



# S.S.E.R. LTD.

## School Software & Educational Resources

### THE HEADTEACHER

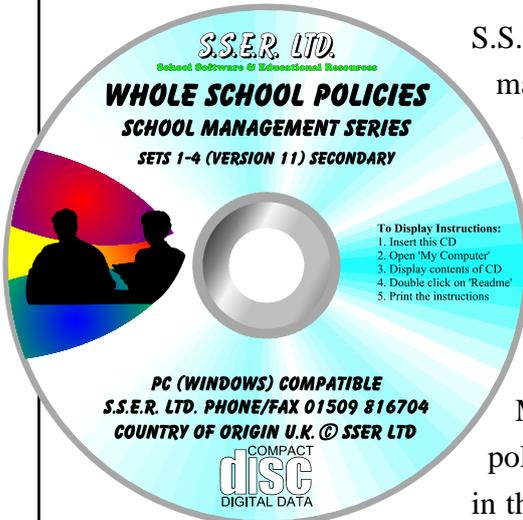
#### SECONDARY/COLLEGE VERSION

# SCHOOL POLICIES ESSENTIAL FOR SUCCESSFUL...

- **SCHOOL INSPECTION**
- **FINANCIAL MANAGEMENT**
- **CURRICULUM MANAGEMENT**
- **PERSONNEL MANAGEMENT, CPD & INSET**



S.S.E.R. policies are renowned for saving school leaders and managers time in developing and reviewing their policies - we are the U.K.'s original and leading supplier of policies to schools and colleges. The latest version provides full coverage of all policies encompassed by OFSTED's requirements for Safeguarding Children. The policies are grouped within four distinct themed sets and include new policies on Safeguarding Children, Whistle Blowing, Healthy Eating, SEN Provision, Work Placements, etc. Make effective and efficient use of your time by adapting whole policies or sections to match your own specific needs. Use the ideas in the S.S.E.R. policies to enhance your own School Improvement Plans.



SCHOOL  
CONFIDENTIALITY (FOI & DATA PROTECTION)

SET 3  
SAMPLE

**SECTION 1 – FREEDOM OF INFORMATION**

**Introduction**  
Pupils and their parents already have the right to see all personal records held by the School on themselves. In addition much non-confidential information held by the School has traditionally been made available to the wider school community. The Freedom of Information Act 2000 seeks to clarify the disclosure arrangements for information held by public bodies such as schools. Under the Act members of the public (including school staff and parents) now have the right to request access to information not protected by the Data Protection Act or deemed confidential by the School – see Sections 2 & 3.

Under the Freedom of Information Act all maintained schools must now ensure that they make certain information and the mechanism for gaining access to such, clearly available. Naturally, information may not be released if it does not exist or if to do so would breach someone else's rights to confidentiality, or the information is covered by an exemption in the Act.

The information covered by this policy relates not only to information available in hard paper copies but also to that published on the School's Website. However, there are categories of information which are not available under the Freedom of Information Act such as confidential personal files – see Section 2 (Confidentiality).

This policy conforms to the model approved for schools by the Information Commissioner.

**Aims**  
Through this policy and its implementation the School aims to:

1. clearly describe the classes of information that it already publishes or is intending to publish in the near future.
2. clearly describe the manner in which the information is published/made available.
3. identify when, and the scale of, charges related to the provision of the requested information.

**Categories of information published the School**  
There are four categories of information which are readily available from the School:

1. The School Prospectus.
2. Governing Body Documentation.
3. The School Policies (many are statutory).
4. Other procedures and general information related to the School.

**1. The School Prospectus**  
The prospectus contains general information about the School, its curriculum, individual departments and staffing, etc. Copies of the prospectus are automatically provided to the parents of all pupils applying to attend the School and copies are provided for any parents who wish to consider their child attending the School. The School Prospectus is also

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SCHOOL  
HEALTHY EATING

SET 4  
SAMPLE

**SECTION 2 Aims:**  
These aims and objectives directly support some of the School's aims, i.e.

1. To provide a challenging, safe and supportive environment in which we can stimulate, maintain and develop, lively enquiring minds.
2. To encourage all pupils to reach their true potential .....
3. To develop in pupils a positive attitude (including health and fitness) towards themselves and others with a strong sense of self respect.

Fundamental to these aims of the School being achieved, is a realisation that the learning and development of a pupil is directly affected by a healthy diet and general lifestyle.

The aims of this Healthy Eating Policy are:

1. To encourage a common philosophy, ethos and vision concerning all aspects of healthy eating within the School and the broader school community.
2. To ensure, throughout the School Curriculum and within all other aspects of food and nutrition, that the School community promotes the health and wellbeing of pupils, staff and visitors.
3. To primarily change the pupils' personal eating habits and secondly, those of their families, to be in line with current thinking as regards a Healthy Lifestyle.

**SECTION 3 Objectives:**  
These objectives relate directly to the aforementioned aims and are intended to show how these aims are actually put into practice.

- 1.a All aspects of food consumption and education have been brought together and placed under the guidance of the Healthy Lifestyle Committee (HLC), thus ensuring the development of a clear, and consistent approach to all aspects of food education within the School.
- 1.b The HLC has regular contact with parents through the School's Newsletter, thus enabling parents to be kept informed of developments within the School, as well as providing a regular vehicle for parental comments.
- 1.c The School Council regularly discusses Healthy Lifestyle issues and has a pupil food committee which reports regularly to the catering staff.
- 1.d The HLC and the School Council have drawn up a set of rules relating to what can be eaten/drunk and clearly stating where and when it may be consumed. The rules have been ratified by a full staff meeting and the Governing Body. See Appendix 1 for the Healthy Eating Rules.
- 2.a The HLC has undertaken a detailed review of the School's Curriculum (and catering provision) to identify where activities related to healthy eating already exist, and to recommend further opportunities to incorporate issues related to healthy eating.
- 2.b Together with the School's caterers, we have undertaken a detailed review of the School's catering provision to ensure that healthy meal options are incorporated into the School's daily meal provision.

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SCHOOL  
 IMPROVING STAFF ATTENDANCE

SET 1  
SAMPLE

**SECTION 1: INTRODUCTION**

The School has a stable and highly committed workforce whom we seek to support and develop. We believe that the motivation, competence and capability of individuals (including themselves) within the School and their contributions are its most important asset. Therefore, high attendance rates are essential for the orderly running of the school and therefore staff should work with the school managers in attempting to maximise attendance rates. When staff are absent extra work and associated stress may fall upon certain staff if standards of teaching and learning are to be maintained.

The management of absence, in a positive and supportive manner, is considered an integral part of performance management and is required in order to optimise attendance rates and enable the school to move forward and achieve its goals. Staff who are under stress, incapacitated or absent due to illness or personal reasons, should rightly feel that the school is concerned for their well-being and that it will provide appropriate support prior to and following the return to work.

