

School Curriculum Policy and Structure

Mission Statement:

“We exist to provide a grammar school community of happy, confident and caring individuals who achieve their full potential.”

The curriculum, as documented below, is designed with the mission statement as its guiding principle.

The ISI report in 2003 commented on our curriculum as follows:

“Curriculum provision is good. The school provides a broad and balanced curriculum suited to all pupils and appropriate for their ages and abilities.”

However, the development of the curriculum at Stafford Grammar School is an ongoing process, as illustrated by various major changes since the last ISI inspection in 2003.

For example, we now have a two week timetable, we are now teaching IGCSE sciences and the time allocation of certain subjects has been changed in Key Stage 3.

The current curriculum, updated for September 2008, has been designed to enable all pupils in Key Stages 2 and 3 to experience a broad range of educational stimuli and to give Key Stage 4 and 5 students the maximum opportunity to achieve success beyond Stafford Grammar School.

The timetable is based on a two week cycle (50 hours). There are 4 x 1 ¼ hour lessons per day in the senior section of the school.

All pupils in KS2 follow a two week timetable with 23 hours teaching time per week broken down into 40 periods (per week) as follows:

*

KEY STAGE 2

English, Mathematics	- 3 hours 25 minutes
Science, Games/PE	- 2 hours 20 minutes
Geography, History	- 1 hour 40 minutes
Art, DT, ICT, MFL, Music, RE	- 1 hour 10 minutes
PSHE, Reading	- 35 minutes

There are 2 ten minute form periods each day (with a longer 30 minute morning form period each Thursday) and a 20 minute assembly four mornings per week.

*

KEY STAGE 3

Years 7 and 8 enjoy a balanced curriculum as follows:

English, Mathematics (set in Year 8) and Science	- 6 ¼ hours each
Games/PE	- 5 hours
<i>Art, Drama, DT, French, Geography, German, History, ICT, Music and RE</i> (French and German are set in Year 8)	- 2 ½ hours each
<i>PSHE</i>	- 1 ¼ hours

The time allocation of subjects in italics was reviewed and amended for Sept 2008.

Year 9 curriculum has also been rebalanced to ensure that all Key Stage 4 Optional GCSE subjects have the same time allocation in Key Stage 3.

English and Mathematics (set in Mathematics)	- 6 ¼ hours each
Games/PE	- 5 hours
<i>Art, Biology, Chemistry, Drama, DT, French, Geography, German, History, ICT, Music, Physics and RE</i> (set in Sciences and streamed in French, and German)	- 2 ½ hours
<i>PSHE</i> is delivered in Tutor time.	- 40 minutes

The time allocation of subjects in italics was reviewed and amended for Sept 2008.

*

KEY STAGE 4 (GCSE)

Unless there are specific educational reasons not to do so (eg SEN), all pupils study the following GCSE programme which must include one MFL subject (French or German) and one Humanities subject (Business Studies, Geography, History or RE). Students are either entered for the three separate sciences, or for double award science. Students will therefore be taking either nine or ten GCSE subjects.:

English and English Literature (set)	- 7 ½ hours
Mathematics (set)	- 6 ¼ hours
Science IGCSE (set) – equal allocation: Biology, Chemistry and Physics	- 11 ¼ hours
All GCSE Options – pupils choose four subjects from: <i>Art, Business Studies, Drama, DT, French, Geography, German, History, ICT, Music, RE, Sports Studies</i>	- 5 hours
Games/PE	- 3 ¾ hours

Where appropriate the School SEN co-ordinator may recommend that a pupil take an alternative option to a MFL subject.

*

KEY STAGE 5 (AS and A level)

Year 12

Whilst recent curriculum review has assessed IB and Cambridge Pre-U as alternative 6th form qualifications, Stafford Grammar School currently remains committed to GCE AS and A level.

Students must have achieved a minimum of 5 GCSE passes at C grade or above (including English and Mathematics) to be considered for a place at Stafford Grammar School. In practice, the majority of academic departments require a GCSE B grade or above for a student to be accepted on their courses.

Year 12 students are expected to study four subjects at AS level from the following:

Art & Design, Biology, Business Studies, Chemistry, Design and Technology, Economics, English Language, English Literature, French, Further Mathematics, Geography, German, History, ICT, Mathematics, Music, Physical Education, Physics, Psychology, Religious Studies, Theatre Studies.

