

ISLEWORTH·&· SYON SCHOOL

School Policies - Website
September 2016



Revisions

1. September 2015 - FEF
2. September 2016 - FEF

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Admissions Policy

ISLEWORTH & SYON SCHOOL FOR BOYS (GIRLS WELCOME IN OUR SIXTH FORM)

1. Core Aims

- 1.1. Isleworth & Syon School for Boys is a school with a long history, dating back to 1630. In 2012, we became an Academy to build on our established strengths and to ensure that we continue to offer the best provision for local boys. We aim to be outstanding in every respect so that our students are:
- Successful learners that are cared for in a happy, safe, challenging and rich learning environment;
 - Autonomous and resilient learners who strive for excellence and fulfil their potential both educationally and personally;
 - Offered a rich range of academic, creative and sporting opportunities, within an environment that recognises our long history and established traditions;
 - Responsible citizens, with the skills, knowledge and understanding to contribute to society and to their community;
 - Well-mannered, considerate, ambitious and confident young men ready to enjoy success in the world of work and leisure.
- 1.2. In all aspects of educational provision by the school, including admissions, there will be no discrimination on grounds of: academic ability; disability as defined in the Equalities Act 2010; educational or social special needs; race; cultural heritage; colour, religion or creed; national origin; gender; or sexual orientation. No payments are required as a condition of entry. Children who meet their Home Local Authority's criteria for the provision of assistance with transport may be provided with transport by that authority.

2. Admission of Students

- 2.1. Admissions to the school are the responsibility of the Governors of the school. The admissions process for students in Years 7-11 is managed by the Local Authority. The school manages Sixth Form applications.
- 2.2. Admissions to the school will meet the requirements of the prevailing 'School Admissions Code'.
- 2.3. The student admission number (PAN) for Years 7-11 is 174.
- 2.4. Students will normally only be admitted to the year group matching their chronological year group.
- 2.5. Details on how to make an application are available from the school website.

3. Admission Criteria (Year 7 Normal Admission Round)

Where the number of children applying for a place by the published closing date exceeds the number of places published, the applications are considered, and places provisionally allocated, in the following order of priority:

- 3.1. **LOOKED AFTER BOYS AND PREVIOUSLY LOOKED AFTER BOYS**
A 'looked after boy' or a boy who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or Special Guardianship Order 71. A 'looked after boy' is a boy who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- 3.2. **MEDICAL/SOCIAL**
Applicants who can demonstrate an urgent social or medical reason why their son requires attendance at Isleworth & Syon School, rather than any other school. In such cases, parents are reminded that they must complete the appropriate section on the application form and attach a supporting statement from a suitable professional such as a consultant or a social worker. Applications on these grounds will be determined by the Governors' Admissions Panel.
- 3.3. **SIBLING**

Applicants who will have an older son (or daughter in the Sixth Form), including all blood, half-, step-, adoptive and foster brothers (or sisters in the Sixth Form) of the child (not cousins) who live at the same home as the child, at the preferred school in September 2018.

If the older child is in Year 11 or Year 12 at the time of application, s/he must be expected to still be attending the school in September 2018.

3.4. SINGLE-SEX

Applicants who support their application by including a statement on the form which demonstrates their preference for single-sex education.

3.5. CHILDREN OF MEMBERS OF STAFF

Children of any member of staff, regardless of role in the school, where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made.

3.6. DISTANCE

The route from home to school will be measured using the shortest available route. The start point (footprint of the property) is provided by Ordnance Survey from information compiled from the Royal Mail or Local Authority. The positioning of front doors, driveways and back gates are not relevant to the route or the measurement, and are not programmed to be used by the measuring system. The shortest available route is established using an algorithm within the bespoke software used by the Local Authority. This software is called 'RouteFinder' and is produced by Higher Mapping Solutions. This programme integrates with the Local Authority's database. The end point of the route is the nearest of the school gates which is used for students to enter the school grounds. The location of these gates has been set by the Local Authority and consulted with Isleworth & Syon School to ensure accurate placement of the gate and its availability for use.

The Local Authority cannot take a measurement from another measuring system into account. Other measuring systems may give a different measurement.

4. Tiebreaker

If there is one place available in the applicant's chronological year group and two or more children next in order of priority or next on the waiting list meet the appropriate criterion equally, the place will be allocated using the distance criterion. If the distances are equal, the place will be allocated by drawing lots in the presence of an independent witness.

5. Waiting List

The school will maintain a waiting list for applicants who are unsuccessful in obtaining a place. The criteria for selecting applicants set out in section 3 (Years 7-11) and section 6 (Years 12-13) will apply in allocating children from the waiting list to fill vacant places. Should a child join the waiting list after places have been allocated, he or she will be placed on the waiting list in the order determined by the application of the published admission criteria. This means that the place of a child on the waiting list may change if a child with higher priority by the application of the selection criteria joins the list. Waiting lists will be held for two terms as set by the term dates for the academic year (see the school's website).

6. Sixth Form Applications

Please note that applications from girls are welcomed.

A Sixth Form Open Evening is held in the Autumn Term, and all prospective students are welcome to attend this evening. The academic standards required for entry to the Sixth Form are reviewed annually and are available on the 'Sixth Form' page of the school's website. Applications from both Year 11 and Year 12 students and external students should be made direct to the school by the published deadline.

6.1. INTERNAL APPLICATIONS TO THE SIXTH FORM

6.1.1. Students already attending Isleworth & Syon School in Year 11 and who meet the current academic standards required by the school and for their chosen courses for the year of admission will normally transfer directly into the school's Sixth Form in the September following the publication of results.

6.1.2. Students already attending Isleworth & Syon School in Year 12 on Level 2 courses and who meet the current academic standards required by the school and for their chosen Level 3 courses for the year of admission will normally transfer directly into the school's Sixth Form Level 3 courses in the September following the publication of results.

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- 6.1.3. Students already attending Isleworth & Syon School in Year 12 on Level 3 courses and who meet the current academic standards required by the school and for their chosen Level 3 courses for the year of admission will normally transfer directly into the school's second year of Sixth Form in the September following the publication of results.
 - 6.1.4. Students already attending Isleworth & Syon School in the Sixth Form will not normally be allowed to repeat a year or course.
 - 6.1.5. Our entry criteria are reviewed annually. Many subjects have additional and specific requirements. For more information, please see the Sixth Form Course Guide within the 'Sixth Form' section of the school website.
 - 6.1.6. If students do not possess at least a Level 5 in GCSE English and/or mathematics, they will be expected to study for these qualifications as part of their post-16 study.
 - 6.1.7. Students that have previously been permanently excluded from the school are not eligible for admission to the Sixth Form.

6.2. EXTERNAL APPLICATIONS TO THE SIXTH FORM

- 6.2.1. Applications for admission to the Sixth Form, including those from students joining the school for the first time from other schools, must include acceptable evidence that they meet the same academic standard as students from within the school and, subject to capacity and a suitable reference, will be admitted using the order of priority as set out in section 3. Please note that where section 3 states 'boys' this can be read as 'boys or girls' for Sixth Form applications.
- 6.2.2. External applications are welcomed but may require a reference from a previous school.

7. In-Year Admissions

Should there be a vacancy in a year group during the academic year, places will be offered after applying the above admissions criteria to all applicants, including those already on the waiting list, if one exists. The Local Authority administers In-Year Admissions on our behalf.

8. Admission of Children Outside of their Normal Age Group

Applicants may choose to seek places outside of their child's chronological year group. Any such request needs to be put in writing to the School outlining the reasons, with supporting documentation from a professional for consideration. The School will decide whether or not the individual child's circumstances make this appropriate on educational grounds. Such requests will only be agreed in exceptional circumstances.

9. Appeals

Appeals will be heard in accordance with appropriate legislation. An Independent Appeals Panel appointed by the Local Authority will adjudicate on all appeals for places in Isleworth & Syon School. Any parent wishing to appeal should follow the procedure set out in the admissions brochure. There will be no other appeal to the Governors for a place at Isleworth & Syon School.

10. Review and Monitoring

This policy will be monitored and reviewed annually by Governors. The review will take place following the completion of each admissions process.

11. Further Notes

- 11.1. The Local Authority will carry out address verifications against Local Authority records for all applications made by a resident within the London Borough of Hounslow. Where the Local Authority or school is not satisfied with the validity of an address, further investigations will take place.
- 11.2. We reserve the right to seek verification of the information on the application form and to withdraw places if false information has been provided.
- 11.3. Children of UK Service personnel will not be disadvantaged in the admissions process. Families of UK Service Personnel and other Crown servants are subject to frequent movement within the UK and from abroad. An official letter from the

MOD, FCO or GCHQ should be submitted with the application detailing relocation date and a unit postal address or quarters in Hounslow and we will arrange for that address to be used throughout the admission process.

- 11.4.** In the event that the school has one place to offer and the next child on the waiting list is one of twins, triplets or other children of multiple births, the Local Authority will offer both twins, all triplets or children of multiple birth a place even if this means temporarily going over the published admission's number.
- 11.5.** The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admissions round, the Governing Body is empowered to give absolute priority to a child where admission is requested under any local protocol that has been agreed by both the local authority and the Governing Body for the current school year. The Governing Body has this power even when admitting the child would mean exceeding the published admission number.

Anti-Bullying Policy

1. Process

This policy has been produced in consultation with governors, parents/carers and staff.

2. Background information

Isleworth & Syon School is a converter Academy and a multi-ethnic comprehensive school for boys aged 11-18. Girls are welcome in the Sixth Form. The majority of the intake is from Hounslow, and most of the remainder is from the neighbouring boroughs of Ealing and Richmond.

3. Aim

The school aims to ensure that our 'zero tolerance' of all forms of abuse, intimidation, bullying (physical and emotional), racist and sexist behaviour is maintained.

4. Rationale

- 4.1. At Isleworth & Syon School, we believe that all bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- 4.2. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell a member of staff, and know that incidents will be dealt with promptly and effectively. As part of our commitment to be, and to remain, an environment in which all bullying is unacceptable and will not be tolerated, we expect anyone who knows that bullying is happening to tell a member of the staff.

5. Definition

- 5.1. There are a number of definitions of bullying but all definitions include the following characteristics:
 - It tends to be repetitive or prolonged;
 - It involves an intention to cause hurt;
 - It may be verbal, physical, sexual, emotional or psychological.
- 5.2. For the purpose of this policy, bullying is defined as:

'any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people'.
- 5.3. It is usually unprovoked, persistent and can continue for a long period of time. It may be physical, sexual, verbal or psychological in nature. It may occur frequently or infrequently, regularly or irregularly.
- 5.4. We also acknowledge that not all aggressive behaviour is bullying. Some students may exhibit behaviour which appears to be bullying, without the intention or awareness that it causes distress. Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress.
- 5.5. Such incidents should nevertheless be investigated and dealt with in line with school sanctions. All parties will need to be clear about the distinctions between bullying and isolated acts of aggression.

6. Objectives

- To ensure staff are familiar with protocols and procedures in dealing with incidents of bullying.
- To support our 'zero tolerance' policy of all forms of abuse.
- To support our philosophy of being an inclusive school.

7. Implementation

- 7.1. Bullying will not be tolerated at Isleworth & Syon School.

7.2. SCHOOL

The school/member of staff will:

- Endeavour to prevent bullying by delivering a session to the Year 7 as part of their induction programme.
- Deal immediately with the matter if bullying is suspected or reported. This will be by the member of staff involved in receiving the information.
- The member of staff will record the account on our behaviour management system and then inform a member of the Pastoral Team or Senior Leadership Team.
- Investigate the matter and update school records.
- Keep parents/carers and relevant staff informed as appropriate.
- Respond as appropriate to the particular situation. This could be from a range of sanctions available to the school.
- Be equally concerned about bullying occurring to and from school.
- If appropriate, notify the police of any sanctions taken.

7.3. STUDENTS

Students who have been bullied are helped by:

- Supporting them as the priority.
- Providing them with an opportunity to discuss the experience with a member of staff.
- Offering reassurance.
- Helping them develop positive strategies and assertion techniques.

7.4. STUDENTS INVOLVED IN BULLYING WILL:

- Be subject to the school's Behaviour Policy.
- If appropriate, be given the chance to establish the wrong-doing and the need for change.
- If appropriate, be referred to outside agencies.

8. Zero Tolerance

Verbal or physical violence towards any member of the school community will not be tolerated. Any breach of anti-bullying guidance by students will be regarded as a very serious violation of discipline and may result in exclusion from school. It will always be sanctioned and may be reported to the police.

9. Role of Parents/Carers

We believe that it is essential to work in partnership with parents/carers, and we endeavour to keep parents/carers abreast of their child's progress at school, including any concerns about behaviour or involvement/experience of bullying.

10. Role of Governors

There is a Governors Committee, which addresses behavioural concerns and meets directly with students involved in extreme/repeated cases of bullying, along with their parents/carers.

11. Monitoring and Evaluation

Governors monitor and check that the school policy is upheld. This policy will be reviewed annually to take account of new legislation.

12. Dissemination of the Policy

A summary of this policy is included in the school's Key Policies and Procedures booklet.

Behaviour Policy

"Together We Learn, Achieve and Succeed"

1. Mission Statement

Isleworth & Syon School is a school which values achievement and diversity, seeing itself as a place of learning dedicated to academic, creative and sporting success and to the development of the whole person. It endeavours to sustain an ethos of civilised community, which enables industrious and imaginative learning to flourish in an atmosphere of well-being and purposeful activity.

2. Rationale

- 2.1. In order to achieve our Mission Statement and to achieve our vision of being "Outstanding in Every Respect", we place high regard on the need to ensure that every single student can learn, achieve and succeed. Highly effective teaching and learning can only take place when the learning environment is orderly, calm and purposeful. This policy is to support the highest standards of behaviour to ensure that every student in our inclusive school can "be the best that they can be".
- 2.2. The school is committed to ensuring that students work in a positive environment where the ethos and culture is supportive and where praise and rewards feature on a daily basis. We also recognise that in order to create a productive learning environment, our rules and expectations of students must be clear and any breaches must be dealt with in an open and fair manner.
- 2.3. We also recognise that the vast majority of our students are well-mannered, considerate students who endeavour to always follow our expectations and who seek to fulfil their academic potential. These students will conduct themselves in line with our array of rewards and commendations. Their commitment also helps to create the environment in school that allows the best possible learning to take place.

3. Policy Aims

- 3.1. This policy aims to set out clearly how the staff at school will deal with behaviour, to encourage learning and the best educational outcomes for all students. Parents/carers of students at Isleworth & Syon School should be aware of the contents of this policy, and in accepting a place at the school for their son/ward agree to support our published standards.
- 3.2. Please note that this policy is not designed to encapsulate all areas of school life, or all eventualities, but it should be a clear set of principles that clearly set the tone for behaviour management in school.

4. Governing Body Statement of Principles of Behaviour

- 4.1. The school aims to provide a safe, secure and supportive learning environment that allows students to learn and teachers to teach. We believe that there is a clear link between the manner in which students learn and their behaviours that allow them to learn. Every member of our staff has a key role in promoting and sustaining the highest standards of behaviour for learning. In addition, we expect our students' behaviour to be socially acceptable as we prepare them to become:
 - responsible citizens, with the skills, knowledge and understanding to contribute to their society and to their community;
 - well-mannered, considerate, ambitious and confident young men.
- 4.2. Our core beliefs and values are described below.
 - 4.2.1. We are a student-centred school that believes that education is a life-long and worthwhile activity. We believe that:
 - Every student has a right to an outstanding education;
 - Every student can be a successful learner;
 - Every student can and deserves to achieve their full potential.
 - 4.2.2. We seek to foster an ethos of mutual respect throughout the school through our local and global communities. Our most important values are built around:
 - Our commitment to learning;
 - Challenge and Achievement;

- Responsibility;
- Honesty, Forgiveness, and Tolerance.

