

ProEducation Policy Handbook

September 2019

For Review September 2020

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Introduction

This Policy Handbook describes ProEducation School's Policies relating to Students, Staff, Parents/Carers and the general running of the school. ProEducation is a company limited in Indonesia taking guidance from local laws and regulations, and the UK Equality Act 2010 and other similar Acts. These Policies apply to all the whole school community, including staff and learners, parents/carers, community members and volunteers.

Access

Employees, learners and volunteers are made aware of the existence of these policies in their induction to the School and are informed as to where they can be accessed for reference. Sites included in the ProEducation Policy Handbook, the School website and other online storage mechanisms and on display in the Education Administration office.

Review

These policies are to be seen as living documents, owned and implemented by the School community, and are reviewed annually. Reflection on the application of these policies and the associated procedures to implement them occurs regularly through staff meetings and professional development activities. The Director, supported by the Leadership Team, takes responsibility for ensuring that these policies remain relevant and applicable to the School, and for their regularly review and update.

Background to Policies

Our policies are working documents that are fit for purpose, represent the school values, and enable consistency and quality across the school. Our policies are related to Indonesian Laws and Regulations, and the UK legislation Acts including:

- Education Act 1996
- Protection from Harassment Act 1997
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014

In developing and tailoring these policies we have referred to the UK resource centre 'Policies for Schools' <https://www.policiesforschools.co.uk/list-of-school-policies/>.

I

Student Policies

A. Learning and Behaviour Policy

Policy Statement: ProEducation is a school with a proud and positive profile. It is expected that students attending the school should, by their appearance and behaviour, reflect these attributes. The school community, teachers, students and parents share a strong commitment to providing an environment conducive to teaching and learning and enabling academic success.

ProEducation's school values: ProEducation School's vision is to provide an [inclusive school that is internationally accredited](#) and which provides opportunities for children as individual learners. We value and appreciate each child's strengths and abilities and ensure our school community meets all learners' needs. We aim to build strong foundations and key skills in our teaching. We provide a dynamic educational environment with enjoyable learning experiences and challenging activities for young people, in order to help them succeed, gain life skills, and prepare for employment and tertiary education. We know each child on an individual level academically, socially, physically and emotionally and we tailor education uniquely to individuals.

Our school values include:

- Respect
- Responsibility
- Community
- Innovation
- Integrity
- 'Being the best learner, I can be'

At ProEducation School we:

- strive for and respect high achievement in all areas
- learn to challenge discrimination and accept responsibility for our actions
- develop social skills and values based on principles of tolerance and understanding

The students, teachers, leadership team and school community embrace the school values, and these form the basis of our community beliefs.

Rights: Every student has the right to a safe, secure and effective environment that maintains positive relationships with all members of the learning community in which they are able to fully develop their talents, interests and ambitions.

Responsibilities: Each student has the responsibility to behave with care and tolerance towards others, to allow for all students to access all elements of their learning whether that is academic, social or personal. This care extends to all activities. Students have a responsibility to refrain from unacceptable behaviour which jeopardizes the well-being and safety within the school and while off-site on official activities with Pro Education.

Unacceptable behaviours include any targeted actions that are designed to hurt or humiliate others and will be treated very seriously. These include:

- Behaviour that endangers others
- Bullying or acts of aggression
- Discriminatory attitudes and behaviour based on gender, religion, race, socioeconomic status, class, family, pregnancy, age, cultural background, and sexual orientation
- Sexual harassment in all forms including: inappropriate touching; sexually provocative remarks; offensive staring; displaying or sending pornographic material in any form including printed media, or via mobile phone, internet or email; suggestive questions or comments about another's sexual morality, physical appearance or sexual orientation, unwanted requests to go out with somebody, or requests for sexual favours
- Displays of sexually graphic material, wearing clothing which is offensive or any form of graffiti which denigrates an individual or group
- Cyber bullying and slander online

Discriminatory, abusive, harassing or dangerous behaviour whether committed online, via technology or in person are destructive and will be treated with equal seriousness and result in the same disciplinary procedures.

Preventing and Managing Unacceptable Behaviour: Everyone in the ProEducation school community is responsible for developing a positive environment and celebrating the diversity of our cultural backgrounds, interests, talents and achievements. In encouraging and building this cooperative approach, we acknowledge there will be behaviours and events that sometimes occur that undermine our principles. When these occur, the school will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the school will inform and involve parents in a staged response through a Student Support Group.

For minor incidents, this restorative approach will be conducted in an informal way and will be embedded in classroom teaching and learning. Where a restorative approach has previously been conducted and the negative behaviour continues, the school will organise a student support group to advise strategies and approaches to address it. This may include arranging relevant individual or small group personal development programs within school or through specialist services and external agencies in the local community.

Serious incidents will require a more formal restorative session that involves students, teachers, Heads of Departments and/or the Director. All persons affected by the incident will be given the opportunity to explain their understanding of the events so it can be documented. There will be situations where a formal conference involving the student, parents/carers, other support persons will be required. Wherever possible an instructional discipline approach will be undertaken in preference to a punitive discipline approach, which itself may lead to suspension and expulsion from the course and will be decided by the Director of ProEducation.

Any persons receiving discipline will have one opportunity to appeal the decision, with the support of family members/carers. The decision of the Director will be final after any appeal process.

B. Access To Fair Assessment Policy

Statement of Assessment

- ProEducation aims to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- The ProEducation Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- ProEducation will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory, making clear to all students, parents and carers aware of the processes for fair assessment.

Access

- Students are made aware of the existence of this policy and have open access to it. It can be found in the policy folder in the ProEducation administration office and also online in Pro Education's website.
- All teachers are made aware of the contents and purpose of this policy and it is included in the staff handbook and forms part of induction and staff training.
- This policy is reviewed annually and may be revised in response to feedback from students, teachers and external organisations.

What Students / Parents / Carers can expect from us

- We aim to ensure that all assessment of work is carried out fairly
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained
- Internal assessments will be carried out fairly and professionally
- Externally marked tests and exams will be according to the requirements of the awarding body
- Students will be fully inducted onto a new course and given information that can be shared with parents and carers
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set
- Students will be given appropriate assessment opportunities during the course with ongoing feedback provided on the quality of the work and throughout the course.
- Feedback will also be given at the end of the course as part of the Student Assessment and Report, detailing their achievements and accreditation.
- All work to be marked within two weeks of submission

C. Cheating and Plagiarism Policy

Our Values

ProEducation School believes that students must strive for their personal best and seek honest feedback on their work in order to learn and improve. **Cheating and plagiarism** interferes with the assessment and feedback process that is necessary in order to promote academic growth.

ProEducation students are expected to demonstrate honesty and ethical behaviour in completing all of their assessment tasks. All academic work, written or otherwise (including oral and visual presentations), submitted by students to their teachers is expected to be the result of their own thought, research, or creative ideas expressed in their own words.

In cases where students feel unsure of what cheating, plagiarism and/or collusion mean, they are strongly recommended to speak with their teachers on the matter before submitting their work. Teachers are more than happy to offer guidance to students regarding how much information can be legitimately taken from other sources and how it can be used properly.

All allegations of cheating and plagiarism will lead to a full investigation by ProEducation, which will follow the guidance of the relevant awarding body and may include removal from the Course.

A fair assessment of student's work can only be made if that work is entirely the student's own. Therefore, students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination or talk during a test or examination.

Outcomes

If a student is known to be plagiarising schoolwork, a warning will be given on the first instance with parents present. If the student repeats this behaviour then they will be suspended from the school for a 2 days period. If a student is caught cheating in a formal examination it will be reported to the awarding body immediately with seriousness.

ProEducation staff are available to support all students who may need additional help and guidance with their assignments or other work and encourage students and parents/carers to seek support whenever required.

D. Internal Moderation Policy

Policy Statement

ProEducation aims to ensure that Qualifications undertaken by students are assessed fairly, reliably and consistently by all teachers/staff and meet the requirements of the awarding body and external moderation standards.

ProEducation aims to keep and submit to the awarding body if requested for external moderation, accessible and accurate records of student work, portfolios and marked tests and maintain record keeping systems that are fit for purpose and readily auditable by the awarding body. Accurate and detailed records will be kept of all internal and external moderation decisions. Any adjustments or changes to the Internal Moderation Policy and/or procedures for assessment as a result of moderation by the awarding body/external moderation will be made as and when necessary and communicated to all staff and tutors.

All assessment evidence that has been internally moderated by ProEducation will be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding organisation.

ProEducation will:

- ensure that all assessment activities are valid, appropriate and fit for purpose via regular staff training, moderation assessment meetings and guidance to staff
- collect, review, keep and compare assessments, and conduct regular moderation meetings with all teachers and staff at ProEducation involved in internal assessment
- provide assessment training where required to ensure moderation standards are met
- provide standardised documentation to support internal moderation activity and record-keeping
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures

Student Appeal Procedure

- ProEducation will provide all learners undertaking assessment activities to be moderated internally or externally with details of how to appeal assessment decisions.
- a formal appeal in writing to ProEducation should be made either by the student or their parents, giving the reason for an appeal against their assessment score or decision
- students and parents/carers will be given an invitation to attend a qualification assessment feedback meeting with tutors\staff responsible for assessment
- ProEducation will act to review, evaluate and change the process or policy of Internal Moderation should any appeals be successful, the review and changes will be communicated to all learners and staff

E. Work Experience Policy

ProEducation School has a strong commitment to the provision of Work Experience for eligible students in its Towards Independence Program and for those undertaking the Distance Education Program.

Work experience is part of our educational program where students experience working life, often for the first time. It is the short-term placement of students with employers, to provide insights into the workplace in which they are located. Students are placed with employers primarily to observe and learn – not to undertake activities which require extensive training or expertise.

Work Experience is undertaken at the employer's work premises and has enormous benefits for students as it gives them a chance to:

- work alongside adults as part of a team gaining an understanding of work
- develop and practice a range of new skills
- become more independent and confident
- relate the school curriculum to the workplace
- increase motivation to continue their study and/or undertake further training
- explore career options

Practical Arrangements

- Students are assessed by the Leadership Team for inclusion in the Work Experience Program against key selection criteria to ensure their suitability for the activities outside the school. Not all students undertake Work Experience.
- There is a maximum of six students at any one time on Work Experience placements.
- Students are generally placed in Work Experience an afternoon, one to two days a week throughout a whole term. This enables the student and the employer / other employees to form an ongoing and productive working relationship and gives students the chance for ongoing and realistic work experience.
- ProEducation school currently and formerly partners with Finns Recreational Club, which is a key provider of Work Experience for our students. Other key school approved partners are able to provide Work Experience opportunities all year round.
- There is a dedicated Employer Representative to liaise with ProEducation on student achievement and progress who provides a weekly report to ProEducation's Work Experience Case Manager and who monitors and supports the students while on placement.
- These reports are shared with parents / carers in Moderation Meetings.
- "Work Experience" is an accredited ASDAN elective short course. Some ProEducation Students choose to enrol in this elective and can receive formal

accreditation towards their qualifications for undertaking it, along with the Work Experience placement organised by the School.

- Where required due to specific needs, a teacher / support staff will accompany a student on Work Experience if they are part of the Towards Independence Program.

The Pro Education Work Experience Handbook is a stand-alone detailed document and included in the Policy folder in the ProEducation office and available to students, parents / carers online. This Handbook contains detailed policies, procedures and consent forms. All students undertaking work experience will be guided through the Handbook, and parents / carers and Employers / businesses will be given the relevant forms to complete before work experience is undertaken by the student. Please contact Pro Education to see a copy of the Work Experience policy Handbook.

F. Attendance and Truancy Policy

Pro Education Attendance Policy ensures that the courses at the learning centre operate efficiently for the benefit of all students. The Attendance Policy allows the staff and teachers to plan and deliver study and training courses that are consistent with the academic timetable and meet time commitments needed for marking, student meetings and staff development.

ProEducation school aims to ensure that all our children take full advantage of the educational opportunities available to them and to raise standards **by promoting regular attendance and punctuality of students**. We are committed to providing an education of the highest quality for all our students. We believe high attainment depends on good attendance.

The Attendance Policy covers all areas of Pro Education's services for students, including centre based study and off-site activities.

School Aims

- to create a culture in which good attendance is accepted as normal.
- to demonstrate that good attendance and punctuality is valued by the school.
- to maintain and develop effective communication regarding attendance between home and school.
- to ensure the safeguarding of students by establishing the whereabouts of all absent students posting a list of student absences each morning on ProEducation's electronic notice board by 10am each morning.
- to ensure compliance with all relevant legislation connected to this policy.
- to have in place procedures to prevent truancy.
- to work with other schools to share good practice in order to improve this policy.

School Expectations

We expect all school personnel, staff, teachers and students to support and promote excellent school attendance by acting as role models and to work hard to provide a learning environment in which all students are eager to learn, feel valued and enjoy coming to school. **School personnel have a responsibility for identifying trends in attendance and punctuality.**

Sometimes a student's absence or lateness may not be their fault and in these circumstances it is our policy to be supportive of the child and not to make them feel guilty or inadequate. Also, at times we have to give allowances for religious beliefs and individual family circumstances. We believe it is essential to regularly remind parents of the importance of good attendance and its links to pupil achievement. We believe that the prime responsibility of parents/carers is to ensure that their children attend school regularly.

Duty of Care

We have a duty to monitor students' attendance through daily registration and will address all poor or irregular attendance by contacting and discussing the situation with parents/carers. **If a child misses more than 20% of their schooling a letter will be issued to parents/carers describing the school's concerns and requesting a meeting to discuss the issues.**

We have in place a Head of each School (Primary, Secondary and Towards Independence) and an Administration Supervisor who is responsible for monitoring pupil attendance. Each day attendance registers are filled, and any absences are posted each morning by 10am on ProEducation's electronic notice board, to ensure parents/carers are aware of their child's absence.

We have a duty to establish the whereabouts of all absent students and will send a member of the school personnel to a child's home if contact cannot be made by phone with the child's parents/carers. If the child has missed more than 20% of schooling and where the school is concerned about the child's wellbeing the local authorities could be informed.

We have a record of at least two emergency contact phone numbers for different adults associated with each pupil of the school, as a safety measure. We urge all parents/carers to keep these contact details up to date with the School in case of emergencies.

Attendance rights

- Students may pre-arrange and agree periods of low or non-attendance with the Head of School, preferably before starting the course of study with ProEducation, to enable effective planning and delivery to the whole student group.
- Students may also be exempt from attendance due to medical or family reasons, as communicated to Pro Education on the first day of non-attendance before the first period of any study or learning session. An official dated and headed letter from a registered medical Doctor or from a family member respectively, is required the following day at the latest, detailing the problem and the amount of absence time required. In such cases ProEducation may decide to allocate tutor time to enable students to catch up on missed studies, the amount of tutor time allocated is at the discretion of ProEducation.

