

## SCHOOL POLICIES

Please click on the following links to read the relevant sections of our School Policies.

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## Child Protection Policy

- a. The School undertakes to provide a safe and healthy learning environment.
- b. The School undertakes to provide a reasonable level of supervision for the pupil in all situations.
- c. In instances where physical supervision is interrupted (using the restroom, medical emergency, injury to teacher, or other unforeseen circumstance), the School undertakes not to leave the pupil physically unattended for any extended period.
- d. The school undertakes responsibility for the physical, emotional and psychological welfare of the pupil whilst the pupil is on School property during term time.
- e. The School undertakes to neither include the pupil in, nor expose the pupil to, any situation or activity that may have negative physical, emotional or psychological consequences.
- f. In instances where the pupil may be involved in activities or sports that may be considered potentially dangerous, as part of general or extra-curricular activities organized by the School (swimming or tree-climbing, for example), the School will always seek the written, legal permission of the parent(s), and will not include the pupil in activities if that consent has not been given.
- g. The School undertakes to minimize the risk to the personal property of Pupils on School premises by providing suitable storage where applicable.
- h. The School does not take responsibility for the loss or damage of Pupil or Parent(s) personal property due to fire, theft or third-party actions (accidental or deliberate).
- i. The School does not take responsibility for physical injury or trauma suffered by the Pupil in the course of normal sporting activity (football, tennis, basketball etc.), playing (running, chasing, climbing etc.), or other activity not considered especially dangerous (cooking, woodwork, artistic activities, experiments etc.), when completed under adequate supervision.
- j. The School does not take responsibility for any injury to the pupil caused by another pupil, or themselves.

k. The School systematically checks the references, police record and professional history of all school staff upon engagement.

Pupil Welfare Concerns and Complaints:

i. Where the Parent(s) have a specific concern regarding physical, psychological or emotional welfare of the Pupil, they must contact the School with details of their concerns.

ii. The School is obliged to provide a written reply to parent(s) concerns regarding the physical, psychological or emotional welfare of the pupil within 24 hours of receipt.

iii. Where the Teacher(s) have a specific concern regarding physical, psychological or emotional welfare of the Pupil, they are expected to contact the Parent(s) with details of their concerns, through the Managing Director.

iv. Prior to commencing employment, all teaching and admin staff at Arcadia Academy are trained at safeguarding and protection by EduCare, experts in safeguarding and duty of care training.

## Pupil Behaviour and Discipline Policy

At Arcadia Academy, everyone is committed to creating a safe and secure environment in which children can learn. Everyone is expected to take responsibility for their actions and to show care and concern for people, the school and everything in it. We recognise that every member of the school community has a responsibility for promoting good behaviour in school. We will always take a considered and sensitive approach so that we can support all of our pupils in order to develop citizens of the 21st Century who will contribute positively to society and manage their environment in a thoughtful and considerate way.

The school takes a positive attitude towards discipline and behaviour, creating an atmosphere of friendly and relaxed relationships. Good behaviour is encouraged through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. It is the responsibility of children, all staff, governors and parents to ensure that high standards of behaviour are maintained and that cooperation and high expectations are at the centre of our beliefs. Discipline is seen as a positive and motivating factor and is an integral part of our ethos, encouraging children to care for one another.

### Aims

We aim to do this by:

- developing a Pupil Behaviour and Discipline Policy, including a whole school Behaviour Log, that is supported and followed by the whole school community
- fostering a caring, family atmosphere, with a sense of community and shared values.
- ensuring that relationships between pupils and adults within school are mutually respectful.
- helping children to develop appropriate and relevant social skills
- creating a friendly environment in which children want to participate and belong.
- creating an interesting and stimulating environment in which children want to participate and learn.
- rewarding and praising good behaviour.
- allowing pupils to develop and demonstrate positive abilities and attitudes.
- showing pupils the consequences of their actions and choices.
- resolving behavioural problems in a sensitive and consistent manner.
- exercising zero tolerance in the case of bullying, racism, fighting and aggression, cultural and religious bullying
- encouraging group co-operation and discussion.

## General Management

- All pupils have a right to learn in a calm, supportive and purposeful atmosphere.
- All pupils have a right to come to school without the fear of being hurt or bullied
- Codes of conduct are discussed at the beginning of each school year outlining expected behaviour in class and around the school.
- We aim to encourage and develop self-discipline at all levels, as it is a fundamental life skill.
- Secondary students will take part in monthly assemblies which reinforce the school's expectations on positive behaviour

## PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

### Responsibilities of Children

1. To learn to the best of their abilities and to allow others to do the same
2. To treat others with respect at all times
3. To respond appropriately to the instructions of staff and other adults working in school
4. To take care of property and the environment in and around school
5. To cooperate with children and adults in all aspects of school life
6. To help formulate and comply with the classroom rules
7. To move sensibly and quietly in and around school
8. To share in celebrating the achievements of all members of the school community

## Responsibilities of Staff

### **Key points:**

Teachers and all paid staff with responsibility for pupils have the responsibility to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Incidents are recorded in the School Behaviour Log as per rules set out during induction.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Teachers can confiscate pupils' tablets and devices if the Student/Parent/School Personal Devices Agreement is broken.

