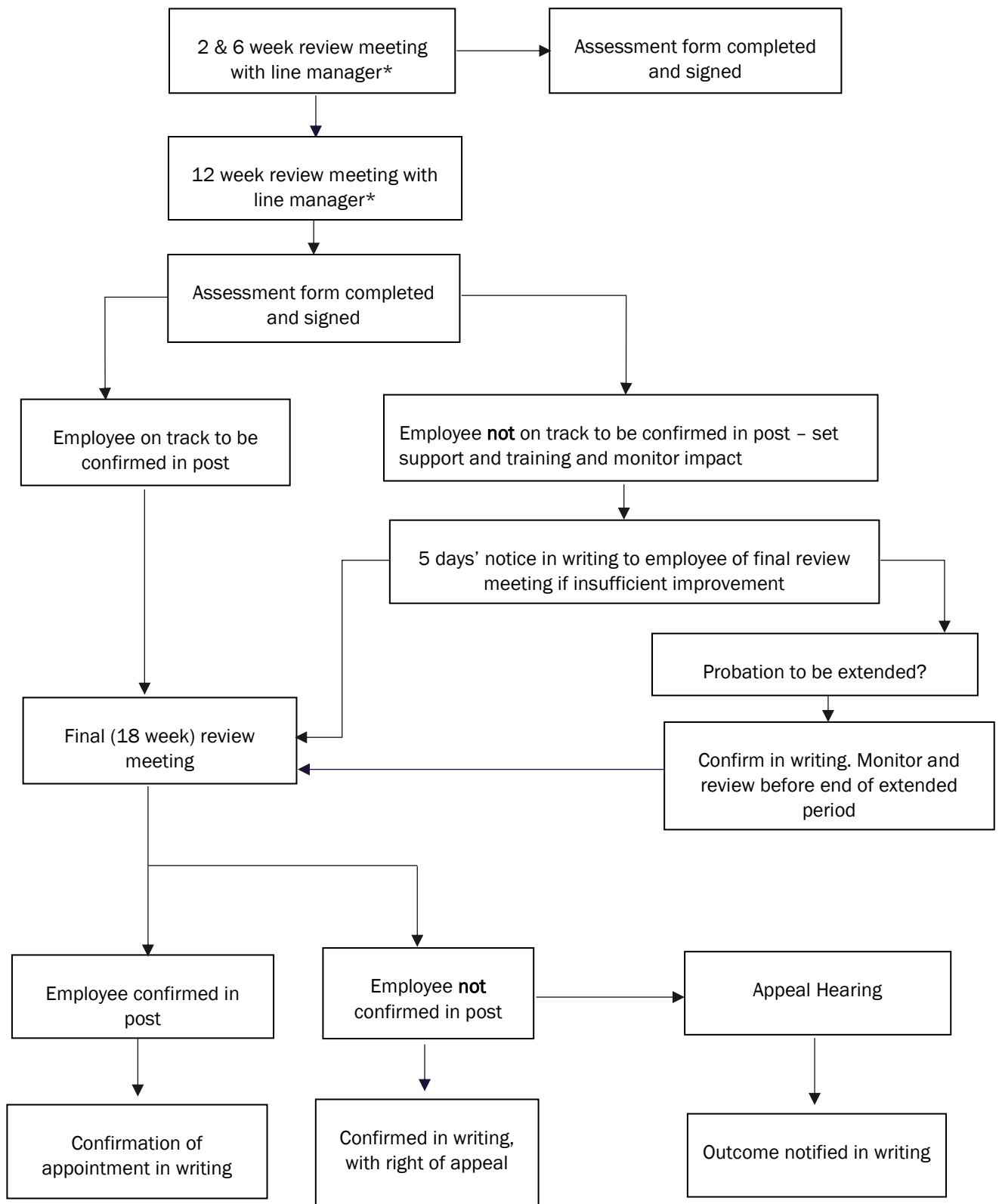
- 6.1** A written record of all meetings conducted under this procedure will be made, either by the person holding the meeting or by an alternative person arranged to take notes. The Trust processes any personal data collected during the probationary procedure in accordance with its data protection policy.

Any data collected is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the probationary procedure. On the conclusion of the procedure, data collected will be held in accordance with the Trust's retention schedule. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the Trust's data protection policy immediately.

It may also constitute a disciplinary offence, which will be dealt with under the disciplinary procedure.

Appendix 1 Summary Probation Procedure

*if there is clear evidence to suggest the employee is wholly unsuitable for the role/incapable of performing the role at an earlier stage, the contract may be terminated prior to the end of the probationary period (see 4.5 in the procedure).



Appendix 2 Probation Review Documents

Induction – Checklist

This checklist provides a framework for the planning, delivery and evaluation of the staff induction process at<school Name>.

This checklist should be completed by the immediate Line Manager.

New Staff Member

Start Date

Line Manager

FIRST DAY

Action required	Manager's Notes
Welcome and introduction to colleagues	
Key diary dates , ensure key meetings and events are booked, including regular one to ones, and staff meetings.	
Familiarise new staff with their environment , consider any facilities they may find useful	
Security: <ul style="list-style-type: none"> • provide any necessary ID pass cards, car parking cards etc • computer passwords • building security information including, evening and weekends 	
Health and Safety <ul style="list-style-type: none"> • Location of fire exits and 'Safe Havens' for staff with restricted mobility • Fire and other emergency evacuation procedures • Personal safety guidelines • Accident and incident reporting • On site first aiders • Risk assessments – VDU, manual handling etc. 	
Work times , breaks, session times, lunch etc.	
<i>Please sign to confirm that all required actions have been completed</i>	<i>Manager's</i>

**FIRST TWO WEEKS
CONFIDENTIAL**

Action required	Manager's Notes
Ensure that Probation procedure is discussed and understood, i.e. conduct and expected levels of performance, including confidentiality rules and ensure understanding of child protection procedures	
Identify initial training needs , e.g. ICT needs, child protection training etc Discuss Performance Management processes and plan implementation.	
Introduce them to the procedural information they may need. e.g. Leave (if appropriate) & sickness absence reporting. Introduce HR policies.	
Introduce them to key trust policies (code of conduct, child protection, behaviour management etc).	
Introduce them to facilities and equipment they may need to use e.g. photocopier, fax, etc.	
Further introductions to key staff outside the immediate area	
<i>Please sign to confirm that all required actions have been completed</i>	<i>Manager's</i>

I confirm that I have been made aware of and have read the following policies/procedures
(NB Employer to amend list as required)

- Child Protection (including Part 1 of Keeping Children Safe in Education 2016)
- Behaviour Management
- Equality and Diversity Policy
- Code of Conduct (including confidentiality)
- Disciplinary
- Grievance
- Health and Safety

New Staff Members signature.....

