



POLICIES 2024



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FAIRHOLME PREPARATORY SCHOOL



MISSION STATEMENT

Fairholme – For Learning, Friendship, Ambition and Discovery

Learning

At Fairholme we promote a love of learning and strive for high academic achievement. Each child learns in an encouraging environment, benefitting from small class sizes, a dedicated staff and a wide and varied curriculum, allowing each child to find his or her area of expertise and interest.



Friendship

Fairholme children are encouraged to care for and respect one another. The close, caring family community and the ethos of respect and traditional values allow the children to celebrate spiritual and cultural diversity and to develop into confident, thoughtful and capable young people.



Ambition

Striving for excellence in all that we do, we ensure the children of Fairholme enjoy all-inclusive participation in a wide range of school activities, both inside and outside the classroom. Each child is valued and encouraged to be ambitious to achieve his or her full potential.



Discovery

We aim to create an environment where children develop the confidence to think for themselves. Making independent discoveries in learning, each child follows a journey of self-discovery, finding individual skills and pursuing ambitious yet achievable targets.





POLICY ON ADMISSIONS

1 Aims and objectives

- 1.1 We seek to be an inclusive school, welcoming children from all backgrounds and abilities.
- 1.2 All applications will be treated on merit, and in a sensitive manner.
- 1.3 The only restriction we place on entry is that of number. If a child applies for a class after that class is full, then entry cannot be given.
- 1.4 A child's level of ability is irrelevant to this school's admissions policy, as are any special needs the child may have.

2 How parents and carers can apply for their child to be admitted to our school

- 2.1 Parents may register an interest for their child to join the school either by telephone or email. Generally, a prospectus and information booklet is then sent out with an accompanying letter inviting the parents to arrange a visit to the school. An application form is also included with the prospectus.
- 2.2 Foundations Stage, Key Stage 1 or Key Stage 2 children will either visit with their parents or at a later date. There is no formal assessment but Key stage 2 pupils are invited for a taster day when the relevant Form Teacher is able to assess their abilities during a usual school day.
- 2.3 Having received the completed registration form, Parents will be sent or given the Admissions Booklet and Confirmation for Admission Form. The booklet includes Terms and Conditions, which directs parents to policies held on the website, Uniform Code and Code of Conduct. The confirmation form includes permissions for off-site visits and photographs.

3 Sizes of classes

- 3.1 Fairholme offers small class sizes, and although we have a nominal maximum of 20 children per class, usually classes are around 8 to 12 children.

4 Monitoring and review

- 4.1 This policy will be reviewed every two years, or earlier if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 07/04/2024



POLICY ON ASSESSMENT

1 Introduction

- 1.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- 1.3 Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Achievement of Targets, too, describe pupil performance, in terms of levels.
- 1.4 We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2 Objectives

- 2.1 The objectives of assessment in our school are:
 - to enable our children to demonstrate what they know, understand and can do in their work;
 - to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
 - to allow teachers to plan work that accurately reflects the needs of each child;
 - to provide regular information for parents and carers that enables them to support their child's learning;
 - to provide the Principal with information that allows her to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1 We use our school's curriculum (Long Term/Medium Term) plan to guide our teaching. In this plan, we set out the aims, objectives and values, and give details of what is to be taught to each year group. We also identify the opportunities for assessment within each broad unit of work.
- 3.2 To support our teaching, and help to identify each child's level of attainment, we base assessment on the National curriculum in England: framework for key stages 1 to 4.
- 3.3 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability.
- 3.4 Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.

- 3.5 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- 3.6 We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

4 Target-setting

- 4.1 Every school is required by law to set targets in mathematics and English each year for those pupils who are in Year 6. We in fact set targets in mathematics and English for all our children, during each academic year. We discuss individual targets where necessary, and communicate these to parents and carers through our learning platform. We review the progress of each child at the end of the academic year, and set revised targets.
- 4.2 We also set targets for other areas of work in school. We encourage the children to set targets themselves, linked to their individual working habits. The children record these targets in target books, and the teacher reviews these with each child on a regular basis.
- 4.3 We encourage the children to involve their parents in the review of their targets.

5 Recording

- 5.1 We recognise various methods of assessing a child's learning and record information that affects future learning.
- 5.2 We record pupils' weekly progress through our learning platform to keep track of progress in reading, spelling, English, maths and homework assignments. We track pupils' progress in other subjects at the end of each topic.
- 5.3 We then record an overview of pupils' progress using the targets spreadsheet which covers each objective for the year group in all subjects. This keeps a record of targets not yet covered and those emerging, developing, secure and exceeding for each individual child.
- 5.4 Each teacher passes assessment information on to the next teacher at the end of each year.

6 Reporting to parents and carers

- 6.1 We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work using our learning platform.
- 6.2 Parents can then meet with Form teachers at any time before or after school to discuss any concerns or difficulties. Each year, in the Spring and Summer Term, we offer parents and carers the opportunity to formally meet with their child's teacher. At this meeting, we evaluate their child's progress as measured against the targets.
- 6.3 During the Spring and Summer Term, we give all parents and carers a written report of their child's progress and achievements which include examination results for years 2 to 6. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum, as well as religious education, ballet, speech and drama and music tuition.
- 6.4 Parents and carers are able to view curriculum through targets and tasks set through our learning platform. Parents are encouraged to discuss areas of learning with their children and are updated with progress through the photo gallery and marked work feedback within the learning platform.
- 6.5 Each year, every child completes various samples of work for his or her Individual Progress File. This file, which is kept in the classroom, can be inspected by parents and makes it easy for them to see the overall progress their child is making.

7 Feedback to pupils

- 7.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.
- 7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work or on the learning platform. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents or carers and teachers.
- 7.3 When we give written feedback to a child, we identify what the child needs to do in order to produce (even) better work in the future.
- 7.4 Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves. House Points are awarded through the learning platform for excellent work or for work where significant improvement has been made.
- 7.5 We allow time at the beginning of each lesson for the children to absorb any comments written on their work, and to do corrections or make improvements. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact.

8 Inclusion and assessment for learning

- 8.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils of all abilities.

9 Moderation of standards

- 9.1 All subject leaders study examples of children's work within their subject area. All have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.
- 9.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.
- 9.3 Our subject leaders are aware of the standards required in order to gain entry to selective senior schools.

10 Monitoring and review

- 10.1 The Principal is responsible for monitoring the implementation of this policy. She inspects samples of the children's work and observes the policy being implemented in the classroom.
- 10.2 Form Teachers monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.
- 10.3 This policy will be reviewed every two years, or earlier if necessary.





POLICY ON ATTENDANCE

1 Introduction

- 1.1 We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend. We believe that the most important factor in promoting good attendance is development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children. We will reward those children whose attendance is very good. We will also make the best provision we can for those children who, for whatever reason, are prevented from coming to school.
- 1.2 The school keeps an attendance register that records which pupils are present at the start of both the morning and the afternoon sessions of the school day. This register will also indicate whether an absence was authorised or unauthorised. Information on absence is provided annually to the Welsh Assembly.
- 1.3 The school also keeps a computerised record of attendance for each child and this calculates overall attendance percentages for each child for each year. This information is also recorded on Summer Reports (although has not been included in this way due to COVID19, summer 20 -22).

2 Definitions

2.1 Authorised absence

- An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or guardian. For example, if a child has been unwell, the parent telephones, messages through the learning platform or emails the school to explain the absence.
- Only the school can make an absence authorised. We discourage any holidays taken during term time and these may not be authorised unless there is good reason to do so.

2.2 Unauthorised absence

- An absence is classified as unauthorised when a child is away from school without the permission of both the school and a parent.

3 If a child is absent

- 3.1 When a child is absent unexpectedly, the class teacher will record the absence in the register and the electronic register before 9.30am. The principal will check electronic registers each day at this time and will endeavour to contact a parent or guardian of any pupil unaccounted for.
- 3.2 If a child is ill, the parents are asked to phone/message/email in the morning before 9am to inform the school. Phone messages are relayed to Form Teachers before 9.30am.
- 3.3 An email (preferred) or note may be sent to the school for appointments known in advance.

- 3.4 If there is any doubt about the whereabouts of a child, the class teacher should take immediate action by notifying the Principal. The school will then be in contact straight away with the parent or guardian, in order to check on the safety of the child.

4 Requests for leave of absence

- 4.1 We believe that children need to be in school for all sessions, so that they can make the most progress possible. However, we do understand that there are some circumstances under which a parent may legitimately request leave of absence for a child. In this case a letter must be sent to the Principal. Pupils are expected to keep up with or subsequently catch up with school work using the school's learning platform.

5 Long-term absence

- 5.1 When children have an illness that means they will be away from school for over five days, the school supports the child through the learning platform with additional video conferencing where all work can be accessed.

6 Rewards for good attendance

- 6.1 All the children who have 100 per cent attendance in any year will receive an excellence certificate for attendance, awarded at the last assembly of the term. This has not been implemented however during COVID19, summer 2020-2022, so as not to disadvantage those unable to attend due to COVID.

7 Monitoring and review

- 7.1 The school will keep accurate attendance records on file for a minimum period of three years.
7.2 This policy will be reviewed every two years, or earlier if considered necessary.

Signed:



Date: 07/04/2024



POLICY ON BEHAVIOUR AND DISCIPLINE

1 Aims and objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children.
 - Teachers can record an 'above expected' behaviour level in the behaviour record spreadsheet with a note detailing reward.
 - Teachers give children house points through our school learning platform.
 - We distribute stickers to younger children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - Individual achievements are announced in assembly where children are able to talk about what they have achieved.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The gifted and talented register may contain information regarding children's achievement out of school, e.g. music or swimming or in School but not part of the general curriculum.
- 2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
 - We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents in order to discuss the situation, with a view to improving the behaviour of the child.
- Minor matters of misconduct will be recorded as an orange level behaviour. The Form teacher will discuss this matter with the child. This will be taken as a warning and may not be discussed with parents at the time unless the teacher wishes. A comment will be made giving details of the incident on the behaviour record against each orange level.
- Serious matters of misconduct, or continued misbehaviour will be recorded as a red level behaviour and detailed comments will be recorded. The Principal will discuss this matter with the child, having been informed of the issue by the Form Teacher or responsible Staff member. The Form Teacher or Principal will inform Parents after the School day to discuss reasons and possible measures to ensure improvements in behaviour.
- Three Red Level Marks in any School term will result in a meeting with parents, Principals and Form Teacher and may result in exclusion of the child from the School for between one and three days. In this event, Parents will be informed in writing.
- The child's behaviour record is available for scrutiny by parents on request and would normally be shown on parents' evenings. The overall behaviour percentage will be recorded on the Summer Report.
- Any drop below 90% behaviour level (equating to more than 3 red levels or more than 8 orange levels) is considered to be poor and (if not already undertaken) will result in a meeting with parents to consider cause for this poor behaviour and how to make improvements. This will then usually include weekly meetings between Form Teacher and parent assessing behaviour each week during the following term until the matter is resolved.

- 2.4 The class teacher discusses the school Code of Conduct with each class and this forms an assembly topic each year as well. In addition to the school rules, each class also has its own classroom code, which is agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.
- 2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.
- 2.6 Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The Principal will require the adult(s) involved in any such incident to report the matter to her immediately, and to record it in the Interventions Book.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the Child's behaviour record. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Principal.
- 3.5 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Principal

- 4.1 It is the responsibility of the Principal to ensure the health and safety of all children in school.
- 4.2 The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The Principal reviews records of all children's behaviour each year.
- 4.4 The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour.

5 The role of parents and carers

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the admissions booklet, and we expect parents and carers to read them and support them.
- 5.3 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the terms and conditions. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal complaints process can be made. Under no circumstances should parents themselves try to resolve disputes between pupils or speak to other pupils about behavioural issues.

6 Fixed-term and permanent exclusions

- 6.1 Only the Principal has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this.

7 Drug- and alcohol-related incidents

- 7.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be kept in the Staff fridge for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher and the Medicine record should be completed by the parent prior to use.
- 7.2 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

8 Monitoring and review

- 8.1 The Principal monitors the effectiveness of this policy on a regular basis.
- 8.2 The school keeps an ongoing behaviour record for each child as they travel through the school.
- 8.3 This policy will be reviewed every two years, or earlier if necessary.