- 4.3.** The core of the Behaviour Policy is that we believe in the need to recognise, reward, encourage and celebrate positive behaviour. The rewards that we utilise are designed to be accessible to all students and to encourage and inspire students to do their very best. However, students that exhibit behaviours that affect the learning and/or well-being of others will be provided with support which is relative to their needs and which balances incentives and sanctions.
- 4.4.** A basic expectation is that our students follow our set expectations. This includes amongst others: the Student Code of Conduct; our Classroom Expectations; our No Excuses Policy and other basic school rules; our Anti-Bullying Policy; and our Appearance Policy. These documents, along with other expectations, can be found in our Policies and Procedures Booklet, which is reviewed and published annually.
- 4.5.** A great deal of time is given to ensuring that our students understand the requirements on them to act in accordance with our expectations. Students gain a strong sense of our values and expectations through induction to the school; our assembly programme; tutor time; PSHCE lessons and individual support sessions; the work of the pastoral team; and all of our daily interactions with students. We utilise a series of well-publicised mantras in our daily work to act as constant reminders of our expectations. These mantras are published in the Student Planner.
- 4.6.** The governors are clear that there will be circumstances when the police will be involved in supporting our expectations, especially, but not exclusively, when a student's actions could be considered to breach the law, and this will be irrespective of whether incidents take place in or outside school.
- 4.7.** In particular, this policy will address the areas listed below. Further - and more detailed - guidance is available in the school's Policies and Procedures Booklet.
- General Behaviour
 - Attendance & Punctuality
 - Rewards & Sanctions
 - Anti-Bullying Policy
 - Appearance Policy
 - Searching, Screening and Confiscation
 - The Use of Reasonable Force
 - Malicious Allegations
 - Exclusions from School and Alternative Provision
 - Parenting Contracts and Parenting Orders.

5. Policy Considerations

5.1. GENERAL BEHAVIOUR

To meet our expectations of behaviour across the school the following will apply.

5.1.1. Our staff will:

- Consistently model exemplary behaviour and good manners;
- Treat all members of the school community with mutual respect;
- Build the self-esteem and confidence of students through the use of positive behaviours;
- Use positive language or avoid overly critical or sarcastic language;
- Reward the efforts and achievements of students and celebrate success;
- Consistently uphold the school's expectations and challenge poor behaviour;
- Work in partnership with parents/carers for the benefit of the learning of all students.

5.1.2. The following behaviours are not accepted:

- Anti-social behaviour in or out of school
- Bullying
- Buying/selling/trading of any item on school site
- Criminal activity (in or out of school)
- Damage/Vandalism/Graffiti
- Drug- and alcohol-related incidents including: suspected misuse, use, possession or supply, and distribution or aiding and abetting others in the misuse of substances

- Persistent breaches of the school's various policies
- Persistent disruptive behaviour
- Preventing the safe, orderly running of the school
- Serious disruption to teaching and learning
- Physical assault against adult
- Physical assault against student
- Racist/sexist/homophobic abuse
- Serious internet misuse/cyberbullying/network violation
- Sexual misconduct
- Theft
- Use of/possession of banned/illegal substances
- Use of/possession of offensive weapons or items which can be considered as such
- Verbal abuse/threatening behaviour against adult
- Verbal abuse/threatening behaviour against student.

5.1.3. If unacceptable behaviours occur, members of staff will seek a resolution to the issue in one or more of the following ways:

- Challenge the behaviour in a professional and incisive manner and with the intention of helping students to improve/modify their behaviour;
- Endeavour to find out why the student has behaved in such a manner;
- Tell the student what was unacceptable and why by using a range of agreed mantras/school expectations and priorities as the basis for discussion/correction;
- Engage the student in a conversation to help him/her to understand his/her personal responsibility for managing or improving the behaviour;
- Model what could have been done or said to improve behaviour or what should be done in any future incident to avoid repeating the problem;
- Refer to the school's system of sanctions and apply them fairly and consistently.

5.1.4. Should the behaviour be persistent or serious then urgent or further intervention may be required.

5.2. ATTENDANCE & PUNCTUALITY

5.2.1. Attendance at school is required by law. Students are expected to attend school every day, and 100% attendance is the target for every student for the academic year. All students who achieve this are rewarded on a termly basis and these rewards are built up through the school year. Attendance below 95% is a cause for concern and will trigger an intervention from the Education Welfare Officer (EWO). Any persistent absence or extended unauthorised absence will lead to intervention from the local authority. Such intervention may include a fixed penalty fine, an appearance at the "Attendance Panel," court proceedings, or prosecution.

5.2.2. Punctuality is a key indicator of a student's attitude to learning, and our expectation is that parent/carers will support us by ensuring that this characteristic is highly valued.

5.2.3. Students are expected to arrive at school by 8.25am at the latest for registration at 8.30am.

5.2.4. Students who are repeatedly late to morning or afternoon registration will receive a detention. Late arrival to assembly will result in a detention with the Pastoral or House Leader, as applicable.

5.2.5. Students who are repeatedly late will be required to attend a meeting with their parents/carers to agree strategies for improvement and to work towards agreed targets.

5.2.6. Persistent Lateness will be referred to the Education Welfare Officer.

5.3. REWARDS

5.3.1. We have a number of rewards that we use both on a daily basis and over time. These rewards are carefully designed to acknowledge the students that perform well at school and to motivate and encourage students to "be the best that they can be". The rewards used are fundamental in underpinning the school's behaviour policy, but should not be seen as a means of rewarding behaviours that meet a basic level of expectation.

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- 5.3.2. Rewards include, for example: house points; individual praise in lessons; communications (written or verbal) with parents/carers; commendations; certificates, medals, public praise; Headteacher's badges; Colours Flashes; and Colours Ties.
 - 5.3.3. On a day-to-day basis, the rewards issued are House Points. These are recorded on the school's Behaviour Management System (PARS) and then add up to the awarding of a series of certificates (Bronze through to Diamond).
 - 5.3.4. Certificates and medals are issued in a range of categories to students who uphold high expectations over a period of time. These are, usually, presented in celebration assemblies at the end of each term.
 - 5.3.5. A range of school colours (blazer flashes and school colours ties) are issued to students in a number of categories for sustained excellence over the school year. The six categories are for Arts; Academic; Citizenship; Progress; Sport and/or for major contributions to the School. Colours flashes are awarded throughout Years 7 to 11 and colours ties are awarded from the end of Year 9. Awards are generally made at the end of the academic year, except in exceptional circumstances.
 - 5.3.6. The school also holds two Awards Evenings, and a number of cups, prizes, and bursaries or financial awards are issued to the top-performing students at these prestigious school events. The Junior Awards Evening is held at the end of the academic year and the Senior Awards Evening is held in September. Parents/carers of prize winners are invited to these events.
 - 5.3.7. All rewards are recorded on PARS, which can be viewed by parents/carers through the Parent Portal.

5.4. SANCTIONS

- 5.4.1. Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break school rules or expectations, or who fail to follow reasonable instructions. This authority also applies to all other paid members of staff. Volunteers working within the school will be enabled to discipline students through a paid member of staff.
- 5.4.2. School staff also have the authority to impose a punishment on a student that fails to meet school expectations. Students can be disciplined at any time in school or elsewhere under the charge of the school, e.g. on a school visit, trip or venture.
- 5.4.3. In addition, students can be disciplined for misbehaviour outside of school, and school staff will intervene should they witness poor behaviour on the journey to or from school, or at other times when the student is in uniform and therefore representing the school.
- 5.4.4. If a student is seen misbehaving outside of school at times when they are not on the journey to or from school, or in school uniform, the school staff may still intervene to ensure that behaviour meets socially-acceptable standards. Again, school staff have the authority to intervene in such circumstances.
- 5.4.5. All sanctions used by the school must be fair, reasonable and proportionate and not in breach of any legislation (e.g. in respect of disability, special educational needs, race and other equalities and human rights), and it must be reasonable in all of the circumstances.
- 5.4.6. In addition, the decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher. Decisions to punish and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff.
- 5.4.7. All negative conduct will be considered to fall into one of five categories, as described in the school's Policies and Procedures Booklet. These range from Low Level Disruption to Critical Incidents, and sanctions will be decided accordingly. The Key Policies and Procedures booklet contains a table which will act as a guide for all staff charged with maintaining order and strong discipline to support teaching and learning.
- 5.4.8. Sanctions may include: LPT (Loss of Personal Time); verbal reprimand; extra work being set; loss of privileges; the return of awards (including colours ties); breaktime or lunchtime detentions; school-based community service (e.g. litter-picking, tidying the school); after-school detentions; withdrawal from lessons; or a system of school report cards.
- 5.4.9. Teachers have the legal authority to impose detention on and outside school hours, including any school day on which the student is present, weekends, and INSET days. Parent/carer consent is not required for detentions.

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- 5.4.10. There is no requirement to inform parents of detentions being held. However, we will give a minimum of 24-hour notice for detentions of 30, 45 or 60 minutes to students in Year 7 in the autumn and the spring term. In the final term of Year 7, advance notice will **not** be given.
 - 5.4.11. Teachers are legally entitled to confiscate property - see section 9.
 - 5.4.12. When disciplining students, there is the expectation that this is administered in a calm and thoughtful manner with the focus on the misbehaviour exhibited rather than on the person.
 - 5.4.13. If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, then the school staff should follow the schools' child protection and safeguarding policy. Consideration will also be given to other strategies of support should continuing disruptive behaviour signal unmet educational or other needs.
 - 5.4.14. All sanctions are recorded on the school's behaviour management system (PARS) which can be viewed, securely, through the Parent Portal.

5.5. ANTI-BULLYING POLICY

- 5.5.1. We are committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere.
- 5.5.2. Bullying of any kind is unacceptable at our school, regardless of how it is delivered or what excuses are given to justify it. All students are expected to be aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and to actively try to prevent it from happening. All forms of derogatory or aggressive language are subject to the full range of sanctions, including fixed-term or permanent exclusion from school.
- 5.5.3. If bullying does occur, all students should tell a member of staff and know that incidents will be dealt with promptly and effectively. As part of our commitment to be and to remain an environment in which all bullying is unacceptable, we expect that anyone aware of bullying taking place will report it to a member of staff.
- 5.5.4. **Definition of Bullying**
There are a number of definitions of bullying, but all definitions include the following characteristics:
 - 1. it tends to be repetitive or prolonged
 - 2. it involves an intention to cause hurt
 - 3. it may be verbal, physical, sexual, emotional or psychological.
- 5.5.5. For the purpose of this strategy, bullying is defined as "any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people". It is usually unprovoked, persistent and can continue for a long period of time. It may be physical, sexual, verbal or psychological in nature. It may occur frequently or infrequently, regularly or irregularly.
- 5.5.6. Behaviour which appears to be bullying may be exhibited by some students without the intention or awareness that it causes distress. Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such incidents should nevertheless be investigated and dealt with in line with school sanctions. All parties will need to be clear about the distinctions between bullying and isolated acts of aggression.
- 5.5.7. Students who feel that they are being bullied or treated in an unacceptable way should report the matter to their Pastoral Support Manager or other member of staff immediately.
- 5.5.8. Staff should aim to resolve the matter with both parties or refer the incident to the appropriate member of the pastoral team (Tutor, Pastoral Support Manager, House Leader, Pastoral Leader or a member of the Senior Leadership Team) for further intervention.
- 5.5.9. Any breach of this anti-bullying guidance by students will be regarded as a very serious violation of discipline. Students who breach the guidelines will be sanctioned accordingly.

5.6. APPEARANCE POLICY

"The Department strongly encourages schools to have a uniform as it can play a valuable role in contributing to the ethos of a school and setting an appropriate tone." - DfE guidance to schools on school uniform. (2013)

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- 5.6.1. The governors of the school believe that uniform plays an important role in contributing to the ethos of the school and in instilling a pride in being part of the school community. Our Appearance Policy standards apply on the journey to and from school as well as at school.
- 5.6.2. The branded elements of the school uniform are available from the school shop and have been shown to be extremely good value when compared to alternative suppliers. Other items - shoes, trousers, shirts and socks - are not sold in the school shop but remain subject to specific requirements of style, colour and detail in order to be deemed acceptable. The full Appearance Policy specifies all such details.
- 5.6.3. It is not our policy to meet or to discuss any disputes, opinions, challenges or lack of support for the published policies as, on accepting a place at the school, all parents/carers sign an Appearance Policy agreeing to maintain the acceptable standards that we set. These standards are specific to Isleworth & Syon School; they are non-negotiable and the Senior Leadership Team are the sole arbiters of acceptable standards in all cases.
- 5.6.4. The expected standards are published in the Student Planner, as well as in the Policies and Procedures Booklet published each year. The policy states what is permitted; by definition, any item not listed is not permitted.
- 5.6.5. It should also be noted that the Appearance Policy is deemed fair and reasonable and fulfils our obligations under the Human Rights Act 1998 and the Equality Act 2010.
- 5.6.6. Where standards are not met the following guidelines apply:
- 5.6.6.1. Breach of Standard**
A student will be given an opportunity to rectify the matter immediately and, if possible, to return to learning. This may require a student to be sent home temporarily. In some cases, the withdrawal of student from general circulation is used to limit the impact of the breach.
- 5.6.6.2. Failure to Rectify the Issue or Repeated Breach**
The student will be sent home until the issue is rectified. This will be recorded as an unauthorised absence in line with the Department for Education (DfE) Guidelines on Attendance.
- 5.6.6.3. Extreme Breach (e.g. shaven eyebrows, inappropriate piercings, unconventional hairstyles)**
A student will be sent home until the issue is rectified. A parent/carer meeting will be required to re-integrate the student into school. This will be recorded as authorised absence in line with section 14 of the DCSF (now DfE) guidelines (2009).
- 5.6.7. Students in Years 7-11 will be sent home following a contact with a parent/carer or other listed contact. Students in the Sixth Form will be sent home without prior notification.

5.7. SEARCHING, SCREENING AND CONFISCATION

- 5.7.1. At Isleworth & Syon we operate a searching and confiscation policy in line with the Department for Education document "Screening, Searching and Confiscation - Advice for Headteachers, School Staff and Governing Bodies" (July 2014).
- 5.7.2. The school has a statutory responsibility to manage the Health & Safety of the students, staff and visitors and ensure that school discipline is maintained.
- 5.7.3. **Searching**
Searching may be the searching of a student's person or searching a student's property - e.g. bag, lockers, blazer/coat/footwear - whilst removed from the person.
- 5.7.3.1. With Consent**
Any member of the school staff can search a student for any item if the student agrees. Schools are not required to have formal written consent from the student for this sort of search.
- 5.7.3.2. Without Consent**
Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
- 5.7.4. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or, to cause personal injury to, or damage to the property of, any person (including the student).

5.7.5. Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

5.7.6. There is no requirement on the school to inform parents/carers prior to a search or to seek parent/carer consent, or to keep records of searches. Parents/carers will be informed if a search or screening uncovers items that will result in school disciplinary action or police involvement.

5.7.7. Students will be treated courteously and afforded a reasonable level of personal privacy during any search. Personal items will be searched, as far as is practicable, in the presence of the student. A student may be asked to empty pockets/bags etc. and/or to remove footwear for checking.

5.7.8. Any search of a student's person without consent will be undertaken by a member of staff of the same sex as the student. There will also be a member of staff present to act as a witness who, if at all possible, should also be of the same sex.

5.7.9. The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes: hats; shoes; shoes/boots; gloves; and scarves.

5.7.10. There is a limited exception to the same-sex and witness requirement should there be reasonable grounds to believe that there is a risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff.

5.7.11. Any student refusing to cooperate with a search will be subject to further, high level disciplinary measures by the school, which may include exclusion.

5.7.12. Electronic Devices

School staff may examine personal devices to interrogate data files during a search if they have good reason to do so. Staff may erase the data files if it is suspected that the data of file has or could be used to harm, disrupt teaching or break school rules. If the device is to be returned, relevant files may be deleted or retained by the school for future disciplinary action, or, if appropriate, passed to the police.

The Headteacher currently authorises all members of the Senior Leadership Team and of the Pastoral Team to search students in line with this guidance.

5.7.13. Screening

The law allows the school to require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

Any member of school staff can screen students.

If a student refuses to be screened, the school may refuse to have the student on the premises. Health and Safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety, and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and return to school.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Currently Isleworth & Syon School exercises all rights to search confiscate and screen students in line with current guidance.

5.7.14. Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

5.8. USE OF REASONABLE FORCE

5.8.1. School staff have a legal right to use reasonable force to control or restrain students.

5.8.2. Our staff will endeavour to control potentially serious situations with verbal instructions before resorting to any physical contact.