### **All staff:**

1. To comply with the school's policies and procedures
2. To attend appropriate training
3. To inform the Head of School of any concerns
4. To treat all children fairly and with respect
5. To raise children's self-esteem and develop their full potential by offering high quality learning experiences
6. To maintain high expectations of pupil behaviour and learning
7. To provide an interesting, relevant and challenging curriculum
8. To create a safe, stimulating and pleasant environment for learning
9. To use rules and sanctions clearly and consistently
10. To be a good role model for behaviour
11. To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim
12. To recognise each child as an individual and to take into account the needs of each Child
13. To praise and reward appropriate behaviour and achievements
14. To keep records and report/feed back to the Head of School on a regular basis

## Responsibilities of Parents

1. To ensure children attend school regularly and arrive on time each day.
2. To inform school immediately of the reason for any pupil absence.
3. To tell school staff about anything that may affect children's learning and well-being at school.
4. To show an interest in all that their child does at school
5. To offer help and support with learning at home, including the completion of home learning.
6. To encourage independence and self-discipline in their children
7. To establish good communication with school staff and support the behaviour policy
8. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour
9. To work with school staff to address and review any behaviour issues with their children

## Responsibilities of Governors

1. To ensure that the school has a Pupil Behaviour and Discipline Policy with procedures in place.
2. To ensure that the Pupil Behaviour and Discipline Policy is made available to parents.
3. To ensure that the school has procedures for dealing with allegations of abuse against staff and volunteers;
4. To ensure that staff undertake appropriate behaviour management training;
5. To review policies and procedures annually
6. To ensure the implementation of the policy through careful monitoring

The school operates a **Rewards and Sanctions Policy**.

## Rewards

At Arcadia Academy, children behave well. Staff members have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of the pupils, thus reducing the likelihood of negative behaviour. Staff members encourage good behaviour through praise and rewards and by modelling. Our philosophy is to 'catch them being good', i.e. for every comment criticising negative behaviour we make more comments praising positive behaviour.

Most children at our school are motivated by and respond to praise. We endeavour to involve children in the learning process, giving them attainable, clear, short term targets which they strive to achieve. Our school values are re-affirmed by using a number of strategies in the classroom. These include:

- verbal praise and smiling at children
- constructive feedback about good learning
- merit stickers /stamps
- reward charts
- positive phone calls home or comments to parents

Rewards take the form of verbal praise, stickers, certificates and 'marbles-in-the-jar' for effort and attainment across the whole range of school activity. Certificates are presented to the children in Praise Assembly on Friday afternoons and when the marble jar is full the class is entitled to a Class Treat - enjoyed by all. Additional certificates are awarded for good behaviour and cooperative play at lunch times.

## Sanctions

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to make improvements to their learning and, when necessary, their behaviour. There are occasions, however, when a child's behaviour is unacceptable. Children need to discover where the bounds of acceptable behaviour lie. A range of strategies can be used to change an individual child's behaviour.

A child should never be chastised physically or humiliated. Each child is unique, so we investigate the cause of the behaviour and act appropriately. Minor breaches of discipline are dealt with by the class teacher in a caring, supportive and fair manner, taking the age of the child into consideration.

Care is taken to emphasise the **behaviour not the child**. Often simply talking to the child is the most effective way of dealing with a problem. Class teachers know their children well and can watch out for children behaving out of character or showing signs of distress or upset. Through talking with and listening to children, problems are often picked up in the early stages.

A range of sanctions may be used for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect them. They might include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance missing break time/lunch-time play. Here, children are required to finish class work at playtime if lesson time has been wasted by misbehaviour in class or children are able to reflect on how to improve their behaviour and decide 'how to make things right'.
- Imposition of a task – such as picking up litter; tidying a classroom (relevant to the misbehaviour)
- In extreme cases school may use temporary or permanent exclusion.

The following strategies may be used to modify behaviour, depending on the circumstances and individual needs of the child:

- redirect the child to another activity
- talk to the child/children about an incident
- move the child from the group to work on his/her own
- involve the parents to co-operate on an action plan
- being clear about expectations

If problems have arisen at lunchtime a **supervisor** involved will report any problems to the class teacher but they will have made every effort to resolve them during the lunchtime.

## Procedure for establishing the truth

Children involved in incidents that disrupt the harmony of the school or wellbeing of any child will be asked to speak with the Head who will complete an 'Incident report.' Others involved will also contribute to the form. This will then be used to verify allegations made and will be available for parents to see, should the problem progress to that level of involvement.

## Discipline Procedure

If a child behaves in a manner which does not meet the expected standards of behaviour at Arcadia Academy or prevents other children from learning he/she will:

1. Experience verbal reprimand by teacher/non-teaching staff.
2. The teacher will keep a written record of incidents.
3. When negative behaviour/attitude persists, sanctions may be put in place. Sanctions may include denial of playtimes or lunchtimes, 'catch ups' with missed learning (under direct supervision at home/school).
4. Communication with parents will take place when appropriate.
5. Any incident or persistent problem will then be reported to the Head.
6. Following three referrals, if behaviour is still not showing signs of improvement the Head will request a formal interview with the child's parents.
7. If no progress is made with the agreed behaviour management plan, the child would be excluded for a minor fixed period. At this point, as in all cases of exclusion, the parent/guardians will be asked to bring their son/daughter to discuss the terms of re-admittance with the Head.
8. If there is still no improvement in behaviour, he/she will be recommended for permanent exclusion.
9. In case of infractions deemed to be of a very serious nature (violence, illegal or illicit objects or substances, sexually inappropriate conduct, etc.), the School reserves the right to exclude the pupil from the School immediately and indefinitely.

