

# THE FRANCES BARDSLEY ACADEMY FOR GIRLS



## Admission Policy September 2024

Ratified by Local Governing Body November 2021

To be reviewed by E Darabasz March 2023

Governors welcome, in particular, applications for places for girls whose parents wish them to be educated at this single sex school. The Governors will admit to the school a child with an Education Health Care Plan that names the school. In the event that there are not enough places to satisfy the demand in any given Year, it is important that there is clarity as to the approach that will be taken on determining admissions and the priorities that will be considered

## Definitions

**Sister:** Children who live as sisters in the same house, including natural sisters, adopted sisters, stepsisters or foster sisters.

**Child:** Anyone under the age of 18.

### **Children Looked After (previously Looked After Children):**

A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

Adoption includes children who were adopted under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders).

Child arrangements orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

**Children of staff:** Where the member of staff has been employed at the school for two or more Years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage

### **A. Policy and number for entry into Year 7**

The School provides an 11 to 18 education. Students will be admitted at age 11. The number of intended admissions for the Year commencing the 1st September 2024 will be 240.

### **B. Oversubscription for entry in Year 7**

When the demand exceeds the number of places available at the Academy, then at least 216 places will be allocated in accordance with Criteria i to v below which are stated in order of priority and a maximum of 24 of the remaining places will be allocated in accordance to students under the schools aptitude criterion vi.

- i. Looked after children and all children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
- ii. Children of staff at the school.
- iii. Sisters on roll: Including current Year 11 and 6<sup>th</sup> Form students

Please note that we have adopted the Local Authority's definition for an older sister which is:

An older sister is defined as:

- A sister (that is, another child of the same parents, whether living at the same address or not), or half-sister or a step-sister or an adoptive or foster sister, living as part of the same family unit at the same home address.
- iv. Students attending a Feeder Primary School within the LIFE Education Trust. For entry into Year 7 from September 2024 this is Benhurst Primary school, Dame Tipping Church of England Primary School, Margaretting Church of England Primary School, Roxwell Church of England Primary School, and Ford End Church of England Primary School.
- v. Students living nearest the school as measured by the agreed by the Local Authority measuring system.
- vi. Up to 24 children (10% of the Published Admission Number) who have an aptitude for music will be selected on this basis. Parents wishing for their child to take the testing for aptitude are required to complete a Supplementary Information Form (SIF), obtainable from the school or from the schools' website. All SIF's must be returned to the school by Friday 29<sup>th</sup> September 2023. Testing will take place on Saturday 7<sup>th</sup> October 2023 at the Frances Bardsley Academy. Test results will be posted to parents within 7 days of completion of the tests. Places will be allocated in rank order based on the outcome of the aptitude testing. In the case of a tie on the score, the straight line distance criteria will be applied.

## Home Address

The home address excludes any business, relative's or childminder's address and must be the child's normal place of residence. Where the child is subject to a child arrangements order and that order stipulates that the child will live with one parent/carer more than the other, the address to be used will be the one where the child is expected to live for the majority of the time. For other children, the address to be used will be the address where the child lives the majority of the time. In other cases, where the child spends an equal time between their parents/carers, it will be up to the parent/carers to agree which address to use. Where a child spends their time equally between their parents/carers and they cannot agree on who should make the application, we will accept an application from the parent/carer who is registered for child benefit. If neither parent is registered for child benefit we will accept the application from the parent/carer whose address is registered with the child's current school or nursery.

FBA will not generally accept a temporary address if the main carer of the child still possesses a property that has previously been used as a home address, nor will we accept a temporary address if we believe it has been used solely or mainly to obtain a school place when an alternative address is still available to that child.

The address to be used for the initial allocation of places will be the child's address at the closing date for application. Changes of address may be considered in accordance with Havering's coordinated scheme if there are exceptional reasons behind the change. Any offer of a place on the basis of address is conditional upon the child living at the appropriate address on the relevant date. Applicants have a responsibility to notify FBA and the Havering School Admissions Team of any change of address and must provide verification of the new address immediately. This should be supported by evidence from a solicitor regarding the date of exchange of contracts if parents/carers are purchasing a new home or the signed tenancy agreement if they are renting a property. The length of a tenancy agreement from the letting agent should be sufficient to cover the date on which their child would start attending the School.

If a parent/carer is found to have used a false address or deliberately provided misleading information to obtain a School place, the offer will be withdrawn (or if before the allocation of places, the application will be cancelled).

### **C. Waiting Lists:**

Waiting lists are maintained and administered by the Local Authority, in the event that parents/carers are offered a lower preference School Havering will automatically place children on a waiting list for higher preference Schools. The child's name will automatically remain on the waiting list for the Autumn Term (September to December) unless a parent advises the School Admissions Team to remove them from the list/s.

The Havering School Admissions Team holds and maintains the waiting lists for all schools in Havering.

Havering are not responsible for waiting lists for Schools located outside of Havering. Parents/carers should contact the individual School concerned or the Schools Local Authority to ask about waiting list procedures.

Priority cannot be given to children based on the date that their application was received or their name was added to the waiting list. Waiting lists are re-ranked in accordance with the School's published admission criteria each time a child's name is added to the waiting list.

A child's position on the waiting list can move up as well as down.

#### **Remaining on a waiting list after the Autumn Term**

At the end of the Autumn Term (December) 2024, parents/carers wishing for their child's names to remain on the waiting list for their preferred schools, must complete an In Year Common Application Form (ICAF). These forms are available from the Havering website [www.havering.gov.uk/admissions/inyear](http://www.havering.gov.uk/admissions/inyear). The ICAF will only allow parents/carers to request 6 Schools and parents will only be able to appeal for Schools which they have not already appealed for within the Year 7 Year group.

### **D. Admission of children outside their normal age group.**

Applicants may choose to seek a place outside their child's chronological (correct) Year group. Decisions will be made on the basis of the circumstances of each case and what is in the best interests of the child concerned.

Applicants who are applying for their child to have a decelerated entry to school, i.e. to start later than other children in their chronological age group, must initially apply for a school place in accordance with the deadlines that apply for their child's chronological age. If it is agreed for the child to have a decelerated entry to the school, the place cannot be deferred and instead the Local Authority will be informed of the decision and the application will be cancelled. The applicant will be invited to apply again in the following Year for the decelerated cohort

Applicants who are applying for their child to have an accelerated entry to school, i.e. to start earlier than other children in their chronological age group, must initially apply for a school place at the same time that other families are applying for that cohort. If it is agreed for the child to have an accelerated entry to the school, the application will be processed. If it is not agreed for the child to have an accelerated entry to the school, the Local Authority will be informed of the decision and the application will be cancelled. The applicant will be invited to apply again in the following Year for the correct cohort

Applicants must state clearly why they feel admission to a different Year group is in the child's best interest and provide what evidence they have to support this.

## E. Tie Break

Proximity to the school will first be applied if the school is oversubscribed in any criteria (apart from the criteria applying to Looked After Children / Previously Looked After Children) with those living closest to the school. Distance will be measured from the centre of the child's home to the centre of the school which has been predetermined as being the Small Quad behind main reception.

Random allocation will be used as a tie-break to decide who has highest priority for admission if the distance between a child's home and the school is the same in any individual case.

If children of multiple birth (twins and triplets) are tied for the final place, those sisters will be admitted over PAN.

## F. Appeals:

Parents or Guardians who are unhappy about not being offered a place for their daughters at the Frances Bardsley Academy may appeal to an independent appeal panel.

Applicants are only able to appeal once each academic Year, unless there is a significant change in circumstance.

For information on how to appeal appellants should contact the school within 20 days of being notified that their application has been unsuccessful. Information on the timetable for the appeals process is on the school website.

## **Admission to the Sixth Form 2024**

Students who wish to study at Frances Bardsley should have a strong work ethic and should be committed to their personal and academic development. All students will be expected to uphold the values of the school and adhere to the Sixth Forms code of conduct as well as maintain good attendance, punctuality and behaviour.

### **Admissions Criteria**

All students will be admitted onto at least 3 A Level programme of study, plus additional curriculum and enrichment provision.

To study 4 A Levels you must have achieved 8 or more 6-9 grades at GCSE including at least a grade 4 in GCSE Maths and one GCSE English (Literature or Language).

To study 3 A Levels **or 2 A Levels and BTEC Extended Certificate you** must have achieved **6 or more 9-4 grades** at GCSE including at least a grade 4 in GCSE Maths and one GCSE English (Literature or Language), **also including specific subject requirements.**

To gain admission into the Sixth Form, all applicants, whether they have previously studied at Frances Bardsley or joining us from another school, will be required to meet the specific entry grade requirements for each course they wish to study.

Each subject has its own entry criteria, which can be found in the Course Information booklet.

If the applicant has studied elsewhere for Year 12 they must have demonstrated a commitment to their studies evidenced by their school progress report including good attendance and punctuality.

We are unable to enrol students if they have completed two years of sixth form education at another institution or **will be over the age of 19 by 31<sup>st</sup> August the academic year they complete their studies / will be over the age of 18 on 1<sup>st</sup> September of the academic year they wish to enrol with us.**

## **Admissions Number**

The total anticipated entry number to Year 12 is 120. In addition to students currently on roll at The Frances Bardsley Academy, we welcome girls from all local schools. The entry criteria applies equally to students who are continuing their studies at Frances Bardsley and the students who are joining our community in Year 12.