All students receive 10 hours tuition in the two week cycle for each subject.

Year 12 students also have 2 ½ hours of Games/PE and 2 ½ hours of tutor time (including PHSE, careers and UCAS preparation).

Consequently, Year 12 students also have 5 hours non-teaching time for private study.

Year 13

Traditionally a proportion of students drop from four subjects to three in their second year in the 6th form. Following a recent review, students are now encouraged to go down one of three routes post Year 12:

- a. To continue with all four subjects
- b. To drop to three A2 subjects and pick up a new AS subject as the timetable allows.
- c. To drop to three A2 subjects and to commit to negotiated Community service.

All subjects offered at AS may be offered at A2 and the teaching time per subject remains 10 hours.

Games/PE and tutor time receive the same time allocation as in Year 12.

*

In the Preparatory section of the School, the Preparatory Headmaster is responsible for the schemes of work for Key Stage 2.

In the Grammar School , individual Heads of Department are responsible for schemes of work for Key Stage 3 and for the selection of syllabuses for GCSE/IGCSE and GCE.

MPR Sept 2008

Reviewed by MRD 09/08

Review date 09/10

Policy on Bullying

All pupils have the right to enjoy their time at school without fear of intimidation in any form.

All pupils should be able to recognise bullying in all its forms and are to be encouraged to report bullying and to offer support to victims.

It must be made clear that standing around watching someone suffer and doing nothing is not acceptable and parents are encouraged to contact the school if they believe a problem exists.

Cyber-bullying is equally unacceptable. It is defined as “sending or posting harmful or cruel text or images using the internet or other digital communication devices.” (Childnet International) Pupils have responsibility not to engage in cyber-bullying and sanctions will be imposed if this takes place in school. Sanctions may also be given if this occurs out of school as the headmaster has the power to regulate the conduct of pupils when off-site or not under the control of a teacher to “such an extent as is reasonable.” (Education and Inspections Act 2006) See website www.direct.gov.uk/cyberbullying

The Nature of bullying

1. Definitions of bullying include actions that are:
 - Deliberately hurtful (including aggression)
 - Repeated often over a period of time
 - Difficult for victims to defend themselves against
2. Warning signs may include:
 - Physical – hitting, kicking, taking or damaging belongings
 - Verbal - name calling, insulting, making offensive remarks
 - Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e mails or text messages on mobile phones.
3. Name calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability.

When does an action become bullying?

Clearly the response of the victim to the action is important and we must use our professional judgment and knowledge of the individuals concerned whilst investigating.

As a guide, bullying has been defined by ABA (anti-bullying alliance) as “The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.”

As a guide, bullying has been defined by the court as an action that is “ unprovoked, intended to hurt and usually persisting over a period of time”.

Guidelines for all staff (both teaching and administrative)

All staff are expected to understand “ The Nature of Bullying”, to recognise incidences and to be able to offer support.

If you are the person contacted by a student who feels they are being bullied, LISTEN then see the relevant tutor.

Initial advice/strategies

1. Ignore nasty comments, insults or teasing. Do not be drawn into arguing.
2. Try not to show you are upset. Do not think of yourself as a victim – you deserve better than that. You have a right to put a stop to this.
3. Tell someone.
4. There is safety in numbers. Stay with your friends, or if that is not possible, with groups of people.
5. Shout ‘NO’ and mean it.
6. Walk tall and confidently, even if you feel scared.
7. Do not fight to keep possessions. Your safety is more important.
8. Think. Don’t fight back. You may be making things worse.
9. Get away as soon as you can.
10. If anyone tries to make you feel bad about your race, sex, appearance or abilities do not listen. They are just showing how ignorant they are.
11. It is good to be an individual. If you are different in some way be proud of it.

Further strategies are available from experienced teachers, specialist agencies and websites:

www.direct.gov.uk/cyberbullying;

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/

www.anti-bullyingalliance.org.uk

Any member of staff becoming aware, or suspicious of bullying will contact the TUTOR FIRST.

TUTOR FIRST

Know your group.

Be aware of the social strengths, weaknesses and differences, which could lead to problems in relationships and therefore be in a position to act.

Be pro-active. If you see it coming...don’t let it happen.