This procedure will also apply to any behaviour or bullying issue that occurs anywhere outside the school premises and which is witnessed by a member of staff or reported to the school:

- during school related off-site activities
- when travelling to and from school
- whilst wearing school uniform
- where a child can be easily identified as a pupil at the school
- where the behaviour could have repercussions for the orderly running of the school
- where the behaviour poses a threat to another pupil or member of the public
- where the behaviour could adversely affect the reputation of the school

## Complaints Policy

The school's values are concerned with meeting the needs of pupils, parents and others who have a stake in the school. This includes the staff and members of the local community. The School Board believes that constant feedback is an important ingredient in self-improvement and raising standards. People, whether they be pupils or adults, who have concerns or complaints should feel comfortable about voicing issues and know that these concerns will be considered seriously. All complainants have the right to be accompanied when making a complaint and pupils may be accompanied by a parent or another adult.

There are various principles behind this policy:

- There is a difference between a concern and a complaint. A concern is likely to require discussion between teacher, pupils and parent. If the concern is not resolved by that means then it could become a complaint.
- A complaint is likely to arise when there are issues of physical or emotional well-being and security or when the school's stated values or aims are being ignored.
- A breach of the law will always constitute a complaint.
- Feedback will be actively sought from pupils and parents in order to minimise complaints and maximise accountability.

### *Roles and Responsibilities of the Managing Director, Academic Director, other staff and the School Board*

The Managing Director will ensure that:

- This complaints policy and the procedures are made known to all parents, teachers and pupils through the website.
- All complaints should be put in writing and are dealt with in the first instance by the Duty Director, who will document and log the complaint (names, dates, times, events); acknowledge in writing within three days of receipt and consult with all those directly concerned.
- The complainant receives notification of the action taken within ten working days of the complaint.

All staff are expected to encourage pupils and parents who have concerns that cannot be addressed through initial discussion to follow the complaints procedure.

Confidentiality is maintained throughout and we expect all parties to respect this requirement.

The School Board will ensure the following:

If a complainant is not satisfied with the action taken by the Managing Director then the Chair of the School Board will hear the complaint. On receipt of the complaint the Chair of the School Board will:

- i. convene a committee consisting of at least three persons not directly involved in the matters detailed in the complaint and ensure one of those persons is independent of the management and running of the school;
- ii. inform the Managing Director,
- iii. investigate the complaint;
- iv. invite the complainant to attend any hearing giving seven working days' notice and informing the complainant that they may be accompanied by a supporter if they wish;
- v. write to the complainant and the person being complained about within seven working days, informing them of any findings, the decision, the reasons for it, and any action taken by the school.
- vi. The decision of the complaints committee is final.

Where the complaint is against the Managing Director, the complainant should contact the Chair of the School Board directly.

#### *Arrangement for monitoring and evaluation*

All complaints and the action taken will be documented in a log which shows whether a complaint was resolved at the preliminary stage or taken forward to a panel hearing. A summary of complaints will be included in the Managing Director's regular reports to the School Board, with advice on any implication for policies.

## APPENDIX 1

### Letter to Parents Informing them of the School's Complaint Procedure

*Subject: Compliments and Complaints*

Dear Parents,

We strive to be a school where you are more than satisfied with what we do to support your child, especially in difficult situations. When you think we do this particularly well, please let us know. Staff work hard for the pupils and we all want to recognise that.

But sometimes things may not go well. For example, you may feel that your child is being bullied and that the right things have not been done to address this. We hope that good communication would solve such a problem. Our aim is that by careful listening, constructive discussion and sensible actions we can work together to solve problems, and so improve our school systems further. But if a problem persists, you may wish to make a complaint.

*When should I complain?*

If you believe that something is seriously wrong, make a complaint. We will investigate it and base what we do on the School Board's agreed policy.

*Who do I contact?*

That depends on the particular situation. Often your child's class teacher or tutor will be able deal with the matter. More serious problems might require the intervention of

a senior member of staff, the Academic Director or the Managing Director. Most problems can be solved in this way. A complaint about the conduct of the Managing Director should go to the Chair of the School Board, addressed to the school secretary at the school address *office@arcadiaeducation.me* .

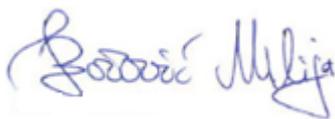
*What if the matter is still unresolved?*

You should write to the Managing Director or to the Academic Director, in the first instance, if you are dissatisfied with the handling of a complaint. They will investigate the matter and may invite you to a meeting to talk about it. The school may arrange for a suitable mediator to be present.

After trying all other avenues, you may decide to make a formal complaint to the School Board by sending a letter to the school secretary at the school address. The School Board will investigate and may invite you to meet them to discuss your concerns.

All this looks very formal, but very few problems have to go through such steps because we work hard to understand and resolve problems as quickly as possible. In this way pupils of the school get the best chance to succeed in their learning.

Yours sincerely,



Milija Božović, MPhil

Academic Director

APPENDIX 2

**Complaint Record**

Date:	Class:
Complaint received by:	
<p><b>What is the nature of the complaint</b></p>	
<p>Actions taken by the person receiving the complaint (if any)</p>	

**Comments or action taken by the Teacher/Teacher Assistant/other personnel**

Signature:

Date:

**Comments or action taken by Senior Management Team**

Signature:

Date:

## Curriculum Policy

This policy has been drawn up following full consultation with the Arcadia Academy Senior Management Team, the teaching staff and members of the School Board.