## **Oversubscription:**

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below;

- i. Children Looked After and children, who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
- ii. The availability of spaces in particular subjects

## **Entry into Year 13**

We expect virtually all Year 12 students to progress to Year 13. All A Level subjects are now linear and students will not sit public AS examinations in these courses. In order to ensure that the students are on the right courses for them, it is expected that students will:

- Have at least a D grade in their Year 12 examination in order to continue to study the subject in Year 13
- Have shown a good level of attendance, punctuality and behaviour.

This is to ensure that all students at the end of Year 13 will leave with qualifications.

No new admissions will be considered for Year 13.

## **Admissions procedure:**

**November-January:** All students will have to submit an application form, stating which subjects they wish to study with ONE reserve choice

**February-March:** Provisional offers will be made to students according to the criteria above based on predicted grades and reference provided by their current school. Frances Bardsley students will also be offered a place based on predicted grades and overall attitude to learning, behaviour and attendance.

**August:** Frances Bardsley students and other students wishing to join our community must visit the school to enrol on GCSE results day.

## **Other Admissions:**

It may be possible for a student to retake Year 12. This step will only be considered if the student has a good attitude to learning, behaviour and attendance or if there are exceptional mitigating circumstances. All decisions will be at the discretion of the Head of Sixth Form and will only be agreed after careful consideration. If a decision is made to allow the student to retake Year 12 they will not be able to study all 3 same A-level subjects.

## **Appeals:**

All applicants who are not successful in obtaining a place have a right to appeal to an independent panel constituted and operated in accordance with the School Admission Appeals Code.

For information on how to appeal, appellants should contact the school after being notified that their application was unsuccessful. Information on the timetable, and the process, of the appeals will be communicated to parents/carers.

## **Waiting List**

The School will operate a waiting list and all applicants who have not received a higher choice offer may, on request, be added to the waiting list. The applicant's place on the waiting list will be determined in accordance with the oversubscription criteria above.

Applicants will be re-ranked in accordance with the criteria whenever an applicant is added to or leaves the list. Priority is not given based on the date the request is received. An applicant's place on the waiting list can move up as well as down. The waiting list will be maintained until the end of the September 2024.

# The Frances Bardsley Academy

## Collective Worship Policy



This document was accepted and ratified by the Local Governing Body on:  
25<sup>th</sup> February 2020

Review date: Jan 2026

Person responsible: Miss E Darabasz



## **Policy Introduction and Overview**

Collective Worship can both reinforce and contribute to the ethos of the school, in addition to providing a unique occasion to allow for reflection within the school day that is outside of the demands of the curriculum.

### **Our commitment to equality and statutory compliance**

The 1988 Education Reform Act requires that 'all pupils in attendance at a maintained school shall on each day take part in an act of Collective Worship'. The school accepts the desirability of this legislation but has considerable practical difficulties in meeting this requirement. We seek to do our best to keep the spirit of this legislation seeking to provide as many high quality acts of worship as is practically possible. This Policy is also guided by the Collective Worship in Schools document published by the DfE in 1994.

### **Aims and Objectives**

It is our aim at Frances Bardsley Academy that worship should:-

- Contribute to the spiritual, social, moral and cultural development of each child.
- Support the social and emotional aspects of pupils learning (SEAL)
- Promote community and social cohesion
- Help students to develop religious tolerance and self-awareness
- Give expression to, and reaffirm and practise the values of the school community
- Allow for reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings
- Celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festivals.
- Foster and enable a concern for the needs of others, a recognition of the vulnerability of self and of others
- Provide members with opportunities to develop their spiritual dimension
- Provide members of the school community with the opportunity to praise and reach out to God.
- Provide members of the school community with the opportunity to experience stillness and quiet
- Provide members of the school community with the opportunity to respond to Christian language and symbolism
- Provide members of the school community with the opportunity to experience a variety of forms of prayer and meditation. These might include praise, seeking forgiveness, asking on behalf of self and others or quiet reflection.
- Help students to begin to understand the nature and purpose of worship
- Provide a foundation for a mature understanding and practice of worship in the future.

## **Policy Content**

To provide students with variety in their experience of worship acts of worship may take the form of a whole school act of worship for all pupils or separate acts of worship for students in different age groups or school groups. Collective Worship may be held at any time during the school day.

All acts of worship are in accordance with the guidance issued in circular 1/94 which states that worship should be of a 'wholly or mainly of a broadly Christian character' and not distinctive of any particular Christian denomination. By broadly Christian in this school we mean that:-

- Worship contains some elements which accord special status to Jesus, his teachings and actions, e.g. The Sermon on the Mount.
- Sharing with students the Christian belief that all Christians are called to continue Jesus' work of love and compassion for their fellow human beings through the exploration of key Christian concepts such as love, trust, forgiveness, mercy, humility, courage and integrity, respect for life, value of an individual, justice, co-operation and service, honesty and truthfulness.

Acts of Collective Worship at Frances Bardsley Academy take into account the students' ages, aptitudes and family backgrounds. Owing to this we encourage the celebration of other faiths within the academy's community and these may form part of an Act of Collective Worship. We also recognise that some members of our community do not have a religion as such and this will also be considered when planning and delivering Acts of Collective Worship.

The academy recognises that there is a difference between Acts of Collective Worship and the assembly of students. On some occasions assembly may proceed or follow an Act of Collective Worship. When this happens the transition from Assembly to worship will be marked in some suitable way e.g. the lighting of a candle or reflecting on an image on the data projector Powerpoint etc, moment of silence or reflection.

### **Rights of Withdrawal**

At Frances Bardsley Academy we seek to be an inclusive community however we respect the right of parents to withdraw their children for Collective Worship. This school expects that withdrawal will only be made following parental discussion with the head teacher/worship co-ordinator followed by written confirmation of withdrawal.

Students over the age of 16 are able to withdraw themselves from worship; this request should also be made in writing.

The school has a system of suitable supervision for students under 16 withdrawn from Acts of Collective Worship. However, no additional work is set or followed in this time.

All teachers, including the head teacher, have the right of withdrawal from the Act of Collective Worship, but the head teacher, should he or she wish exercise this right, maintains statutory accountability for Acts of Collective Worship in Frances Bardsley Academy.

## **Organisation**

Acts of collective worship in the Main Hall and Rose Gaughan Theatre are normally led by SLT, Progress Managers but may also be led by tutors, students or speakers.

On those days when a tutor group is not in an Act of Collective Worship it is assumed that the form tutor will follow the weekly tutor time programme which includes our PSHCEE programme as well as allowing students the opportunity to reflect on the ideas **they have** heard during Collective Worship that week.

## **Planning, Recording and Evaluation**

Collective worship will be treated like any other part of the curriculum when it comes to matters of planning, delivery, resourcing and evaluation.

The content and methodology of Collective Worship should be varied and there should be evidence of this in planning.

The assembly calendar outlines a weekly theme for Collective Worship that is published at the beginning of the year. It is expected that those leading worship that week will relate their worship to this theme and that Tutors will re-enforce this in reflections in tutor time. The themes chosen are based on the **LIFE Education Trust's** values **and significant events throughout the year** and are broad enough to allow all those leading worship to approach the theme from their own perspective. This will mean that by the end of each half-term the students will have had the opportunity to reflect on the theme from a variety of viewpoints.

This pattern is flexible and on occasions it is recognised that worship leaders may feel that they need to respond to local or national events.

Each person leading worship is asked to plan their act of worship.

The designated area (Wellspring) in the academy can also be used for collective worship of a formal and informal nature. Those wishing to use this space should ensure that the booking system set out by the academy is followed.

The school seeks to involve students in the evaluation of collective worship. Members of the School Council regularly seek the views of their classmates and report these to the School Council. Feedback from year reviews which include form and assembly observations and interviews with students are also used in the process of evaluation.

## **Roles and Responsibilities**

The responsibility for arranging school worship in our school rests with the Head of **Diversity, Equity and Inclusion**, Gemma McGrath who is overseen by the one of the **joint Headteacher**, Emilie Darabasz. An assembly calendar is agreed and published before the start of each year and is shared with all staff

## **Monitoring and Review**

The Collective Worship programme has been designed in the recognition that we live in an increasingly multi faith and multi ethnic society and as such it must respond to the needs of students and reflect the values of the school and its community. Crucial to any effective teaching programme is the need for constant evaluation of its aims, methods and materials. The assembly and collective worship programme is monitored by the Head of **Diversity, Equity and Inclusion** and **Headteachers**.

## **Expected Impact and Outcomes**

Students will take part in regular acts of Collective Worship and be given the opportunity to reflect on a range of issues that affect local, national and global life. Collective Worship will be open to those from all faiths and none.

## **Key Supporting Documents**

Collective Worship in Schools published by the DfE (1994)  
<https://www.gov.uk/government/publications/collective-worship-in-schools>



# **THE FRANCES BARDSLEY ACADEMY FOR GIRLS**

## **English as an Additional Language (EAL) Policy**

This document was accepted and ratified by the Governing Body on 5<sup>th</sup> November 2019

Review Date: February 2026

Person responsible: Rebecca Ford

## 1. Introduction

1.1 At Frances Bardsley Academy all students are provided with effective learning opportunities based on the principles of:

- Setting suitable learning challenges;
- Overcoming potential barriers to the learning and assessment of students;
- Responding to students' diverse learning needs.