Signed:



Date:

20/11/2023



POLICY ON BULLYING

1 Introduction

- 1.1 It is a government requirement that all schools have an anti-bullying policy. This policy reflects the guidance and the principles enshrined in 'Every Child Matters' and complies with the Human Rights Act 1998 and Equality Act 2010 as well as the National Assembly guidance Rights, respect, equality: guidance for schools, 2019. It also reflects further material including: Inclusion and pupil support (2016); Keeping learners safe (2022); Framework on embedding a whole-school approach to emotional and mental wellbeing (Welsh Assembly Government, 2021)
- 1.2 DCSF guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of the Principal

- 3.1 It is the responsibility of the Principal to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 3.2 The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 3.3 The Principal ensures that all staff, including playground supervision staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 3.4 The Principal sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

4 The role of the teacher and support staff

- 4.1 All teachers and support staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

- 4.2 Teachers keep records of all incidents that happen in their class or playground. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Principal. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Principal, the teacher informs the child's parents.
- 4.3 When any bullying has taken place between children, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. The Principal is informed of any bullying incidents. If any child is repeatedly involved in bullying, the child's parents will be called in to discuss the situation.
- 4.4 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 4.5 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Staff praise, reward and celebrate the success of all children, and thus help create a positive atmosphere.

5 The role of parents

- 5.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Form Teacher immediately. If they are not satisfied with the response, they should contact the Principal. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Policies available on the School Website.
- 5.2 Parents and guardians have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

6 The role of pupils

- 6.1 Pupils are encouraged to tell any member of staff if they are being bullied, and if the bullying continues, they must keep on letting staff know.
- 6.2 The Principal has an open-door policy encouraging pupils to discuss any School issues directly with the Principal, including any incidents of bullying.
- 6.3 Pupils should be aware of and abide by the School Code of Conduct, which details behaviour expected of Fairholme Pupils, in and out of the classroom.

7 Monitoring and review

- 7.1 This policy is monitored on a day-to-day basis by the Principal.

Signed: 

Date: 20/11/2023



POLICY ON CHARGING

1 Introduction

1.1 Fees for education at Fairholme are available in the Information Booklet sent out with the prospectus and on the School Website. The fees include:

- the normal curriculum requirements;
- loan of text books;
- writing equipment for Foundation Stage and Key Stage 1;
- public liability insurance cover.

Additional items include private music lessons, Public Examination Fees, trips and visits, breakfast/after school club and holiday clubs (through The Mount Day Nursery) and Drama Workshops.

2 School Trips

2.1 Fairholme organises school trips or visits to enrich the curriculum and the educational experience of the children. Costs for these are kept to a minimum and payment is requested in advance of each trip. Each class will normally take one or two School trips per year. The trips may include:

- visits to museums;
- visits to or by a theatre company;
- visits to religious buildings;
- musical events.

3 Music tuition

3.1 All children study music/drama as part of the normal school curriculum. This does not incur further cost.


3.2 There is a charge for individual or small-group music tuition, since this is an additional curriculum activity. These individual or small-group lessons are taught by peripatetic music teachers. We give parents and carers information about additional music tuition at the start of each academic year.

4 Holiday Clubs

4.1 Holiday Clubs are offered throughout holiday periods (except for 1 week over the Christmas break) within the school premises run by The Mount Day Nursery. These include opportunities for sport, craft-work and other recreational activities. The school offers additional drama workshops which are only open to Fairholme pupils. Children are encouraged to join workshops as further enrichment of the curriculum and to further develop skills. Holiday Clubs are charged separately either by The Mount Day Nursery or the school in advance.

5 Monitoring and review

5.1 This policy will be reviewed every two years, or earlier if necessary.

Signed: 

Date: 07/04/2024



POLICY ON CHILD PROTECTION

1 Introduction

- 1.1 This policy sets out how Fairholme School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 157 of the Education Act 2002 and complies with Welsh Assembly Government Circular 283/2022– ‘Keeping Learners Safe’. Together we’ll keep Children and Young People Safe as we rebuild from COVID-19 Non-statutory guidance for practitioners 2020, Wales Safeguarding Procedures 2019, Denbighshire County Council -Review of Child Protection -2014. It applies to all staff (teaching and non teaching), volunteers, temporary and supply/visiting staff working in the school. The health, safety and welfare of all our children are of paramount importance to all the adults who work at Fairholme. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.
- 1.2 Child abuse takes a variety of forms:
- Physical abuse involves the hitting, shaking or other treatment of a child that can cause actual bodily harm.
 - Sexual abuse involves forcing or enticing a child into sexual activities, whether or not the child is aware what is happening. This includes non-contact situations, such as showing children pornography.
 - Emotional abuse is the persistent emotional ill-treatment of children, such as frightening them, or putting them in positions of danger. It is also an abuse to convey to children the feeling that they are worthless or unloved.
 - Children are abused also if they are neglected. This could involve failure to provide proper food and warmth, but it might also be failure to see to the emotional well-being of the child.
- 1.3 In our school, we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.
- 1.4 We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.
- 1.5 Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

2 Aims and Principles

- 2.1 Our aims are:
- To ensure that all necessary internal and inter-agency child protection procedures are in place as required

- To give guidance to staff to ensure best practice
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific role

2.2 Our safeguarding is based upon the following principles:

- The school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe environment in which children can learn and develop. The policy applies to all children whose care and education comes within the remit of this school.
- The staff of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.
- We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant.
- The school recognises its responsibility to discuss with Social Care/ Social Services any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse or neglect, in accordance with the Local Safeguarding Children Board child protection procedures and to attend any child protection conferences, initial and review, and core group meetings and child in need conferences that may be called. All staff will receive appropriate training to ensure that these procedures are followed as required.
- The school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services, Education Welfare Service, Educational Psychology Service and other agencies/services coming into school to support individual pupils.
- The school will ensure that parents have an understanding of the responsibility placed on staff for child protection in the admissions booklet and publication of the school's child protection policy on the school website and availability by request.
- The principles embedded in this policy link into other policies relating to : Health and Safety, PSHE, RE, Sex and Relationship Education, Bullying, Equal Opportunities, Special Educational Needs, Attendance, Drugs, Racial Equality, Behaviour, Off-site visits.

3 Recognising concerns, signs and indicators of abuse

- ### 3.1
- Safeguarding is not just about protecting children from deliberate harm. For our school, it includes such things as child safety, bullying, racist abuse and harassment, visits, intimate care and internet safety. We have separate policies in place to cover such risks. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and this in itself will have a significant impact on the health and emotional well-being of any

children involved. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through stages of childhood or their family circumstances change. However, it is important that all our staff know the indicators of abuse and are alert to the need to consult further. The main forms of abuse are as follows:

i. Physical abuse:

This can involve hitting, shaking, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when the parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

ii. Emotional abuse:

This is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else, such as in occasions of domestic violence or domestic abuse. This is defined by the government as "any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality". A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining towards a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate this sort of abuse include:

- Excessively clingy or attention seeking behaviour
- Very low self-esteem or excessive self-criticism
- Withdrawn behaviour or fearfulness
- Lack of appropriate boundaries with strangers, too easy to please
- Eating disorders or self-harm.

iii. Sexual abuse:

This involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include:

- Allegations or disclosures
- Genital soreness
- Injuries or disclosure
- Sexually transmitted diseases
- Inappropriate sexualised behaviour including words, play or drawing.

iv. Neglect:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter and clothing, and failure to provide medical attention and treatment when necessary.

4 The Designated Member of Staff for Child Protection

The Designated Member of Staff for Child Protection is Mrs. E Perkins, Principal. The school has identified Mrs T Hall and Mrs E Turner to act as deputy Designated Members of Staff for Child Protection.

In the absence of the DMS, either of the deputy DMS's will assume responsibility for any child protection matters that arise.

The DMS will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the Designated Member of Staff is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the Designated Member of Staff, also that they are aware of what happens once a concern has been raised.

Where appropriate the Designated Member of Staff will liaise with the DMS of the school(s) attended by the siblings of the child causing concern.

The DMS will keep a written record of any actions taken as a result of concerns raised (see below).

5 Safeguarding Procedures – Responding and Referring:

- 5.1 Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the Designated Member of Staff for Child Protection without delay.
- 5.2 In accordance with the Local Safeguarding Children Board procedures, the agreement of the family for an external referral should normally be sought where possible. However, if it is felt that seeking any such agreement would increase the level of significant risk of harm to the child, the matter should be discussed with Social Care/ Social Services and their advice sought. This must not contribute to a delay in making a referral.
- 5.3 The school will ensure that the relevant social worker is notified if there is an unexplained absence of more than two days of a pupil who is currently subject to a child protection plan. When discussing concerns in respect of a child who is Looked After by the Local Authority the child's named social worker must be informed.
- 5.4 In the event of anyone within the setting becoming concerned if any of the above indicators are recognised, or if a child makes an allegation or disclosure of abuse against an adult or other child or young person, they will:
 - Stay calm and listen carefully
 - Clarify the information if necessary
 - Reassure the child that they have done the right thing in telling
 - Will not investigate or ask leading questions
 - Let the child know they will have to tell someone else
 - Will not promise to keep what they have been told a secret
 - Consider the child's needs for any medical attention
 - Inform the DMS as soon as possible so that consideration can be given to the need to refer the incident for investigation or assessment, or to undertake further monitoring, and to decide whether and at what stage to inform the parents (this will happen wherever possible, unless to do so would place the child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk)
 - Make a written record of all relevant information, using the 'Logging a Concern about a Child's Safety and Welfare' form (proforma in the staff handbook and on staff drive), of the

allegation, disclosure or incident. The form must be signed, with the name and position of the person making the recording, dated, and placed on the secure child protection file held by the DMS.

- Assist the DMS, if appropriate, in referring the matter to the appropriate agency.

Disabled children have exactly the same right to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children. However, disabled children do require additional action. This is because they experience greater risks and “created vulnerability” as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment. The School will ensure that disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff receive the relevant training to raise awareness.

5.5 All adults in our school share responsibility for keeping our children safe. We may on occasion report concerns which, on investigation, prove unfounded.

5.6 If a referral is made, a case conference will be held within eight working days. Case conferences offer the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held.

6 Record keeping

6.1 Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child’s own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make written a statement themselves or to sign any records.

6.2 All records of a child protection nature (handwritten or typed) will be given to the DMS for safekeeping. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a ‘need to know’ basis. All records must be securely held, separate from the main pupil file, and in a secure place.

6.3 When a child who has had a child protection plan leaves the school and/or transfers to another school, the DMS will inform the child’s new school immediately and discuss with the child’s social worker the transfer of any confidential information the school may hold.

6.4 When pupils who have been the subject of some concern in school transfer from primary to secondary school and/or move school part way through an academic year, any current concerns that are being monitored need to be passed on to the DMS of the receiving school. Any other historic information that is not part of either an ongoing child protection case or an active monitoring situation should be shredded.

6.5 When a child leaves a secondary school or FE college their records need to be retained by that establishment until the child’s 25th birthday.

7 Supporting the Pupil

- 7.1 The school will support pupils in accordance with his/her agreed child protection plan as required
- 7.2 The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team
- 7.3 We recognise that children who are abused or who witness violence may experience difficulties which impact on their 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 and the school ethos of valuing the pupil.

8 Relevant agencies and contact details:

- 8.1 The North Wales Safeguarding Children Board (NWSCB) is the multi-agency forum for agreeing how local child protection services should be planned, delivered and monitored. Local Safeguarding Children's Boards (LSCB) are statutory bodies responsible for protecting children and young people from significant harm and for promoting their welfare.

