

POLICIES

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BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - CURRICULUM

Rationale

The curriculum is, in effect, the sum total of all that a pupil experiences in school. There is a “formal” expression of the curriculum in terms of timetabled activities which take place during school hours and of activities of a voluntary nature which take place out of school hours. There is also an “informal” or “hidden” part of the curriculum which finds expression in the complex pattern of school life and the experiences it affords.

The determination of the curriculum has traditionally been the result of an interaction of those partners responsible for the delivery of the Education Service i.e. LEAs, Headteachers, teachers and governors. It is incumbent on all schools to do this in line with Curriculum 2000. The Curriculum Policy of Barry Comprehensive concerns itself with the formal timetabled curriculum.

Purposes

1. To provide a curriculum which fully meets all the statutory demands made upon the school;
2. To provide an atmosphere and ethos within the school which allows the purposeful pursuit by pupils of the curriculum;
3. To utilise the school’s resources in an effective way to ensure that best use is made of them;
4. To provide an entitlement curriculum which is broad, balanced, relevant, progressive, cohesive and differentiated so that it meets the needs of all children;
5. To match students and their curricula so that the educational needs of all of them are taken into account;
6. To ensure that pupils with special educational needs are provided with a curriculum to suit those needs but which give full access to the National Curriculum unless this is felt to be inappropriate;
7. To provide the full range of aspects of learning, namely: expressive and aesthetic, linguistic and literary, mathematical, physical and recreational, scientific, social and environmental, spiritual and moral, and technological;
8. To provide the full range of National Curriculum core and foundation subjects and to ensure that all elements of the orders as they affect these subjects are introduced in accordance with the government’s timetable for Key Stages 3 and 4;

9. To include Religious Education within the basic curriculum of the school;
10. To include other non-National Curriculum subjects within the whole curriculum of the school;
11. To allow a reasonable amount of time to be devoted to each subject in the whole curriculum of the school;
12. To review and update the whole curriculum both in response to statutory requirements and other changes;
13. To include within the whole curriculum a range of cross curricular themes i.e. careers, economic and industrial understanding, environmental education, community understanding and health education; competences i.e. study skills, communication, numeracy, IT and problem solving; and dimensions i.e. equality of opportunity, and cultural diversity;
14. To ensure that pupils' work and achievements are thoroughly assessed for formative, diagnostic, evaluative and summative purposes;
15. To ensure the proper recording of pupils' achievements and the reporting of them to parents;
16. To provide a wide range of printed and other information about the curriculum to parents and other interested parties;
17. To ensure that staff receive the proper professional development and in-service training to carry out their function of delivering the curriculum;
18. To provide, whenever possible, the best available accommodation to meet the demands of the curriculum;
19. To organise teaching groups into those which best allow the implementation of the curriculum, taking account of age, ability, staffing, differentiation, accommodation and subject requirements;
20. To produce an annual School Development Plan which takes account of all the demands the curriculum makes on the resources of the school and which ensures these are met in a systematic, effective and efficient way;
21. To ensure pupils and parents are fully aware of the demands made of them and to provide parents with an effective complaints procedure in the event of their dissatisfaction with any elements of the school's involvement with their children.

Guidelines

1. The school will meet all the statutory requirements of the National Curriculum as and when they apply to Key Stage 3 and Key Stage 4.
2. In addition to the National Curriculum, the school provides Religious Education, Drama (KS3 only) and Personal and Social Education (PSE) for all pupils.

3. At KS4 the school provides a wide range of subject options for all pupils whilst adhering to the principles of breadth and balance. Choices available to pupils are made clear in the school's KS4 booklet and through assemblies. A full range of GCSE, COEA and vocational courses is available for all pupils as appropriate.
4. All departments are required to differentiate the work and materials they provide for their pupils.
5. Children with special educational needs are the responsibility of the Learning Support Department. Children with statements of educational need are taught within small classes which have been especially formed to meet their needs. Some other children with moderate learning difficulties are also to be organised in this way. Others are to be placed in mainstream classes and may receive appropriate support teaching if staffing resources permit.
6. No pupil will have his National Curriculum entitlement modified or disapplied unless this is deemed appropriate by the Special Needs Co-ordinator and Curriculum Deputy Headteacher.
7. The curriculum of the school will be reviewed and discussed regularly through the meetings of the Senior Management Team, and Faculty Development Group, the Faculties and the Departments.
8. The achievements of all pupils are regularly assessed and reported to parents twice each year.
9. A school prospectus, a KS4 option booklet and a Sixth Form prospectus are published and distributed annually as appropriate.
10. The professional development and in-service training needs of all staff are kept under review by one of the school's Assistant Headteachers.
11. The accommodation requirements of the school are kept under constant review. A maintenance team is employed to modify and improve the structure and decoration of the school;
12. The school has a formal, published complaints procedure.
13. In Key Stage 3 most teaching groups are organised on a banded basis to allow as many departments as possible some limited ability setting if required. In Year 7 most classes are taught as a mixed ability group with the exception of Mathematics. In Year 9 most subject departments organise their classes on the basis of ability within that subject. Children with moderate learning difficulties are placed in a special needs class in each year group.
14. At KS4 a more complicated arrangements exists. Some subjects are banded and set by ability (English, Mathematics, Science, Technology, Welsh) while others are placed in option groups and banded in parallel for staffing and timetabling purposes. The full range of option choices is available to all pupils.
15. The school has a Sixth Form which is now organised jointly with Bryn Hafren Comprehensive School. A full academic and vocational curriculum exists.

16. The school produces an annual Development Plan. This will be published in the summer term in preparation for the following academic year. The plan will be devised in consultation with the Governors School Improvement Group for ratification by the Governing Body. Its main focus will be the curriculum of the school.
17. All pupils are entitled to a period of work experience in both Years 10 and 12.
18. The school strives to promote positive achievement in all its pupils. All subject departments have devised schemes for the recognition of achievement. An annual award ceremony is held.

Conclusion

The Curriculum Policy of the school affects most aspects of our work. For this reason this document should be read in conjunction with all the school's curriculum publications and other curriculum policy statements, particularly the following:-

1. Assessment
2. Homework
3. Sixth Form
4. KS4
5. Staff Development
6. Special Needs
7. ICT
8. Careers
9. Work Experience
10. Moral and Spiritual Education
11. Health and Sex Education
12. Promoting the Positive
13. Differentiation

This policy also meets the requirements of the Curriculum Policy of the Vale of Glamorgan LEA.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - CURRICULUM, 16-19 PROVISION

Rationale

Barry Comprehensive is an 11-19, maintained school. At Sixth Form level (Years 12/13), we intend to provide courses for the full ability and interest range of students who wish to remain at school beyond the compulsory leaving age.

Purposes

1. To provide a meaningful range of courses for students of all abilities;
2. To match students and their needs to the particular courses which will best satisfy those needs;
3. To provide a broad, balanced and relevant curriculum for all students;
4. To offer all students opportunities to broaden their education beyond the narrow confines and requirements of a particular academic or vocational course;

To provide a range of Key Skills such as Communication, ICT, Numeracy, which will develop each student and make him/her better able to contribute to, and benefit from, the society of which they are members;

1. To provide an atmosphere and ethos within the school which allows the purposeful pursuit by the students of their chosen courses;
2. To provide a pastoral and monitoring procedure which will ensure the successful completion by students of their chosen course;
3. To utilise the school's resources in an effective and efficient way to ensure that best use is made of them.

Guidelines

1. A minimum of 5 grade C's or equivalent at GCSE is normally required to commence an 'AS' Level course but this and entry to all other courses is open to negotiation with the Head of 6th Form.
2. With the introduction of Curriculum 2000 Year 12 students will study between two and four AS subjects in Year 12. Upon the successful completion of AS courses, students may continue in Year 13 with A2 courses. The results of the As and A2 examinations are combined to give an overall grade.
3. A careers programme will be provided for the 14-16 age range to ensure that all pupils are fully aware of the courses available to them 16-19.

4. The availability of all courses will be made known to all interested parties through school publications such as the prospectus, the 6th Form Handbook and local newspaper advertisements and flyers distributed by Careers Paths.
5. A full induction programme for all students entering the school's 6th Form will be provided.
6. A work experience programme will be provided for all students. This will be a compulsory part of 6th Form education.
7. The school will provide the best possible facilities for the 6th Form. This will range from teaching facilities and equipment, to a 6th Form common room and a quiet and supervised area in the LRC. All 6th Form students will have access to the facilities available in the school's Learning Resources Centre; all students are allocated access to the computer network and the internet.
8. All 6th Form students will be allocated a personal tutor who will be responsible for their academic and pastoral well-being. The monitoring of academic progress will be undertaken by personal tutors in conjunction with subject and course tutors,
9. The school will maximise the opportunities available to all students and at the same time make best use of available resources by co-operating with our neighbouring educational establishment i.e. Bryn Hafren Comprehensive. Joint course provision through the Barry Sixth Form extends the breadth of available courses.

Conclusion

This policy is in accord with all the Barry Sixth Form arrangements which currently operate in a co-ordinated way with Bryn Hafren Comprehensive.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - INFORMATION TECHNOLOGY ACROSS THE CURRICULUM

Rationale

The school is committed to ensuring that there is sufficient I.T. provision for use for all pupils in all subject areas and that pupils will have the opportunity to develop and apply their I.T. skills in order to improve and enhance their work across the curriculum areas.

Purposes

1. to provide sufficient I.T. resources to all subject areas;
2. to offer relevant INSET to staff as part of their personal development;
3. to provide pupils with the opportunity to use ICT equipment and software independently;
4. to encourage use of I.T. as a means of independent learning and research;
5. to provide support for all departments as part of their Programme of Study;
6. to meet all the requirements of the I.T. Common Requirements.

Guidelines

1. The school will continue to offer support and guidance to all staff through INSET, thus building confidence and encouraging regular use of I.T. in the classroom.
2. Every pupil will have access to I.T. equipment, including out-of-hours access.
3. All subject areas will keep samples of pupils' I.T. work as part of the assessment procedure.
4. All staff will keep a personal record of the use of I.T. in the classroom.
5. The I.T. Technician will regularly assess subject area needs and ensure on-going implementation of a rolling programme, including Internet and Intranet provision.

Conclusion

This policy should be considered in conjunction with relevant department policies, whole school curriculum policies and that of quality teaching and learning.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT – LITERACY

Rationale

Literacy is not merely being able to read and write. It is also the understanding of language and the ability to communicate in a meaningful way. It embraces all the curriculum areas in the form of written assignments, oral and reading tasks and is an essential element in pupil achievement. A whole school approach is the most effective way of improving standards of literacy.

Purposes

1. Departments will develop ways to help all pupils to improve their literacy levels through:-

continued and consistent use of departmental keys words;
consistent correction of written tasks and feedback to pupils;
encouragement of oral participation through relevant group/pair work;
relevant reading tasks which are differentiated to suit pupils' needs.

2. Continuation of reading support will be offered to targeted pupils through:-

- the Buddy Scheme
- the Reading Specialist
- the Classroom Assistant

3. The monitoring, evaluating and review of the policy will be carried out regularly through:-

- departmental reviews
- pupil testing
- questionnaire and interview

Guidelines

1. Pupils in need of Literacy Support identified and records given to all relevant staff.

2. Monitoring and evaluation should be carried out in accordance with the SDP.

3. Staff responsible should maintain regular update of pupil progress records.

Conclusion

This policy should be viewed in accordance with curriculum documentation and the SEN register.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT – NUMERACY

Rationale

All subject areas have a responsibility for the delivery of the Key Skills of Literacy, Numeracy and ICT to all pupils.

Purposes

This policy is designed to define what is meant by the term numeracy and what are the associated skills. It also attempts to highlight the areas in different subjects in which HMI have indicated they will be expecting to see opportunities for the development of the skills of numeracy and indicate the “readiness” of our students to take these opportunities.

Students need to be able to

1. handle number fluently, mentally, orally and in writing;
2. exploit patterns within number when calculating and approximating;
3. measure and calculate accurately, and estimate reasonably, using appropriate units of time, length, area, volume, mass, capacity, angle and related compound measures;
4. use calculators accurately and appropriately;
5. interpret numerical and statistical data presented in a variety of forms;
6. select appropriate techniques to represent data.

Guidelines

Departments need to ...

1. Be aware of the working definition of NUMERACY as the ability of pupils to use, apply and interpret numerical and statistical data presented in a variety of forms.
2. Identify aspects of the use of numbers in their own work and ensure that their expectations of the students are realistic;
3. Liaise with the Mathematics Department so that concepts may be reinforced;
4. Exploit any additional opportunities to develop the use of number that their subject affords.

Conclusion

Numerate pupils should be confident enough to tackle problems without going immediately to teachers or friends for help. All subject areas have a responsibility to aid and reinforce students' development of the use of number.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - SPECIAL EDUCATIONAL NEEDS

Rationale

To ensure that each pupil has access to the breadth and balance implicit in the National Curriculum and that the educational experiences offered

In the furtherance of the above general aim to identify where pupils have problems which are hampering such access and to provide additional support tailored to their individual needs [or to access such external support and specialist provision as is necessary and provided within the LEA or other partners which the school may have.]

Purposes

- To educate the pupils in our care to become good citizens;
- To enable the pupils to leave school literate, numerate and to improve their opportunities for further education and employment;
- To treat the pupils as individuals with mutual respect and to ensure that a friendly working atmosphere be created inside and outside the classroom;
- To arouse interest, improve self-esteem and instil confidence by praise wherever possible;
- To ensure that pupils progress socially and academically, so that they integrate into the normal routine of the school and become happy and useful citizens of the community;
- To involve, wherever possible, both the pupil and the parents in a working partnership with the school.

Guidelines

- To ensure that those pupils who have difficulty in learning are given the opportunity of support in the school setting;
- To ensure that the needs of pupils with sensory or physical difficulties are met by following the advice of the Health Services, the Advisory Teacher Service, Educational Psychology Services, and where appropriate, Social Services;
- To ensure that the needs of pupils with emotional and behavioural difficulties are met within the school's discipline and pastoral system with referral, if necessary, to the SEN Department and the Behaviour Support Team;
- To ensure that the school resources, i.e., staffing, grouping and pastoral arrangements are mobilised in a consistent manner with the responsibilities of the Head of Learning Support and the Behaviour Support Team;

- To engage parents in a co-operative and supportive role during all stages of referral and assessment;
- To follow a staged response to the pupil's difficulties;
- Exceptionally able and gifted students also have special educational needs and the provision for students in this category is reflected across the curriculum.