5.8.3. 'Control' means passive contact, such as standing between students or blocking a student's path, to actively leading a student by the arm away from a classroom or difficult situation. 'Restraint' means to hold back physically or to bring students under control; for example, where two students are fighting or refusing to separate without physical intervention.

5.8.4. Reasonable force can be used to prevent students from hurting themselves, others, damaging property or causing disorder.

5.8.5. Force used will be proportionate and reasonable. School staff will always try to act in ways that will minimize chance of injury to the student but it may not always be possible. Reasonable force may be used to enforce a search for prohibited items (see section 5.7) or any articles that have been or could be used to commit an offence or cause harm. Force, however, will never be used as a punishment, and reasonable adjustments will be made for children with disabilities and special educational needs.

5.8.6. We do not require parent/carer consent to use reasonable force.

5.8.7. Should restraint be used, this will be recorded and evaluated.

5.9. MALICIOUS ALLEGATIONS

5.9.1. Complaints against members of staff are always investigated thoroughly. If, after a thorough investigation, it is found that, on the balance of probability, the allegation against the member of staff is unfounded or malicious, then the record will be removed from the member of staff's file.

5.9.2. In addition, the student(s) involved in making the allegation will be disciplined according to the severity of the case. This may result in exclusion from the school.

5.10. EXCLUSION FROM SCHOOL

"Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted."
(Department for Education, 2012)

5.10.1. The decision to exclude students from school for any period of time is a serious one but, regrettably, sometimes necessary. Students who are excluded are not permitted on or around the school site at any time during the exclusion period. This applies to the time that school is in session and to the hours outside the school day. Exclusion may be for a fixed-term period or, for serious breaches of the school's expectations, be made permanent.

5.10.2. Two kinds of fixed-term exclusion are used: internal and external exclusion. Internal exclusion is the highest level sanction within the school and results in the student being withdrawn from mainstream lessons and isolated from other students during break and lunchtime. Internal exclusion is designed to act as a severe deterrent, but it is also intended to prevent exclusion from school and gives the student the opportunity to complete set work for the time of isolation. It should be noted that we do not require parent/carer consent to enforce an internal exclusion.

5.10.3. Any failure to comply with the expectations of being in the withdrawal room, however, will result in external exclusion. The time spent in isolation is a decision for the school staff.

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- 5.10.4. The school can exclude students over lunchtime. If this is the case, parents/carers will be expected to collect their child at the end of morning school and return him/(her) at the start of afternoon lessons.
 - 5.10.5. All decisions relating to exclusion are based on the “balance of probability” after consideration of a range of available information. Exclusion is a most serious sanction which is used as a consequence for the most serious incidents of unacceptable behaviour.
 - 5.10.6. If a student is excluded for longer than five school days, full-time education provision will be provided by the Local Authority.

5.11. ALTERNATIVE PROVISION

- 5.11.1. Students who demonstrate on-going behavioural issues may be directed to study off site to improve his behaviour. This approach will be used as an alternative to permanent exclusion as part of a stepped approach to support a student with specific difficulties. Such placements will be instigated following dialogue with parents/carers.
- 5.11.2. Students placed in alternative provision will have their progress reviewed periodically as appropriate to the particular circumstances.

5.12. PARENTING CONTRACTS AND PARENTING ORDERS

- 5.12.1. As a school, we require all parents/carers to encourage their children to show support for the school’s expectations and to encourage students to be respectful of our policies and aspirations.
- 5.12.2. All parents/carers are expected to sign the Home-School Agreement upon taking up a place at school for their child. Parents/carers have a clear role in supporting the school to make sure that their child is well-behaved on the journey to and from school and whilst at school.
- 5.12.3. We will consider using Parenting Contracts and Parenting Orders where a student has seriously misbehaved even when the student has not been excluded. A Parenting Order can require parents/carers to follow the courts’ directions; for example, attending parenting courses to assist them in dealing with their own children.

Charging and Remissions Policy

1. Introduction

- 1.1. At Isleworth & Syon we aim to provide the best educational opportunities for every individual student, irrespective of race, cultural background, religion or gender.
- 1.2. The school policy on charging for activities will aim to ensure that no child is precluded from an activity because of the inability or unwillingness to pay on the part of the parent/carer.
- 1.3. The activities for which a charge may be made are governed by the Education Reform Act 1996 and laid down in the DfE publication 'A Governors' Guide to the Law (Chapter 18)' - in particular, that no child should have his/her access to the curriculum limited by charges.
- 1.4. The governors of the school recognise the valuable contribution that the wide range of additional activities - including clubs, trips and residential experiences - can make towards students' spiritual, moral, social and cultural development.
- 1.5. The Governing Body aims to provide such activities both as part of a broad and balanced curriculum for the students of the school and as additional optional activities. Compulsory charges for activities wholly or mainly within school hours (not including break times) will not be made, except under the circumstances set out below, but parents/carers may be asked to make voluntary contributions to school costs. If sufficient voluntary contributions are not made for any one activity, the school reserves the right to cancel that activity so that it keeps within the financial budget.

2. Charges

The Governing Body reserves the right to make compulsory charges in the following circumstances for activities organised by the school.

2.1. SCHOOL JOURNEYS IN SCHOOL HOURS

The board, lodgings and travel element (subject to statutory exceptions) of any residential activities deemed to take place within school hours - this will include field trips, conferences and residential experience courses.

2.2. ACTIVITIES OUTSIDE SCHOOL HOURS

The full cost to each student of activities deemed to be optional extras taking place outside school hours - this will include, for example: sporting events; theatre visits; holiday trips (such as the Year 7 Venture Week); ski holidays; and educational exchanges which take place mainly out of school time. The cost will not exceed the actual cost of provision.

2.3. INDIVIDUAL/GROUP INSTRUMENTAL TUITION

The full or part cost of providing individual instrumental tuition where it does not form part of the syllabus for a public examination or is not required by the National Curriculum when introduced. Governors reserve the right to provide Music Scholarships within the school to assist with the payment of any such fees for selected students.

2.4. CHARGING IN KIND

The full or agreed cost of providing materials, ingredients or equipment in practical subjects held during the school day where parents have indicated, in advance, that they wish to own the finished product. This could also relate to the full or agreed cost for all out of school hours practical activities - including art, craft or home economics clubs/activities.

2.5. EXAMINATION FEES

- 2.5.1. The full cost for examination entries where a student has not been prepared for a prescribed public examination by the school and for all entries to non-prescribed examinations.
- 2.5.2. Where students are recommended by the school for entry at a specified level of a particular public examination, governors will pay only for that entry, on the basis that it represents the examination for which the student has been prepared. The Headteacher is authorised to decide if any student should be allowed to enter for an examination for which he has not been prepared by the school. Governors will charge the full cost for any entry to an examination at a level not recommended by the school.
- 2.5.3. The Governors also intend to recover examination fees paid if a student has not completed coursework or has failed to appear at the examination or part of it without good reason - such as ill health, certified by a medical certificate.

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- 2.5.4. The school's published rules on acceptable appearance, behaviour, and use of mobile phones and other electronic devices apply at all times. Should a student not follow expectations then the Governors reserve the right charge the student or their parent/carer a fee for invigilator cover, currently set at £10 / hour and rounded up to the nearest half hour.
 - 2.5.5. For re-sit examinations, charges may apply. If the student or parent/carer requests a re-sit, a charge will be made. This will cover the cost of the re-sit and the cost of administering the entry. For the current cost of a re-sit, see the Examinations Officer.
 - 2.5.6. For re-sits at the request of a Curriculum Leader, or where exceptional circumstances may exist, the cost will be remitted.

2.6. DAMAGE OR LOSS

- 2.6.1. The full or part cost of replacing or restoring furniture or fittings, materials, apparatus, equipment, books or any part of the fabric of the building, damaged or destroyed by the student.
- 2.6.2. The Governors expect the Headteacher to take due account of any extenuating circumstances leading to such loss or damage. Where family financial circumstances would prevent the recovery of such costs, students may be required to participate in appropriate activities in support of the school site so that "payment in kind" may be made.

2.7. GENERAL

The Governing Body may, from time to time, amend the categories of activity for which a charge may be made.

3. Remissions

- 3.1. Where the parents/carers of a student are in receipt of income support, the Governing Body can offer to remit in full or a proportion of - upon production of proof of entitlement to the Headteacher - the cost of board and lodgings for any residential activity that it organises for the student, if the activity is deemed to take place within the school hours, or where it forms part of the syllabus for a prescribed public examination or the National Curriculum.
- 3.2. This might also include support for students whose families are receiving a recognised state benefit or where the student receives the Student Premium.
- 3.3. In other circumstances, there may be cases of family hardship which make it difficult for students to participate in particular activities for which a charge is made. In such a situation, parents/carers will be entitled to apply in confidence to the Headteacher, who is authorised to make any decision, for a remission of all or part of the costs.
- 3.4. Such remission will be made available from the School Fund and/or the Blue School Trust.

Child Protection and Safeguarding Policy

1. Scope

All staff.

2. Purpose

- 2.1. An effective whole-school child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.
- 2.2. To ensure that the welfare of the child is always a paramount consideration (in accordance with the Children Act (1989)).
- 2.3. To recognise that all stakeholders understand that we have a 'duty of care' for young people.

3. Responsibility

- 3.1. The school's Designated Child Protection Officers (DCPO) are:
 - Ms L Simms - Deputy Headteacher (Students) - Designated Senior Person for Child Protection
 - Ms C Atkin - Deputy Designated Senior Person for Child Protection
- 3.2. The governor with responsibility for child protection is:
 - Mrs V Smith - Designated Governor for Child Protection

4. Aims

Children and young people have a fundamental right to be protected from harm. Our aim is to do all we can to protect and safeguard the well-being of our students. Our students have the right to expect us to provide them with a safe and secure environment, and we acknowledge that teachers and other staff in our school are in a unique position to identify and help abused and vulnerable children. Safeguarding incidents can happen anywhere and staff need to be alert to this fact. We also recognize that the protection of our students is a shared community responsibility. As Looked-After Children (LAC) have additional vulnerabilities, extra care and vigilance will be placed around their welfare.

5. Principles

- 5.1. Our policy applies to all in our school community, namely students, staff, governors and volunteers. There are five main elements to our policy:
 - Ensure we practice safer recruitment practices in checking the suitability of staff and volunteers who work with children.
 - Raise awareness of child protection issues and equip children with the skills needed to keep them safe.
 - Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
 - Support students who have been abused in accordance with his/her agreed child protection plan.
 - Establish a safe environment in which children can learn, develop, achieve and feel safe.
- 5.2. We recognise that, for our students, having high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. School staff are well placed to observe the outward signs of abuse.

We will therefore:

- Establish and maintain an environment where our students feel safe and secure, and where they are encouraged to talk and are listened to seriously.
- Ensure that our students know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers.
- Include in the curriculum activities and opportunities in PSHE, which equip students with the skills that they need to stay safe from abuse.

- Safeguarding staff will challenge other colleagues and adults in school, and will 'think the unthinkable'.
- The school recognises the need to train staff to be aware of signs, symptoms, nature and categories of abuse and in the way to deal with the disclosure of abuse. There will be a rolling programme of staff training.

5.3. We recognise that it is the responsibility of each of member of staff to ensure that all elements of this policy are actively and consistently reflected in our practice.

6. Practice and Roles & Responsibilities

6.1. The Governing Body is responsible for ensuring that:

- The school complies with legislation related to child protection.
- The school has a Child Protection & Safeguarding Policy and that procedures are in place that safeguard and promote the well-being of students in our school.
- This policy is reviewed annually.
- The school is using safe recruitment procedures, and that appropriate checks are carried out on new staff and volunteers.

6.2. The named governor for child protection and children in care is responsible for maintaining:

- Regular contact with the members of the school staff designated for child protection.
- Awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities.

6.3. The designated senior person for child protection is a senior member of staff responsible for:

- The provision of leadership and vision in respect of child protection and safeguarding.
- The practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies.
- The provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a student is being abused, and how they can protect themselves from an allegation.
- Ensuring that the designated child protection co-ordinator and the safeguarding team have received the appropriate training.
- The co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting students at risk, liaison with other professionals, and the monitoring and evaluation of our child protection procedures.
- Liaison between the safeguarding team and the leadership team and governors.

6.4. The Headteacher is responsible for:

- Supporting the designated senior colleagues for child protection in all aspects of the role.
- Ensuring that the designated senior colleagues for child protection and the safeguarding team have received the appropriate training.
- Ensuring that all members of the school community are aware of and comply with our Child Protection & Safeguarding Policy
- Ensuring the safe recruitment of all staff (including supply staff and volunteers).
- Making parents aware of the school's Child Protection & Safeguarding Policy.
- Dealing with any allegations against members of staff or volunteers.
- Creating a safe environment for students at the school.

6.5. All staff, including supply staff and volunteers are expected to:

- Know the names of the designated senior colleagues for child protection co-ordinator and members of the safeguarding team
- Understand and comply with the school's Child Protection & Safeguarding Policy.
- Deal with any bullying incidents that may occur, following proper procedures.
- Refer e-safety concerns.
- Refer radicalisation concerns.
- Have read 'part one' of 'Keeping Children Safe in Education'.
- Behave in accordance with our Staff Code of Safe Practice.

7. What is Child Abuse?

7.1. Child abuse happens when an adult inflicts harm on a child or young person - even, in some cases, if the adult's actions are not deliberate. An abused child is a boy or girl under the age of 18.

7.2. There are four broad categories of child abuse:

- Physical Abuse
- Sexual Abuse
- Neglect
- Emotional Abuse

7.3. Sometimes children are sexually abused by other children.

7.3.1. Physical Abuse

This happens when a child is deliberately hurt, causing injuries such as cuts, bruises and broken bones. It can involve hitting, shaking, throwing, poisoning, burning, slapping or suffocating. It is also physical abuse when a parent/carer fabricates, or induces, the symptoms of an illness in a child.

7.3.2. Emotional Abuse

This is persistent and, over time, it severely damages a child's emotional development. Active emotional abuse happens when a parent/carer denies the child the love and care they need in order to be healthy and happy. Such adults might be emotionally unavailable; fail to offer their child praise and encouragement; interact with them in an age-inappropriate way; be over-protective, limiting their opportunities to explore, learn and make friends; or expect the child to meet parent/carer's own emotional needs.

7.3.3. Neglect

This is persistently failing to meet a child's basic physical and/or psychological needs, resulting in serious damage to their health and development. Neglect is difficult to define as it is hard to describe the absence of something such as love or attention. In practical terms, neglect may involve a parent/carer's failure to:

- Provide adequate food, clothing or and shelter
- Protect the child from physical and emotional harm or danger
- Supervise the child properly
- Make sure the child receives appropriate medical care or treatment

7.3.4. Sexual Abuse

This involves actual or likely sexual exploitation of a child or adolescent. It also involves forcing or enticing a child or young person to take part in sexual activities. It does not necessarily involve violence, and the child may or may not be aware of what is happening. Sexual abuse includes: grooming a child with the intention of sexually abusing them; all forms of penetrative and non-penetrative sex; sexually exploiting a child in return for gifts, money or affection; and making, looking at and distributing indecent images of a child.

8. Procedures at Isleworth & Syon

8.1. REPORTING CONCERNS ABOUT A STUDENT

8.1.1. If a member of staff has a concern regarding the safety of a child, they have a duty to report his or her concerns immediately to the senior designated member of staff for child protection:

Designated Senior Person for Child Protection: Lin Simms (LSI) DHT (Students)

8.1.2. In her absence, the report must be made to:

Deputy Designated Senior Person for Child Protection: Cressida Atkin (CAT)

8.1.3. In the absence of these colleagues, the referral should be to:

The Headteacher: Euan Ferguson (FEF)

8.1.4. Referrals can be made through school to:

Designated Governor for Child Protection: Mrs V Smith

8.1.5. For looked after children, please contact:

Designated Officer for Looked After Children

Liz Austin (EAU)

8.1.6. All school contacts can be reached through the school's telephone system on: 020 8568 5791.

8.1.7. All staff may raise concerns directly with Children Social Services via Early Help Hounslow (telephone: 020 8583 6600).