Line Manager's Signature.....

Date.....

**6 WEEK REVIEW
CONFIDENTIAL**

SCHOOL/ACADEMY.....

Name of Employee: Post Title:

Date of Appointment: End date of Probationary Period:

Date of meeting:

Areas Discussed	Actions Agreed	Resources/Training Identified
Signed: (manager)	Date:	
Signed: (employee)	Date	

**12 WEEK REVIEW
CONFIDENTIAL**

Employee..... Date of meeting.....

	Improvement required	Satisfactory	Good
Performance against performance management objectives			
Performance against relevant Standards			
General competence			
Conduct			
Attendance			
Timekeeping			
Quality and accuracy of work			
Communication skills			
Work relationships (teamwork and interpersonal)			

Summary of discussion (explanation of assessment above)

--

Summary of training and support provided and other needs identified

--

Action Plan (include outstanding or additional tasks, support, reasonable adjustments)			
Actions to be taken and reason	By whom	By when	Resources Identified

Overall I am / am not satisfied with the progress this employee is making

Signed (Line Manager)..... Date.....

Signed (Employee)..... Date.....

Employee's comments

18 WEEK REVIEW

CONFIDENTIAL

Employee..... Date of meeting.....

	Improvement required	Satisfactory	Good
Performance against performance management objectives			
Performance against relevant Standards			
General competence			
Conduct			
Attendance			
Timekeeping			
Quality and accuracy of work			
Communication skills			
Work relationships (teamwork and interpersonal)			

Summary of discussion (explanation of assessment above)

Summary of training and support provided and other needs identified

Is the employee's probation to be confirmed?	YES / NO
---	-----------------

Is the employee's probation to be extended?	YES / NO
--	-----------------

<i>If, yes, give exceptional reasons for extension</i>	
--	--

<i>Period of extension (no. of working weeks)</i>	
---	--

<i>End of extended probationary period</i>	
--	--

Outstanding actions (note any outstanding actions, support, learning)			
Actions to be taken and reason	By whom	By when	Resources Identified

Signed (For Employer)..... Date.....

Signed (Employee)..... Date.....

Employee's comments



LIFE Education Trust

Ford End C of E Primary School

SEND AND INCLUSION POLICY

Policy	SEND and Inclusion Policy
Policy adopted by Trust Board	1.3.22
Reported to LGB for implementation	4.5.22
Implementation Date	4.5.22
Review Date	May 2023
Policy Source	Own source Policy

KEY DEFINITIONS USED IN THIS POLICY:

The Trust	LIFE Education Trust
The Board/Directors/Trust Board	The Board of Directors of LIFE Education Trust
School/Trust school	An Academy or school within LIFE Education Trust
Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

All schools within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

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1. PRINCIPLES

- 1.1. Principles that are fundamental to the Special Educational Needs and/or Disability (SEND) and Inclusion Policy are:
 - 1.1.1. All aspects of the curriculum should be accessible to all children and young people (CYP), regardless of ability or disability.
 - 1.1.2. All CYP should be given equal opportunity to fulfil their potential in a socially and educationally inclusive setting.
 - 1.1.3. The education of CYP with SEND is the responsibility of ALL staff.
 - 1.1.4. The views of parents/carers and CYP are always sought and taken into account. CYP need to feel that their views are considered, their efforts are recognised and their achievements are worthwhile.
- 1.2. Special Educational Needs and/or Disabilities are regarded as part of the continuum of individual needs. The differentiated curriculum makes allowances for the needs of most CYP, however, some will require additional provision to enable them to fulfil their potential.
- 1.3. To enable every individual to fulfil his or her potential to the highest possible standard, it is essential that the development of the whole individual, social and emotional as well as academic, is considered.
- 1.4. The safeguarding needs of the most vulnerable CYP, including those with SEND, are considered as a priority by the Designated Safeguarding Lead.
- 1.5. The SEND and Inclusion Policy is guided by the requirements of the National Curriculum, the SEND Code of Practice (2015) and the Equality Act (2010). It takes account of the Government's strategy for SEN 'Removing Barriers to Achievement' (2004).
- 1.6. Our Admissions Policy makes no distinction regarding CYP with SEND. Within the Admissions Policy, the aim of the school is to meet the needs of any CYP whose parents wish to register their child at the school.
- 1.7. This policy should be read in conjunction with each school's statutory SEND Information Report.

2. SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

- 2.1. The SEND Code of Practice (2015) identifies CYP as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - 2.2.1. Have a significantly greater difficulty in learning than the majority of children or young people of the same age; or
 - 2.2.2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
 - 2.2.3. The Equality Act 2010 identifies a person as having a disability if the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities.
- 2.3. In accordance with the requirements of the Equality Act (2010) the school does not discriminate against CYP that are disabled. All reasonable efforts are made to ensure that disabled CYP

are not placed at a substantial disadvantage in comparison with their non-disabled peers.

2.4. The SEND Code of Practice (2015) identifies four broad areas of SEND:

2.4.1. Communication and interaction needs: CYP with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

2.4.2. Cognition and learning needs: Learning difficulties covers a wide range of needs, including moderate learning difficulties or severe learning difficulties, through to profound and multiple learning difficulties. Specific learning difficulties affect one or more specific aspects of learning; this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

2.4.3. Social, emotional and mental health needs: CYP may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

2.4.4. Sensory and/or physical needs: Some CYP require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many CYP with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support.

2.5. Many factors may impact upon progress and attainment in school but are not in themselves a special educational need. Such factors include: disability; attendance and punctuality; health and welfare; English as an additional language (EAL); being in receipt of the Pupil Premium Grant (PPG); being a Looked After Child (LAC) and being a child of a serviceman/woman. Behaviour issues may also have an impact on progress and attainment but will not be identified as SEND and will, instead, be described as an underlying response to a previously listed need.

2.6. The four broad areas of SEND give an overview of the range of needs that need to be planned for. The purpose of identification is to work out what action a school needs to take, not to fit a person into a category. The needs of CYP are identified by considering the needs of the whole child which will include not just their special educational needs.

3. AIMS

3.1. Aims fundamental to the SEND and Inclusion Policy are:

3.1.1. To ensure all CYP, irrespective of ability or SEND, have access to a broad and balanced curriculum, inclusive of the National Curriculum.