Conclusion

This introductory statement needs to be taken in conjunction with the following annexe, which details the school's specific approaches to provision for SEN, as well as other curriculum, pastoral and equal opportunities policies.

BARRY COMPREHENSIVE SCHOOL

SPECIAL EDUCATIONAL NEEDS – OPERATIONAL ANNEXE

Definition of Special Needs:

A child has a learning difficulty if he/she has significantly greater difficulty in learning than the majority of children of the same age. (Education Act 1993, Section 156).

A child has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the Local Education Authority (Education Act 1993, Section 156).

Special education provision means for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area (Education Act 1993, Section 156).

The Learning Support Department believes that effective teaching and learning in the classroom in this department can be characterised by the following statements:

- 1. A clear explanation of your aims and objectives at the beginning of the lesson.*
- 2. Appropriate differentiation to meet multi-level needs.*
- 3. Consistent and relevant re-enforcement and consideration of basic skills.*
- 4. Identifying preferred learning styles for individual pupils by incorporating the use of ICT, drama and oral work to support pupil learning.*
- 5. To meet all statutory requirements in respect of pupils with SEN through appropriate target setting.*
- 6. To provide a suitable empathetic learning environment to maximise pupils potential in all aspects of learning.*

Support Systems Available within the School:

Class Teacher / Form Tutor
Pastoral Support/Senior Learning Mentor
SENCO
Senior Management Team
Learning Support
Behaviour Support
Reading Support
Better Reading Partnership
Educational Psychologist
Education Welfare Officer
Pupil Support Services (LEA)

The Role of Head of Learning Support:

- The day-to-day operation of the school's SEN policy;
- Advising class and subject teacher;
- Taking the lead in managing provision at stages School Action and School Action Plus
- Updating and overseeing the records of all pupils with special educational needs, including the Special Needs Register and the compiling, implementing and reviewing of IEP's with attached IBP's;
- Working with parents of children with special educational needs;
- Liaising with external agencies including the educational psychology service, other support agencies, medical and social services and voluntary bodies.

TYPES OF SPECIAL EDUCATIONAL NEEDS

- Note: New Category codes are in brackets

Learning Difficulty (L)

Due to developmental delay; seen as difficulty in gaining basic academic or social skill. Pupils may have difficulty with reading and comprehension. Spelling skills may be poor. IQ may be depressed. The pupil may be working outside the key stages at chronological age KS3 and KS4. (Can also be called Mild Learning Difficulties or Moderate Learning Difficulties – MLD).

Specific Learning Difficulties (S)

The most common form of Sp.L.D is **Dyslexia**. Characteristics include a pupil having significant difficulties in reading, writing, spelling, or manipulating of number that is not typical of their general level of performance. They may demonstrate a high level of ability orally yet may encounter sustained difficulty in gaining literacy and/or numeracy skills. Due to inadequate short term memory and sequencing skills - they may have poor comprehension skills.

Dyspraxia - An impairment or immaturity of the organisation of movement or the efficiency of co-ordination e.g. poor auditory and visual memory; limited ability to follow instructions and to form letters correctly. May appear to ignore instructions and remain absorbed in other activities. (Can also come under medical category).

Dyscalculia - An irregular impairment of the ability to account and calculate, e.g. unable to count aloud in sequence, inability to relate to shapes, size and other pattern recognition, inability to read mathematical symbols etc

Emotional and/or Behavioural Difficulties (B)

These range from underdeveloped social skills and disaffection to abnormal emotional stresses. The behaviour characteristic of children with EBD may result from a number of causes, including poor socio-economic background, being subjected to abuse or neglect, or as a result of mental illness or some physical conditions.

A pupils behaviour/emotional state causes concern across the curriculum. Academic and social progress is impeded and there are a number of disruptive incidents, which further hinders development.

Conditions may include: -

ADD/ADHD (Attention Deficit Disorder /Attention Deficit and Hyperactivity Disorder)-

This refers to a cluster of learning and behaviour problems that cause a child to under function. These behaviour and learning problems are caused by a subtle difference in the fine tuning to the brain - the part that controls reflective thought and putting the brakes on ill-considered behaviour.

(Some pupils with EBD are prescribed Ritalin or Concerta)

Medical Condition/Sensory Impairment (M)

More specifically these include: -

- Visual Impairment M (V)
- Hearing Impairment M(H)
- Physical Disabilities M(P)
- Speech and Language Difficulty M(C)

Speech and Language M(C)

Pupil may experience varying levels of communication difficulties, which has a detrimental effect on the child's ability to communicate and understand successfully. Some children may hide difficulties by being very quiet in class. Maintain eye contact at all times. Always repeat instructions and check for understanding.

Autistic Spectrum Disorder (ASD)

Children, who have ASD, have unique personalities. There is no exact recipe for approaches that can be universally recommended.

Please see JB for further information/advice on how to best educate pupils with ASD. (This includes Asperger's Syndrome)

Note: Medical conditions do not necessarily equate with having Special Educational Needs.

English as Additional Language (EAL)

Pupils have usually arrived recently in this Country. They experience initial difficulty in accessing curriculum.

Note: The above descriptors are relevant to pupils on the SEN register.

Operational Matters:

- Basic needs;

- Strategies for Effective Classroom Management;
- Suggestions for giving help to pupils experiencing learning difficulties;
- Suggestions for giving help to pupils experiencing behavioural difficulties;
- Admission arrangements;
- SEN specialisms;
- Building adaptations, where feasible;
- Identification and information;
- Differentiation of materials
- Issues relating to equal opportunities;

Classroom Management:

The complexity of classroom management means that teachers need to show a skilled approach to:

- Groups and their dynamics;
- Presenting learning materials sensitively;
- Having high expectations but with due regard for individual abilities;
- Minimising antecedents to unwanted behaviours.

Practical strategies which minimise the triggers to unwanted behaviours often bring about positive behavioural change. These can include:

- Using distraction is often possible to anticipate unwanted behaviours or to intervene swiftly before they occur;
- Pairing a disliked activity with a more enjoyable one;
- Changing the behavioural environment or classroom routine.

Catching them being good:

Having positive expectations and using positive recognition are key factors in successful classroom management because:

- Pupils will be encouraged to behave appropriately;
- Pupil self-esteem will be raised;
- It creates a positive classroom environment and establishes positive relationships with pupils.

Pupils need:

- To know what is expected of them;
- To have the chance to choose positive consequences first;
- To know what will happen as a result of their inappropriate behaviour and what the consequences of them choosing to behave in a certain way will be. Rewards or sanctions (where practical) need to be applied immediately and consistently.

The role of the Governing Body:

The Governing Body is required to have a named governor with specific responsibility for SEN. This governor is normally a member of the Pupil Welfare Working Group and shall make a written contribution to the Annual Report to parents by the Governing Bod

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT – PERSONAL AND SOCIAL EDUCATION

Rationale

To provide and deliver a relevant and personal and social education entitlement for all pupils which includes a personal effectiveness programme designed to assist the individual in study, in the formation of character and citizenship and in preparation for adult life.

Purposes

To ensure:-

1. Adequate resourcing for its delivery (Financial, Human, Material);
2. P.S.E. Co-ordinator disseminates all required information to relevant colleagues;
3. Regular meetings in which P.S.E. is discussed, evaluated and reviewed;.
4. Differentiated work to suit abilities, including SEN pupils;
5. Ongoing outside agency involvement;
6. Regular monitoring through line management support and P.S.E. Co-ordinator;
7. Accountability for delivery through the monitoring process;
8. Pupil involvement in evaluation and review of topics;
9. Regular update of schemes of work as a result of the review process;
10. Direct pupil involvement in assemblies, linking P.S.E. topics to those delivered in assemblies;
11. Liaison across curriculum subjects thus ensuring enhancement of certain P.S.E. topics whilst avoiding direct repetition.

Guidelines

1. All pupils are fully informed of topics studied.
2. Progression is ensured through current schemes of work.
3. Parents are fully informed of topics and invited to attend arranged evenings.
4. Visiting speakers are regularly contacted and updated.
5. Staff are encouraged to attend recommended INSET.

Conclusion

This policy is in line with the published non-statutory framework and compliments all other policies concerning pupil welfare and development.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT – SEX EDUCATION

Rationale

As young people develop sexually, they need to understand bodily changes, manage sexual feelings and enjoy safe, responsible and happy relationships. Pupils must be offered the opportunity to gain such understanding through appropriate instruction.

Purposes

1. To provide a clear framework of values and an awareness of the law on sexual behaviour, including Section 28;
2. To present a balanced view on features such as family life in all its different forms, marriage, sexual behaviour and parenthood;
3. To address objectively sensitive issues such as abortion and other ethical issues;
4. To provide information about growth and development, the process of human reproduction and STI's, including HIV and AIDS;
5. To equip pupils to take responsibility for their behaviour in their personal relationships and assist them in their present and future relationships;
6. To raise awareness of the need to keep oneself and others safe;
7. To encourage a willingness to value others and respect difference, same-sex and opposite-sex relationships.

Guidelines

1. Staff who are involved in the delivery of this policy must liaise closely with the co-ordinator.
2. Up to date guidance is available from the co-ordinator.
3. External speakers will assist in the delivery of this policy, as arranged by the co-ordinator.
4. Video and other visual aids are available as back-up materials but must be used as suggested in the programmes of study.

Conclusion

This policy statement is in accordance with the up to date personal and social education framework for all key stages, and will be monitored and reviewed.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT – HOMEWORK

Rationale

Homework should be a positive and worthwhile extension of schoolwork. It should be given to pupils when it is necessary and should take a form appropriate to the teaching objectives set for it.

Purposes

1. To allow pupils to develop their study skills and powers of self discipline by performing a task unsupervised,
2. To provide pupils with an opportunity to take an extended period of time to research an aspect of their work in more detail;
3. To set meaningful extensions to classwork as appropriate;
4. To provide an additional form of testing, appraising and marking a pupil's work as part of an overall school/departmental assessment policy;

Guidelines

1. At the discretion of Heads of Site and Year Tutors a homework timetable will be prepared for each class, setting out the subjects to be covered each day with an approximate time to be spent completing the work.
2. The homework timetable will be incorporated into the staff planner
3. A homework policy should be agreed by each subject department;
4. Homework should be set by subject or class teachers for individuals or classes as appropriate to their needs;
5. The length and amount of homework will depend upon the age and ability of the pupils;
6. Homework should be a meaningful extension of classwork and appropriate to the learning objectives set for it;
7. Homework tasks should be varied in order to test a range of skills and abilities;
8. A date for the collection of homework should be agreed with pupils at the time it is set;
9. Homework should be collected and marked regularly and these marks recorded by each member of staff in their own mark book or by some other (departmentally) agreed method;
10. If a homework task is part of a National Curriculum assessment then it should be assessed and recorded as appropriate.

11. Pupils should keep a record of homework and the marks they have received in their exercise books, as part of a feedback process.
12. A persistent failure by a pupil to complete homework should be reported, in the first instance, to the head of that subject department. Appropriate action should be considered at this level. If this fails to achieve success, the matter should be referred to the Year Tutor responsible for that pupil.

Conclusion

This homework policy should be considered in close association with all other policies related to the assessment of pupils.

BARRY COMPREHENSIVE SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY

Rationale

Assessment, recording and reporting at Barry Comprehensive School help to inform and improve the teaching and learning process to ensure that all pupils are provided with the opportunity to succeed. Assessment at our school:

- forms an integral part of the teaching and learning process;
- offers all pupils the opportunity to show what they know, understand and can do;
- guides pupils to recognise their strengths and targets for improvement;
- is based on a considered view of what learning should be assessed;
- relates to shared learning objectives;
- advances learning;
- enables teachers to plan more effectively;
- helps parents become more involved in their child's progress;
- provides data that is useful in the evaluation of the effectiveness of schemes of work;
- recognises and rewards pupil effort as well as academic attainment.

Assessment for Learning

The following principles underpin our assessment policy and practice.

- Progression occurs when pupils are clear about the criteria on which they are assessed, the ways in which they can improve and are involved in the assessment process through peer and self-assessment.
- Quality teacher assessment provides feedback promptly and regularly both in oral and written forms, focusing on learning objectives and shared success criteria that cite pupils strengths and targets for development.
- Quality feedback is positive and personalised, providing an opportunity to engage in dialogue about pupil progress so that pupils set their own steps for improvement
- Feedback recognises effort as well as quality: setting pupil performance in the context of the purpose of the task and previous effort.
- Teacher comments act as 'scaffolding' to support further learning.
- Mistakes are valued as learning points for further development.

Recording

The records we keep must be purposeful and manageable.

- Record keeping is essential to comply with statutory regulations, national data collation and SEN data.
- Clear records also enable the passing of information from teacher to teacher or between schools when a pupil transfers. Accurate records inform the pupil grouping process and in curriculum development and planning.
- Records reflect a wide range of activities and approaches including day-to-day work as well as the results of tests / examinations.

- Some departments use SIMS Assessment Manager to record results. All departments will be using this electronic system by July 2008.
- Up-to-date pupil attainment data must be accessible for Senior Learning Mentors, Pastoral Co-ordinators and the Senior Management Team in order to tackle underachievement, award attainment and to keep parents informed.
- Records are used to inform the reporting process.
- Pupil Data Sheets are accessible through SIMS Assessment Manager. These contain details of pupils outside of academic attainment, eg. SEN status, Fisher Trust data, reading ages.
- Portfolios are being developed by core subject departments in order to exemplify standards at the end of KS3. Foundation subjects will begin to develop their portfolios from September 2007.

Reporting

Reports at Barry Comprehensive School are designed to provide clear information to parents about their child's academic and social development.

- Reports are generated and stored by SIMS Assessment Manager.
- Each subject report outlines pupil strengths, development needs and targets for improvement.
- Subject reports also cite pupil progress in terms of their effort, behaviour, organisation and presentation, standard of homework and their skills in working with others.
- Pupils receive an overview summary sheet in their report. This section reports on attendance and the form tutor comments on contribution to tutorial sessions. The Senior Learning Mentor (SLM) makes an academic summary of the report and the Headteacher comments on progress to date.
- Every child completes a pupil self-assessment form during the tutorial session on the day of issue whereby pupils evaluate their progress.
- Annual reports are sent to parents in January for years 11 and 13 and in July for years 7, 8, 9, 10 and 12.
- Year 12 parents receive a copy of their child's progress reviews in December.