1.2 Throughout this policy, the term English as an Additional Language (EAL) will be used to refer to students who speak English as a second or third language. A learner of English as an additional language (EAL) is a student whose first language is other than English.

*'First language is the language to which the student was initially exposed during early development and continues to use this language in the home and community. If a student acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.'*

1.3 The planning and delivery of the curriculum takes account of the language and learning needs of all students, providing equality of opportunity and inclusion for all. This policy specifically addresses the provision to be made for students with EAL and provides opportunities for students to make progress in learning English.

Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. For example, they will have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others will have had little or no formal education and might not be literate in any language. Some will be gifted and talented; others will have learning difficulties and/ or disabilities. (Source: *School census preparation and guidance for 2007 -DfES 2007*)

## 2. Aims and objectives

Underlying the National Curriculum is the entitlement of all students to access certain areas of learning, and to acquire the knowledge, the understanding, the skills and attitudes that are necessary not only for their self-fulfillment, but also for their development as responsible citizens. We seek to honour this through the education we provide in this school. The aim of this policy is to ensure that we meet all the needs of those girls who are learning English as an additional language. This is in line with the requirements of the Race Relations act (1976).

### Aims

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school
- To implement school-wide strategies to ensure that EAL students are supported in accessing the curriculum
- To help EAL students to become confident and fluent in English in order to be able to fulfil their academic potential.

### Objectives

- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School

- To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

### 3. Provision

- 3.1 The school will nominate the SENDCo to oversee the EAL provision (referred to as EAL Co Ordinator for the purpose of the policy)
- 3.2 The school's EAL coordinator will liaise with Progress Managers and class teachers to maintain a regularly updated register of students with EAL and their level of English acquisition s recorded by the school's assessment procedures.
- 3.3 The EAL coordinator will work with class teacher(s), and/or any other relevant agencies in order to assess students' needs to help teachers plan and implement appropriate provision.
- 3.4 Students with EAL will be able to participate fully in the school's broad and balanced curriculum.
- 3.5 The subject teacher will make effective arrangements for assessing attainment and progress, with support from the SENDCo and Progress Managers
- 3.6 Each subject teacher will be expected to take responsibility for the students in their class, with support from the SENDCo and Progress Managers

### 4. Philosophy

EAL students are simultaneously learning to use the English language whilst learning curriculum content through the medium of English. For this reason, EAL students benefit from being placed in a safe, mainstream environment in which tasks are clearly contextualized and suitably challenging.

#### The following are examples of good practice to be used across the curriculum:

- Initiate the new student into the school system by having a comprehensive induction system. An appropriate adult shows the student around the school and have a staggered system of introducing the student into the classroom if deemed necessary.
- Providing a welcoming environment for newly-arrived students with EAL, ensuring that peer buddies are allocated and students are familiarised with the physical structure of the school.
- Providing enhanced opportunities for speaking and listening through small group collaborative tasks.
- Providing effective teacher/peer models of spoken and written language, giving students opportunities to absorb receptive language before being required to produce language.
- Providing an environment in which students feel welcome and confident through the use of engaging activities and displays that reflect students' diversity and support language development.
- Assessing the language and learning demands of curriculum content in terms of key concepts, vocabulary and structure and providing subsequent support through use of visual materials, bilingual support materials and writing scaffolds.
- Planning for students with EAL will include references to adaptive teaching, e.g. writing frames for literacy-based lessons across the curriculum, bilingual key word lists, visual materials, etc.
- Paying attention to grouping strategies, selecting mixed ability groupings that provide EAL students with good models of speaking, reading and writing.
- As appropriate, using students' first language to support learning by activating prior knowledge thus encouraging further conceptual development.
- Encouraging further development of the first language through the provision of dual-language resources.

- Providing short-term induction support for learners with limited English in order to encourage the development of basic social language, basic literacy skills
- Providing ongoing support for more advanced learners of EAL through, for example, explicit teaching of a wide range of genres and registers, providing opportunities for students to redraft work and through 'Assessment for Learning' strategies (see Ofsted document "More advanced learners of English as an additional language in secondary schools and colleges").
- Selecting and using good quality visual aids and culturally relevant resources.
- Encouraging students to take a GCSE in their first languages.

## 5. Links with parents/carers

Key documents can be translated into a number of languages, which can be made available to parents when requested. The school will contact translation interpreting services in the future as if necessary.

## 6. Responsibilities

SENDCO/ Progress Manager/ASO

- To obtain, collate and distribute information on new students with EAL. This includes: Language(s) spoken at home; information from the previous school, information on level of English studied/used; and details of curriculum at previous school.

### SENDCO/Progress Managers

To ensure that:

- Parents/ carers and staff are aware of the school's policy on students with EAL
- Relevant information on students with EAL reaches all staff
- The effectiveness of the teaching of students with EAL is monitored and data collection is managed
- Oversee initial assessment of students' standard of English
- Provide advice to teachers and support staff on classroom strategies
- Monitor standards of teaching and learning of students with EAL
- Liaise with parents/guardians
- Support the students' language development both in class and by withdrawal (for 1-1 or small group work) as appropriate
- Report to the appropriate SLT link on the effectiveness of the above and the progress of students

### Class/subject teacher

- Be knowledgeable about students' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching and students grouping

## 7. Special Educational Needs and More Able Students

The school recognises that most EAL students needing additional support do not have SEN needs. However, should SEN needs be identified during assessment the EAL students with SEN will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL students who are more able even though they may not be fully fluent in English.



## 8. Assessment and Record Keeping

Staff have regular liaison to discuss students' progress, needs and targets.

The school will ensure that all EAL students have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school analyses EAL/Minority Ethnic students' achievement and regularly evaluates the effectiveness of additional support provided in terms of students' progress.

## 9. Planning Monitoring and Evaluation

Information is gathered about:

- the students' linguistic background and competence in other languages
- the students' previous educational and schooling experience
- the students' family and biographical background

Staff regularly observe, assess and record information about students' developing use of language.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual students. These targets are reviewed on a regular basis.

Students with EAL will be identified and details will be collated. All staff will be made aware of these details and the student's level of English acquisition as staff are expected to take responsibility for the language needs of the students with EAL in their class. The effectiveness of current practice will be monitored through regular target- setting and the analysis of students' attainment levels.

Practice within this policy links to the schools' **PSHCEE**, Inclusion and Equal Opportunities statements and Social, Moral, Spiritual and Cultural guidance.

## 10. Working Definition

### **Bilingualism**

*In England the term is currently used to refer to students who live in two Languages, who have access to, or need to use, two or more languages at Home and at school. It does not mean they have fluency in both or that they are competent and literate in both languages (Deryn Hall p10 Assessing the Needs of Bilingual Students).*

There are four different groups of bilinguals: elite; linguistic majorities, bilingual families, linguistic minorities.

**Elite:** students from families who travel abroad from choice (e.g. business). They are often from professional families and their first language is not *threatened*, and is maintained at home and reinforced by visits home. They may not achieve full fluency in their second language.

Linguistic majorities: students from a large group who are learning a second Language either because the schools offer a second language, e.g. English in Hong Kong, or offer an immersion programme, e.g. French in Canada.

**Bilingual families:** students from homes where a different language is spoken by the parent(s). Where this is the minority language, there is no pressure to become bilingual (even though there may be pressure from family, culture or religion, e.g. from grandparents).

**Linguistic minorities:** The group most likely to be of concern to teachers. Whether they are from refugee or other immigrant families, the home language is likely to have a low status or value in the new society. Students from these families will be subject to strong pressure to learn the language of the majority community and will need to become competent in English for economic survival. There is often strong pressure to take advantage of better educational opportunities but also strong pressure to retain their first language and culture, e.g. for the students from the Bangladeshi community in the East End of London this means learning standard Bengali, and mosque Arabic as well as learning English at school and retaining the spoken home language of Sylheti. (from DfES email July 2003)

Bilingualism is a *global term that refers to any student that has access to another language(s) and English. This is regardless of the number of languages they have access to and the level of their competence in English.*

**EAL:** *This term is used to indicate that a bilingual student has English as a second, third or fourth (etc.) language. All students with EAL are bilingual, but not all bilinguals have EAL (though in the education system in this country, most are likely to be)*

(from *A Language in Common, QCA 2000*) - This includes all students learning English as an Additional Language whether they are young students, late arrivals encountering English for the first time, or students whose home language is not English but who have grown up in England.

**Ethnic Minority** (from New Oxford Dictionary of English)

A group within a community which has different national or cultural traditions from the main population.

### **NB**

Belonging to an ethnic minority says nothing about language status. Some may be bilingual, and others not. There are likely to be bilinguals in the UK who are not members of an ethnic minority. What can be confusing is that different agencies have different preferred terminology. *EAL* is often preferred when the focus is on the need to teach English, whereas *bilingualism* may be preferred when the focus is on the student's total language skills, but these are subtleties with political undertones.