When does the tutor investigate?

The simple answer is “When an incident is reported”. An issue can be brought to your attention by: the victim, a friend of the victim, a bystander, a parent, a teacher or another school employee.

Action: Talk to the victim to understand the problem, take reasonable steps to deal with the problem (see initial advice strategies) – inform Head of House.

Any bullying issue, or suspicion must be reported to the Head of House for both information and advice. The Head of House’s action will usually include briefing all teaching staff at the Wednesday morning staff meeting, and may include requesting further involvement from Mrs Robson, Senior Teacher (for girls) and Mr Robinson, the Deputy Head (for boys). The Headmaster is the ultimate sanction.

RECORDS

Dated written records of all incidences must be kept in the student files in the office, including contacts with parents and any action taken.

MONITORING AND FOLLOW UP

It is the role of the tutor to be principal monitor in liaison with the Head of House. All other teaching staff should continue to be aware of the situation and to report any continuing problems to the tutor.

The tutor is primarily responsible for parental contact.

PREVENTION, AWARENESS: WHOLE SCHOOL APPROACHES

Issues related to bullying are aired/discussed in:

1. Assemblies
2. Tutor Periods (PHSE)
3. PHSE in Years 7 and 8.
4. Through the Curriculum in lessons such as English, RE and Drama
5. The leaflet, 'Keep your child safe on the internet', is given to all pupils on a rolling programme. New version for the whole school : October 2008.

SANCTIONS

The normal school disciplinary procedure applies:

Teacher intervention (possible parental contact)

School Detention (letter to parents)

Suspension

Exclusion

Reviewed by MRD/LIR/MPR 09/08

Next Review by 09/10

Safeguarding Policy

Overarching Policy for Child Protection

Introduction

Stafford Grammar School recognises its legal duty under s175 Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all children. The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations

This procedures document provides the basis for good practice within the school for Child Protection work. It should be read in conjunction with Staffordshire Safeguarding Children Board Inter-Agency Child Protection Policies and Procedures. These are in keeping with relevant national procedures and reflect what the Directorate considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004. Within the context of Every Child Matters, this takes account of the need for children "being healthy and staying safe".

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people.

This document also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met in accordance with Staffordshire Safeguarding Children Board requirements and procedures.

Underpinning values

Where there is a safeguarding issue, Stafford Grammar School will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Board Inter-agency Child Protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.

- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services under Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

Guidance on ‘Whether this is a Child Protection Matter’

If staff have significant concerns about any child they should make them known to the schools Designated or Deputy Designated Child Protection Teachers. These concerns may include:

Physical abuse:

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional abuse:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect:

Is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

There are three thresholds for and types of referral that need to be considered:

Is this a child with additional needs where their health, development or achievement may be adversely affected? Staffordshire Children and Young People’s Framework says practitioners should complete a Common Assessment Framework (CAF) when:

- Age appropriate progress is not being made and the causes are unclear or

- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs discuss the issues with the CAF trained practitioner in your school, the child and parents. You will need to obtain parental consent for a CAF to be completed.

Is this child in need? s17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are disabled.

Is this a child protection matter? s47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm
- serious health problems.

If this is a child in need, discuss the issues with the designated child protection teacher and parents. Obtain their consent for referral to First Response (see below) or any other agency.

If this is a child protection matter, this should be discussed with the designated teacher and will need to be referred to First Response by the school as soon as possible.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Making referrals

Where a child is registered at school, consultation must take place with the school's designated teacher or Child Protection co-ordinator who will often be the most appropriate person to initiate any referral. A written record of your concerns should be made using the schools internal recording form. This should then be given to the Designated Child Protection teacher who will then make the decision if a referral is needed to the First Response Team

For referral to First Response phone 0800 1313126 and speak to the operator. You will need to follow this up with written confirmation on the Multi-agency referral form.

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

“I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.”

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

You should NEVER:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping ‘secrets’;
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder;

Attendance at Child Protection Conferences

The Designated Child Protection Teacher or their deputy will be expected to attend the initial Child Protection Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings.

Protecting yourself against allegations of abuse

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally.
- avoid working in isolation with children unless thought has been given to safeguards.
- must not give out personal mobile phone numbers or private e-mail addresses
- must not give pupils lifts home in your cars
- must not arrange to meet them outside of school hours
- must not chat to pupils on the social websites

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.

Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

Allegations of abuse against a professional

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously.

If an allegation is received by the Headteacher or Chair of Governors the following should be considered

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Headteacher not the designated child protection teacher (if the allegation is against the Head then it should be dealt with by the Chair of Governors). The Head / Chair should contact the Local Authority Designated Officer (LADO) Chris Bowering 01785 278997 or Gaynor Nunnick 01785 278640 to discuss the allegation.

This initial conversation will establish the validity of any allegation and if a referral is needed to First Response. If this is the case a strategy meeting will be called that the Head / Chair should attend.

The decision of the strategy meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve the Schools Senior HR advisor

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

Recruitment, supervision and training for staff

When recruiting new members of staff the school follows the guidance given in the Safeguarding Children: Safer Recruitment in Education, and the Staffordshire guidelines. The school ensures that CRB checks are undertaken in line with County Council HR policy and that references are taken up and obtained and that qualifications are verified.

Newly appointed staff will have initial training in Child Protection as part of their induction programme. They should be aware of the Staffordshire Safeguarding Children Board procedures as part of that induction programme, and be given a copy of the schools Safeguarding Policy and "*What to do if you are worried a child is being abused*".

They should also attend the Level 1 Safeguarding and Promoting the Welfare of Children and Young People training provided by Education Inclusion, Education Welfare Officer's Senior Practitioner's in the District. The initial Child Protection training given to each member of the service should be updated every three years and recorded.

Level Two courses are also available for the Designated and Deputy Designated Child Protection Teachers through the Staffordshire Safeguarding Children Board Training Programme. Application forms must be signed by the Child Protection Officer, Education Inclusion.

Further advice on Safeguarding matters can also be obtained from Chris Bowering, Education Safeguarding Officer (01785 278997), the Education Welfare Senior Practitioner in each District and the First Response Team (0800 1313126).

E-Safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, mobile phones, webcams etc place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping).

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and sex education.

Protection is Prevention

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools designated child protection teacher should be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc
- Pupils should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Links with other policies

1. This procedures document should also be considered within the context of other policies and documents relating to our work with children and young people. These might include, for example, documents concerning drug and alcohol abuse, domestic violence, neglect and families where there are mental health concerns.
2. Key documents are:
 - Staffordshire Safeguarding Children Board procedures issued April 2007
 - Staffordshire Safeguarding Children Board Training Programme Booklet
 - Staffordshire Policy on the use of Restrictive Physical Interventions (including restraint) in mainstream schools
 - Safeguarding Children: Safer Recruitment in Education: January 2007
 - Every Child Matters
 - Staffordshire Children & Young People's Threshold Framework: June 2007
 - School Behaviour and Attendance policies
 - Anti Bullying policies
 - Cyberbullying in an Education Setting; Guidance for Staff. HR document
 - Staffordshire Whistle Blowing policy
 - Staffordshire e-safety Tool Kit

Resources

Safeguarding is important to all members of staff.

The governing body have to ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Staffordshire Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training. The Governing Body will also ensure that all Governors have an understanding of safeguarding issues and that policies and procedures are in place in school to safeguard and promote the welfare of all pupils in the school.

Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

This policy is available in the Staff Handbook as well as *Safeguarding Children: Guidance for Best Practice* which includes:

- *What are the effects of Child abuse?*
- *Identifying Signs*
- *If a Child confides in you*
- *Reporting child Abuse*
- *What actions should you take*

- Procedures for pupils in work placements
- Raising Pupil Awareness

The Designated Child Protection Teacher in this school is
Mrs L Irene Robson (Senior Teacher)

The Deputy Designated Child Protection Teacher in this school is
Mrs Kim O'Donnell (School Nurse)

The nominated Governor for Safeguarding is
Mrs Pauline Pearsall

The Local Authority contacts are:

Chris Bowering
Education Safeguarding Officer
Tipping Street
Stafford ST16 2DH
01785 278997
chris.bowering@staffordshire.gov.uk

Gaynor Nunnick
Principal Education Welfare Officer
Tipping Street
Stafford ST16 2DH
01785 278640
gaynor.nunnick@staffordshire.gov.uk

ADOPTED BY GOVERNORS ON; (date)

REVIEW (see below) (date)

Any of these people can be contacted if you have a safeguarding concern in the school

All documents relating to Safeguarding are available on the following web pages

Staffordshire County Council Education Service child protection web pages:

<http://education.staffordshire.gov.uk/PupilSupport/SEN/Areasofwork/Childprot.htm>

Reviewed by MRD; LIR & KO'D 09/08

Next Review by 09/09

Policy to promote good behaviour and good work ethic.