3.1.2. To provide a curriculum that stimulates and/or maintains curiosity, interest and enjoyment in education.

3.1.3. To develop all CYP to their full potential.

3.1.4. To provide a caring learning environment which meets the needs of all CYP and fosters their academic, social, emotional and physical development.

3.1.5. To educate CYP with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs.

- 3.1.6. To fully involve CYP and parents/carers in discussions regarding identification, assessment and provision.
- 3.1.7. To work in close co-operation with all outside agencies concerned.
- 3.1.8. To meet the needs of all CYP who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

4. OBJECTIVES

- 4.1. Objectives related directly to the above aims and are intended to show how the aims will be put into practice:
 - 4.1.1. To provide high quality teaching for all CYP, including those with SEND, based on a well-planned, stimulating curriculum.
 - 4.1.2. To value all CYP equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
 - 4.1.3. To identify and assess CYP with SEND as early as possible and as thoroughly as is possible and necessary in order to support their physical, social, emotional or intellectual development.
 - 4.1.4. To regularly monitor and evaluate the progress of CYP, providing appropriate information and making necessary records as part of an assess, plan, do, review process.
 - 4.1.5. To ensure that there is a consistent, whole-school approach to the identification of SEND and that any necessary provision is budgeted for accordingly.
 - 4.1.6. To involve parents in a partnership of support through good, regular communication.
 - 4.1.7. To work with and in support of outside agencies in a timely way, sharing and recording appropriate information clearly and concisely.
 - 4.1.8. To embrace inclusion for all CYP, ensuring that there is a policy of integration into all activities of the school.
 - 4.1.9. To work within the guidance provided in the SEND Code of Practice (2015) and the Equality Act (2010).

5. STAFF WITH RESPONSIBILITIES FOR SEND

- 5.1. The CEO of LIFE Trust has overall responsibility for ensuring that the SEND and Inclusion Policy is implemented in each of the Trust schools.
- 5.2. Maire O'Regan is the responsible person for ensuring that SEND and Inclusion Policy is implemented in our school.
- 5.3. The SENDCo is responsible for the implementation of the SEND and Inclusion Policy and the daily management and operation of the SEND policy. The school has a named SENDCo, who has the statutory qualification of the NASENCO award or will qualify for the award within three years of being in post as required by the SEND Code of Practice (2015).
- 5.4. There is a nominated member of the local governing board who is responsible for SEND and Inclusion and who meets with the school SENDCo on a termly basis.

6. IDENTIFICATION OF SEND

- 6.1. The arrangements for supporting pupils with SEND follows a graduated approach.
- 6.2. Most CYP will have their needs met within class through high quality teaching, including differentiation. Teachers are responsible and accountable for the progress and development of CYP in their class, including where pupils access support from Learning Support Assistants (LSAs) or specialist staff. Progress and achievement will be monitored and those not making expected progress will be given further targeted support as part of high-quality teaching.
- 6.3. The SENDCo and senior leaders analyse assessment data at least termly, looking at previous progress and attainment and comparisons with peers, national data and expectations of progress. Examples of data that are analysed include:
 - 6.3.1. Termly school tracking data
 - 6.3.2. ASP (Analyse School Performance) data
 - 6.3.3. Individual assessments
 - 6.3.4. In-class assessments
 - 6.3.5. QCA and SAT's assessments (optional and end of year Key Stage assessments).
- 6.4. A number of additional assessment tools may also be recommended by the SENDCo to further support the assessment of children's needs, for example:
 - 6.4.1. Tick lists for indicators of ADD, ADHD, Autism and dyslexia
 - 6.4.2. Salford Reading age assessment
 - 6.4.3. Vernon Spelling age assessment
 - 6.4.4. Essex AFALS (Essex Accuracy and Fluency Assessment of Literacy Skills)
 - 6.4.5. YARC (York Assessment for Reading Comprehension)
 - 6.4.6. BPVS V3 (British Picture Vocabulary Scale Version 3)
 - 6.4.7. WELLCOMM (Speech and Language assessment)
- 6.5. Any CYP who are falling significantly outside of the range of expected academic achievement or who are making little or no progress will be monitored by their class teachers, senior leaders and the SENDCo. Class teachers will take steps to provide differentiated learning opportunities that will aid their academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Advice and support, with further assessment, problem solving and advising of the implementation of effective provision will be provided by the SENDCo. The SENDCo may also wish to make class observations.
- 6.6. Strategies can be very varied to meet a wide range of individual needs, but may include:
 - 6.6.1. Additional support from LSAs in the classroom
 - 6.6.2. Use of Information Technology (IT)
 - 6.6.3. Differentiated learning materials
 - 6.6.4. Different means of recording
 - 6.6.5. Small group or individual support within the classroom or within a breakout room
 - 6.6.6. Specialist equipment
 - 6.6.7. A range of teaching approaches
 - 6.6.8. A range of management strategies

- 6.6.9. Support to access tests and examinations
 - 6.6.10. Specialist advice from outside agencies.
- 6.7. The SENDCo will keep a list of any CYP who staff may have concerns about and that need close monitoring so that early help and support can be put in place. Concerns may be raised if one or more of the following are evident:
- 6.7.1. The pupil makes little or no progress
 - 6.7.2. The attainment of the pupil is significantly below age related expectations
 - 6.7.3. The pupil has persistent social, emotional and/or mental health needs
 - 6.7.4. The pupil has sensory or physical needs
 - 6.7.5. The pupil has communication difficulties
 - 6.7.6. The pupil requires support with social skills
- 6.8. Any concerns will be discussed with parents as appropriate, for example, this may be done informally over the phone, in writing or during parents' consultation evenings. Parents are encouraged to share information and knowledge about their child with the school.
- 6.9. For some CYP, despite the school making use of a range of strategies and providing additional support, they may still not make satisfactory progress. CYP that are identified by school, or in partnership with another agency, as requiring provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, will be placed on the SEND register as 'SEN support'.
- 6.10. Parents will be formally advised when CYP are placed on the SEND register, they are also informed of the provision being made. The aim of formally identifying CYP with SEND is to help the school ensure that effective provision is put in place to remove barriers to learning.