**Refugee** (from the 1951 UN convention Relating to the Status of Refugees)

To be recognised as having refugee status a person must have left his or her own country or be unable to return to it *owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a political group or political opinion.* Refugees have the right to bring their immediate family into the UK.

**Asylum Seeker:** People who ask for protection under the Refugee Convention of the UK are called asylum seekers. The Home Office assesses their claim against the convention and decides whether they will officially recognise the person as a refugee. An asylum seeker, therefore, is someone who has applied for asylum but has not yet received a decision on their case, or whose case has been rejected and who is appealing against that decision. HP (Humanitarian Protection) for 3 years' maximum may be granted to those refused refugee status but who cannot go back to their country of origin due to risk of death, torture, subhuman or degrading treatment or punishment. They can apply for ILR (Indefinite Leave to Remain) after 3 years. DL (Discretionary Leave) may be granted for up to 3 years, then extended for up to 3 more years, following which ILR may then be applied for. This applies to people who have been refused refugee status but do not fulfil the criteria for HP. Source: [www.icar.orQ.uk](http://www.icar.orQ.uk) and [www.ind.homeoffice.Qov.uk](http://www.ind.homeoffice.Qov.uk)

**Traveller** (from *Aiming High: Raising the Achievement of Gypsy Traveller Students* DfES July 2003) A number of different groups are covered by the generic term Traveller: English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers), European Roma and New Travellers. Most of these communities have a long tradition of a travelling lifestyle, although their history and customs vary. Romany Gypsies and Travellers of Irish Heritage are recognised ethnic groups under the Race Relations Act 1976. Useful publications (QCA, Ofsted, Cummins/Deryn Hall pub. Ref Assn)

# The Frances Bardsley Academy

## First Aid Policy



This document was accepted and ratified by the Local Governing Body on: 25<sup>th</sup> February 2020

Review date: Jan 2026

Person responsible: Mrs D Chatfield

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## 1. Aims

The aims of our first aid policy are to:

- Ensure the health and safety of all staff, pupils and visitors
- Ensure that staff and governors are aware of their responsibilities with regards to health and safety
- Provide a framework for responding to an incident and recording and reporting the outcomes

## 2. Legislation and guidance

This policy is based on advice from the Department for Education on [first aid in schools](#) and [health and safety in schools](#), and the following legislation:

- [The Health and Safety \(First Aid\) Regulations 1981](#), which state that employers must provide adequate and appropriate equipment and facilities to enable first aid to be administered to employees, and qualified first aid personnel
- [The Management of Health and Safety at Work Regulations 1992](#), which require employers to make an assessment of the risks to the health and safety of their employees
- [The Management of Health and Safety at Work Regulations 1999](#), which require employers to carry out risk assessments, make arrangements to implement necessary measures, and arrange for appropriate information and training
- [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations \(RIDDOR\) 2013](#), which state that some accidents must be reported to the Health and Safety Executive (HSE), and set out the timeframe for this and how long records of such accidents must be kept
- [Social Security \(Claims and Payments\) Regulations 1979](#), which set out rules on the retention of accident records
- [The Education \(Independent School Standards\) Regulations 2014](#), which require that suitable space is provided to cater for the medical and therapy needs of pupils

## **3. Roles and responsibilities**

### **3.1 Appointed person(s) and first aiders**

The school's appointed first aiders are listed below. They are responsible for:

- Taking charge when someone is injured or becomes ill
- Ensuring there is an adequate supply of medical materials in first aid kits, and replenishing the contents of these kits
- Ensuring that an ambulance or other professional medical help is summoned when appropriate

First aiders are trained and qualified to carry out the role (see section 7) and are responsible for:

- Acting as first responders to any incidents; they will assess the situation where there is an injured or ill person, and provide immediate and appropriate treatment
- Sending pupils home to recover, where necessary
- Filling in an accident report form on the same day, or as soon as is reasonably practicable, after an incident (see the template in appendix 2)
- Keeping their contact details up to date

Our school's first aiders are listed in appendix 1. Their names will also be displayed prominently around the school.

### **3.2 The Governing Board**

The governing board has ultimate responsibility for health and safety matters in the school, but delegates operational matters and day-to-day tasks to the Heads of School and staff members.

### **3.4 The Heads of School**

The Heads of School are responsible for the implementation of this policy, including:

- Ensuring that an appropriate number of trained first aid personnel are present in the school at all times
- Ensuring that first aiders have an appropriate qualification, keep training up to date and remain competent to perform their role
- Ensuring all staff are aware of first aid procedures
- Ensuring appropriate risk assessments are completed and appropriate measures are put in place
- Undertaking, or ensuring that managers undertake, risk assessments, as appropriate, and that appropriate measures are put in place
- Ensuring that adequate space is available for catering to the medical needs of pupils
- Reporting specified incidents to the HSE when necessary (see section 6)

### **3.5 Staff**

School staff are responsible for:

- Ensuring they follow first aid procedures (Below)
- Ensuring they know who the first aiders in school are
- Completing accident reports (see appendix 2) for all incidents they attend to where a first aider is not called
- Informing the Heads of School or their manager of any specific health conditions or first aid needs

## **4. First aid procedures**

### **4.1 In-school procedures**

In the event of minor illness:

- If the student is feeling dizzy/faint, out of breath etc a First Aider must be contacted. The student must not be sent to Student Services and must not be allowed to use the stairs unaccompanied.
- Otherwise the closest member of staff sends the student to Student Services. The Admin Support Officer (who is a trained First Aider) for the relevant year group will assess and make contact with home if necessary and /or keep the student in the medical room

In the event of an accident resulting in injury:

- The closest member of staff present will assess the seriousness of the injury and seek the assistance of a qualified first aider, if appropriate, who will provide the required first aid treatment. Mrs Chatfield the Healthcare coordinator carries the school emergency first aid mobile phone 07923 016172 for emergencies only
- The first aider, if called, will assess the injury and decide if further assistance is needed from a colleague or the emergency services. They will remain on scene until help arrives. The decision to call an Ambulance should only be taken by the First Aid qualified staff leading the incident
- The first aider will also decide whether the injured person should be moved or placed in a recovery position
- If the first aider judges that a pupil is too unwell to remain in school, parents will be contacted and asked to collect their child and seek professional medical advice
- If emergency services are called, the Administrative Support Officer or Heads of School will contact parents immediately
- The first aider will complete an Accident Report Form (Appendix 2) on the same day or as soon as is reasonably practical after an incident resulting in an injury. Accident Report Forms can be found in Student Services located on Denise Chatfield's Desk or in Reception located beneath the Defibrillator.

### **4.2 Off-site procedures**

When taking pupils off the school premises, staff will ensure they always have the following:

- A school mobile phone
- A portable first aid kit
- Information about the specific medical needs of pupils
- Any EHCP's necessary
- Parents' contact details

Risk assessments will be completed by the Trip Organiser prior to any educational visit that necessitates taking pupils off school premises.

There will always be at least one first aider on school trips and visits.

## **5. First aid equipment**

A typical first aid kit in our school will include the following:

- Regular and large bandages
- Eye pad bandages
- Triangular bandages

- Adhesive tape
- Disposable gloves
- Antiseptic wipes
- Plasters of assorted sizes
- Scissors
- Cold compresses

No medication is kept in first aid kits.

First aid kits are stored in:

- The medical room
- Reception (at the desk)

## **6. Record-keeping and reporting**

### **6.1 First aid and accident record book**

- The Accident Report Form will be completed by the first aider/relevant member of staff on the same day or as soon as possible after an incident resulting in an injury. Once complete the Accident Report Form should be handed to Denise Chatfield for entry to the Local Authority Health and Safety portal.
- As much detail as possible should be supplied when reporting an accident, including all of the information included in the accident form at appendix 2
- Records held in the Medical Room Book and Accident Report Forms will be retained by the school for a minimum of 3 years, in accordance with regulation 25 of the Social Security (Claims and Payments) Regulations 1979, and then securely disposed of

### **6.2 Reporting to the HSE**

The Heads of School and The School Business Manager will keep a record of any accident which results in a reportable injury, disease, or dangerous occurrence as defined in the RIDDOR 2013 legislation (regulations 4, 5, 6 and 7).

The Heads of School and The School Business Manager will report these to the Health and Safety Executive as soon as is reasonably practicable and in any event within 10 days of the incident.

Reportable injuries, diseases or dangerous occurrences include:

- Death
- Specified injuries, which are:
  - Fractures, other than to fingers, thumbs and toes
  - Amputations
  - Any injury likely to lead to permanent loss of sight or reduction in sight
  - Any crush injury to the head or torso causing damage to the brain or internal organs
  - Serious burns (including scalding)
  - Any scalping requiring hospital treatment
  - Any loss of consciousness caused by head injury or asphyxia
  - Any other injury arising from working in an enclosed space which leads to hypothermia or heat-induced illness, or requires resuscitation or admittance to hospital for more than 24 hours
- Injuries where an employee is away from work or unable to perform their normal work duties for more than 7 consecutive days (not including the day of the incident)
- Where an accident leads to someone being taken to hospital



- Near-miss events that do not result in an injury, but could have done. Examples of near-miss events relevant to schools include, but are not limited to:
  - The collapse or failure of load-bearing parts of lifts and lifting equipment
  - The accidental release of a biological agent likely to cause severe human illness
  - The accidental release or escape of any substance that may cause a serious injury or damage to health
  - An electrical short circuit or overload causing a fire or explosion

Information on how to make a RIDDOR report is available here:

[How to make a RIDDOR report, HSE](http://www.hse.gov.uk/riddor/report.htm)

<http://www.hse.gov.uk/riddor/report.htm>

## 7. Training

All first aiders must have completed a training course, and must hold a valid certificate of competence to show this. Either **EFA** = 1 day Emergency First Aid or **FAaW** = 3 day First Aid at Work

The school will keep a register of all trained first aiders, what training they have received and when this is valid until (see appendix 3). This list is held and updated by HR coordinator.