The NWSCB believes that everyone is responsible for safeguarding and promoting the welfare of children. The Board has the overall responsibility for challenging relevant agencies in the area so that:

- There are effective measures in place to PROTECT children
- There is effective inter-agency co-operation planning and delivering protection services and in sharing information
- Anticipating & Identifying where there may be individuals affected and work with service providers to develop earlier identification and preventative services
- Promote effective multi agency support services
- Promote inter agency approaches to working with community groups and organisations where there may be populations at risk of harm
- Using inter-agency training and dissemination of learning and research to help build a more confident and knowledgeable multi agency workforce

Contacts for Social Services are as follows:

Anglesey

01248 725 888

01248 353 551 (out of hours)

Gwynedd

01758 704 455

01248 353 551 (out of hours)

Conwy

Social Services: 01492 575111

Out of Hours: 0300 1233079

Denbighshire

01824 712200: Monday – Friday 9am – 5pm

0345 053 3116: Evenings and weekends

Flintshire

01352 701 000

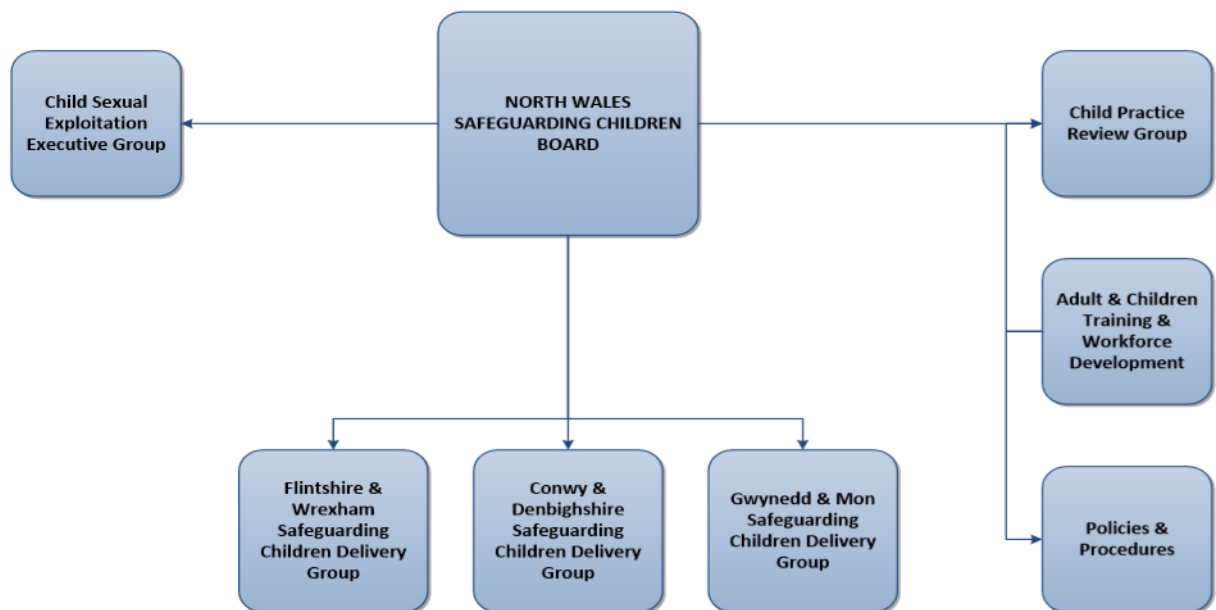
0345 053 3116 (out of hours)

Wrexham

01978 292 039

0345 053 3116 (out of hours)

Members of the North Wales Safeguarding Children's Board (NWSCB)



- Jenny Williams – Chair of NWSCB, Director of Social Services, Conwy County Borough Council
Tel: 01492 575111, email: jenny.williams@conwy.gov.uk
- Sandra Fellows, PA to jenny Williams
Tel: 01492 575687, email: sandra.fellows@conwy.gov.uk
- Wayne Wheatley - Education Services Safeguarding Officer, Denbighshire County Council
Tel: 01824 708064, email: wayne.wheatley@denbighshire.gov.uk
- Simon Williams - Vice-chair NWSCB - Detective Superintendent PVPU - North Wales Police
- Nicola Stubbins – Director of Social Services , Denbighshire

Police

Tel: 0845 607 1002

EMERGENCY, you should always dial 999.

NSPCC

Tel: 0808 800 5000.

9 Concerns relating to a member of the school staff or other person in a Position of Trust:

- 9.1 If an allegation is made against a member of the school staff (or a volunteer helper), it will always be investigated by the Principal or, in the case of the allegation being against either of the Principal (Mrs Perkins), by the Deputy Head. If it is felt, after these initial investigations, that a further enquiry is needed, then the member of staff will be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe.

10 Physical restraint

- 10.1 In the very unlikely event that an adult, in the course of his/her school duties, have to intervene physically in order to restrain children and prevent them from coming to harm, intervention will always be the minimum necessary to resolve the situation. The Principal will require the adult(s) involved in any such incident to report the matter to her immediately, and to record it in the Interventions Book.

11 Teaching and learning

- 11.1 Our teaching of personal, social and health education and citizenship helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach children how to recognise different risks in different situations, and how to behave in response to them.
- 11.2 We will teach in such a way as to encourage pupils to be able to voice their opinions and develop their own self confidence. We aim to build strong and caring relationships with all our pupils. In so doing we hope to provide our pupils with the skills necessary to be able to bring to the attention of any adult working in the school any matters of concern they may have. We will always take seriously any safeguarding issues drawn to our attention by any pupil.
- 11.3 We will make sure that all school activities are carried out safely. Whenever appropriate, teachers will make risk assessments before activities go ahead.
- 11.4 Teachers will make sure pupils are given clear safety instructions whenever they are engaged in activities that have potential risks, such as handling science equipment.

12 Extremism – the prevent duty

- 12.1 Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism” and refer any concerns of extremism to the police (in prevent priority areas the local authority will have a prevent lead who can also provide support).
- 12.2 Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It’s a gradual process so young people who are affected may not realise what’s happening.

- 12.3 Radicalisation is a form of harm. The process may involve:
- Being groomed online or in person
 - Exploitation, including sexual exploitation
 - Psychological manipulation
 - Exposure to violent material and other inappropriate information
 - The risk of physical harm or death through extremist acts.

A Prevent duty and radicalisation policy is in place which can be referred to for specific details.

13 E-safety

- 13.1 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.
- 13.2 We as a school have a major responsibility to educate our pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. It is also important to include parents as much as possible in this process given that children often have access to computers at home.
- 13.3 It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.
- 13.4 Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but must use official email and networking sites sanctioned by the school. Staff should be extremely careful in their personal use of social networking sites and must not discuss school business or any issues relating to pupils. Further guidance is given in the staff manual.
- 13.5 We will promote the benefits of modern technology to aid learning but we also are aware of the dangers that can be encountered by pupils when accessing the internet or using technology. The school's entire computer network, including wireless devices, is protected by the firewall which filters all content entering via the internet connection.

14 Staff recruitment and continuing professional development

- 14.1 The Principal, as lead for safeguarding matters, needs to have regular training and development opportunities so skill and competence level in Safeguarding remains high. She should attend NWSCB conferences or local training so that our school maintains effective working relationships with all other agencies.
- 14.2 All adults in the school receive regular training to raise their awareness of safeguarding issues, and to improve their knowledge of safeguarding procedures that have been agreed by the local Safeguarding Board. The maximum period of time before refresher training must take place is three years.
- 14.3 We will do all we can to ensure that all those working with children in our school are suitable to do so. This involves scrutinizing applicants, verifying their identity and obtaining references, as well as DBS checks and EWC membership.

- 14.4 Good practice guidance as outlined in Guidance document no: 283/2022 'Keeping Learners Safe' Section 9 should always be followed in respect of creating a safe working environment in school.
- 14.5 The school will ensure that safer recruitment practices are in place and followed in checking the suitability of all staff and volunteers to work with children. Evidence of these checks (the Single Central Record) will be maintained as required by the current Guidance.

15 Confidentiality

- 15.1 We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.
- 15.2 The files we keep on children are open to those children's parents or carers. Information from third parties will not be disclosed without their prior consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse. Working notes are not subject to disclosure, but will be summarised and then kept on file.

16 Monitoring and review

- 16.1 The Principal will regularly monitor and review any incidents detailed in the interventions book, while all staff participate in the school's training with regard to child protection procedures.
- 16.2 This policy will be reviewed every year or earlier if necessary.

Signed:



Date: 07/04/2024

Annex 1

SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard, children, young people and families from violent extremism. Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism” and refer any concerns of extremism to the police (in prevent priority areas the local authority will have a prevent lead who can also provide support).

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation which we need to address

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity to support terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation, Fairholme School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The Designated Member of Staff for Child Protection (DMS together with the deputy DMS will assess the level of risk within the school and put actions in place to reduce that risk.

The school is required to identify a single point of contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. At Fairholme the SPOC will be the DMS for safeguarding.

Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. Violent extremists exploit vulnerabilities in individuals, it is important for staff to recognise those vulnerabilities which include Identity Crisis, where the pupil is distanced from their religious or cultural heritage and feels uncomfortable with their place in society; Personal Crisis where the pupil may be experiencing family tensions, a sense of isolation, dissociation from friends and have a low self esteem.

In addition to identifying circumstances where pupils may be vulnerable for exploitation, Fairholme takes a proactive approach to promote inclusion, friendship, tolerance and respect for British values. This is undertaken through assemblies, PHSE lessons, RE lessons, visits by the PCSO, whole-school involvement in music and drama events and inclusion in sports teams irrespective of ability.

Accessibility to inappropriate material online and to social media sites is blocked at Fairholme using the Cyberoam service.

Teachers have been trained to undertake the Prevent duties as part of their broader safeguarding roles.

In addition to the contacts set out in the Child Protection Policy the National Anti-Terrorist Hotline is available on 0800 789 321

Annex 2:

Model note for staff - What to do if a child tells you they have been abused by someone other than a member of staff

N.B. Where the allegation is against a member of staff you should refer to Welsh Government Circular 002/2013: Disciplinary and Dismissal Procedures for School Staff.

A child may confide in any member of staff and may not always go to a member of the teaching staff.

Staff to whom an allegation is made should remember:

- yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child
- you must report orally to the school's designated senior person for child protection immediately
- make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection. The note which should be clear in its use of terminology should record the time, date, place and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. Remember, your note of the discussion may be used in any subsequent court proceedings
- do not give undertakings of absolute confidentiality
- that a child may be waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings
- your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the designated senior person and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file.

The designated senior person for child protection in this school is Mrs Elizabeth Perkins



POLICY ON COLLECTIVE WORSHIP

1 Introduction

1.1 The aims and objectives of collective worship are:

- to provide an opportunity for children to worship God;
- to enable children to consider spiritual and moral issues;
- to enable children to explore their own beliefs;
- to encourage participation and response;
- to develop in children a sense of community spirit;
- to promote a common ethos, with shared values, and to reinforce positive attitudes;
- to teach children how to worship.

2 Collective worship

2.1 We understand worship to be a special act or occasion whose purpose is to show reverence to God. Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly.

2.2 In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', we normally base our assemblies on the teachings of Christ and the traditions of the Christian Church. However, we conduct our assemblies in a manner that is sensitive to the faiths and beliefs of all members of the school.

2.3 While most acts of worship in our school are Christian, we also hold assemblies that reflect the traditions of other religions that are represented in the school and the wider community.

3 Organisation of collective worship

3.1 We hold collective worship regularly in assembly time. Forms III – VII hold assemblies Tuesday, Wednesday and Thursday, KG – Form II hold assemblies Monday to Thursday, and we meet for Whole School Assembly on Fridays.

3.2 We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time, and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful, to listen carefully to the teachings, and to participate fully in prayer and hymns. We create an appropriate atmosphere by using music, and sometimes other objects, to focus the attention of the children.

3.3 The assemblies are normally conducted by the Principal or other members of staff, but are sometimes led by local clergy.

3.4 We take the themes of our assemblies from the traditions of the Christian faith, and we observe the festivals and mark the events of the Christian calendar. Sometimes the themes of our assemblies are related to topics that we teach as part of the school curriculum. We plan our assemblies well in advance of the day they take place.

3.5 Our assemblies reflect the achievements and learning of the children. We encourage the children to participate in the assemblies by showing their work to the other children, and by raising issues that they have discussed in their classes. Assemblies provide an opportunity to reward children for their achievements both in and out of school. They also play an important part in promoting the

ethos of the school, which is that all children are valued, and all achievements are recognised. Fairholme School is a successful school, and we shall continue to celebrate the successes of all our children at our assemblies.

4 Right of withdrawal

- 4.1 We expect all children to attend assembly. However, any parent can request permission for their child to be excused from religious worship, and the school will make alternative arrangements for the supervision of the child during that part of the assembly. This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act.

5 Monitoring and review

- 5.1 This policy is will be reviewed every two years, or earlier if necessary.

Signed: 

Date: 07/04/2024



POLICY ON COMMUNICATIONS

1 Introduction

- 1.1 Schools have many lines of communication to maintain: with parents and carers, with other schools, with the community, with outside agencies, and within the school. Good communication between the school and the home is essential, and children achieve more when schools and parents/carers work together. Parents and carers can naturally help more if they know what the school is trying to achieve.

2 Aims and objectives

- 2.1 In our school, we aim to have clear and effective communications with all parents and carers and with the wider community. Effective communications enable us to share our aims and values, through keeping parents and carers well informed about school life. This reinforces the important role that parents and carers play in supporting the school.
- 2.2 We have various strategies for communicating with parents and carers. Some of our communications are in accordance with a statutory requirement, while others reflect what we believe is important for our school.

3 Home-school agreement

- 3.1 Our Prospectus and accompanying Admissions Booklet explain the school's aims and values, the school's responsibilities towards the children, the responsibilities of parents and carers, and what the school expects of the children. On admission to Fairholme, we ask parents and carers to sign to confirm their acceptance of the terms and conditions and code of conduct contained in these documents.