### *The aims and underlying principles of the Curriculum*

The curriculum is designed to provide for all pupils, in a safe and secure environment conducive to learning, the opportunities to:

- experience a broad and balanced curriculum based on the Cambridge Primary and Secondary Curriculum Framework for English, Maths and Science and the National Curriculum (England & Wales) for other subjects, as well as the Cambridge IGCSE and A Levels curriculum for Years 10-13 which encourages the students to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
- acquire and develop knowledge, understanding and skills necessary
  - (i) to progress with confidence to the next stage of their education through a process which encourages them to engage in lifelong learning.
  - (ii) to participate as active citizens in a multi-ethnic society.
  - (iii) to develop for themselves an active healthy lifestyle.
- enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
- develop the key skills of literacy, numeracy and ICT.
- develop co-operative and interpersonal skills.
- acquire the study skills necessary to realise their learning potential.
- become receptive to new ideas and to make independent and informed decisions which affect themselves and others.
- acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations.
- appreciate the complex human interaction with, and dependence upon the local and global environment and to develop a caring and responsible attitude to the environment.
- appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits; and to experience a sense of personal achievement in some of these fields.

In the curriculum models that follow there is an understanding that:

- (i) all pupils are entitled to, and should be offered, a comparable range of educational opportunities.
- (ii) there are differences in the abilities, aptitudes, interests and other characteristics of pupils which need to be catered for.
- (iii) the learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.

- (iv) extracurricular activities, such as school productions, fund raising activities, educational visits, all contribute to the total learning experience.

### *Time Allocations*

The following is a guide to the amount of time spent on each subject of the curriculum. The school's policy is to be innovative, creative and flexible.

### **Key Stage 1 (Years 1 and 2 – Age of children 5-6 and 6-7)**

<b>Subject</b>	<b>Arcadia Academy Hours (h:min)</b>	<b>UK recommendations for comparison (h:min)</b>
English	7:30	5:00 – 7:30
Mathematics	3:45	3:45
Science	2:15	1:30
History	0:45	0:50
Geography	0:45	0:50
Computing	0:45	0:50
Design & Technology	2:15	2:40
Art & Design*	0:45	0:50
Music*	0:45	0:50
PE*	3:00	2:00
<b>TOTAL</b>	<b>22:30</b>	<b>18:15</b>

### **Key Stage 2 (Years 3, 4, 5 and 6 – Age of children 7-8, 8-9, 9-10 and 10-11)**

<b>Subject</b>	<b>Arcadia Academy Hours</b>	<b>UK recommendations for comparison (h:min)</b>
English	6:45	5:00 – 7:30
Mathematics	3:45	4:10 – 5:00
Science	2:15	2:00
History	0:45	0:50
Geography	0:45	0:50
Computing	0:45	0:50
Design & Technology	0:45	2:40
Modern Foreign Lang.*	2:15	1:00
Art & Design*	0:45	0:50
Music*	0:45	0:50
PE*	3:00	2:00
<b>TOTAL</b>	<b>22:30</b>	<b>20:10</b>

**Key Stage 3 (Years 7, 8 and 9 – Age of children 11-12, 12-13 and 13-14)**

<b>Subject</b>	<b>Arcadia Academy Hours</b>	<b>UK recommendations for comparison (h:min)</b>
English	6:45	5:00 – 7:30
Mathematics	3:45	4:10 – 5:00
Science	2:15	2:00
History	0:45	0:50
Geography	0:45	0:50
Computing	0:45	0:50
Design & Technology	0:45	2:40
Modern Foreign Lang.*	2:15	1:00
Art & Design*	0:45	0:50
Music*	0:45	0:50
PE*	3:00	2:00
<b>TOTAL</b>	<b>22:30</b>	<b>20:10</b>

For Key Stage 4 (Years 10 and 11 – Age of children 14-16) there is a different choice of subjects so different combinations are possible. At the moment, we offer the following subjects:

**Group 1 – Languages:**

0500 English as a First Language  
0530 Spanish as a Foreign Language

**Group 2 – Humanities:**

0408 World Literature  
0457 Global Perspectives

**Group 3 – Sciences:**

0610 Biology  
0620 Chemistry  
0625 Physics

**Group 4 – Mathematics:**

0580 Mathematics

**Group 5 – Professional and Creative:**

0413 Physical Education

Cambridge offers an ICE (International Certificate of Education) group qualification for candidates who achieve 7 subject passes A\*-C.

Cambridge IGCSE offers a flexible and stimulating curriculum, supported with excellent resources and training. For learners, Cambridge IGCSE helps improve performance by developing skills in creative thinking, enquiry and problem solving. It is the perfect springboard to advanced study.

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\*Wherever possible these subjects are delivered using specialist teachers.

### *Children of five years of age and under*

Children are admitted to the Arcadia Academy Primary School at the commencement of the academic year in which they will attain their fourth or fifth birthday. In this respect, the school follows the requirements of the Early Years Foundation Stage (EYFS) for the pre-school year.

### *Special Educational Needs, Learning Difficulties and/or Disability*

Additional outside professional help is sought in instances when learning disabilities are discovered during the school year. The School does not take responsibility in catering for the learning difficulties needs with respect to the students whose enrolment form indicates there are no such difficulties.

### *Gifted and Talented Provision*

All lessons are differentiated and teachers will extend and enrich a child's curriculum appropriately. Opportunities for gifted and talented pupils to participate in extracurricular activities such as competitions and performances are built into the curriculum and promoted whenever possible.

### *Computing*

Computing is taught both as a separate subject to ensure that skills are developed appropriately and throughout the whole curriculum to support and enhance learning opportunities in all subject areas. Computers are available for children's use.

## Data Protection Policy

As an organisation using the Disclosure and Barring Service (DBS) to help assess the suitability of applicants for positions of trust, Arcadia Academy complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information.