## 8. Monitoring arrangements

This policy will be reviewed by the Local Governing Body and Heads of School every 3 years.

At every review, the policy will be approved by the Local Governing Body

## 9. Links with other policies

This first aid policy is linked to the

- Health and safety policy
- Risk assessment policy
- Policy on supporting pupils with medical conditions

## Appendix 1: list of **trained first aiders**

Staff member's name	Contact details	Staff member's name	Contact details
Elishia Cole Expires 19/01/2023	Ext 250 PE Office	Harriet Mond Expires 06/05/2024	Ext 350 6 <sup>th</sup> Form
Jessica Macnab Expires 19/01/2023	Ext 250 PE Office	Caron Doherty Expires 11/11/2024	Ext 254 6 <sup>th</sup> Form
Cheryl Sinnott Expires 17/11/2024	EXT 217 F42	Debbie O'Shaughnessy Expires 21/04/2025	Ext 264 Wellbeing
Laura Hebden Expires 22/05/2025	Ext 277 G44	Mel Cambridge Expires 21/06/2025	Ext 250 PE Office
Katie Townsend Expires 08/06/2025	Ext 237 F42	Toby Wheadon Expires 03/05/2025	EXT 259 F25
Shelby Cramer Expires 10/11/2025	EXT 225 G59	Steven Johnson Expires 16/10/2025	Ext 445 G54
Alex Lakhan Expires 28/11/2025	Ext 252 S17	Johnson Amoah Expires 16/10/2025	Ext 445 G54
Fiona Martin Expires 26/04/2024	Ext 234 Wellbeing	Billie Lynch Expires 25/10//2025	Ext 280 G45
Lorna Fassenfelt Expires 20/03/2025	EXT 288 S18	Shaniqua Reid Expires 28/11/2025	Ext 260 F33
Denise Chatfield Expires 04/11/2023	Ext 282 G58	Barry Dowsett Expires 15/04/2025	Ext 249 G57
Marja Bayfield Expires 21/01/2024	Ext 263 G54		
Rebecca Woods Expires 12/10/2025	Ext 216 Wellbeing		
Nicola Hyde Expires 18/11/2024	Ext 228 F09		

# Accident record

## 1 About the person who had the accident

Name .....

Address .....

Postcode .....

Occupation .....

## 2 About you, the person filling in this record

▼ If you did not have the accident write your address and occupation.

Name .....

Address .....

Postcode .....

Occupation .....

## 3 About the accident *Continue on the back of this form if you need to*

▼ Say when it happened. Date / / Time .....

▼ Say where it happened. State which room or place. ....

▼ Say how the accident happened. Give the cause if you can. ....

▼ If the person who had the accident suffered an injury, say what it was. ....

▼ Please sign the record and date it.

Signature .....

Date / / .....

## 4 For the employee only

▼ By ticking this box I give my consent to my employer to disclose my personal information and details of the accident which appear on this form to safety representatives and representatives of employee safety for the carry out the health and safety functions given to them by law.

Signature .....

Date / / .....

## 5 For the employer only

▼ Complete this box if the accident is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR). To report, go to page 4 of this book or go to [www.hse.gov.uk/riddor/report.htm2](http://www.hse.gov.uk/riddor/report.htm2).

How was it reported? .....

Date reported / / .....

Signature .....



Frances Bardsley Academy for Girls

## HEALTH & SAFETY POLICY

<b>Policy</b>	Health & Safety Policy
<b>Policy adopted by Trust Board</b>	
<b>Reported to LGBs for implementation</b>	
<b>Implementation Date</b>	
<b>Review Date</b>	
<b>Policy Source</b>	Havering LA



LIFE Education Trust

## Status of this document

This Policy details the local arrangements for managing health & safety at The Frances Bardsley Academy for girls. 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

The Frances Bardsley Academy 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 School values its employees and will endeavour to ensure that their health, safety and welfare, and those of any visitors to the site (including pupils), is 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 School's Senior Management Team commit to providing the necessary leadership and resources to implement, maintain and continuously improve the School's safety management system.

Signed Life CEO

Signed Headteachers

Date:

Date:

## Safety Management System Objectives

To assist the effective implementation and continual improvement of the School's Safety Management System (SMS) the Headteachers set SMS Objectives each year. The current SMS Objectives are:

*{recommended minimum of 3 maximum of 5}*

- 1. Hazard register needs to be completed by each department/individual and stored in the Health & safety folder in the staff hand book.**
  - 2. Academy Health and safety policy to be updated and agreed by Headteachers.**
  - 3. The Academy to improve on Health and safety culture and training of staff.**
- Monitor the School's health & safety performance (including against its SMS action plan) on behalf of the Governing Body (see the arrangements section for further details on monitoring requirements);

## Safety Management System

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



## Organisation

### Headteachers/Life trust

The Headteachers and life trust are responsible for ensuring that:

- It considers the health & safety implications of its decisions;
- Adequate resources are allocated to health & safety;
- Overall objectives for the School's Safety Management System are set and reviewed;
- Health & safety standards are maintained by monitoring the School's performance on a termly basis;
- At least one health and safety governor is nominated;
- This Policy is kept up to date by reviewing it annually.

### 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.

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.

### **Headteacher/Head(s) of school**

The Headteacher's are responsible for ensuring that:

- The health & safety decisions of the Director of Children's Services are complied with;
- Systems are established and maintained within the School to ensure that health & safety is effectively managed (including where necessary the introduction of health surveillance programmes);
- A Health & Safety Co-ordinator 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;
- Staff are provided with access to the Council's on-line health and safety management information 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 (see arrangements section for further details);
- Termly health and safety inspections of the School are carried out. In order to demonstrate senior management commitment to health & safety he/she will participate in at least one inspection per year.

### **Senior leadership Team**

The Senior Management 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 in his/her absence.

## **Key responsibilities of all managers and supervisors**

All line managers and supervisors (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, safe systems of work developed 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 Co-ordinator.

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.

### **Health & Safety Co-ordinator/B Dowsett**

The main purpose of this role is to champion and monitor the implementation of the School's Health & Safety Policy on behalf of the Headteacher. 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 School's Governing Body on behalf of the Headteacher;
- c) Reporting deficiencies, failures, or lack of co-operation with the School's safety management system to the Headteacher where they are unable to achieve resolution themselves.
- d) Liaising with the Schools' Health & Safety Team. Including the adoption and distribution of corporate policy and guidance within the School.

### Site Manager/Site team

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

- Ensuring that all fire exits are clear from obstruction and unlocked prior to the building being occupied;
- Undertaking the weekly test of the fire alarm system;
- Undertaking the weekly test of the emergency lighting system;
- Undertaking the weekly 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 Co-ordinator 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 the Head of Department will ensure that the equipment is subject to regular inspections by competent staff and a maintenance programme is in place.
- 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 is 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 which includes "Plan Bs".

### **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**

The Schools utilises the oneSource Health & Safety Team as its source of competent health and safety advice.

<b>Maintenance and Inspection Matrix</b>					
<b>Plant/Equipment/Service</b>	<b>Maintenance/ Inspection type</b>	<b>Frequency</b>	<b>Scheduled for (month)</b>	<b>Current Contractor/ in-house</b>	<b>Responsible person (task performance or contract management)</b>
Air Conditioning	Maintenance	Twice a year	Feb/Aug	JJ engineering	Site Manager
Asbestos Monitoring	Check	Variable	Monthly	In-house	Site Manager
Boiler	Maintenance	Annually	Feb	Balm & Davis	Site manager
	Inspection	Annually		Balm & Davis	Site manager
Carbon Monoxide Detector	Test	Weekly		In-house	Site team
Chemical store mechanical ventilation	Inspection/ Function Test	Termly		In house/flamefast Zurich	Paul Arnold
Clinical waste disposal	Waste collection & disposal	Dependent on risk assessment	fortnightly	Initial	Site manager
Defibrillator	Function check	Monthly		In house	Site manager
	Pad replacement	Dependent on model	08/2024		Site manager
Dining table & seating (combined units)	Inspection	Annual	August	In house	Site team
D&T plant/equipment	Safe condition	Annually		In-house	Technician
	Maintenance	Annually		Flamefast	Technician
Electrical (mains wiring)	Inspection	5 Yearly	April 23	Alliance facilities	Site manager
Electrical (PAT)	Inspection	variable	August	EPS	Site manager
Emergency evacuation chairs	Inspection	Annually	October	Evac+chair	Site manager
	Visual Check	Monthly		In house	Site team
Entrance Barrier/gates (powered and manual)	Inspection (powered)	Annually	August	Digitec	Site manager
	Visual check	Termly		In-house	Site team
Extraction systems (dust)	Inspection	Annually			
Extraction Systems (heat processes)	Inspection	Annually		Zurich	Site manager
Extraction Systems (Kitchens)	Maintenance	Quarterly	Jan	Hydro-x	Site manger
Extraction Systems (fume cupboards)	Inspection	Annually		Zurich	Site manager
Emergency Lighting	Visual check	Daily		In-house	Site team
	Test	Monthly		In-house	Site team
	Inspection/battery test	Yearly	April	KNF electrical	Site manager
Emergency stops (gas/electrical/hydraulic)	Function test	Termly		In-house	Site team
Fall arrest systems	Inspection & Maintenance	Annually	October	STS safe tech	Site manager
Fencing	Visual check	Termly		In-house	Site team
Fire Alarm , detectors and door	Test	All in 13-week period		In-house	Site team