4 Annual written report to parents and carers

- 4.1 Every year, we provide a written report to each child's parents or carers on the child's progress in the National Curriculum subjects and other subjects. This report identifies areas of strength and areas for future development. In our school, we ask the children to comment on their own progress, and we ask parents and carers to make a similar comment.
- 4.2 We hold parent evenings each year to enable parents and carers to meet with their child's teacher to discuss progress and any other issues. There is also an opportunity to meet with the Principal on these occasions.
- 4.3 We welcome the presence of any other adult the parent wishes to invite to a school meeting to act as interpreter. We will also make any reasonable adjustments to our arrangements if this will enable a parent with a disability to participate fully in a meeting at our school, or to receive and understand a communication.

5 Fairholme School Website

- 5.1 The school website contains general information about the school, details of term dates, fees and forthcoming events and the latest news and pictures of happenings at the school. We also have a parent log-in area for exclusive use of parents and carers of Fairholme pupils. This includes school policies, copies of newsletter, admissions documents and the spelling.

6 Home-school communication

- 6.1 We send a newsletter, "The Fairholme Focus" to all parents and carers three times a year. This contains news and pictures of school activities and an update on term dates and upcoming events.
- 6.2 Our learning platform provides full details of targets and all the work children will be engaged in at school each week and provides feedback on homework. The photo galleries on each Form page give an informal view for parents to see what their child has been involved in at school each week. Messages to and from parents can be sent to Form teachers also on the learning platform.
- 6.3 The learning platform also provides details of homework to be undertaken at KS2 level.
- 6.4 Letters relating to specific issues and events are also issued to parents and carers where appropriate to inform or to request information.
- 6.5 The school encourages parents and carers to share any issues about their child at the earliest opportunity. Teachers see parents/carers immediately, if at all possible. Where this is not possible, the parent makes an appointment. The Principal is also available at the beginning and end of the day for informal discussions with parents and appointments can also be made.
- 6.6 The school encourages electronic communication with parents and carers and is pleased to receive and send emails. We also announce school news on Facebook.

7 Communication within the School

- 7.1 A School Council comprising the Head Boy and Girl, School Captain and elected Form Representatives meets on a weekly basis to discuss matters raised by pupils and communicate these to the Principal and publish their 'Green Tips' each week on the Learning Platform.
- 7.2 Weekly staff meetings are held to enable teachers to share common issues and concerns.
- 7.3 Notice boards around the school are regularly updated with examples of children's work and photographs and descriptions of school trips and events. An electronic photo display screen is provided in the school Reception area and within the Early Years entrance hall.

8 Communication with other schools and outside agencies

- 8.1 As an independent preparatory school, Fairholme maintains excellent relationships with a wide range of secondary schools in Wales and England. This enables parents and carers, particularly of pupils in Form VI and VII to be informed of activities and open days at these schools and updated on entrance requirements and any other issues.

9 Use of photographs and names

- 9.1 Photographs are used in and around the school for many purposes, including displays, records of practical work (e.g. art or technology projects), and records of important school events.
- 9.2 We may use photographs of children or their work when communicating with parents/carers and the wider community, in newsletters, in the school prospectus, on the learning platform, on the school website and in advertisements. Permission to use photographs is requested from all parents and carers and the wish of any parent/carer for their child's photograph not to be used is recorded and respected.

10 Monitoring and review

- 10.1 This policy will be reviewed every two years or earlier if necessary.

Signed:



Date: 07/04/2024



POLICY ON COMMUNITY COHESION

1 Introduction

- 1.1 We recognise the important role our school plays in the promotion of community cohesion. Fairholme School will strive to promote all aspects of community cohesion as we want our children to grow up in a society that celebrates diversity, all the different ethnic, religious and social groups that exist in our local area and is at ease with itself.
- 1.2 Our statutory duties are based on the following legislation:
- The Race Relations Act 1976;
 - The Race Relations Amendment Act 2000;
 - The Disability Discrimination Acts 1995 and 2005;
 - The Sex Discrimination Act 1975, as amended by the Equality Act 2006;
 - The Education and Inspections Act 2006.
- 1.3 We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2 Aims and objectives

- 2.1 We aim to educate our pupils so that they understand how our national and local society is made up of diverse groups. We will cultivate an attitude of respect and understanding for all cultures reflected in our local area. We will celebrate diversity so that pupils learn how cultural differences enhance all our lives. We aim to help pupils understand what makes a cohesive community and how this is important in enabling people to enjoy living in this area.
- 2.2 This policy needs to be considered alongside our Equal Opportunities policy which sets out our commitment to eliminating all forms of prejudice and discrimination. In promoting the respect for all members of our society we believe we will make an important contribution to the promotion of community cohesion.

3 What we mean by community cohesion

- 3.1 We understand community cohesion to mean a society in which there is a shared vision of how different groups can live in peace and harmony. It is an area where all members of society have a sense of belonging and where the diversity of people's backgrounds and culture is valued. It is a community where there is an equality of life opportunities available to all groups and individuals regardless of race, religion, ethnic or socio-economic background. It is built on a community that respects and values cultural groups that are different to their own and where strong and positive relationships exist in school and in the wider community.

4 The curriculum

Our curriculum will provide opportunities to promote the values of equal opportunities and respect for all. It will build upon pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

We will ensure that teaching will help pupils to challenge prejudice and stereotyping – for example, the opportunities in PSHE classes for pupils to discuss issues of identity and diversity and what it means ‘to live together in the UK’. We will have a programme of cultural visits and opportunities to meet members of different communities. We will provide additional support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible standards in literacy as soon as they can. Our school will maximise opportunities for pupils to express their opinions and we will involve them as fully as possible in the governance and organisation of the school and in the way they can participate in the community and make a difference in school beyond the school gate.

5 Teaching and learning

- 5.1 Through all our teaching we will show respect for individual views and opinions. Our school is a place where pupils from all backgrounds and cultures will be welcomed and valued. We will promote an ethos where diversity is respected. In all our work we will encourage positive relationships between staff and our pupils and we shall provide opportunities for staff to listen and respond to the views of all our pupils.
- 5.2 We will do all we can to provide targeted additional support to those pupils who need it. For example, pupils who have English as an additional language (EAL) will be provided with extra support to assist them in developing their English language skills as quickly as possible.
- 5.3 For pupils who are falling behind or at risk of falling behind we will provide individual one-to-one tuition where possible.
- 5.4 Teachers and support staff will strive to develop strong links with all parents and carers whatever their cultural background.

6 Staff recruitment and continuing development

- 6.1 We will pay particular attention to the recruitment of staff to the school to try and reflect in our staff the social make-up of our area. We will ensure that our school recruitment methods follow the equal opportunities guidelines and we will encourage applications from groups that are under represented at the moment.
- 6.2 We will ensure that all staff (including non-teaching staff) have professional development opportunities related to community cohesion and equalities issues so that we continue to have a school ethos where all members of the school community are valued and respected.

7 The Leadership and management of community cohesion

- 7.1 The leadership and management of our work on community cohesion will be a responsibility of the Principal. She will ensure that it remains an issue that underpins all our work in the school. She will have the specific responsibility to coordinate the specific activities carried out to promote community cohesion and ensure that this is reflected in all school planning.
- 7.2 The school will promote community cohesion by gathering and analysing all available data to inform our actions. We will plan actions to promote community cohesion. This may involve particular events such as a world music or food day or it may involve a review of school policies on such matters as staff recruitment. We will also carefully monitor the impact of our work in promoting community cohesion.

8 Monitoring and review

- 8.1 We will continue to monitor the impact of our work through the review of a number of important indicators. These will include the number of incidents of poor behaviour that are racially or culturally motivated. We will monitor the number of instances of racial or cultural tension involving our pupils.

- 8.2 We will work with parents and community leaders to strive to improve the effectiveness of our work. We will do all we can to have strong and effective channels of communication with all sections of our community.
- 8.3 This policy will be reviewed every two years, or earlier if necessary.

Signed: 

Date: 07/04/2024



POLICY ON COMPLAINTS

1 Introduction

- 1.1 We strive to provide a good education for all our children. The Principal and staff work very hard to build positive relationships with all parents and guardians. However, the school is obliged to have procedures in place in case there are complaints by parents or guardians. The following policy sets out the procedures that the school follows in such cases.
- 1.2 If any parents or guardians are unhappy with the education that their child is receiving, or have any concerns relating to the school, we encourage them to talk to the child's Form Teacher immediately.

2 Aims and objectives

- 2.1 Fairholme aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints, and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding. In all cases, we put the interests of the child above all else. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

3 The complaints process

- 3.1 If a parent is concerned about anything to do with the education that we are providing at Fairholme, they should, in the first instance, discuss the matter with their child's Form Teacher. In our experience, most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress.
- 3.2 Where parents or guardians feel that a situation has not been resolved through contact with the Form Teacher, or that their concern is of a sufficiently serious nature, they should discuss the matter informally with the Principal. The Principal considers any such complaint very seriously, and investigates each case thoroughly. Most complaints are normally resolved by this stage.
- 3.3 If parents or guardians are still unhappy following discussion with the Principal, they may make a formal complaint, in writing.
- 3.4 At this stage, a formal meeting will be arranged at the convenience of the parents, certainly within three weeks of receipt of the complaint. The meeting would be between the parents (preferably both parents or one parent accompanied by Grandparent or other person chosen by the parent) and three appeal panel members who have not been directly involved in the matters detailed in the complaint. The panel members would include the Principal, Form Teacher (or another teacher as required) and one independent panel member (from the list given below).
- 3.5 At this formal meeting, all written complaints will be discussed in detail until some resolution has been made. Following the meeting, the Principal will summarise in writing the discussions held at the meeting, and the resolution or solution outlined. This summary will be shared with the complainant.

4 Monitoring and review

- 4.1 The Principal logs all formal complaints received by the school, and records how they were resolved.
- 4.2 The School takes into account any local or national decisions that affect the complaints process, and make any modifications necessary to this policy. This policy is made available to all parents and guardians, so that they can be properly informed about the complaints process.
- 4.3 This policy will be reviewed every two years, or before if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Jones'.

Date: 26/11/23

List of Independent Panel Members:

- **Mr. D. Jones**
- **Mr. D. Owens**
- **Ms. Sian Beck (TBC)**



POLICY ON CONTINUING PROFESSIONAL DEVELOPMENT

1 Introduction

- 1.1 Our school values all the people who work within it. It is our intention to enable our children to reach their highest level of personal achievement. If we are to achieve this aim, all staff have a part to play. A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement. Expenditure on the professional development of teachers and other staff is critical to and directly related to raising standards in the classroom. This policy provides the framework through which all staff are supported and professionally developed.

2 Entitlement

- 2.1 All staff are entitled to professional development opportunities. These opportunities are linked to local and national priorities.
- 2.2 Our school ensures that all staff have equality of opportunity, without discrimination, in seeking the highest level of personal achievement.
- 2.3 All staff will receive a planned induction programme as outlined in our Staff Handbook.
- 2.4 The school recognises its responsibility to offer developmental opportunities for staff with leadership and curriculum expertise.
- 2.5 Lesson observations will take place both by the Principal and by Subject Leaders on a yearly basis to encourage sharing of good practice among Fairholme teachers. A written report will be made for each observation which can be used to highlight any potential CPD requirements.

3 Racial equality

- 3.1 All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that our school not only promotes racial equality but also recognises cultural diversity. Induction for new staff addresses racial equality.

4 School Improvement Plan

- 4.1 The professional development of staff is linked to our School Improvement Plan. This is our action plan for improving the performance of our pupils. The plan will take account of the related professional development needs.

5 CPD programme

- 5.1 The CPD programme offers staff a range of development opportunities:
- induction;
 - appraisal;
 - e-learning

- staff training days;
- paired reviews of children's work;
- paired lesson observations;
- staff review sessions;
- conferences and seminars;
- membership of professional associations.

5.2 A record is kept of all professional development undertaken in and out of the school.

6 Performance management

6.1 The aim of performance management is to help teachers improve, by agreeing and reviewing priorities within the context of the School Improvement Plan. The outcomes of performance reviews help to set priorities for future planning and professional development.

8 Monitoring and review

8.1 This policy will be reviewed every two years, or earlier if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 07/04/2024



POLICY ON CURRICULUM

1 Introduction

- 1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2 At Fairholme, we believe in providing a first class independent education, both through outstanding teaching and by providing opportunities to develop wider skills. We maintain that learning should be a rewarding and enjoyable experience through which everyone can achieve their potential and exceed their expectations. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

2 Values

- 2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2 Our main values upon which our curriculum is based are as follows:
- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
 - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
 - We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
 - We will strive to meet the needs of all our children
 - We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims and objectives

- 3.1 The aims of our school curriculum are:
- to provide a rich, purposeful and varied learning environment that allows all children to develop their skills and abilities to their full potential;
 - to provide a curriculum which is stimulating, dynamic and flexible;

- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and ICT;
- to enable children to be creative and to develop their own thinking;
- to ensure that children participate in physical activity;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage including Welsh culture;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to provide opportunities for pupils to celebrate success and achievement;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others;
- to recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.