Absence and Financial Implications

Parents/Carers who have submitted payment for their student's course of study have agreed to the course timetable, for the full term of study with ProEducation. **Therefore, if any students who fail to attend study periods on time or who miss days or weeks of study, families will not be able to claim any partial or full refund on the cost of the course or claim extra tutor time to supplement their missed learning.** At its discretion ProEducation can direct students to the materials that need to be

completed for the benefit of students' missed studies but cannot guarantee tuition for students who have missed periods of study.

In addition to timetabled study in the centre, students will also be expected to be on time to any skill development sessions that may occur in or outside the centre. Often students will be invited to attend sessions that require travel or planning time and in these cases too it is essential students attend sessions on time. Should students be late to any meetings, so as to affect the efficacy of learning for the student group the tutor or staff can reasonably expect to begin work or leave on transport at the appointed time.

Truancy

We believe truancy is a matter that we treat very seriously as we feel students are not only losing valuable learning time, but they are putting themselves at serious risk as the school and their parents are not aware of their whereabouts.

We have a duty to ensure the well-being of all our students and their right to attend school regularly. In cases where the Director and the School are concerned for the ongoing welfare of any students, they can seek support and advice of Embassies, the Bali Heads of Schools forum or other local authorities. Primarily, we believe it is essential to have a strong working relationship with students and their families in order to promote good pupil attendance and reduce truancy.

Approving Leave of Absence

We are aware that leave of absence can only be granted to a pupil only in exceptional circumstances and in authorising a holiday in term time we will take into account the child's attendance record, the child's age, the reason for the absence, the time in the academic year and the employment difficulties that parents face by taking holidays in school holiday time.

We will exercise a consistent approach and ensure equity for all students. If a student is absent and has a formal examination or assessment, a medical certificate will be required and presented to the relevant Head of School. This process should be completed within the same day as school absence on the day of the formal assessment.

Absences

- Holidays during term time – parents are encouraged to take a family holiday not in term time. Leave of absence only allowed in exceptional circumstances. Parents are asked to complete a holiday form requesting permission to take their child on holiday.
- Religious Observance – a maximum of four days absence is allowed for religious observance.

- Medical, Dental or Hospital Appointments – we encourage these appointments to take place out of school time wherever possible, in order not to disrupt the child's education.
- Visa Runs- families are encouraged to organise visa verification processes during school holidays where possible. If children need to take time off school due to visa applications parents are expected to inform the school.

The Role of Director/Principal

- has delegated powers and responsibilities to ensure all school personnel and parents/carers and students are aware of and comply with this policy
- promotes the importance of attendance and punctuality with all stakeholders
- has appointed Heads of Schools (Primary, Secondary and Towards Independence), and an Administration Supervisor
- ensures the relevant Leadership staff identify and follow up all absence and lateness
- monitors termly progress towards any set attendance targets for the school
- ensures this policy and all policies are maintained and updated regularly

The Heads of Schools and Administration Supervisor will:

- undertake the daily monitoring of school attendance
- ensure the safeguarding of students by establishing the whereabouts of all absent students by making contact with parents if the school has not been informed of their child's absence
- work in conjunction with the Senior Leadership Team to ensure all school personnel, students and parents are aware of and comply with this policy
- help create a culture which encourages attendance and address all school- based causes of poor attendance such as bullying, racism etc
- ensure registration is taken at the start of the morning session and at the beginning of the afternoon session;
- ensure students are aware that attendance registration is a significant part of the school day
- monitor trends by using data effectively to help strategic planning
- ensure early intervention in order to prevent absenteeism or truancy and to put into affect a range of procedures to deal with this problem
- provide parents at the end of each term a detailed attendance report on their child
- target intervention and support to children highlighted as poor attenders
- check all pupil emergency contact telephone numbers to ensure they are correct;
- apply a consistent approach across the school and ensure equity for all students
- introduce rewards and incentives to encourage punctuality
- organise home tuition with the local support services for students with long term illness provided they are well enough to undertake the work

Role of Parents/ Carers

Parents/carers are encouraged to:

- work as partners with the school in the education of their children and to comply with this policy
- ensure their children of compulsory school age receives suitable full-time education
- ensure their children are punctual and know the importance of good attendance
- inform the school on the first day of absence
- inform the school of any changes to their contact details;
- collect their children on time
- avoid where possible, taking holidays during term time
- be aware that the Headteacher when considering an application for a term time holiday request will consider the time of year of the proposed trip; the length and purpose of the holiday; the impact on continuity of learning; the circumstances of the family, the overall attendance of the child and the wishes of the parents/carers.

Role of Students

Students are responsible for:

- becoming aware of the school attendance and truancy policy
- arriving at school on time and knowing the value of good attendance
- knowing the seriousness of truancy, and attending classes during the school day
- accepting sanctions if they are caught playing truant
- returning to school as medically appropriate after a period of illness
- support the school policy and guidance necessary to ensure the smooth running of the school

Managing Attendance

- The Director will work closely with other members of the Leadership Team to monitor all aspects of school attendance and make this a regular item of discussion during staff meetings and curriculum / school planning activities.
- Teachers and other staff will act as role models in their own attendance and punctuality practices.
- On a daily basis, the school Administrator ensures that attendance records are taken, and any absences are posted on the school electronic noticeboard daily, by 10am.

When there is a pattern of poor attendance the following procedure will take place:

- Parents/carers are invited to attend an informal meeting with the Head of Primary/ Secondary/Towards Independence to discuss their child's repeated absence.
- Support will be given by relevant staff as required
- The situation relating to absences will be monitored for improvement
- If there is no improvement then further appropriate action will be taken and the matter will be referred to the Head of School as required

Lateness

- Teachers, Heads of Schools and office personnel monitor lateness and inform the Headteacher of patterns of lateness
- Parents/carers of the school's concerns and arrange a meeting to discuss how the problems can be addressed.

G. Learning Centre Policy

The ProEducation Learning Centre is a place carefully designed to be conducive to learning for students of all ages. As such, the Centre should be treated with respect and care by the whole school community. It is important that all those working, learning or visiting feel comfortable and safe in the centre and are able to understand and adhere to the following rules and regulations, which are published on the ProEducation Website, and displayed and communicated to those using the Learning Centre. The ProEducation Director reserves the right to exclude or prevent entry to anyone who may reasonably be suspected to be in breach of the policy.

At all times, ProEducation staff, students, parents/carers/volunteers are expected to:

- Help promote a culture of respect and tolerance at the Learning Centre
- Act responsibly to ensure the safety and welfare of others
- Adhere to the rules of no smoking, no use of alcohol or banned substances inside (or in view of) the Learning Centre
- Discourage exclusive relationships amongst students while at school
- Park vehicles safely and in an orderly fashion in the designated parking areas
- Refrain from swearing, abusive or discriminatory language or behaviour
- Keep the Learning Centre clean and tidy and dispose of litter appropriately
- Take care of the Learning Centre's buildings, furniture and equipment
- Assist staff and learners in the centre by keeping noise to a reasonable minimum
- Restrict the consumption of food and drink to the designated areas only (Level 3 for food)
- Refrain from bringing any weapons, dangerous or illegal objects into the Learning Centre
- Keep personal objects and learning materials inside designated desks and cabinets
- Refrain from taking other people's property or learning resources without permission
- Keep students' phones in a safe place during lesson times
- Refrain from accessing any inappropriate or offensive websites or other materials

The Learning and Behaviour Policy and Equality & Diversity Policies provide guidance on acceptable behaviour in the Learning Centre. Please request copies at reception or online or ask ProEducation staff for clarification about any points that you do not understand.

H. Homework Policy

ProEducation believes that homework is a number of tasks or activities which students are asked to do on their own or with their parents in order to reinforce curricular objectives and learning outcomes. We believe homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, helps raise the level of achievement of individual students, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

In order to support students to develop good study and homework skills, ProEducation has a daily Homework club which takes place every day from 2.30 to 3pm at the school. For **Primary Students** this is optional. **High School Students** must attend Homework Club each day until 3pm, unless specific written permission is supplied by parents. **Distance Education Students** may complete their homework in their classrooms, but attendance is expected until 3pm daily, or 4pm to undertake personal, unsupervised study if they are an A Level student.

We consider homework should be:

- interesting and rewarding for all children
- linked directly to a lesson
- integrated into everyday planning and set by the class teacher
- differentiated to cater for individual children's learning needs
- clearly understood so that children understand when, what and how the work is to be done
- marked and fed back to the children promptly

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school.

We agree that homework should not be excessive and that children should be allowed time to build social relationships. It is very important that children have spare time for themselves in order for them to develop their character, skills and qualities to be successful in later life. We do not want to see homework damaging children's education and their home life by it creating tension between parents and children. We believe that there must be a balance with children doing some homework and time for them to explore, experiment and enjoy learning without them feeling pressured. Teachers will use their experience and discretion to set reasonable and useful levels of homework for students.

Aims of homework

- To reinforce curricular objectives and learning outcomes by setting interesting tasks or activities.
- To create a strong partnership between home and school.
- To familiarise parents/carers with the nature of class work and the curriculum

The Director/Principal will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, students and parents are aware of and comply with this policy
- ensure that homework is built into teachers' planning as appropriate
- ensure the amount of homework is not an excessive amount
- provide supportive guidance for parents/carers
- keep up to date with new educational developments with regard to homework
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy

The Role of Teachers is to:

- integrate homework into their planning where appropriate
- set interesting homework tasks or activities appropriate to each student's needs and abilities
- explain when, what and how the work is to be done so that each student clearly understands
- provide feedback in line with the marking and feedback policy
- not give an excessive amount of homework

Parents/Carers are asked to:

- praise the value of homework to their children and help make the experience pleasurable
- read to their children every day when possible
- provide a suitable space in their home where their children can concentrate on their homework
- establish a homework routine, such as no television
- provide materials pens, pencils etc.
- go through the homework before their child starts and discuss the completed work when finished
- discuss, encourage and praise their child's efforts
- contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it
- ensure they get feedback on all homework tasks or activities

Students are asked to:

- complete their homework and hand it in on time
- make sure they understand what is asked of them by asking teachers for clarification
- make sure they get feedback on their homework
- share any ideas they may have to improve homework with their teachers and Principal

The Principal and Staff will raise awareness of this policy via:

- the school Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and school community
- information displays in the school

I. Differentiation Policy

Teaching and Learning: Differentiation in Teaching Methods Policy

This Policy applies to the whole ProEducation School community along with all activities provided by the school, including those outside of the normal school hours. It also applies to

All staff (teaching and non-teaching), the Directors and any volunteers working in the school.

This Policy is made available to parents/carers, staff and students via the school Website, and on request a copy may be obtained from the ProEducation Office. The Director is responsible for reviewing the Differentiation Policy regularly in order to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the ProEducation School.

What is Differentiation?

Students learn at different rates, have different areas of interest and different levels of motivation. It is unlikely that all students in the same class will be at the same level in particular attainment targets. Similarly, it is unlikely that any one student will be at the same level in all parts of a programme of study.

All classes will require an element of differentiation if the students are to meet all the learning outcomes. The following is a guide to how we attempt to achieve this, and to make tasks accessible to the whole range of students within a class.

Differences in 'learning styles'

Teachers should be aware that 'learning styles' are not fixed and should not be seen as a restriction on students' ability to learn in different ways. ProEducation teachers are aware of this wealth of individual differences within their teaching groups and maintain a flexible approach to teaching methods. A wide range of audio, kinaesthetic and visual resources is encouraged in order to create a greater variety within each lesson.

Our Commitment

Differentiation at ProEducation School takes place in all lessons in order to ensure that each and every one of our students is able to access the curriculum to their full potential and to feel confident in their success as a learner. Effective differentiation helps students to realise excellence through perseverance. For this reason, our ultimate aim is that differentiation should be personalised, so that each child is able to work to secure maximum learning and engagement. Our Differentiation policy and procedures take into consideration the implications of the Special Educational Needs and Disability Codes of Practices and statutory guidance for organisations

who work with and support children and young people with special educational needs and disabilities.

All students will be encouraged and supported to participate in line with their interests and abilities in outside play, physical games and sports at ProEd. Physical activity and play is good for physical and mental health and team building. We acknowledge that some students may need more support than others to participate, and our teachers will encourage students by developing ability-appropriate activities for all.

At ProEducation School, differentiation is central to teaching and learning and ensures that all learners can access the learning provided. Our students have a wide ability and age range and for some students English may be their second language.

A curriculum that is differentiated for every student will:

- build on past achievements
- present challenges to allow for further achievements
- provide opportunities for success
- remove barriers to participation.

Differentiation at ProEducation takes five distinct forms:

- **By task** – where students of differing abilities and/or learning styles are given tailored activities to enable them to achieve the Learning Objective to the best of their abilities.
- **By outcome** – where all students are given the same, open-ended tasks to complete allowing for student response at different levels and timeframes.
- **By support** – where more support is given to some students than others. It should not be assumed that more support will necessarily be given to one particular student demographic. For example, in some situations, those students with Special Educational Needs and Disability (SEND) may need personalised support, while in other students may need additional help to reach the next level of understanding.
- **By choice** – Where more than one method or strategy may be deployed in order to achieve the same Learning Outcome, students are allowed to select the style/method that will work for them, and that they enjoy. This is most effectively used when accompanied by reflection on how each child learns best.
- **By resource** – Where a different array of resources may be provided based on attainment and understanding, since some resources may be more or less

suitable dependent upon literacy, speed of working, need for stretch and challenge, etc.

Special Educational Needs and Disabilities students

To differentiate effectively, teachers must recognise the differences in learners and create learning opportunities for all these students. This requires activities in which students can learn at different rates, to different levels and employ a range of strategies.

There are obvious ways in which the curriculum does need differentiation for some individuals. Students with visual impairment, for example may require enlarged texts in addition to the presentation of the lesson through a variety of media. Hearing impaired students may need to sit in the best possible position to make use of residual hearing and see the teacher in order to lip-read. **ProEducation will support parents/carers and students to seek appropriate individual assessments and precise advice on learning differences and responses from our Specialist Support Services.**

Gifted or Talented Students

Students who may be designated able, gifted or talented may suffer from a decline in focus and motivation without some attention to differentiation. This can be addressed, to some extent, by extending the existing curriculum and setting more challenging homework assignments for these students. It is recommended that 'challenge' work be provided in all lessons and homework tasks wherever possible. This should not be 'more of the same', but rather should prompt higher-level thought or skill usage in as engaging a manner as possible.

Learning environment

ProEducation's aim is to create a learning environment which encourages children to engage their abilities to the greatest extent possible, including taking risks and building knowledge and skills in what they perceive as a safe environment. It should be:

- **encouraging independence** - tolerating and encouraging child initiative
- **accepting** - encouraging acceptance of others' ideas and opinions before evaluating them
- **complex** - including a rich variety of resources, media, ideas, methods and tasks.