7. SEN SUPPORT

- 7.1. The support provided for pupils on the SEND register consists of a four-part process - Assess, Plan, Do, Review. This is an ongoing cycle to enable the provision to be refined and revised over time. This cycle enables the identification of those interventions which are the most effective in supporting good progress and outcomes.
- 7.2. The SENDCo will gather information from CYP on the SEND register, their parents and school staff to assess what support and provision is needed.
- 7.3. The SENDCo may also be used for class observations and an observation pro-forma is completed as a record of any formal observations made.
- 7.4. For higher levels of need we draw on more specialised assessments from external agencies and professionals (in accordance with their referral criteria), this may include:
- 7.4.1. Specialist Teachers (Hearing Impairment, Visual Impairment, Physical Impairment)
 - 7.4.2. Occupational Therapists
 - 7.4.3. Physiotherapists
 - 7.4.4. Paediatricians
 - 7.4.5. Speech and Language therapists
 - 7.4.6. EWMHS (Emotional Wellbeing & Mental Health Service)
 - 7.4.7. Social care

- 7.4.8. Educational Psychologists
- 7.4.9. Inclusion Partner
- 7.4.10. School nurse
- 7.4.11. Counsellors

- 7.5. Parents are consulted about any outside agency intervention.
- 7.6. A person-centred meeting is held termly with any CYP on the SEND register, their parents and the SENDCo and where appropriate, any school staff or external agencies involved to evaluate progress, looking at the impact and quality of any support and interventions provided so that any modifications to provision, support or desired outcomes can be made. This meeting may be held in person or via telephone.
- 7.7. For CYP on the SEND register, an individual One Plan is produced or updated by the SENDCo following the person-centred meeting, this will identify SMART targets (as applicable) that will help to meet the desired outcomes and identify any provision needed.
- 7.8. Parents and all staff that work with CYP on the SEND register will be given, or have access to, a copy of the appropriate One Plan so that they are aware of individual needs, the support being provided, any particular teaching strategies/approaches being employed and the outcomes that are being sought.
- 7.9. Teachers remain responsible for working with CYP on a day-to-day basis and for the progress of all CYP in their class, including those with SEND. They will retain responsibility even where the interventions may involve group or one-to-one teaching with another member of staff. Support with further assessment, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

8. REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

- 8.1. For very few CYP, the support given at SEN Support is not sufficient to enable them to make adequate progress. The school will then consider, in consultation with the parents/carers and any specialist agencies, whether to ask the Local Authority (LA) to make a statutory assessment to support their needs (in line with the LA criteria). This is usually requested by the school but can be requested by a parent or other person involved with the child. Young people 16 and over can make the request themselves. This may result in an Education, Health and Care Plan (EHCP) which specifies any long term needs and the provision which must be made to meet those needs.
- 8.2. A statutory assessment does not always lead to an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.
- 8.3. If an EHCP is agreed, it will be kept on record and formally reviewed at least annually at an Annual Review. This enables provision to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. TRANSITION ARRANGEMENTS

- 9.1. We ensure that all necessary SEND information and records are transferred when CYP join or leave our school. We have strong links with our feeder schools.
- 9.2. Staff may visit CYP prior to them starting at our school to observe them in their school or home setting as appropriate.
- 9.3. Where appropriate, specific SEND transition visits may be arranged to support a smooth transition to our school.

- 9.4. Staff may attend person-centered meetings prior to a child with SEND attending our school if appropriate.
- 9.5. The SENDCo will ensure that all necessary staff are informed about the needs of any CYP with SEND that they will be working with.

10. CRITERIA FOR EXITING THE SEND REGISTER

- 10.1. During the review process, if accelerated progress is made and any CYP are considered 'on track' against end of year expectations so that they are working broadly in line with their peers and no additional or different provision is needed, they will be removed from the SEND register. The exit date is formally recorded on the SEND register. Parents will be informed of this decision. These children will be closely monitored to ensure that progress remains in line with age related expectations.

11. SUPPORTING CYP AT SCHOOL WITH MEDICAL CONDITIONS

- 11.1. The school recognises that CYP with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some CYP with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010). Some may also have special educational needs and some may have an Education, Health and Care Plan which brings together their health and social care needs, as well as their special educational provision - where this is the case, the SEND Code of Practice (2015) is followed.

12. ACCESSIBILITY

- 12.1. The school's Accessibility Plan is available on the school website and is updated annually. The needs of CYP are constantly reviewed and actions are carried through, the school constantly reviews accessibility issues which affect learning, modifying learning areas, purchasing specialised equipment and involving experts in their field.
- 12.2. The school increases and promotes access to the school curriculum and the wider curriculum for disabled CYP, this includes after-school clubs and school visits. This is achieved by:
 - 12.2.1. Purchase of ICT software
 - 12.2.2. More LSA hours for classes when necessary
 - 12.2.3. After school clubs are open for all
 - 12.2.4. Opportunities for all children to take part in school activities, visits and extra-curricular activities with appropriate support when needed
 - 12.2.5. Resources to support teaching and learning
 - 12.2.6. Use of visual timetables
 - 12.2.7. Use of pictures to help children make choices when needed
 - 12.2.8. Coloured overlays for reading white paged books when needed
 - 12.2.9. Having an accessible toilet
 - 12.2.10. Having ramps at exits when necessary

13. BULLYING

13.2. At all times, our aim is to safeguard the needs of CYP with SEND, promote their independence and build resilience in their learning. The school's Behaviour Policy outlines the steps that are taken to ensure and mitigate the risk of bullying to CYP with SEND. Our school Behaviour Policy can be found on our school website.

14. PROFESSIONAL DEVELOPMENT AND TRAINING

14.1. SEND issues are an important aspect of staff development and training and all staff actively promote inclusion. This is identified through appraisals, termly school Health Checks and the School Development Plan.

14.2. General educational issues, which are explored on training days within the school, encompass the needs of all students, including those with SEND.

14.3. Training days or staff meetings can take a specific SEND issue as the main focus.

14.4. Training needs can also be supported through peer mentoring, modelling, observation and working with outside agencies.

14.5. SEND staff participate in a wide range of external courses and/or cluster meetings pertaining to meeting special educational needs.

14.6. All staff are able to attend courses relating to SEND issues with the agreement of the Headteacher. Outcomes from training attended by staff is disseminated during staff meetings or INSET days.

14.7. All staff are responsible for ensuring that the needs of children with SEND are met and that barriers to learning are addressed.

15. MONITORING AND EVALUATION OF SEND

15.1. The quality of SEND provision is regularly monitored and evaluated to promote an active process of continual review and improvement of provision for all CYP as part of our ongoing school improvement cycle. This is done in a number of ways:

14.2.4. A whole school Survey of parent views is carried out annually.

14.2.5. The SENDCo meets with a member of the local governing board who is responsible for SEND on a termly basis to monitor SEND provision.