4 Organisation and planning

- 4.1 We plan our curriculum in three phases. We agree a long-term plan for each subject area. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.
- 4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic.
- 4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- 4.4 In the Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- 4.5 In Key Stages 1 and 2, we teach the foundation subjects separately. Each child has the opportunity to experience the full range of National Curriculum subjects in each of the three academic terms.
- 4.6 We recognise that children learn at different rates and sometimes have varying curriculum needs.

5 The curriculum and inclusion

- 5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.
- 5.2 Our curriculum is available online on our learning platform to ensure that any child who cannot attend school for any reason can still access the lesson material. If a child is absent for an extended period, this facility is extended to include videos for independent study and can include video conferencing lessons.
- 5.3 If children have special needs, our school does all it can to meet those individual needs. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In

most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. Additional assistance is provided when necessary.

- 5.4 The school provides an Individual Development Plan (IDP) for any child with additional needs. This sets out the nature of additional help required, and outlines how the school will aim provide this. The IDP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- 5.5 The school also provides a system of catch up plans (CUPs) and go ahead plans (GAPs) to cater for differing learning requirements outside the provision of IDPs.

6 The Foundation Stage

- 6.1 The curriculum that we teach in the reception class meets the requirements set out in the Statutory framework for the early years foundation stage (2014). Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.
- 6.2 Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning.
- 6.3 Each term in the reception class, the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.
- 6.4 We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 Key skills

- 7.1 At Fairholme we regard the following Key Skills to be important for all learning and these are developed at every available opportunity:
- literacy
 - numeracy
 - ICT
 - Thinking.
- 7.2 In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers contribute to a child's progress in these skills in each subject area, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

8 The role of the subject leader

- 8.1 The role of the subject leader is to:
- provide a strategic lead and direction for the subject;
 - support and advise colleagues on issues related to the subject;
 - monitor pupils' progress in that subject area;
 - provide efficient resource management for the subject.

8.2 It is the role of each subject leader to keep up to date with developments in their subject. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

9 Monitoring and review

9.1 The Principal is responsible for monitoring the way in which the school curriculum is implemented. Each subject is continually reviewed and developed.

9.2 The Principal liaises with subject leaders to monitor each subject.

9.3 The Principal is responsible for the day-to-day organisation of the curriculum. The Principal monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the Fairholme Curriculum, and that all lessons have appropriate learning objectives.

9.4 Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

9.5 This policy is monitored by the Principal and will be reviewed every two years, or before if necessary.

Signed:



Date: 13/11/23



POLICY ON DATA PROTECTION

1 Introduction

1.1 This policy sets out how Fairholme School is carrying out its statutory responsibility in respect of the collection, storage, processing and dissemination of data relating to individuals. From 25 May 2018 the General Data Protection Regulations (GDPR), an EU Regulation, replace the Data Protection Act 1989 as the relevant statutory framework. Fairholme School's policy is to be fully compliant with GDPR.

1.2 As part of its day to day operation and in order to carry out its duties as a provider of education and as an employer, Fairholme has to collect and process information and data relating to individuals, including:

- Past, present and future pupils of the school.
- Parents, guardians and carers of past, present and future pupils.
- Past, present and future employees of Fairholme Preparatory School.
- Individual providers of goods and services to the school

The school will need to collect this data in order to fulfil its legal rights, duties or obligations – including those under a contract with its staff or parents of its pupils or in accordance with the school's legitimate interests, or the legitimate interests of another, provided that these are not outweighed by the impact on individuals.

2 Data Controller and Processors

2.1 In accordance with the provisions of the GDPR Fairholme Preparatory School recognises its role as Data Controller and is responsible for determining the purposes and means of processing personal data. We may employ other entities as Data Processors to process data on our behalf, e.g. external payroll, academic assessments, but we retain the responsibility for this data and for ensuring contracts with Data Processors ensure that they are fully compliant with GDPR.

2.2 The school is registered with the Information Commissioners Office (ICO) – Registration Number ZA164513 . The Principal Mrs Elizabeth Perkins, is the designated Data Protection Officer(DPO), and is responsible for ensuring that we are compliant with GDPR.

3 GDPR Principles

3.1 The GDPR require all personal data to be:

- processed lawfully, fairly and in a transparent manner in relation to individuals;
- collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the

public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;

- adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
- accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay;
- kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals; and
- processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

- 3.2 Fairholme's policy is to comply fully with these requirements. Data collected by Fairholme will normally be retained for a period of 7 years after a child leaves the school or an employee leaves the school's employment, however, where there is a legal requirement to retain data for a longer period, e.g. in relation to child safeguarding, we will comply with the relevant legislation.

4 Basis for Collection of Data

- 4.1 Individual data may only be collected in accordance with one of six lawful bases, these are:

- Contract
- Legal Obligation
- Vital Interests
- Public Task
- Consent
- Legitimate Interest

- 4.2 Additionally, data classified as Special Category Data, or Criminal Offence Data, need to meet criteria under other articles of the GDPR in addition to the lawful basis.

- 4.3 Fairholme's policy is to identify the lawful basis for all data collected and to meet the additional GDPR requirements for Special Category or Criminal Offence Data where applicable. We will only use personal information when the law allows us to and in one or more of the following circumstances:

- Where we need to do so to take steps to enter into a contract
- Where we need to comply with a legal obligation
- Where it is necessary for our legitimate interests (or those of a third party)
- Where we have the consent of the data provider

5 Purpose of Collecting and Storing Personal Information

5.1 The purposes for which we are processing, or will process, personal information include to:

Pupils

- Manage the pupil admission process, including to verify the identity of prospective children and their parents when admitted to the school.
- Provide an education including co-curricular clubs and activities
- Monitor pupils' ongoing progress and individual educational needs
- Maintain effective communication with parents, guardians, carers and other family members
- Hold medical details including known allergies or specific health concerns so we may act in case of emergency
- Hold information on dietary requirements to enable specific foodstuffs to be provided or avoided as appropriate
- Enable pupils to undertake educational tests and assessment and access educational subscriptions
- Assist the school to provide or receive information on payment history and outstanding fees to or from another relevant educational institution
- Provide references to future educational establishments
- Use photographic images of pupils in school publications, on the school website and social media sites and in advertising media

Staff

- Manage the recruitment process of staff and assess suitability for employment or engagement through the collection of references
- Administer staff contracts of employment
- Maintain an accurate record of terms of employment and engagement
- Comply with statutory/regulatory requirements and obligations
- Comply with disability discrimination obligations
- Ensure effective HR management and business administration
- Ensure compliance with tax and pension requirements
- Plan for career development and CPD

5.2 In addition we may need to process special category personal data or criminal records information in accordance with rights and duties imposed by law, including for safeguarding and employment , or from time to time by explicit consent where required. This may include to:

- Safeguard pupils' welfare and provide appropriate pastoral and/or medical care, and to take appropriate action in the event of an emergency, incident or accident, including by disclosing details of an individual's medical condition where it is in the individual's interest to do so
- Provide additional educational services to support any special educational needs of a pupil
- Provide spiritual education whilst considering or making provision for religious beliefs
- Carry out in-depth staffing checks such as a prospective employee's criminal record check with DBS
- Comply with legal and regulatory processes such as child protection and health and safety and comply with legal obligations and duties of care.

6 Data Processors

6.1 In accordance with data protection law, some of Fairholme's data processing is carried out on its behalf by third party data processors. These include:

- Btwo systems/itech (part of Area/Xerox Group)– monitoring and back up of the school server
- GL Assessment – standardised tests and assessments
- 2 Simple Software – online Purple Mash subscription
- 3P Learning – Mathematics and Readwriter, Reading Eggs subscriptions
- LAMDA – speech and drama examinations
- ABRSM – music examinations
- London College – musical theatre examinations
- North Wales School of Dance – Ballet examinations
- Lefevres Chartered Accountants – Ellen Lefevres
- Payroll Software
- NEST – Staff Workplace Pensions

6.2 Dealings with third party processors are subject to contractual assurances that personal data will be kept securely and only used in accordance with specific directions by Fairholme as the Data Controller.

7 Individual rights

7.1 The GDPR provides the following rights for individuals:

- The right of access – data subjects may request a copy of the personal information we hold about them

- The right to rectification – where the data subject identifies an inaccuracy in personal data this will be corrected
- The right to erasure – a request can be made to delete any personal information where there is no compelling reason for its continued processing
- The right to restrict processing - suspension of data processing can be requested if, for example, its accuracy is being contested
- The right to data portability – transfer of personal information to a third party can be requested so it can be used across different services of the individual’s purposes
- The right to object – processing for legitimate interests can be stopped there is a particular situation which gives rise to an objection.

7.2 Fairholme respects the rights of individuals as set out in the GDPR. Data is only collected by consent of the parent or member of staff concerned, is restricted to that data necessary for fulfilment of legal or contractual obligations or other legitimate interests, and is only shared with third parties where there is a legal obligation, e.g. Welsh Government or Local Authority, or where the data is processed by an approved and contracted Data Processor, who has provided documentation on compliance. Fairholme recognises the right to access of data held and will respond to legitimate requests for data within the time period specified in the GDPR.

7.3 Individuals wishing to exercise any of these rights should contact the Data Protection Officer, Mrs Perkins.

8. Data Security

8.1 Data is held in both paper and digital formats. Hard copies of information, including registration and confirmation forms, employment contracts are held centrally by the Principal. Information necessary for the operations of the school is shared with class and specialist teachers in order for them to maintain attendance registers, have contact with parents, guardians and carers in case of an emergency, and to undertake assessments.

Digital information is held on databases stored in a secure drive on the school’s server. Only the Principal has access to all data. Teachers have access to pupil data sufficient to ensure the administration of their classes and have individual passwords to access the computer system. The computer network is protected by a Cyberoam system and antivirus software which together provide real-time protection from external threats. The system is monitored by BTwo data services and backed up daily using secure Microsoft Azure cloud server back up. The school operates a central email system accessed only by the Principal.

9 Monitoring and review

9.1 The Principal will regularly monitor and review any changes in the nature or scope of information required to ensure this is collected and managed within the GDPR provisions.

9.2 This policy will be reviewed every year or earlier if necessary.

Signed: 

Date: 07/04/2024



POLICY ON DISABILITY DISCRIMINATION

1 Introduction

- 1.1 Our school's mission statement talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.
- 1.2 The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.
- 1.3 From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.
- 1.4 Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

2 What is disability?

- 2.1 The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.
- 2.2 Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.
- 2.3 Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

3 Aims and objectives

- 3.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.
- 3.2 We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.
- 3.3 We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.
- 3.4 We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

- 3.5 We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.

4 Removing barriers

- 4.1 The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.
- 4.2 Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class
- 4.3 The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

5 The physical environment

- 5.1 We have over the last fourteen years made significant improvements to the physical environment within the resources available. These have included the following:
- access to the school – single level access through reception and through to the new classroom block;
 - dedicated dining facility;
 - disabled toilets, increased and updated toilet facilities;
 - information and communication technology, by selecting appropriate hardware and software;
 - access to the curriculum through Edmodo Learning Platform
 - Sports facilities suitable for all pupils with easy access;
 - Indoor sports facilities;
 - Improved music facilities;
 - Improved fire alarm system;
 - Improved signage.

6 The curriculum

- 6.1 We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.
- 6.2 We use language that does not offend, and we make staff and pupils aware of the importance of language.
- 6.3 Our library, reading books and other resources contain positive images of people with disabilities.
- 6.4 The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff and timetabling.
- 6.5 Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual Education Plans are effective and manageable.
- 6.6 We seek and respond to guidance from the parents/carers and the children.

7 Information

- 7.1 Information is always provided by a number of means – written, email, Learning platform posts/messages, Facebook. Recently, lessons have been available by video (Edmodo Learning Platform as well as using video conferencing software)
- 7.2 We always take account of disabilities, be they the pupils' or those of their parents or carers. For example, communication with a parent who is visually impaired may need to be by telephone / zoom call rather than by letter.

8 Staffing

- 8.1 When advertising posts, or interviewing applicants, or deciding on appointments, we follow the necessary procedures, and will not discriminate against people with disabilities.
- 8.2 Should a member of staff become disabled, we will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.
- 8.3 All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.
- 8.4 This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies.

9 Health and safety

- 9.1 Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away.
- 9.2 All members of staff are qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

10 Policy into practice

- 10.1 The Principal is responsible for the school's duty not to discriminate.
- 10.2 The Principal will ensure that all members of staff are aware of their responsibilities to all pupils without exception.
- 10.4 All members of staff are fully committed to the policy of not discriminating against pupils, parents/carers or staff with disabilities.
- 10.5 Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

11 Monitoring

- 11.1 We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.
- 11.2 We monitor:
- admissions;
 - attainment;

- rewards and sanctions.