Responsibilities

Senior Management Team (SMT)

It is the responsibility of the SMT to overview and guide the assessment, recording and reporting processes by:

- analysing and interpreting performance data;
- providing teachers with the data they need to guide target setting;
- identifying school assessment priorities for the School Development Plan;
- supporting departments in their development of assessment policy and practice;
- providing training to support assessment procedures and practices;
- monitoring and evaluating the development of assessment practice in departments / faculties as part of the performance management process;
- communicating governors' priorities for improvement.

Head of Department / Subject Leader

It is the responsibility of the Head of Department to ensure that the whole school

policy is reflected in department policy and practice by:

- moderating and evaluating the effectiveness of assessment in the department;
- sharing good practice in the department;
- ensuring that standards in assessment are consistent, eg. through portfolio generation and moderation exercises;
- highlighting peer and self assessment opportunities in schemes of work;
- linking assessment criteria to key stage levels / examination criteria;
- informing teachers as to the basic minimum required re record keeping;
- monitoring record keeping by teachers in the department;
- checking that teacher marking is regular;
- ensuring that the focus within the classroom is assessment for learning;
- analysing and interpreting data to monitor standards and the effectiveness of teaching and learning;
- reporting to the Senior Management Team (SMT) on standards;
- reporting underachievement to the SLM;
- using assessment data to organise pupils groupings;
- using assessment data to inform future development in the department;
- leading departments in the development of assessment for learning strategies.

Subject Teacher

It is the responsibility of the subject teacher to:

- implement whole school and departmental policy;
- develop pupils' evaluative skills through peer and self assessment;
- report to parents on pupil progress and development targets;
- provide quality feedback regularly and promptly;
- share assessment criteria with the pupils;
- set targets and monitor pupil progress;
- reward effort and achievement, recognise underachievement and put into place remedial strategies where possible;
- inform the Head of Department of underachievement;
- identify pupils in need of support and liase with the SENCO;
- model quality work to aid pupil development;
- use the results of assessment to inform future teaching and learning plans.

This policy should be read in conjunction with the school homework, SEN and teaching and learning policies.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT – MONITORING/MENTORING OF TARGETED STUDENTS

Rationale

We know we will have students who will underachieve. In many of these cases it will not be appropriate to involve Learning Support but sufficient to provide regular monitoring of progress and to focus the attention of the subject teacher upon the problem. It is also desirable to enlist the support of the home.

Whilst the principles behind the strategy are relevant to all year groups, it is essential that an academic momentum is built up in Year 11, and it is here that we employ the most developed strategies.

Purposes

1. To use prior attainment data in conjunction with teacher recommendation to identify underachievement;
2. To encourage students to set short term targets and to monitor the success of the achievement of these targets on a weekly basis;
3. To provide support to individual students as appropriate;
4. To ensure students are aware of, and have experienced, a variety of revision and study strategies;
5. Ensure all students benefit from the improved learning environment we know is created when even a small group of critical individuals is encouraged to be more positive about their work and achievement.

Guidelines

1. Identify cohort of 'target' students as early as possible in the academic year using staff reports and previous assessment data including that provided by the Vale of Glamorgan;
2. Provide mentors for all targeted students;
3. Equip all students with an 'Achievement Diary' and check diary weekly;
4. Ensure all staff are aware of target group;
5. Offer lunchtime revision workshops in as many subjects as possible;
6. Involve parents as often as possible and run regular 'Support Group' meetings;

7. Provide opportunities for 'Saturday Clubs' aimed at study strategies, a residential revision weekend and intensive holiday revision courses.

Conclusion

If the school is to 'make a difference' we have to maximise the potential of every student. We must be prepared to involve as many varied approaches as possible.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - CAREERS EDUCATION AND GUIDANCE

Key Stage 4

Rationale

All pupils will receive a programme of careers education, appropriate to their needs, together with an ongoing opportunity to receive unbiased careers guidance and counselling before the next stage in their transition from Key Stage 4.

Purpose

The general aims of the careers education and guidance programme at this school are:

- to help pupils to achieve an understanding of themselves and to be realistic about their strengths and weaknesses;
- to extend the range of their thinking about opportunities in work and in life in general;
- to prepare them to make considered choices.

Guidelines

Careers education and guidance in Key Stage 4 will focus on:

- collating and analysing knowledge and experience about self, work and role;
- understanding the implications of present actions for future career development;
- Essentially the core of the careers education programme will be concerned with providing education about :
 - ◆ Self awareness
 - ◆ Opportunity awareness
 - ◆ Decision learning
 - ◆ Transition learning

During year 10 and 11 there is a need to recognise the implications of different forms of work for life styles. The task is to identify, compare, organise and use knowledge, understanding, skills and attitudes about self, work and roles.

Pupils in Key Stage 4 will be provided with opportunities:

- to identify sources of information about educational, vocational and training opportunities,

- to explore educational, training, employment, self-employment and voluntary work opportunities;
- to make direct and personal contact with people in their work roles in the community.
- to explore the experience – of – work of individuals the pupils admire;
- to explore possibilities for work overseas;
- to examine the interaction between domestic and other work roles in adult working life;
- to anticipate situations in adult working life where negotiation and assertiveness may be required;
- to experience team-based working roles;
- to prepare for choices of education training or employment Post 16;
- to identify and practice the search, application and negotiating skills needed to find out and obtain work.

Conclusion

This policy statement should be seen as part of the school's policies for Work Experience, Economics and Industrial Understanding and other community links.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT – WORK EXPERIENCE

Rationale

Pupils should be offered the opportunity of work experience at some time before making transition choices at 16+ and also, if staying on in school, at some time during Year 12.

Purposes

The provision of work experience through a partnership with the business and wider community has the following aims:

- students can learn about the world of work including the specific demands of jobs in which they are interested;
- students can develop the personal and social skills required in the world of work;
- students have the opportunity to develop economic awareness and enterprise skills;
- students are offered the opportunity to develop an understanding of the relevance of what they are learning in school;
- students can practice, improve and develop application and interview techniques.

Guidelines

- The School recognises work experience as an integral part of the curriculum and will ensure that there will be a planned programme which includes the preparation, the matching to appropriate placements, the monitoring of students while on placement and follow-up activities on their return to school, delivered by a team of teachers and co-ordinated by a Work Experience Co-ordinator.
- The School will seek to ensure that all students have equal opportunities to obtain work experience placements appropriate to their needs, irrespective of their social, cultural or academic background.
- Timing of the work experience programme will be at the discretion of the school in consultation with the Education Authority's Work Experience Co-ordinator.
- The length of the work experience programme will be:
 - ◆ 10 school days for pre 16+ pupils;
 - ◆ a minimum of 5 school days for A level students;
 - ◆ 10 school days for vocational students;

Conclusion

This policy statement complies fully with the Career Paths standards for accreditation and works towards the requirements of the school's Equal Opportunities Policy.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - QUALITY TEACHING AND LEARNING

Rationale

To deliver the best education possible for all pupils at the school through the maintenance of an educational environment conducive to the delivery of quality teaching and learning.

Purposes

To ensure:-

1. Adequate resourcing to aid delivery (financial, human, material);
2. Regular INSET for all staff;
3. Regular monitoring of the departments through line management in all matters concerning this policy;
4. HOFs disseminate all information concerning curriculum at all Key Stages to relevant colleagues;
5. Adequate time-table allocation for each subject within the faculty;
6. Pupils identified as SEN receive sufficient support in class;
7. All work undertaken in class is suited to all abilities and provides opportunities for progression for all pupils;
8. The Assertive Discipline policy is regularly and consistently employed in class through regular use of tracking sheets;
9. Homework is set and recorded in accordance with school policy;
10. Liaison with parents concerning curriculum concerns where these have been identified.

Guidelines

1. All staff to be fully aware of all current developments in their curriculum areas;
2. Maintenance of high levels of communication on all matters affecting QTL to all relevant stakeholders;
3. SEN pupils to be regularly reviewed and information disseminated;
4. Provision to be made for exceptionally talented pupils.

Conclusion

This policy should be revised in accordance with curriculum policies and school improvement procedures.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - THE SCHOOL RULES

Rationale

The school policy document “Pupils/Parents/School Partnership“ outlines the rights and expectations of the three parties. Pupils respond best within a calm and orderly environment. Good discipline furthers the aims of the school and safeguards the rights of pupils.

Purpose

The rules ensure that the pupils, parents and staff are aware that there exists a uniform approach to maintaining an atmosphere of an efficient, successful and happy school. Pupils have the right to be educated, without disturbance, to their highest capability. They should feel secure and confident during the school day. These rules exist to protect these rights.

Guidelines

A. General Rules

1. Be respectful and supportive of each other;
2. Be courteous to all members of staff and visitors;
3. Look after school property and keep our school free of litter and graffiti;
4. Wear your school uniform at all times;
5. Walk on the left in a quiet and orderly manner;
6. Stay on site during school hours;
7. Use the toilets only at break/lunch times;
8. Look after your personal property;

B. Class Room Rules

1. Follow instructions the first time they are given;
2. Be punctual to all lessons with all the equipment and books that your need;
3. Raise your hand and wait if you wish to speak, do not call out or talk to friends;
4. Avoid teasing other pupils or calling them names.

CONSEQUENCES

1. Break a rule - Reminder of rules
2. Second time - Warning given,
3. Third time - Discuss with teacher at end of lesson (Bromcom Entry AD3)
4. Fourth time - Referral to HOF/SLM (Bromcom Text Entry AD4)
5. Fifth time - Faculty/Dept. Sanction (Bromcom Text Entry AD5)
6. Severe Clause - Duty Staff involvement – Possible Parental Involvement or immediate sanctions (Bromcom AD6 or RDS)

C. Special Area Rules

Rules that concern health and safety in the laboratory, work shop, gymnasium and on the playing field have been drawn up by the Science, Technology and the PE staff and will be explained to pupils at the appropriate time.

Conclusion

The school rules are clear and direct and are aimed at achieving the optimal circumstances in which effective learning and teaching can take place. They underpin fundamentally the school's policy on Curriculum, Discipline and Pupil Welfare, as well as SEN and Equal Opportunities.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT SCHOOL CODE OF DISCIPLINE

RATIONALE

Barry Comprehensive School places a strong emphasis on praise and reward and seeks to promote the positive actions associated with school life. It is anxious to maintain high standards of behaviour and develop self-discipline among pupils, through its Assertive Discipline and PSHE Programmes.

PURPOSE

This code of discipline ensures that ALL pupils, parents/guardians and staff are aware of the outcome of behaviour which is contrary to our mutual expectations expressed by the Policy Statement: Pupil/Parents/School Partnership.

GUIDELINES

These take the form of a stepped approach which involves the pupil, parents/guardians, staff, governors and outside agencies in a formal structured way (see PROCEDURES FOR DISRUPTIVE BEHAVIOUR).

PROCEDURES FOR DISRUPTIVE BEHAVIOUR

| |
|---|
| Assertive Discipline procedures - |
| Persistent poor behaviour despite Departmental/Faculty strategies – Parental involvement. Problem outlined by Senior Learning Mentor (classroom based issues) or Pastoral Co-ordinator (non classroom-based issues). |
| Poor behaviour continues. Pupil placed on report. Parents asked to comply with monitoring of progress together with SLM Action plan / IEP/IBP discussed – progress reviewed |
| <u>Failure to comply with requirements of Report</u> Parental visit to meet with SLM/ Pastoral Co-ordinator. Strategies outlined and IEP/IBP drawn up-reviewed as above. |
| <u>Continued unsatisfactory performance</u> Key stage 3 – Placed on report with SMT |

| |
|--|
| <p>Key Stage 4 – Parental visit convened to discuss as above and/or possibility of ‘alternative curriculum’ or other appropriate strategies provided by the school or outside agencies. Placed on report with SMT.</p> |
| <p><u>Difficulties unresolved</u></p> <p>Review meeting convened involving Parents/Year Tutor. Request for Statutory Assessment/possible contract.</p> |
| <p>Further incidents/no progress</p> <p>Possible fixed-term/permanent exclusion</p> |

***Serious incidents may well lead to a period of fixed-term exclusion or permanent exclusion at ANY stage of the above procedures.**

Isolated incidents of a less serious nature may result in immediate. appropriate sanctions being imposed by SLM, Pastoral Co-ordinators, Behaviour Support Co-ordinator or SMT. e.g. break/lunchtime detentions, suspension of timetable/individual lessons.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - PROMOTING THE POSITIVE

Rationale

This policy is, in the main, the outcome of the investigation and deliberation of a staff working party which has assessed the whole aspect of praise and reward for meritorious achievement on the part of the pupils. The formalisation of these activities will form part of the overall pastoral strategy of the School.

Purpose

1. To recognise, reward and publicise all worthy aspects of our pupils' academic, social, domestic and community activities;
2. To use these achievements as an example of desirable behaviour for all other pupils in the School;
3. To acknowledge that pupils of all abilities have an opportunity for success by ensuring that many non-academic achievements are recognised and rewarded;
4. To indicate to the community that most pupils are well behaved and hard working and to balance contrary opinion by promoting the positive aspects of their actions;
5. To celebrate in the success of these pupils by processes which involve weekly rewards as well as annual recognition.

Guidelines

1. The system of reward will be for the most part, subject based, to enable each Faculty to determine procedures which best suit their needs.
2. The Pastoral Co-ordinators will have responsibility for monitoring the outcome of these procedures.
3. Regular communication to the parents of deserving pupils will take place in a variety of formats e.g. a letter of congratulation, quick notes, merit certificates, good phonecalls . Repeated praise will be recognised by the endorsement of the Headteacher.
4. Year Group assemblies will regularly celebrate positive achievement by pupils.
5. An annual presentation Evening, open to the public, will be arranged in order to publicise the venture to the whole community, especially to the staff, pupils and parents of our feeder schools.
6. The Publicity Officer will endeavour to publicise positive achievements in the local press.

Conclusion

This policy is to be viewed as a major aspect of the Pastoral Care and Welfare of Pupils strategy of the School. It should be considered in close association with all other policies related to the social, physical and emotional well being of pupils.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT: PUPILS/PARENTS/SCHOOL PARTNERSHIP

RATIONALE

The school's function is an extension of the education a child receives at home and, as such, we seek to establish a partnership which will give every pupil the greatest opportunity for success.

PURPOSE

The guidelines outline the nature of the relationship between the pupil, parents and the school and explain what each partner can reasonably expect of the others.

GUIDELINES

These take the form of the responsibilities and actions of each of the members of the partnership. The partnership is published on entry in the Year 7 Planner.