Initially where attendance falls short of expectations supportive action (employing consistent and fair standards) will be taken to gain improvements wherever possible. However, staff must accept responsibility and accountability for their own actions (within their levels of competence) and acknowledge that frequent/inappropriate absence is a serious problem. Such frequent/inappropriate absence or false claims to sickness may lead to disciplinary procedures being taken.

**SECTION 2: AIMS**

The aims of this policy with regard to absence (not known in advance) are to:

- Foster high attendance and minimise absence.
- Clearly describe the School's positive management of absence and its expectations of responsibility and accountability for all staff.

The policy of the school is to encourage positive action to be taken in the event of sickness and to prevent a culture developing where sickness absence is thought to be an inappropriate subject for management. In order to achieve these aims, the following standards, expectations and roles will be adopted.

**SECTION 3: ROLES AND RESPONSIBILITIES**

**HEADTEACHER & SENIOR LEADERSHIP TEAM (SLT)**

It is the responsibility of the managers of education to have policies and procedures in place which manage the Health, Safety and Welfare of staff and more specifically which give them a good work/life balance and which actively manage occupational stress.

A good working environment, salary, and conditions of employment, together with the aforementioned issues can work together to improve staff attendance. The associated benefits, to the school, of good stress management also include:

- increased performance by staff and pupils;
- increased job satisfaction and retention of good staff;

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SCHOOL  
 COVER & PPA TIME

SET 1  
SAMPLE

**INTRODUCTION:**

Cover is the provision of class supervision/teaching in the absence of the normal class teacher. There are two main categories of absence, i.e.

- **absence not known in advance** this may be due to illness, or personal circumstances such as bereavement.
- **absence known in advance** this may be for internal or external reasons, e.g. attendance on a course, 'in house' departmental training, moderation meeting or secondment to another school.

Both categories of absence may be either short or long term. The nature of the cover provided is directly related to the category and longevity of the absence - see later.

**SECTION 1 - AIMS**

The provision of quality cover is a major concern for the School. This policy and its implementation attempts to:

1. demonstrate how we provide quality cover that addresses the right of the pupils to have a high quality of teaching and learning at all times
2. reduce the need for staff cover and to comply with the requirements for the Workforce Remodelling, in particular to:
  - i. ensure that no teacher covers for absent colleagues for more than 38 hours per year
  - ii. ensure the provision of dedicated Headship and leadership time
  - iii. ensure the provision of 10% guaranteed planning, preparation and assessment time (PPA)
  - iv. ensure that NQT's do not teach more than 90% of a normal teacher's timetable.
  - v. support staff in achieving a reasonable work/life balance
3. clearly define the roles of those involved in the provision of cover.

**SECTION 2 - ROLES AND RESPONSIBILITIES**

**Governors**

The Governors are responsible for:

1. reviewing, through the Finance/Pay/Personnel sub committee, the school's implementation of Workforce Remodelling and for its Monitoring Evaluation and Review.
2. reviewing the progress towards achievement of targets related to cover provision

**Senior Leadership Team (SLT)**

The SLT is responsible for:

1. setting an annual budget with sufficient funds to provide cover for absent colleagues, including a contingency fund to allow for long term absence e.g. maternity leave.
2. reviewing the annual cost of cover provision and set appropriate development targets thus ensuring efficient use of the money provided.
3. making provision for appropriate training to enable HLTAs and Cover Supervisors to carry out their roles.

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SCHOOL  
 USING SUPPORT EFFECTIVELY

SET 1  
SAMPLE

**INTRODUCTION**

Recent years have seen increasing numbers of Teacher Assistants (TAs) employed in schools to support the delivery of quality teaching. Ofsted and research findings provide ample evidence that TAs help to raise standards in the classrooms in which they work. However, guidance, training and supportive management of TAs are needed in order for them to function effectively.

Teacher Assistants can play a valuable role, when properly utilised, in supporting pupils in general or more specifically those with SEN. Statemented pupils may be entitled to assistance from TAs through their Statement of Special Educational Need (especially pupils with sensory or motor impairment or ESBD). However, in most situations the TA will also offer support to all pupils in the class.

**SUPPORTING THE TEACHER ASSISTANT**

In order to maximise the benefit of TA support, it will be useful to liaise with the TAs and to provide the following guidance and resources for them:

**At the beginning of a course:**

- Information on the syllabus, module or topic you are teaching (for example, course outlines or lesson aims/plans).
- Guidance for the support staff or TA on their role and responsibilities in your lessons.
- Information on where departmental resources are stored.
- Information on policies and procedures in your subject area.
- Health and Safety information for your subject.
- A class list.

**For individual lessons:**

- An outline of the lesson plan (may be already provided as part of the course outline) including key vocabulary.
- Information on how they will help you with the administration and organisation of the class.
- Risk assessment details for practical activities.
- Information on pupils' targets to be monitored in your lesson.
- Details of assessment criteria for tasks they are supporting, including the level of support allowed for an assessed task.
- Details of any record keeping you wish to be done in the lesson.

N.B. The support staff will also have access to information on individual pupils through the SENCO, and will be aware of the IEP targets for pupils with Statements, and at School Action and School Action Plus.

Whenever possible, time should be set aside for preparation, discussion and feedback. Many departments now allocate such time in department meetings together with a review of the schemes of work and associated teaching and learning strategies – in this way best practice can be shared and disseminated. TAs should be invited to such meetings as they

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# THE MOST 'TIME EFFICIENT' WAY TO DEVELOP SCHOOL POLICIES!

SET 1  
SAMPLE

## SCHOOL DISABILITY - PROVISION

### SECTION 1: INTRODUCTION

Amendments introduced by the Special Education Needs and Disability Act 2001 extended disability legislation into education (effective September 2002) and more recently the Disability Discrimination Act 1995 (DDA) has extended the legislation. Most of the DDA was implemented from 1995 and adjustments requiring the provision of "auxiliary aids and services" were required from September 2003. Adjustments requiring alterations to physical features are required by September 2005.

For the purposes of this policy, disability includes people with:

- Physical or mobility impairments
- Visual impairments
- Hearing impairments
- Dyslexia
- Medical conditions
- Mental health problems

The School is committed to equal, independent access to all teachers, support staff and pupils. It seeks to achieve practical solutions to support all those on site, to ensure they have equal opportunities to benefit from, and contribute to, the learning process. When disabled people, teachers, support staff and pupils participate in the School environment, everyone benefits.

The legal responsibilities placed on the institution require a strategic and "whole school" approach and its implementation aims to promote best practice in this area.