8.1.8. The London Borough of Hounslow Local Authority Designated Officers (LADO) are Hetsie van Rooyen or Sally Greig (direct telephone line: 020 8583 2785)

8.2. RECEIVING A DISCLOSURE

Anyone who receives a disclosure of abuse or an allegation of abuse, or who suspects that abuse may have occurred, must report it immediately to the designated child protection co-ordinator or one of the safeguarding team; in their absence, the matter should be brought to the attention of the Headteacher or the most senior member of staff in school.

8.2.1. This should be done when staff:

- Have a suspicion that a student is marked or bruised in a way that is not readily attributed to 'normal' knocks or scrapes.
- Notes behaviours or actions in a student which give rise to suspicions that a student may have suffered abuse.
- Receives hints or a disclosure of any type of abuse from a student or from one of his/her friends.

8.3. VERBAL REPORT

In the first instance, reports should be made verbally. However, as in all cases where referral to outside agencies is a possibility, accurate written records are vital. An email (marked confidential) with details of what has been disclosed should be used to follow up any concern. It is important that members of staff do not investigate or follow up any suspicions themselves, for instance by speaking with and/or questioning students or parents/carers.

8.3.1. Whilst staff must be circumspect about using 'hearsay' evidence, it must not be discounted without thought. Gossip is often, but not always, untrue. Such evidence may, together with other indicators, give us warning of an abusive situation. It is an essential requirement for all members of staff to record any conversation or contact that might be useful as evidence.

8.4. WRITTEN RECORD

This should be followed with a written record within 24 hours, using as far as possible the student's own words. It is important to remember that any member of staff can refer their concerns to children's social care directly. Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard. This may involve reporting to the Chair of Governors or direct to LADO, Social Care or Police.

8.5. The Designated Child Protection Officer (DCPO) (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to Hounslow Children's Services via Early Help Hounslow. Any referral will be confirmed in writing within 24 hours. Where possible the inter-agency referral form should be used. Where the allegation is against a member of staff, the Headteacher must first be informed.

8.6. If the Designated Child Protection Officer (DCPO) (or one of the safeguarding team) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from local Social Care Service via Early Help Hounslow.

8.7. We will inform parents/carers of our actions unless it is our view that so doing could place the child at greater risk of harm or could impede a criminal investigation.

8.8. We will inform parents/carers about our duties and responsibilities under child protection procedures. Parents/carers may request a full copy of this policy.

8.9. In addition to working with the designated lead, staff may be asked to support Social Care/Police to take decisions about individual students.

8.10. We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our students. We will consider the 'unthinkable' and challenge when required.

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- 8.11. Students are considered children up to the age of 18, however there may be times when a student is deemed to be vulnerable even though they have reached or exceeded 18. This policy will therefore also apply to vulnerable adults within our Sixth Form.

9. Responding to Child Protection Disclosure using Non-Leading Techniques

9.1. RECEIVE

- Staff should receive what has been said. Accept what you are told - you do not need to decide whether it is true.
- Listen without displaying shock or belief.

9.2. REASSURE

- Acknowledge that you are listening to them.
- **Do not promise confidentiality. You must not** keep information to yourself or act on your own initiative.
- Reassure them but do not promise what you may not be able to deliver, i.e. "everything will be all right now" (it may not be).

9.3. RESPOND

- Respond to what the student has said but do not interrogate.
- Avoid leading questions like: "Was it your father?" Questions like this can be used by defence counsel in a subsequent court case to suggest that you 'contaminated' the evidence.
- Ask open-ended questions: "Do you want to tell me anything else?"; "And?"; "Yes?"
- Where necessary, clarify what has been said.

9.4. RECORD

- Make brief notes as soon as possible. Keep original notes then write up a subsequent record including date, time and place.
- Record the actual words that the child uses.
- On every occasion that a member of staff has reason to suspect that a child has suffered neglect or is at risk of abuse or neglect, the Designated Child Protection Officer is informed immediately.
- On receipt of the information, the Designated Child Protection Officer must make a decision as to whether there are grounds for suspecting abuse, neglect or the potential risk of abuse and to, therefore, make a referral to Social Services or the police as a priority. Information will be provided on a Child Protection Referral Form.
- School staff may contact a student's parents/carers to alert them to the fact that Social Services and/or the police have been contacted by the school. However, the safety and wellbeing of the student is of paramount importance. If it is considered that it would be unwise/unsafe to contact parents/carers until Social Services staff have contacted them, then school staff will not inform parents/carers of referrals to Social Services.

10. Allegation against Staff

- 10.1. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. All staff should also be aware of the school's Behaviour Policy.
- 10.2. We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Child Protection Officer, or the Headteacher if the allegation is about one of the Child Protection Officers. If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors without notifying the Headteacher first. The school will follow the DfE procedures for managing allegations against staff. Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult in making this decision.

11. Training & Support

- 11.1. The Headteacher will ensure that the Designated Child Protection Officer undertakes the necessary child protection training and that this is updated at appropriate recommended intervals. The Designated Child Protection Officer will ensure that all members of the Safeguarding team have adequate training.

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- 11.2. Training is delivered on a variety of levels. The designated lead (or a member of the safeguarding team) will offer child protection awareness training as part of the induction package for all staff and teaching trainees. They will also raise awareness of child protection issues as necessary at staff briefings, staff meetings or in the staff bulletin. This training should raise awareness of child protection issues, clarify the actions to be taken if abuse is disclosed, alleged or suspected, and also encourage staff to keep themselves as safe as possible from an allegation being made against them.
 - 11.3. Such training must be 'regularly' updated.
 - 11.4. The school will ensure that the Designated Child Protection Officer also undertakes training relevant to their role and attends refresher training at two-yearly intervals to keep knowledge and skills up-to-date. The designated governor will also attend training.
 - 11.5. At Isleworth & Syon School, every member of staff has refresher training at the start of the new school year, and completes a Child Protection Level 1 Training Course every three years.
 - 11.6. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities.
 - 11.7. The Headteacher and, where relevant, governors and/or senior leaders, will undertake appropriate Safer Recruitment Training.
 - 11.8. School staff will undertake training on the prevention of terrorism (WRAP training).

12. Confidentiality

- 12.1. All staff need to understand that the only purpose of confidentiality is to benefit the student. No one should guarantee confidentiality to a student, nor should they agree with a student to keep a secret, as any child protection concern must be reported to one of the designated child protection officers and may require further investigation by the appropriate authorities.
- 12.2. Staff will be informed of relevant information in respect of individual cases on a "need-to-know basis" only. Any information shared in this way must be kept confidential.

13. Records and Monitoring

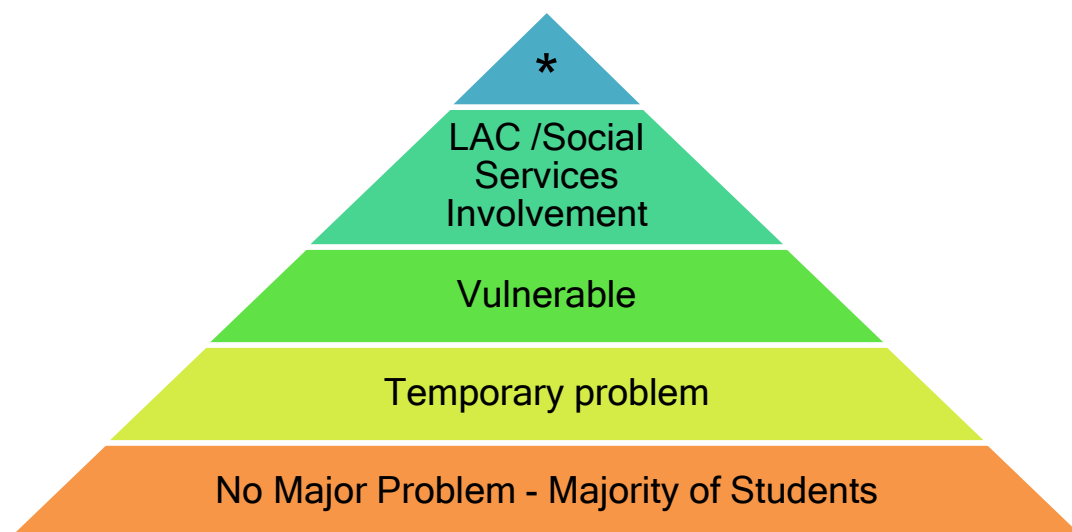
- 13.1. Accurate records are essential to good child protection practice.
- 13.2. Anyone receiving a disclosure of abuse or noticing signs of abuse must make an accurate record within 24 hours of reporting the incident, noting what was seen or said, putting the child into context, and giving the date, time and location. This record must be signed and dated.
- 13.3. File notes are kept for any student on a Child Protection Plan (CPP) or for any student monitored for child protection reasons. These records will be kept in a locked cupboard and electronically on a secure area of the school's communication system.
- 13.4. If a student transfers from the school, any child protection notes will be forwarded to the student's new school marked "confidential" and for the attention of the Designated Child Protection Officer.

14. Safer Recruitment and Selection

- 14.1. We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers and contracted staff. Safer recruitment practice includes: a member of the panel having a safer recruitment qualification; scrutinising applications; verifying identification, qualifications and references; and checking previous employment history.
 1. An enhanced DBS disclosure is obtained for all new appointments including a check on list 99 - Children's barred list (teachers prohibited from the profession).
 2. The school is committed to keep an up-to-date single central record.
 3. Two references will be sought for each appointee.
 4. Qualifications will be checked and verified.
 5. Where staff work with children under the age of 8, they will be required to complete a Disqualification by Association Form.

15. Supporting Students – The Pyramid of Vulnerability

- 15.1. Please note that * indicates those students on a child protection plan and those students for whom we have major child protection concerns.



- 15.2. In the area of Child Protection, there is a pyramid of need for the support of vulnerable students (see the diagram above).
- 15.2.1. At the top are those students on child protection plan and those students for whom we have major child protection concerns.
- 15.2.2. Next are children 'Looked After' by the local authority, adopted children and those who are cared for by people other than a parent/carer.
- 15.2.3. Then, we have those students who take the role as a significant carer for a family member. The Designated Child Protection Officer is responsible for ensuring that we have an up-to-date list of these groups of students. The names of vulnerable students are available for staff to access in the Safeguarding area on Office 365 so that they can monitor students and raise any concerns with the safeguarding team. Confidential details will not be included on this list.
- 15.2.4. Next is a larger group of students who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons.
- 15.2.5. Lastly there are the majority of students, who do not need ongoing extra support but may need some support for a short period of time. This may be, for example, in the case of family illness, crisis or bereavement.
- 15.3. The designated lead regularly checks our first aid/medical request log for students seeking medical assistance, so that we can identify concerns at an early stage. We are committed to providing support for all these groups of students appropriate to their needs. This may be provided by the Safeguarding Team, a member of the Leadership Team, a member of the Pastoral Team, a tutor or an adult in school specifically approached to do so.
- 15.4. Isleworth & Syon School has an ethos of respect and a culture that values, involves and listens to children. We also support our students in a myriad of ways for many reasons. We try to help students understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage students to speak up about concerns they may have for their peers.

16. Child Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. The school will carry out a daily absence check and on the third day of absence will report the matter to Hounslow's Child Missing from Education Officer. The school will take all reasonable steps to ascertain the whereabouts of the child. If a member of staff has concerns about a particular student, they should talk to the designated safeguarding lead and follow up in writing. If a child has disclosed that they are being abused to a member of staff, they should go straight to the Designated Child Protection Officer or, in his/her absence, the deputy or the Headteacher.

17. Students on the Child Protection Register or For Whom We Have Child Protection Concerns

The number of students on a Child Protection Plan (CPP) varies. There are also other students about whom we have child protection concerns who are not on a CPP. We support students in various ways by:

- following the guidance set out in any Child Protection Plan;
- ensuring that they know and are comfortable about whom they can approach for help or if they have specific concerns;
- monitoring their welfare carefully, including talking to them regularly about their well-being;
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it;
- monitoring their attendance carefully and reporting any unexplained absence to social care;
- monitoring their academic grades carefully to try to ensure they are making good progress in school;
- enlisting the support of and liaising with other agencies as appropriate;
- checking that they have access to all elements of school life, including visits and other activities;
- informing their Pastoral Leader that they are on a CPP without breaching confidentiality so that he/she knows to register immediately any concerns - however minor - with the Designated Child Protection Officer (or a deputy).

18. Attendance at Child Protection Conferences and Core Group Meetings

- 18.1.** It is the responsibility of the Designated Senior Person for Child Protection to ensure that the school is represented and/or a report is submitted to any child protection conference called for children on the school roll or previously known to them. Whoever attends will be fully briefed on any issues or concerns that the school has and be prepared to contribute to the discussions at the conference.
- 18.2.** If a child is made subject to a Child Protection Plan, it is the Designated Child Protection Officer's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. If the school is part of the core group then the Child Protection Officer should ensure that the school is represented at these meetings and that there is a record of attendance and issues discussed. All concerns about the child protection plan and/or the child's welfare should be discussed and recorded at the core group meetings unless the child is further at risk of significant harm. In this case, the Child Protection Officer must inform the child's key worker immediately and then record that they have done so and the actions agreed.

19. Looked-After Children (LAC)

- 19.1.** We have a Designated Lead responsible for students designated as Looked-After Children. We keep a list of students who are looked after by the local authority or neighbouring authorities. Research shows that these students fare less well at schools than their peers; to narrow this gap, we monitor their progress and wellbeing carefully by:
- being involved in and following the guidance set out in the student's Personal Education Plan (PEP);
 - arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the student's welfare and to talk to them regularly;
 - targeting student premium specifically to support children in care;
 - attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers;
 - monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare Service;
 - monitoring their academic grades carefully to try to ensure they are making good progress in school;
 - informing staff that they are on the looked after register without breaching confidentiality so staff know to register any concerns speedily to the designated lead;
 - being careful not to accept any under achievement just because the child is 'looked after';
 - looking out for difficulties with homework or resources that may be a result of their being in care, and giving them help to organise and manage their work and by providing the resources needed;
 - enlisting the support of and liaising with other agencies as appropriate;
 - checking that they have access to all elements of school life, including visits and other activities, and by giving these students the opportunities to take part in those self-esteem projects/residential trips organised by the school as and when appropriate.
- 19.2.** In addition, we also keep a record of those students who are: looked after by someone other than a parent/carer, adopted, or on a Special Guardianship plan.

20. Young Carers

It is the responsibility of the Designated Senior Person for Child Protection (or a deputy) to keep a record of those students who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer support to these students appropriate to their individual situation. This package would contain elements of the support offered to students looked after by the local authority.

21. Disabled Students

Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care giver may mean they have no-one to tell. Professionals may focus on meeting the needs of the child's impairment; however, at Isleworth & Syon, we will always try to ensure that the voice of the child is heard/sought.

22. Child Sexual Exploitation (CSE)

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff, we should be aware that sexual exploitation can take many forms and that students may not exhibit external signs of abuse. Therefore, staff must be vigilant for the less obvious signs: lots of new electronic equipment, when before there was none; seeming to have extra money to spend; moving away from established friendship groups, etc.

23. Female Genital Mutilation (FGM)

- 23.1. Whilst only boys attend the school from age 11-16, girls are welcome in the Sixth Form. There are occasions when girls attend the school during Key Stages 3 and 4 (following particular courses; taking part in School Productions/events). Staff, therefore, should be fully aware of this aspect of child protection.
- 23.2. FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed Female Genital Mutilation. The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.
- 23.3. The Female Genital Mutilation Act 2003 makes it a criminal offence not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident, but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal. The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss, or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity, or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

24. Forced Marriage

- 24.1. The subject of forced marriage is also highlighted in documentation on Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone that they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.
- 24.2. Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A student who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations. These young women may also become victims of what is termed 'honour-based violence'.
- 24.3. This type of violence is described in 'The Right to Choose' guidance as: "A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community". Students who are forced by others to enter into a marriage agreement against their will, will be referred to Social Services. This is part of normal child protection procedures.

25. Radicalisation/PREVENT

25.1. The PREVENT strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; AND
- work with sectors and institutions where there are risks of radicalisation which we need to address.

25.2. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of PREVENT and the risks that it is intended to address are both vital.