A. Responsibilities of pupils

1. Attend school and lessons regularly and with the necessary equipment.
2. Wear the correct school uniform.
3. Help to keep the school and its neighbourhood free from litter and graffiti.
4. Follow the school's Assertive Discipline policy.
5. Complete classwork and homework on time.

B. Responsibilities of parents

1. Parents will oversee homework and sign the Pupil Planner each week.
2. Parents will support the school to ensure that their child behaves politely and responsibly.
3. Parents will send children to school every day and on time and inform the school of reasons for absence by phone or letter.
4. Parents will make every effort to attend Parents' Evenings to discuss their son's progress.
5. Parents will ensure that pupils wear the correct uniform.

C. Responsibilities of the school

1. To provide a secure and caring environment for each pupil.
2. To offer each pupil a fulfilling educational experience.
3. To provide every pupil with the opportunity to succeed.
4. To recognise and reward hard work, good attendance and good behaviour.
5. To inform parents about lack of progress, poor attendance and poor behaviour.

In addition parents may expect that :

1. Teachers will set homework and mark it regularly.
2. Teachers will expect pupils to obey the school rules and follow the school's Assertive Discipline procedures.
3. Teachers will assess pupils regularly and provide them with help and encouragement appropriate to their ability.
4. Teachers will expect pupils to wear full school uniform at all times

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - BULLYING

Rationale

The school recognises its role in providing an extension of the secure and happy environment a child would expect to receive at home. It is appreciated that any form of bullying experienced by a pupil would destroy such an aim, and is therefore unacceptable.

Definition

Behaviour constitutes bullying when a pupil is subjected to verbal abuse or repeated teasing. The term also covers hitting, threatening and taxing of possessions.

Purpose

1. To promote a non-violent ethos in the school;
2. To establish principles and guidelines which seek to prevent bullying occurring;
3. To create an environment in which all pupils will report bullying to an adult with the confidence that the incident will be investigated;
4. To deal with reported incidents in a single, formalised stepped approach;
5. To advise the school, its feeder junior school and the whole community that bullying, in any form, will not be tolerated.

Guidelines

1. All pupils will be familiarised with the types of behaviour which constitutes bullying, including new forms of bullying via electronic communications, as part of the school's Disciplinary Policy.
2. The school perceives that prevention is best achieved by informing both staff and pupils that all reported incidents are dealt with and, if proven, have rigorous sanctions associated.
3. All staff will be issued with written information concerning bullying and strategies for counteracting it.
4. The preventative approach is enhanced by all pupils understanding that "someone will tell" and that anyone who partakes in the practice cannot hope for anonymity.
5. A small group of staff will be trained to apply a common approach and pupils will be enabled to select adults whom they would wish to deal with the problem. This group will follow the detailed guidelines to be published in conjunction with this document. All interviews will be formally minuted and sanctions outlined at each stage of the procedure to enable pupils to be fully aware of the outcome of their actions.

6. Parental involvement will be sought early in the proceedings and further steps taken to enlist the participation of members of the School's Governing Body.
7. The school is prepared to exclude from its roll any pupil who does not respond to the measures taken to eliminate the problem he/she has precipitated.

Conclusion

This policy is to be considered as a major aspect of the Pastoral Care and Welfare of Pupils strategy of the School. It should be considered in close association with all other policies related to the social, physical and emotional well-being of pupils, and equal opportunities.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT – NON-ATTENDANCE AND TRUANCY

Rational

Consistent attendance in school underpins the whole ethos, aims and objectives of the school. Non-attendance, both authorised and unauthorised, reduces continuity in the delivery of the curriculum and diminishes the effectiveness of the school's socialisation and pastoral role. Truancy increases the possibility of public misdemeanour and crime being committed by absent pupils. The policy seeks to address and minimise both, since the image of the school in the community is denigrated by these actions.

Purpose

1. To establish procedures to identify non-attenders and differentiate between authorised and unauthorised absentees.
2. To minimise through the actions of parents, school and EWO the incidence of non-attendance by pupils.
3. To reduce the effects of non-attendance on the pupil's progress.
4. To establish communication which ensures parental knowledge of absence and awareness of its effects.
5. To ensure that parents are appraised of their legal obligations and that the school fulfils its legal requirements through the EWO.
6. To describe and emphasise to pupils the procedures which will be followed in the treatment of the problem.

Guidelines

1. The Form Tutor is seen to be a key factor in the identification of irregular attendance and the communication of information via the Year Tutor to the EWO.
2. The accurate completion of registers, receipt of late and absence notes from parents, absence slips from the secretary and follow-up necessary by Form Tutors will ensure an efficient strategy for dealing with absences. Account must be taken of 'frequency' as well as 'total' absence, and patterns observed and notified.
3. Internal truancy is monitored by the requirement of teachers to complete a class register for every period of the day. Cross checking with the class register will identify culprits as will spot checks arranged at random during the school week.
4. Purpose (3) is best achieved by liaison between the pupil's subject teachers and the Pastoral Co-ordinator who may be able to supply work of a general or specific nature in order to maintain some continuity in the programmes of study.

5. Long-term absence resulting from illness or incapacity will necessitate the involvement of the home tuition service.
6. The service provided by the Education Authority's Welfare Officer is seen as a key factor in the achievement of good attendance. An emphasis is also to be placed on the pastoral and befriending role required by the Children's Act as well as the traditional function involving prosecution through the Courts.
7. The necessity for close liaison with Social Services is acknowledged, especially in cases of the non-attendance of pupils currently on their register, those in residential care or in community placement with foster parents.
8. A daily rota operates to telephone parents of those pupils who are absent (first occasion) to determine the reasons for their absence.

Conclusion

This policy is crucial to the process of whole school improvement. This policy is to be considered as a major aspect of the Pastoral Care and Welfare of Pupils strategy of the school. It should be considered in close association with all other policies related to the educational, social, physical and emotional well-being of pupils.

BARRY COMPREHENSIVE SCHOOL
POLICY STATEMENT - EXCLUSION OF PUPILS

Rationale

There are situations when, having followed the procedures of the School Code of Discipline, the school has no further recourse to action than that of exclusion. The action may be taken in order to maintain high standards of discipline in the school by protecting fellow pupils or staff from the outcome of the excluded pupil's behaviour.

Purpose

As well as this isolating action, the exclusion will serve to:

- (a) exhibit to parents how seriously the School views this behaviour,
- (b) bring the breakdown in discipline to the attention of the Governors,
- (c) advise the LEA that the resources available to the school to deal with the problem have been exhausted.

Guidelines

1. The administration involved with fixed and permanent exclusions as well as the appeal procedures is well-documented elsewhere, as part of Government legislation, and does not form part of this policy statement.
2. Since any single exclusion may necessitate a complex series of actions, all will be undertaken by the Headteacher or a Deputy Head in full consultation with the Assistant Head (Pupil Affairs) and Pastoral Team. This will ensure that a consistent approach to the process is adopted by the School and that loopholes or duplication do not occur, as they might should various parties engage in the administration of the procedures.
3. At each stage of the exclusion procedure (or appeal, or directive to reinstate), all parties will be advised of their rights and all the School's actions documented for reference purposes.
4. Data and trends on exclusions will be monitored and reported regularly to the Governing Body.

Conclusions

This policy is to be viewed as the outcome of the failure of the School Code of Discipline to resolve the problems dealt with therein.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - DRUG EDUCATION AND DEALING WITH INCIDENTS OF SUBSTANCE ABUSE

Rationale

Barry Comprehensive does not condone either the misuse of substances by members of the school or the illegal supply of such substances. The school is committed to the health and safety of its members and will take action to safeguard their well-being. The school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, will seek to persuade pupils in need of support to come forward.

Purpose

Drug Education

Aims:

- To foster a healthy attitude to life which discourages the misuse of substances;
- To provide accurate information about the use and misuse of substances, including tobacco, alcohol, legal medicines and illegal drugs;
- To develop the skills necessary to cope with unwanted peer pressure;
- To help pupils understand the dangers of discarded materials and to know who to approach with such information;
- To provide correct up-to-date information for staff and governors;
- To involve parents in discussions and provide information about drugs through the use of appropriate home/school materials, lectures, etc.

Guidelines:

What will be taught, where and how:

Some aspects of Drug Education form part of the NC Science Orders. These are statutory. Other aspects may be included in topic work or as additional areas of study.

Visitors and Outside Agencies:

Teaching will normally be the responsibility of the Science or PSE teacher. On occasions appropriate guest contributors may be invited into the classroom. The Headteacher and PSE co-ordinator will ensure that:

- Visitors are competent;
- Visitors are aware of the Drug Education policy;
- The tone and substance of any materials match the age and ability of the pupils;
- The teacher is present in the class to answer questions and plan follow-up work.

Dealing with Instances of Substance Abuse

Barry Comprehensive will follow the attached Vale of Glamorgan Education Authority guidelines on:

- Suspicion
- Confidentiality
- Finding a substance/materials in school grounds
- Possession or use of drugs by pupils on school premises
- Possession/use of drugs on the premises by those other than pupils

This policy will be reviewed annually by the PSE co-ordinator, SMT and Governors.

Vale of Glamorgan Education Authority

Dealing with Drug-related Incidents

Suspicion:

- Situations will be dealt with by the Headteacher as appropriate.
- Confidentiality cannot be unconditionally guaranteed; any serious suspicion may be passed on the parents/carers of pupils and to the police Schools' Liaison Officer.

Finding a substance/materials in school grounds

- Pupils should NOT touch; they should immediately inform a member of staff.
- Staff should remove the item/s to the Headteacher's office, using disposable gloves, a spade or tongs as appropriate.
- A "Sharps Box" is available for disposal in a designated area of the school.
- If a syringe is found without a needle, a search of the surrounding area should be carried out.
- Incidents will be recorded in the school log book.
- The LEA and the Chair of Governors will be informed.
- The parents of the pupil/s discovering the item/s will be informed.
- The school's Liaison Officer will be informed if the use of illegal drugs is indicated.

Possession or use drugs by pupils on school premises

- The substance will be confiscated and retained by the Headteacher as evidence
- Incidents will be recorded in the school log book
- The LEA and the Chair of Governors will be informed
- The parents/carers of the pupil/s involved will be contacted immediately
- The police will be contacted for clarification if the substance is thought to be an illegal drug

Possession/use of drugs on the premises by those other than pupils

- Police will be informed at once.

Sources of Help

- Police Schools Liaison Officer
- Community Drugs Team
- Drugaid
- Inroads

Consultation

- This draft drug policy has been developed by the school's PSE sub-committee, by all staff and by the full governing body.
- Parents will be notified of the existence of a draft policy, and the procedures contained therein.
- Parents are welcome to make recommendations on the draft policy.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT – COLLECTIVE WORSHIP

Rationale

The school aims to promote the spiritual and moral development of students whilst recognising and respecting the heterogeneous mixture of culture, religions and non-religious backgrounds represented by the whole school community.

Purposes

1. To enable pupils to develop their own set of values and learn to appreciate the beliefs and practices of others;
2. To help pupils develop their understanding of moral, spiritual, social and cultural issues;
3. To encourage pupils to recognise the moral view of social situations, as exemplified by the teachings of the Christian and other faiths.

Guidelines

1. To provide wherever and whenever possible the opportunity for students of a similar age to meet and listen to or share views on spiritual and moral issues;
2. Assemblies and tutorial times offer opportunities to explore moral and spiritual issues, with both school staff and visitors;
3. Pupils will have access to further moral viewpoints through issues raised in timetabled Religious Education and Personal and Social Education lessons;
4. The curriculum in all subjects offers opportunity to ask questions about meaning and purpose and inspire imagination and contemplation;

Conclusion

This policy should be read in conjunction with the school's curriculum policy and its Pastoral and Pupil Welfare policies and Equal Opportunities.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - SCHOOL COUNCIL

Rationale

The school strongly believes in the development of the whole child and encourages active participation in non-academic issues. One such activity is the decision making process which affects, by its outcome, the lives of all the pupils within the establishment. Pupils are invited to participate in that process in order to achieve a sense of ownership of the procedures we adopt.

Purpose

1. To allow all pupils to engage in a democratic process of election of form representatives;
2. To experience the communication skills necessary to mandate their wishes to the representative for the Council meetings;
3. To achieve a corporate spirit of each tutor group within the Year;
4. To be given an opportunity to act as the form representative by displaying sound leadership qualities to class peers;
5. To be aware of and responsible to the needs of the school, community and local environment.

Guidelines

1. Each tutor group will elect, with the assistance of the Form Tutor, a class representative and a deputy.
2. The representative will meet with all others in the year group on a regular basis. Hence, six Year Councils will meet, at least, monthly.
3. Meetings will be convened by the Assistant Year Tutor who will invite, as available, the Year Tutor, Deputy Head and any other persons deemed necessary.
4. Form Tutors will encourage the class representative to discuss relevant issues during Tutorial time, taking agreed agenda items to the Council meetings and reporting back to the class on a regular basis.
5. Issues raised, matters discussed and decisions reached in the council will be minuted by one of the class representatives, chosen on a rota basis. Younger pupils will be assisted by the Chairperson.
6. Serious consideration will be given to the views expressed at the Council and whenever possible, Senior Staff will ensure implementation of the suggestions received.

7. All agenda will be circulated to Senior Staff in order that consideration be given to items requiring a managerial decision and such decisions communicated to the Council as an agenda item.
8. A representative of the School Council shall be invited to make a presentation/report on the work of the Council to the Governing Body on one occasion during the academic year, to reflect the interest of the Governing Body in the work of the Council.

Conclusion

This policy is to be considered as a major aspect of the Pastoral Care and Welfare of Pupils strategy of the School. It should be considered in close association with all other policies related to the social, physical and emotional well-being of pupils.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - EQUAL OPPORTUNITIES

Rationale

All pupils have an entitlement to equality of opportunity irrespective of race, culture, religion, gender, ethnic origin and ability/disability.

Purposes

To increase the awareness of both staff and pupils of the implications of equal opportunities;

To effect changes with the support of the staff;

To ensure equality of opportunity for all pupils irrespective of race, culture, religion, gender, ethnic origin or ability/disability;

To ensure the full range of courses, facilities and school resources are available to all pupils;

To ensure that, in future, pupils at this school receive equality of provision in all courses commensurate with their peers in mixed schools;

To develop school resource, learning and teaching materials which reflect a diverse society and equality of opportunity.