release (including independent door release devices)	Inspection	Quarterly	Feb/may/ Aug/nov	MultiTech	Site manager
First Aid Supply checks	Visual Inspection	Termly		In-house	Site manger
Flame-out/ Flame Supervision Devices	Function test	Termly		In-house	
Free-standing structures (lighting posts, basketball posts, gazebos etc.)	Inspection	Annually		In house	Site team
Independent fire door release devices	Battery change	monthly		In-house	Site team
Fire Doors	Inspection	Annually		In house	Site team
	Visual Check	Monthly		In-house	Site team
	Visual check	Annually		In-house	
Fire Extinguishers	Inspection	Annually	aug	Essex fire safety	Site manager
	Visual Check	Monthly		In-house	Site team
Fire evacuation chairs/devices	Visual Check/track rotation	Monthly		In-house	Site team
	Inspection	Annually	October	Evac+chair	Site manager
Fire evacuation doors	Visual Check	Monthly		In-house	Site team
	Inspection	6 months			
Gas appliances	Inspection	Annually	feb	Dragon services	Site manager
Gas pipework – gas tightness	Inspection	5 yearly	Feb	Balm & Davis	Site manager
Gas pipework – condition	Visual check	Annually	Feb	Balm & Davis	Site manager
Glazing Safety Film	Visual Inspection	Termly		In-house	Site team
Handling equipment (including book & lunch trollies)	Visual Inspection	Annually	Aug	In-house	Site team
Heating System	Maintenance	Annually	Feb	Balm & Davis	Site manager
Hinge guards (aka “finger guards”)	Visual Check	Termly		In-house	Site team
Interlocks	Function Test	Termly		In-house	
Intruder Alarm	Maintenance	Quartly	Feb/may Aug/nov	MultiTech	Site manager
Kiln	Inspection	Annually	Jan	Essex kiln	Steve Adams
Ladders/step ladders	Inspection	Annually	Nov	In-house/Zurich	Site manager
Lifts/stairlifts	Inspection	Quartly	Feb/may Aug/nov	Premier lifts	Site manager
Lightning conductors	Inspection	Annually	July	PTSG	Site manager
Medicines	Visual Check	½ termly		In-house	Denise Chatfield
Minibuses	Check	Before use		In-house/user	Site team

	Inspection (MOT)	Annually	Jan	Allen hall motors	Site manager
	Maintenance	Annually or as per manufacturer's schedule if shorter	Jan	Allen hall motors	Site manager
PE equipment (including recreational posts)	Inspection	Annually		Universal services	Mel Cambridge
Play Equipment	Inspection	Annually		Universal services	Mel Cambridge
	Visual check	Weekly		In-house	Site team/PE dept
Pug Mill	Inspection	Annually			
Radiation Sources	Inspection	Annually		In-house	Mrs ball
Safety chains (cookers/luminaires)	Visual Check	Termly		In-house	Site team
Seating (tiered)	Inspection & Maintenance (folding types)	Annual	March	Audience systems ltd	Site manager
	Test	Monthly			
Staging/rostra	Visual Check	Annual		In-house	Site team
Steam engines	Inspection	Annually		Zurich	Site manager
Tie-in bolts	Inspection	Annually	October	STS safetech	Site manager
Tractors and other powered vehicles	Check	Before use		In-house	Mick Hampshire
	Maintenance	Annually or as per manufacturer's schedule if shorter	Dec	hopedima	Mick Hampshire
	MOT	Annually if used on public highway			N/A
Trees (Zone 1)	Inspection	Annually	sept	Brentwood tree care	Site manager
Water Systems (descaling)	Maintenance	Quarterly		AWT	Site manager
Water Systems (infrequent use)	Flushing	Weekly		In-house	Site team
Water Systems (hot & cold)	Inspection/Maintenance/sampling	6 monthly/Annually		AWT	Site manager
Water Systems (temperature)	Test	Monthly		AWT	Site manager
Water Systems - thermostatic mixing valves	Maintenance	6 monthly		Stuart Allen plumbing	Site manager
Workplace Inspections	Visual Inspection	Termly		In-house	Site manger

## **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.

### **Document Control**

The School has implemented a system of document control to ensure that the most up to date versions of documents are accessed by staff. The School uses a system of Google drive. Copies of finalised documents are stored in the staff handbook under Health & safety folder.

Monitoring of the implementation of the School's document control system is undertaken by Barry Dowsett on a termly basis. The Monitoring consists of updating all documents and action plans as and when necessary.

### **Risk assessments**

The School has produced a detailed risk assessment methodology document. The following is a brief overview of the School's processes. It has assessed the risks relating to its operations using a hazard registers to ensure that all activities have been managed appropriately to the level of risk they pose. Where significant risks have been identified these and the necessary control measures have been recorded on individual risk assessments. The Health & Safety Co-ordinator maintains a central record of all risk assessments. 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 oneSource's 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. Guidance on completing risk assessments is contained in the Management Systems section of the Health & Safety Manual and risk assessment form templates are available in the Supporting Documents Section.

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 G57

### **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 on Smart log.

## **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 school keeper 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 Denise Chatfield who will record 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 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 Co-ordinator.

## **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.

## **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. Site manager 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**

### Overall Performance

A termly report is provided to the Governing Board 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;
- Progress with the School's SMS objectives.

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;
- Summary of health surveillance findings



# FRANCES BARDSLEY ACADEMY FOR GIRLS



## More Able & Talented Policy

This policy was ratified by Governors July 2021

The policy will be reviewed in July 2022

Person Responsible : WM

## **CONTENTS**

1. Aims
2. Who are the more able and talented
3. Identification of the “more able and talented
4. Strategies to enhance opportunities for all students which benefit more able and talented students
5. Grouping Policy
6. Curriculum
7. Monitoring of progress of more able and talented students
8. Assessment
9. Student Welfare
10. Inclusion
11. Communication with parents of more able and talented students
12. Monitoring and Evaluation

Appendix 1 Roles and Responsibilities

## 1. AIMS

Through this policy and our practice, we aim to:

- Provide a common **definition** of “more able and talented” and an understanding of the needs of these students. We believe that students can be ‘talented’ at a subject and have a natural flair which needs to be celebrated and recognised.
- Assist all staff in **identifying** more able and talented/more able students confidently.
- Provide basic guidance on the **responsibilities** and roles of teaching staff regarding the support of more able and talented students.
- Encourage the use of **differentiated provision** within the mixed ability classroom and beyond through challenge, enrichment and extension of learning.
- **Support the needs** of our students and help them to develop to their **full potential**.
- Encourage students to **think and work independently**.
- **Provide opportunities for students to experience activities that promote a growth- mind set and to recognise barriers to learning.**

The Frances Bardsley Academy implements provision for more able and talented students because we seek to provide education suited to each student’s age, ability and aptitude. We strive for excellence and celebrate achievement of all our students. We believe in supporting and ‘extending’ students in all aspects of their abilities in order that they can maximise their potential, regardless of their age, race or disability.

‘Ensuring that the brightest students fulfil their potential goes straight to the heart of social mobility, of basic fairness and economic efficiency.’

(A Smithers, and P Robinson, *Educating the highly able*, Foreword by Sir Peter Lampl, Sutton Trust, 2012)

## 2. Who are the “More able and talented”?

*A Curriculum of Opportunity: Developing Potential into Performance* (accac 2003) identifies more able and talented learners as those:

“... who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners. “

The term “more able and talented” encompasses learners who are more able across the curriculum as well as those who show talent in one or more specific areas.

At Frances Bardsley we use the general term “more able” to refer to students who have ability in academic subjects e.g. Maths or English. We identify “more able” students as those who demonstrate exceptional ability in one or more areas, and represent 5% of each year group. These students are referred to as MAbLe (More Able) Students.

Similarly, 5% of the most talented students in each year group are also identified. “Talented” students are defined as having a noticeable talent in certain areas. These students show particular ability in subjects or activities such as movement, Music and Art. These students are referred to as SAble (Subject Able) Students.

### **3. Identification of the More Able and Talented**

The school builds up records on individual students using information from the following:

1. Cognitive Ability tests (NFER/CAT scores)
2. Target Grades
3. Reading ages
4. GCSE estimated grades
5. Transition discussion in feeder primary schools
6. Teacher reports
7. Parental feedback
8. Transition from Key Stage 2 to Key Stage 3
9. Teacher and department student nominations for excellence in subjects.