25.3. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

25.4. Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond PREVENT but they connect to the PREVENT agenda.

25.5. PREVENT referrals should be reported in line with other safeguarding procedures. If a member of staff has concerns regarding any extreme behaviour, they must report this to the Designated Senior Person for Child Protection. If required, the school will contact the LA's PREVENT Officer to seek advice and guidance. The LA will then discuss the incident at a Channel Panel Meeting in line with the Counter Terrorism and Security Act (2015). Panels will assess the extent to which the identified individuals are vulnerable to being drawn into further issues.

26. E-Safety (Internet Usage)

We have policy guidance in place to ensure our ability to protect and educate our students and staff in their use of technology; this is located within our Staff Handbook, hosted on the 'Staffroom' Office 365 Site.

27. Links to the curriculum

PSHE, ICT and RE lessons and/or assemblies are delivered to the students on the following:

- Staying safe from harm
- Staying safe online
- Sex, relationships education (SRE) - staying safe
- Staying safe from bullying
- Who can I turn to in school?
- Drugs and Alcohol misuse
- Calculated risks
- Child sexual exploitation
- Domestic Violence
- FGM - Female Genital Mutilation
- Forced Marriage
- Gang activity
- Radicalisation and extremism
- Morality - making the right decisions

28. Use of the School Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, the Governing Body, through the letting process, will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

29. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises (or employed by the school) should contact either the Headteacher or Designated Senior Person for Child Protection, in line with our Whistleblowing Policy. Should the concern relate to the Headteacher, the member of staff should contact the Chair of Governors.

30. Implementation of the Policy

- 30.1. This policy will be implemented with the approval of the governing body. All staff will be given relevant training as previously described. Staff joining the school will be part of a rolling programme of training. All staff including temporary staff are reminded of the key personnel responsible for child protection and child safeguarding issues. The policy will be monitored annually and details of this monitoring and evaluation process will be available to governors and the SLT.
- 30.2. Parents/carers will have access to this policy through the school website.
- 30.3. Student safety and well-being is part of the ethos of the school. It is made explicit in curriculum areas, assemblies and pastoral work.
- 30.4. Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, staff meetings, the staff bulletin, and other awareness training. All new staff will attend a training session on child protection awareness as part of their induction programme, as well as receiving our Staff Code of Safe Practice and Part One of 'Keeping Children Safe in Education'. Where other adults are working in the school alone with students, the Headteacher or the Deputy Headteacher (Staff Development) will ensure that they are aware of the contents of these policies. Any trainee teachers will receive a training session on child protection awareness as soon as possible after their arrival.

31. Review

This policy will be reviewed every year with the relevant staff and agencies. The Chair of Governors will be apprised of incidents where appropriate.

32. Further Information

- 32.1. This policy, and all action relating to it, is in line with the following guidance:
 - 'Safeguarding Children in Education' (DfES / 0027 / 2004)
 - 'The Working Together to Safeguard Children' document (March 2015) - copy available in staff library
 - 'Keeping Children safe in Education' (March 2015) - copy available in staff library
- 32.2. This policy needs to be read in conjunction with other Isleworth & Syon School policies, in particular:
 - Anti-Racism Policy
 - Behaviour Policy
 - E-Safety Policy
 - Equality Policy
 - PSHE Policy
 - Staff Code of Safe Practice

Complaints Policy

1. Background

Since 1 September 2003, governing bodies of all maintained schools and maintained nursery schools in England have been required, under section 29 of the Education Act 2002, to have a procedure in place to deal with complaints relating to the school, and to any community facilities or services that the school provides.

2. Introduction

- 2.1. The governors of Isleworth & Syon School are committed to ensuring that the highest standards are maintained at the school both in the provision of education to students and in every other aspect of the running of the school. This policy explains the procedure which has been adopted by the Governing Body to ensure a systematic and fair approach to the resolution of concerns and complaints.
- 2.2. We recognise the need to be clear about the difference between a concern and a complaint. We recognise that the vast majority of concerns and complaints can be resolved informally and aim to ensure that this is the case.
- 2.3. Our formal complaints procedure is only necessary if efforts to resolve the concern informally are unsuccessful, and when the complainant asserts that the school has acted wrongly in some significant decision, action or by failing to take action. Even when a complaint has been made, it can be withdrawn at any time.
- 2.4. This policy does not deal with matters that are resolved through legal appeals, such as: admission decisions, SEN appeals, or exclusions. It does not deal with curriculum complaints which should be addressed separately. Any issue that becomes a legal matter will result in the termination of the Complaints Policy.
- 2.5. A complaint may be made in person, by telephone, or in writing. Anonymous complaints will not be processed. Please also note that we welcome interpreters attending meetings as required. Please contact the school if you require assistance in this matter.
- 2.6. The School will not pay financial compensation as a response to complaints.

3. Objectives and Targets

To be effective, our complaints procedure will:

- Encourage resolution of problems by informal means wherever possible.
- Be easily-accessible and publicised.
- Be simple to understand and use.
- Be impartial.
- Be non-adversarial.
- Allow swift handling with established time-limits for action and keeping people informed of the progress.
- Ensure a full and fair investigation by an independent person where necessary.
- Respect people's desire for confidentiality.
- Address all the points at issue and provide an effective response and appropriate redress, where necessary.
- Provide information to the school's senior management team so that services can be improved.

4. Stages in the Procedure

- 4.1. There are three stages in the school's complaints procedure (see Appendix A for a flow chart). At each stage in the procedure, we will remain mindful of ways in which a complaint can be resolved.
 - 4.1.1. The informal stage of the procedure should be exhausted before the matter is referred to the formal stage. If any substantial complaint is made to a member of staff by a complainant, it should be referred to that member of staff's line manager, or the Headteacher, as appropriate, if it cannot be resolved immediately by the member of staff to the satisfaction of the complainant.
 - 4.1.2. We encourage complainants to state what actions they feel might resolve the problem at any stage. An admission that the school could have handled the situation better is not the same as an admission of negligence.

4.1.3. At all times, we will seek to identify areas of agreement between the parties and clarify any misunderstandings that might have occurred, because this can create a positive atmosphere in which to discuss any outstanding issues.

4.1.4. At each stage, the person investigating the complaint makes sure that they:

- Clarify the nature of the complaint and what remains unresolved.
- Establish what has happened so far and who has been involved.
- Meet or contact the complainant to seek further information if necessary.
- Clarify what the complainant feels would put things right.
- Interview those involved in the matter and/or those complained of.
- Keep notes of the interview.

4.1.5. At the end of a meeting or telephone call, the member of staff will ensure that the complainant and the school have the same understanding of what was discussed and agreed. A brief note of meetings and telephone calls will be kept and a copy of any written response added to the record.

4.2. STAGE 1 (INFORMAL) – DEALING WITH CONCERNS INFORMALLY

4.2.1. In this stage, the class teacher, form tutor, curriculum/pastoral leader, or other member of staff will deal with the concern. An appointment will need to be made.

4.2.2. Most complainants' concerns can be adequately resolved by discussion with the relevant member of staff. The member of staff should make sure that the complainant is clear what action - if any - or monitoring of the situation has been agreed. If the complainant wishes to take the matter further, the Headteacher is informed and stage 2 is implemented.

4.3. STAGE 2 (INFORMAL) – REFERRAL TO THE HEADTEACHER/SENIOR MEMBER OF STAFF

4.3.1. If the concern is not met to the complainants' satisfaction by discussion, then the initial recipient of the complaint should refer the matter to the Headteacher or a designated member of the Senior Leadership Team. It may be appropriate at this stage for the complaint to be put in writing (see Appendix B).

4.3.2. The Headteacher, or a designated member of the Senior Leadership Team, will consider providing an opportunity to meet with the complainant to seek additional information and a manner of resolving the situation.

4.3.3. If the complaint is against a member of staff, that member of staff has a right to be given details of the complaint and the opportunity to make representation about it. The person investigating the incident will take these details into account.

4.3.4. If necessary, the Headteacher will interview witnesses and take written statements from staff or students, or call for any relevant documentation.

4.3.5. The Headteacher or designated member of staff will respond to the complainant with the outcomes of the investigation, normally within ten school working days of receipt of the substance of the complaint. The response may be in writing or at a meeting with written confirmation of the outcome. If a complaint concerns the conduct of the Headteacher or a governor, or where the Headteacher or governor has been involved in the issue previously, then the matter will be referred to a member of the Senior Leadership Team or member of the Governing Body not previously involved. In some circumstances, the school reserves the right to refer the matter to an external body.

4.3.6. The complainant must be informed of his or her right to have the matter referred to the governors' complaints panel if the outcome of the informal stage is not satisfactory. Any such request by a complainant should be addressed to the clerk to the governors, and the matter becomes a formal complaint.

4.4. STAGE 3A (FORMAL) – CHAIR OF GOVERNORS

When the clerk receives a formal request for the governors to consider a complaint, the clerk will refer the matter in the first instance to the chair of governors or another nominated governor. He or she will investigate, may speak to the parties involved, and will prepare a written statement of findings to be submitted to the complainant. The complainant must be informed of the right to refer the matter to the governors' complaints panel if he or she is not satisfied with the outcome.

4.5. STAGE 3B (FORMAL) – COMPLAINTS PANEL

- 4.5.1. If a hearing is requested, the clerk will write to the complainant, giving details of the meeting. This will be copied to the Headteacher. The complainant will be invited to submit any relevant paperwork, and to state clearly their complaint and how they envisage that the matter may be resolved.
- 4.5.2. The Headteacher will also be invited to prepare a written report to the Panel in response to the complaint.
- 4.5.3. The complainant will be informed of the right to be accompanied by a friend, who can act in a supportive manner at the meeting but should take no part in the proceedings.
- 4.5.4. The hearing should be on reasonable notice and be held as soon as practicable after receipt of the referral.
- 4.5.5. The aim of the meeting is to resolve the complaint and to achieve reconciliation between the school and the complainant. However, at the end of the meeting, the panel will issue a finding in writing, either upholding or not upholding the complaint, or upholding some parts and not others.
- 4.5.6. The procedure at the hearing (see Appendix C) needs to be appropriate for the circumstances and is at the discretion of the chair of the governors' Complaints Panel, but is likely to involve:
- Presentation of the complaint.
 - A reply by the Headteacher or governor.
 - Questioning by all parties.
 - Representation about ways to resolve the complaint satisfactorily.
- 4.5.7. If either party requests the attendance of witnesses, then this will be considered by the Chair of the Panel in advance of the meeting.
- 4.5.8. The Chair of the Panel will ensure that the meeting is properly conducted. The proceedings should be as friendly and informal as possible.
- 4.5.9. If either party wish to present previously undisclosed evidence, this will be considered by the Chair of the Panel and, if allowed, the meeting will be adjourned to allow for consideration of this new evidence.
- 4.5.10. The panel will consider the complaint and evidence presented and will reach a unanimous or at least majority decision. If appropriate, the panel will decide on what action to take to resolve the complaint, and suggest changes to the school's procedures to ensure that problems of a similar nature do not happen again.
- 4.5.11. The panel's decision is final. If, despite following appropriate procedures, the complainant remains dissatisfied, or tries to re-open the same issue, the chair of the Panel will inform them in writing that the procedure has been exhausted and that the matter is now closed.
- 4.5.12. The only redress the complainant may take at this stage is to refer the matter to the Education Secretary, since the right to appeal to the Local Government Ombudsman was repealed in the Education Act 2012.
- 4.5.13. In exceptional circumstances, the panel may decide, after taking advice, not to proceed to consider the complaint, on the grounds that it has already been dealt with or is malicious.

5. Time Limits

Complaints are considered, and resolved, as quickly and efficiently as possible. However, where further investigations are necessary, new time limits may need to be set and the complainant sent details of the new deadline and an explanation for the delay.

6. Recording Complaints

The progress of any complaint and the final outcome will be recorded and held on file in the school.

7. Publicising the Policy and Procedure

Details of Isleworth & Syon School's complaints policy and procedures are available to download from the school's website (www.isleworthsyon.org).

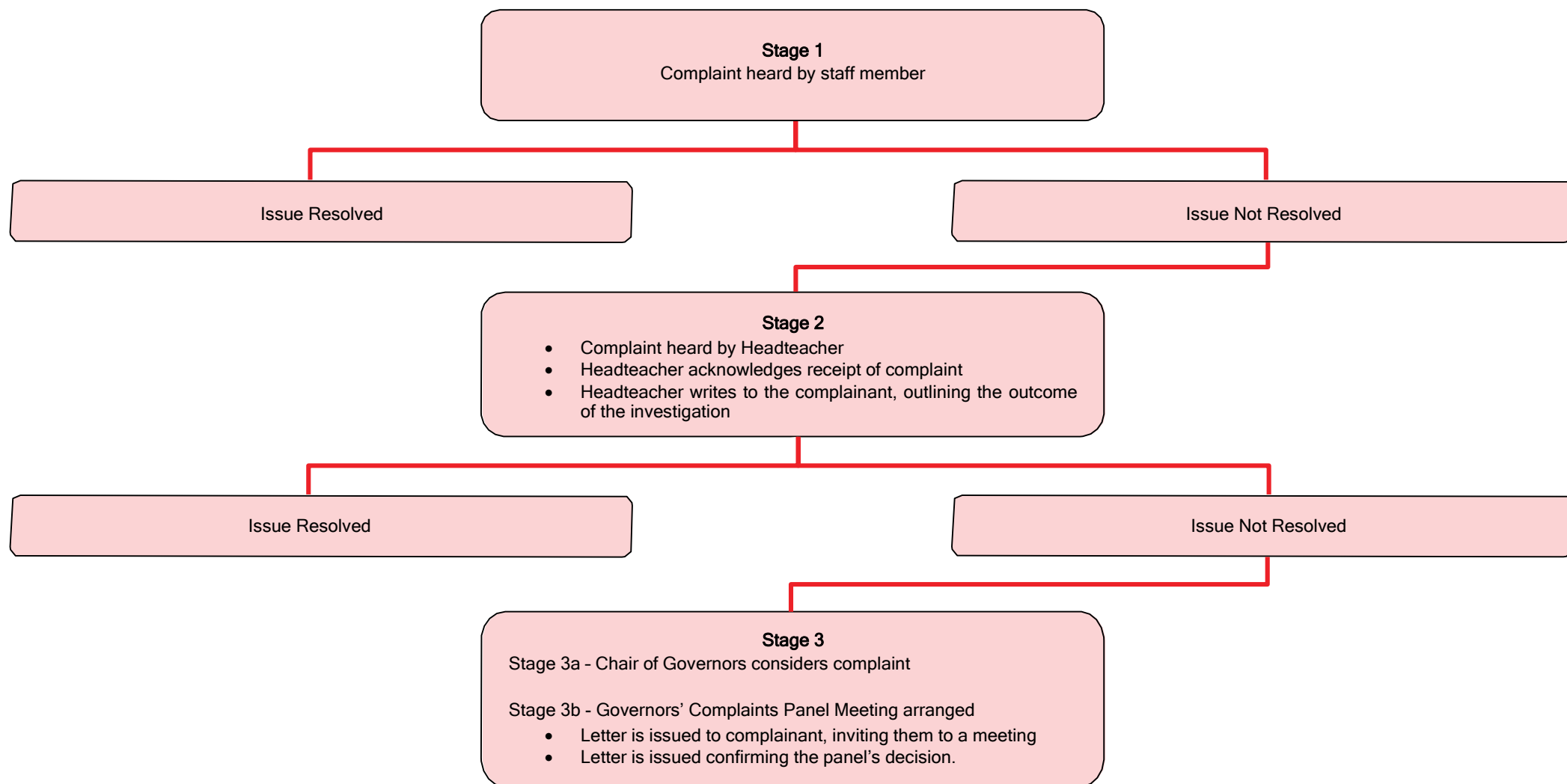
8. Monitoring and Evaluation

- 8.1.** The governing body will monitor the level and nature of complaints using the records kept by the school.
- 8.2.** Wherever possible, complaints information shared with the whole governing body will not name individuals.
- 8.3.** The school is committed to on-going improvement. Therefore, as well as addressing an individual's complaints, the process of listening to and resolving complaints will contribute to school improvement. When individual complaints are heard, we will identify any underlying issues that need to be addressed.