### *Storage and access*

Disclosure information is kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

### *Handling*

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

### *Usage*

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

### *Retention*

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the DBS about this and will give full consideration to the data protection and human rights of the individual before doing so.

Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

### *Disposal*

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, i.e. by shredding. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure.

However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

## Safeguarding Policy

### *Safeguarding children and safer recruitment policy*

This policy is based upon the DCSF document “*Safeguarding Children and Safer Recruitment in Education January 2007*”.

Section 11 of the Children Act 2004 places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children. Revised statutory guidance on the duty was issued in April 2007.

Working Together to Safeguard Children sets out how individuals and organisations should work together to safeguard and promote the welfare of children.

### *Safeguarding at Arcadia Academy*

Arcadia Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

*“Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in their behaviour or failure to develop”.* (Working together – The Children Act 1989)

### *Introduction*

The purpose of our safeguarding policy is to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. This policy makes explicit the school’s commitment to the development of good practice and sound procedures in order that referrals may be handled sensitively, professionally and in ways which support the needs of the child.

*The designated staff member for safeguarding is Mr Chris Burns.*

Our policy is available to parents and is published on our school website.

Arcadia Academy fully recognises the contribution it can make to safeguard young people and support them in school.

There are three main elements to our safeguarding policy.

Prevention – by creating a positive school atmosphere and pastoral support to students.

Protection – by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns and disclosures.

Support – to students and school staff who may have been victims of abuse.

This policy applies to all those working within the school community, including teaching and non-teaching staff and volunteers.

### *School commitment*

We recognise that for students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention. Our school will therefore aim to:

- establish and maintain an ethos where pupils feel secure, are encouraged to talk and are listened to.
- ensure that students know there are adults in the school who they can approach if they are worried or are in difficulty.
- include in the curriculum activities and opportunities which equip students with the skills they need to stay safe from abuse.
- include in the curriculum, material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- ensure that wherever possible every effort will be made to establish effective working relationships with parents/carers and colleagues from other key agencies.

### *External events*

All external events (such as birthday parties and other celebrations) should remain separate from school activities. Invitations to such events should be handled in discrete way which does not affect the social wellbeing and self-esteem of our students.

### *Framework*

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working with children. The school adopts the appropriate procedures as set out by the local authorities which are responsible for the development of the appropriate procedures and monitoring of good practice. All staff, including supply teachers, are informed of our school procedures and of the name of the designated teacher through the relevant policies.

### *Roles and responsibilities*

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within the school who have specific responsibilities under safeguarding procedures.

### *The designated member of staff*

The main role is to refer cases of suspected abuse to the relevant investigating agencies.

This person also acts as a source of advice, support and expertise within the school. They also ensure that there is a policy in place and offer relevant training to staff.

### *The Head Teacher*

The Head Teacher ensures that all staff are aware of their responsibility for safeguarding children and that referral procedures are handled effectively. The Head Teacher takes the lead on all allegations against members of staff and may liaise with the designated member of staff for safeguarding should allegations occur.

### *The nominated Board member*

They ensure, in liaison with the Head Teacher/designated staff member, that the school has policy and procedures in place and ensures that an item is placed on the Board agenda annually to discuss safeguarding. They have a responsibility for the oversight of procedures relating to handling allegations against staff. Where there is an allegation against the Head Teacher, a direct referral should be made to the nominated Board member.

## **Procedures**

Arcadia Academy will apply the procedures set out below. If a student makes a disclosure, the following advice applies:

### **RECEIVE**

Listen to what is being said without displaying shock or disbelief  
Accept what is said  
Take notes

### **REASSURE**

Reassure the pupil, but only so far as is honest and reliable. Don't make promises you may not be able to keep e.g. *"Everything will be alright now."*  
Do reassure and alleviate guilt if the student refers to it e.g. *"You are not to blame."*; *"You are not the only young person this has happened to."*

### **REACT**

React to the pupil only as far as is necessary for you to be able to refer the matter; don't *"interrogate"* for full detail. It is not your duty to investigate.  
Do not ask leading questions e.g. *"What did they do next?"* *"Where did they touch you?"*  
Do not ask open questions like *"Anything else to tell me?"*  
Do not ask the student to repeat it all for another member of staff.  
Do not criticise the alleged perpetrator; the pupil may interpret this in an unpredictable way.  
Do not promise confidentiality. Explain that you have to tell the designated member of staff, who will decide what to do next.

## RECORD

Make a record of what is said at the time. Do not destroy any original notes in case these are required at a later date.

Record the date, time, place and any non-verbal behaviour e.g. aggressive, fearful, anxious.

Include the student's name, age and ethnicity.

Note down the position of any bruising.

Record statements and observable things, rather than your interpretations and assumptions.

## REFER

Give your recorded notes to the designated member of staff on the same working day.

## REFLECT

Ask yourself if you have done everything you can within your role.

Refer any remaining concerns to the designated member of staff e.g. any knowledge of siblings in the school, or previous contacts with parents or carers.

Remember you have a statutory duty to pass on any child protection concerns about the student.

### *Ongoing concerns for the child at risk*

Arcadia Academy is committed to attending safeguarding conferences and core group meetings. We will ensure effective liaison with the supporting agencies. The school will continue to support the parents/carers as long as contact would not result in any further harm to the student. Where a student is removed from the child protection register, this school will continue to monitor progress and, if necessary, make a further referral.

### *Records and monitoring*

Well kept records are essential to good safeguarding practice. Our school is clear about the need to record any concerns held about a student within our school, the status of such records and when these records should be passed over to other agencies. Individual staff should log any concerns they have about the welfare of students they come into contact with and bring them to the attention of the designated member of staff. The designated member of staff will keep confidential records of referral information and feedback from agencies involved with individual cases. This information is kept secure and separate from other school records.