We aim to be active in encouraging and rewarding good behaviour and a good work ethic in pupils. Every member of staff is involved in promoting this ethos – as tutors, as teachers and as staff involved in extra-curricular activities.

Good Behaviour:

1. By example: from staff and also the Sixth Form (especially those with responsibilities such as Head of School, Deputies and the prefect team).
2. By expectation: from the moment a child enters the school for Entrance Examination, interview, tour and visit, it should be clear that respect and courtesy are essential. In assemblies, the Headmaster frequently reinforces this expectation. An example is when reminding the school how to respond to the new Year 7 pupils when they come for a day in the summer term.
3. By reinforcement: the Pastoral system ensures that good behaviour is promoted and bad behaviour is checked by staff as it happens.
4. By reward: House points are given to pupils who help staff or prefects. These are then tallied by House Committee members and the House with the most House points wins a trophy. There is also a cup for the pupil with the most House points. Both trophies are given at Prize Giving.
5. By praise: good behaviour is praised by staff and sometimes publicly in assemblies, this can be to individuals (from a report from a member of the public) or to year groups (who have been on a trip) or even to the whole school (after Open Morning).

Good Work Ethic :

1. By example from all members of staff.
2. By expectation: from the initial documentation sent to prospective parents and pupils. By all staff regardless of their role, academic and pastoral.
3. By monitoring: the grade system shows the effort a pupil has made in each subject. The system is known to parents and pupils. The grades are discussed at Pastoral meetings.
4. By reward: pupils who have achieved all A grades for effort receive a certificate, presented in assembly. Pupils whose grades have improved are commended by their tutor, Head or Deputy Head of House – sometimes everyone who was at the Pastoral meeting!

Effort prizes are given for each year group at Prize Giving.

DISCIPLINE: SANCTIONS AND RESPONSIBILITY

Corporal punishment is not used at Stafford Grammar School.

Under subsection 548(5) of the Education Act 1996, teachers may use physical intervention to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'

In addition to individual teacher and departmental sanction.

The sanctions available to the school are as follows in order of severity:

1. Subject Sanction
2. Prefects' Detention
3. School Detention (Monday)
4. Headmaster's Detention (Saturday or end of term P.M.)
5. Suspension
6. Expulsion

The School reserves the right to send pupils home for persistent offences against the uniform code or for persistent disobedience, without perhaps wishing to make the punishment of official suspension.

1. Subject Sanctions are given and monitored by the subject teacher. These are usually for minor offences and are used to establish good practice.
2. Prefects' Detentions take place in lunchtime. This sanction is primarily for minor conduct offences, usually outside the classroom, given by either staff or prefects. They are supervised by prefects. Although there is no absolute rule, an accumulation of Prefects' Detentions in one term may result in a School Detention.
3. School Detentions always take place on a Monday evening, and last from 4.00 p.m. to 5.00 p.m. They are given only by members of staff and are for repeated offences or for more serious conduct offences. They are supervised by members of staff. In general, three such detentions in a half term will result in a Headmaster's Detention. In all cases written notification will be sent home the week before the detention is due to take place.
4. Headmaster's Detentions take place on a Saturday morning and last for three hours. They are given only by the Headmaster. They are supervised either by the Headmaster or one of the senior members of staff. They are mainly given for offences which bring the school into disrepute or as above 2. Parents are always informed and in many cases will be invited to discuss the situation with the Headmaster and the relevant Tutors. Two Headmaster's Detentions in any school year will result in suspension.
5. Suspension is the penultimate sanction and is a very serious punishment. The term of the suspension is entirely at the discretion of the Headmaster. This is only invoked for major misdemeanours. Invariably parents will be invited to School to discuss the matter with the Headmaster.

6. Expulsion from the School is invoked in the most serious cases of risk to other members of the School or to its reputation, or persistent lack of co-operation from a pupil.