ProEducation's Good Teaching Practices

ProEducation Teachers make every effort to get to know all our students well individually, becoming aware of any factors which may affect their learning. Our aim is for students to feel they have had the teacher's individual attention during each lesson. Our ethos is that contributions from students are valued, with all achievements being celebrated, students feel encouraged to become involved and are not afraid to take risks while sharing ideas and suggestions.

Constructive feedback will be given to students orally and in the marking of their work. Records of assessment, which indicate what each student has already achieved and their individual levels of understanding, are also routinely and systematically kept.

J. Student Rewards / Awards Policy

Policy Statement

At ProEducation, we work hard to maintain a system of praise, reward and the celebration of student achievements, their progress, contributions to the school and to the local community, their behaviour and attendance. It is essential that this policy is understood, is consistently applied throughout the school and is firmly embedded into the school ethos. We believe this system not only encourages students to become confident, independent learners but it also improves their behaviour and attendance and overall raises school standards. Our praise, reward and celebration systems are designed to be used throughout the year.

We want students to value this system and to work hard to gain school rewards/merit points for an outstanding piece of classwork or homework or showing exceptional effort in lessons or demonstrating good progress. We encourage a sensible amount of healthy competition amongst students as we feel that this helps to motivate and inspire them to become successful learners.

We believe parents/carers value and appreciate being informed of their child's efforts and achievements when we contact them or when their child comes home with a reward badge or certificate of achievement. Parents have an important role to play in this system when they recognise and praise their child's achievements, acts or efforts.

Earning Rewards / Awards

Students in Class DOJO are able to earn merit 'points' as an ongoing incentive for good behaviour and other achievements in their work. These achievements are displayed on monitors in the classrooms through the use of an online App. This provides motivation for students and enables parents/carers to track progress and achievements every day. Teachers can personalise awards, linking them to individual student education plans. These points are cumulative for individuals and classes, and often lead to specific rewards once certain levels are reached.

For students in EDMODO (High School), the reward system is based on the obtainment of 'badges', awarded for good behaviour, good effort and achievement. These awards are linked to the School Values, including: Respect, Responsibility, Community, Innovation, Integrity and 'Being the best learner, I can be'.

Aims of this policy

- To have in place a culture of praise, reward and a celebration of student and school personnel achievements
- To ensure the system of praise, rewards and the celebration of achievements is understood, is consistently applied throughout the school and is firmly embedded into the school ethos
- To work with other schools and the local authority to share good practice in order to improve this policy

The Director and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy
- ensure success is celebrated by verbal praise in class, written praise in marked work, displays of work in class and around the school, a merit reward system including awarding points and badges, and a public celebration during assemblies, annual presentation of awards, in newsletters, and in the press
- maintain a database in order to monitor the achievements of each individual student
- organise celebration assemblies and the merit reward system
- ensure parents/carers are informed by telephone or by post of their child's efforts and special achievements
- organise the annual presentation of awards and invite parents/carers and school community members to celebratory events

ProEducation Teachers and Staff will:

- comply with all aspects of this policy
- measure student success and progress against previous performance rather than comparison with other students in the class
- celebrate the success of all students
- promote a positive culture and ethos within classroom and across the school by celebrating success every day in a variety of ways such as in assemblies, merit system and the annual presentation of awards
- ensure parents/carers are informed by telephone or by post of the student's efforts and achievements

Teachers will complete online or update individual pupil reward cards such as:

Name of Student: Class:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Achievement						
Attitude						
Progress						
Attendance						
Behaviour						
Contributions to School						
Contributions to the Local Community						

Students will promote a positive image of the school and themselves by:

- being aware that they will be awarded rewards/merit points for academic achievement, attitude and effort, progress, attendance, behaviour, contributions to school and to the local community.

Parents/carers will:

- be aware of and comply with this policy and work in partnership with the school
- be encouraged to praise, reward and celebrate the achievements of their children
- attend achievement assemblies and the annual presentation of awards wherever possible
- take part periodic surveys conducted by the school if requested

K. Child Gone Missing (on or off-site) Policy

At ProEducation we have a statutory duty to safeguard and promote the welfare of children as the safety and protection of children is of paramount importance to everyone in this school. We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place at ProEducation for safeguarding and promoting the welfare of children.

We believe it is essential to have in place exceptional school security systems to prevent students going missing from the school or when they are on an educational visit.

The welfare of all of our students is our principal responsibility, and all school personnel will endeavour to ensure the safety and security of all students at all times.

Aims

- To ensure that security procedures are in place to deal with the unlikely event of a missing child
- To ensure compliance with all relevant legislation connected to this policy
- To work with other schools and the local authorities and the community to share good practices

The Director will:

- ensure that security measures are in place and are effective
- ensure that all school personnel are aware of security procedures and the roles of school personnel when a child goes missing on-site, during an educational visit or sporting fixture or by being removed from the school by an unapproved adult
- notify and reassure parents/carers of school security procedures and the procedures for dealing with a missing child
- work closely with the local authorities and the community who will help monitor security procedures
- ensure risk assessments are in place in the event that a child should go missing on or off site
- undertake a review of security measures if a child should go missing by interviewing all eyewitnesses, assessing and updating risk assessments and updating this policy if necessary
- ensure all school personnel and parents/carers are aware of any changes to the security measures
- consider all suggested ideas around the effectiveness of this policy from school personnel, local authorities/community, parents/carers, students and visitors for improvement

- undertake an annual review of security procedures and make effective use of relevant research and information to improve this policy

- annually report on the success and development of this policy

All school personnel will:

- be aware of and abide by this policy
- undertake appropriate training in security and risk management procedures
- inform and remind students of security procedures such as the reporting of unidentified school visitors
- remind students that they should not leave the school premises or to wander off while on an educational visit

We must every day be aware of the following:

- wearing identification badges, lanyards and ProEducation uniform
- the rules around our security of entrances and exits to ProEducation
- the contact numbers of all security personnel, authorities and key community members
- ensuring window security
- reporting, challenging and dealing with unauthorized people on the school site
- enabling security alarms as required
- monitor outside lighting and reporting any faults
- ensure security of valuables and personal possessions
- all visitors and contractors must clear security before entering the school

In the event of a child has gone missing, the following procedures apply:

1. Immediately inform the Headteacher/Senior Leadership Team/School Office
2. Ensure all other students are safely secure and supervised
3. The Director and senior staff will organise a systematic search of the school premises with support from security staff
4. The CCTV footage will be checked to assist in the search
5. If the child is still not found then the Director/security staff will contact the authorities, local community leaders giving full details of the child and the circumstances
6. The nominated team will search the immediate area surrounding the school
7. The Director/senior staff will contact the child's parents/carers
8. When the child is found the Director and staff will jointly review all security procedures
9. A detailed report of the incident and follow up will be written and available to relevant staff, parents/carers and authorities

In the event of a child has gone missing during an educational visit or off-site sporting fixture, the party leader will immediately:

- Ensure all other students are secure and supervised
- Inform and engage any local security staff
- Organise a systematic search of the venue and the local area

- Inform the authorities if the student is not found immediately
- Notify the school as soon as practical
- Arrange for the Director or a senior staff member from the school to notify parents/carers
- When the child is found review security procedures
- Provide a detailed report of the incident and follow up to relevant staff, parents/carers and authorities

In the event of a child has been abducted from the school site by an unapproved/ identified adult, personnel involved must immediately:

- Inform the Director/Senior Leadership Team/School Office
- Ensure all other students are secure and supervised
- Arrange for the immediate contact of relevant authorities / local community members, giving full details of the child
- Ensure that the CCTV footage is checked by security staff and the Director and made available to the local authorities
- Coordinate a search of the immediate area surrounding the school
- Contact the child's parents/carers
- When the child is found review security procedures in conjunction with all staff, security personnel, authorities and local community members

Students will:

- Be aware of and comply by all security measures that are in place
- Immediately inform supervising staff if any other student goes missing
- Ensure that they do not wander away from their class group and teacher/supervisor during school classes or outside of school when on excursions
- Be aware of the procedure of contacting the school, parents/carers, trusted local authorities should they get lost while on an excursion
- Monitor the effectiveness of this policy by speaking with students, staff, parents/carers, local authorities and community members

Parents/carers will:

- Be aware of and comply with this policy and encourage their child to follow the rules
- Ensure they provide correct and updated emergency contact details

- Be aware of school security procedures especially at the beginning and end of the school day
- Be asked to take part periodic feedback surveys conducted by the school
- Support the school Code of Conduct and guidance necessary to ensure smooth and secure running of the school.

Risk Management and Training

All school personnel will receive a thorough security briefing as part of their induction onto the staff of ProEducation. Safety and Security will be routinely discussed as part of all staff professional development activities and at all staff meetings. Regular review and reporting on security measures and actions, including lessons learned from incidents will be routinely discussed with the staff. Staff will undertake regular security briefings and training throughout the year, and their adherence to safety and security rules will be part of their performance assessments.

The Director, working closely with the whole school community will take responsibility for ensuring that safety and security risks and mitigation strategies are given the highest priority at all times.

L. Dealing with Sexual Harassment or Sexual Violence Policy

ProEducation school is committed to safeguarding and promoting the welfare of all children and we give due regard to the guidance as found in 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children' as the safety and protection of children is of paramount importance to everyone in this school. **We believe it is very important in taking a whole school approach to Safeguarding that prepares students for life in our community by involving all stakeholders and by creating and maintain a culture of vigilance throughout the school.**

All ProEducation Staff have to successful complete mandatory annual training on Safeguarding and other important risk management courses online. These courses must be passed (at least 80% achievement) by all staff if they are to remain employed as fully competent classroom teachers.

We also have in place a broad and balanced curriculum that ensures children are taught about Safeguarding by way of a planned program (that is appropriate to age and stage of development) of evidence-based content delivered through the whole curriculum. The Personal, Social and Health Education Program is run for one hour per week for all students and covers such topics as:

- Healthy and respectful relationships
- What is respectful behaviour
- Consent
- Gender roles, stereotyping, equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Zero tolerance of sexual violence and sexual harassment
- Addressing sexual harassment and reporting procedures

We are aware that 'sexual violence and sexual harassment can occur between two children of any sex and they can occur 'through a group of children sexually assaulting or sexually harassing a single child or group of children'. We are aware that sexual assault and harassment can also occur between adults and children. We are also aware that females, those who identify as LGBTQI+, or are perceived by their peers to be LGBTQI+ and people with additional or special needs, are most likely to be at risk from sexual violence or sexual harassment.

We understand sexual violence refers to criminal acts such as rape, assault by penetration and sexual assault. While sexual harassment is described as 'unwanted conduct of a sexual nature that can occur online and offline' and can take the form of sexual comments, sexual jokes or taunting, physical behaviour and online sexual harassment.

We have the responsibility to ensure that sexual violence and sexual harassment is not acceptable and will not be tolerated by anyone at any time. All incidents of sexual violence and sexual harassment will be dealt with and all victims will be taken seriously with the appropriate support and follow up provided.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the UK Equality Act 2010 and other similar Acts.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Aims

- To ensure that sexual violence and sexual harassment is not acceptable and will not be tolerated by anyone under any circumstances. This applies to all members of the school community, including ProEducation staff and suppliers, volunteers, parents/carers, community members, students and any visitors to the school
- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children
- To ensure that all school personnel are aware of what action to take when dealing with a child protection issue
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures
- To ensure compliance with all relevant legislation connected to this policy
- To work with other schools and the local authorities and the community to share good practice in order to improve this policy

The Director, Designated Safeguarding Leaders will:

- ensure a whole school approach to safeguarding and child protection that will prepare students for life in our community
- ensure children are taught about safeguarding through the Personal, Social and Health Education Program, as part of providing a broad and balanced curriculum that will cover the following issues:
 - healthy and respectful relationships
 - what is respectful behaviour
 - gender roles, stereotyping, equality
 - body confidence and self-esteem
 - prejudiced behaviour
 - that sexual violence and sexual harassment is always wrong
 - addressing sexual harassment and reporting procedures

Training

All ProEd staff will undertake effective safeguarding training undertaken by a specialist trainer in order to:

- have a good understanding of harmful sexual behaviour
- understand how to undertake a risk assessment by considering the victim, the alleged perpetrator, and other children, once a report of sexual violence has been made
- be able to safeguard and support victims of sexual violence and sexual harassment
- be able to safeguard and support alleged perpetrators
- be able to safeguard and support children who have witnessed sexual violence
- work with parents and carers

School Staff and Personnel will:

Undertake training in order to:

- be aware of the different types of abuse and neglect
- know what to do if they have a concern about a child
- to know how to handle a disclosure
- to know how to offer support to children
- know where to go to if they need support.

If a student makes a disclosure, the staff member will :

- listen to the pupil respectfully and calmly and offer reassurance and safety
- not ask the pupil to remove or adjust clothing if bruises are observed
- not ask leading questions, and let the pupil speak freely
- accept what has been told them without challenge, and not offer opinion or criticize or lay blame
- reassure the pupil at the end of the disclosure telling them that they have done the right thing
- not promise confidentiality but inform them that other people need to be told
- record accurately and factually what the child has said in note form including any observations of apparent or reported injuries on the child
- submit a completed critical incident sheet to the Director who will seek advice from the Local Authority

If a staff member suspects a child may be a victim of abuse then they must:

- record accurately and factually what they have seen in note form
- submit a completed critical incident sheet to the Director

Staff must be aware that the Director/Designated Safeguarding Lead will then:

- further investigate and keep records of this investigation
- decide whether to take this referral further or to monitor the situation
- inform the person making the initial referral of his/her decision
- prepare in readiness for a case conference/core group meeting about the child

If a parent makes a disclosure to school then the Designated Safeguarding Lead:

- should meet with the parent taking down all details
- will assure the parent that the school will take the matter seriously
- that he/she will have to take advice from the Director about the disclosure
- will get back to the parent when a decision has been taken and how to proceed.

Staff must record any concern or incident in the following way:

<input type="checkbox"/> Date	<input type="checkbox"/> All facts
<input type="checkbox"/> Time	<input type="checkbox"/> Observed injuries and bruises
<input type="checkbox"/> Place	<input type="checkbox"/> Note the actual words of the child
<input type="checkbox"/> Nature of the concern	<input type="checkbox"/> Sign the notes and hand to the Director

Students must:

- feel safe and protected
- know how to assess risk to themselves
- know how to keep themselves safe from discrimination, harm or bullying
- know how to raise a complaint or concern
- know and recognise a trusted adult that they can go to and raise their concerns
- feel supported and protected when they raise a concern
- be kept informed of any actions that have been taken when they have raised a complaint
- be made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.