14.2.6. The views of all stakeholders, parents, CYP and staff are sought regularly.

16. DEALING WITH COMPLAINTS

16.1. Parents/carers are encouraged to discuss any problems or grievances with the school. Any problems should be referred to the class teacher in the first instance. Parents/carers are asked to refer to our Complaints Policy for full details of our complaints procedure - a copy is available on the school's website.



Rural Primary Attendance Policy

Ratified:

Review due:

Rights and Responsibilities

Improving attendance in **all LIFE Education Trust school** is the responsibility of everyone in the school community - pupils, parents and staff.

Pupils

All pupils are expected to attend school and all of their lessons regularly and punctually. Pupils who do experience attendance difficulties will be offered support, initially from the office and then their class teacher.

Parents

Parents are responsible for ensuring that their child attends school regularly, punctually, properly dressed and equipped and in a fit condition to learn. If a child is unable to attend, parents are requested to notify the school by phone call before 9am on every day of absence. A pupil's absence from school must be considered as unauthorised until a satisfactory explanation is forthcoming from the parent. Parents will be promptly informed of any concerns which may arise over a child's attendance.

Parents whose first language is not English will be offered appropriate support from school in matters of communication.

School

Staff will endeavour to encourage good attendance and punctuality through personal example.

Registration

Registration will be entered directly on to the schools SIMS registration system.

Authorised/Unauthorised Absence

It is vital that all staff adhere to the same criteria when deciding whether or not to authorise an absence.



Absence can be authorised if:

The pupil was absent with leave authorised by the Headteacher in exceptional circumstances; the pupil was ill 'or prevented from attending by any unavoidable cause'; the absence occurred on a day exclusively set aside for religious observance by the religious body to which the pupil's parent belongs; there is a family bereavement; the pupil is attending an interview for a place at another school; the pupil is attending an approved off-site activity or is receiving special off-site tuition; the pupil is attending a Pupil Referral Unit; the pupil is participating in an approved public performance; or the pupil is involved in an exceptional special occasion (e.g. if a pupil is attending the graduation of an older sibling or wedding of close family member).

Absence should be unauthorised if:

No explanation is forthcoming; the school is dissatisfied with the explanation/ or letter supplied; the pupil is shopping during school hours; the pupil is absent for unexceptional special occasions (e.g. a birthday); or the pupil is away from school on a family holiday.

Procedures for Following Up Absence

If by 9am of any day of absence the school do not receive a phone call, the office will try to contact the parents and other contacts on the given contacts list. This will consist of a phone call or email. If the school is unable to locate the child and is concerned about his or her well-being, child protection procedures will be followed. If a pupil is persistently (or intermittently) absent, the Headteacher will write to the parents and invite them to attend a meeting at school. In certain cases, illness absence will only be authorised with medical evidence. All telephone messages regarding absence/lateness are to be recorded on a note and entered on the SIMS systems. If attendance drops below 95% the **Headteacher will contact** the parents.

Children at Risk of Missing Education

The school will inform the local authority of any pupil who is going to be deleted from the admission register where they: have been taken out of school by their parents and are being educated outside the school system e.g. home education; have ceased to attend school and no longer live within reasonable distance of the school at which they are registered; have a medical condition that the pupil is unlikely to be in a fit state of health to attend school; are in custody for a period of more than four months due to a final court order and the **Headteacher** does not reasonably believe they will be returning to the school at the end of that period; or have been permanently excluded.

The local authority should be notified in advance of the deletion, when the school becomes aware that the deletion will be made. The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more. The **local authority** has a duty to put in place arrangements for identifying (as far as it is possible) those children of compulsory school age in their area who are not school registered or receiving education otherwise than at a school.



Local authorities should trace those children and ensure that they receive full-time education.

Monitoring

The Headteacher will report attendance and punctuality analysis to the Governing Body on a termly basis. This will include whole school attendance percentages, the percentage of persistent absentees and the school's response to attendance/absence/punctuality issues.

The Safeguarding Governor, on behalf of the Governing Body, will monitor individual cases more closely on a termly basis as appropriate.



Rural Primary School Parent Code of Conduct

Ratified by Governors:

Review date:

Introduction

At our school, we are very proud and fortunate to have a very dedicated and supportive school community. The staff, governors, parents and carers all recognise that the education of our children is a partnership between us.

We expect our school community to respect our school ethos, keep our school tidy, set a good example of their own behaviour both on school premises and when accompanying classes on school visits.

In addition we also expect our parents, carers and visitors to keep our children safe by adhering to the school's request to park safely on the road and not on the yellow zig-zag lines during morning and afternoon collections.

As a partnership we are all aware of the importance of good working relationships and all recognise the importance of these relationships to equip our children with the necessary skills for their education. For these reasons we will continue to welcome and encourage parents and carers to participate fully in the life of our school.

Purpose and Scope

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance

We expect parents, carers and visitors to:

- Respect the caring ethos and values of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that **all** members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.



In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with any of the schools normal operation or activities anywhere on the school premises.
- Any inappropriate behaviour on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening in any way, a member of staff, visitor, fellow parent/carer or child.
- Damaging or destroying school property.
- Sending abusive or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff/governors at the school on Facebook / Twitter or other sites
- The use of physical, verbal or written aggression towards another adult or child. This includes physical punishment of your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child (such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking, taking illegal drugs or the consumption of alcohol on school premises.
- Dogs being brought on to the school premises (other than guide dogs).

Should **any** of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds.

Thank you for abiding by this code in our school. Together we create a positive and uplifting environment not only for the children but also all who work and visit our school.

It is important for parents and carers to make sure any persons collecting their children are aware of this policy.

What happens if someone ignores or breaks the code?

In the event of any parent/carer or visitor of the school breaking, this code then proportionate actions will be taken as follows:

Clarify 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 by letter from the Executive Headteacher. This letter may contain a warning about further action if there are further incidents. The parent will be invited to write to the Executive Headteacher with his/her version of events within 10 working days. Depending on the parent's response, a meeting may then be held to discuss the situation and how this can be avoided in future.

Invite the parent to an informal meeting to discuss events

This could be helpful to discuss and diffuse the situation. The safety and well-being of those attending such a meeting must be carefully considered. Members of school staff will always 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 or e-mail sent to confirm the school's expectations and any agreed actions.