Individual teachers are made aware of any student on the register as the need arises; stressing the confidentiality of such information and that it is only shared on a "need to know" basis.

If a child transfers, the school to which they are transferring is contacted and information is passed on to their designated member of staff.

### *Child Protection Conferences*

The designated member of staff or a deputised representative will attend.

### *Training and support*

Our school will ensure that the Head Teacher, the esignated member of staff and the nominated Board member attend training for their role. The designated member of staff for Child Protection will attend training at least every two years. All staff, teaching and non teaching will have basic awareness training every 3 years. All staff, teaching and non teaching will be given basic training on referral systems within the school at the start of each academic year and to any new staff appointed during the year.

### *Professional confidentiality*

Staff has a professional responsibility to share relevant information about the safeguarding of students with other professionals, particularly investigating agencies. Staff who receive information about students and families in the course of their work should keep this information within the professional context of their work.

### *Safe staff*

All staff should be alert to signs of abuse and know the person to whom they should report any concerns or suspicions. All allegations made against members of staff with regard to safeguarding should be referred to the Head Teacher

In the case of an allegation against the Head Teacher referral should be made to the designated Board member in the first instance.

The school will conduct CRB checks for all staff working with children.

The school will take all reasonable steps to ensure that references are authenticated. All staff have a duty of care with regard to all children which may include providing emotional support in certain circumstances. In line with the school's behaviour policy physical restraint is used by staff as a last resort to protect the child, themselves or others from harm. When working one to one with a student staff should make colleagues aware of the circumstances. The school promotes a culture to enable staff to discuss any personal concerns or difficulties that may get in the way of safeguarding children. Support will be given via the line management system and all staff are encouraged to take such concerns privately to their line manager or directly to the designated member of staff if necessary.

### *Safer recruitment*

All volunteers and those Board members who have contact with children are required to have CRB checks.

### *Recording and reviewing*

Arcadia Academy will carry out regular reviews of CRB and pre-recruitment checking procedures and their associated record-keeping.

All CRB and pre-recruitment records are retained in a *single, central record* which records when and by whom each check was made.

Arcadia Academy will ensure they keep evidence of or the actual records containing the above information for supply staff, regardless of whether employed by an agency or the school directly.

It is the responsibility of the Head Teacher to ensure that all necessary checks have been carried out.

Where Arcadia Academy is not the employer, the original documents do not need to be seen, but Arcadia Academy will need written confirmation from the provider that these checks have been undertaken.

*What to record confirmation of*

Identity (name, address and date of birth) via passport, birth certificate, utility bills, bank statements.

If someone has changed their name (by marriage, divorce, deed poll etc), evidence of this is required.

Qualifications which are an essential requirement of the job.

Reference checks. When and by whom each check was made. When new checks are required.

## Health and Hygiene Policy

Our school promotes a high standard of health and hygiene in its day-to-day work with children and adults. This is achieved in the following ways:

### *Illness*

- If a child has an accident in school, we will administer First Aid as needed, and send a note home to parents giving details of the incident. Parents are always notified by telephone if a child has had a bump to the head.
- If a child becomes ill during the school day they will be assessed by our Senior First Aider to decide if they should go home. If so, parents or other nominated contacts will be telephoned.
- Parents are asked to keep their children at home if they have an infection, and to inform the school of the nature of the infection. We will alert other parents of the risk of infection if necessary.
- Parents are asked not to bring into school any child who has been vomiting or had diarrhoea until at least 24 hours has lapsed since the last attack.
- Cuts or open sores will be cleaned and covered with sticking plaster or other dressing.
- Our Senior First Aider has responsibility for ensuring that first aid equipment is kept clean, replenished and replaced as necessary. Sterile items are kept sealed in their packages until needed. Travel First Aid packs are taken on visits out of school. Materials are disposed of using yellow sacks.
- If a child is on prescribed medication the following procedures will be followed:

School staff will not administer medication, unless an emergency occurs, e.g. anaphylactic shock. Parents are welcome to call into school to administer medicine when required. Medication, such as inhalers for asthma, must be clearly labelled with child's name. Written information must be provided from parents, giving clear instructions about the dosage and administration of the medication. We will assist younger children in the use of inhalers, providing written permission is given by parents.

### *Information*

- Parents have the opportunity to discuss health issues with school staff or our Senior First Aider and will have access to information available to the school.
- The school will maintain links with health visitors and the appointed health institution. We gather health information and advice from the local health authority services and/or other health agencies.
- We do not allow smoking anywhere on school grounds.

## *HYGIENE*

To prevent the spread of infection, adults will ensure that the following good practices are observed:

### *Personal hygiene*

- Hands washed after using the toilet.
- Children with pierced ears are not allowed to try on or share each other's earrings.
- A box of tissues is available and children are encouraged to blow and wipe their noses when necessary. Soiled tissues are disposed of hygienically.
- Children are encouraged to shield their mouths when coughing.
- Hygiene rules related to bodily fluids are followed with particular care by all staff and volunteers, according to HCC policy and guidelines.
- Parents should provide sufficient suitable sanitary wear for girls as required. Supplies can be stored in a named bag in a cupboard in the Ladies'.

### *Cleaning and clearing*

- Any spills of blood or vomit are wiped up and disposed of using a Body Fluids Disposal kit. Excrement will be flushed down the toilet. Disposable gloves are always used when cleaning up spills of body fluids. Floors and other affected surfaces are disinfected using chlorine or iodine bleach diluted according to the manufacturer's instructions.