9. Reviewing

The governing body will review the outcomes of the monitoring exercise on an annual basis, to ensure the effectiveness of the procedure and make changes where necessary.

10. Appendix A: Flowchart for the Complaints Procedure



11. Appendix B: Complaints Form

Please complete this form and return it to _____, who will acknowledge receipt and explain what action will be taken.

Your name: _____

Student's name: _____

Your relationship to the student: _____

Address: _____

Postcode: _____

Daytime telephone number: _____

Evening telephone number: _____

Please give details of your complaint:

What action, if any, have you already taken to try and resolve your complaint? (Who did you speak to and what was the response?)

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

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

Signature: _____ Date: _____

Official Use

Date acknowledgement sent: _____ By whom: _____

Complaint referred to: _____ Date: _____

12. Appendix C: Checklist for a Panel Hearing

The Governors' Complaints Panel needs to take the following points into account:

- The hearing is as informal as possible.
- After introductions, the complainant is invited to explain their complaint.
- The Headteacher may question the complainant.
- The Headteacher is then invited to explain the school's actions.
- The complainant may question the Headteacher.
- The panel may ask questions at any point.
- The complainant is then invited to sum up their complaint.
- The Headteacher is then invited to sum up the school's actions and response to the complaint.
- The chair explains that both parties will hear from the panel within a set time scale.
- Both parties leave together while the panel decides on the issues.

In circumstances where witnesses form part of the proceedings, they are only required to attend for the part of the hearing in which they give their evidence. They may be questioned by the complainant and/or Headteacher and governors.

Special Educational Needs and Disability Policy

1. Aims of Special Educational Needs and Disability Policy

- 1.1. This policy has been re-written to take account of the changes laid down in the new SEN Code of Practice, as the changes in the Children and Families Act (2014) affect the way children with special educational needs (SEN) are supported in schools. The new approach began in September 2014 and places students at the centre of planning. The key principles of the new legislation are:
 1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
 2. Education, Health and Care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
 3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.
- 1.2. At Isleworth & Syon School, we aim to ensure that all of our students have access to the broad and balanced curriculum that is their entitlement.
- 1.3. The School seeks to support the local authority policy through a whole school approach, which recognises the continuum of special needs, and the associated spectrum of provision required to meet these.
- 1.4. Though every student is perceived as individual in their needs, it is acknowledged that certain, more vulnerable students will have particular special needs, which may require enhanced provision.
- 1.5. It is also recognised that some students on the SEN Profiles list may be recognised as having a disability. This is in accordance with the Equality Act 2010 and the definition of disability within that Act.
- 1.6. Each member of staff accepts the responsibility for and challenge of responding to students' needs and will work closely with the students, their parents/carers and outside agencies, to create a secure, stimulating and supportive environment enabling progression and continuity to be experienced. All staff will endeavour to meet students' needs by delivering the curriculum in a relevant and differentiated manner, including support both in class and in extraction, as appropriate.

2. Roles and Responsibilities

- 2.1. **PERSON RESPONSIBLE FOR SEND PROVISION WITHIN THE SCHOOL**
Mr E Ferguson (Headteacher)
- 2.2. **GOVERNOR WITH SPECIAL RESPONSIBILITY FOR SEND**
Mrs C Gower (Foundation Governor)
- 2.3. **SCHOOL SEND CO-ORDINATOR**
The SEND Co-Ordinator is responsible for the day-to-day operation of send policy and for co-ordinating provision for students with special need.

SENDCo - Mrs P Peacock
Deputy SENDCo - Ms C Atkin
- 2.4. It is recognized that SEND provision and response is a whole school issue and all staff have a responsibility for SEND student provision.

3. Staffing 2014/15

Head of Learning Support (SENDCo): Mrs P Peacock
Deputy Head of Learning Support: Ms C Atkin
Literacy & EAL Co-Ordinator: Ms L Austin
Learning Support Teacher: Mrs L Hurley
Higher Learning Support Assistant (HLTA): Ms R Taylor
Learning Support Assistants (LSAs): Ms J Adams; Mr L Archer; Ms S Cheema; Ms I Lofias; Mrs A Sabarwal

4. Arrangements for Co-Ordinating Educational Provision for SEN Students

The SENDCo will:

- Have a responsibility to the Headteacher and Governors for the overall operation of the SEND department and will involve the appropriate governor(s) in the provision of student requirements.
- Ensure that policy aims and objectives are fulfilled with due regard to the Code of Practice for SEN (2014).
- Ensure that identified students with special needs are included on the SEND Register at the appropriate level of support.
- Allocate each student the appropriate SEND provision.
- Liaise with and offer advice regarding provision to staff and faculty heads.
- Ensure SEND representation at pastoral, faculty and senior staff meetings.
- Liaise with external agencies and co-ordinate all referrals to such agencies.
- Liaise with the SEND Department of the Local Authority and provide necessary data to enable the SEND Panel to make decisions regarding SEND students.
- Co-ordinate all reviews for students with a Statement/EHC plan and monitor students on the SEND Support Register
- Ensure that mainstream staff have access to the appropriate copies of SEND material.
- Ensure that mainstream staff complete causes of concern forms for students not on the SEND register, and register their concerns for those receiving SEND provision.
- Investigate staff concerns about students not currently on the register.
- Assess student needs and respond appropriately.
- Ensure appropriate records are maintained for students on register.
- Co-ordinate all examination support, for example internal examinations, any national tests and GCSE/A-Level requirements.

5. Provision Management

In terms of prioritising resource allocation for SEND students:

- Provision made is needs-led.
- Those students with a statement/EHC plan will be allocated resources as per their statement of need.
- Year 7 students are targeted for more intensive provision related to basic skills acceleration and receive a greater allocation of support time than students in other years overall.
- Students deemed to be vulnerable to risk of failure in mainstream receive an enhanced level of provision.
- Key Stage 4 students' provision is geared to GCSE examination requirements and needs.

6. Allocation of Financial Resources

- 6.1.** The Local Authority has developed a financial system of delegating resources for students requiring additional special educational needs support. Each school in Hounslow receives:
- a) A fixed delegated income, and
 - b) An allocated income. This is based on numbers of newly-statemented students with low incidence needs, exceptional SEND funding allocated by the SEND panel, and additional funding for out-of-borough students with statements.
- 6.2.** Staff at Isleworth & Syon School are using the delegated funding system to implement a staged programme of provision planning. This is for students requiring additional support within the school.

7. Identification, Assessment and Monitoring

7.1. IDENTIFICATION PROCEDURES

- 7.1.1. In accordance with the Code of Practice, students entering in Year 7 who have featured on their primary school's SEND Register will be identified on transfer documents. IEPs and review reports will accompany students.
- Feeder schools supply current school file information and National Curriculum levels. Formalised testing is held in July, prior to entry in September. MidYis tests are held in September. Staff will be made aware of the results of these screenings.
 - Each child is interviewed with his parents/carers by senior members of staff prior to entry. Parents/carers are asked if they have any concerns regarding possible SEND requirements at this meeting. SENDCo is alerted to concerns.
 - The Pastoral Leader for Year 7 communicates with each feeder school prior to transfer (through a visit or telephone call), to elicit details of new entrants who have special needs and discuss current provision with primary class teachers.
 - The SENDCo meets with the SENDCos from feeder schools to formally discuss transition plans.
- 7.1.2. Utilising the above sources of information, an initial "assessment" group of students is identified by the SENDCo.
- 7.1.3. Each child in the assessment group is assisted in class on their first days in school. SEND staff make themselves known to these students. All students in the group are observed formally by SEND staff in mainstream classes. Following this, each is interviewed to establish his own perceptions of strengths and weaknesses and SEND history.

7.2. DIAGNOSTIC TESTS

- 7.2.1. Diagnostic tests currently used include:
- AR STAR Test
 - Initial Identification - Diagnostic Reading Analysis (Hodder)
 - Detailed Assessment of Speed of Handwriting
 - GLA Single Word Spelling Test
 - Wide Range Achievement Test 4
 - York Assessment of Reading Comprehension.
- 7.2.2. Parents/carers are alerted to school concerns and invited to contribute to proposals for provision.
- 7.2.3. SENDCo formally registers students from the group on the SEND Register and allocates each student to a keyworker as appropriate.

7.3. NEW ENTRANTS TO YEARS 8-13

When students transfer in years other than Year 7, efforts are made to establish support needs prior to transfer. This allows plans to be made for immediate support on transition.

- Parents/carers and students are interviewed by senior staff prior to admission.
- Details of the student's SEND status are elicited from the transferring school prior to admission. IEPs and review documents are requested for students receiving SEND provision.
- SENDCo will contact transferring school to discuss any student on SEND Register.
- On transfer, the student is interviewed, observed and assessed as before.
- SENDCo registers student at the correct SEND section and alerts staff to student needs.
- A keyworker is assigned to the new entrant who will be responsible for the SEND provision provided.

7.4. STUDENTS CURRENTLY ON SCHOOL ROLL (NOT ON SEND REGISTER)

When staff have concerns regarding established student's progress, the staged procedure which follows is applied in accordance with the Code of Practice. In addition, as part of the school's monitoring and review cycle, staff are formally requested to refer any other students of concern.

8. Gathering of Information and Increased Differentiation

1. Subject, form teacher or parent has concerns about child not currently on SEND Register. SENDCo is informed.
2. Discussions held with interested parties e.g. child, parent/carer, Pastoral Leader, Head of Faculty.

-
3. Child's SEND identified and information/evidence collected.
 4. SENDCo informed; arranges SEND registration meeting.
 5. Child is registered at appropriate stage and parents/carers are informed by SENDCo and invited to contribute to records.
 6. Faculties informed of amendments to SEND Register by SENDCo.
 7. Teacher/tutor works closely with child in normal setting.
 8. Teacher/tutor monitors child's progress and reviews targets. Information is passed to SENDCo.

9. SEND Support – Student Provision

1. Concerns expressed for lack of progress at reviews suggest further intervention.
2. Teacher/tutor informs SENDCo who arranges SEND registration meeting with keyworker/Head of Section/form tutor/concerned parties.
3. Keyworker consults staff, parents/carers (where possible) and child, and reviews information available.
4. Keyworker draws up initial Provision Plan detailing needs and support provision.
5. SENDCo informs parent/carer of registration and invites contribution to target setting.
6. Targets implemented and reviewed twice a year. Parents/carers involved in reviews and invited to attend annual review.
7. Keyworker is responsible for maintaining records and targets.
8. SENDCo informs Subject Leaders/Heads of Department of any SEND registrations requiring school support.
9. SENDCo incorporates details of students from subject teachers/pastoral staff for inclusion in the school provision.

10. Support Involving Outside Agencies

1. Concerns expressed indicate need for further intervention discussed at Social Inclusion meeting
2. Pastoral Leaders/Inclusion Manager/SENDCo meet with parents to get approval to involve outside agencies.
3. Inclusions team refer to EHH.
4. SENDCo alerts faculties to changes in SEND registrations.
5. Learning Passport updated.

11. Statutory Assessment Submission

1. Further concerns which suggest student's support needs outside normal resources of school.
2. SENDCo reviews evidence bank relating to previous support provision.
3. SENDCo agrees submission of information for a statutory assessment with educational psychologist/keyworker/Head of Section/tutor/parents/carers.
4. SENDCo prepares statutory assessment submission. Headteacher requests statutory assessment.
5. Keyworker amends school provision in interim.
6. SENDCo alerts faculties to changes in SEND registration.
7. SENDCo requests details from subject teachers/pastoral staff for inclusion in the school provision.

12. Statemented Students' Provision

1. Keyworker will maintain school provision and review with SENDCo.
2. LA will request annual reviews of statement involving parents/SENDCo/keyworker/tutor/Head of Section/LA/educational psychologist/other involved agencies.
3. Reports will be requested from relevant staff.
4. SENDCo will be responsible for all annual review reports and documentation.
5. SENDCo will request subject reports prior to review.
6. Review reports will be circulated.
7. Reviews will be conducted according to department policy.
8. Students will attend reviews unless otherwise indicated.

13. Monitoring and Review Procedures

- 13.1.** Each student who features on the SEND Register is formally reviewed twice a year.
- 13.2.** Staff are issued with:
1. The current SEND Register.
 2. Details of needs of registered students.
 3. SEND registered students referral forms.
 4. Referral documents for use in alerting SENDCo to concerns regarding students not currently on SEND Register.
 5. Assessment data and PARS records.
- 13.3.** Parents/carers are encouraged to contribute to SEND provision and to attend progress meetings. At each review, progress is assessed, new targets agreed and further review date set.
- 13.4.** Information regarding mainstream teachers' concerns are acted upon by SEND staff.
- 13.5.** SENDCo amends SEND Register termly to reflect review outcomes.
- 13.6.** Staff referral forms for students not on the SEND Register are available and will lead to a student assessment.
- 13.7.** Adequate staffing is essential so that keyworkers can fulfil their roles and students can receive their SEND provision.

14. Programme of Support for Students on SEND Register

14.1. YEARS 7, 8 & 9

Years 7-9 receive the following:

1. In-class support
2. Withdrawal groups for basic literacy and numeracy provision
3. Informal, emotional and homework support at breaks/lunchtimes
4. Reading development with non-teaching assistants/volunteers
5. Counselling sessions with pastoral staff
6. Home-school reading/spelling programmes

14.2. YEARS 10, 11 & 12

Years 10-12 receive the following:

1. In-class support
2. Withdrawal groups
3. Coursework support via vocational education programme (Years 10 and 11 only). This programme allows students more time for coursework and core skills.

4. Counselling sessions with pastoral staff

- 14.3.** The provision is negotiated with students. All students and parents/carers are invited to join in evaluation procedures.
- 14.4.** Resources are available from SEND bases to support mainstream class teachers in their work with SEND students.
- 14.5.** All students receive a broad and balanced curriculum. Maximum access to the National Curriculum is maintained by ensuring that any support offered in withdrawal is:
- a) With student agreement.
 - b) Arranged by appointment on a rotation basis.
 - c) Arranged to accommodate staff requests where possible.
- 14.6.** Support is offered for SEND students for all assessments including:
- a) In-class support for national curriculum assessments.
 - b) Differentiated or taped versions of internal assessments.
 - c) Full support for the National Curriculum and school examinations include separate rooms; reading of text; concrete demonstration of task; reader; amanuensis.
 - d) Support for statemented students in GCSE examinations as arranged with examination boards.

15. Special Needs and Disabilities and EAL Support

15.1. PURPOSE

To clarify the issues concerning EAL and SEN support.

15.2. RESPONSIBILITY

Mrs P Peacock and Ms L Austin

- 15.3.** The EAL Department and SEND Department liaise and provide relevant assessment data; for example, mother tongue assessments, cognitive assessments, reading and comprehension assessments to ascertain a student's needs.
- 15.4.** EAL support is given to students who have a linguistic difficulty.
- 15.5.** SEND support is given to EAL students if their learning disability is linked to a physical disability, a behavioural, emotional and social disability, or to a cognitive concern.

16. Keyworkers with Specific Expertise

Staff are welcome to discuss specific learning difficulties with any members of SEND staff, but the following keyworkers have particular knowledge of and experience in these areas:

Ms C Atkin	Specific Learning Difficulties and Diagnostic Testing
Ms E Austin	EAL Co-ordinator and Literacy Intervention Programme
Ms S Cheema	Mentoring Programme
Mrs P Peacock	Mathematics support
Ms R Taylor	Behaviour Modification Programme

17. Partnership with Parents/Carers

- 17.1.** All provision made in school for SEND students is negotiated with parents/carers.