Impose conditions on the parent's contact with the school and its staff

Although fulfilling a public function, schools are private places. The public has no automatic right of entry. Parents of enrolled pupils have an 'implied licence' to come onto school premises at certain stated times. It is for schools to define and set out the extent of such access. Parents exceeding this would be trespassing. Depending on the type, level or frequency of the unacceptable behaviour, the school may consider imposing conditions on the parent's contact with the school. These conditions may include (but are not exclusively):

- being accompanied to any meeting with a member of school staff by a member of SLT;
- restricting contact by telephone to named members of SLT;
- restricting written communications to named members of SLT;
- restricting attendance at school events to those where the parent will be accompanied by a member of SLT;
- any other restriction as deemed reasonable and proportionate by the Executive Headteacher. In this case the parent will be informed by letter from the Headteacher the details of the conditions that are being imposed. The parent will then be given 10 working days from the date of that letter to make representations in writing about the conditions to **the CEO**. (as per **stage Two** of the current complaints policy)

The **CEO** will then decide whether to confirm or remove the conditions. This would be communicated to the parent in writing within 10 working days of the date of the parent's letter.

Any decision will be reviewed by the board as per stage 4 of the complaints policy.

Imposing a ban

Where other procedures have been exhausted and aggression or intimidation continues OR where there is an extreme act of violence then the school may consider banning the individual from school premises. This will include banning a parent from accessing school staff by written communication or telephone.

In these circumstances, the individual would be advised in writing by the Executive Headteacher that a provisional ban is being imposed. The parent would then be given 10 working days from the date of that letter to make representations about the ban in writing to **the CEO (as per stage Two of the complaints policy.)** The **CEO** would then decide whether to confirm or remove the ban. This would be communicated to the parent in writing within 10 working days of the receipt of their letter. If the **CEO's** decision is to confirm the ban, parents in these circumstances will be offered an annual meeting about their child's progress, usually with a member of senior staff.

A decision to impose a ban will be reviewed by the **Trust** after approximately six months (and every six months after that, if appropriate **under stage 1 of the complaints policy**).

Removal from school

Parents who have been banned from the school premises and continue to cause a nuisance will be deemed to have committed a section 547 offence. They will be considered as trespassers. In these circumstances the offender may be removed from school. **This may be carried out by a police officer**. Legal proceedings may be brought against the parent.



In cases where the unacceptable behaviour is considered to be a serious and potentially criminal matter, the concerns will in the first instance be referred to the Police. This will include any or all cases of threats or violence and actual violence to any child, staff or governor in the school. This will also include anything that could be seen as a sign of harassment of any member of the school community, such as any form of insulting social media post or any form of social media cyber bullying. In cases where evidence suggests that behaviour would be tantamount to libel or slander, then the school will refer the matter to the LIFE Education Trust Legal Team for further action.

Complaints policy

Any parental complaint that arises from incidents of abusive behaviour will be dealt with under the complaints policy which can be found on the school website.

If the parent/carer refuses to attend the meeting then the school will write to the parent/carer and ask them to stop the behaviour causing the concern and warn that if they do not they may be banned from the school premises. If after this behaviour continues, the parent/carer will again be written to and informed that a ban is now in place.

Note: (1) a ban from the school can be introduced without having to go through all the steps offered above in more serious cases.

(2) Site bans will normally be limited in the first instance.

Issues of conduct with the use of Social Media – to be read in conjunction with the LIFE ICT Policy

Most people take part in online activities and social media. It's fun, interesting and keeps us connected.

Within these spaces however we ask that you use common sense when discussing school life online.

'Stop, think before you click' We ask that social media, whether public or private, should not be used to fuel campaigns and voice complaints against the school, school staff, parents or children.

We take very seriously inappropriate use of social media by a parent to publicly humiliate or criticise another parent, member of staff or child.

If parents have any concerns about their child in relation to the school as we have said above they should:

1. Initially contact the class teacher
2. If the concern remains they should contact the Head of School / Executive Headteacher
3. If still unresolved, the CEO through the complaints procedure

They should not use social media as a medium to air any concerns or grievances.

Online activity which we consider inappropriate:

- Identifying or posting images/videos of children
- Abusive or personal comments about staff, governors, children or other parents
- Bringing the school in disrepute



- Posting defamatory or libellous comments
- Emails circulated or sent directly with abusive or personal comments about staff or children
- Using social media to publicly challenge school policies or discuss issues about individual children or members of staff
- Threatening behaviour, such as verbally intimidating staff, or using bad language
- Breaching school security procedures

At our school we take our safeguarding responsibilities seriously and will deal with any reported incidents appropriately in line with the actions outlined above.





LIFE Education Trust Rural Primary Presentation Policy

Ratified: January 2022

Review date: February 2023

The following policy guidelines are for use by all teachers. All pupils should be familiar with them. A consistent approach with high expectations should realise high standards of presentation.

Books

A typed label with the child's name, year group and the subject should be typed and stuck on the front of their book. All books should have a plastic cover.

Handwriting

Pupils are encouraged to develop and use a cursive style of handwriting from EYFS, using upstrokes.

The teacher will have a clear objective for all handwriting lessons.

Reception: A cursive style is in place. Most letters are formed accurately. There is knowledge of capital and lower case letters. There is acceptable spacing between words.

Year 1: Letters are now more evenly sized. There is a growing confidence and fluency in the use of the cursive script. Words sit fairly accurately on the line. There is good knowledge of letters which are ascending and descending.

Year 2: The size of script is becoming smaller and a certain maturity and style is beginning to develop. Letters are joined consistently.

Year 3: The size of script is now small and uniform throughout. Letters are evenly sized and spacing consistent.

Year 4: The handwriting is now confident. Size, spacing and letter formation is consistent and there is an ease and fluency evident.

Year 5 and 6: The handwriting is now developing personal style. The spacing is much closer together and there is a much greater degree of maturity.



Pen/Pencil

Children use pencils. Pens may be introduced when writing is joined, neat, tidy and evenly sized, from Year 5 onwards. Pens should be used for all subjects, except maths. They should **not** be used for **diagrams or illustrations**. Pupils should only use handwriting pens in blue ink.

Underlining/Use of Ruler

All titles should be underlined, and at Key Stage 1, where appropriate. Rulers should always be used for labelling, diagrams and mathematical shapes, etc. In maths, a ruler should be used to draw a 2 square margin on the left hand side of the page. Year 5/6 may also do a middle margin, when appropriate.