12 Monitoring and review

- 12.1 The Principal implements the school's disability non-discrimination policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.
- 12.2 This policy will be reviewed at any time or at least once every two years.

Signed: 

Date: 07/04/2024



POLICY ON DRUGS

1 Introduction

- 1.1 In 2004, the DCSF updated its guidance to schools about drugs. This policy reflects that guidance, as well as the content of the QCA schemes of work. It also accords with advice in the Healthy Schools Programme, guidance from the LA, and guidance from the local Drug Action team.

2 Aims and objectives

- 2.1 The aims of this policy are to:
- clarify the school's approach to drugs, for staff, pupils, parents or carers, and to clarify the legal requirements and responsibilities;
 - give guidance to staff on the school's drugs education programme;
 - safeguard the health and safety of pupils and staff in our school;
 - enable staff to manage drug-related incidents properly.

3 Terminology

- 3.1 The term 'drugs' is used throughout this policy to refer to all drugs:
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971);
 - all legal drugs, including alcohol and tobacco, and also volatile substances (those giving off a gas or vapour which can be inhaled);
 - all medicines, whether over-the-counter or on prescription.

4 Fairholme School statement

- 4.1 Fairholme School believes that the presence of unauthorised drugs in our school is not acceptable.
- 4.2 We want our school to be a safe place for children and for us all to work, and the presence of unauthorised drugs represents a threat to our health and safety.

5 Responsibilities

- 5.1 The Principal will:
- ensure that staff and parents/carers are informed about this drugs policy;
 - ensure that the policy is implemented effectively;
 - manage any drug-related incidents.

6 Objectives of drugs education

- 6.1 Drugs education should enable pupils to develop their knowledge, attitudes and understanding about drugs, and to appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. It should:
- build on knowledge and understanding;
 - provide accurate information, and clear up misunderstandings;

- explore attitudes and values, and examine the risks and consequences of actions relating to drugs;
- develop pupils' interpersonal skills, their understanding of rules and laws, and their self-awareness and self-esteem;
- ensure that all children are taught about drugs in a consistent manner.

7 Drugs education

- 7.1 We regard drugs education as a whole-school issue, and we believe that opportunities to teach about the importance of a healthy lifestyle occur naturally throughout the curriculum, but especially in science, PSHE and citizenship, RE and PE.
- 7.2 Teaching about drugs will begin in Key Stage 1, when pupils are taught about seeing the doctor, visiting the chemist, and the importance of medicines and their safe handling.
- 7.3 In Key Stage 2, pupils will learn that alcohol is the most widely used drug, and that its dangers can be overlooked. We will ensure that our pupils are aware of the risks associated with drinking. We teach pupils that smoking is a minority habit, and encourage them to consider its effects and risks.
- 7.4 We use a variety of teaching styles including drama, role-play or ICT to demonstrate various strategies and scenarios. We give children the opportunity to talk to groups or as class.
- 7.5 Drugs education also takes place in KS2 PSHE assemblies where the School Liason Police Officer teaches about the dangers of alcohol, smoking or drugs and promotes a healthy lifestyle.

8 Drugs at school

- 8.1 Where children have medical needs, parents and carers must complete the medicine book giving details of the child's condition and medication. Parents and carers will bring the medication to school in a secure, labelled container and left with the Principal. Records will be kept of all medication received and given. Emergency medication may be stored securely in the classroom (for anaphylaxis or asthma).
- 8.2 Solvents and other hazardous chemicals must be stored securely, to prevent inappropriate access, or use by pupils. Teachers are cautious with solvent-based Tippex, with aerosols, with glues and with board-cleaning fluids.
- 8.3 Smoking is not permitted anywhere in the school.

9 The role of parents and carers

- 9.1 The school is well aware that the primary role in children's drugs education lies with parents and carers. We wish to build a positive and supporting relationship with the parents/carers of our pupils, through mutual understanding, trust and cooperation. To promote this objective, we will:
- inform parents or carers about the school drugs policy;
 - answer any questions that parents and carers may have about the drugs education that their child receives in school;
 - take seriously any issue which parents and carers raise with teachers;
- 9.2 Staff will be cautious about discharging a pupil to the care of an intoxicated parent, particularly when the parent intends driving the pupil home. Staff will suggest an alternative arrangement. The focus will be the pupil's welfare and safety. Where the behaviour of an intoxicated parent repeatedly places a child at risk, or the parent or carer becomes abusive or violent, staff should

consider whether the circumstances of the case are serious enough to invoke child protection procedures, and possibly the involvement of the police.

10 Monitoring and review

10.1 This policy will be reviewed every two years, or earlier if necessary.

Signed: 

Date: 07/04/2024



POLICY ON ENGLISH AS AN ADDITIONAL LANGUAGE

1 Introduction

- 1.1 In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.
- 1.2 A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.
- 1.3 Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- 1.4 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2 Aims and objectives

- 2.1 Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.
- 2.2 The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

3 Teaching and learning style

- 3.1 In our school (see also 4.3 re Foundation Stage), teachers use various methods to help children who are learning English as an additional language:
 - 3.1.1 developing their spoken and written English by:
 - ensuring that vocabulary work covers the technical as well as the everyday meanings;
 - covering not just key words, but also metaphors and idioms;
 - explaining how spoken and written English have different usages for different purposes;
 - providing them with a range of reading materials, to exemplify the different ways in which English is used;
 - giving them appropriate opportunities for talking, and using talking to support writing;
 - encouraging them to relate one language to another;
 - 3.1.2 ensuring their access to the curriculum and to assessment by:
 - using texts and materials that suit their ages and learning stages;

- providing support through ICT, video and audio materials, dictionaries and translators.

4 EAL and inclusion

- 4.1 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.
- 4.2 In the Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities.
- 4.3 The Foundation Stage helps children learning English as an additional language by:
- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
 - providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
 - Using some words such as 'Good morning' in various languages known to some members of the class.

5 Monitoring and review

- 5.1 This policy will be reviewed every two years, or earlier if necessary.

Signed:



Date: 07/04/2024



POLICY ON EMERGENCY PLANNING

1 Aims and objectives

- 1.1 The aim of the School Emergency Plan is to manage the effects of any emergency which might occur within the school so that every reasonable step is taken to:
- prevent or minimise the loss of life and injury to pupils and staff;
 - alert relevant parties, e.g. the emergency services and parents;
 - take control at the scene until the emergency services arrive;
 - minimise disruption to the normal daily routine of staff and pupils;
 - support staff, pupils and parents in the aftermath of an incident;
 - ensure effective working with the media.
- 1.2 We recognise that planning is essential if emergencies are to be managed effectively. We cannot plan in detail for every possible scenario, but our generic plan ensures that those involved in the initial stages have a firm basis from which to develop their response.

2 The basic emergency plan

- 2.1 The school maintains an up-to-date contact directory (including out of hours information). This is updated termly. Copies will be found in the Reception and teachers' class files or handbooks.
- 2.4 The fire alarm will be sounded in the case of any emergency that requires the evacuation of the school premises. Procedures and evacuation routes are displayed in each room within the school.
- 2.5 Copies of the detailed evacuation procedures and checklists for initial action are held in the Reception.
- 2.6 The headteacher, or next senior teacher in his/her absence, is responsible for managing information exchange between staff, pupils and parents.
- 2.7 All new staff joining the school are made aware of the plan.

3 Types of emergency

- 3.1 The school recognises that there cannot be a separate written plan to cover every possible emergency. Discussion with staff is held based on the more common emergencies, including a deliberate act of violence, fire, the destruction or serious vandalism of part of the school, or public health threats (e.g. meningitis).
- 3.2 The school recognises that some emergencies which occur off the school site can affect its staff or pupils. These may include the death of a pupil or member of staff through natural causes or accidents, or a transport-related accident involving pupils and/or members of staff.
- 3.3 The school does not close due to severe weather conditions although we do accept that classes may be combined in order to run the school with a reduced number of staff. We understand when children are not able to reach school due to severe weather conditions and do not encourage pupils to attend if their journey is treacherous.

4 Monitoring and review

- 4.1 Class teachers include regular references to safe and sensible conduct in lessons. Fire drills occur on a regular basis, and their outcomes are logged.
- 4.2 The school's procedures for emergencies will be monitored by the Principal as part of her regular duties.
- 4.3 This policy will be reviewed every two years, or earlier if necessary.

Signed: 

Date: 07/04/2024



POLICY ON EQUAL OPPORTUNITIES

1 Introduction

- 1.1 Our school's mission statement talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.
- 1.2 This policy accords with legislation:
- Race Relations (Amendment) Act 2000;
 - Disability Discrimination (Amendment) Acts 2002 and 2005;
 - Sex Discrimination Act 1975.

2 Aims and objectives

- 2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- 2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- 2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 2.6 We challenge personal prejudice and stereotypical views whenever they occur.
- 2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- 2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3 Racial equality

- 3.1 In our school, we will:
- strive to eliminate all forms of racism and racial discrimination;
 - promote equality of opportunity;
 - promote good relations between people of different racial and ethnic groups.

- 3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures.
- 3.3 We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. RE lessons and assemblies cover the importance of various religious festivals for each religion.

4 Disability non-discrimination

- 4.1 The school is committed to providing an environment that allows disabled children good access to all areas of learning.
- 4.3 Teachers may modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

5 Gender equality

- 5.1 We recognise that nationally, the achievement of boys is falling behind that of girls. However, at Fairholme, boys achieve levels at or above girls' levels. We are committed to seeing all individuals and groups of pupils make the best progress possible in our school.
- 5.2 Pupil Assessment includes comparison of boys' and girls' achievement.
- 5.3 To make our teaching accessible to all, we:
- set clear, achievable targets;
 - employ a variety of activities;
 - provide challenge, competition and short-term goals;
 - select reading materials with a balance of appeal to boys and girls;
 - give regular positive feedback and rewards;

7 The role of the Principal

- 7.1 It is the Principal's role to implement the school's policy on equal opportunities.
- 7.2 It is the Principal's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 7.3 The Principal ensures that all appointments give due regard to this policy, so that no one is discriminated against.
- 7.4 The Principal promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 7.5 The Principal promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
- 7.6 The Principal views all incidents of unfair treatment, and any racist incidents, with due concern.

8 The role of the class teacher

- 8.1 Class teachers ensure that all pupils are treated fairly and with respect. We do not discriminate against any child.
- 8.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
- 8.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.
- 8.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the behaviour record and draw them to the immediate attention of the Principal.

9 Monitoring and review

- 9.1 This policy will be reviewed every two years, or earlier if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 07/04/2024



FIRE DRILL

On discovering a fire:

- Raise the alarm immediately;
- Only teachers with fire training should attempt to fight the fire using equipment provided, if they feel it is safe to do so.

Children, on hearing the fire alarm you should:

- Stop what you are doing;
- Make your way to the nearest exit in an orderly fashion;
- Be quiet;
- Walk down stairs in single file, keeping to the left hand side, holding the handrail;
- Walk to appointed lines in the playground through back gate or nearest safe exit indicated by teacher;
- Answer name when called using, "Here!" loudly and clearly.

Teacher, on hearing the fire alarm you should:

- Pick up the register;
- Follow the pupils out to the playground;
- Close the door;
- Call the register;
- Await the all clear before instructing the class to return.

Assistant (where available), on hearing the fire alarm you should:

- Lead the pupils out to the playground.



POLICY ON FIRE SAFETY

1 Introduction

1.1 Fairholme School understands the importance of vigilance to Fire Safety hazards. The School has an up to date Fire Certificate, a fire risk assessment, and notices explaining the fire procedures are positioned next to every fire exit. All staff, volunteers and pupils are aware of the fire safety procedures set out in this policy.

1.2 Fire Safety Officer: Mrs. E Perkins

All staff are aware of the location of all fire exits, the fire assembly point and where fire safety equipment is stored. Many of the staff have been trained in using basic fire-fighting equipment. Particular attention is paid to distinguishing between the various types of fire extinguisher and their methods of operation.

Fire doors and fire exits are clearly marked, are not obstructed at any times, and are easily opened from the inside.

Fire exits are never locked or obstructed. Fire extinguishers and fire alarm systems are regularly tested in accordance with manufacturer's guidance.

The Fire Safety Officer will be responsible for arranging fire drills and tests and these will take place on at least a three monthly basis.

2 Fire Prevention

2.1 The School will take all steps possible to prevent fires occurring. As such, the staff are responsible for:

- Ensuring that power points are not overloaded with adaptors.
- Ensuring that the School's No Smoking policy is always observed.
- Checking for frayed or trailing wires.
- Checking that fuses are replaced safely.
- Storing any potentially flammable materials safely.