Parents/Carers should be:

- asked to work hard with the school to establish excellent home-school relationships
- aware that we all have a responsibility for the welfare of all our students
- aware that we have a duty to involve other authorities if we have any concerns about a child

- aware that under certain circumstances we will involve an authority without informing them if we think that by so doing we will place the child at even greater risk
- aware that they will be kept up to date with all our actions
- invited to discuss any matters of concern with the Director
- invited to attend Safeguarding and Child Protection Workshops

M. The Inclusion Policy

ProEducation school has a statutory duty to promote full inclusion. ProEducation is an educationally inclusive school, and we are concerned about the teaching and learning, achievements, attitudes and well-being of all our students. We value each child as a unique individual and we work hard to meet the needs of all our children. We aim to provide places for all students who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of students within school such as children:

- from both sexes
- who have special or different educational needs
- from minority faiths, ethnicities, travellers, asylum seekers, refugees
- who are gifted and talented
- who are at risk of disaffection
- who are young carers
- who are sick
- who have behavioural, emotional and social needs
- from families who are under stress

We aim to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents. We want all our students to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all students. We aim to ensure that all students have access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met. We aim to encourage participation of all students in outside play, physical activities and sports.

We believe we have a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities. For the benefit of all students we wish to work closely with the health service, social care, the learning and behaviour support team, and the education social worker.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the UK Equality Act 2010 and other similar Acts.

We all have a responsibility to ensure equality is evident in all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual

orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Aims

- to ensure every student is provided with equality in everything we provide
- to provide places for all students who have expressed a preference to join this school
- to give all girls and boys regardless of their age, special educational needs, ethnicity, attainment and background the right to learn together
- to ensure all children are treated fairly and that their individual needs are met
- to share good practice within the school and with other schools
- to ensure compliance with all relevant legislation connected to this policy
- to work with other schools and the local authorities and community to share good practice in order to improve this policy.

The Director will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, students and parents are aware of and comply with this policy
- work hard to create a positive school ethos where all individual needs are addressed, and strengths celebrated
- work closely with staff to ensure that an effective student tracking system is in place
- ensure individual student needs are identified early and strategies are put in place to address them
- ensure that every effort is made to meet the individual learning needs of all students
- consult with parents and the local authorities before modifying curriculum for individuals
- ensure good lines of communication and strong links with parents and outside agencies are in place
- record and deal with all incidents of bullying, harassment and racism
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff

The Director will monitor the effectiveness of this policy by:

- ensuring students are set challenging targets
- analysing data to see if students from all groups are achieving their full potential
- examining the number of students who have been excluded
- analysing numbers of students from different groups attending school activities
- analysing attendance data
- analysing numbers of students from different groups who are gifted and talented

- dealing with all incidents of breaching of this policy
- reporting annually on the success and development of this policy.

School staff and personnel will:

- comply with and implement this policy
- take into account the abilities of all students with work being differentiated to fit the needs of everyone
- use a variety of teaching styles to deliver a broad and balanced curriculum
- create a positive classroom environment by having high expectations, encouraging students, involving students, and respecting their feelings
- assist in the monitoring and tracking of students
- ensure special educational needs students have the correct support they require to address their specific needs
- ensure disabled students take a full part in all school activities both on and off the school site
- ensure students with behavioural needs have their own pastoral support program
- ensure students with English as an additional language are taught by a specialist teacher
- ensure students who are gifted and talented are identified and that their needs are met
- ensure the needs of all new arrivals are identified and the appropriate support is allocated.

Role of Students

- students will be aware of and comply with this policy and help to make new arrivals welcome to the school
- students will work with teachers and other students to develop ideas and strategies to enhance inclusiveness in the school classroom, playground and out of school activities

Parents/carers will:

- be aware of and comply with this policy
- work in partnership with the school
- comply with this policy for the benefit of their children
- be asked to take part periodic feedback surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

II Technical Policies

A. IT policy - Acceptable Internet use and Agreement

At ProEducation school, we believe information and communications technology includes all forms of computing, the internet, telecommunications, digital media and mobile phones. Everyone in this school has clear responsibilities with regard to the use of all ICT equipment and ICT facilities.

We have a duty to ensure the internet safety of all students within this school, and to maintain our school's integrity and good reputation.

Any member of the school personnel that uses illegal software or access inappropriate websites when in school faces dismissal. All school personnel will be made aware of all legislation relating to computer misuse, data protection and copyright.

We expect all school personnel to sign and date the 'Acceptable Use of ICT Agreement' and be fully aware of and implement the internet safety policy. All school personnel have the duty to report any misuse of the ICT equipment or the ICT facilities of this school.

We have a duty to safeguard children, young people and families from harm stemming from inappropriate content in the cyber space. Periodic risk assessments are undertaken to assess the risk of students being harmed by online sites and the access to inappropriate materials online while at school, and measures to mitigate these risks are put into place.

The school expects all students to adhere to the 'no phones during school time' rules. Phones are only able to be used by students to communicate with family / carers when necessary and are not to be used for recreational use during school hours. Students are also expected to follow the 'no computer use at lunchtime' rules, which have been developed to encourage personal interactions, exercise and play.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the UK Equality Act 2010 and similar Acts. We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual

orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Aims:

- To ensure school personnel are aware of all legislation relating to computer/device misuse, data protection and copyright
- To share good practice within the school
- To protect children from the risk of harm from online influences
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authorities and community to share good practice in order to improve this policy.

The Director and the Leadership Team will:

- ensure all school personnel are aware of and comply with this policy
- ensure all school personnel sign and date the 'Acceptable Use of ICT Agreement'
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy
- annually report on the success and development of this policy.

The IT Coordinator will:

- lead the development of this policy throughout the school
- work closely with the Director and Leadership Team
- devise and update when appropriate acceptable use guidelines
- display these guidelines around the school
- provide guidance and support to all staff and provide training for all staff on induction and when the need arises
- keep a log of all ICT equipment used by school personnel
- make effective use of relevant research and information to improve this policy and keep up to date with new developments and resources;
- undertake risk assessments when required
- review and monitor IT usage and this policy
- annually report on the success and development of this policy.

School personnel will:

- comply with all aspects of this policy and be aware of all other linked policies
- sign and date the 'Acceptable Use of ICT Agreement'
- be aware of the acceptable use of phones, devices and computer guidelines
- protect their username and passwords
- log off when using a computer

- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- report any concerns they have on any aspect of the school community to the Director

We will raise awareness of this policy via

- the Staff Handbook
- meetings with school personnel

EXAMPLE OF ACCEPTABLE ICT USE AGREEMENT

I understand that the school Internet facility is for the good of my professional development, for the development of this school and must be used only for educational purposes.

I realise that I have a personal responsibility to abide by the set rules and regulations when using the Internet and I am aware of the consequences if I breach them.

I am aware that by breaching the rules and regulations it may lead to

- withdrawal of my user access
- the monitoring of how I use the Internet
- disciplinary action
- criminal prosecution

I will report immediately to the IT Coordinator/ Director any accidental access to inappropriate material or websites that I may have.

I will log on to the Internet by using my password, which will be changed every half term, or if I think someone knows it.

When using the school's Internet, I will not:

- use the Internet in such a way that it will bring the school into disrepute
- use inappropriate or illegal websites
- download inappropriate material or unapproved software
- disrupt the time of other Internet users by misusing the Internet
- use inappropriate language
- use language that may provoke hatred against any ethnic, religious or other minority group
- produce, send out, exhibit or publish material that will cause offence to anyone
- divulge any personal information about myself, any other user or that of students
- divulge my login credentials or passwords to anyone
- use the login credentials or passwords of any other user
- use a computer that is logged on by another user
- use any social networking site inappropriately but only to use it in order to develop teaching and learning

- transfer the images of students without prior permission of the headteacher and from parents
- use email for private use but only for educational purposes
- compromise the Data Protection Act or the law of copyright in any way

I agree to abide by this agreement.

Employee Name:		Headteacher Name:	
Employee Signature:		Headteacher Signature:	
Date:		Date:	

Note a similar ICT Agreement Form can be devised for Students and Parents/ Carers

B. Anti-bullying policy

ProEducation school believe bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video). Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between people, or perceived differences.

The whole ProEducation school community has a duty of care to protect students from bullying. This is part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with current legislation and advice and that we promote the welfare of all children in our care.

We work hard to eliminate all forms of bullying, to keep records of all incidents of bullying and the different types of bullying that occur in this school. We acknowledge that if bullying is left unaddressed it can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health not only in childhood but also into adulthood.

We are aware that while bullying is not a criminal offence, but we will report to the authorities any incident of violence or assault, theft of school equipment or personal belongings, repeated incidents of harassment or victimisation or hate crimes.

We work hard to prevent bullying from happening and to support children who have been bullied by having in place resilience processes in order to help their recovery. We will provide counselling, engage with parents, and if necessary refer to the local authorities.

We believe by creating a safe, secure and caring school environment we will encourage all students to report any incident of bullying to a member of the school personnel. **Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all students.**

We all have a responsibility to ensure equality in all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual

orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Aims and Objectives

- To protect students from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

The Director/Principal will:

- encourage good behaviour, the respect for others and endeavour to prevent all forms of bullying among students
- work in conjunction with the Senior Leadership Team to ensure all school personnel, students and parents are aware of and comply with this policy
- implement this policy and work to create a safe, secure, caring and friendly school environment for all children
- ensure risk assessments are in place and cover all aspects of this policy and are accurate and suitable
- review this policy annually
- ensure this policy is easily available to the whole school community
- ensure school personnel report and record incidents of bullying and investigate all reported incidents
- ensure that all parents aware of this policy and that we do not tolerate bullying
- ensure records of all incidents of bullying are stored securely and kept in a uniform and systematic way
- ensure counselling and support mechanisms are in place to help those who have been bullied
- ensure all perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong
- monitor the effectiveness of this policy by monitoring and evaluating outcomes and lessons learned
- work with all school community members to improve this policy
- annually report on bullying

School Staff and Personnel will:

- comply with this policy and be aware of all other linked policies
- be aware of the signs of bullying in order to prevent bullying taking place
- take all forms of bullying seriously and report and investigate all reported incidents of bullying

- make sure that all students know what to do if they are bullied, and encourage students to report any incidents of bullying to any member of the school personnel
- support any pupil who has been bullied
- raise awareness of the wrongs of bullying in their teaching and use preventative strategies against bullying
- undertake the appropriate training on bullying, discrimination and equality
- report any concerns they have on any aspect of the school community with the Director

Students will:

- be aware of and comply with this policy
- report if they are being bullied and also report if they see someone else being bullied
- treat others, their work and equipment with respect and talk to others without shouting and use language which is neither abusive nor offensive
- discuss ways of preventing bullying through the staff/student forums
- If they are bullied, get away from the situation as quickly as they can and report what happened to one of the school personnel
- The report should include:
 - what has happened
 - how you feel
 - if you have been bullied before
 - who has carried out the bullying
 - where and when the incident happened
 - tell your parents or another family member
 - ask for counselling if you wish

Parents will:

- be aware of and support this policy
- be involved in any school forums and discussions around bullying
- report to the school any concerns they have of their child being bullied
- be assured that the school will deal with all incidents of bullying
- be assured that they will be informed of incidents and will be involved in related discussions
- be asked to take part periodic feedback surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

C. Anti Cyber Bullying Policy

We believe cyber bullying is the use of a mobile phone or the internet to deliberately upset another person by spreading lies and rumours online; by sending or forwarding mean messages via instant messages, text or on social networks; by posting photographs without consent and by tricking others to reveal personal information. Cyber bullying can happen at all times of the day and is in most cases it is anonymous and difficult to monitor.

We understand cyber bullying is highly intrusive and the hurt it causes can be very severe. As it leaves no physical scars cyber bullying is not easy to detect by a parent or a teacher. We acknowledge cyber bullying can take place anywhere and can target students and school personnel.

There are many types of cyber bullying such as:

Texting	Sending abusive, nasty or threatening text messages to someone is a type of bullying. This could include sharing those texts with other people who might join in the bullying.
Social Networking sites	Social networks such Facebook, Twitter, Tumblr, Instagram, YouTube and many more, can be used in lots of different ways to bully someone.
Sexting	Sexting is when someone takes a sexually explicit picture or video of themselves and then sends it to someone else. Sometimes people who are trying to bully someone may ask for these kinds of images so they can send them on to other people.
Online gaming	Being abusive towards someone or harassing them on an online multi-player gaming site like Minecraft or Call of Duty is also a kind of online bullying. People may also steal or destroy your belongings or creations in games.
Emailing	Sending abusive emails is a type of bullying. Sometimes those emails might be shared with other people who could join in the bullying. Sending computer viruses or hurtful videos and pictures by email is also online bullying.
Abusive personal info	Sometimes people involved in bullying might post someone else's photos or personal information without that person's permission. This could include pretending to be someone else and writing fake comments or blogs.
Instant messaging (IM) and chatrooms	Sometimes people might get nasty messages when they are using instant messaging or chat rooms. Sending those types of messages using someone else's account without their permission is also online bullying.
Online grooming	This could be if someone is threatening to share a private or naked photo online.

(Reference: <https://www.childline.org.uk>)

We have a responsibility to ensure that cyber bullying does not take place in this school by ensuring students, school personnel and parents understand what it is and how it can be prevented.

We have a duty of care to protect students and school personnel from cyber bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them emotionally. We believe all our safeguarding procedures are in line with current legislation and guidance and that we promote the welfare of all children in our care and school personnel. We work hard to prevent cyber bullying by having in place a variety of safeguarding procedures.

We aim to prevent all forms of bullying from happening and to support children who have been bullied by having in place resilience processes in order to help their recovery. All support will be reviewed and improved if necessary. It is very important to work with parents and to keep them well informed at all stages.

We are aware that a research has shown that there has been an increase in the number of incidents of bullying reported in schools which have been caused by online bullying, harassment and problems caused by social media.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

If we find a mobile phone containing material suspected to be evidence relevant to an offence or is a pornographic image of a child or an extreme pornographic image, will be handed to the local authorities. .

Aims

- To ensure students, school personnel and parents understand what cyber bullying is and how it can be prevented.
- To have in place procedures to prevent incidents of cyber bullying.
- To have in place effective procedures to deal with all reported incidents of cyber bullying.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authorities and community to share good practice in order to improve this policy.