Teaching staff are asked to identify more able students using subject specific criteria. The students are noted particularly when they are named as more able in several subject areas.

A range of broad qualities shown by more able and talented learners in areas of learning and attitude across the curriculum often include the ability to:

- Think quickly and accurately
- Work flexibly
- Communicate their thoughts and ideas well
- Achieve, or show potential in a wide range of contexts
- Demonstrate particular physical dexterity or skill
- Be outstanding leaders or team members
- Contributes confidently in class discussions with the acknowledgement of peer contributions
- Be fascinated or passionate about a particular subject/interest
- Demonstrate high level of attainment across a range of subjects, within a subject, or aspect of work.
- Be resilient with their learning and recognise barriers to their learning.

While it is highly unlikely that a more able and talented learner would portray all of the above qualities, many learners may exhibit a number of these traits possessing extensive general knowledge.

Particular care is taken to try and identify more able students who are under-achieving and those who have English as an additional language, for whom tests may not be accurate.

### **4. Strategies to enhance opportunities for all students which benefit more able and talented students**

The school believes that the development of skills and ability should not be an add-on experience, but is most effective when embedded in the curriculum and delivered through high quality teaching and learning.

These will vary depending on individual, class and curricular needs but may include the following:

- Classroom organisation and grouping/target grouping;  
Seating plans;
- Opportunities to focus on particular activities to develop knowledge and skills; Independent and resource-based learning opportunities;
- Extension and enrichment learning activities;
- Appropriate resourcing including reference materials and ICT;
- Encouraging thinking skills, higher order learning skills, skills-based learning, creativity, different learning styles, multiple and emotional intelligence;
- Working with/activities with older students where appropriate or feasible;  
Supporting peers/younger students in particular areas of work/activity;
- Opportunities beyond the classroom, out of school hours learning opportunities;  
Partnership working with other schools, colleges and businesses, engaging in co-operative activities with other organisations, providing social networking opportunities for students;
- Monitoring, assessment and providing feedback; regular reviews to ensure appropriate support is provided.
- Develop their culture and ethos so that the needs of the most able students are championed by school leaders

## 5. Grouping policy

At Key Stage 3, the students split into two bands. The students are placed into broad academic sets for some subjects (Sets 1 – 5) and for other subjects they are taught in mixed ability groups. A student's movement between sets is possible as a result of changes in attainment and progress.

At Key Stage 4, the students follow two pathways based on the attainment, progress and potential. The students are set for Mathematics, English, Science and MFL in both pathways. Option subjects are taught in mixed ability groups.

In mixed ability groups, differentiation downwards is encouraged to ensure that challenge is promoted to all learners. The school requires that the needs of the more able student is met by open-ended extension materials or other methods of curriculum enrichment in addition to the challenge aim of the lesson.

## 6. Curriculum

The Frances Bardsley Academy is committed to success for all students. The programmes of study reflect this philosophy. It is intended that all schemes of work will encourage and inspire a level of challenge that stretches students.

As part of their curriculum planning, Heads of Department have ensured that the curriculum is at least as challenging as the National Curriculum. They have planned with the end in mind so that students in Key Stage Three, are building over time, the knowledge and skills needed for success in Key Stage Four. Heads of Department should avoid low order thinking activities, which use up valuable curriculum time, and work which is repetitive and lacks progression. Heads of Department should be using Bloom's Taxonomy to stretch and challenge students' progression in their subject area. Differentiation downwards is encouraged when planning schemes of work.

Our curriculum and teaching is founded upon finding the best "match" between the various needs of the child and the resources available and teaching approaches. We aim to provide opportunities for students to experience activities that promote a growth mind set and to recognise barriers to learning.

Our activities in lessons aim to:

- Inspire students and captivate curiosity Encourage empathy
- Encourage creativity  
Use problem solving
- Research & development  
Effective differentiation
- Encourage individual responses  
Stress **process** not just product
- Be outside of a comfort zone to encourage growth mind set  
Encourage high order thinking

Organisation of additional opportunities we will be managed. For example, 'The Brilliant Club' for KS3 and working with the sixth form to establish support for the most able with their preparations for application to Russell Group Universities and Degree Level Apprenticeships. . Additional opportunities can include allocation of school trips that link and extend student knowledge to inspire and captivate learning beyond the class room.

## **7. Monitoring of progress of more able and talented students**

The school has a designated More Able and Talented Co-ordinator for each Key Stage. They liaise with all teaching staff and Data Manager to create a register for the more able and talented and track the students' progress. Each Head of Department will link with the Co-ordinator for each Key Stage to ensure the school policy is implemented. The co-ordinator will also hold regular staff training sessions to implement training on identifying and establishing challenge in lessons and offer new insights and ideas in order to establish growth mind set in the classroom.

In addition, the More Able and Talented Co-ordinators should:

- Use Sixth Form Learning Mentors to monitor learning opportunities in subjects;  
Liaise with HODs to create individualised targets for students who are more able or talented in their subject area;
- Monitor the progress of MAT students;
- Deliver professional development about the more able and talented;
- Consult with parents/carers about how to support their child who is more able or talented

## **8. Assessment**

Teachers must continue to present sufficient challenge to **all** students. Our policy recognises that more able students see the connections between ideas which are not usually perceived by their peers and therefore addressing unusual insights can also be challenging for a teacher.

## **9. Student Welfare**

More able students can appear way ahead of their chronological age. This could lead to unfair expectations placed upon such children. We will be alert to the possibility that some more able students can become socially isolated. All teachers monitor underachievement caused by

more able students feeling threatened by peer pressures. It is important that we seek to accommodate all individuals within “our learning community”.

Praise is just as important to more able students as to others and teachers will continue to praise and reward all students for their effort and attainment, whatever their level of ability.

#### **10. Inclusion**

In order to ensure equanimity, the MAT Co-ordinator will ensure that all more able and talented students are tracked by the following characteristics: ethnicity, EAL and FSM.

#### **11. Communication with parents of More Able and Talented students**

We believe that good communication links between home and school help to support the progress and development of more able and talented students. Once a student has been identified as more able or talented, parents are notified via Parentmail.

#### **12. Monitoring and Review**

This policy will be reviewed annually by the More Able and Talented Co-ordinator in consultation with the Senior Leadership Team. It will be reviewed every two years by the Local Governing Body.

APPENDIX 1

**More able and talented  
Roles and Responsibilities**

**Heads of School**  
Overall responsibility for education of all students.  
Clear commitment and support to the “More able and talented” initiative



**Deputy Head**  
Senior Manager Responsible for Whole school provision for “More able and talented” and drafting the whole school policy.  
Encouraging/facilitating/developing provision.  
Keeping this issue on the school agenda.



**Co-ordinators for More Able and Talented Students**  
Drafting whole school policy  
Overseeing common identification policy and practice  
CPD to all staff on challenge.  
Circulation of information to subject staff, pastoral staff and Leader team.  
Tracking progress of individuals and groups of students.  
Monitoring and evaluation of provision.

**Opportunities Co-ordinator**  
Provide opportunities for students to experience activities that promote a growth mind set and to recognise barriers to learning.



**HOD**  
Department policy  
Subject specific enrichment and extension opportunities  
Carrying out regular work scrutinies to monitor whether more able and talented students are being stretched



**Individual Teachers**  
Identification of able student  
Appropriate teaching and learning strategies.  
In class extension opportunities meeting Individual needs should be built into every lesson.



# THE FRANCES BARDSLEY ACADEMY FOR GIRLS



## Racial Incidents Policy

The Policy was ratified **March 2023**

The Policy will next be reviewed Feb **2024**

Person Responsible : E Darabasz

## **Rationale**

At The Frances Bardsley Academy for Girls it is accepted that every person is equally important and that no one has the right to harass, insult, attack or cause offence to any other person for any reason. All members of the school community are individuals, but are also members of a community where it is possible to learn from each other and celebrate the culture and beliefs of each person. This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports or desired outcomes of developing “strong character”.

## **Purpose**

This policy aims to outline clearly the procedures that should be followed when dealing with any incident which is perceived to be racist by the victim or any other person. In any circumstances, racial harassment is unacceptable and must be dealt with effectively and sensitively.

- To establish, in unequivocal terms what constitutes a racist incident, and sharing this with all members of the school community.
- To create a climate where people are able to speak openly about their experiences.
- To agree procedures for dealing with racist incidents, and ensuring that all members of the school community are fully conversant with them.
- To establish a monitoring procedure to record all incidents and subsequent action.
- To keep formal records of all racist incidents and to report on the nature and frequency of any racist incidents to the Governing Body via the Joint Headteachers reports and report to the Local Authority as required.

## **Guidelines**

### **What constitutes a racist incident, obvious racism?**

- Racist comments, name calling and jokes
- Imitating accents
- Racist graffiti or any other written insult
- Bringing racist material into school such as badges and literature or any attempt to recruit people into racist organisations
- Threatened and physical assault against a person or group because of colour or ethnicity
- Isolating people because of colour or ethnicity.