The Fire Safety Officer will explain fire safety procedures to new staff as part of the induction process.

3 In the Event of a Fire

3.1 A member of staff will raise the alarm immediately and the emergency services will be called at the earliest possible opportunity.


All pupils will be immediately escorted out of the building and to the assembly point using the nearest marked exit. No attempt will be made to collect personal belongings, or to re-enter the building after evacuation.

The entire premises will be checked by the Principal and the registers will be collected, providing that this does not put anyone at risk. On exiting the building, staff will close all accessible doors and windows to prevent the spread of fire.

The register will be called and all pupils and staff accounted for. If any person is missing from the register, the emergency services will be informed immediately.

4 Monitoring and review

4.1 This policy will be reviewed every two years, or earlier if necessary.

Signed: 

Date: 07/04/2024



POLICY ON FIRST AID

1 Introduction

1.1 This policy is designed to promote the health, safety and welfare of pupils, staff and visitors at Fairholme through the provision of first-aid equipment and trained personnel in accordance to the requirements of The Health and Safety (First Aid) Regulations 1981, and current DfES guidance.

Other relevant guidance includes:

- 'Use of emergency salbutamol inhalers in schools' Welsh Government 2017
- 'Guidance on the use of emergency adrenalin auto-injectors in schools in Wales'
- 'Supporting learners with health care needs' Welsh Government 2017.

'First-aid' means:

(a) in cases where a person will need help from a medical practitioner or nurse, treatment for the purpose of preserving life and minimizing the consequences of injury and illness until such help is obtained, and

(b) treatment of minor injuries which would otherwise receive no treatment or which do not need treatment by a medical practitioner or nurse;

2 School Provision

2.1 The aim of first aid is to save lives and to ensure that minor injuries and illnesses do not escalate into major ones. Therefore, in accordance with good practice, DCSF requirements, Fairholme will ensure that:

- (a) A first aid risk assessment is carried out to ascertain the needs of the school and the level of provision required. It will take into account:
 - The number of staff / students on the site
 - The location of school site
 - The full range of activities undertaken by staff and pupils on the school premises during the normal school day, and as appropriate off-site and outside normal school hours, e.g. before / after the school day and during the school holidays;
- (b) As a minimum, at least one person with an HSE approved 'First Aid at Work' qualification (3-day training) must be present on each identifiably separate school site when pupils are present. An 'Emergency First Aider in the Workplace' (1-day training) to be present at other times, e.g. early mornings, evenings and holidays.
- (c) The necessary first aid equipment and facilities are provided at appropriate locations throughout the school, as well as an adequate number of appropriately qualified First Aiders;
- (d) Adequate training and guidance is provided for First Aiders, including refresher training at appropriate intervals and, where appropriate.

- (e) Lists of First Aiders' names are included on Single Central Record.
- (f) All staff are made aware of first aid arrangements and such information is included in the induction process for new staff;
- (g) Parents are made aware of the school's first aid arrangements and the procedures for informing them if their son/daughter has received first aid treatment at school;
- (h) A record is kept of any first aid treatment administered;
- (i) A record is kept of all injuries to staff and pupils occurring both on and off the school premises as a result of school activities.
- (j) The HSE is informed of injuries that are reportable under RIDDOR without delay;
- (k) First-aid and accident reporting arrangements are regularly reviewed.

3 School Practice

- 3.1 All Fairholme School staff are expected to use their best endeavours at all times, particularly in emergencies, to secure the safety and welfare of pupils;
- 3.2 All staff are invited to become appropriately qualified in emergency first aid, and provide the necessary training to enable them to administer first aid;
- 3.3 Staff are asked to volunteer to become qualified as appointed persons as necessary;
- 3.4 A register of First Aiders is maintained and copies of training certificates must be kept.

4 First Aid Equipment and Materials

- 4.1 First aid boxes are marked with a white cross on a green background and are provided in the porch. Only first aid supplies are kept in the first aid box. No medication kept in the box. Separate arrangements are in place for the administration of medication.
- 4.2 Most first aid is undertaken in the reception area.
- 4.3 Used first aid materials are put into the allocated disposable waste unit.

5 Procedures in the Event of an Emergency

- 5.1 Examples of emergencies which require immediate first-aid assistance include:
 - Severe allergic reactions
 - Asthma attacks
 - Epileptic fits
 - Difficulty in breathing
 - Fainting
 - Hypoglycaemia in diabetics
 - Bleeding
 - Breaks or sprains
 - Concussion
- 5.2 All staff are made aware of the procedures to take in the event of a first aid emergency in the staff manual.
- 5.3 If an incident is witnessed on the school premises and the injured person is able to walk, they will be taken to the reception area where the first aider will attend.

- 5.4 If an incident is witnessed and the injured person does not seem able to move, a member of staff will stay with them and the Appointed First Aider will be called. An ambulance will be called where necessary, when the appointed person cannot be contacted.

6 Procedures for Non-Emergency Situations

- 6.1 If a pupil becomes ill at school and needs to be taken home, the Form Teacher or Principal will make every attempt to contact parent or carer.

7 Medicines

- 7.1 Pupils should stay at home with a temperature/cough. Where parents require, medication (including allergy or long-term medication) may be administered and parents must fill in the medicine record detailing requirements. The Form Teacher/Principal will oversee the administration of such medicine.
- 7.2 Staff involved in administering emergency medication (such as the EpiPen for extreme allergic reactions) will receive training from the school nurse.
- 7.3 Where possible, pupils will be able to carry their own medication and relevant devices or be able to quickly access their medication.

8 Monitoring and review

- 8.1 The Principal implements the school's first aid policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.
- 8.2 This policy will be reviewed at least once every two years.

Signed:



Date: 13/11/2023



POLICY ON FOOD

1 Introduction

- 1.1 We are committed to ensuring that the children in our care grow into healthy adults, this being the first of the five principal requirements of the Children Act 2004 ('Every Child Matters'), i.e. that they:
- be healthy;
 - stay safe;
 - enjoy and achieve;
 - make a positive contribution;
 - achieve economic well-being.
- 1.2 Consequently, Fairholme does its utmost to provide a wide variety of healthy food and snacks as well as teaching about healthy eating and living in Science, Geography, PSHE and Sports lessons and School Assemblies.

2 Aims and objectives

- To help children know and understand the importance of food and drink in a healthy lifestyle.
- To help children learn what healthy food is.
- To give children the skills they need to make the right choices with regard to food and drink.
- To promote the physical and emotional well-being of all our children.

3 The curriculum

- 3.1 We will plan explicit teaching about healthy eating in our formal curriculum. In science, we will teach about nutrition and the needs of a healthy body. Through mathematics, we will teach children to measure and calculate size and weight. In geography lessons, children will learn where food comes from and how it reaches the shops. We will provide opportunities for children to discuss, read and write about health-related issues, such as GM foods, and why some parts of the world have a surplus of food, while other parts have famine. In religious education, children will learn about how food is valued in different societies, and the part food plays in religious custom and practice. In physical education, children will have the opportunity to learn how their body reacts to exercise, and the importance of food and drink to participation in sport and dance. In PSHE, children will have the opportunity to reflect on food-related issues such as how food is advertised, and how we can enjoy treats without damaging our bodies.
- 3.2 We will also promote healthy eating through the informal curriculum. For example, we will promote healthy eating regularly in assemblies. We will encourage children to participate in school games clubs and sports, and so learn the enjoyment of a healthy lifestyle. Our school site will be fully exploited in the interest of the children's physical and emotional development through playground activities.

4 The school environment

- 4.1 We will ensure that our school environment promotes healthy eating. We will not allow children to bring sweets, crisps or chocolate into school.
- 4.2 We will not have vending machines on the school site that dispense sweets or chocolate.
- 4.3 We will encourage children to drink plenty of water by providing them with access to a water fountain, and regular opportunities to drink water throughout the day.
- 4.4 Children will be encouraged to eat the vegetables and fruit provided at every mealtime.

5 School lunches

- 5.1 We will serve only healthy food and drink for our school lunches. Our catering company, Newydd, are dedicated to providing lunches with balanced nutritional value with a good selection of main and vegetarian options. Fruit snacks are also part of the food provision. Pupils with food allergies or special religious requirements are catered for.

6 Role of parents and carers

- 6.1 We will work closely with parents and carers to ensure that the messages about food and drink we give in school are reinforced and supported at home.
- 6.2 We expect all parents and carers who send their children to our school to respect our healthy food policy and to support it.

7 Monitoring and review

- 7.1 This policy will be reviewed every two years, or earlier if necessary.

Signed:



Date: 07/04/2024



POLICY ON FOUNDATION STAGE

1 Introduction

- 1.1 The Foundation Stage extends from the age of three to the end of the reception year. Children can enter Fairholme at any time following their 3rd birthday.
- 1.2 The Foundation Stage is important in its own right, and also in preparing children for later schooling. We aim for each child to reach or surpass the early learning goals that are set out by the end of the Foundation Stage.
- 1.3 Children joining our school have already learnt a great deal. The early-years education we offer our children is based on the following principles:
 - it builds on what our children already know and can do;
 - it ensures that no child is excluded or disadvantaged;
 - it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
 - it provides a rich and stimulating environment.

2 Aims and objectives

- 2.1 The curriculum of the Foundation Stage underpins all future learning by promoting and developing:
 - personal, social and emotional well-being;
 - positive attitudes and dispositions towards learning;
 - social skills;
 - attention skills and persistence;
 - language and communication;
 - reading and writing;
 - mathematics;
 - knowledge and understanding of the world;
 - physical development;
 - creative development.

3 Teaching and learning style

- 3.1 The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.
- 3.2 The more general features of good practice in our school that relate to the Foundation Stage are:
 - the partnership between teachers and parents/carers that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
 - the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;

- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents and carers;
- the clear aims of our work, and the regular monitoring to evaluate and improve it.

4 Play at the Foundation Stage

- 4.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

5 Inclusion at the Foundation Stage

- 5.1 We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion).
- 5.2 At the Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.
- 5.3 We meet the needs of all our children through:
- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
 - using a variety of teaching strategies that are based on children's learning needs;
 - providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
 - offering a safe and supportive learning environment, in which the contribution of all children is valued;
 - employing resources that reflect diversity, and that avoid discrimination and stereotyping;
 - planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
 - monitoring children's progress, and offering advice regarding support (such as speech therapy), as necessary.

6 The Foundation Stage curriculum

- 6.1 Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.
- 6.2 The Early Learning Goals form part of the National Curriculum, and are in line with the objectives stated in the Primary Framework for literacy and mathematics. Accordingly, children focus on literacy and numeracy each morning.
- 6.3 The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work, where appropriate, to support their planning for individual children. Our medium-term planning is completed half-termly, and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working towards Levels 1 and 2 of the National Curriculum.
- 6.4 The Early Learning curriculum is provided as part of our Learning Platform.
- 6.5 Outdoor activities are planned and takes place at all times of year. Children wear suitable clothing at all times.

7 Assessment

- 7.1 The Foundation Stage Profile and photo books enables teachers to record their observations during the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each area of learning. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves both the teacher and other adults, as appropriate.
- 7.3 The teacher updates the written Profile twice a year and keeps the photobook updated as the year progresses. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings.
- 7.4 Evidence is provided in children's workbooks and worksheet files as well as the photo books already mentioned.
- 7.5 Parents and carers receive two annual report that offer brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress.

8 The role of parents and carers

- 8.1 We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:
 - talking to parents or carers about their child before their child starts in our school;
 - opportunities given to the children to spend time with their teacher before starting school;
 - offering parents and carers regular opportunities to talk about their child's progress;
 - encouraging parents and carers to talk to the child's teacher if there are any concerns;
 - providing information, learning opportunities and a photo gallery on our Learning Platform for parents to find out what their child is doing at school
 - having flexible admission arrangements, and allowing time to discuss each child's circumstances;

- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers;
- providing various activities that involve parents and carers

8.2 There is a formal meeting for parents and carers twice a year, at which the parents/carers discuss the child's progress in private with the teacher. Parents and carers receive a report on their child's attainment and progress twice each school year.

9 Resources

9.1 We plan a learning environment that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

10 Monitoring and review

10.1 This policy will be reviewed every two years, or earlier if necessary.

Signed:



Date: 07/04/2024



POLICY ON GIFTED AND TALENTED CHILDREN

1 Introduction

1.1 We believe in providing the best possible provision for pupils of all abilities. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who are 'gifted' and/or 'talented'.

1.2 The terms are defined as follows:

- 'gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;
- 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport, drama or music, but who does not necessarily perform at a high level across all areas of learning.