The Director will:

- work closely with the ICT coordinator to review how the school network is monitored
- work in conjunction with the Senior Leadership Team to ensure all school personnel, students and parents are aware of and comply with this policy
- ensure the Acceptable Use Policy outlines how the ICT suite and the Internet should be used;
- ensure risk assessments are in place and cover all aspects of this policy, are accurate and suitable, reviewed annually and easily available for all school personnel
- provide support and counselling for those students and school personnel who may be victims of cyber bullying and deal with all incidents of cyber bullying quickly and effectively
- impose sanctions as outlined in the school's behaviour policy on any pupil identified as being the bully
- ensure mobile phones are in lockers during the day, if brought to school
- ensure that staff are complying with the appropriate of phones and other devices at all times
- contact the local authorities if the cyber bullying is sufficiently severe
- keep parents informed of the school's actions and work with them to deal with cyber bullying, organising training for parents as required
- record and keep all incidents and their outcomes on file
- authorise members of staff to confiscate mobile phones of students and to examine and if necessary delete the data or files if it is felt the material breaches school discipline
- monitor the number and types of recorded incidents in an academic year, including what action was taken to deal with the bullying
- work with perpetrators of bullying to understand and change their behaviour, imposing appropriate sanctions on those who continue
- consider permanent exclusion in the most serious incidents of cyber bullying provide guidance, support and training to all staff in order to understand the online world of young people and to keep up with technology
- monitor the effectiveness and annually report on the success and development of this policy.

The IT Coordinator will:

- work closely with the Director to ensure that the Acceptable Use Policy is up to date, the school network is monitored, and that information is provided for students and parents
- provide guidance, training and support to all staff and ensure cyber bullying is discussed during staff meetings and professional development days
- ensure cyberbullying and its effects is discussed with students through class discussions
- help review anti-bullying and pupil behaviour and discipline policies
- ensure all school personnel and students use the internet code of online behaviour

- keep up to date with new developments and resources
- review, monitor and annually report on this policy and its outcomes

All School Personnel will:

- comply with all the afore mentioned aspects of this policy
- be alert to the dangers of cyber bullying
- report all incidents of cyber bullying to the IT Coordinator and/or Director
- ensure that no pupil has unsupervised access to the Internet
- regularly remind students of the safe use of the IT suite, the Acceptable Use Policy, the need to report any incident of cyber bullying to a member of the school personnel and the internet code of online behaviour
- inform students of the dangers of cyber bullying

Staff/School Personnel should:

- not to give their mobile phone numbers or email addresses to any pupil
- not to accept as a 'friend' any pupil past or present on to their Facebook page
- not to leave a computer or any other device logged in when they are away from their desk
- ensure their mobile phone or any other device is password protected
- keep a regular check on their online presence band reporting any negative content
- ensure their friends do not share information about them online
- use social media correctly and not breach their employment code of conduct
- have in place security and privacy settings
- not to give out personal contact details
- carry a school mobile when on school educational trips
- use their school email address for school business only
- report all incidents of cyber bullying to the Director and IT Coordinator
- save all evidence of any online abuse by taking screen shots etc.
- contact the Director who may contact the local authorities if any abusive online comments are sexist, of a sexual nature, or constitute a hate crime
- request all offensive or inappropriate online content is taken down
- attend regular training on IT use as requested by the school

Students will:

- comply with all the afore mentioned aspects of this policy
- sign an Acceptable Use of ICT contract
- be encouraged to report all incidents of cyber bullying to a member of the school personnel
- only bring mobile phones to school if necessary to contact parents/carers in emergencies. These are not for any other use during school time.

Students should be advised:

- to use the school internet code of online behaviour
- not to give out their own or anybody else's personal information
- to be careful what they write and post online
- on how to block or report people
- not to 'like' or share an unkind comment or image
- to talk to an adult whom they trust if something upsets them
- to keep a diary of what bullies do including dates and descriptions
- to save evidence of online bullying and report to the Director, IT Coordinator or parent/carer

Students who may be bullying others should be advised to:

- seek advice and help from someone you trust, like a parent, carer or teacher.
- sign an Acceptable Use of ICT contract.
- delete the bullying including any inappropriate or threatening posts, tweets or comments you've written.
- stop future bullying, offer apologies for past wrongdoings, change the way you act in the future with regard to bullying.

Parents/Carers will:

- be made aware of and comply with this policy
- sign an Acceptable Use of ICT contract
- be encouraged to discuss the Acceptable Use of ICT contract with their children
- report all incidents of cyber bullying involving their child to the school
- be encouraged not to use their mobile phone when on the school premises especially for the taking of photographs
- be invited to attend training organised by the school that deals with understanding the way children communicate with others and the potential risks, how to supervise their children's internet access and how they can teach their children to use the internet safely.

How parents/carers may be able to spot the signs of bullying if their children are:

- upset or angry after using their mobile phone or using social media
- unwilling to talk about or are secretive about what they are doing online or on their mobile
- spending more or less time on their mobile phone or online
- not wanting to go to school, or avoiding meeting their friends or not wanting to go to social events
- having difficulty sleeping
- displaying low self-esteem.

If you have any concerns, please contact the Director or staff/school personnel, who are here to support parents and students with any issues related to cyber bullying.

III Parent Policies

A. Payment Policy – ProEducation Plus course

The student's parents/carers must agree in writing to the payment conditions below, in order for their child to take part in the ProEducation Plus Course. Further information about Pricing and Payment can be found in the Pro Education Plus Course Handbook or please contact the Head of School.

I _____ on behalf of my child and any other parent/carer agree to the yearly payment plan.

I _____ on behalf of my child and any other parent/carer agree to the term (4 yearly payments on set due dates) payment plan.

I acknowledge and agree to the below payment conditions and will not disrupt the below payment criteria.

Signature Parent/Carer 1:

Name of Parent/Carer 1:

Date: _____

Signature Parent/Carer 2:

Name of Parent/Carer 2:

Date: _____

Payment Conditions:

1. Families who pay the full course fee for the year before the start of the course or who pay each term will not be entitled to a refund if their child quits during the course of the term.
2. A registration fee of 1,500,000rp needs to be paid to enrol the child. This fee will also need to be paid if there are currently no places available. It will act as a waiting list fee and guarantee the child's course placement on the next available course.
3. Students in serious breach of Pro Education policies will face removal from the course without refund.
4. Please note that families who pay the fees over four terms will receive an extra levy charge on top of the course fees. This levy charge is a total of 3,500,000rp per term.
5. We encourage families to make an upfront yearly payment so that we can continue to plan and develop our program to the highest possible standard. Families who make an upfront payment may be eligible for a discount.
6. When a payment is received late and not within the agreed timeline of payment plan, a surcharge will be added to the total outstanding amount each week. 500,000rp will be charged per week on top of the course fees.
7. A copy of transfer slip giving details of invoice number and student names should be sent to Pro Education Learning Centre when the transaction is made.
8. All fees must be paid prior to the student commencing their course and net of bank charges.
9. All payments are to be made to ProEducation by cash or bank transfer, Master Card and or Visa Card.
10. All credit card payments that are not by bank Mandiri will be subject to a 3% surcharge fee on top of the fees.
11. Our Policy states that all invoices need to be paid in advance for students to receive educational support unless otherwise discussed with the director of ProEducation Indonesia.

B. Student Intervention Assessment Policy

The Pro Education Policy for intervention and assessment is outlined in the steps below. The assessment policy allows Pro Education to make a fully informed Learning plan for each student in light of any known learning differences or difficulties. The student assessment also enables Pro Education to deliver suitable education services and support to students.

Assessment Process

1. Pre-referral
2. Referral (External identification of shared concerns)
3. Review and Evaluation (Internal only for ProEd)*
4. Identification (Form assessment referral)
5. Development of the Individual Education Plan (IEP)
6. Implementation school, home and Pro Education
7. Evaluation and reviews (Continued on a regular basis)

*Note: Meeting with parents after step 2 & 3

Step 1: Pre-Referral (Recognition of concern)

The IEP process is initiated through a series of pre-referral interventions. The interventions implemented vary depending on the kind of problem the student is exhibiting.

The major purposes of this stage of the IEP process are to:

- Document and explain students' difficulties and challenges
- Test the effectiveness of classroom accommodations and modifications
- Assess the power of various instructional interventions
- Monitor students' progress

Pre-referral activities are employed to screen students before more formal identification procedures are implemented. In general, before any formal referral to special education is made, teachers and family members work together to see whether educational or behavioural difficulties can be resolved in the general education classroom.

The assessments used during this step of the IEP process are intervention-based and are made in the student's general education class using direct measures of performance. The aim is to avoid unnecessary assessments and placements in special education, which are costly in time; money, and resources.

Step 2: Referral: (External identification of shared concerns)

Referrals can be brought forward from many different people i.e. teacher, child-care provider, parent/carer or other professional. Also, a student whose academic performance is significantly behind that of their classmates or who continually

misbehave and disrupt the learning environment often draw the attention of their teachers.

* Meeting with Parents/Carers (After Step 2 & 3)

It is necessary to meet with parents/carers to ensure a positive outcome for the student. All available work samples and discussion notes etc. are available for parents/carers to support the next step that is required.

Step 3: Review and evaluation (Internal only) Reference with step 1 & 2

After a set timeframe Pro Education team of professionals meet (perhaps after 2 months or TBD). The team reviews students work samples, teacher observation report, and communication and feedback from current teacher, if possible. In addition, strategies implemented are reviewed, methods of social and emotional support implemented etc. Other possible strategies are discussed and reviewed. This step is important, as all avenues of support should be utilised before further intervention is used.

Step 4: Identification (Form assessment referral)

The purpose of this step in the IEP process is to determine whether a youngster has a disability, whether special education is required, and what types of services are needed. Evaluations are conducted by multidisciplinary teams made up of professionals who have expertise in each area of concern. Each member helps to evaluate the student's unique strengths and needs. For example, if a language impairment is suspected, an SLP is a member of the team. If there may be a hearing problem, an audiologist

Step 5: Development of an IEP

Depending on whether the student required an assessment or specific 'one on one,' attention it the development is tailored to students' needs.

Step 6: Implementation school, home and Pro Education

Communication is key at this stage, so all parties are aware of the specific goals in all learning environments. This may include scheduled meetings with teacher, parents or specialized support person.

Step 7: Evaluation and reviews (Continued on a regular basis)

Review of student progress should be monitored on a regular basis. If further intervention is required then the process will commence again.

This process is a guide and may be modified according to the needs of the student and families involved. The Policy is reviewed and, if necessary, updated annually.

C. Parent Involvement / Observation Policy

Introduction

We are very fortunate to have a supportive and friendly parent body. Our parents/carers recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As our partners, parents /carers will understand the importance of a good working relationship to equip children with the necessary skills for adulthood.

We are aware that parental involvement/engagement has a large and positive impact on children's learning, pupil achievement, behaviour, attendance, and builds self-esteem. It also lowers the risk of exclusion and reduces the achievement gap. Therefore, we believe that it is essential to involve and engage with parents, as much as possible, in all aspects of school life as we realise they have an important role to play in their children's education.

For parents being 'involved' will mean anything from communicating with the school; cooperating over discipline, attendance and homework; taking an interest in their children's work by attending parent-teacher consultations; coming to parents' meetings and talking about target setting, issues, and attending social and fundraising activities.

We want all parents/carers to feel equally valued as part of our school community. We want them to work in close partnership and to have a regular consultation with us in order to improve their children's learning, to raise school standards, to improve attendance and to pupil behaviour. For these reasons we continue to welcome and encourage parents/carers to participate in the life of our school.

We communicate and engage with parents for the following main purposes:

- keeping parents informed of the work of the school or their child's progress
- building a dialogue with parents and supporting them to engage in learning and wellbeing activities with their children
- consulting with parents on provision of teaching and learning activities
- involving parents in the life of the school and collaborating with them on joint projects for the good of the school or the wider community

Purpose and Scope

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

Guidance - Parents, carers and visitors

We expect parents, carers and visitors to:

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

Guidance- Access to campus

In order to create the safest environment possible for your child, there is also a need to address the access arrangements during school operating hours. We do not want to create a fortress, but we do need to provide a secure and safe environment for all concerned.

- Parents will be given full access to the school grounds between 08.15 – 8.45 and 15.00 – 15.30
- At all other times, parents are permitted to enter the car park, reception and outside area, which is marked by a yellow line on the floor.
- If parents need to go beyond the yellow line, they must report to reception.
- We encourage parents to make arranged times to speak to teachers however if it is an emergency, the member of staff will meet the parent in the reception.
- If a student needs to see their parent, they will be brought to the reception.
- Parents dropping off lunch must do so at reception.
- Parents wishing to observe a lesson will be able to do so by appointment.
- If a parent has an appointment with a teacher, they will be asked to sign in at reception and given a visitor's pass.

The Director will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy
- have in place and will further develop a whole school strategic approach to an effective home-school partnership
- communicate with parents via the regular newsletters when they will be informed of the achievements and development of the school

- encourage parents to take part in surveys and consult with parents about their communication and engagement needs

School personnel will:

- comply with all aspects of this policy
- help organise and contribute to engagement activities for parents and encourage parents to be involved and engaged with the school
- implement the school's equalities policy and schemes and report and deal with all incidents of discrimination and attend appropriate training sessions on equality
- report any concerns they have to the Director on any aspect of the school community.

Parents/carers will:

- be aware of and comply with this policy
- be invited to be involved and to work in partnership with the school by
 - helping in the classroom
 - helping outside the classroom
 - fundraising
 - school maintenance
 - attending Parent-Teacher Consultations which are held each term keeping parents up to date on the progress of their children
 - taking part in setting academic targets for their child

Students will:

- be aware of and comply with this policy and encourage their parents to take an active engaging role in the school.

D. Parent Code of Conduct Policy

At ProEducation School, we believe that it is essential to involve and engage with parents, as much as possible, in all aspects of school life. We realise they have a vital role to play in their children's education. For parents being 'involved' will mean anything from communicating with the school; cooperating over discipline, attendance and homework; taking an interest in their children's work and visiting the school; being actively involved in the target setting process of their children; coming to parents' meetings and talking about issues, and to attending social and fundraising activities.

We expect all parents/carers and other visitors to behave in a reasonable and acceptable manner towards all school personnel and students at all times. In the event of continued acts of verbal abuse or other anti-social behaviour on school premises we will consider reviewing our parent/carer access policy. We encourage all parents/carers entering school to make an appointment so that staff can engage with them fully at the agreed to times.

The school website and the school handbook clearly state that it is an offence for any person(s) to cause a nuisance or disturbance on school premises. Parents must be aware that school premises are private property and they have been granted permission by the Director to be on school premises.