Date/Start of Page

Write the date, if appropriate, on the top line at the left hand side of the page. In Key Stage 1, the short date should be written, e.g. 14.9.21. In Key Stage 2, the long date should be written in all subjects e.g. 14th September 2021, with the exception of maths where the short date should be written. The date should always be underlined in KS2, and in KS1, if appropriate.

All completed work should be underlined with a line gap below the end of the work.

Learning Objective

These should be written at the start of each lesson and underlined. They should be written one space after the date. This should be underlined and separated from the rest of the work by a line being missed.

Younger pupils may not be capable of writing the learning objective but there may be times when this can be written in for them.

Worksheets

In A4 books, worksheets should be trimmed and glued in flat and straight.

Illustrations

Illustrations are encouraged to be used within work where it will enhance the final product and positively develop the child's attempts to write.

Errors

Any errors should either be rubbed out or crossed out with one neat line.





Rural Primary Remote Learning Policy

Ratified date:

Review date:

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Whilst preparing for a longer period of remote learning, we will insure children have access to a variety of different curriculum subjects each week. This will not be live to recorded lessons but will be provided using resources accessed through Google Classroom.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in schools wherever possible and appropriate. However, we have needed to make some adaptations in some subjects where parents may not have the necessary resources available at home for example PE and Design and Technology. The remote learning will be set weekly in the same format for the children to access. we have handpicked the content and resources to continue to support and develop knowledge and skills during school closures. the work is set so that the children can access and work through it at their own pace or at a time that is more convenient to individual home circumstances.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

A minimum of 3 hours per day for KS1 and 4 hours per day for KS2 will be set in line with government expectations. The work set will be appropriate for the age and stage of each class and a range of activities set that can be completed at any time throughout the day. The learning will cover all areas of the school curriculum.

Accessing remote education

How will my child access any online remote education you are providing?

All remote learning will be assessed through Google Classrooms. All children (Reception – Year 6) have log in details to access this platform and learning will be uploaded to the Google Classroom by 9am daily. Children can contact their teacher via the classroom between 8.30 and 3.30 each day.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

If you are unable to access digital or online resources at home, please contact the school office in the first instance. We will identify the best way to support the needs of the children which may include considering prepared printed packs of resources for collection.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches used in delivery of learning may include, but is not limited to:

- recorded teaching from educational establishments such as White Rose Maths, Oak National Academy and Youtube
- reading books pupils have at home and those that can be accessed virtually, or organised by phoning the school
- commercially available websites supporting the teaching of specific subjects or areas, including video clips, quizzes and sequences
- Online tasks through google classrooms

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

As a school, we will do all we can to support pupils and families in remote learning. However, we require the support of parents for this to be flexible.

- We ask pupils to complete all tasks set, where possible.
- We ask all pupils to register each morning via a message on their teacher's announcement

We ask parents to support pupils by setting up a routine for learning and ensuring pupils have a suitable working environment

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Teachers will check in with the class daily through the communication stream and private messaging on Google Classroom.
- A register will be kept of work completed and of pupil attendance
- If pupils are not engaging with learning daily, welfare calls will be made to parents by a member of school staff to identify ways that we can further support.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Feedback will vary according to the work set but will be given using the google classroom.
 - Daily live support and feedback session are available via messaging on Google Classroom
- Written feedback/comments will be given to those who hand in work on Google Classroom

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- If your child is supported on our SEND register the SENCO will call you directly

- If your child has an EHCP they will be invited to attend school to complete their learning
- Where appropriate regular contact will be made with parents and carers by the SENCO and other school staff to support the remote learning of these pupils at home.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Teachers will continue to communicate with parents via Google Classroom and assign work to pupils that are self-isolating. Oak Academy and White Rose Maths have been selected to support remote learning for individual cases as Oak Academy and White Rose Maths lessons are in line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling and the use of deliberate practice.

The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. These sessions will match the curriculum being taught in school where possible.

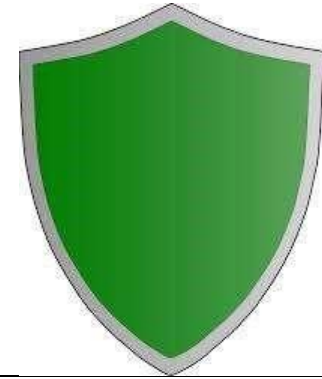
Expectations for Google Meet live assemblies



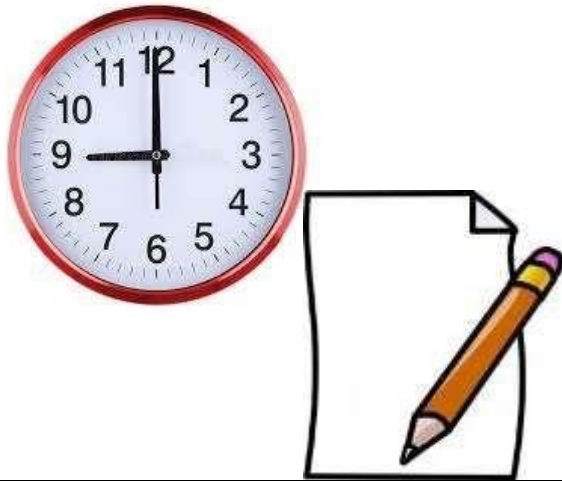
Be ready



Be respectful



Be safe



Make sure you are on time. Have something to write with.



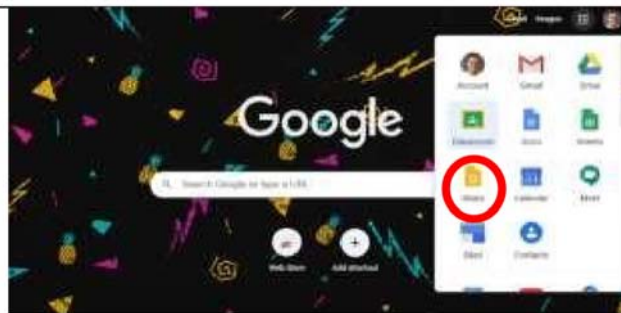
Mute yourself until it is your turn to talk. Turn your camera on.



Meet from the kitchen or living room. An adult should be close by.