### AIMS:

The disability provision policy aims to:

1. Show how the School has evaluated current policies and their implementation for teaching and learning, accessibility and care.
2. Contribute towards the development of an inclusive culture where every individual is nurtured and respected and where discrimination against disabled persons does not occur.
3. Establish good support systems for staff and pupils.
4. Develop a coherent and specific professional development programme for all teaching and non-teaching staff.
5. To respect the rights and privacy of all disabled people.

### SECTION 2: ROLES AND RESPONSIBILITIES

#### a) The Role of the LEA

LEAs have a duty under Part IV of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001) to progressively increase accessibility of schools to disabled pupils. Improved access for disabled pupils may also improve access for disabled staff, parents and other visitors and users of the School. LEAs have a responsibility to:

- 1) Plan strategically to increase over time the accessibility of all their schools including pupil referral units and maintained nursery schools.

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SET 1  
SAMPLE

## SCHOOL EMERGENCY ACTION PLAN

### Aim

To set out the School's approach to handling emergency incidents, so that all staff are aware of the policy, and can act appropriately and effectively.

To prevent loss of life, minimise casualties and reduce the impact of the emergency, in terms of personal injury, stress, damage to property and environmental pollution.

### Definition of an Emergency

An emergency is an unexpected, serious incident which requires immediate and deliberate action.

### Examples of Emergency Incidents:

- Fire in the school or nearby premises
- Explosion in a laboratory
- Electrocutation
- Water or gas leaks
- Disruption or failure of gas, water or electricity
- Use of knives or guns
- Pupils or teachers being held hostage
- Suspected or confirmed infectious disease which must be notified to the authorities (See Appendix A)
- Death or serious injury to a pupil or member of staff in or out of school
- Road accident involving pupils on a school trip
- Onsite or nearby civil disturbances, riots, or acts of terrorism
- Natural disasters, e.g. flooding, earthquake, lightning strike
- Any incident that prompts school closure

### The Emergency Incident Team (EIT)

The EIT is central to the School's emergency planning and is led by the Headteacher. Other members of the EIT are the Health & Safety Officer, the Senior Leadership Team, and three further members of staff, all of whom are fully trained First Aiders. The team members and their contact details are listed in Appendix B.

The role of the EIT is to:

- Write and maintain this Emergency Incident Policy.
- Write the EIT Action Plan in which specific responsibilities will be allocated to individual members.
- Instigate and manage the initial, ongoing and follow-up action taken for emergencies in line with the EIT Action Plan.
- Evaluate the school's handling of each emergency.

### Dealing with Emergencies is a four step process:

1. Initial Action
2. Managing the Ongoing Incident
3. Follow-up Action

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SET 1  
SAMPLE

## SCHOOL ACCESS TO WORK FOR STAFF WITH DISABILITIES

### SECTION 1: INTRODUCTION

For the purposes of this policy, and in accordance with the Disability Discrimination Act 1995, the Special Educational Needs (SEN) and Disability Act 2001 and amendments of 2002, 2003 and 2005, disability means:

"someone with a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities".

Therefore the policy should be applied to assist the following persons:

- Disabled staff (where the disability is likely to last 12 months or longer);
- Potential employees in need of support at a job interview at the School;
- Staff employed at the School who develop a disability during their term of employment.

Access to Work (AtW) aims to assist disabled staff by providing practical support, and help meet additional costs associated with overcoming work related obstacles resulting from disability.

The School is committed to equal, independent access to all employees and pupils. It will seek to promote access improvements for employees, pupils and the wider community in conjunction with the local education authority where necessary.

### Aims

Access is a human rights issue and disabled staff should have independent opportunity to fulfil their employment potential. The access to work policy aims:

1. To assist those staff who have a disability to engage fully in employment.
2. To enable those staff with a disability to maximise potential and contribute fully to the life of the School.
3. To ensure disabled staff have equal access to recruitment, training and promotion.
4. To have disability needs identified, assessed and supported, in agreement with the member of staff.
5. To raise awareness of disability within school, and to challenge prejudices in relation to disability.
6. To make every reasonable effort to enable staff who develop a disability while employed at the School, to remain employed within it.
7. To ensure provision of services necessary to assist staff with disabilities.
8. To ensure the provision of services that further the integration of staff with disabilities in ways that promote a positive image of persons with disabilities and enhance their self-esteem.
9. To provide support and make adjustments for staff, and applicants for vacancies, who have disabilities. The School will respect their rights to privacy and confidentiality.

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SET 1  
SAMPLE

## SCHOOL EMERGENCY ACTION PLAN

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- Evaluate the school's handling of each emergency.

### Dealing with Emergencies is a four step process:

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3. Follow-up Action

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SET 1  
SAMPLE

## SCHOOL EXTENDED SCHOOLS

### SECTION 3 - GROWTH & DEVELOPMENT OF THE PROVISION

The School has worked with others to incorporate trips, residential, school clubs, cultural activities, summer schools and the Gifted and Talented Programme into the Extended Schools Programme. The programme is well publicised to parents and regular school newsletters have an Extended Schools Programme section.

### SECTION 4 - SUSTAINABILITY

For such a programme to be sustainable a management plan is required which identifies aims, funding and personnel, etc. Naturally, the staff can contribute to this area but the programme must be able to carry on in the event of named individuals leaving the School – for this reason the appointment of an Extended Schools Co-ordinator and the involvement of parents and local action groups in the provision is considered to have been essential. The ESDT encourages all subject areas to make a contribution to the Programme by offering a variety of curriculum topics or activities - many have already responded in a positive way with new clubs/activities being offered to pupils and the local community, e.g. ICT Courses, Hospitality skills, courses to improve basic skills in Literacy and Numeracy. Recently we have added an extended schools section to the School's website detailing the activities organised by the School.

### SECTION 5 - COMMUNITY LINKS

The Extended Schools Programme has further developed links with the local community in the following ways:

1. The School premises have been opened up for wider pupil and broader community use, parents and others in the local community are regularly consulted as to the current and future provision.
2. The ESDT has worked with many different stakeholders, including other schools and agencies, e.g. Youth and Community Services, Area Evening Institute Managers and local council officials to co-ordinate and develop joint learning activities in the Community.
3. The School has developed links with adult societies and education providers in the Community (such as chess clubs, amateur dramatic societies, golf clubs) to develop new activities.
4. The ESDT has worked strategically with the local community to develop courses to overcome local problems, e.g. social deprivation and high unemployment, by providing for example, healthy living courses, keep fit activities and advice on budget management.

### SECTION 6 - MONITORING, EVALUATION AND REVIEW

The School will review its policy annually and assess its implementation and effectiveness. Effective monitoring, evaluation and review of the policy and its implementation is dependent upon the maintenance of accurate and up to date records.

Typical records are:

1. an ongoing annual record of the activities provided.
2. lists of all pupils who take part in all out of school activities.
3. an annual report on the Extended Schools Programme for the Governors.