All Detentions: Detention slips are kept in the Staff Room and need details of the misdemeanour and work set. Place the completed slip in the envelope in the Staff Room. After the detention the completed work will be returned to the teacher.

Reviewed by MRD & LIR 09/08
Next Review by 09/10

STAFFORD GRAMMAR SCHOOL
SCHOOL JOURNEYS AND VISITS POLICY

1.3.1. Legal Framework

Under the Health and Safety at Work etc. Act 1974, and associated regulations, employers are responsible for the health and safety welfare of their employees. **The Governing Body is the employer at Stafford Grammar School.**

Employers are also under a duty, as far as is reasonably practicable, to ensure the health and safety of anyone else on the premises or anyone who may be affected by their activities, including off-site activities and visits.

1.3.2 General responsibilities in Law – In loco parentis

When a party leader takes a group away from an educational establishment, he or she is “in loco parentis” (in the place of the parent). The duty of care expected is that of a person exhibiting the responsible, mental qualities of a prudent parent in the circumstances of a ‘school’ life, not in his or her home (Lyes v Middlesex County Council, 1992). This duty is continuous during the whole period of the visit and cannot be delegated to anyone else, even if other adults have been given specific tasks to undertake.

This means that the responsibility for duty of care cannot be passed to group leaders, instructors, guides, wardens, coaches and others who are employed to deliver a particular expertise associated with the activity or visit. Party leaders and other adults with responsibility will pass leadership to the experienced and appropriately qualified ‘experts’, when engaged in particular activities, but always retain the duty of care for their young people.

Because of the additional training and experience of teachers, it is likely that a higher duty of care should be expected in carrying out their duties. The level of judgement expected of members of staff is also related to that member of staff’s knowledge, experience and training. However, any action should be in line with well-developed and accepted practice/guidelines.

The concept of “in loco parentis” applies to young people under the age of 18. Parental consent is therefore required for off-site activities for people under that age.

Responsibilities in terms of Health and Safety to employees and in terms of a legal duty of care apply to all participants including those over the age of 18 for whom there is an element of supervision. If those over 18 decide to ignore the advice and instruction of the leader, or other adults with responsibilities, they do so at their own risk. The adult cannot be held responsible in such situations, provided as much as possible has been done to dissuade the young person from their potential action.

The age of the young person, and the nature and location of the activity in which the pupil is taking part are factors in determining the degree of supervision required.

1.3.3 The Employer

Under education law, the Governors have the power to direct its establishments on health and safety matters. Non-compliance can lead to action by the Secretary of State. The LEA may give a warning notice to any establishment in an area where safety to young people is threatened (School Standards and Framework Act, 1998).

Employers should:

- Have a written policy and procedures for planning and arranging visits, including advice on risk assessment, which teachers, youth workers and others organising off-site activities and visits should follow.
- Assess, and give approval to certain types of visit.
- Provide emergency telephone contact for the duration of the visit, where necessary.
- Ensure training needs of all involved in the process have been addressed.
- Provide access to named staff for advice.
- Maintain appropriate insurance cover.
- Have in place procedures to set standards for, and to carry out monitoring of safety during off-site activities and visits.

1.3.4 Governing Body

Governors have the overall responsibility to ensure the health, safety and welfare of staff and pupils. Whilst they remain accountable for these responsibilities, the operational arrangement to achieve them may be discharged to the Headmaster and/or senior manager.

They should ensure that:

- The activity or visit has a specific and stated objective.
- They are informed about category visits – hazardous, residential and visits abroad, well in advance.

1.3.5 The Headmaster of Stafford Grammar School

The headmaster has the responsibility to ensure that:

- A nominated party leader has been appointed, with the appropriate experience and qualifications, who has delegated responsibilities for the control and operational aspects of the visit.
- The nominated party leader has sufficient time to carry out the planning tasks associated with the activity or visit.
- The party leader and any other members of the adult cover, including volunteers, understand their role and have the necessary skill, knowledge and experience to undertake the task required of them.
- The party leader has carried out all the necessary procedures and practices associated with planning, carrying out and monitoring the activity or visit.
- A risk assessment associated with the particular activity or visit has been carried out.
- Training needs of all staff and volunteers has been assessed and that plans have been drawn up to ensure their needs are met.