We expect all parents / carers and visitors to respect the caring ethos, values of the school, students and school personnel and not to:

- smoke, consume alcohol or take drugs while on school property
- bring dogs or any other animal into the school grounds
- damage or destroy school property
- use disruptive behaviour, offensive language or malicious comments;
- use racist comments or intimidating behaviour
- incite others
- threaten another adult or child or use physical aggression towards another adult or child
- use physical punishment against their own child on school premises
- approach or chastise another child
- use social media to make defamatory comments about the school, school personnel, students, or governors or send abusive or threatening emails
- misuse their mobile phone by sending abusive or threatening text messages / voice mails or phone messages
- send abusive or threatening letters

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex

and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure all students achieve their full potential by working in partnership with parents and other stakeholders.
- To ensure the behaviour of parents/carers is acceptable and does not put the safety and wellbeing of students and school personnel in jeopardy at any time.
- To ensure parent / carers abide by the code of conduct.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

The Director will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, students and parents are aware of and comply with this policy
- ensure risk assessments are in place and cover all aspects of this policy, are accurate and suitable, are reviewed annually and are easily available for all school personnel
- provide leadership and vision in respect of equality
- make effective use of relevant research and information to improve this policy
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by speaking with students, school personnel, parents and local community
- annually report on the success and development of this policy

The following outlines a range of sanctions against any parent who has broken the Parent/Carer Code of Conduct and continues to demonstrate unacceptable behaviour:

Stage 1	A polite verbal warning.
Stage 2	A formal written warning if a parent continues to demonstrate unacceptable behaviour
Stage 3	A second formal written warning if the behaviour continues but stating that if the bad behaviour continues then the parent will be barred from the school.
Stage 4	Parent is banned from the school and will have to make alternative arrangements for bringing their children to and from school
Appeal	Parents have the right of appeal by writing to the Director within ten days of being banned from the school.

The Leadership Team, Teachers and other school personnel will work closely with the Director to:

- help lead the development of this policy throughout the school
- provide guidance and training for all staff on induction on how to deal with abusive/ non-complying parents and when the need arises regarding
- comply with all aspects of this policy
- keep a record of all incidents
- work closely with the Director and the nominated governor
- make effective use of relevant research and information to improve this policy
- undertake training in recognising the signs of potential violent or aggressive situations
- assist in developing school safety and security procedures and personal safety awareness
- Report all incidents of non-compliance to this policy to the Director

Parents/carers will:

- be aware of and comply with this policy and Code of Conduct for the benefit of their children
- work in partnership with the school to retain a safe and respectful environment.

IV General School Policies

A. Equality and Diversity Policy

Policy Statement

The ProEducation School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all school stakeholders. We work hard to provide good employment practice as we value and support our hardworking and conscientious school personnel.

ProEducation strongly prohibits harassment/abuse towards or against its employees, staff and learners by anyone, including supervisors, fellow colleagues, vendors or ProEducation beneficiaries. Harassment is unwanted behaviour, either written, verbal, visual or physical, which creates a difficult, hostile, intimidating and disrupting work environment.

ProEducation does not tolerate behaviour that can be interpreted as harassment or discrimination. Discrimination in the workplace is illegal and if an employee, staff member, learner or (an)other person(s) in the workplace feel they are being discriminated against, then a complaint should be raised with the Director and/or the Leadership Team teachers.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the UK Equality Act 2010 and other similar Acts.

We work hard to offer equality of opportunity and diversity to all groups of students within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from all faiths and religions, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress.

Equal Rights

- We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief system, sex or sexual orientation.
- We believe it is our legal duty to minimise the distress and disruption to those students and school personnel who are transgender by ensuring we eliminate all forms of discrimination, advance equality of opportunity, promote good relations between different people and to support the rights and needs of trans people to live their lives in their true gender.
- We all have a responsibility to ensure equality and diversity permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Implementing this policy

- We work hard to build strong and trusting relationships with our students and their families. We welcome the diversity of family lifestyles and work with all families and encourage them to take an active inclusive part in the life of this school.
- We work closely with outside agencies to meet the diverse needs of students such as medical, cultural and dietary requirements.
- We ensure all students are prepared for living within a diverse society with increasing global connections and controversial issues.
- We have high expectations of all students from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting.
- We monitor the attainment and achievement of all students in order to inform the planning and provision of support to individuals and groups of students. We want all students to achieve their expected targets.
- We ensure equality and diversity is embedded in all areas of the curriculum. We work hard to give students opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability. We encourage students to develop positive attitudes about themselves as well as to people who are different from themselves.
- We ensure that all students have equal and full access to learning and that the curriculum is inclusive of students with special educational needs and disabilities, and students learning English as an additional language.
- We aim to provide admission places for all students who express a preference to join this school. We consider all applications for admission as we are an inclusive school and we will not discriminate against any child or their family.

Positive Action

ProEducation may decide to take '**Positive Action**' which allows for the setting up of courses specifically for (a) certain group(s) and to benefit (a) certain group(s) considered to be 'disadvantaged' in the community, such as children and young people with recognised learning difficulties or disabilities, or women not accessing formal education. It is expected that every person in ProEducation including those visiting or contracted by the organisation, will make a positive contribution to this policy.

In addition, ProEducation will:

- ensure that the services it provides are accessible to all and endeavour to positively encourage and benefit people from disadvantaged groups
- endeavour to supply specialist aids and facilities to assist disabled people
- monitor any issues that arise within the organisation and take appropriate action, fully supporting any person in the organisation who is faced with prejudice or discrimination
- undertake an annual evaluation process to ensure that the policy is clear, in keeping with current legislation and being adhered to
- treat seriously any breaches of the policy, regarding them as misconduct which may lead to disciplinary proceedings

Complaints Procedure

1. Any person who experiences, witnesses or is reasonably led to believe that this Equal Opportunities Policy has not been respected, should immediately bring the situation to the attention of the Principal of the school.
2. The person responsible for this breach will be reminded of the existence and purpose of this policy and asked to adhere to the policy.

The Principal's decision about the incident(s) may result in:

1. A warning being issued, which may include compulsory mediation
2. a disciplinary measure, which may include removal from employment or learning with the organisation, cancellation of services or contracts
3. a referral to a higher level of authority, such as the local authorities
4. the offending person has the right to appeal. He/she can write to the Principal. The decision of the Director will be final.

B. Travel and Expenses Policy

Students registered with ProEducation will take part in external, off - site learning and activities as part of their course. In the majority of cases ProEducation will provide the necessary transport and driver to take groups of students, accompanied by staff, to the various learning sites. Parents can allow students to use ProEducation sourced transport throughout the duration of the course by signing the relevant form (below).

When Pro Education transport is not available, or when students are engaged in individual learning activities, the use of private hire vehicles may be an option for student travel. Pro Education will contact parents for their written consent before letting students use private hire vehicles. The full Travel and Expenses policy and forms can be found in the ProEd Plus Policy Booklet in the ProEducation office. Please contact a member of staff to request a copy of the policy.

Instances when private hire transport may be used, as agreed by Director and with parents' written consent:

- To facilitate off-site work experience or volunteering
- To enable students to visit locations that will assist with their coursework or research
- To join with Pro Education group activities when there is insufficient transport available, including student away trips and residentials.

Instances when ProEducation may refuse to allow students to use transport while enrolled with ProEducation:

- When student behaviour or actions are judged by Pro Education staff to be potentially harmful or dangerous
- When parents have not given consent for students to travel independently
- When students are not equipped with necessary safety equipment
- When students are taking prescribed medication that may affect their ability to stay safe outside the centre
- When students may be experiencing emotional, behavioural or medical problems or issues that may affect their own and others safety

Travel Safety regulations for all ProEducation activities and trips

- Travel safety regulations to be communicated to all students before travelling
- Seatbelts must be worn at all times
- Dangerous or harmful actions when aboard transport are strictly prohibited, including fighting, swearing, rough play, smoking, alcohol or illegal drugs
- No tipping or inappropriate conversation allowed with drivers
- Students must adhere to the rules of external transport providers

- ProEducation will contact students travelling independently to monitor their safety and wellbeing
- Students travelling independently should contact Pro Education to report their safety and wellbeing
- Breach of these regulations is a serious incident and will result in the misconduct procedure detailed in the Learning and Behaviour Policy

TRAVEL AGREEMENT FORM

(For parents to complete electronically and submit to Pro Education prior to student travel)

Student's name: _____

Student's Date of Birth: _____

Student's home address: _____

Student's mobile phone number: _____

Parent's/Guardian's name(s): _____

Parent's/Guardian's mobile/emergency number(s): _____

Date: _____

I..... (parents/carers name)

Give permission for ProEducation organised transport to take my son/daughter

[name(s)]

to Pro Education learning events and activities, for the duration of their course of study.

I understand and agree to the conditions of the Pro Education Travel and Expenses policy.

Signed.....

Please Print name:.....

C. Activities Policy – Residential and Off-Site

Pro Education provides ongoing off-site learning activities and residential trips as part of the program of study. Pro Education's off-site activities are tightly controlled for the benefit of student learning in a safe environment. This policy is concerned with maintaining and controlling the health, safety and wellbeing of students and staff during such activities.

Planning Activities and Risk Assessment of Sites

- ProEducation will plan and evaluate off-site activities at special staff meetings
- Planning and evaluation for such activities will inform the Health & Safety and Welfare guidance issued to students, staff and parents
- Risk Assessments for adventurous or challenging activities will inform the Health & Safety guidance given to students, parents and staff
- Pro Education will ensure that venues or activity providers used or contracted by the service have international standards of safety and welfare where possible and have clear, communicable safety procedures appropriate for all students and staff
- Health and Safety and Welfare guidance will be communicated to students and parents in briefing sessions, letters and documents.

Pre-activity briefings and consent

- Students taking part in off-site trips and activities *must* attend scheduled pre-activity briefing sessions and agree rules and procedures, before taking part.
- Parents must sign and return a general Consent / Permission form annually which covers all excursions and events, before students can join excursions.
- Special consent forms and information packs will be issued for camps / residential trips or extraordinary activities.

Staffing and Supervision

- At staff meetings the Director will nominate at least two staff members (per 10 students) to lead and support off-site activities and be responsible for the welfare and health and safety of the student group.
- All attending Staff members will be qualified First Aiders.
- The staff members will meet each day they are away from the centre to manage the welfare of the group
- The Lead and Support staff members will ensure that activities and learning are conducted with appropriate care and consideration for the welfare of students

Emergency Response and Management

- The Director will nominate a Staff member at the Learning Centre who will act as an emergency contact while the group are on residential or activity trips, the contact will be available twenty-four hours a day in case of an emergency
- The Lead, Support and Emergency Staff member(s) need to have all the relevant contact details for each other, the student group, the Director, the emergency and specialist services relating to the activity, and the students' families whose contact details are on copies of every consent form
- The Lead staff member will communicate with the emergency contact each day while on residential trips, and before and after any off-site travel, to discuss the location details, updates, activity progress, any problems, incidents or accidents
- It is the duty of the emergency contact to update the Director on the progress of the activity/trip
- It is the responsibility of the Director to oversee any off-site event or activity and give guidance to the relevant staff members to ensure the welfare of the student and staff group
- The Lead Staff member must contact the appropriate Emergency Services in the event of an accident or serious incident, then contact the Emergency Contact, who will inform the Director *and* support the Lead and Support staff members
- It is the Director's responsibility to contact parents about any incident or accident
- It is the responsibility of Support staff member(s) to keep the student group together in the event of an incident or accident and look after their welfare and provide support to the Lead Staff member
- The Lead staff member should support any individual student(s) affected by an incident or accident, including accompanying them to hospital or safety, while the Support staff remain with the student group

Behaviour and Duty of Care

- Staff members should not take any action which puts the student group at harm
- The Learning and Behaviour Agreement provides the framework to set and deal with general student behaviour including while on residential trips or activities, students will be reminded of the policy before and during off-site trips
- Serious misconduct while away on trips or activities will either result in parents being called to collect students, or the support staff member returning with the student(s) to the Learning Centre
- If a student has been returned to the Learning Centre for serious misconduct, the Emergency contact or Director will be responsible for their welfare until their parents arrive

This policy will be reviewed annually and in the event of any events or incidents which may require a review of the Residential and Activities policy. The Director will report annually on the effectiveness of this policy and work with staff to revise any aspects of it that may require amendments.

D. First Aid Policy

ProEducation takes the welfare of staff and students seriously by providing accredited First Aid training to at least Level One to both staff and some students on a regular, yearly, basis. Members of the Leadership Team are trained to a higher accredited level of first aid. The Learning Centre will be equipped with up to date First Aid kits and trained staff. For off-site activities, trained members of staff and first aid kits will accompany every outing.

Members of the Leadership Team are primarily responsible for administering and overseeing first aid at ProEducation. Classroom teachers may in some circumstances be able to provide minor first aid, such as provision of Band-Aids, but the Leadership team members who are more highly trained than other teaching staff, must take responsibility for ensuring quality first aid practices in the school. All staff must use the sick bay to administer first aid treatments and call on other staff to assist and observe as required.

ProEducation has medical insurance for students which ensures medical services at local hospitals during an emergency. Parents/carers fill in medical forms on enrolment to provide the insurers with pertinent medical information such as blood type and medical history.

We ensure all school personnel:

- are trained in first aid
- will attend periodic first aid refresher training
- are trained in how to administer medication in the case of a severe allergic reaction
- are familiar with the Individual Health Care Status / Plans of students in their care
- know what to do in an emergency
- are aware that allergy management strategies are incorporated into risk assessments for all school events, educational visits and sporting events.

We work hard to have in place and to maintain a system that ensures all medical information is kept up to date and are available at all times to school personnel who may need it in an emergency. It is vital that all medical care plans clearly indicate whether a pupil needs emergency medication such as asthma inhalers or EpiPens. We have a strict 'no peanut' policy in the school due to concerns for those with allergies to that foodstuff. We expect that parents/carers of students with known allergies will provide all the necessary medications (including EpiPens etc) and clear instructions for the school in case of an allergic reaction emergency.

We only administer medication to students for whom we have explicit permission and clear instructions from parents/carers. Our experience shows that this affects a small minority of students during school hours. All medications administered at the school

will be undertaken by a member of the Leadership Team in strict accordance with the medical and other instructions provided.

We believe all school students should be taught basic first aid such as dealing with head injuries, CPR, and how to alert first aid staff members and the Director.

Key Rules about First Aid

- Only staff who are trained and certificated First Aiders, should administer emergency First aid
- First aiders should administer first aid in accordance with their training and ability
- First aiders in conjunction with the Director will make an on the spot judgement about calling the ambulance in an emergency. Given the uncertainty about ambulance responsiveness times, the Director in consultation with the Leadership Team will make the decision about the most efficient and effective way to get emergency medical help at the time of the incident. In some cases, the school may use its own vehicle to transport students to emergency care if ambulances are not available or responsive.
- The Director will nominate a member of administration staff to replenish and check all first aid kits
- All first aid kits should be checked by the nominated school administrator at least every month to ensure items are up to date and continue to be replenished immediately after use
- Any staff using the first aid kits should note any items used and give the list to the nominated member of the administration staff immediately after use, in order that kits can be fully replenished, and administration staff should keep a list of all items inside the First Aid kit
- On all external learning activities, a First Aid trained member of staff must be present with a full and up to date First Aid kit
- All staff and students should be aware of who the First Aid trained staff are
- The location of First Aid kits should be shared with all staff and all First Aid kits clearly marked as such

E. Good Teaching Practice Policy

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the UK Equality Act 2010 and the UK Education Act 2011 and other similar Acts.