-
- 17.2. Any concern expressed by parents/carers regarding SEND provision is treated in the same manner as concerns expressed by staff. Staff who receive such expressions of concern from parents/carers pass them immediately to the SENDCo. Parents/carers will then be invited to discuss their concerns with SEND staff and, if appropriate, adjustments may be made to the SEND Register.
 - 17.3. Parents/carers will always be alerted when students are placed on the SEND Register and invited to discuss possible provision.
 - 17.4. The name of their child's SEND keyworker will be made known to them.
 - 17.5. Students on the SEND Register are reviewed twice a year. Parents/carers are invited to contribute to these reviews and to attend the annual review.
 - 17.6. Information on parents/carers' legal rights regarding SEND provision will be made available at all meetings. This information is stocked in Braille and ethnic minority languages, as well as on audiotape.
 - 17.7. Parents/carers are encouraged to play an active and full part in promoting the progress of their son/daughter with SEND. Home-school reading and spelling programmes are arranged. Parents/carers of students who follow behavioural programmes in school will negotiate the management of behavioural difficulties regularly with SEND and pastoral staff. Any behavioural agreement will be made in full consultation with parents/carers and will be signed by staff, student and parents/carers.
 - 17.8. The SENDCo and relevant keyworkers attend every school Parents' Evening. These evenings are used not only for consultations but to promote the advancement of literacy for all students. The SENDCo endeavours to speak to all parents/carers attending meetings to ensure that they are aware that ready contact is available.
 - 17.9. Specific evenings for learning support discussions are arranged to enable parents/carers to become more fully involved in provision for their son/daughter/ward.
 - 17.10. Parental requests for referral to outside agencies will be considered and met wherever possible.

18. Concerns and Complaints Procedures

- 18.1. Parents/carers who have concerns regarding their son/ward's SEND provision and who make contact with the school, will be put in touch with the SENDCo.
- 18.2. Parents/carers will be invited to discuss their concerns and an appropriate course of action will be agreed. Any action will be confirmed by the SENDCo following such discussions.
- 18.3. It is hoped that as parents/carers will be fully involved in planning SEND provision for their son/ward, that there will be few instances of complaint. However, in the case of any unresolved concern by parents/carers:
 - 1. A meeting will be offered to parents/carers with the Deputy Headteacher with responsibility for curricular or pastoral SEND provision and the SENDCo.
 - 2. If concerns of parents/carers remain unresolved, they may complain formally in writing to the responsible person (the Headteacher) in the school and the Governor with responsibility for oversight of SEND provision. Parents/carers will be offered a further appointment to discuss remaining difficulties. Any agreed outcome from such meeting will be actioned immediately by the SENDCo.
 - 3. If these negotiations fail, parents/carers will be given the name of the senior SEND officer for the LA and advised to contact the Local Authority directly.
 - 4. The Liaison Officer for the LA has the responsibility to support parents/carers during the statementing process and any complaints that may arise.
 - 5. An independent consultant may be approached by parents/carers. Consultants from IPSEA (The Independent Panel for Special Education Advice) respond to parental concerns about Special Needs provision.

19. In-Service Training for Staff Relating to Special Educational Needs

- 19.1. A whole school approach to SEND provision relies upon whole staff awareness of issues and procedures concerning students with special needs. New staff will meet with the SENDCo to ensure continuity of approach.

-
- 19.2.** All staff are made familiar with the requirements of the Code of Practice for Special Educational Needs 2014.
- 19.3.** An induction programme is provided by the SENDCo, in liaison with senior teachers in charge of INSET provision and professional development, for all beginner teachers, newly-qualified teachers and new staff.
- 19.4.** This focuses upon:
1. School SEND Policy
 2. Legal requirements relating to SEND
 3. Practical strategies
 4. Provision planning
- 19.5.** The senior teacher in charge of INSET provision ensures that all teaching staff have access to information about available INSET relating to SEND.

20. Evaluative Procedures

The following procedures will be adopted to ascertain the level of success of SEND provision within the school:

- Yearly analysis of change in individual student scores on formalised tests applied by SEND staff. Analysis of examination results.
- Completion of evaluation sheets by supported students and analysis of results.
- Analysis of movements on the SEND Register.
- Analysis of level of NC dis-applications made on behalf of students with special needs.
- Analysis of responses made by parents/carers of supported students at review meetings.
- Monitoring of lessons.
- Work scrutiny of student's work.
- Examination of school documentation e.g. exclusions, PARS records.
- Responses from multi-agency staff.

21. Integration of School SEND and Behaviour Policies

- 21.1.** Many students who feature on the SEND Register may have emotional and/or behavioural difficulties. SEND and pastoral staff work closely to establish the nature of any observed behavioural difficulties. Students identified as having such special needs are subject to the same staged procedures as those students with other learning difficulties.
- 21.2.** Persistent infringements of behaviour policy by a student will trigger a referral from pastoral staff to SENDCo for assessment of any special needs. Assessment will be based upon detailed observation and interview.
- 21.3.** Support for students with behavioural concerns will feature:
- Constructive teaching; measures to raise self-esteem;
 - Behavioural programmes and/or agreements negotiated with student and parents;
 - Early intervention by outside agencies;
 - Infrequent withdrawal;
 - Completion of behaviour support programmes within school.
- 21.4.** Antecedents and consequences will always be fully explored for severe behavioural problems. Students with behavioural problems and requiring no literacy/numeracy support will have their needs managed by the pastoral team and Learning Support staff, where appropriate. Students with particular social, emotional and behavioural issues will be discussed at the Social Inclusion Panel meetings.
- 21.5.** School responses via behavioural and SEND policies will reflect the advice of DfE Circulars.

22. Links with Outside Services

- 22.1.** Full use is made of advice available for students with special needs from outside agencies. All referrals to outside agencies for students featuring on the SEND Register are made by the SENDCo, who is responsible for supplying evidence to support the referral.
- 22.2.** Advice is most frequently sought from:

22.2.1. Early Help Hounslow (EHH)

Civic Centre, Lampton Road, Hounslow, Middlesex TW73 4DN

22.2.2. Department of Child & Adolescent Mental Health Services

92 Bath Road, Hounslow

22.2.3. Department for Social Services

Civic Centre, Lampton Road, Hounslow, Middlesex TW73 4DN

22.2.4. Special Educational Needs Department

Civic Centre, Lampton Road, Hounslow, Middlesex TW73 4DN

22.2.5. Education Welfare Department

Civic Centre, Lampton Road, Hounslow, Middlesex TW73 4DN

22.3. Close contacts are kept with further education establishments which offer courses suitable for students with special needs, including:

- West Thames College, London Road, Isleworth
- Richmond-upon-Thames College, Egerton Road, Twickenham

Colleges are alerted to students' special needs prior to transfer.

22.4. Advice may be sought from special schools and units:

- The Cedars School, Cranford
- Marjory Kinnon School, Hatton Road, Hounslow
- Unit for Deaf/Partially Hearing Students, Heston School, Heston
- Unit for Physically Handicapped Students, Feltham School
- Unit for Speech & Language, Lampton School

ISLEWORTH & SYON SCHOOL
SEND DEPARTMENT – CLASSROOM OBSERVATIONS

Behaviour

- On Task
- Distracted
- Isolated
- Disruptive
- Attention-seeking
- Noisy
- Withdrawn
- Constantly out of seat
- Poor self-esteem
- Punctual

Writing

- Legible
- Cursive
- Correct use of upper/lower case
- Correct pen grip
- Correct sitting position
- Correct use of punctuation
- Letters evenly sized
- Reversal of letters

Reading

- Fluent
- Able to read class texts
- Reads with understanding
- Reads with no understanding
- Makes errors
- Careless reader
- Very poor

Spelling

- Can spell most words
- Can spell simple words
- Phonetic speller
- Copied incorrectly from book
- Copied incorrectly from board

Numeracy

- Uses fingers to count
- Recognises 2, 3, 4 digit numbers
- Knows four rules
- Knows times tables
- Recognises shapes
- Can use linear scale

Speaking & Listening

- Speaks clearly
- Listens carefully
- Hears well
- Mature language
- Good use of language

Physical Development

- Physical development in line with peers
- Physical disability
- Average fine motor skills
- Average gross motor skills

Medical

- Glasses worn
- Hearing loss
- Asthma
- Epilepsy
- Others

Others

- Uses ruler effectively
- Good motor skills
- Good book appearance

25. Appendix C: Cause for Concern Slip

**ISLEWORTH & SYON SCHOOL: SEND DEPARTMENT
SEND STUDENTS - CAUSE FOR CONCERN**

Details of a student already entered on the SEND Register and providing cause for concern.

Name: _____ Form: _____

Form Tutor: _____ Subject Area (if appropriate): _____

Details of cause for concern:

Signature: _____ Date: _____

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**ISLEWORTH & SYON SCHOOL: SEND DEPARTMENT
SEND STUDENTS - CAUSE FOR CONCERN**

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Name: _____ Form: _____

Form Tutor: _____ Subject Area (if appropriate): _____

Details of cause for concern:

Signature: _____ Date: _____

SEN Information Policy

1. Children and Families Act 2014: Regulation Section 65(3)

- 1.1. The changes in the Children and Families Act 2014 affect the way children with Special Educational Needs (SEN) are supported in schools. The new approach began in September 2014 and places students at the centre of planning. The key principles of the new legislation are:
1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feedback to the school on the young person's progress.
 2. Education, Health and Care plans (EHC) will replace statements of Special Educational Needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years.)
 3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.
- 1.2. At Isleworth & Syon School, we aim to ensure that all our students have access to the broad and balanced curriculum that is their entitlement.
- 1.3. The school seeks to support the local authority policy through a whole school approach, which recognizes the continuum of special needs, and the associated spectrum of provision required to meet these.
- 1.4. Though every student is perceived as individual in their needs, it is acknowledged that certain, more vulnerable students will have particular special needs, which may require enhanced provision.
- 1.5. It is also recognised that some students on the SEN Profiles list may be recognised as having a disability. This is in accordance with the Equality Act 2010 and the definition of disability within that Act.
- 1.6. Each member of staff accepts the responsibility for and challenge of responding to students' needs, and will work closely with the students, their parents/carers and outside agencies, in order to create a secure, stimulating and supportive environment, which enables progression and continuity to be experienced. All staff will endeavour to meet students' needs by delivering the curriculum in a relevant and differentiated manner, including support both in class and in extraction, as appropriate.

2. Frequently Asked Questions

Click on a question below to go straight to it.

- [What kinds of Special Educational needs can the school cater for?](#)
- [What sort of support should I expect my child to receive?](#)
- [Who provides this extra support?](#)
- [What training does the staff supporting children with SEND have?](#)
- [How does the school know if children need extra help?](#)
- [Who are the best people to talk to in this school about my child's difficulties with learning?](#)
- [How is extra support allocated to children?](#)
- [How will the school let me know if they have any concerns about my child's learning in school?](#)
- [How will the curriculum be matched to my child's needs?](#)
- [How will we support your child when they are leaving this school? Or moving to another Year?](#)
- [How accessible is the school environment?](#)
- [How will students with SEND be included in all activities outside the classroom, including school trips?](#)
- [How can parents be involved in the school?](#)
- [Who can I contact for further information?](#)

2.1. WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS CAN THE SCHOOL CATER FOR?

Like other mainstream schools, Isleworth & Syon School makes provision for students with the following needs:

- Autistic Spectrum Disorder
- Asperger's Syndrome
- Attention Deficit Disorder
- Attention Deficit Hyperactive Disorder
- Emotional and Social Difficulties
- Dyslexia
- Dyspraxia

- Dyscalculia
- Visual Impairment
- Hearing Impairment
- Moderate Learning Difficulties
- Speech and Language Difficulties

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2.2. WHAT SORT OF SUPPORT SHOULD I EXPECT MY CHILD TO RECEIVE?

The type of support is dependent on the need of the student. It may include one or more of the following:

- Differentiated material in class
- Being part of a nurture group
- Homework support before and after school
- One-to-one support in class
- Small group work in or out of class
- Extra literacy/numeracy lessons
- Pastoral Support
- Support from outside agencies
- Access arrangements for formal examinations

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2.3. WHO PROVIDES THIS EXTRA SUPPORT?

This support may be all provided by the class teacher, or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as:
- The Sensory Service (for students with a physical, hearing or visual need)
- Behaviour & Learning Advisory Teachers
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

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2.4. WHAT TRAINING DOES THE STAFF SUPPORTING CHILDREN WITH SEND HAVE?

All of our teachers hold Qualified Teacher Status or are currently undergoing training to achieve this status. Many of our staff have additional qualifications in their specific subject areas. Our SENDCo has gained the accredited SENDCo qualification and our Deputy SENDCo has the appropriate qualifications to assess students for access arrangements. All of our Learning Support Assistants (LSAs) are qualified to Degree Level. All staff undertake whole school INSET and additional training specifically related to their roles.

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2.5. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

- 2.5.1. Our staff meet with primary school teachers before your child joins the school and discuss the needs of each child. The progress that your child makes is then monitored throughout their time in school, with interventions put in place when children do not make expected progress. Some students will make good progress and come off the SEN register, while others may remain on the register throughout their time at Isleworth & Syon School.
- 2.5.2. The progress of all students is monitored regularly by subject teachers, Curriculum Leaders, Pastoral Leaders, the Learning Support team, and the Senior Leadership Team (SLT). When a student is not making the expected progress in a particular curriculum area, that department will identify the need and provide the intervention.
- 2.5.3. If a student is not making progress across their subjects, or teachers and support staff have a concern that a student may have a specific learning difficulty, they will contact Learning Support, who will then carry out some informal assessments. Learning Support will then contact parents/carers if they feel that a student requires extra support, or a formal assessment to identify any learning needs.
- 2.5.4. Identified students are assessed by the Deputy SENDCo for access arrangements in any formal examinations they may take. Access arrangements include: having a reader and/or a scribe; the use of a laptop; extra time; rest breaks; or a prompt.

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2.6. WHO ARE THE BEST PEOPLE TO TALK TO IN THIS SCHOOL ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING?

- 2.6.1.** If your son/ward is in Year 5 or Year 6, has a specific learning need/disability, and you are thinking of Isleworth & Syon as your school of choice for him to continue his education, please contact the Learning Support Department:

Head of Learning Support (SENDCo): Mrs Philippa Peacock
Email: ppeacock@isleworthsyon.org

Please note: We request that you copy in office@isleworthsyon.org to any communication.

- 2.6.2.** If your son/ward (or daughter in Sixth Form) currently attends Isleworth & Syon School, your first point of contact should be your son/daughter/ward's Form Tutor or Pastoral Support Manager. You can do this by writing a note in your child's Student Planner, calling the school (for the number, please visit the school's website at www.isleworthsyon.org), or sending an email. If the Form Tutor or Pastoral Support Manager is unable to deal with your query directly, they will pass it on to their Pastoral/House Leader or SENDCo. One of these individuals will contact the parent/carer to discuss the issues raised in more detail.

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2.7. HOW IS EXTRA SUPPORT ALLOCATED TO CHILDREN?

- 2.7.1.** The school budget, received from Government, includes money for supporting children with Special Educational Needs. The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- 2.7.2.** If a child has a statement (or ECH Plan), the extra funding will be allocated as detailed in the ECH Plan.
- 2.7.3.** The Inclusion Manager and SENDCo decide on the additional support required based on the needs of the students. This extra support is based on a variety of factors and is revised on a termly basis.

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2.8. HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CHILD'S LEARNING IN SCHOOL?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in further detail. This gives us an opportunity to listen to any concerns you may have, to discuss what possible additional support your child may receive, and to discuss with you any referrals to outside professionals that we think are required in order to support your child's learning.

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2.9. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

In some subjects, such as mathematics, the year group will be set by ability. All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class. However, on some occasions, this can be individually-differentiated.

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2.10. HOW WILL WE SUPPORT YOUR CHILD WHEN THEY ARE LEAVING THIS SCHOOL? OR MOVING TO ANOTHER YEAR?

We recognise that 'moving on' can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

2.10.1. If your child is moving to another school

- We will contact the school SENDCo and ensure that he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

2.10.2. When moving years in school

Information about your child will be shared with their new teachers.

2.10.3. In Year 11

- If your child has a statement, they will meet with an 'SEND Connexions' worker to create a plan for their post-16 education.
- Your child's Pastoral Leader and form tutor will support your child in finding a new school/college.
- If necessary, the Head of Inclusion or SENDCo will arrange visits to new schools/colleges for your child.

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2.11. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

We will endeavour to make sure that the school environment/equipment used is accessible to all children regardless of their needs. However, it should be noted that we currently do not have a lift to the first floor. Please contact the Head of Inclusion or SENDCo to discuss specific requirements which might be required for your child.

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2.12. HOW WILL STUDENTS WITH SEND BE INCLUDED IN ALL ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

Isleworth & Syon is a fully inclusive school, and all reasonable efforts are made to ensure that students with SEND are able to take part in extra-curricular activities and school visits.