In addition the headmaster should:

- Ensure child protection procedures are in place.
- Have due regard for the extent of “on duty” time involved in the visit and take all reasonable steps to ensure any fatigue factor is kept to a minimum and does not adversely affect the well being of any party member.
- Make party leaders and adult helpers aware of any particular relevant characteristic about the young people in their care e.g. those who lack self confidence, those with special needs, medical problems etc.
- The Senior Management have approved the visit.
- Ensure that adequate insurance cover is provided.
- Ensure contact arrangements, both for the party leader and at the establishment, are known to all necessary personnel.

1.3.6 Educational Visits Co-ordinator

The LEA, supported by the DfES recommendation requires that each establishment should create the post of an Educational Visits Co-ordinator. At Stafford Grammar School this role is carried out by The Bursar, supported by the Headmaster and Deputy Head.

Functions of the Educational Visits Co-ordinator

- To support individual leaders of off-site visits, helping to establish:
 - a) The educational purpose of each visit
 - b) The procedures to manage the risks identified for the programme
- To support the Head and Governors with decision-making and approval.
- To organise the induction of party leaders, accompanying staff and adult/volunteer helpers. This is more than just appointing, and involves selection, observation and requires problem awareness and associated responses as well as how the activity(s) are normally conducted.
- To organise the training of party leaders, accompanying staff and volunteer helpers. This will commonly involve training such as first aid, hazard awareness, and appropriate leadership awards.
- Assessing the competence of party leaders, accompanying staff and volunteer helpers. This will commonly be done with reference to an ‘awarding body’ such as first aid, but could also include practical observation or verification of prior experience.
- To organise the emergency planning.
- Record keeping for individual visits including accident and ‘near miss’ reporting.
- Reviewing systems and from time to time, monitoring practice.
- Liaison with the employer.

EVC Competence

The EVC should be specifically competent.

Competence can be judged in relation to the size of the establishment and the extent and nature of the educational visits planned. Evidence of competence may be through qualification, but more usually will be through the experience of practical leadership over

many years of off-site education e.g. Duke of Edinburgh Award Scheme, such competence will be identified in a person on the senior management team of the establishment.

1.3.7 The Party Leader

The Party Leader has the responsibility to inform the Headmaster of the establishment and the EVC of the proposed visit and its objectives, obtaining agreement for the activity or visit to take place, indicating the precise nature of the activities to be included, and the likely date, duration and venue for the activity or visit.

The Party Leader is expected to lead and control the operational aspects of the visit, with the support of the EVC, and clearly define each group leaders', volunteers' and adult helpers' role and to supervise all staff in addition to maintaining the overall responsibility for the young people.

Party Leaders must ensure that they:

- Read, understand and are aware of the school governing body's regulations, guidelines and policies, and where applicable the appropriate National Governing Bodies of Sport policies and procedures.
- Appoint a deputy (all parties **MUST** include at least two adults)
- Have due regard for the individual abilities of each young person and to ensure that the young person is not stretched beyond his/her capabilities.
- Issue all adult helpers/volunteers with a list of all group members, particularly those for which they have direct responsibilities.
- Carry out all the required planning and preparation prior to the activity and the monitoring and evaluation of the activity or visit.
- Are responsible for the control and discipline of all young people on the activity or visit.

If the Party Leader thinks the risk to health and safety of the young people is unacceptable, he/she must stop the activity or visit.

In addition, party leaders should have recently visited the site (recommended that this be within three months of the activity or visit), or at least be familiar with the type of environment to achieve good local knowledge of the area; or achieve this through reputable local guides or other qualified staff, if it is impossible to take part in an exploratory visit. This knowledge becomes even more important when certain hazardous activities are involved which not only require specialist knowledge and skill but also a thorough knowledge of the local environment and climatic conditions e.g. pot holing, skiing etc.

Party Leaders are responsible for briefing:

- All group leaders, adult helpers and volunteers of the details of the activity or visit, details of young people's particular needs, potential hazards and the appropriate steps to take in the event of an emergency. This may include establishing and delivering training needs.
- Parents and guardians throughout the planning and preparation stages by appropriate methods, which for an extended, residential or hazardous visit or a visit aboard, should include a meeting.
- The young people. This may include establishing and delivering training needs.