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# SET 2

33 SCHOOL POLICIES

## FOCUSING ON HOME/SCHOOL PARTNERSHIP, ADMISSIONS, TEACHING & LEARNING, INCLUSION, LITERACY & NUMERACY, GOVERNORS' VISITS, ETC.

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SCHOOL	SCHOOL IMPROVEMENT AND ACTION PLAN
<b>Strategic Considerations</b>	
Improvement planning can be considered to be a continuous cycle of planning and review, yet the cycle has to start somewhere. Planning starts in the Autumn term for the next academic year. Consideration of funding and government initiatives is integral to successful planning and implementation and so the budget and improvement planning cycles are integrated together. The budget and improvement planning cycle is as follows:-	
<b>Autumn Term</b>	
September	
<ul style="list-style-type: none"> <li>Review of progress of last academic year's improvement plan.</li> <li>Initial planning and curriculum needs (for next academic year) established by Senior Leadership Team (SLT). Whole school priorities (curriculum and management) set by SLT and notified to Subject Co-ordinators, etc. National/government targets are assimilated and reflected in the plan.</li> </ul>	
<b>Spring Term</b>	
January/February	
<ul style="list-style-type: none"> <li>Outline budget formed following discussions with SLT/Bursar/Chair of Governors.</li> <li>Outline budget and Improvement Plan discussed at full Governors meeting.</li> <li>Outline budget and Improvement Plan discussed at subject meetings which formulate their own subject specific improvement plans.</li> <li>Outline budget and Improvement Plan discussed at full staff meeting.</li> <li>Previous year's budget and expenditure analysed. Most orders for current budget allocation committed by the end of February.</li> </ul>	
March	
<ul style="list-style-type: none"> <li>Subject improvement plans forwarded to SLT which then formulates the whole school Improvement plan. Subject plans must accommodate the whole school priorities and targets and thereby the National/government targets.</li> <li>Outline Budget and Improvement Plan discussed with whole Governing Body, also staffing implication, etc.,</li> <li>Budget holders meet to discuss proposed budget allocation and Improvement Plan.</li> <li>Old accounts reconciled and preliminary allocation made for the new financial year.</li> </ul>	
April	
<ul style="list-style-type: none"> <li>New budget to school, analysed and checked against outline budget plan, preliminary adjustments made.</li> <li>Final budget discussed at Governors Meeting.</li> <li>Planning adjustments made.</li> <li>Budget allocated and returns sent to LEA.</li> </ul>	
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SCHOOL	THE ORGANISATION OF MEETINGS/COURSES
<b>SECTION 1 - INTRODUCTION</b>	
Meetings play a vital role in the process of setting and meeting the School's aims and objectives. The aim of this policy is to set out some general guiding principles that would enable all meetings within the School, (Staff, Governing Body, Department, School Council) to be organised efficiently and effectively. If meetings are organised efficiently and effectively they should have a positive effect on moral, if they are not then the opposite effect will take place.	
<b>SECTION 2 - BEFORE THE MEETING</b>	
<b>Preparing the meeting environment</b>	
Most dates for meetings will be set at the end of the preceding year when the School Calendar is constructed. In setting the calendar it is important to ensure that meetings do not clash with school events such as parent's evenings. Should such an unforeseen clash occur, the meeting should either be rescheduled or postponed. The duration of all meetings should also be indicated on the calendar, e.g. start and finish times. Careful consideration should be given to the provision of refreshments and the venue for the meeting, e.g. at the end of a long busy day a pleasant comfortable venue with available refreshments will facilitate concentration and productivity.	
<b>Setting the agenda</b>	
The most important part of an effective meeting is the care and attention given to the planning, as this is a vital part of ensuring the meeting achieves its aims. The first stage of the planning process is to set the aims of the meeting, although these may be somewhat preset by the person calling the meeting. It is also important to seek the views of those who will be attending the meeting.	
The weekly school bulletin and staff newsletter are used to remind people of scheduled meetings. When setting the agenda the following should be noted beside each item: <ul style="list-style-type: none"> <li>who is to introduce/propose the item</li> <li>how much time is allocated to the item.</li> </ul>	
Once the agenda has been set the Chairperson and those intending to contribute to the meeting should decide on the format of the meeting or separate agenda items, e.g. <ul style="list-style-type: none"> <li>formal or informal</li> <li>whole group discussion</li> <li>small group discussion</li> <li>PowerPoint Presentation.</li> </ul>	
It is also important that, well in advance (1-2 weeks), attendees are notified as to the aims of the meeting and that they are provided with the agenda, along with all the resources associated discussion/reference documents, thus enabling them to read and assimilate all the information. It is the responsibility of each member of the meeting to read and assimilate any reference documentation.	
During this notification attendees should also be informed of any changes to the normal meeting format, e.g. if they are to leave the venue to visit another area of the School or if a visitor will be addressing the meeting. Meetings should be for discussion and decision	
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SCHOOL	HOME - SCHOOL AGREEMENT
<b>PRINCIPLES</b>	
N.B. The term 'parents' is employed throughout this policy to refer to parents, guardians, carers or others in loco parentis.	
At its most effective, the education of children is a collaborative enterprise involving teachers, parents and the pupils themselves. Self-evidently, parents know a great deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful, regular and positive communications between teachers and the parents of their pupils, can hardly be over stated. Parents can certainly help more effectively if they know what the School is trying to achieve and how they can help. This Home-School Agreement is produced in the hope of strengthening the bond between Home and School - we therefore invite you to sign a declaration supporting this agreement. This Agreement is a statement of intent on behalf of both the School and parents as to: <ul style="list-style-type: none"> <li>The School's aims and values;</li> <li>The School's responsibilities towards its pupils (aged 5 - 16);</li> <li>The responsibilities of parents and carers;</li> <li>The responsibilities of pupils;</li> <li>Complaints procedures.</li> </ul>	
<b>SCHOOL AIMS &amp; VALUES</b>	
<b>Pupils</b>	
<ol style="list-style-type: none"> <li>To provide a challenging, safe and supportive environment in which we can stimulate, maintain and develop, lively enquiring minds.</li> <li>To encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning.</li> <li>To value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.</li> <li>To develop in pupils a positive attitude (including health and fitness) towards themselves and others with a strong sense of self respect.</li> <li>To appreciate human achievements, failures and aspirations.</li> <li>To support the implementation of the statement on 'Shared Values' and to enable pupils to develop: <ul style="list-style-type: none"> <li>a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others and the environment, initiative and independence;</li> <li>a sense of respect for other peoples' property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.</li> <li>a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so as pupils can become responsible members of society.</li> </ul> </li> </ol>	
<b>Curriculum</b>	
<ol style="list-style-type: none"> <li>To offer a broad based curriculum in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide knowledge/skills to equip pupils for work and leisure as active, confident and responsible members of a rapidly developing society.</li> </ol>	
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# THE MOST 'COST EFFECTIVE' WAY TO DEVELOP SCHOOL POLICIES!