Fabrics contaminated with body fluids are thoroughly washed in hot water.

- Spare laundered pants, and other clothing, are available in case of accidents and polythene bags are available in which to wrap soiled garments. Children will be encouraged to change and clean themselves.
- All surfaces are cleaned daily with an appropriate cleaner.

### *Food*

The school will observe current legislation regarding food hygiene, registration and training.

In particular, each adult will:

- Always wash hands their under running water before handling food and after using the toilet.
- Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.
- Never cough or sneeze over food.
- Use different cleaning cloths for kitchen and toilet areas.
- Prepare raw and cooked food in separate areas.
- Keep food covered and either refrigerated or piping hot.
- Ensure waste is disposed of properly and out of reach of the children. Keep a lid on the dustbin and wash hands after using it.
- Wash fresh fruit and vegetables thoroughly before use.

Any food or drink that requires heating will be heated immediately prior to serving and not left standing. No food or drink for children will be reheated. Tea towels will be kept clean and stored in a dust-free place, e.g. closed cupboard or drawer. Cracked or chipped crockery will not be used.

### *Responsibilities of Pupils*

All pupils are expected to:

1. Exercise personal responsibility for the safety of themselves and their fellow pupils.
2. Wear school uniform, PE kit for sports and exercise, indoor footwear when in the school building, and appropriate footwear for outdoors.
3. For PE, either remove ear-rings or cover them with tape, which must be provided by parents. Staff will not remove ear-rings for children.
4. Observe all the safety rules of the school and in particular the instructions of the teaching staff in the event of an emergency;
5. Use and not wilfully misuse, neglect or interfere with things provided safety purposes.

The Governors and Headteacher will make pupils and parents aware of these responsibilities through direct instruction, notices and the school prospectus.

## Uniform Policy

### Principles

Our policy is that all children should wear clothing that is in keeping with a purposeful learning ethos.

### Aims

Our policy is based on the belief that a school uniform:

- promotes a sense of pride in the school
- engenders a feeling of belonging
- is practical and distinctive
- identifies the children with the school
- is not distracting in class (as fashion clothing might be)
- makes children feel equal to one another in terms of appearance
- reflects the sense both of community and of diversity that the school takes pride in
- is regarded as suitable, and good value for money, by most parents

Preschool need:

- burgundy tracksuits
- white PE Arcadia T-shirt
- burgundy Arcadia PE shorts
- white Arcadia polo T-shirt
- white Arcadia polo long sleeve shirt
- burgundy Arcadia book bag

**All other children (Year 1 – Year 9) need:**

- plain white shirts with Arcadia burgundy slipover or Arcadia cardigan on top (cold weather)
- white Arcadia polo long sleeve shirt
- white Arcadia polo t-shirt (warm weather)
- Arcadia trousers or Arcadia skirt
- plain black socks/tights/leggings with plain dark flat sensible school shoes (shoes are to be plain with no coloured logos; plain black trainers are acceptable)
- burgundy Arcadia book bag

**For PE all children (Reception – Year 9) need:**

- Arcadia tracksuit (cold weather)
- white Arcadia T-shirt
- burgundy Arcadia PE shorts or tracksuit bottoms
- trainers
- Arcadia gym bag

PE Kit should be worn for After School sporting clubs. All PE kits should be free from any logo or brand name, apart from the school logo.

***The school provides the uniform. Additional pieces of the school uniform can be ordered and purchased at the school office (catalogue will be sent to parents).***

### **Jewellery and Headwear**

On health and safety grounds, we do not allow children to wear jewellery to school, except studs. We do not allow headwear to be worn during class time or inside school buildings, except for religious or medical reasons.

Hair is to be clean, neat and tidy at all times.

Hair of shoulder length or longer is to be worn tied back as a health and safety measure.

No make-up or polished nails allowed.

**If the child is not dressed properly the school reserves the right not to permit the child to enter the school. Parents will be called to collect the child so they can be changed into the uniform.**

**All clothing should be clearly labelled with your child's name.** This is especially important, as uniform items look similar and can easily be confused for another child's. The school cannot accept responsibility for any lost items.

### **Role of the Class Teachers and Support Staff**

- Set a good example in terms of dress.
- Remember that in our respective roles we serve the local community as a set of professionals.
- To remind children to wear school uniform. The class teacher will speak to children who do not wear the correct uniform. If they still are not wearing the uniform they are to be referred to the Head of School.

### **Role of the Head of School**

- The Head of School is to ensure that pupils comply with the uniform policy agreed by the governing body.
- The Head of School has a duty to enforce the school uniform throughout the school community, as part of the duty within maintenance of day to day discipline in the school.
- The Head of School will speak to the parents of children who persistently do not wear the correct uniform.

### **Role of the Parents/Guardians**

- To ensure that their child / children adhere to the school's uniform policy.
- Ensure that they come to school in uniform everyday unless there are special circumstances such as non-uniform days.
- To ensure that all uniform is labelled correctly and clearly.

## **Attendance Policy**

### *Introduction*

Regular attendance at school is essential to ensure uninterrupted progress and to enable children to extend their potential. The attendance pattern for all children is monitored weekly with the school seeking to work actively with parents to ensure a regular pattern is maintained. We expect all children on roll to attend every day, when the school is in session as long as they are fit and healthy enough to do so.

One of our basic principles is to celebrate success. Good attendance is fundamental to a successful and fulfilling school experience. We actively promote 100% attendance for all our pupils and we use a variety of weekly, termly and annual awards to promote good attendance and punctuality.