- The Headmaster of the establishment immediately prior to the activity or visit where necessary, and reporting the activity or visit on return.

1.3.8 Teachers, Youth Workers and Children's Workers

Teachers on activities or visits under the auspices of their employer must act as employees whether the visit takes place inside or outside the normal hours of the establishment.

Teachers who may be leading a group on an activity or visit should:

- Ensure the health and safety in their group, and act as a reasonable parent.
- Follow the instruction of the party leader, helping with control and discipline.
- Consider stopping the activity or visit, by notifying the Party Leader if they think the risk to health and safety of the young people is unacceptable.

1.3.9 Adult Helpers and Volunteers

Adult helpers and volunteers need to understand the objectives of the activity or visit and what is expected of them as helpers. They need to develop a rapport with party leaders to generate a continuity of supervision, and to follow the instructions of the party leader in order to help with the management and control of the young people. They will not be expected to take direct responsibility for the young people but will operate under the supervision and guidance of the party leader or group leader. They should speak to the party leader if they become concerned about the health and safety of any young people during the activity or visit.

Normally numbers of adult helpers/volunteers should not exceed the professional members of staff. However, there are exceptions. These exceptions should be based on an assessment of risk and therefore will vary with circumstances. Examples might be a specialist climbing trip where the volunteers may be highly qualified and experienced in carrying out the specialist activity on the visit.

Reviewed by MRD 09/08

Next Review by 09/10

STAFFORD GRAMMAR SCHOOL COMPLAINTS PROCEDURE

Introduction

Stafford Grammar School has long prided itself on the quality of teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the School in accordance with this Procedure.

Stage 1 – Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and **informally**.
- If parents have a complaint they should normally contact their son/daughter's Form teacher. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Form teacher cannot resolve the matter alone, it may be necessary for him/her to consult a head of department (academic matters) or a head/deputy head of house (pastoral matters).
- Complaints made directly to other teachers (including class teacher, head of department, deputy head or head of house, Senior Teacher, Deputy Head or Headmaster) will usually be referred to the relevant Form teacher unless a more senior member of staff deems it appropriate for him/her to deal with the matter personally.
- The Form teacher (or other member of staff dealing with the matter) will make a **written record of all concerns and complaints and the date on which they were received**. Should the matter not be resolved within 10 school days or in the event that the Form teacher (or other member of staff) and the parent **fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with Stage 2** of this procedure.

Stage 2 – Formal Resolution

- If the complaint cannot be resolved on an informal basis, then the parents should **put their complaint in writing** to the Deputy Head (academic matters and boys' pastoral matters) or Senior Teacher (LIR) (Sixth Form matters and girls' pastoral matters). The Headmaster will be informed of the complaint. The Headmaster, Deputy Head and Senior Teacher will decide, after considering the complaint, the appropriate course of action to take.
- In most cases the Headmaster, Deputy Head or Senior Teacher will meet or speak to the parents concerned, normally within **5 school days** of receiving the complaint, to discuss the matter. If possible a resolution will be reached at this stage.
- It may be necessary for the Headmaster, Deputy Head or Senior Teacher to carry out further investigations.
- The Headmaster, Deputy Head or Senior Teacher will **keep written records** of all meetings and interviews held in relation to the complaint.

- Once the Headmaster is satisfied that, as far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. Reasons will be given for the decision.
- **If parents are still not satisfied with the decision, they should proceed to Stage 3 of this procedure.**

Stage 3 – Panel Hearing

- If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to the Panel Convenor/Chairman of Governors, who has been appointed by the Governors to call hearings of the Complaints Panel.
- **The matter will then be referred to the Complaints Panel for consideration.** The Panel will consist of **at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the Chairman of Governors.** The Panel Convenor, on behalf of the Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as is practicable and normally within 28 days.
- If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 3 days prior to the hearing.
- **The parents may be accompanied to the hearing by one other person.** This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.
- Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all the facts they consider relevant, the Panel will reach a decision and make recommendations, which it shall complete **within 14 days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it.** The decision of the Panel will be final. **The Panel's findings and recommendations, if any, will be sent in writing to the parents, the Headmaster, the Governors and, where relevant, the person about whom the complaint was made.**

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003; where disclosure is required in the course of the school's inspection; or where any other legal obligation prevails.

Reviewed by MRD 09/08

Next Review by 09/10