## \_\_\_\_\_ SCHOOL TEACHING & LEARNING – THE NATIONAL STRATEGY

### SECTION 1 INTRODUCTION

The national Secondary Strategy is designed to assist in the strengthening of high standards of teaching and learning at this phase of secondary education. It evolved out of the Key Stage 3 strategy which had six strands:

- English
- Mathematics
- Science
- ICT
- Behaviour and attendance
- Foundation Subjects (initially known as Teaching and Learning in the Foundation Subjects – TLF)

Much of the Strategy Framework merely reflects the good practice already taking place within this department.

Each KS3 Framework, for each subject, links to the relevant KS3 Programme of Study, and is intended to assist teachers in the preparation and teaching of structured, engaging, challenging and inspiring lessons. Naturally such lessons will require high expectations for pupils' academic achievement and behaviour. The Framework is designed to provide practical suggestions and support for staff, and in particular for the Lead Learner, on how to meet the National Curriculum requirements.

Thus the Framework supports and develops good practice that is already present within the School, instead of merely replacing wholesale materials and ideas, which already have a proven record of working within the context of the staff and pupils within the School.

### SECTION 2 IMPLICATIONS WITHIN THE DEPARTMENT

Within the School, the Framework has a number of ongoing implications for members of staff at all levels.

#### 1. Lead Learners

Where Lead Learners provide a high standard of leadership, management and planning, the School is more likely to achieve high standards of teaching and learning. This will happen when the Lead Learner:

- is well informed,
- has high expectations of what can be achieved by members staff and pupils,
- ensures the provision of sufficient timetabled teaching time to facilitate effective teaching and learning,
- ensures that effective use is made of homework and other out-of-class activities,
- ensures good practice (teaching pedagogy and schemes of work) is extended throughout the School through an effective system of Monitoring, Evaluation and Review,
- regularly monitors the accommodation, resources, Health and Safety provisions and the levels of technical support provided.

## \_\_\_\_\_ SCHOOL TEACHING & LEARNING – QUESTIONING

### The Importance of Questioning

Questioning is the most common way that teachers and pupils communicate with each other in lesson time, and as such is a significant aspect of interactive teaching. Good questioning and answering skills are fundamental to successful lifelong learning. It is vital that staff, and of course pupils, are aware of the different types of questions and their purpose. The kinds of questions asked, the way they are asked, and the responses to pupils' answers and their own questions, affect their self-esteem, their participation and therefore their progress. Questions allow for differentiation by task and outcome. The skill of the teacher is in asking the most appropriate type of question for the individuals in the class. Good practice requires that teachers employ a variety of question styles and stems within a lesson to offer opportunities for interactive learning to the greatest possible number of pupils. Staff should plan for key questions and use a variety of questions in their own practice. Feedback and evaluation of lesson observation in relation to CPD includes reference to the use of questioning as a key element.

### Reasons for Teachers to Ask Questions

There are many different reasons why teachers may ask pupils questions, e.g. to:

- clarify or extend understanding, knowledge and skills
- assess and review learning
- diagnose difficulties
- generate curiosity, to challenge
- facilitate thought, reflection, expression of feeling
- focus attention on particular issues
- encourage participation
- stimulate recall
- gain attention or exert control
- generate questions from and between pupils
- synthesize knowledge and ideas
- encourage the development of an inquiring mind as a fundamental part of lifelong learning

### Types of Questions

There are many ways to categorise and analyse questions according to different theories. For practical purposes it is not necessary for staff to have an in depth knowledge of any particular systems of analysis - it is only necessary for staff to be conscious of their own questioning and the purpose and effect of questions which they ask. A key distinction is between open and closed questions.

#### i. Open Questions

Open questions encourage the development of an inquiring mind and encourage more pupils to participate. They also offer a greater range of possible responses, encouraging pupils to think creatively about their answers. Open questions challenge pupils, stimulate thought processes and encourage group participation. They allow for pupils to explain and to explore concepts – this is an excellent way of testing understanding and deepening this understanding to other pupils. Rather than ask "Which method did you use?" a pupil to explain their method. When a pupil explains a method of teaching to pupils who were unable to find a solution may then be able to complete

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## \_\_\_\_\_ SCHOOL GOVERNORS' VISITS

### Introduction

The staff and Governing Body believe that it is crucial to the effective running of the School that Governors must make a managed visit to the School at least once a year. Each governor is linked to an area of the curriculum and this is usually the focus of the visit. The policy for Governor visits is founded on several key principles:

1. Each governor should aim to visit the school at least twice a year.
2. Governors visits should have clear, relevant and achievable aims and objectives.
3. Each visit should be related to the Governor's curricular or phase links.
4. Each visit should be arranged directly through the Headteacher.
5. Each visit should be arranged at a date and time mutually convenient for the teaching staff and governor.
6. All parties should be sympathetic to the demands on other's time and their commitments.
7. Relevant staff and pupils should be informed well in advance of the visit as to its purpose and its date and time.
8. Governors visits are primarily to be for the purpose of:
  - informing the governor about how teaching and learning are organised and implemented within the appropriate curricular or phase link, i.e. an information gathering and experiential occasion;
  - allowing staff and pupils to meet governors;
  - allowing governors to meet pupils and staff - especially those staff with responsibilities for the relevant curricular area or school phase.
9. An outline programme/itinerary making reference to issues such as rooms, locations and staff names should be agreed upon and compiled for the Governor and relevant teachers.

#### Before the visit:

1. Reception/Office should be informed of the date and name of the visiting governor and have a copy of the itinerary/programme at hand.
2. Where applicable, refreshments or lunch should be arranged with the catering staff.
3. The visitor should be welcomed at reception (usually by a pupil from the class on duty).
4. At the office the visitor will 'sign in', prominently display a 'Visitors Badge' and will then be escorted by the pupil to the appropriate venue.
5. Be prepared for what the itinerary/programme expects you to do, e.g. are you expected to be outdoors and are you prepared for inclement weather?
6. Be punctual and try and arrive with time to spare. Entering a lesson once it is underway can be very disruptive to teaching and learning.

#### During the visit:

1. Join in with the activities and/or lessons in order to share the experiences with the children.
2. Do make notes to assist you in writing up your report.
3. Show interest and enthusiasm and be ready to learn.
4. Be polite and courteous.

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## \_\_\_\_\_ SCHOOL PRACTICE – THE USE OF CALCULATORS

### Introduction

The purpose of this policy is to develop within the pupils a sense of when, and when not, to use a calculator. It aims to encourage, develop, promote and maintain the creative use of the calculator as an effective learning tool.