Guidelines

1. Pupils should be assisted to view themselves and others without depending on stereotypical roles and images.
2. The possible causes of under-achievement amongst pupils should be investigated with a view of making structural, methodological and resourcing changes, amongst others, which might reduce any such underachievement.
3. Resources and staffing for pupils with Special Educational needs should be allocated in a way which will produce a greater equality of outcome for all pupils as measured by changes in their performance over time.
4. The Equal Opportunities Committee should be seen as one of the instruments by which the Equal Opportunities policy will be implemented.
5. The Equal Opportunities Committee will consist of a representative of each Faculty/Department of the school, but is open to all interested members of staff to participate.
6. The Equal Opportunities Committee in conjunction with the Staff Development Committee will endeavour to ensure that a relevant INSET provision is made available to all staff.

7. There is a legal obligation on the part of the Local Authority to provide the capital resources necessary for the implementation of Equal Opportunity.
8. The Governing Body needs to ensure the budget of the school is allocated in such a way that equality of opportunity is available to all pupils.

Conclusion

The Equal Opportunities Policy of the school should not be viewed in isolation from all-school curriculum and welfare policies, but in turn should be reflected in them. In addition to generic issues of equal opportunities, the school policy must reflect the cultural and ethnic diversity of the community it serves.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT-THE ROLE OF THE FORM TUTOR

Rationale

It is recognised that one of the functions of the school is to act as an extension to the education a child receives at home. Another is a continuation of the comfort and support a child should be able to expect from caring parents/guardians. The school sees the key factors in this supportive framework identifies within the role of the Form Tutor.

Purpose

The school expects a relationship with each pupil to develop during the progress from childhood through adolescence into adulthood. These guidelines will indicate, in broad terms, the means of achieving this relationship. The policy seeks to emphasise this pastoral role and acknowledges the supporting, but subordinate, aspects of administrative responsibilities.

Guidelines

1. To develop within the Tutor Group a relationship which expresses the ethos of a friendly, caring and supportive school and facilitate an atmosphere, which encourages pupils to approach the Tutor readily;
2. To develop a corporate spirit within the Tutor Group, the relationship being the sum total of those between each individual and his Tutor; this group identity being used as a support and protection for those requiring it.
3. To manage throughout their time in school each pupil, she/he has in her/his care, to check the progress of individuals, to give help and support where required and to interpret the goals and aims of the school and its policies to pupils;
4. To monitor the attendance, punctuality, behaviour and appearance of each pupil in the Tutor Group;
5. To ensure a consistent and fair approach to rewards and sanctions aimed at securing good relationships;
6. To ensure effective communication between the Form Tutor and all parties requiring or delivering information on individual pupils;
7. To contribute, via formal meetings with the Year Head, to the actions of the Pastoral Team;
8. To establish a high profile of the Form Tutor during Parents' Evenings, affording an opportunity for discussion on the non-academic progress and development of the pupil;
9. To be fully involved in pupil profiling and the production of Reports.

10. To ensure maximum use of the Tutorial periods to fulfil these functions clear of other administrative duties, and unencumbered by the demands of a subject discipline.

Conclusion

This document is to be considered a major aspect of the Pastoral Care and Welfare of Pupils Strategy of the school. It should be considered in close association with all other policies related to the social, physical and emotional well being of pupils.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - TRANSFER OF PUPILS (INTERSCHOOLS)

Rationale

It is recognised that for many pupils transferring schools during the secondary stage can be a traumatic experience. The leaving of friends, domestic and social upheaval, being seen as an “outsider”, lack of continuity in school work, changes in option choices, all contribute to a situation which can test the most competent and confident. These matters primarily concern pupils being received by the school but those leaving will also need consideration.

Purposes

The policy seeks:

- 1) To anticipate and address areas of concern which may be expressed or experienced by transferring pupils;
- 2) To obtain a continuity in the pupil’s programme of study by the actions of the transferring and receiving school;
- 3) To arrange early and continuous liaison with parents or guardians in order that all information relevant to the transfer is known and documented;
- 4) To ensure that the transferring school provides all necessary information on the pupil’s academic, pastoral and social background, especially that involving National Curriculum levels of attainment. The receiving school shall seek and receive such information.

Guidelines

- 1) An appointment will be arranged for the Head to meet the parents and the pupil wishing to transfer into Barry Comprehensive School. A recent progress report on pupils leaving this establishment will be arranged by the appropriate Pastoral Co-ordinator/SLM.
- 2) On receiving all information from the transferring school, the Head will make a decision on the appropriateness of mainstream education at Barry Comprehensive School and admission will be arranged if appropriate.
- 3) As the receiving school, we shall make enquiries concerning all the non-academic circumstances involved with the transfer, such as family background, fostering, attendance, exclusions, hobbies, sports, clubs, interests etc.
- 4) Heads of Faculty will be consulted and advised on the levels of attainment of the pupil in order to allow placement in groups commensurate with the pupil’s ability.
- 5) Negotiation with the pupil and parents will ensure, whenever possible, the subject choice is given if option or set sizes permit.

- 6) The school should be appraised of any special educational needs, including any circumstances of a medical or psychological nature pertaining to the pupil.
- 7) Where possible, school books or a portfolio of work should be transferred in order to substantiate written National Curriculum attainments.

Conclusion

This policy should be read in conjunction with both academic and pastoral policies of the school. It forms part of the school's system and procedures for pastoral care and welfare of its pupils.

BARRY COMPREHENSIVE SCHOOL

**POLICY STATEMENT- THE USE OF REASONABLE FORCE TO CONTROL OR
RESTRAIN PUPILS**

**NAS/UWT INCIDENT SHEET AVAILABLE FROM ASSISTANT HEADTEACHER
(PUPIL AFFAIRS)**

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT- THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS

Rationale

The following document should be regarded as part of the school's behaviour policy – Barry Comprehensive School will follow the Vale of Glamorgan guidelines on this issue.

Purpose

The new provisions of the 1996 Education Act clarify the situation regarding the use of **reasonable force** to prevent pupils committing a crime, causing injury or damage to themselves, others or property.

Guidelines

- The use of force can be regarded as reasonable **only** if the circumstances of the particular incident warrant it. The use of **any** degree of force is **unlawful** if the particular circumstances do not warrant its use.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.
- The degree of force may depend on the age, understanding, physical maturity and sex of the pupil.

For less urgent risks strategies other than physical intervention should be attempted to deal with a situation, to calm and defuse:

- **The use of physical restraint must be the final option.**
- physical restraint may be appropriate to prevent:
 - a) a pupil attacking a member of staff or another pupil;
 - b) pupils fighting;
 - c) a pupil engaged in or on the verge of committing deliberate damage to property;
 - d) a pupil causing, or at risk of causing, injury or damage by accident, by rough play or misuse of dangerous materials or objects;
 - e) a pupil running in a corridor or on a stairway **in a way** which might cause an accident likely to injure him/herself or others;
 - f) a pupil absconding from a class or school but **only** if the pupil could be at risk if not kept in the classroom or school.

- Where there is an immediate risk of injury or damage to property, a member of staff may have to intervene physically immediately; however, wherever possible staff should consider whether an alternative strategy could be used. All staff need to be aware of health and safety issues when dealing with pupils with volatile behaviour.

Styles of restraint suggested by the LEA include – physically interposing between pupils or blocking a pupil's path, holding, pushing, pulling or leading by the arm, shepherding a pupil away by placing a hand in the centre of the back, using classroom furniture to restrict movement.

- Staff must not:
 - hold a pupil around the neck or by the collar or in any other way that might restrict the ability to breath;
 - slap, punch, kick or strike a pupil with an object;
 - twist or force limbs against a joint;
 - trip up a pupil;
 - hold or pull a pupil by the hair or ear;
 - hold or touch a pupil in way that might be considered indecent.

During the restraint a calm and measured approach should be adopted, staff should not give the impression that they have lost their temper or are punishing the pupil. Following the restraint any incident must be reported immediately to the Headteacher or senior member of staff, parents should be informed of any incident involving their child initially orally and subsequently in writing.

The member(s) of staff involved must provide a written report as soon as possible on an incident sheet (suggested NASUWT form).

The member of staff may wish to seek advice from a colleague or professional association representative, injuries suffered by an employee, as a result of a deliberate assault arising out of or in connection with their work, should be reported.

De-briefing

- a) Staff:
 - the member(s) of staff involved in the restraint should be encouraged to consider the situation with the Headteacher or senior member of staff as soon as possible following the incident.
- b) Pupil:
 - The pupil will inevitably be emotionally buffeted and upset. Following the incident and, as part of working through the problem, the pupil should be advised as to why it was necessary to use physical restraint. He/she should be allowed to put his/her side of the situation.

Complaints

A dispute about the restraint may lead to an investigation either under disciplinary or child protection procedures. The LEA should be contacted for advice as necessary.

It is the policy of the Vale of Glamorgan Unified Inter-Agency Service that:

- training will be offered to schools on a regular basis;
- training will assist schools in developing their own policies;
- that all other members of staff will be trained as resources allow.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - HEALTH AND SAFETY

Rationale

The Health and Safety at Work (ETC) Act 1974 requires employers to prepare a written statement of their general policy with respect to health and safety. Section 2(3) requires also a description of the organisation and arrangements for carrying out that policy.

Purposes

1. To accept that the Local Education Authority, the Governing Body and the Headteacher have a responsibility to pupils, teaching staff, ancillary staff and visitors to the School under the HSW Act;
2. To provide and maintain safe and healthy working conditions, equipment and systems of work for pupils and staff and to provide information, training and supervision for this purpose;
3. To bring to the notice of all employees the guidelines within this document for carrying out this policy and to revise or amend these when appropriate;
4. To advise that whilst the overall responsibility for health and safety rests at management level, all individual employees will be required to accept degrees of responsibility for carrying out the policy;
5. To make reference to the necessary documents on procedure for implementing the policy with regard to working directives in all areas. Each of these is referred to as an "Appendix" to this policy document.

Guidelines

1. All employees are required to act in a reasonable and responsible manner in relation to their own health and safety and that of others. It is acknowledged that every possible hazard may not be covered by a contingency plan, legislation or directive and that responsible actions will be required in those cases.

Staff and pupils should be aware that particular areas such as workshops, laboratories and gymnasias will all have safety procedures which must be familiarised.

Similarly non-teaching situations such as fire drill, out-of-school excursions, accidental injury and sudden illness, all have directives associated with procedures to be carried out by all employees.

The policy will need to be monitored in order to assess its effectiveness. Spot checks, full inspections, fire practice, safety officer reports, accident assessment, near misses, sickness linked to work, patterns and frequency provide the relevant information.

The school appreciates that all Staff may not possess sufficient experience or expertise to fulfil all their obligations towards the health and safety of the pupils. In that case, the School undertakes to provide necessary training in those areas when requested by Staff.

Conclusion

This policy forms part of the Aims and Objectives of the school as well as being related to policies concerned with the pastoral well being of pupils. Other linked policies include those on Educational Visits and Trips and School Excursions. The appendices referred to in Purpose (5) above are contained in the Staff handbook, copies of which are available from the Headteacher.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - MEDICAL, FIRST AID AND EMERGENCY TREATMENT

Rationale

All pupils with a medical need should receive proper care and support at school. Employers have an obligation under the Health and Safety at Work Act 1974; the Education Act 1996 and the Medicines Act 1968 to deal with pupils' medical needs and to ensure health, safety and welfare of employees.

Purposes

1. To ensure that parents, pupils and staff are familiar with the level of medical treatment which will be provided in school;
2. To obtain from parents all necessary medical information which should be available to the school about its pupils;
3. To indicate to parents the circumstances under which the school is prepared to take responsibility for giving and supervising children taking prescribed and non-prescribed medication;
4. To inform parents of the circumstances under which the school will allow pupils to carry and administer their own medicines;
5. To indicate to all parties concerned the school's emergency procedures;
6. To ensure that sufficient members of the school staff are properly trained in first aid procedures;
7. To ensure that all members of staff are aware of the school policy, particularly with regard to emergency treatment of pupils.

Guidelines

1. Parents will be expected to provide for the school any necessary medical information about their children. This will normally be required when pupils first enter the school and will be updated annually.
2. Pupils' medical information will only be kept by staff on a need to know basis. This information will be distributed by the Headteacher or his representative only to staff who teach a pupil.
3. All staff who teach pupils with a medical need will be required to take note of this information as it applies to each pupil. This information will remain confidential and will be available from Heads of Department. HODs are charged with ensuring that each member of their department notes the content of the medical file.
4. The school does not have, and will not give medicines to pupils. If a child suffers regularly from pain, parents should supply the school with appropriate pain killers for him/her with appropriate instructions for staff.

5. Under certain circumstances the school will authorise specific members of staff to supervise the taking of prescribed medicines by pupils. Staff concerned are only likely to be Assistant Heads of School and Heads of Year and only with their full, voluntary approval. The taking of medicines will only be supervised if parents can show that the medical regime cannot be altered so that medicines can be taken at home.
6. Pupils should only carry their own medicines with them to school if absolutely necessary. The school should be informed in writing. If it is proper and sensible to do so a pupil may administer his/her own medicine.

Sufficient staff will be trained, and this training will be regularly updated.

7. No member of staff, despite any medical or first aid training, will be required to accept responsibility or liability for the administering of any medical treatment which shall constitute an invasive procedure, and which should only be undertaken by a parent or by fully qualified medical personnel.
8. A medical room will be provided for pupils. This will contain the necessary, basic, emergency first aid equipment.
9. First aid kits will be distributed throughout the school's buildings, particularly in higher risk areas, such as workshops, laboratories and sports changing rooms. School minibuses will also be provided with a similar first aid kit. Appointed staff will be responsible for ensuring that first aid kits are regularly checked and replenished.
10. All members of staff will be provided with a document which explains the school's emergency procedures and lists the names of all qualified first aiders.
11. If pupils have to go home or to hospital as a result of feeling unwell or because they require immediate medical attention, parents will be expected to respond to the school's request for them to attend. If parents are unable to do this personally they should arrange for a substitute. Only if parents cannot be contacted or cannot attend the school immediately, will a member of staff accompany a pupil to hospital. When a parent or guardian arrives to take responsibility, the member of staff will leave the child in their care.
12. The school's arrangements for out of school activities and visits require staff to pay particular attention to the medical needs of all relevant pupils and to carry the necessary first aid equipment. A risk assessment of each visit should be made before a decision is taken on the need for a qualified first aider to accompany that visit.
13. An accident record book will be kept of all accidents which occur in school and that require further medical attention. Each record will be completed by the first aider who deals with the incident.
14. The school will make all the necessary arrangements with the school nurse or other representatives of the local health authority so that regular medical checks can be carried out as required.