We encourage children to attend, and to put in place appropriate procedures to support this. We believe that the most important factor in promoting good attendance is development of positive attitudes towards school and learning.

Poor attendance can seriously affect each child's:

- attainment in school;
- relationships with other children and their ability to form lasting friendships;
- confidence to attempt new work and to learn alongside others.

The school, in partnership with parents, have a duty to promote full attendance at school.

### *Parental Responsibility*

Parents have a duty to ensure that their child attends school regularly and arrives on time. Full attendance is essential to the all-round development of a child and they should be allowed to take full advantage of educational opportunities available to them. Poor attendance undermines their education and sometimes, puts pupils at risk. The school share the attendance percentage with parents at each parents consultation meeting and more frequently where there are concerns.

**It is the parents' responsibility to contact the school on the first day their child is absent.**

**This is a safeguarding matter so that all parties know that your child is safe.**

Pupils are expected to arrive between 8.15 and 8.25am, when the school gate is open and children go to class. All pupils who arrive late must wait at the gate, then report to the school office where they are registered, and the reason for lateness is recorded.

### *Illness and Medical Appointments*

When a child is unwell, parents should contact the school before 8.25am on the first day of absence informing the school of the reason for absence.

When a child is absent, the Administrative Officer will record the absence in the register. As part of our Safeguarding Procedures, the school office will endeavour to contact the parent or carer and other emergency contacts if no

message has been received regarding the reason for the absence to check on the safety of the child.

- a) Every effort should be made to arrange medical appointments outside school hours.
- b) An appointment card or verification by the doctor/ dentist/hospital is required.
- c) If it is necessary for a child to be out of school for this reason, the child should be returned to school directly after the appointment.
- d) If your child is absent due to vomiting, they should not return to school for **the next 24 hours** after the last bout of sickness. This is to reduce the risk of infection to other children and adults at school.
- e) For more than three days of consecutive absence the school require a written explanation and a medical certificate of why the child was absent. The school office will request this if it is not produced.
- f) Parents must obtain a **'Pupil Pass'**, prior to a known absence, from school. This will provide parents with evidence that the school are aware of the absence.

*The Role of the School Staff*

The management team has overall responsibility for attendance.

The Administrative Officer completes a register at the beginning of each morning to mark pupils present, absent or late. Pupil attendance is monitored weekly to highlight and take action where the attendance of individual children is causing concern.

It is the responsibility of the school management team to ensure:

Attendance and lateness records are up to date.

If no reason for absence has been provided, parents are contacted on the first day of absence and a reason obtained.

Where it is not possible to make contact, letters are sent to parents requesting reasons for absence with a seven day reply deadline before the absence is recorded as unauthorised.

*Action for Low Attendance*

96%+	Excellent – Well done! This will help all aspects of your child’s progress and life in school. This will give them a good start in life and supports a positive work ethic.
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94-95%	Average – Strive to build on this. Work with parents to continue to promote full attendance to move to 96%+
85-93%	Poor – Absence is now affecting attainment and progress at school. School contact parent directly to seek ways of working together to improve attendance.
Below 85%	Unacceptable – Absence is causing serious concern. It is affecting attainment and progress and is disrupting the child’s learning. Meetings between home and school to share strategies for improvement will be called.

### *Lateness*

The class register is taken at 8.25 am. Pupils arriving after these times must enter school by the main entrance and report to reception where their name and reason for lateness will be recorded.

Frequent lateness is disruptive to learning, both for the child concerned and the class. This will be discussed with parents.

### *Definitions*

Every half-day absence has to be classified by the school (not by the parents) as either

**AUTHORISED** or **UNAUTHORISED**. This is why information about the cause of each absence is always required.

### *Authorised Absence*

An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or carer. For example, if a child has been unwell and the parent writes a note or telephones the school to explain the absence.

### *Unauthorised Absence*

An absence is classified as unauthorised when a child is away from school without the permission of the Head of School.

Unauthorised absences are those, which the school does not consider reasonable and for which no authorisation has been given. This includes:

- Parents keeping children off school unnecessarily.
- Truancy during the school day.
- Absences that have never been properly explained.
- Holidays not agreed.

### *Authorising Absence*

Only the Head of School can authorise absence for approved reasons. The absence must be unavoidable. The Head is not obliged to accept a parent's explanation and if the absence is not authorised, parents will be notified.

Authorised absence will only be confirmed after there has been some communication between the parent and school. The following reasons are examples of the kinds of absence that **will not be authorised**:

Persistent non-specific illness e.g. poorly/unwell

Absence of siblings if one child is ill

Parental illness [alternative arrangements should be made to get children to school – emergencies excepted]

Oversleeping

Inadequate clothing/uniform

Confusion over school dates

Medical/dental appointments of more than half a day without very good reasons

Child's/family birthday

Shopping trip

During a school year, each child can have a maximum number of 10 days of unauthorised absence. If the number of unauthorised absent days exceeds 10, the school retains the right to exclude the student from school.

### *Leave of Absence/Holiday Absence*

Time off school for family holidays cannot be authorised. Schools have the discretion, in exceptional circumstances to authorise leave absence:

- When a family needs to spend time together to support each other during or after a crisis.

Applications for Leave of Absence where dates can be known ahead, **MUST** be made at least 4 weeks in advance of the requested date.

Consideration is given to each request before a decision is reached on behalf of the Governing Body. The decision is final and once the decision to not authorise the leave is taken, it cannot be authorised retrospectively.

If the absence is not authorised and the holiday is taken anyway, the school retains the right to exclude the student from school.

Policies reviewed

February 2019