- To minimise the use of the calculator as a lazy alternative to mental or written methods.
- To maintain a consistent whole school approach to the development of calculator skills.

### The Percentage Button

The percentage button has a wide variety of operations from one calculator to another. Pupils will use the percentage button simply to get to the answer quickly, unless they are advised otherwise. As well as being impossible to teach because of the variety of different button sequences across the different makes of calculator, it is much better that the pupils enter the correct mathematical operations separately - this practises and demonstrates understanding of percentages. Accordingly, pupils are not allowed to use the percentage button.

### When And When Not To Use A Calculator

The degree to which doing a calculation by paper methods is appropriate, depends upon circumstances. There is no point in an A Level pupil working out  $17 \times 234$  manually since it would take a lot longer than on the calculator, and the learning objectives of the lesson would not be connected with the ability to do this calculation by paper method. However it may well be part of a lesson plan for younger pupils to practise this very calculation by paper-based methods. All teaching units in Key Stage 3 have been assessed for suggested use of the calculator throughout the unit, either as 'no calculator use required' or 'selected calculator use required'. Where a unit has been assessed as 'selected calculator use', further information has been supplied in the unit plan as to where and how the calculator could be used, and the calculator skills that are required in order to attempt the unit. Teachers should first ensure that the required skills are in place, before attempting the unit.

Publishers should indicate on worksheets whether or not a calculator is permitted. Staff should also do the same on their own 'in house' worksheets.

Other considerations which may affect the choice of whether a calculator can be used are:

- Is the level of ability required for the calculation close to the expectation for the pupil?
- Is calculation through pencil and paper method a lesson objective?
- Does the pupil have the skills to complete the calculation? If not, is the necessary support available?
- Is an estimate required?
- Does the calculation appear in the middle of an extended task which would be negatively affected by delay, such as the latter stages of an investigation?
- Does the nature of the calculations and the numbers make the calculation trivial?

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**SET 3**  
30 SCHOOL POLICIES

**FOCUSING ON FINANCIAL AND OFFICE MANAGEMENT ISSUES - BUDGET MANAGEMENT, ORDERING & PURCHASING, CHARGING, PAY AND FIRST AID.**

Secondary Policies Set 3 (Version 11.0)	Pages
Finance & Office Handbook - Contents	2
General Aspects Of Budget Management	7
Financial Management - Aims	1
Monitoring & Evaluating Financial Management	2
Procurement - Services From Outside Agencies	3
Procurement - Ordering & Purchasing Goods	4
Preventing Copyright Abuse	4
Banking Arrangements	1
Income & Voluntary Funds	3
The School Fund	3
School Charging and Remissions Policy	4
Fundraising	13
Lettings Of School Premises/Facilities	1
Petty Cash & The Imprest Account	1
Responsibilities For Financial Administration	9
Whole School Pay Policy	20
Insurance Arrangements	2
Stock Control & Security	1
VAT Issues	3
Managing The Office/Administration Budget	1
Dealing With Visitors, Parents & Enquiries	2
First Aid Provision & Sick Pupils	2
Dealing With Asthma	2
School Records	2
Confidentiality (Freedom of Info & Data Protection)	10
Governors' Committees - Terms of Reference	7
Health & Safety In the School Office	8
Computer Systems	1
Covering For Absent Office Staff	1
In Service Training	2
<b>All 30 Policies</b>	<b>122</b>

\_\_\_\_\_ SCHOOL

**GOVERNORS' COMMITTEES – TERMS OF REFERENCE**

**Committee Name:** School Improvement

**Terms of Reference:**

- To have initial responsibility for considering issues relating to:
  - Curriculum and Professional Development;
  - Curriculum policies;
  - Aims only** for N.C. subjects and R.E.;
  - School Improvement Plan;
  - Monitoring SATs results and other test outcomes;
  - Targets & standards of teaching/learning;
  - Resource allocation;
  - Post Ofsted action plans - formulating and implementation.
- Formulate its own agenda and produce its own minutes. It is for the committee to appoint a chairperson and to arrange for the recording of minutes - these may be hand written or word processed and should be passed to:
  - the Clerk to Governors (for inclusion in the next full meeting of the Governing Body);
  - the Headteacher;
  - the Chair of Governors.
- Meetings are to be guillotined at 6.30 p.m. (assuming that they start at 4.30 p.m.).
- To make initial decisions about those issues identified as under the responsibility of the committee - see suggested timetable below.
- To propose motions and to vote on these. All motions can only be agreed if unanimously approved by those governors present. If the motion is not passed unanimously then that item will appear separately on an agenda of the full Governing Body.
- The Headteacher can vote 'in absentia' (not present) as the Headteacher cannot be expected to attend all meetings of all four committees.
- The full Governing Body may overturn any decision taken by the committee if an appropriate motion is proposed/seconded and passed at a full meeting of the Governing Body.
- Any Governor may attend any meeting of a committee, of which they are not formally a member, and will have full voting rights.
- Although the day to day decision as to who sits on which committee will be made by the Chair of Governors the final decision will reside with the full Governing Body.

**Meetings:** 3 minimum (1/term)  
**Suggested Membership No.:** = 4 - 6 (3 minimum)  
**Members:** Headteacher (automatically a member),.....

**Suggested Timetable for Agenda Items:**

Term 1 (September - December)	Term 2 (January - March)	Term 3 (April - June/July)
Formulate and implement the post Ofsted action plans. Monitor and evaluate SATs results. Review the progress of the current School Improvement Plan.	Review and evaluate implementation of post Ofsted action plans and current School Improvement Plan started to be formulated. Resource allocation to be considered. Set and review/evaluate targets & standards for teaching/learning. Curriculum policies. Curriculum Development. Professional Development.	Review and evaluate implementation of post Ofsted action plans. Consider the 'Aims and Objectives' for N.C. subjects, Sex Education and R.E. The School Improvement Plan (SIP) should be finalised in May. This committee will work with the Headteacher and SLT in the formulation of next year's SIP.