### **What constitutes a racist incident, less obvious racism?**

- Unacceptable stereotype views and images
- A curriculum that does not acknowledge racism, thus perpetuating it
- Staff not following up racist incidents vigorously, thus condoning it
- Staff not being fully aware of how racism and stereotyping may affect the decisions they make

## **Prevention of Racist Incidents**

- Students are actively encouraged to report all incidents involving racism
- Frances Bardsley will actively work towards the prevention of racist incidents through:
  - The utilisation of the Equality Scheme

- Raising awareness of all issues related to racism, through for example school assemblies
- The inclusion of racist issues and concerns in the delivery of PSHCEE and assemblies
- The delivery of the curriculum which recognises the diverse community of Frances Bardsley Academy.

### **Racist Incident Procedures**

- Once a racist incident has been reported an immediate response to the incident must be made – this includes recording the information and being accountable for actions.
- As soon as possible, both the alleged victim and perpetrator need to be interviewed to establish the facts, any additional witness statements will also need to be taken.
- The expectations of the school need to be reinforced – Emphasise the schools procedures and that there will be appropriate follow up.
- Staff are to record all actions and ensure that notes are logged on the Racial Incident Log (found on the Staff Drive). SLT link for Behaviour should be informed of the incident.
- The parent/carer will need to be informed of the incident and reminded of the procedures that will follow.
- After investigation, action is to be taken in line with the Behaviour Management in Practice, Equality Scheme and school discipline structure. Information must then be disseminated through the pastoral structure to the necessary individuals:

Referral Route:



- Allegations made against staff involving racism must be passed onto the Senior Leadership Team for investigation under the school's published disciplinary procedures.
- Any allegation made against a member of the Senior Leadership Team or the Joint Headteachers will be referred to the Chair of Governors.

### **Support Processes**

- Treat all claims seriously
- Ensure the victim is fully informed of the procedure and the subsequent chain of events
- Explain the action that will be taken and state the school's position regarding racism and racist behaviour.
- Talk through the incident with all involved in the incident individually
- Establish counselling and support as appropriate and if required

### **Recording of Events**

- All incidents where there is a perception that racism is involved must be recorded on the Racist Incident Log and reported to SLT link for Behaviour/Joint Headteachers.
- Log racist incidents on the Racist Incident Log and subsequent procedures used relating to the sanctions imposed.
- When recording details of an incident remember these may be required by other professionals – for example, social services and the police.
- The Governing Body will regularly review the Racial Incidents Log
- Any example of racism perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the appropriate Committee of the Governing Body.
- Serious incidents should be reported to Governors by the Joint Headteachers– for example, physical violence, repeated harassment and links with racist groups. The Joint Headteachers will also inform the London Borough of Havering as appropriate.



**LIFE Education Trust**

**Early Career Teacher (ECT) induction policy aligned to Ambition Institute Full Induction Programme (FIP) (for ECTs starting their induction on or after 1 September 2021)**

<b>Policy</b>	<b>Early Career Framework and Early Career Teacher Policy</b>
<b>Policy adopted by Trust Board</b>	<b>February 2023</b>
<b>Reported to LGBs for implementation</b>	<b>13.3.23</b>
<b>Implementation Date</b>	<b>13.3.23</b>
<b>Review Date</b>	<b>March 2024</b>
<b>Policy Source</b>	<b>London District East Teaching School Hub (Ambition Institute)</b>

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### 1. Aims

Trust Schools aim to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all colleagues understand their role in the ECT induction programme

### 2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

### 3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)

- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

#### **4. The ECT induction programme**

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by, Havering Local Authority, our 'appropriate body'.

##### **4.1 Posts for induction**

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

##### **4.2 Support for ECTs**

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments

- Their designated (induction) mentor, who will provide regular structured mentoring sessions which, through a standardised routine, provide the ECT the opportunity to shape a clear model of better, identify a bite-sized area for improvement and use deliberate practice as per Ambition Institute Early Career Teacher Full Induction Programme – ideally weekly
- Regular, brief (15minute), focused observations of their teaching/planning/resource (as per the Ambition Institute Early Career Teacher Full Induction Programme) and follow-up discussions with prompt and constructive feedback – ideally weekly
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

### **4.3 Assessments of ECT performance**

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's Induction Tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

### **4.4 At-risk procedures**

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified



- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## **5. Roles and responsibilities**

### **5.1 Role of the ECT**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction, through the online access to the Ambition Institute Early Career Teacher Full Induction Programme materials
- Commit to weekly self-study of as per expectations of the Ambition Institute Early Career Teacher Full Induction Programme (10mins video, 15mins read of evidence summary, 15mins quiz and reflection) through the Ambition Institute platform (Steplab)
- Commit to deliberate practice within mentor feedback meetings, learning and practising aspects of the framework throughout the programme and embedding of new habits within teaching
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

**When the ECT has any concerns, they will:**

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

## **5.2 Role of the headteacher**

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

## **5.3 Role of the induction tutor**

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school

- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

#### **5.4 Role of the (induction) mentor**

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide opportunity to shape a clear model of better, a bite-sized area for improvement and use of deliberate practice through the standardised routine as per Ambition Institute Early Career Teacher Full Induction Programme – ideally weekly
- Complete recording of the agreed action steps for the ECT on the Ambition Institute online platform (Steplab) to be reviewed in future session
- Commit to self-study utilising designated resources on Steplab and scheduled engagement at mentor clinic, coach-on-coach sessions and conferences as per Ambition Institute Early Career Teacher Full Induction Programme
- Ensure that the ECT understands and successfully embeds their learning into their classroom practice through effective instructional coaching
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

#### **5.5 Role of the governing board**

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of colleagues involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

### **6. Monitoring arrangements**

This policy will be reviewed **annually** by Paul Claydon, Head of Learning Talent and Development. At every review, it will be approved by the full governing board.

### **7. Links with other policies**

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay



**LIFE** Education Trust

## **PROVIDER ACCESS POLICY**

<b>Policy</b>	<b>Provider Access Policy</b>
<b>Policy adopted by Trust Board</b>	<b>February 2023</b>
<b>Reported to LGBs for implementation</b>	<b>13.3.23</b>
<b>Implementation Date</b>	<b>13.3.23</b>
<b>Review Date</b>	<b>March 2024</b>
<b>Policy Source</b>	<b>Own source</b>

**Relating to Frances Bardsley Academy for Girls**



## **Introduction:**

This policy sets out the Academy's arrangements for managing the access of providers to pupils at the Academy for the purpose of giving them information and guidance about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

## **Statutory requirements:**

The school is required to ensure that there is an opportunity for various training and education providers to access students in Key Stage 3 to Key Stage 5, to inform them about the different options available in technical education, qualifications and apprenticeships. This includes two mandatory encounters for students during KS3 and two further encounters for students during KS4. These should take place before key transition points, i.e. before students make their GCSE options choices and before they make their post 16 applications. The school will also provide KS5 students with two additional opportunities, although these will be optional for students to attend.

## **Student Entitlement**

Students in Key Stage 3 to Key Stage 5 are entitled:

- To find out about the full range of technical education qualifications and apprenticeship opportunities, as part of the Careers Programme which provides information on the full range of education and training opportunities available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, through a range of events and encounters
- To understand how to make applications for the full range of academic and technical courses, and apprenticeships

## **Management of Provider Access Requests**

### **Procedure**

A provider wishing to request access should contact **Miss Rebecca Woods, Careers Manager**: Telephone 01708 447368 ext. 216 Email [rwoods@fbaok.co.uk](mailto:rwoods@fbaok.co.uk)

### **Opportunities for access**

A number of events integrated into the school calendar and careers programme will offer providers an opportunity to come in and speak to pupils. Please see appendix 1 for a brief overview. There will be other opportunities throughout the school year on an ad hoc basis. Opportunities may be in-person or delivered in a virtual way, or a blend of both. If appropriate, a copy of a prospectus or any other promotional literature can be left with the Careers Manager to be added to the resources already available for students. Please speak to our named Careers Manager to identify the most appropriate opportunity for you.

### **Premises and Facilities**

The academy will make a suitable venue available for use. This may be a classroom, the Main Hall or Theatre as appropriate to the activity. The use of ICT will also be available; this will be discussed and agreed with the Careers Manager prior to the visit. Safeguarding and health and safety procedures will be discussed prior to and at the time of the event as appropriate. Providers are also welcome to leave a copy of their prospectus or other relevant literature with the Careers Manager, who will distribute the relevant information to students, and will ensure it is available in either the main school library, Sixth Form Centre or in the Wellbeing Centre as appropriate.

## **Related documents**

Trust Careers Education and Guidance Policy  
FBA Careers programme  
Safeguarding Policy

Appendix 1

Key Stage	Autumn Term	Spring Term	Summer Term
KS3	KS4 Options Evening Assembly opportunities Personal Development Days	Assembly Opportunities National Careers Week National Apprenticeship Week	Assembly opportunities Careers Fair
KS4	Assembly opportunities Work Experience launch	Assembly Opportunities National Careers Week National	Assembly opportunities Careers Fair 16+ day Work Experience
	Parent's evening	Apprenticeship Week Personal Development Days	
KS5	Assembly opportunities K-RACERS sessions	Assembly opportunities K-RACERS Sessions National Careers Week National Apprenticeship Week	Assembly opportunities Careers Fair 18+ week K-RACERS Sessions Work Experience