ProEducation School believes it is very important to share the good practice that is taking place throughout the school in order to raise standards in all classrooms, to celebrate the quality in classes and between subjects, to become professionally honest and rigorous but above all to celebrate success. We feel that by having in place a structured approach to the sharing of good practice we will develop everyone as a team and further improve the learning and teaching environment.

We encourage all teaching and support staff to share practical and effective ideas that will improve learning and teaching throughout the school. Also, we wish to develop the sharing of good practice not only within the school but also with other schools.

We feel that the biggest and most underused resource that a school has are its shareholders namely the Director, the Senior Leadership Team, classroom teachers, specialists and support staff, authorities and parents/carers.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Aims:

- To raise standards throughout the school.
- To celebrate success.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

The Director will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, students and parents are aware of and comply with this policy
- identify and share good practice by organising regular inspections of the school to look at corridor displays, classroom displays, individual classes etc.

- conduct staff meetings in a different class each with the class teacher giving a presentation about the class or an agreed focus
- conduct in house training days when teachers report back on the good practice or from visiting other schools
- conduct joint training days with another school to share good practice on a broad range of subjects or on an agreed focus
- organise the exchange of classes to identify general good practice where work was of high standards
- encourage quality partnerships and mentoring when two members of staff work together to share and build good practice in order to share specific examples of good practice, help embed good practice within a classroom and develop good practice further
- organise subject specific weeks in order to share good practice
- keep resources recording all identified good practice to share amongst staff
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy and annually report on its success

School personnel will:

- comply with all aspects of this policy and share good practice at staff meetings and training days
- make periodic presentations on good practice as required
- report any concerns they have on any aspect of the school community to the Director

Students will:

- be aware of and comply with this policy
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational program

Parents/carers will:

- be aware of and comply with this policy and work in partnership with the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

F. CCTV Policy

At ProEducation School, we have installed Closed Circuit Television (CCTV) surveillance equipment in order to deter unauthorised trespass to the school grounds and premises. We believe it is essential to have in place exceptional school security systems to protect students, school personnel, equipment, visitors, the school grounds and premises. Therefore, we feel that CCTV helps in establishing a school environment where everyone feels safe and secure as it is able to monitor activities in the school grounds and premises that could affect our security, safety and wellbeing.

Under no circumstances has it been introduced to monitor students, parents or school personnel. Under no circumstances will Closed Circuit Television (CCTV) be installed in students' toilets.

It is important to note that the information gathered on our CCTV remains the intellectual property of ProEducation School. This can be used for reporting to authorities in circumstances where criminal offences are thought to have been carried out at or around the school. At all other times we will ensure that the rights of individuals are upheld by complying with regard to data protection under the regulations.

Aims:

- To protect students, school personnel, visitors, buildings, grounds and equipment from damage, arson and theft.
- To provide a secure environment for students, school personnel and visitors to the school.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authorities and the community to share good practice in order to improve this policy.

The Director will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, students and parents/carers are aware of and comply with this policy
- ensure all school personnel, students and parents/carers are aware of the reasons for the installation and use of CCTV surveillance
- undertake an impact assessment before CCTV is installed by considering the following:
 - the exact purpose for the use of surveillance CCTV
 - the coverage and the amount of equipment;
 - the time periods of surveillance
 - the use of the data collected and how it will affect those monitored
 - the restrictions on the use of data collected

- the storage and retention of data collected
- the identification of school personnel who have access to the data collected
- the method(s) of how those whose images have been captured on CCTV will be informed

The Director, the Senior Leadership Team and Operations Manager will also:

- ensure that security measures are in place and are effective
- ensure that the CCTV is well maintained, managed and complies with good practice
- ensure signs are displayed around the school building and grounds informing everyone that their image and actions might be recorded
- ensure that all school personnel are aware of CCTV surveillance procedures
- ensure CCTV will not capture images of surrounding properties
- ensure collected data is only kept for the shortest possible time
- make effective use of relevant research and information to improve this policy
- provide guidance, support and training to all staff
- provide leadership and vision in respect of equality
- monitor the effectiveness of this policy by speaking with students, school personnel, parents/ carers and local authorities / community members
- annually report on the success and development of this policy.

The Operations Manager will:

- attend appropriate training to oversee and control all aspects of the use of surveillance CCTV and data collected from it
- know how to deal with and record request for CCTV images
- monitor the effectiveness and impact of the CCTV system on the school community,
- ensure data management is strengthened and unified
- ensure risk and impact assessments are conducted
- report data breaches within 72 hours
- share an individual's data where it is a legal requirement to provide such information
- train school personnel as required
- conduct audits and keep up to date documentation of all data protection activities
- work closely with the Director and Senior Leadership Team

School personnel will:

- comply with all aspects of this policy
- undertake appropriate training in security procedures
- inform and remind students of security procedures
- report any concerns they have on any aspect of the school community to the Director

Students

- must be aware that CCTV is in place for security purposes and that under no circumstances will images be captured of students using the bathroom or changing.

Parents/Carers

- Parents/carers will be aware of and comply with this policy.

G. Intimate Care Policy

We understand intimate personal care includes 'hands-on physical care in personal hygiene, and physical presence or observation during such activities.' Intimate personal care is any activity such as changing clothes, toileting, first aid and medical assistance, comforting and support, and supervising intimate self-care that is required to meet the personal needs of a child regularly or during a one-off incident.

We have a duty to safeguard children and school personnel at all times. We must develop independence in each child but on those occasions when children need assistance they must feel safe, have personal privacy, feel valued, are treated with dignity and respect, are involved and consulted about their own intimate care with school personnel that are specially trained in intimate care procedures.

While we have expectations that students in the school are generally able to conduct toileting and intimate personal care independently, our staff are trained to provide additional support and training for the Towards Independence students who require it. We expect students to supply products and materials for their own personal care needs and the School will only keep a minimal supply of related emergency materials for unexpected accidents or events.

We wish to work in close partnership with parents/carers and other professionals to ensure continuity of care for students. At all times we treat all children with respect but especially when intimate care is given. All school personnel are sensitive to each child's individual needs and no child will be attended to in a way that causes distress or pain. We treat every child as an individual treating them gently and sensitively as possible in order not to cause any form of distress, embarrassment or pain.

We have a duty to take full account of the religious views and cultural values attached to aspects of intimate personal care with children. Also, to agree with parents, school personnel and children the appropriate terminology for private parts of the body and its functions.

Aims

- To safeguard the rights of children.
- To safeguard school personnel trained in intimate care procedures.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authorities and community to share good practice in order to improve this policy.

The Director will

- work in conjunction with the Senior Leadership Team to ensure all school personnel, students and parents are aware of and comply with this policy
- ensure all children are treated with sensitivity and respect in such a way that their experience of intimate care is a positive one
- ensure risk assessments are in place, are accurate and suitable, reviewed annually and easily available to all school personnel.
- ensure suitable hygiene changing facilities are in place and well maintained;
- monitor the effectiveness of this policy by speaking with students, school personnel, and parents and annually report on the success and development of this policy.

School personnel will receive training in:

- safeguarding and child protection
- health and safety
- first aid, intimate care procedures
- first aid and medical assistance

Staff and School Personnel will:

- be professional in their duties at all times and be respectful of a child's needs
- make sure practice in intimate care is consistent and tailored to the needs of each student
- report any concerns they have about a child to the School Counsellor / Director
- report any concerns they have about a colleague's intimate care practice to the School Counsellor / Director
- maintain high standards of ethics and behaviour within and outside school
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school.

Students will:

- liaise with the Director and staff to discuss intimate / personal care needs

Parents/carers will:

- be aware of and comply with this policy
- advise the school of any known intimate care needs relating to their child
- be involved with their child's intimate care arrangements on a regular basis
- be asked to take part in periodic surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

H. Use of Photographic and Video Images Policy

The principal aim of this policy is to strengthen and unify the safety and security of all data held within the ProEducation School. We seek voluntary signatures from parents/carers at enrolment on our photo release forms, providing approval to ProEd the use of school related photographs of students and activities for marketing purposes and for use on EDMODO.

We will take a common-sense approach by informing and seeking the permission of students and their parents before any form of official school publication. We will inform parents when the school has given permission for an official press photographer to take photographs during a school event which will then appear in the local press or in some other publication.

We believe it is courteous to seek the permission of parents/carers when we want to use images of their children in the school prospectus, on the school website, be used on a webcam for internal school use only, appear in printed educational publications, or appear on a professional video that will later be sold to raise money for the school.

We will ensure that photographs taken in school or off-site by school personnel of students working or taking part in school events will only be taken by using a school camera. Under no circumstance will a member of the school personnel use their mobile phone to photograph students or to send the image to parents.

We believe we have a duty to prevent the unauthorised taking and publication of images of school personnel.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Aims

- To provide a common-sense approach to the taking of photographic and video images of children during school events.
- To work with other schools and the local authorities and community to share good practice in order to improve this policy.

The Director will

- ensure all school personnel, students and parents are aware of and comply with this policy
- protect the rights of all children in the school and the rights of school personnel

- provide leadership and vision in respect of equality
- make effective use of relevant research and information to improve this policy
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by speaking with students, school personnel, parents and local authorities and the community
- annually report on the success and development of this policy.

School personnel will be aware that:

- school personnel have the right not to have their photograph taken without their express consent
- under Article 8 of the Convention – Human Rights Act 1998 that individuals have the ‘right to respect for private and family life.’ This right is infringed where images of employees are taken without their consent, and especially where these images are manipulated or published without their consent

Staff and Students / All School Personnel will:

- comply with all aspects of this policy
- inform the Director if photographic images have been taken of them without their consent
- under no circumstance use their mobile phone to photograph students or to send the image to parents
- maintain high standards of ethics and behaviour within and outside school
- report any concerns they have on any aspect of the school community to the Director

Students will:

- be aware of and comply with this policy
- not take photographs of any member of the school personnel without their consent
- not post photographic images of any member of the school personnel without their consent on social media
- listen carefully to all instructions given by the teachers and ask for further help if they do not understand;
- treat others, their work and equipment with respect

Parents/carers will:

- be aware of and comply with this policy
- not take photographs of any member of the school personnel without their consent
- not post photographic images of any member of the school personnel on social media
- be asked to complete the consent form so that images of their children may be used in the school prospectus, on the school website, on video or webcam, in the

media, appear in printed educational publication, and on a professional video that will later be sold to raise money for the school

- be asked to take part periodic surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events and meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- information displays in the main school entrance

Training:

All school personnel will receive training and instruction on induction which specifically covers all aspects of this policy

I. Administering Medicines Policy

We acknowledge that under the standard terms and conditions for the employment of ProEducation school staff there is no legal duty for them to administer or to supervise a child taking medication. Administration of medicines by any member of the school personnel is undertaken purely on a voluntary basis and individual decisions will be respected. However, volunteer personnel will be expected to undertake sufficient and suitable training and to achieve the necessary level of competency before they are able to administer medicines. ProEducation works hard to minimise the administration of medicines to students, rather encouraging parents/carers to keep students at home if they need medication, or to arrange for its administration wherever possible at home.

We ensure all relevant school personnel

- are trained in first aid and will attend periodic first aid refresher training
- are trained in how to administer emergency medication in the case of a severe allergic reaction
- are familiar with the individual health care plans and status of students in their care
- know what to do in an emergency
- are aware that allergy management strategies are incorporated into risk assessments for all school events, educational visits and sporting events

We work hard to have in place and to maintain a system that ensures all medical care plans are kept up to date and are available at all times to school personnel who may need them in an emergency. It is vital that all medical care plans clearly indicate whether a pupil needs emergency medication such as asthma inhalers or EpiPens.

Medicines will only be administered that have been prescribed by a doctor or some other authorised person and where it would be detrimental to a child's health if the medicine were not administered during the day. Non-prescription medicines will not be administered by staff, but parents/carers can make arrangements at lunch time to administer the medication to their child.

Aims:

- To outline the procedures for administering prescribed medicines to students.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

The Director will

- ensure all school personnel, students and parents are aware of and comply with this policy

- ensure designated persons undertake suitable and sufficient training and achieve competency in that training
- ensure the administration of prescribed medicines by putting into practice effective strategies and examples of good practice
- monitor the effectiveness of this policy by speaking with students, school personnel, parents and local authorities
- annually report on the success and development of this policy.

Staff who have volunteered to administer or supervise the taking of medication will:

- undertake appropriate training
- read and check the Medical Consent Forms before administering or supervising the taking of medicines
- check that the medication belongs to the named pupil and that the medication is within the expiry date
- inform the parent if the medication has reached its expiry date
- confirm the dosage/frequency on each occasion and consult the medicine record form to prevent double dosage
- record on the medication record all relevant details of when medication was given
- return medications to the secure cabinet for storage
- always take appropriate hygiene precautions
- record when a child refuses to take medication
- immediately inform the parent/carer of this refusal.

Members of the Senior Leadership Team will:

- work closely with the Director to lead the development of this policy throughout the school
- ensure the relevant medication information is supplied by the parent/carer
- ensure all medications are kept in a secure place and accessible only to the designated persons, and are kept cool in a small secure fridge
- ensure students have immediate access to asthma inhalers during sporting activities in the school day and during extra-curricular clubs

School personnel will:

- comply with all aspects of this policy
- be aware that they have the right to decline administering medicines to students
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- report any concerns they have on any aspect of the school community to the Director.

Students will:

- be aware of and comply with this policy
- be aware of the designated school personnel who can administer medications
- listen carefully to all instructions given by the teacher and ask for further help if they do not understand
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school

Parents/carers must provide:

- written permission by completing the Medication Consent Form
- sufficient medical information on their child's medical condition
- the medication in its original container
- medication that is in date
- sufficient medicine for the dosage to be given in school.

J. Self-harm Policy

We are committed to safeguarding and promoting the welfare of all children and take into account the safety and protection of children as paramount importance to everyone at ProEducation. We have nominated the School Counsellor of ProEducation as the person responsible for Safeguarding practise at our school. All staff and students report any concerns with regard to safeguarding directly to the Counsellor and this is clearly outlined to all in the school community. The School Counsellor and the Director meet weekly to discuss any issues relating to safeguarding and to jointly agree on any plans of action required.