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**WHOLE SCHOOL PAY POLICY**

**SECTION 1 GENERAL PRINCIPLES**

The Governors accept that a high level of morale is a vital prerequisite to effective teaching and learning. To this end the Governors are guided by the following principles:

- The Governors endeavour to implement the aims and objectives of this pay policy in a cost effective way considering the constraints set by the available budget.
- The Governors acknowledge their statutory duty to involve staff and their professional associations in consultations on:
  - conditions of service;
  - the structure, content, introduction and annual review of this policy.
- The Governing Body does not offer payment for involvement with extra curricular activities - either during or after the school day.
- All staff have the right to access their own salary records. Any member of staff wishing to see his/her salary record should contact the Headteacher in the first instance.
- This policy complies with the current STPCD, the National Conditions of Service for Support Staff and the National Minimum Wage (NMW) legislation as well as the following Acts of Parliament: The Race Relations Act 1976, The Sex Discrimination Act 1975, The Equal Pay Act 1970, The Disability Discrimination Act 1995, the Employment Rights Act 1996, the Employment Relations Act 1999 and the Employment Act 2002. The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.
- All staff have their own copy of the current School pay policy.
- Timing of salary determination and notification of the teacher's pay shall be made annually on or after 1st September with effect from that date.
- All members of staff will be paid by direct bank transfer into their account on the \_\_\_\_ day of the month.
- Where a member of staff takes up a new post (including an internally promoted post) on a date other than 1st September, then the new pay scale will take effect from the date on which the duties start.
- Where a teacher has been assessed as meeting the performance threshold standards and he/she is entitled to be paid as such, his/her pay will be amended from the next month onwards.
- Where the Governors decide to reduce a teacher's pay, the change shall take effect from the next salary month after the decision was actually made.
- When Governors have determined the salary of a member of staff, they shall ensure that he/she is notified in writing of that determination. For members of the leadership group, or advanced skills teacher - they will be informed of the basis on which the salary has been determined and of any criteria, including performance objectives on which the salary will be reviewed. Classroom teachers (qualified or unqualified) will also be informed of their position on the relevant pay scale, of any TLRs and the post-threshold scale, as appropriate - performance objectives related to TLRs or the post-threshold scale will also be identified.

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**PROCUREMENT – ORDERING & PURCHASING GOODS**

- CHECKING THE GOODS**
  - Goods are checked by the ordering department/budget holder representative when delivered. The complete packaging is inspected (inside and outside) for a delivery note and invoice (if delivered with the goods).
  - The delivery note is cross referenced with the goods supplied.
  - The copy of the official order form is used to cross reference the goods supplied with the goods as originally ordered.
  - If everything is satisfactory then the budget holder will authorise the invoice for payment (if not prepaid). N.B. Invoices are stamped with a box containing the following criteria - Dept./nominal budget, goods received, goods checked, invoice correct, please pay.
  - The invoice is then returned immediately to the Bursar.
  - Discrepancies are also reported immediately to the Bursar.
- AUTHORISING/MAKING PAYMENT**
  - Before a payment is made the Bursar will check an invoice to ensure that it bears the School's official order number and that there is a valid supplier VAT registration number (if appropriate). If the invoice needs endorsement by the budget holder then the Bursar will keep a record of the invoices passed over to members of staff. The Bursar will follow up invoices that have not been endorsed and returned within 48 hours. This should avoid charges for late payment and extra work performed by the supplier.
  - The office staff will mark all paid invoices 'Paid in full' and will record the respective cheque number/transaction number. The marked invoice will then be stored securely and cross-referenced to the official order number.
  - If everything is in order the Headteacher/Bursar will authorise payment by cheque or via BACS, etc.
  - All payments are double checked and signed by the Headteacher following the agreed school procedure.
  - There is normally one cheque run per week unless for efficient batch processing of invoices.
  - Vouchers for each payment made are filed away for audit purposes.

N.B. The School will not make any payment on a photocopied invoice or a supplier's statement.

- RETURNING GOODS**  
**Faulty Goods**  
 Any faults/discrepancies should be reported to the Bursar immediately who will then report it to the supplier and obtain instructions/official returns number/reference. Goods must never be returned to a supplier without a supplier's returns number/reference or otherwise the School is still responsible for the goods and therefore payment. A certificate of posting should be obtained or preferably the returned goods should be sent by recorded delivery. Returned goods should be insured against loss or damage if relevant.

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# SET 4

31 SCHOOL POLICIES

## FOCUSING ON SAFEGUARDING CHILDREN - INCLUDES HEALTHY EATING, CHILD PROTECTION, PASTORAL AND MENTORING ISSUES.

Secondary Policies Set 4 (Version 11.0)	Pages
Aims And Objectives - Pastoral Care	2
Tutoring And Communication Skills	6
Parental Liaison And Involvement	2
Liaison & Involvement With Outside Agencies	2
Monitoring And Evaluating Pastoral Care	1
Safeguarding Children - Strategic Policy	4
Every Child Matters	2
Child Protection	20
Toilet Facilities - An Entitlement to Dignity	2
Healthy Eating	7
Sex Education	6
Drugs Education & HIV/AIDS	4
Behaviour - Behaviour Management	5
Behaviour - Physical Restraint of Pupils	7
Behaviour - The 'Code Of Behaviour'	2
Behaviour - Dealing With Behavioural/Emotional Difficulties	2
Behaviour - Anti-Bullying Policy	3
Key Skills & the Curriculum	3
Cross-Curricular - General Issues	2
Cross-Curricular - Careers/Work Related Learning	1
Cross-Curricular - Health Education	1
Cross-Curricular - Economic Understanding	1
Cross-Curricular - The Environment	1
Citizenship	8
Cross-Curricular - SMSC Development	6
Shared Values	6
Mentoring	5
Breadth of Opportunity	2
Active Registration	2
School Council	4
Pupil Attendance	17
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\_\_\_\_\_ SCHOOL

### BEHAVIOUR - THE USE OF PHYSICAL RESTRAINT

#### SECTION 2 – WHEN IS PHYSICAL RESTRAINT APPROPRIATE?

Cases where it would be acceptable to use reasonable force to restrain a pupil are when a pupil:

- attacks a member of staff or is fighting with another pupil;
- could cause injury through an act of rough play;
- is about to engage in committing an act of deliberate vandalism;
- is running along a corridor or on the stairs in such a way to be a danger to themselves or others;
- runs out of lesson or school (only applies if in doing so the pupil puts herself/himself at risk);
- is behaving in such a way as to seriously disrupt the lesson;
- persistently refuses to follow an instruction to leave the room.

#### SECTION 3 – WHEN IS PHYSICAL RESTRAINT NOT APPROPRIATE?

Staff should not employ physical restraint if:

- they believe that in doing so they may put themselves at risk;
- it is to be used to enforce a member of staff's instructions.

#### SECTION 4 – WHO CAN APPLY PHYSICAL RESTRAINT?

Physical restraint can be used by any authorised member of staff. An authorised person can be considered as anyone who has been authorised by the Headteacher, and so is acting in an official capacity at that time on behalf of the School i.e. a parent helping out on a school trip. As well as teachers this includes classroom assistants, lunchtime supervisors, caretakers etc as well as official visitors to the School, such as educational physiologists, education welfare officers etc. The Headteacher should keep a list of all people who are authorised on the School's behalf to use physical restraint should it become necessary. These people should all be made aware of the contents of this policy. Junior members of staff (e.g. NQTs) should avoid having to physically restrain a pupil. In situations where restraint might become necessary they should send for the help of a senior member of staff.