Conclusion

Every member of staff should read and be familiar with the school's emergency first aid procedures, in addition to this policy document. It is the responsibility of the Headteacher to ensure that staff are aware of the medical needs of the pupils and to provide them with proper care and consideration while they are at school.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - EDUCATIONAL VISITS AND TRIPS

Rationale

Off site educational visits can be an important and valuable part of the delivery of the curriculum, as an extension of learning and of the development of personal and social skills. However, there are extended responsibilities for pupils, staff and governors for areas of activities which take pupils off site.

Purpose

The purpose of this policy is to ensure that every precaution is taken in advance to ensure the value and quality of the off site visit, the appropriateness and safety of venue and the qualifications of any external instructors.

Guidelines

The guidelines for arranging educational visits and trips are based on the school's own procedures and on LEA regulations. The school procedures to be followed are listed below, but details of the LEA guidelines are contained in a separate document which is available in the school office. Members of staff undertaking visits will be given the document entitled 'Educational Visits and Safe Practice in Outdoor Education and Specific Adventurous Activities', which outlines the criteria for the approval of educational visits and gives valuable advice on the planning of visits.

School Procedures:

1. Consult the Headteacher in the first instance to establish whether a proposed visit is acceptable in principle. The permission of the Headteacher should be obtained for all out-of-school journeys which necessitate taking pupils away from normal lessons.
2. After gaining outline permission from the Headteacher the appropriate forms should be collected from and returned to the Deputy Head (DPW) for approval. The forms should be submitted to the Deputy Head at least 3 weeks in advance of proposed date.
3. In the case of visits of more than one day's duration, hazardous activities and all visits abroad, permission must be obtained from the Headteacher, Governors and the Director of Education. Visits which involve charging pupils should only be arranged after the requirements of the Education Reform Act have been met. Details of the charging provisions are given on Page 14 of the LEA Guidelines and should be referred to by staff. Although charging is forbidden for school-time activities, schools can still invite parents and others to make voluntary contributions towards school funds or in support of any specific project.
4. Visits which create difficulties in the day to day organisation of the school may have to be postponed or cancelled.
5. No arrangements should be confirmed until approval is given.

6. For all non-residential educational visits by part of the school for one day or less (except those involving travel by sea or air, or involving a hazardous activity) only the permission of the Headteacher is required. For all other visits/holidays i.e. visits of more than one day's duration, both Governors and LEA permission is required.
7. Parents should be informed in writing as to all aspects of the visit, including the insurance position, and appropriate written parental consent must be obtained.
8. All monies relating to Educational Visits should be paid through the school secretaries, who will arrange for the amounts to be paid into the School Fund.

Where deposits of money are required, the letter to parents should specify if the deposit is returnable or not in the case of cancellation by the pupil.

Insurance cover is instigated by the payment of the appropriate premium (currently 8 pence per person per day). Insurance forms (INS.1) are available from DPW.

9. Heads of Department should be aware of any arrangements made which may come within their delegated responsibility.
10. The School Canteen should be informed if the trip necessitates boys missing their school lunch. The Kitchen Supervisor should be given two week's notice of the number of pupils who would normally have lunch but on the day in question will not be taking it.
11. The Caretaker should be informed if the trip is to start earlier than normal opening time, or if it is likely to end later than the time when the gates are usually locked. The co-operation of the Caretaker must be obtained if it is likely that the school grounds and buildings will have to be unlocked or used outside normal hours, at weekends, or during the holidays.
12. Pupils missing academic work have permission to attend trips, only on condition that they can make up such losses in their own time.
13. Pupils will be expected to wear school uniform unless permission has been given to the contrary by the Headteacher.
14. Staff accompanying a trip are completely responsible for the discipline and safety of pupils. The LEA regulations recommend that for secondary pupils, a minimum of one supervisor to 20 pupils will generally suffice. Particular pupils, activities and locations will require improved ratios, which must be decided according to professional judgements and the LEA guidelines.
15. Some sporting/outdoor pursuits and activities require the organisers to be in possession of specific certificates of proficiency. It is essential that these legal requirements are not overlooked. Local Authority Advisers should provide information if there is doubt.
16. The minibus booking procedure must be followed.

17. Participating staff must ensure that all normal administrative duties required of them can be adequately covered and completed.
18. An attempt should be made to organise trips at times which will cause the least inconvenience to colleagues, pupils and the general life of the school.
19. Participating staff should set work for classes they would normally be teaching during the period of absence.
20. A risk assessment checklist should be completed before every trip (included in the pack of forms supplied by DPW).
21. A brief written report on all school trips requiring the consent of the Chair of Governors should be made to the appropriate committee / working group of the Governor Body as soon as is feasible after the school trip.

Conclusion

This policy should be taken in conjunction with the needs of curriculum delivery, pupil welfare policies, and the specific minibus procedures mentioned above.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - SCHOOL EXCURSIONS

Rationale

The education of any pupil involves the development of social, physical, emotional and intellectual skills. This aim is assisted by providing a variety of experience outside the home – school environment. These experiences may be gained by the pupil participating in a range of excursions during their school career.

Purpose

1. To enhance pupils' learning through a variety of experiences in the outside world;
2. To increase knowledge, understanding and appreciation of the locality and other, more distant environments;
3. To assist in the development of skills in observation, recording and reporting;
4. To develop confidence, independence, sense of adventure and responsibility regarding their own safety and the safety of others;
5. To assist in the social development of pupils when given the opportunity to work or live with others in a new and exploratory environment. This may **include an** excursion planned as a "reward" to pupils.

Guidelines

1. This document does not seek to outline procedures for planning, organising and implementing an excursion. Reference to those guidelines are based on the School's own procedures as well as LEA regulations. They exist under separate headings "Educational Visits and Trips" and "Educational Visits and Safe Practice in Outdoor Education and specific Adventurous activities".
2. Excursions should be planned with both the previous rationale and purpose/s in mind.
3. A clearly defined statement of the purpose of the excursion will need to be made at the stage of seeking permission from the Headteacher. This is to be first stage in the planning.
4. The purpose of the excursion must be made clear to the pupils so that they may record their participation as part of their educational achievement.

Conclusion

This policy is closely associated with the academic and pastoral care programmes for the pupils, and the more precise outlines in the school policy on Educational Visits and Trips and Charges for School Excursions.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT – CHARGES FOR SCHOOL EXCURSIONS

Rationale

A pupil's education is undeniably enhanced by the provision of appropriate experiences outside the home-school environment. A pupil may gain some of these experiences by participating in a range of excursions during their time at school.

Purpose

1. To ensure that all students have an equal opportunity to benefit from school excursions and visits;
2. To enable students who may be from financially disadvantaged backgrounds to share in the benefits of school excursions without drawing attention to their lack of financial means;
3. To aim to achieve the best use of the funds available so that the opportunities for all pupils to benefit from excursions are maximised.

Guidelines

1. Where excursions/visits are considered to be an integral part of the curriculum and parents can only be asked to contribute to the costs, it should be made clear that cancellation is still a possibility if the visit can't be funded adequately.
2. Staff operating trips should adhere to the LEA's guidelines on the "Financial arrangements" in "Educational Visits and Safe Practice in Outdoor Education and Specific Adventurous Activities", to ensure financial probity.
3. Trips should not be operated as profit making ventures.

Conclusions

This policy should be read in conjunction with that of the policy for "School Excursions" and "Educational Visits and Trips" (procedures).

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT: STAFF ABSENCE

Rational

Pupils work and behave best when they experience a calm, well organised and hence predictable environment. Disruption to this environment needs to be minimised by planning alternative replacement strategies. One such disruption occurs when Staff are absent from their teaching and pastoral commitment.

Purposes

- 1) To minimise interruption to the pupils' work and learning pattern by arranging continuity in their programme during their teacher's planned absence;
- 2) To ensure that pupils accompanying any Staff absent from the school have their remaining learning programme catered for by the teachers concerned;
- 3) To make sufficient arrangements to ensure that pupils are usefully engaged during a member of Staff's unplanned absence.

Guidelines

- 1) Subject departments will need to facilitate useful work being carried out by the pupils providing material of a suitable nature to Assistant Head/Site/Head of Faculty. This work will cover unplanned absences of Staff.
- 2) Individual Staff partaking of a planned absence will need to ensure that all pupils are left work of a suitable nature.
- 3) The Assistant Head/Site/Head of Faculty will arrange distribution and collection of this work to Staff supervising classes during this absence.
- 4) As a safeguard against staff returning from illness too soon for their own personal health, everyone attending after such absence should see or contact the Assistant Headteacher responsible /Head as early as possible during that day.

Conclusion

This policy is to be viewed as an academic contingency plan for the pupils during Staff absence, an aid to colleagues who supervise their normal teaching commitment, by usefully engaging the pupils and as one aspect of Staff welfare referred in 4) above.

The policy is essentially linked to the Policy Statement: School Excursions and to all references contained therein.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - ABSENCE MONITORING POLICY AND PROCEDURES - TEACHING STAFF

Rationale

- 1.1 The aim of this document is, not to take precedence over nor does it seek to change the Teachers Conditions of Service (Burgundy Book) but, to offer guidance in respect of absent teachers to those responsible for the day-to-day management of the school and its Teaching Staff.
- 1.2 Whilst not wanting to be too prescriptive, thus allowing some degree of flexibility to the Headteacher, there are certain guidelines considered to be good practice which allow for a sensitive and consistent approach by all concerned.
- 1.3 It should be recognised that there are many forms of absence. This document attempts to clarify the procedure to be followed when dealing with those related to sickness.
- 1.4 Teachers or any other member of staff who are absent due to legitimate health related issues, should not be aligned to disciplinary procedures. However, such procedures might be instigated as a consequence of an individual abusing the absence procedure or for unacceptable absence pattern or levels over a period of time.
- 1.5 The type/cause of illness should also be taken into account and treated sensitively and consistently. Teachers with terminal illnesses should be treated with the greatest sensitivity and sympathy.

Purposes

2. Policy

- 2.1 In the spirit of good employment practice, both the school and the LEA are committed to monitoring absences due to sickness to:
 - a) Identify members of staff with recurrent genuine sickness problems, who may need help and support;
 - b) Identify those with an unjustified absence records which has the effect of:
 - i) adding an undue pressure on other members of staff;
 - ii) affecting the education of pupils;
 - ii) adding to the strain on resources at school and LEA level.

Guidelines

3. Role of the Governing Body/Headteacher

- 3.1 The Headteacher is best placed to perform such monitoring procedures and can consult with the Chair of Governors if there are areas of concern.

4. Role of the LEA

- 4.1 It is recognised that although schools have delegated budgets and responsibilities, the LEA is the employing authority. The LEA will advise/support the school (Headteacher) in carrying out their responsibilities at all stages of the monitoring process should such advice/support be sought. The LEA is required to act on the decision of the governing body regarding employment of staff, except where such decisions are unlawful.
- 4.2 The Headteacher should seek advice from her/his Education Personnel Contact Officer when there is cause for concern regarding an individual's absence record.

5. Principles

- 5.1 As teachers expect pupils to be punctual and to have regular attendance, then the same applies to teachers themselves. Poor attendance will result in increased workloads and lower morale. The education of the pupils will be affected and will add to the strain on school and LEA resources. It should be the school's aim, in respect of this issue, to encourage attendance and minimise levels of absence.
- 5.2 The LEA currently categorises absences as either:
- a) Short term - typified short periods of absence e.g. occasional or a few days at a time which do not require medical certification, but occur on a frequent/regular basis over an extended period of time or
 - b) Long term - defined as continuous periods of non-attendance through ill-health requiring certification.

6 Dealing with Short-term Absences

- 6.1 If the Headteacher has cause for concern about a teacher's level or pattern of absence the Headteacher will, in consultation with the teacher concerned, review the absence record. If necessary, the LEA would conduct a visit to the teacher's home for review.
- 6.2 The purpose of the review is to:
- a) enquire into the well being of the teacher offering support and advice;
 - b) indicate concern about the teacher's absence record;
 - c) ascertain what steps can be taken by the teacher, the Headteacher or the LEA to improve attendance, e.g. shift responsibilities, change role, temporarily or permanently.

Any such review should be carried out sensitively and consistently. Should the teacher prefer not to discuss their medical condition with the Headteacher, then the teacher may nominate a third party or LEA Personnel Officer. However, the Headteacher is entitled to know details of illness/absence which enable her/him to provide support or to reorganise responsibilities as necessary.

Following the review, the Headteacher will undertake one or more of the following:-

- a) accept the teacher's explanation and take no further action;
- b) conduct a further review at a later date;
- c) ask the teacher to consult their GP or a specialist and for that Medical Officer to provide information on diagnosis and prognosis;
- d) refer the teacher to the Council's Medical Officer;
- e) formally notify the teacher that their level of absenteeism is unacceptable and set a time scale for improvement.

6.4 If action under 6.3 (e) above is to be taken, then the Headteacher shall convene a meeting giving the teacher five working days notice and informing the teacher of the following:-

- a) the date, time and venue of the meeting;
- b) the nature of the concerns;
- c) the teacher's right to be accompanied by a Union representative or friend/colleague;
- d) the possible outcome of the meeting, e.g. possible referral to the Governing Body for disciplinary action.

This meeting is not part of the disciplinary procedures but might result in referral to such procedures.

The outcome of the meeting will be confirmed in writing to the teacher within five working days of the decision. The letter will indicate as appropriate:

- a) what is expected for the future;
- b) when the next review will be carried out;
- c) the implication if satisfactory improvement is not achieved;
- d) whether the matter is to be referred elsewhere e.g. disciplinary sub-committee of governing body.

The teacher is required to acknowledge, in writing, receipt of the letter within five working days.

Should further action be required, then account should be taken of the following:-

- a) whether there has been satisfactory improvement in attendance;
- b) the likelihood of any change in attendance;
- c) the degree of disruption caused by the absence, educational, organisational and financial;
- d) the availability of medical evidence;
- e) the availability of suitable alternative work;
- f) the age, service and performance of the teacher.

7. Dealing with Long Term Absences

7.1 Initially, regular contact with the teacher should be maintained by the Headteacher. The purpose of the contact is to:-

- a) provide appropriate support;

- b) enquire into the medical position;
- c) where appropriate, indicate concern about the teacher's absence;
- d) ascertain what steps the teacher, Headteacher or the LEA can take to aid recovery;
- e) where appropriate, establish when the individual will be able to return to work;
- f) determine what action, if any, needs to be taken.

Any such discussion should be carried out sympathetically, sensitively and consistently. Should the teacher prefer not to discuss their medical condition with the LEA Headteacher representative, then the teacher may nominate a third party. However, the Headteacher needs to know the outcome of the discussion.