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2.13. HOW CAN PARENTS/CARERS BE INVOLVED IN THE LIFE OF THE SCHOOL?

Parents/carers are invited to attend a number of school events during the academic year. These include: Year 7 Induction Assembly, Awards Evening (for students receiving awards), Sports Day, and Summer Arts and Technology Evening, as well as Expectations Evening, Target Setting Day and Parent Consultation Evenings. Please see the school diary on the website for more information. Parents/carers can also get involved by joining the Isleworth Association (PTA) or by becoming a parent governor.

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2.14. WHO CAN I CONTACT FOR FURTHER INFORMATION?

Mrs Philippa Peacock
Head of Learning Support (SENDCo)
ppeacock@isleworthsyon.org

(Please also copy in office@isleworthsyon.org)

If you are not satisfied with the school's response to your concerns and you wish to make a complaint, please contact in writing:

Mr Euan Ferguson
Headteacher
Isleworth & Syon School
Ridgeway Road
Isleworth
TW7 5LJ

Links to Hounslow Council SEND information:

HOUNSLOW LOCAL OFFER WEB PAGE:

<http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0>

http://www.hounslow.gov.uk/index/education_and_learning.htm

<http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/family.page?familychannel=2341>

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Accessibility Plan – 2016-17

1. Planning Duty 1

To increase the extent to which students can participate in the school curriculum.

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
1. To ensure that there is an early identification of students with disabilities	<ul style="list-style-type: none"> To screen students transferring from primary school and make staff aware of the needs of students with disabilities. To provide referrals for assessment/diagnoses of students joining the school who have not been diagnosed as disabled or who may join the school part way through a school year. 	Students, parents/carers and staff have an accurate diagnosis of a student's requirements. This should lead to the appropriate provision being made available in school e.g. dyspraxic students and those on the autistic spectrum.	Continuous assessment of need	SENDCo to oversee the identification and referral of students who may be disabled. Staff to refer students to the SENDCo if they have concerns about their disabilities. <i>On-going work - complete.</i>
2. Training for all staff on differentiation of the curriculum	<ul style="list-style-type: none"> Ongoing training for staff on differentiation of the curriculum, in particular for new colleagues. Inset session arranged on student learning needs and support. 	Curriculum presentation and assessment improved for students requiring differentiated material - especially those with learning, behavioural and sensory needs.	Continuous advice and training given by SEND staff.	Faculty plans. Schemes of work. SEND Policy. Staff Development Policy. <i>Regular briefings to staff regarding individual students.</i>
3. Accessibility of differentiated resources to be made more widely available	<ul style="list-style-type: none"> Departments to make differentiated materials available to all staff in their departments by keeping resources in an accessible area (Office 365). 	Wider range of resources available for students	On-going	Department list of resources.
4. Examination arrangements for students with disabilities	<ul style="list-style-type: none"> Early identification of disabled students by SEND staff. Provision of appropriate assessment / examination material within school assessments and external assessments. 	Appropriate examination assessment provision to be made available to disabled students.	Already in place but provision to be extended for school assessments.	SEND Policy. <i>In place.</i>
5. Provide additional extra homework support for students with disabilities	Make Homework Study Club accessible for students by including staff from Learning Support Department	Improved quality of homework	On-going	Homework Club Diaries. <i>Support given where required.</i>

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
6. To identify and make appropriate provision for students with disabilities to be included on school trips, unless there are severe health and safety considerations that cannot be overcome.	<ul style="list-style-type: none"> • Identification of the needs of disabled students and the meeting of those needs e.g. additional staffing or staff training (e.g. students with epilepsy and severe allergies). • In severe cases where a risk assessment has been carried out and the needs of students cannot be met alternative strategies may be put in place e.g. alternative visit or material. • Parent/carer advice/co-operation to be sought when making decisions about school visits. 	Staff in charge of trips to consult the relevant co-ordinators.	On-going	School Trip Co-ordinators to be consulted. <i>In place for all trips.</i>
7. To ensure that multi-agency support for students with disabilities is initiated appropriately.	<ul style="list-style-type: none"> • Inclusion staff to highlight concerns to LSI/CAT/PPE. • Appropriate referrals to be made to focus support. • Examples may include Social Services, N-gage, Yisp. • An Early Help Assessment may be initiated to ascertain full need and support. 	Increased support for students and families.	On-going	LSI/JLO/PPE to oversee the identification of need and the appropriate referral agencies. <i>In place.</i>
8. To make students more aware of the range of students with disabilities within their school community and to enable them to consider the needs of disabled peers.	To enable students to participate in developing an inclusive ethos in the school. PHSE/Citizenship lessons to include elements on students with disabilities.	Students to become more aware of the role they can play in supporting a range of disabled students and recognising their needs, skills and talents.	On-going	PHSE lessons Citizenship support including a range of students in school activities.
9. To improve the facilities available in the Medical Room for disabled students.	<ul style="list-style-type: none"> • Medical Staff to receive ongoing training. • School staff to be offered INSET leading to a First Aid qualification. • Specific training to be made available for staff teaching students with severe medical needs, e.g. Epi-Pen training for severe allergies; defibrillator training. • Improved facilities to be made available in the medical room e.g. increased confidentiality/privacy. 	Improved facilities to be made available to students with disabilities.	On-going	First Aid courses INSET programmes School building programme. <i>On-going training for welfare.</i> <i>First Aid training to be widened,</i> <i>Epi-pen training complete.</i> <i>Defibrillator installed and training complete.</i>

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
10. To encourage students to walk or cycle to school where appropriate	Students with disabilities to have increased access to cycle facilities	Increased levels of independence	On-going	School Travel Plan. To be updated.
11. Admissions Policy to identify and support the needs of students with disabilities on the school roll.	<ul style="list-style-type: none"> Initial admissions interview to request information from parents/carers and students about any disabilities. This information to be treated sensitively and made available to staff on the basis of "need to know". Some information may be treated as extremely confidential and not released to all staff. 	Relevant information is gathered by the school and communicated to relevant staff, as necessary.	On-going.	Deputy Head (admissions) SENDCo Welfare Officer Pastoral Staff to ascertain any student disabilities. In place.
12. Exclusions Policy to recognise the needs of students with disabilities and to provide appropriate support plans/programmes.	Relevant staff to be involved in drawing up a Pastoral Support Programme e.g. SENDCo, Pastoral Leader. This will identify the needs of a student and match them with specialised provision.	Students at risk of exclusion will be assessed and given a range of additional support in the school.	Already in place but a wider range of staff to be involved in planning student support via the Social Inclusion Team, Pastoral Support Managers and Connexions Team.	Deputy Head (pupils) SLT Pastoral Staff. In place and considered.
13. Department plans to recognise the needs of students with disabilities and the additional support that may be required.	Line Management meetings to provide an additional focus for planning to meet needs of students with disabilities.	Increased levels of inclusivity in school.	On-going	Curriculum Leaders Line Managers Staff SLT/Welfare advice in place.
14. Staff Development Policy to identify the training needs of staff in educating/ supporting students with disabilities.	School INSET budget to provide opportunities for staff to increase their knowledge of inclusive education.	Improved personal knowledge and expertise.	INSET programme.	Deputy Head - Staff Development Assistant Head - Inclusion SENDCo. In place.

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
15. Equal Opportunities Policy to highlight the needs of students with disabilities. Also, the school's responsibilities and commitment to provide an inclusive environment. This is to enable students to develop their personalities and educational skills, with appropriate support.	<ul style="list-style-type: none"> All staff to receive a copy of the school's equal opportunities policy. Information concerning student disabilities and support advice to be available on website. 	Increased staff awareness of the wide range of conditions classed as "disabled". Staff to be better informed of the rights of disabled students and staff, responsibilities to the inclusive ethos of the school.	Continuous development.	Equal Opportunities Policy Learning Support Department Student Information booklets (Learning Passports). In place.

2. Planning Duty 2

Improving the physical environment of the school.

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
1. When decorating the physical environment, consider appropriate colour schemes to benefit students with visual impairments.	<ul style="list-style-type: none"> Seek relevant advice on appropriate colour schemes for students with severe visual impairment. 	As classrooms are re-decorated they become more accessible to students with impairments.	On-going.	Headteacher In place.
2. As carpets are replaced they should be replaced by flooring that is more accessible for wheelchair users.	<ul style="list-style-type: none"> Appropriate flooring to be considered e.g. carpets are replaced with low pile, high-density carpets for students requiring wheelchair access. Corridor flooring to be vinyl. 	Replacement carpets are considered to allow wheelchair users greater access.	On-going	Headteacher. Humanities block. Perf Arts corridor.
3. Improved accessibility to be provided for physically disabled students.	<ul style="list-style-type: none"> Installation of a lift in the main school. Stair rails to be installed where there are gaps in provision. 	Increased sense of security/well-being for physically disabled students.	On-going	Headteacher Funding agreed for the installation of a lift Dec 2016.
4. Improved lighting for students with a visual disability when upgrading areas.	<ul style="list-style-type: none"> Seek advice if required. 	Increased visual awareness for students with a severe visual disability.	On-going	Headteacher. LED lighting programme, includes automatic sensors.

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
6. Improve physical access to the school building for wheelchair users.	<ul style="list-style-type: none"> Ensure intercom bell works effectively. Ensure that designated parking area is kept reserved for disabled users. 	Increase accessibility to the school for disabled students/visitors.	On-going	Further consideration required.
8. Planning for new building to incorporate access for disabled users	<ul style="list-style-type: none"> Liaise with school architect at an early stage of planning 	Incorporate a lift and improved access to the proposed new building.	On-going	Planning documents. In place.

3. Planning Duty 3

Improving the delivery of information to students with disabilities.

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
1. Written materials to be made available in alternative forms.	<ul style="list-style-type: none"> School documents to be made available in large print for students / parents with visual impairments. 	Increased school/student/parent communication.	On-going	Equal Opportunities Policy. Facility in place if required.
2. Training for all staff on differentiation of the curriculum	<ul style="list-style-type: none"> Ongoing training for staff on differentiation of the curriculum. Inset Session arranged on student learning needs and support. 	Curriculum presentation and assessment improved for students requiring differentiated material - especially those with learning, behavioural and sensory needs.	Continuous advice and training given by SEND staff.	Faculty plans Schemes of work SEN Policy Staff Development Policy. In place.
3. Accessibility of differentiated resources to be made more widely available	<ul style="list-style-type: none"> Departments to make differentiated materials available to all staff in their departments by keeping resources in an accessible area. 	Wider range of resources available for students	On-going	Department list of resources
4. Establish contact arrangements with Exam Boards / National Curriculum Agencies in order to request special arrangements for disabled students.	<ul style="list-style-type: none"> Identify the needs of students and make early requests to examining authorities. Such requests may include enlarged exam papers, taped copies of tests, additional time allowances, rest breaks, use of scribes and word processors. 	Students are given a wide range of resources to enable them to reach their intellectual ability.	Ongoing	SEND Policy Equal Opportunities Policy. In place.

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
5. Provide suitable information technology equipment and training for disabled students.	<ul style="list-style-type: none"> Assess the need of students. Provide specialist IT training. Consult the Local Authority Special Educational Needs IT Adviser to provide the most appropriate IT equipment (software and hardware). 	Students are given the technology to develop their educational opportunities.	Ongoing	SEND Policy Equal Opportunities Policy. In place although funding harder to access.

Severe Weather Policy

1. Responsibilities

All those on site have a responsibility for their own safety and for the safety of others. This is the case at all times, whether the school is in session or not.

2. Specific Responsibilities

2.1. DURING THE SCHOOL DAY (8.00AM – 4.00PM)

The Headteacher, or if unavailable the Deputy Headteacher (Students), will take responsibility for making a decision about the closure of the school. This will be based on a number of factors as listed in the checklist below.

2.2. AT OTHER TIMES (4.00PM – 8.00AM)

The Headteacher, or if unavailable the Deputy Headteacher (Students), will liaise with senior colleagues and the Site Manager regarding whether to open or close the school premises. At all times and as soon as is practicable, a message will be posted on the school's website and the school's Twitter account about the situation. This will be updated frequently and as the situation changes.

3. Guidance for Parents/Carers

- 3.1. Our policy is to remain open, unless severe weather conditions result in a health and safety risk for students and/or staff.
- 3.2. Closure is a last resort. It is highly unlikely and will be avoided where possible. Decisions about school closure are always difficult to make. We will endeavour to check weather forecasts, staff availability, transport arrangements and we will assess the situation on the school site, prior to making a decision. We will not be influenced, however, by the actions of other local schools.
 - 3.2.1. In the event of severe weather, please go to the front page of the school website: www.isleworthsyon.org.
 - 3.2.2. Parents/carers should also constantly check our Twitter account, [@IsleworthSyon](https://twitter.com/IsleworthSyon), for all updates on school status.
- 3.3. We will ensure that all forms of media are updated as often as possible to keep you informed of developments.

4. Severe Overnight Weather

- 4.1. Once an assessment has been undertaken, the Headteacher, along with senior leaders, will decide on whether to keep the school open or not.
- 4.2. A notice will be posted on the school's website and Twitter feed and Hounslow Council will also be informed.

School Website: www.isleworthsyon.org
School Twitter: [@IsleworthSyon](https://twitter.com/IsleworthSyon)
Hounslow Website: www.hounslow.gov.uk
- 4.3. Please check these sites frequently to get updates on our status. We ask parents/carers to be patient in these circumstances.

5. Weather Deteriorating During the Day

- 5.1. Should the weather worsen during the school day, an assessment will be made on whether to remain open or to close. A decision to close will be made by the Headteacher and members of the Senior Leadership Team.
- 5.2. Students will be informed of a closure and, in controlled circumstances, they will be supervised in the use of their mobiles so that parents/carers can be informed. Otherwise, we will endeavour to contact parents/carers from school. As far as possible, we will endeavour to only send students in Years 7-9 home once contact with a parent/carer is confirmed.
- 5.3. Students will be released in an orderly fashion and advised to return home in a safe manner.
- 5.4. The school will remain open until the last student has left the premises.

6. After-School Activities

Decisions concerning activities for students will be made on the basis of all the available information. It is possible that after-school activities may be postponed or cancelled even if the school remains open during the normal school day. Again, information will be posted on the school's website and Twitter feed.

7. External Examinations

- 7.1. We will always endeavour to ensure that students are able to sit external examinations as planned.
- 7.2. If the weather is poor but school is open, do your best to get to school on time. We are allowed, however, to delay the start of the examination in special circumstances, so do not panic!
- 7.3. If the school has to close, we will either re-enter you for a later sitting, or apply for special consideration. We cannot, however, postpone an examination.

8. Advice to Staff

- 8.1. No member of staff, teaching or support, should leave the site on school closure, until permission is given by the Headteacher.
- 8.2. Please do not seek permission to leave whilst students are being evacuated from school.
- 8.3. If you live a long way from school, the Headteacher will consider individual arrangements once the security of the students is assured.
- 8.4. If the weather is extreme, there may still be circumstances when staff are required in school. This will be at the discretion of the Headteacher.
- 8.5. When the school is closed and staff are not required, a message will appear on the website. We will also endeavour to make contact with all Line Managers via text message to keep staff updated.

9. Evening Lettings – External Organisations

Decisions about evening lettings will be made taking into account all the available information. Decisions will be relayed to external organisations by telephone where possible. Otherwise, information will be posted on the school's website.

10. Checklist for Severe Weather

Date:	
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Staff Responsible:	
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Senior Leader's Name:	
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TRANSPORT NETWORK	OK	NOT OK
South West Trains		
Piccadilly Line		
Bus companies		
Road conditions		
Ridgeway Road		
Pavements		
SITE CONDITIONS		
Walkways		
Steps/Footpaths		
Heating		
Water		
WEATHER		
Current Conditions		
Forecast (12 hour)		
(24 hour)		

DECISION MADE - COMPLETE DETAILS HERE:



Isleworth & Syon School for Boys

Ridgeway Road, Isleworth

Middlesex TW7 5LJ

T: 020 8568 5791 • F: 020 8568 1939

school@isleworthsyon.org

www.isleworthsyon.org



@IsleworthSyon



/IsleworthSyon