As part of the School's induction procedure for new staff a more detailed discussion of this policy should be held.

#### SECTION 5 – THE SIGNS OF PSYCHOLOGICAL/PHYSICAL CONFLICT

There are symptoms of psychological conflict that may develop into physical conflict – these are identified below. However, the same symptoms, taken in isolation, can occur in situations where no physical conflict will occur. Many of these signs may also be indications of other medical, social or psychological problems or simply normal child development. Staff therefore need to be careful and thoughtful in ascertaining whether physical conflict is probable. The signs and symptoms described in this policy need to be considered in the light of normal child development, e.g.

- Sweating;
- Fast breathing;
- Turning red faced;
- Fidgeting;

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### MENTORING

#### SECTION 2. TYPES OF MENTORING

The School employs four different types of mentoring:

- Adult Mentoring
- e-Mentoring (Telementoring)
- Senior Pupil Mentoring
- Peer Mentoring

##### 1. Adult Mentoring

Adult mentors are mostly volunteers from the local community. However, Level 3 or 4 Teacher Assistants may have mentoring as part of their job description. Adult mentors come from a wide range of backgrounds and experiences, such as:

- People making time to come in during their time off work
- Unemployed people
- Retired people
- People on long term disability allowance
- Part time workers
- Local students from colleges and universities (many of them ex-pupils of the School)
- People who have been a mentee or befriender themselves, at an earlier stage in their lives.

All adult mentors make a commitment to at least one visit a week (often two), for about 30 minutes, for a period of at least six months. The visits happen during school time within the grounds, usually in the Library, or other public place. An adult mentor may have up to three mentees, although most have just one. In conjunction with the pupil's tutor, the adult mentor and the mentee set targets for the mentee to achieve. The targets may also have been previously set by the tutor. The targets may be based on academic, career or personal development goals, or a mixture of all three. For details concerning the recruitment and training of adult mentoring see Section 3 of this policy.

##### 2. e-Mentoring (Telementoring)

Most of the principles highlighted above apply to other forms of mentoring. Our e-mentoring programme links pupils with an adult mentor by email. The emails are exchanged twice a week during supervised class time. The adult mentors are provided by a private company in the U.K. with strict security and vetting procedures. There are a number of companies providing these services, and we aim to get the best value for money. This scheme works alongside our main mentoring programme. The range of issues dealt with are as varied as they are in the main mentoring programme. One of the advantages of these schemes is that they offer mentors who are subject experts. This has the advantage that mentees can get access to another expert, other than their main teacher, which fits in with our increasingly information rich society, in which there are multiple sources of knowledge.

Evaluation is completed online with optional feedback forms. The Mentoring Co-ordinator gets a summary of all feedback submitted, as well as online access to all individual comments.

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### SCHOOL COUNCIL

#### Selection of School Council Representatives

At the beginning of each school year each form will elect, by secret ballot, their form representative to the School Council.

Representatives will put their names forward for election and be seconded by another member of the form group.

Should more than one representative put their name forward then the form will hold a secret ballot, which will be organised by the outgoing form representative from last year.

Before the election takes place each candidate will need to give a short speech, to the form group, outlining why they should be elected.

To stand as a form group representative a candidate must fit the following criteria;

- be prepared to attend at least one School Council meeting per term
- be prepared to speak out on the form's behalf at School Council meetings
- be prepared to report approved minutes back to the form
- be well behaved and sensible in all aspects of the School Council and in particular during the meetings

Once selected should a candidate fail to meet any of these criteria then they can be deselected and a new form group representative elected.

#### Role of the School Council Representatives

The School Council representative for each form is responsible for:

- collecting ideas from the class to put forward as possible agenda ideas
- organising a class discussion on the finalised School Council agenda
- representing the form's ideas about each of the agenda items at the School Council meeting

Reporting back to the class on the discussions at the School Council and passing on any decisions made at the School Council.

The School Council representatives may also be called upon to represent the school in many other ways, e.g. meeting special guests to the school, the representatives may also need to report back to the form group any discussions held with such special guests. The School Council representative may also be responsible for representing the pupils' views to representatives from outside the school, e.g. local councils may wish to discuss with pupils facilities in the local area.

Once the School Council representatives have been elected it would be appropriate for the Chairperson for the School Council to meet with them all and discuss the organisation of a council meeting, and talk through the discussion procedures i.e. not shouting out, putting hands up and waiting to be asked to speak (speaking through the chair). In the way of Inset for the pupils a brief discussion could be held on a topic agreed in advance, to give the pupils experience at taking part in a formal debate.

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SCHOOL  
CHARGING AND REMISSION POLICY

SET 3  
SAMPLE

**SECTION 3 TRANSPORT IN A MINIBUS**  
If any payment is requested/made towards the cost of passengers being carried in a minibus than a public service vehicle (PSV) licence is required by the Schools. A licence is required if the school owns or rents the minibus. There are two types of PSV:  
• restricted (for up to two vehicles);  
• standard national (more than two vehicles).

**SECTION 4 INDIVIDUAL INSTRUMENTAL TUITION**  
The cost to the pupil for providing any instrumental tuition not part of normal LEA peripatetic provision. The fees for the peripatetic lessons are now centrally collected by the LEA due to the large administrative burden involved in pursuing non-payment.

**SECTION 5 INGREDIENTS/MATERIALS/EQUIPMENT (IN KIND)**  
The Governing Body reserves the right to charge for ingredients, materials or equipment (or the provision of them by parents) or require them to be provided if the parents have indicated in advance that they wish to own the 'finished product'. This is directly relevant for the cost of materials/ingredients for the following subjects: CDT, Science, Art/Craft.

**SECTION 6 BROKEN EQUIPMENT (REPLACEMENT)**  
The Governors will allow all departments to ask pupils and/or their parents to contribute towards the cost of replacement items where these were damaged or broken as a direct result of misconduct on the pupils part. This does not in any way detract from the teaching staff's duty to brief pupils thoroughly and to manage a calm and safe working environment for the pupils.

**SECTION 7 THE FREEDOM OF INFORMATION ACT & CHARGING**  
Members of the public have a statutory right to ask for information under the Freedom of Information Act. Naturally, no charge is made by the School for information sourced from the School's Website - which is very comprehensive. For parents of present or prospective pupils (including parents who wish information to help them decide if they wish their child to attend the School), single copies of all relevant and available information are provided free of charge. However, should a request for information involve a large amount of non-standard paperwork or duplication, the School reserves the right to charge 10p per sheet to cover duplication and administrative costs.

When a member of the general public or a member of a professional body requests the information, then the standard charge will be made to cover duplication, postage and administrative costs.

In all cases where a cost is to be levied the purchaser will be informed of the cost and requested to pay the correct amount in advance, (by cash paid or cheque) before the work is undertaken.

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