7.2 Teachers on long-term sickness will, where appropriate, be referred to the Council's Medical Officer in order to establish:

- a) the need for specialist treatment;
- b) if/when the teacher will be able to return to work;
- c) whether the teacher is permanently unfit to carry out their duties;
- d) whether the teacher is fit to carry out alternative work.

7.3 Should the individual refuse/fail to see the Council's Medical Officer then in the first instance, an explanation should be sought and a further appointment made. Should this fail again then, depending on the circumstances, the matter will be referred to the Governing Body for consideration under the disciplinary procedure.

7.4 In determining the action to take and how long is reasonable to wait before the teacher is able to return to work, the LEA in consultation with the Headteacher, should take into account:

- a) the likelihood of a change in attendance record;
- b) the degree of disruption caused by the absence, both organisational and financial;
- c) the availability of medical evidence;
- d) the availability of suitable alternative employment;
- e) the age, service and performance of the teacher.

7.5 If the teacher is recovering and the indications are that an early return to work is likely, the situation should be kept under review at appropriate intervals e.g. monthly.

7.6 If the teacher's situation is not improving, it might be necessary to seek further medical guidance as outlined in paragraph 7.2 above.

7.7 The LEA will continue to monitor and review the facts on the teacher's condition. The findings will be discussed with the teacher to explore the options available:-

- a) possible alternative employment
- b) premature retirement
- c) voluntary redundancy
- d) resignation
 - a) termination

8 Absent Headteachers

The procedures outlined above should apply to all teaching staff including Headteachers. Where the Headteacher's attendance gives cause for concern, the review should be undertaken by the Director of Education or his representative in consultation with the Chair of the Governing Body or at the direction of the Governing Body.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - GUIDELINES FOR THE APPROVAL OF REQUESTS FOR INSET, EDUCATIONAL VISITS AND STAFF ABSENCES

Rationale and Purpose

In order to rationalise and co-ordinate the various 'known' absences from school, the SMT have drawn up the following guidelines. It is not intended that guidelines restrict opportunities for INSET or Educational visits. However, they should help keep the cover list to an acceptable level.

Guideline

INSET

- One representative only per department per course.
- Ad hoc courses, without cover, will be subject to cancellation at short notice if cover is heavy.

STAFF ABSENCES

- Approval can be given for hospital appointments.
- Approval can not be given for 'routine' medical, dental, or other appointments that could have been made outside normal school time.

EDUCATIONAL VISITS/ FIELD COURSES ETC.

- These will be subject to approval by the SMT, and it would be helpful if maximum notice could be given.
- These can only be approved subject to the maximum number of known absences not being exceeded.

NB The maximum number of absences known in advance to be 2 per day.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT- STAFF DEVELOPMENT AND INSET

Rationale

The Staff Development and INSET policy aims to increase the effectiveness of staff, both as individuals and as team members, to enable them to contribute to the school's aims and objectives and implement its guiding principles. The goal of Staff Development is one of mutual benefit for the individual and the school.

Purposes

- 1) to provide for the continuing development of the professional knowledge (subject specific and whole school) skills and commitment of staff and student teachers;
- 2) to clarify the staff's awareness of the school's philosophy, aims and objectives;
- 3) to encourage individual teachers to plan their careers and to identify and exploit career opportunities;
- 4) through the above, to improve the education of pupils.

Guidelines

The delivery of staff development and INSET by the school is organised by the Staff Development Committee, which consists of one Deputy Head Teacher, one representative from each of the faculties, and interested staff. Specifically the committee takes overall responsibility for:-

- 1) the identification of INSET needs for the individual teachers, faculties and the school as a whole;
- 2) the design, organisation and implementation of 'in-house' training events, including INSET days;
- 3) the monitoring and evaluation of 'in-house' training events and external courses;
- 4) encouraging staff to maximise the opportunities presented for their personal development.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - SCHOOL PAY

INTRODUCTION

The Governing Body of Barry Comprehensive School and the recognised associations and union representatives on behalf of the staff of the school accept this document in relation to the remuneration of all persons employed at the school other than those contracted by direct labour organisations.

For its part the Governing Body will seek to ensure that all teaching and support staff are valued and receive proper recognition for their work and contribution to school life.

The aims of the policy will be:-

To maintain and improve the quality of education by having a Whole School Pay Policy which supports the school's Management and Development Plan;

to maintain a staffing structure related to the school's Management and Development Plan;

to demonstrate to all staff that the Governing Body is being fair and reasonable;

to ensure that when new appointments and awards are made costs remain within the approved budget;

to operate within statutory pay frameworks and national and local agreements;

to review periodically the policy in consultation with the LEA, trade unions/associations.

1.0. PRINCIPLES

The Policy is based on the following principles:-

1.1 Consultation

Governors will consult fully with the LEA, staff and their association/trade union representatives when considering the adoption of, or changes to, the School Pay Policy. Each member of staff will be given a copy of the Pay Policy.

1.2. Equal Opportunities

The Governing body will operate the policy of Equality of Opportunity in Employment as agreed by the LEA.

1.3. Employees Specification

Employee specifications are to be provided in respect of every post which becomes vacant and/or new posts.

1.4. Job Description

Each member of staff will be provided with an agreed job description in accordance with the relevant conditions of service identifying key areas of responsibility. These agreed job descriptions may be reviewed from time to time in consultation with the individual employee concerned in order to make reasonable changes.

1.5 Job Relativity

The Governing Body will seek to ensure that there is proper pay relativity between jobs within the school.

1.6 Records

The school will enable access for individual members of the staff to their own employment records. Such records will be confidential to the Head and individual member of staff and be subject to the Data Protection Act.

1.7 Discretions

The Governing Body, within the parameters of the Teachers' Pay and Conditions Document and Condition of Service applicable to APT & C and Manual Worker Staff will ensure that:-

- discretionary payments are awarded in a fair, equitable and consistent manner in accordance with agreed written criteria;
- the reason(s) for and the criteria used for any discretionary pay increase will be formally and openly minuted and the relevant employee representative will be informed.

2.0. PROCEDURES

The following procedures will apply:-

2.1 Pecuniary Interest

The Governing Body will not positively or deliberately exclude an employee of the school when staffing or salary matters are under discussion. It is for the individual Governors themselves to determine if they have an interest and to declare the same.

2.2 Notification of the Governing Body's Decision

The 1993 Teacher' Pay and Conditions document requires Governing Bodies to determine the point on which each individual qualified teacher shall be paid annually from 1st September in each year. The Governing Body has agreed for the LEA to notify all school staff of their salary from 1st September and upon salary reassessment and promotion.

Members of staff who are dissatisfied with the content of their assessment may initially make representations to the LEA and, where necessary, make formal representations in writing to the Governing Body and Headteacher. Any member of staff making representations will be entitled to be accompanied/represented by a friend or association/trade union representative.

2.3 Appeals

If a member of staff remains dissatisfied with a decision they may submit an appeal to the appeals committee in accordance with the Grievance Procedure of Employees at Delegated Schools within the Vale of Glamorgan.

2.4 Terms of Reference

These terms of reference refer specifically to any appropriate Committee that may be established to consider staffing matters and should be the starting point for any discussions.

The terms of reference are;-

- (i) to work to meet the aims of the Whole School Pay Policy and the schools' Management and Development Plan;
- (ii) to ensure that the policy relating to teachers' salaries complies with legislation and that policy relating to support staff takes account of national conditions of service.
- (iii) to ensure that the requirements of legislation relating to equal opportunities are met;
- (iv) to aim to ensure that the Pay Policy meets the needs of the school to recruit, retain, develop and motivate staff;
- (v) to decide how information concerning vacant posts and all enhancements to salary shall be made known to staff;
- (vi) to have regard to the need for proper pay relativity within the school;
- (vii) to recognise, within the salary structure, increased responsibility.
- (viii) to ensure that clear job descriptions exist;
- (ix) to ensure that detailed records are kept of all matters relating to salaries;
- (x) to ensure that staff are aware of the procedures for presenting their case for review;
- (xi) to recommend the annual salary budget, ensuring that when new appointments are made costs remain within the budget;

- (xii) to arrange the annual review of staff salaries;
- (xiii) to arrange for the annual review of the Pay Policy in full consultation with the staff;
- (xiv) to publish the finalised staffing structure and organisation for the ensuing year following the expiry of time for appeal or following the conclusion of any appeals.

3.0 GENERAL

3.1. Changes for Existing Staff

Significant new job duties proposed by the Governing Body will not be imposed unilaterally on existing staff. Any proposed changes to terms and conditions of service will only be made following agreement with the staff concerned and the relevant staff association.

3.2 Acting up Allowances

An 'acting up' allowance is paid to a member/members of staff who cover all or part of the duties associated with a post at a higher grade than their own during temporary absence or vacancy. Such allowances would be paid when an employee undertakes the duties of a higher graded post for a continuous period. The definition of a continuous period varies according to the conditions of service of the employee. The detailed advice of the LEA will be sought in every case and such allowances paid accordingly.

4.0 SUPPORT STAFF

4.1 Changes to Terms and Conditions

It is recognised that the terms and conditions of service of support staff are determined through national negotiation. The Governing Body will continue to recognise national conditions of employment.

Staff will be placed on grades operated by the Local Authority though the Governing Body will determine the point within a given range for new appointees and for staff who are promoted.

Any changes to the terms and conditions of support staff will only be made with the agreement of the Local Authority.

4.2 Major changes

Because of the implications for equal pay within and between schools the Governing Body will consult with the Local Authority before making any major changes to the designation or grading of a post.

4.3 Promotion

Whenever it is proposed to promote a member of staff to a higher grade in their existing post Governors will review the individual's job description to ensure that the responsibilities of the post are commensurate with the new grade.

4.4 Withholding Increments

The Governing Body would wish to see the same principle applied to teaching and support staff, i.e. this provision will only be considered by the Governing Body as part of the disciplinary procedure and when the employee's competence has been proved to be less than the requirements of their post in the previous year. Before such action is taken the Governing Body must be satisfied that the member of staff has received adequate support and counselling during the year.

5.0. TEACHING STAFF

5.1 Pay and Conditions

The Governing Body recognises that the pay and conditions for teachers, heads and deputies will be as prescribed in section 2 of the School Teachers' Pays and Conditions Act 1991 and the Education (School Teachers' Pay and Conditions) Order 1998.

5.2 Awarding Scale Points

The Governing Body will use the following criteria for awarding scale points:-

- (i) **Qualifications** – shall award 2 full points if the classroom teacher is a good honours graduate. A classroom teacher who for the first time becomes a good honours graduate shall be awarded 2 such points from the first day of service after the relevant pass lists are published or otherwise notified in writing to the teacher.

A good honours graduate means a classroom teacher who has obtained:

- (a) a first or second class honours degree or a higher degree, whether obtained as a result of examination or as a result of research work, of a university or other institution authorised to award its own degrees in the United Kingdom or in the Republic of Ireland or of the Council for National Academic Awards; or
- (b) any other qualification, whether obtained in the United Kingdom or abroad, which the authority or, the governing body regards as being of equivalent standard to a degree of the kind described in sub-paragraph (a) above.

- (ii) **Experience** - Shall award 1 full point for each year of service which the classroom teacher has completed, unless the teacher has been notified in writing before the end of the subsequent school year and before the determination is made that the relevant body consider that his service has not been satisfactory. Where a classroom teacher remains in service on 1st September in the school in which she/he has been employed during the previous year the Governing Body, in determining whether or not her/his

service has been unsatisfactory, shall seek and take into account advice from the Headteacher.

Where a classroom teacher has been notified that a year of service has not been satisfactory, may nevertheless subsequently determine that a full point should be awarded in respect of that year.

Shall award 1 full point for each year of service which the classroom teacher has completed in an MOD school; and may award up to 1 full point a year, for years of experience other than employment as a teacher which the relevant body considers of value to the performance of the classroom teacher's duties.

- (iii) **Excellence** – the Governing Body does not intend to use this discretion.
- (iv) **Recruitment and Retention** – the Governing Body does not intend to use this discretion.
- (v) **Special Needs** – The statutory requirement is for 1 point for a classroom teacher who is engaged wholly or mainly in teaching pupils with special needs. Further points may be awarded to a classroom teacher by the relevant body i.e. (Governing Body, taking into account the roles and responsibilities of the postholder).

6.0 Head and Deputy Head Posts

6.1 Salary Scale

Schedule 14 of the education act 1996 states Heads, Deputies and Assistant Headteachers will have the opportunity to provide at least a written submission to the Governing Body's pay committee. The head will advise the committee on the pay of deputy heads and may be present while decisions are reached but should not take part in those decisions as a voting member of the committee. The head will withdraw to allow the committee to arrive at a decision on his/her pay.

6.2 Performance Review

With effect from 1st September 1997 it is a requirement that, prior to any movement up the pay spine, a performance review must occur. The performance review is a statutory requirement.

6.3 Target Setting

Targets relating to the performance review, required in the determination of Head, Deputy Head and Assistant Headteacher pay, may not be imposed and must be the subject of agreement between the Governing Body and the Head, Deputy Head and Assistant Headteacher. The review should occur in the light of performance criteria previously agreed between the Governing Body and the Headteacher or Deputy Headteacher as the case may be.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT - DATA PROTECTION

- 1 Barry Comprehensive School will be registered as a Data User under the Data Protection Act 1994
- 2 Register Entry Report to be available at the School.
- 3 Particulars of data held and purposes for holdings to be checked and reviewed annually in line with registration renewal requirements.
- 4 The School will take all reasonable measures to secure the data held:
 - a) Physical Security
 - 1 All Personal Computers and File Servers to be security marked with the School ID and postcode;
 - 2 Wherever possible, all hardware to be located in secure areas and protected by the school security alarms system.
 - b) Software Security
 - 1 All data held to be hosted on file servers and not on standalone PC's;
 - 2 File servers to be backed up nightly in line with School backup procedures.
 - c) Access Security
 - 1 Access to data held will be limited to those staff whose duties demand access;
 - 2 Individual access to be limited to those areas of data their duties demand;
 - 3 Levels of access to be checked annually, and following major changes. Hard copy of all access rights to be available for audit;
 - 4 Access to be by User ID and Password;
 - 5 Staff to be educated in the importance of :
 - a) security of passwords
 - b) regularly changing passwords
 - c) ensuring logoff procedures are completed prior to leaving their station.
- 5 The Policy to be reviewed annually in line with Whole School Development Plan requirements.