We believe self-harm is when somebody intentionally damages or injures their body and is a way of coping with different factors related to individual problems, family and social factors. Self-harm can become very addictive as it produces endorphins which produces an adrenaline rush. Self-harm is a form of self-punishment. It is very important to tackle self-harming behaviour at an early stage. People who self-harm are of all ages, of either sex, from all social or cultural backgrounds and is very common in people with Autism Spectrum Disorders or people with learning difficulties.

We believe we have a very important role to play in preventing self-harm and in supporting those who do self-harm. At all times we need to be aware of the signs of self-harm such as:

- cutting, scratching, scraping or picking the skin
- burning or scalding the skin
- punching themselves
- banging or hitting the head
- excessive scouring or scrubbing of the body
- overdosing or poisoning on prescription medication or non-prescription medication
- misusing alcohol
- swallowing hazardous materials, substances or inedible objects
- starvation or binge eating

We have the responsibility to observe the educational, social, behavioural, physical and emotional welfare of all students. Therefore, it is our duty to be alert to and to ensure that we act immediately if we believe someone is displaying any of the physical, behavioural or psychological warning signs that may lead to self-harm. School personnel will report any pupil causing concern to the designated lead for safeguarding the School Counsellor, who will take the appropriate action by discussing with the Director, speaking with the student, contacting parents/carers and making referral to Support Services with parental/carer consent.

Aims:

- To safeguard and promote the welfare of all children and young people
- To be observe the educational, social, behavioural, physical and emotional welfare of all students
- To help prevent self-harm and to support those who self-harm
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authorities to share good practice in order to improve this policy.

The Director will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, students and parents are aware of and comply with this policy
- ensure risk assessments are in place, accurate and suitable, reviewed annually and easily available to all school personnel
- work closely with the Designated Safeguarding Lead, the School Counsellor
- ensure those students who do self-harm get the necessary treatment they require such as discussing their problem with medically qualified personnel, receiving counselling and support services as required with approval from parents/carers
- have in place safeguarding procedures for students who self-harm while in school
- ensure support is in place for parents of students who self-harm
- provide leadership and vision in respect of equality
- make effective use of relevant research and information to improve this policy
- provide guidance, support and training to all staff and local community
- monitor the effectiveness of this policy by speaking with students, school personnel, and parents/carers
- annually report on the success and development of this policy.

The Leadership Team and School personnel must:

- recognise that child protection is their main responsibility
- treat children's welfare with the utmost importance and sensitivity
- help develop students' self-confidence and self-esteem
- be aware of the background of the children in their care
- receive basic level training and update this regularly
- be trained in identifying signs of self-harm harm
- be aware of the effects of abuse and neglect on children
- know how to report any suspected case of harm or abuse
- know what to do if a child makes a disclosure
- receive support and counselling if they feel distressed from being involved with a case or incident
- be kept up to date with changes in procedures and know how to minimise risk for themselves and for students

- implement the school's equalities policy and schemes and report and deal with all incidents of discrimination
- report any concerns they have on any aspect of the school community to the Director

Students should:

- be aware of and comply with this policy
- be aware that they can confide in school personnel / the School Counsellor to discuss any concerns
- listen carefully to all instructions given by the teacher and ask for further help if they do not understand
- treat others, their work and equipment with respect

Parents/carers should:

- be aware of and comply with this policy for the benefit of their children
- attend any training related to student welfare and safeguarding provided by the school
- work in partnership with support agencies and the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

K. Sun Protection Policy

At ProEducation, we acknowledge the importance of sun protection and we want students and school personnel to enjoy the sun safely. We are aware that skin cancer is one of the most common cancers, that most skin cancers are caused by UV radiation from the sun, and that sunburn in childhood can double the chance of skin cancer in later life. We are aware that being based in a tropical country enhances our risk of sun burn and exposure to harmful rays all year round. We implement a 'no hat, no play' policy in the school to encourage students to use sun protection measures when outside.

We believe we have a duty to ensure the safety of students and school personnel from the harmful ultraviolet rays in sunlight during the school day by making them aware of the need of protection from the sun. We aim to develop a working and learning environment that will enable students and school personnel to stay safe in the sun.

We actively encourage all school personnel to keep covered up and to use sunscreen Sun Protection Factor 30 to 50, to stay in the shade, wear a hat, drink plenty of water and to check their skin regularly with medical professionals. Students must bring their own sunscreen to school and/or administer the screen themselves in order to be 'sun smart'. The school will provide additional sunscreen on school excursions, to ensure students are protected from sunburn over the course of the day.

As a sun protection measure, the school asks students to sit in groups in the shade or designated areas to eat lunch for the first 20 minutes of each lunchtime. This way sun exposure is limited to the after eating period of lunchtime for all students.

Aims:

- To create a working and learning environment that provides sun safety for students and all school personnel.
- To ensure that students, school personnel and parents/carers are aware of the protection procedures for sun safety.
- To work with other schools and the local authorities and community to share good practice in order to improve this policy.

The Director will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, students and parents are aware of and comply with this policy
- undertake a sun safety audit in collaboration with parents and governors by looking at:
 - the length of time that students spend on outdoor activities
 - the amount of shade-cover available
 - the kind of sun protection clothing that students and school personnel wear
 - the use of and the application of sunscreen lotion

- the amount of curriculum time given to sun safety
- the ways of communicating the importance of sun safety to the school community

The Director and the Senior Leadership Team will also:

- devise and implement a Sun Safety Action Plan
- provide annual sun safety awareness training sessions for school personnel and parents/carers
- inform students of the need for sun safety by including it in the curriculum and through assemblies
- have due regard to their own health and wellbeing and will wear appropriate sun protection clothing and sun lotion at the appropriate times as role models
- monitor the effectiveness of this policy and annually report on its success

School personnel must:

- comply with this policy and attend any awareness training sessions on the importance of sun safety include this into their curriculum planning
- hold outdoor activities in shaded areas, and encourage students to use shaded areas during breaktimes, lunchtimes, sporting activities and educational visits
- encourage students to:
 - drink more water during school hours
 - wear appropriate clothing for sun protection
 - always wear a hat during outside activity
 - wear UV protective sunglasses
 - apply sunscreen before they come to school
 - bring their own named sunscreen to school in a plastic protective bag
 - apply their own sunscreen (minimum SPF30) prior to any outdoor activity on or off-site

Parents should:

- provide appropriate sun protection clothing for their children such as wide-brimmed or legionnaire style hats and school uniform tops that cover their shoulders
- be encouraged to apply to their children high factor sunscreen (minimum SPF30) before school
- show their children how to apply sunscreen themselves during the school day
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Students must:

- be aware of the importance of sun safety
- wear sun protection head wear and clothing

- use shady areas of the school grounds for outside play
- bring to school their own clearly labelled water bottle and drink regularly
- be able to apply high factor sunscreen
- listen carefully to all instructions given by the teacher and ask for further help if they do not understand

L. No Smoking Policy

At ProEducation school, we believe it is our duty to discourage school personnel and students from smoking by highlighting the damaging effects it has on a person's health. We will provide support and advice to all smokers, but we hope all school personnel will act as role models.

We will ensure that the school environment becomes smoke free and anyone found breaching this policy will face disciplinary action.

We will work closely with the school community and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. We as a school community have a commitment to promote equality.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Aims:

- To protect all employees and students from second-hand smoke.
- To work with other schools and the local authority to share good practice in order to improve this policy.

The Director will:

- ensure the school follows healthy practices
- ensure all school personnel, students and parents are aware of and comply with this policy
- ensure approved 'No Smoking' signs are placed in school entrances, in the school hallways, in school vehicles and in other conspicuous places around the school
- deal with any breaches to this policy and apply sanctions
- provide a duty of care for all students from smoking when attending educational visits and inter school sporting activities
- ensure the school curriculum informs students of the health risks of smoking
- support any members of staff who have received formal training to smoking cessation methods who will be available to offer advice and support to school personnel and students
- provide leadership and vision in respect of equality
- make effective use of relevant research and information to improve this policy
- monitor the effectiveness of this policy by speaking with students, school personnel, parents and local authorities
- annually report on the success and development of this policy.

The Senior Leadership Team will:

- lead the development of this policy throughout the school by working closely with the Director
- ensure all school entrances and areas of the school where parents meet have 'No Smoking' signs clearly displayed
- ensure that all visitors and attendees at school events are aware of this policy
- make effective use of relevant research and information to improve this policy

School personnel will:

- comply with this policy
- seek advice and support if they wish to give up smoking and act as role models
- take reasonable care of themselves and others whilst at work
- inform students that smoking damages people's health
- inform students that they will be disciplined if they are caught smoking
- ask any visitor who is seen smoking on the school premises to refrain from smoking
- report any breach to this policy
- implement the school's equalities policy and schemes and report and deal with all incidents of discrimination
- attend appropriate training sessions
- report any concerns they have on any aspect of the school community to the Director

Students will:

- be aware of and comply with this policy
- understand the consequences if they are found smoking
- be informed of the harmful effects of smoking
- listen carefully to all instructions given by the teacher
- ask for further help if they do not understand

Parents/carers will:

- be aware of and comply with this policy by not smoking on school premises or events
- be asked to take part periodic surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

M. Hygiene Policy

At ProEducation School, we recognize our Health and Safety responsibilities, and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions (on the school premises and during school-sponsored activities), and equipment for all our students, school personnel and visitors to the school. We understand hygiene is 'practices conducive to maintaining health and preventing disease, especially through cleanliness.'

We have in place procedures to prevent the spread of infection by ensuring high standards of personal hygiene, the maintenance of a clean learning environment and the promotion of a healthy lifestyle. We have in place a school cleaning regime that controls bacteria, reduces the risk of accidents and protects fabrics, fixtures and fittings. We believe that poor standards of cleaning can lead to problems with vermin, fire hazards or disease.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Aims:

- To prevent the spread of infection by ensuring high standards of personal hygiene, the maintenance of a clean learning environment and the promotion of a healthy lifestyle.
- To encourage all students and staff to understand the ways of preventing the spread of infection and to encourage high standards of personal hygiene.
- To ensure compliance with any relevant education legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

The Director will:

- ensure all school personnel, students and parents/carers are aware of and comply with this policy
- work closely with the school community to prevent the spread of infection by ensuring high standards of personal hygiene, the maintenance of a clean learning environment and the promotion of a healthy lifestyle.
- provide research information, guidance, support and training to all staff
- monitor the effectiveness of this policy by speaking with students, school personnel, parents and local authorities and annually report on the success and development of this policy.

The Senior Leadership Team will:

- work closely with the Director to lead the development of this policy
- lead the development of a healthy lifestyle and a high standard of hygiene throughout the school by promoting and demonstrating high standards of personal hygiene
- make effective use of relevant research and information to improve this policy
- provide guidance and support to all staff and provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources and review and monitor and annually report on the success and development of this policy.

Good Hygiene Practice promoted by ProEd

All Students, school personnel and school visitors should follow these procedures:

Hand washing

Hands must be washed after using the toilet, before eating, before handling food and after handling animals by using liquid soap, warm water and disposable paper towels

Coughing and sneezing

Everyone is encouraged to:

- shield their mouths and nose when coughing or sneezing with a tissue
- wash their hands after using or disposing of tissues
- not to spit.

Personal protective equipment

When dealing with blood and body fluid spillages, when handling cleaning materials and when cleaning toys and equipment school personnel must wear disposable gloves.

Cleaning of blood and body fluid spillage

School personnel when dealing with the cleaning of blood and body fluid spillages must:

- wear rubber gloves at all times
- dispose of used wipes or paper towels by flushing away immediately
- disinfect floors and other affected surfaces with appropriate chemicals and discard or wash any soiled fabrics
- place soiled garments in sealed polythene bags to be sent home or washed on the premises.

Laundry

We must wash fabric or linen in the hottest possible wash, using effective cleaning products.

Clinical waste

School personnel will ensure that all gloves, aprons, soiled dressings, nappies etc will be stored correctly in clinical waste bags and removed by a registered contractor.

Sharp Implements

- Students are made aware of the safe handling of sharp objects and implements and must not bring sharp objects or implements to school, otherwise they will be confiscated
- All sharp objects such as scissors and other cutting implements are kept locked in safety drawers and cupboards when not in use
- If a student needs to use a knife for an activity, this must be signed out and back in on return
- Cutlery from the school canteen must also be signed out and back in on return

Animals in school

Generally, animals are not allowed in the school. On special occasions, animals may be brought to the school by responsible owners to align with school activities. In such cases these activities will be closely supervised and restricted to designated areas.

School personnel will ensure that:

- students wash their hands after handling animals
- animal living quarters are kept clean
- animal living quarters are located away from food areas
- animal waste must be disposed of every day.

Educational visits to farms or wildlife centres

School personnel will ensure that:

- students wash their hands after handling animals
- students must not be licked in the face by any animal
- students eat their food away from animal areas.

Vulnerable People and Health

- We will inform students, parents/carers and school personnel with specific medical conditions of any known cases of chicken pox, measles or slapped cheek disease etc in the school.

- We advise any students or personnel who have not been vaccinated not to attend school when there are outbreaks of diseases.
- If there are widespread outbreaks of headlice in the school, notices are sent out to parents/carers to alert them.
- Any student who is sent home with headlice must not return to school until the headlice have been eradicated. Parents/carers must provide evidence that the headlice have been properly treated.

Food Hygiene

School personnel will observe current legislation regarding food hygiene, registration and training. *The following procedures must be followed when handling food:*

- Hands must be washed thoroughly before handling food.
- Refrain from handling food if suffering from any infectious/contagious illness, skin trouble, cough or cold.
- The preparation of raw and cooked food must take place in separate areas.
- Fresh fruit and vegetables must be washed before use.
- All surfaces must be kept clean at all times.
- All food waste must be disposed of properly.
- All utensils must be washed thoroughly after use and stored correctly.
- Broken or chipped china will not be used
- Tea towels and cleaning cloths will be washed after use.
- Aprons must be worn at all times.

Play Equipment (Toys)

- All wipe-clean toys will be cleaned each week by using a damp cloth and a mild disinfectant.
- Soft stuffed toys will be cleaned once a month or when necessary by first placing them into a freezer over night to kill all dust mites then placing them in a dish washer or washing machine.

Plastic Outdoor Play Equipment

Plastic Outdoor Play Equipment will be washed down with a mild disinfectant every term or when necessary.

School personnel will:

- comply with all aspects of this policy
- encourage students to understand the ways of preventing the spread of infection, the importance of personal hygiene and good hygiene practice.
- report any concerns they have about the cleanliness of any child
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;

- implement the school's equalities policy and scheme and report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community to the Director

Students will:

- be aware of and comply with this policy
- use disposable tissues available in all classrooms
- not be allowed to swap or try on other student's earrings
- listen carefully to all instructions given by the teacher and ask for further help if they do not understand
- treat others, their work and equipment with respect

Parents/carers will:

- be aware of and comply with this policy
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.