How to access Google Classroom

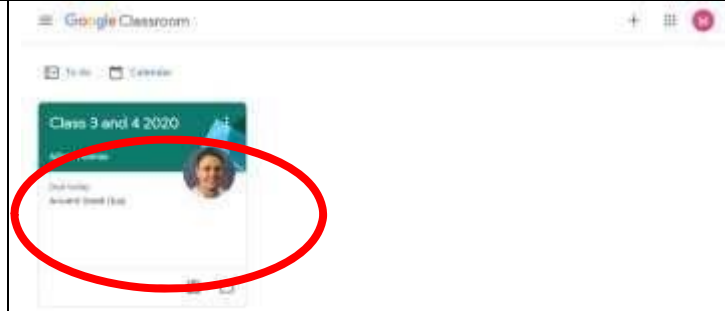
1. Click on the 9 dots in the corner of the home screen and select the classroom icon. If it's not there go to classroom.google.com and select "Go to Classroom"



2. Log in using your school account and password

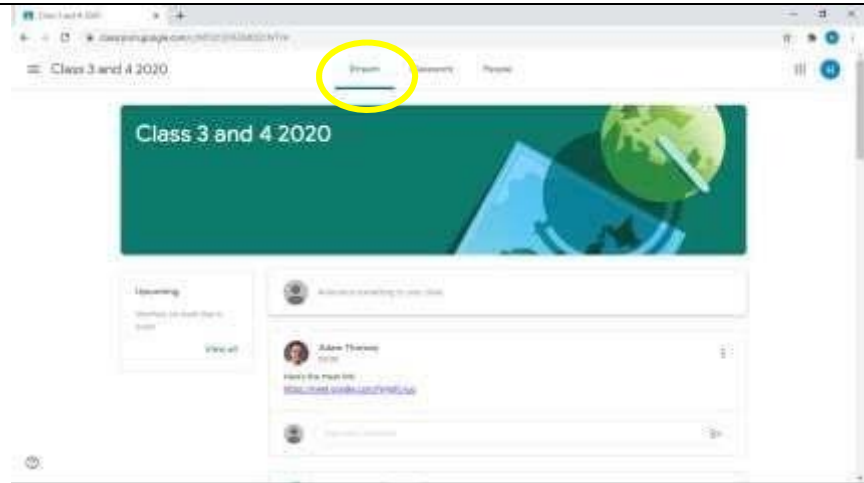


Click on your class.

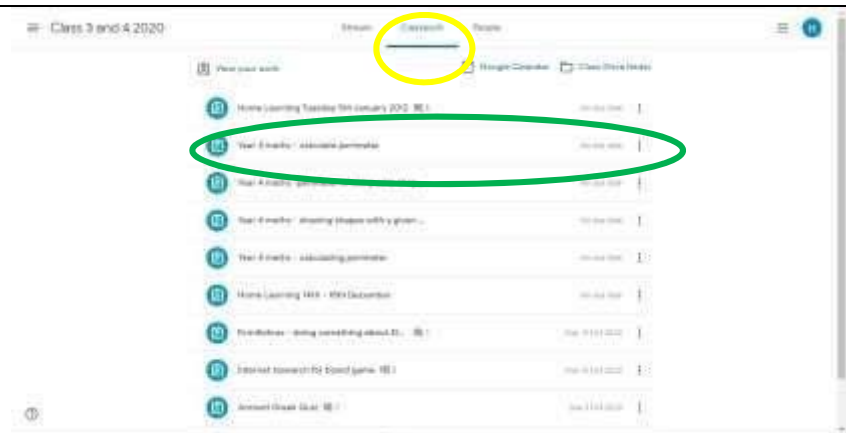


How to access work and hand in assignments

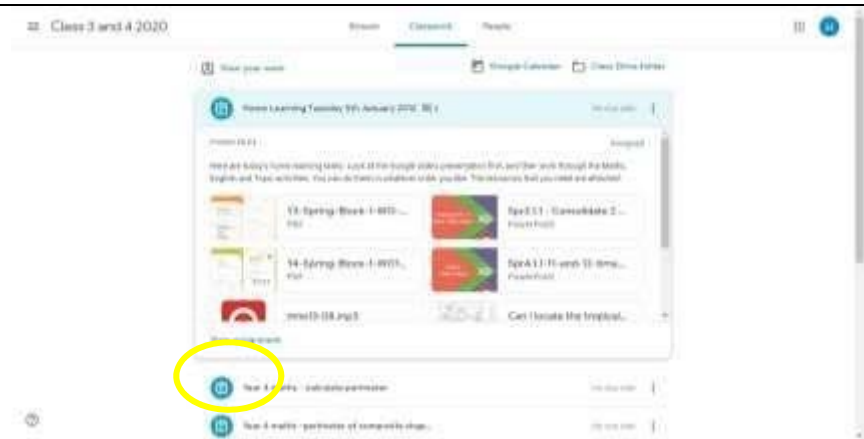
When you first log in, you will see the Stream. This is where you will see messages from your teacher, notifications about new assignments, and where you should register on your teacher's comment every day.



Click in the Classwork tab to see your assignments, and then click on the assignment you want to complete.

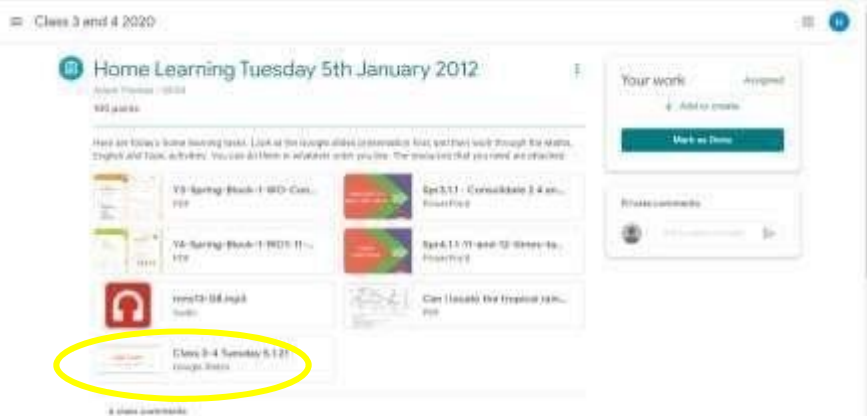


Click on View Assignment.



This should be everything you need to complete the assignment.

For remote learning, this will usually include a variety of activities alongside some supporting documents.



When you submit your work, you can upload files using the Add or create button.

For example, if you have taken a photo of your work, or done it as a Word document, you can use this button to upload it.

You can also use this button to create a new Docs, Slides, Sheets or Drawings file which will be submitted when you finish your work.



Once you're happy, click on the 'Mark as Done', or 'Hand in' button, to let your teacher know you have finished.