BARRY COMPREHENSIVE SCHOOL

RACE EQUALITY POLICY

Background

The Race Relations Amendment Act (2000) places a duty on the school as a public body:

- To eliminate unlawful racial discrimination
- To promote equality of opportunity
- To promote good race relations between people of different racial groups

The school's Race Equality Policy and its Equal Opportunities Policy are a positive commitment by the school to work towards racial equality, to ensure that racial discrimination and harassment are combated.

The School's Values

The school has a commitment to tackling racial discrimination, promoting equality of opportunity and enhancing good race relations. The school will aim to ensure that we celebrate our multi-ethnic community, that we value our cultural diversity and respect the dignity of all.

Examples of Behaviour that the school considers unacceptable

1. Racist name calling, jokes, insults or language
2. Provocative behaviour such as daubing racist graffiti, wearing racist insignia or badges
3. Verbal abuse, threats or assault on a person or group because of their race, religion or colour
4. Teasing or ridicule of a person because of their religious or cultural differences
5. Refusing to co-operate or work with a person because of their race
6. Inciting others to behave in a racist manner

The following Policy Statement on Race Equality is intended to challenge and combat such racist behaviour illustrated above:-

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT – RACE EQUALITY

Rationale

All individuals, including staff, parents, governors and pupils have an entitlement to equality of treatment and opportunity irrespective of race, culture, religion, gender and ethnic origin.

Purposes

To increase the awareness of both staff and pupils of the implications of racial equality by increasing knowledge and improving understanding of the cultures, religions and beliefs which enrich the school.

To effect changes with the support of staff, pupils, governors and parents.

To ensure equality of treatment and opportunity for all pupils and staff irrespective of race, culture, religion, gender and ethnic origin.

To develop school resources, learning and teaching materials which reflect a diverse society and a policy of racial equality. To promote our commitment to racial harmony through assemblies and displays.

Guidelines

1. Pupils should be assisted to view themselves and others in a positive light without recourse to racial bias or stereotyping.
2. All staff should promote racial equality and good race relations.
3. All staff should be given the opportunity to keep up to date with race relations legislation by attending training and information events.
4. All staff should be prepared to deal with racist incidents, challenge racial bias and stereotyping, and provide support for victims of racist behaviour where appropriate.

Conclusion

This policy should be read in conjunction with the school's policy of Equal Opportunities.

BARRY COMPREHENSIVE SCHOOL

PERFORMANCE MANAGEMENT POLICY FOR ALL TEACHERS

1. INTRODUCTION

Under the terms of the **School Governor (Terms of Reference) (Amendment) (Wales) Regulations 2002** the governing body must establish a written policy setting out how performance management (school teacher appraisal) within Barry Comprehensive School is to operate. Before this Policy is finalised governors must ensure that all teachers at the school are consulted both directly and through the relevant trade unions. Until such time as this process has been completed this document will only have draft status. In addition the document must also be available to any person involved in the inspection of the operation of the performance management system and any appraiser appointed in accordance with the Appraisal Regulations.

The policy will cover all teachers with the following expectations:

- a. teachers employed at more than two schools
- b. teachers on fixed term contracts of less than one year
- c. teachers in their induction year

much of what is covered and discussed in this document is already in operation within the School. Where necessary timescales will be adjusted to ensure that the activity will fit into the performance management cycle. The objective of the consultative process will be to minimise additional work required to introduce performance arrangement by ensuring that what is already done will be used or adapted to meet performance management requirements.

2. AIMS AND OBJECTIVES

The policy sets a framework for all teachers to agree and review priorities and objectives within the context of the School Development Plan (SDP), Departmental Development Plans (DDPs) and the capitation arrangements in operation during the review period.

Performance management is a system of annual performance monitoring and review that involves dialog about aims and achievements between teachers and their Team Leaders within parameters laid down by head teachers and the governing body.

For the purpose of performance monitoring the regulations state that no teacher must review more than six other teachers. In Barry Comprehensive School, in the majority of departments, the Head of Department will be the Team Leader for the review process. In the case of larger departments it will be Head of Department plus another Team Leader jointly agreed between the Senior Management Team (SMT), the Departmental Head and the teachers employed in the department.

Performance management, by supporting and developing the work of teachers as individuals and in teams will help the school to improve its overall performance. It sets a framework for teachers and their team leaders to agree, monitor and review priorities and objectives in the context of the SDP and DDPs. A key element of the process will be a continuing focus on the teacher's professional development to further improve teaching and leadership for the benefit of the individual, colleagues, pupils and the school.

The policy will be operated on the basis of fairness and equal opportunity. The policy will be reviewed annually and any proposed modification will be subject to consultation with all teaching staff.

3. ROLES AND RESPONSIBILITIES

The Governors have a strategic role in finalising the school's performance management policy and ensuring that the requirements of the policy are fully implemented. The Head Teacher is responsible for implementing the policy and ensuring that all monitoring and reviews are completed.

An external Adviser provided by the LEA will advise the Governing Body's members on the setting of performance objectives for the head and will support them in the performance review at the end of the appraisal cycle.

Primarily, however, performance management involves both the Team Leader (the appraiser) and the teacher working together to ensure that objectives are fully discussed and jointly agreed; on monitoring and the giving of regular and objective feedback and on the continuing provision of adequate coaching, training and development.

4. RESPONSIBILITY FOR REVIEWS

Two trained members of the Governing Body will act as appraisers for the head teacher. They will be assisted by an external adviser provided by the LEA.

The head teacher will be responsible for ensuring that team leaders / appraisers are appointed on the basis of a judgement about who has the best overview of the teacher's work and the ability to provide suitable support to teachers involved in the process. In the case of the SMT the appraiser and reviewer will be the head teacher.

5. TIMETABLE FOR THE PERFORMANCE MANAGEMENT CYCLE

During the establishment of performance management (the first year) and interim timetable will apply:

- i. Head teacher objectives to be set by 31 January 2003
- ii. All other teachers involved by 30 April 2003
- iii. **The governors have decided that the first cycle will be completed in June 2004 and that the second and subsequent cycle will be completed in June 2004 and that the second and subsequent cycle will be agreed in July of each year and commence at the start of the following school year.**

All training and development needs arising out of reviews will be notified to the LEA GEST co-ordinator by the middle of July each year to ensure that the needs are fed through to the Assembly to inform the education strategic plan.

Performance management is not a single event that takes place once a year. It is a continuous cycle of monitoring, training and coaching throughout the year culminating in a performance review at the end of the appraisal cycle. If anything comes as a shock to the teacher (appraisee), then the process has not worked properly and needs to be investigated. Appraisees must always be given adequate notice of a review meeting.

6. THE PERFORMANCE MANAGEMENT ELEMENTS

Performance management must be viewed in the wider context of the school and its environment. Teachers performance must be considered alongside the prior attainment of pupils, the school's development plans, the financial and social constraints, the local education strategic plan, central and local initiatives on improving teaching and any action plans arising from the last Estyn inspection.

The Regulations and National Assembly Guidance do not require self analysis prior to the initial planning stage or self evaluation prior to the formal review stage. Teachers will exercise their

professional judgement about the nature and amount of preparation they require for the planning and review meetings. Time will be allocated if required.

- i) **Planning** – All teachers, including the head teacher, will discuss and agree objectives with their appraisers, in the case of the head teacher with governors and external adviser.
 - a) All objectives will be written down and have clearly assessable or measurable outcomes.
 - b) The team leader will record the objectives which will apply for the review period. These will be jointly agreed if possible. If there are any differences of opinion about the objectives, the teacher may add comments to the written record of objectives.
 - c) Objectives should be attainable and take account of the teacher's job description / responsibilities, existing skills and knowledge base.
 - d) There will be three objectives.
 - e) Objectives may be altered / amended during the appraisal cycle at monitoring sessions if both parties agree that this is necessary.

- ii) **Monitoring Progress** – At the planning meeting, in addition to objectives being set, teachers will discuss and agree procedures with the appraiser for monitoring performance against objectives. These will be set down in writing.
 - a) This should include a classroom observation of 60 minutes per teacher with an entitlement on the part of the teacher to request a further observation of 60 minutes. The teacher should be told "in good time" ie. minimum 24 hours notice. The observer will provide feedback to the appraisee within 24 hours of the observation. Such feedback must be written but may be delivered verbally at an early feedback meeting.
 - b) If procedures cannot be jointly agreed then the appraisee will have the right to annotate the form. If the appraiser feels the need to obtain information or to discuss a teacher's progress with a third party then prior agreement must be sought from the appraisee.
 - c) The undertaking of performance reviews by team leaders may require provision of cover for their classes and the governing body acknowledges that the GEST funds may need to be used for this purpose.

- iii) **Reviewing Performance** – A review meeting must be held between the appraisee and the appraiser(s) at the end of each annual performance cycle. This must review his / her achievements and identify any aspects where further progress would be desirable; assess the extent to which the appraisee has met the recorded (amended) objectives and identify any development needs and ways of meeting these. The appraisee must be given 10 school day's notice, in writing, of the date of the review meeting. Key areas to be covered are:
 - a) Consideration with the appraisee of his / her own performance throughout the performance management cycle.
 - b) Reviewing the teacher's recorded objectives.
 - c) Recognising strengths and achievements and taking account of factors outside the appraisee's control.
 - d) Identifying areas for development and how this will be achieved.
 - e) Recognising personal development needs.

Within 10 working days of the meeting the appraiser will prepare a written summary recording the main points made at the review and the conclusions reached.

The appraiser(s) will give the appraisee a copy of the review summary, including the annexes, within 10 school days the appraisee may add his / her own comments in writing.

7. APPEALS

An appeal against a review summary must be made within 10 school days of receiving it and must be made in writing to the governing body, not to the appraiser or the headteacher.

An appeals officer will then be appointed to conduct an appeals review. The governing body will provide the appeal officer or officers, and any external adviser assisting the appeal officer or officers, with a copy of the review summary and the statement of objectives within 5 school days of receiving the notice of appeal.

The appeals officer will normally be the Chair of Governors (for the head teacher) and the head teacher for other teachers unless they were involved in the original process, in which case the governing body would have to nominate someone else who had not been involved in the original review process. The same rules will apply to any external advisor involved in the process.

No governor who is a teacher or staff member can be appointed as an appeals officer for the head teacher or a teacher who has been reviewed by the head teacher. In this circumstance the Chair of Governors will normally be the appeals officer.

The appeal review will be carried out within 10 school days of the appeal officer or officers receiving the review summary.

In conducting an appeal review the appeals officer or officers must take into account any representations made by the appraisee. This means that it may be necessary to convene a face to face meeting. If this is considered necessary then it must be agreed between the appeal officer and the appraisee. After due consideration the appeals or officers may consider that the review has been carried out satisfactorily (and may make observations); may, after consultation with the appraiser, amend the review summary; or may order that the new review is carried out.

The appeal officer or officers may not determine that the new objectives should be set or that existing objectives should be revised.

Any new review or part review ordered should be conducted within a further 15 school days. Where a new review takes place new governors and a new external adviser are appointed for the head's review. For teachers the head teacher must appoint a new teacher to carry out the review; if there is no suitable teacher available to do this the appeals officer must appoint a member of the governing body. However, no governor who is a teacher or a staff member can be involved in performance review.

8. PERFORMANCE MANAGEMENT AND CAPABILITY PROCEDURES

The performance management process may identify serious deficiencies in a teacher's performance. Where this occurs Performance Management will cease and the agreed capability procedure will be used.

Links between pay, career stages and Performance Management

Teachers can expect an annual increment up to the threshold if they are performing satisfactorily. Consideration of withholding annual increments will only occur in circumstances where a teacher is subject to the agreed formal capability procedures. The reviews of teachers who want to move to the upper pay spine will be used to inform the applications by the teachers and the head's assessment.

For teachers above the threshold and teachers in the leadership group, performance reviews will form part of the evidence used to make decisions about the award of performance pay points.

Relevant information from the review statements may be taken into account by those who have access to them in making decisions and advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

Where review statements are used to inform decisions about performance, pay and promotion, to preserve confidentiality and to avoid proliferation o copies of the review statements, they will be tabled at the relevant meeting for reference and collected at its conclusion.

BARRY COMPREHENSIVE SCHOOL

POLICY STATEMENT – CHILD PROTECTION

Rationale

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

Purposes

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Guidelines

We will follow the procedures set out by the Education authority :

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. (Mr Mark Kennedy)
- Ensure we have a nominated governor responsible for child protection.

- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role. (Laura Tinsley)
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

BARRY COMPREHENSIVE SCHOOL

INITIAL TEACHER TRAINING POLICY

Barry Comprehensive School is committed to working with Higher Education Institutions in order to provide an effective partnership for the provision of professional training for prospective secondary school teachers.

AIMS

In pursuing our mission we aim to:

Provide a range of opportunities and experiences for trainees at different stages of their professional training.

Provide the opportunity for trainees to work with experienced teachers in developing skills related to planning and delivering appropriate learning experiences for pupils.

Provide the opportunity for trainees to become fully involved in the life of the school.

Provide the opportunity for trainees to critically reflect on their experience in the classroom and their development as a practitioner.

RESPONSIBILITIES OF THE SCHOOL

In order to achieve our aims we will:

Organise a detailed professional development programme that matches QTS standards and allows trainees to experience the full range of activities in classrooms across the age and ability range.

Organise a programme of classroom observations which will enable the students to gain an understanding of pedagogy and classroom management techniques.

Organise sessions to aid trainee understanding school policies and practices.

Organise activities that allow the trainees to gain experience in developing differentiated activities.

Support the trainees as they learn to manage the organisation of lessons across the curriculum.

Provide detailed feedback on the planning, delivery and evaluation of lessons.

Support trainees as they seek to develop effective working relationships with children, teachers and other adults working in the school.

Provide the trainees with the opportunity to work alongside form tutors to experience and develop in that role.

Organise a programme of tutorial support that allows trainees to reflect on their developing practice and set targets for their development.

Support the trainees in developing an appropriate way of maintaining evidence that they have addressed the standards required for the award of Qualified Teacher Status.

Develop and maintain appropriate documentation as agreed with Higher Education Institution Partners.

RESPONSIBILITIES OF THE TRAINEE

The trainee will have a responsibility to:

Maintain a professional approach to their work in school.

Undertake all activities as directed by the school to the best of their ability.

Maintain appropriate files of evidence of the work completed.

Join fully in the life of the school and make full use of all the opportunities that are offered to them.

Develop a critically reflective approach to theory and practice and work on developing an understanding of the way in which they are mutually beneficial.