At Fairholme, we also recognise outstanding leadership qualities, social awareness and creativity.

1.3 At Fairholme we believe in treating all pupils as individuals and catering for their individual needs. We are committed to providing an environment encouraging all pupils to maximise their potential and this includes the 'gifted and talented'. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

2 Aims and objectives

2.1 Our aims are to:

- ensure that we recognise and support the needs of all our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

3 Identification of gifted and talented children

3.1 We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents enable us to add further details to these records.

3.2 Children undergo baseline assessment within the first half-term of joining. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.

3.3 As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

3.4 The children undertake Reading age, spelling age and verbal reasoning age tests each year so that comparisons with each child's actual age can be made.

- 3.5 Each teacher regularly reviews the children's progress and records this. Teachers discuss the children's progress with parents at the yearly parents' evenings, and report twice annually on each child's progress in February and July.

4 Aptitudes in English and mathematics

4.1 Gifted children in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more advanced skills when engaged in discussion.

4.2 Gifted children in mathematics are identified when they:

- explore a broader range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.

5 Provision

5.1 There are three basic ways of meeting the needs of the gifted and talented pupils. These are:

- Accelerated – enabling pupils to access work which would typically be for older pupils
- Enrichment – enabling a pupil to study aspects of a topic, not otherwise covered
- Extension – enabling pupil to develop more sophisticated thinking and reasoning skills.

5.2 In the classroom these are provided as follows:

- All teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- Lessons include extension opportunities or open-ended tasks
- Collaborative learning is used to enhance skills in main subject areas.

Outside the classroom a variety of provision includes:

- Lunchtime and afterschool clubs providing enrichment opportunities
- Opportunities for performance in music/drama/dance in assemblies, performance classes, club events, open classes, art exhibitions
- Workshops during holiday periods where pupils will be invited to attend
- Various challenge events, for example Junior Maths Challenges, World Maths Day, World Spelling Day, Poetry competitions, Urdd Eisteddfod events (music, recitation, athletics, swimming).
- Out of School trips and visits providing enrichment opportunities.

6 Management strategies

6.1 The provision and practice within the school for gifted and talented children is coordinated by the Principal. This includes:

- running a register of gifted and talented pupils, and keeping it up to date;

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through termly discussions with teachers;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- encouraging children to take part in outside the classroom enrichment opportunities and allowing them time to enter and prepare for Scholarships and awards in Form VII
- liaising with parents on related issues.

7 Monitoring and review

- 7.1 The Principal collects samples of work from the higher achievers, in order to demonstrate the standards that they are achieving.
- 7.4 This policy will be reviewed every two years, or earlier if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 07/04/2024



POLICY ON HEALTH AND SAFETY

1 Introduction

1.1 Our school is committed to achieving the five required outcomes of the Children Act 2004 ('Every Child Matters'), i.e. that all children:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

1.2 The health, safety and welfare of all the people who work or learn at Fairholme are therefore of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone.

2 Healthy schools initiative

2.1 Following the publication in 1997 of the government's White Paper 'Excellence in Schools', many schools decided to participate in the healthy schools initiative. This school fully supports the aims of this initiative, and we will strive to achieve the National Healthy School Standard. We believe that a healthy school is one in which children can thrive not only physically and academically, but also spiritually and emotionally. We promote a whole-school approach to the well-being of our children, which involves:

- giving health issues high priority in our planning;
- planning the curriculum to ensure that the children have sufficient opportunity to learn about healthy living;
- providing opportunities for children to take responsibility for their learning and behaviour;
- making sure that the environment is stimulating and conducive to learning;
- providing opportunities for children to put forward their views and be listened to;
- supporting children who need additional care and attention;
- providing opportunities for all our staff to develop their skills;
- working closely with parents to provide the best possible support for our children;
- making sure all children have clear and appropriate targets.

3 The school curriculum

3.1 We teach the children about health and safety in order to equip them with the skills, knowledge and understanding that will enable them to live positive, successful and healthy lives. Teachers take every opportunity to educate children in this regard as part of the normal school curriculum. For example, through the science curriculum, we teach children about hazardous materials, and how to handle equipment safely and about eating healthily and looking after our bodies.

3.2 We discuss safety issues with the children in PSHE lessons and school assemblies, and we also show children how to move and play safely in PE lessons.

3.3 Health and safety issues also arise when we teach care for the environment, and awareness of the dangers of litter.

- 3.4 We believe that everybody in our school can and should promote everybody else's safety, so we teach children to spot hazards in the classroom or around the school, and inform their teacher.
- 3.5 Our school promotes the spiritual welfare and growth of the children through the RE curriculum, through special events, such as harvest festivals, and through the daily act of collective worship.
- 3.6 Each class has the opportunity to discuss problems or issues of concern with their teacher. These concerns are handled with sensitivity.

4 School meals

- 4.1 Our school provides the opportunity for children to have a meal at lunchtimes. We do all we can to ensure that the meals provided have a suitable nutritional value, in line with the requirements of the School Standards and Framework Act of 1998.
- 4.2 Our school promotes a healthy lifestyle. As sweets can damage children's teeth, we do not allow sweets to be eaten in school.

5 School uniform

- 5.1 It is our policy that all children wear the school uniform when attending school, or when participating in a school-organised event, even if outside normal school hours. We agree the requirements for school uniform with parents and carers, and we review these requirements regularly.
- 5.2 We always take a sensitive approach where regulations regarding uniform conflict with a child's religious or cultural beliefs. We have drawn up regulations regarding the recognition of cultural diversity in this respect, and these stipulate that we do not discriminate on grounds of race, creed or gender.
- 5.3 It is the responsibility of the Principal to ensure that the school uniform policy is enforced. It is, however, not our school policy to exclude children from the school if they, for whatever reason, do not have the proper school uniform.
- 5.4 We ask parents and carers to equip their children with the necessary uniform and school equipment. If a child repeatedly attends school without the correct uniform, we will inform parents and carers and request that they make sure their child leaves home with the proper uniform. We ask parents and carers not to send their child to school with 'extreme' hairstyles, or the sort of appearance that is likely to draw attention. We ask parents and carers to discuss their child's appearance with us if there are any religious issues involved that we might be unaware of.
- 5.5 On grounds of health and safety, we do not allow children to wear jewellery in our school. An exception is ear-ring studs in pierced ears. We ask children either to remove these during PE and games, or to cover them with a plaster.

6 Child protection

- 6.1 The named person with responsibility for child protection in our school is the Principal. We will follow the procedures for child protection.
- 6.2 If any teacher suspects that a child in their class may be the victim of abuse, they should not try to investigate, but should immediately inform the Principal about their concerns.
- 6.3 When investigating incidents or suspicions, the Principal works closely with social services, and with the Local Safeguarding Children Board (LSCB). We handle all such cases with sensitivity, and we attach paramount importance to the interests of the child. (see Child Protection Policy)
- 6.4 We require all adults employed in school to have their application vetted by the police, in order to check that there is no evidence of offences involving children or abuse.

- 6.5 All the adults in our school share responsibility for keeping our children safe. We may, on occasion, report concerns which, on investigation, prove unfounded. We trust that parents and carers, while they will naturally be upset, will nevertheless accept that the school acted in the child's best interests.

7 School security

- 7.1 While it is difficult to make the school site totally secure, we will do all we can to ensure that the school is a safe environment for all who work or learn here. We review security measures regularly, and draw upon the advice of experts (e.g. police officers, fire officers, architects and other consultants).
- 7.2 We require all adult visitors who arrive in normal school hours to report to the School Office.
- 7.3 If any adult working in the school has suspicions that a person may be trespassing on the school site, they must inform the Principal immediately. She will warn any intruder that they must leave the school site straight away. If the Principal has any concerns that an intruder may cause harm to anyone on the school site, she will contact the police.

8 Safety of children

- 8.1 It is the responsibility of each teacher to ensure that all curriculum activities are safe. If a teacher has any concerns about pupil safety, s/he should bring them to the attention of the Principal before that particular activity next takes place.
- 8.2 We do not take any child off the school site without the prior permission of the parent.
- 8.3 If an accident does happen, and it results in an injury to a child, the teacher will do all s/he can to aid the child concerned. We keep a first aid box in the main school Porch. All staff at the school have been trained in emergency first aid. Miss Foulkes and Mrs Evans are the appointed first aid staff who have trained at the 3-day First Aid at Work course.
- 8.4 Should any incident involving injury to a child take place, a trained Staff member will assist. If necessary, the school Principal will telephone for emergency assistance.
- 8.5 We record in the school accident book all incidents involving injury, and, in all cases, we inform parents or carers. Should a child be quite seriously hurt, we contact the parents or carers through the emergency telephone number that we keep on file. We update these numbers annually, but it is essential that parents/carers inform us when contact details change.
- 8.6 There may be rare occasions on which it is necessary for staff to restrain a pupil physically, to prevent him or her from inflicting injury to others, causing self-injury, damaging property, or being disruptive. In such cases, only the minimum force necessary may be used, and any action taken must be only to restrain the pupil. If restraint has been required, a written report will be made and an entry made in the Interventions Book.

9 Fire and other emergency procedures

- 9.1 Procedures for fire and other emergency evacuation are displayed prominently in all rooms. Fire drills are held termly. Arrangements are made to monitor the condition of all fire prevention equipment regularly. This includes the visual inspection of fire extinguishers.

10 Educational visits

- 10.1 The school takes very seriously its responsibilities for ensuring the safety of children whilst on school trips (see also the policy for Off-Site Visits). We comply with 'Educational Visits – A safety guide for learning outside the classroom' – this document incorporates and supersedes previous National Assembly circular 2/99 "Health and Safety of Pupils on Educational Visits A Good Practice Guide".

11 Seat belts

- 11.1 We use coaches and mini-buses only when seat belts are provided. We instruct the children to use seat belts at all times when the bus is moving.

12 Medicines

- 12.1 Parents are required to fill in the medicine record detailing requirements for allergy/long-term medication. Other medication is not allowed at school since COVID10. The Principal or Form Teacher will oversee the administration of such medicine.
- 12.2 Staff involved in administering the long term or emergency medication (such as the EpiPen for extreme allergic reactions, will receive training from the school nurse.

13 Internet safety

(see also the Communications policy)

- 13.1 We regularly use the Internet in school, because it has many educational benefits. In order to minimise the risk of children coming across unsuitable material, we provide constant supervision, and we use only a filtered service, selected links, and child-friendly search engines. We have signed parental permission to photographs of children on the school's website, or in newsletters and other publications.

14 Theft or other criminal acts

- 14.1 The teacher or Principal will investigate any incidents of theft involving children. If there are serious incidents of theft from the school site, the Principal will inform the police, and record the incident in the incident book.
- 14.2 Should any incident involve physical violence against a teacher, we will report this to the Health and Safety Executive, and support the teacher in question if s/he wishes the matter to be reported to the police.

15 The health and welfare of staff

- 15.1 The school takes very seriously the need to safeguard the health and welfare of all our staff. This includes their professional development, which we address in our CPD policy. We also pay particular attention to the assessment and prevention of work-related stress, thus complying with health and safety law. If a member of staff is experiencing stress at work, s/he should inform the Principal without delay.
- 15.2 The school will not tolerate violence, threatening behaviour or abuse directed against school staff. If such incidents do occur, the school will take the matter very seriously, and take action in line with the LA's protocol on school and the police.

16 Monitoring and review

- 16.1 The Principal implements the school's health, safety and welfare policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.
- 16.2 This policy will be reviewed at least once every two years.

Signed:



Date: 07/04/2024



POLICY ON HOMEWORK

1 Introduction

- 1.1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers to support the children's learning.

2 Rationale for homework

- 2.1 Homework is a very important part of a child's education, and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper 'Excellence in Schools', in which homework was described as 'an essential part of good education'. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils.

3 Aims and objectives

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote cooperation between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
 - To keep parents informed of the sort of work a child has learned at school;
 - to help children develop good work habits for the future.

4 Types of homework

- 4.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.
- 4.2 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we give reading homework to read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask Reception/Key Stage 1 children to learn spellings or mathematical tables as part of their

homework. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet.

- 4.3 At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 4.2, but we expect them to do more tasks independently. We set literacy or numeracy homework routinely each day, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to revise for examinations, as well as to ensure that prior learning has been understood.
- 4.4 Homework is marked according to the school marking policy. Homework completed well is acknowledged and praised with House Points/Satchel One marks. There may be issues arising from the work, which the teacher will follow up in lesson time.

5 Amount of homework

- 5.1 Written homework should take roughly half an hour each night. Additional to this are reading and learning of tables and spellings which are completed each week. If any child has difficulty learning spellings, we recommend learning 4 or 5 words per night rather than trying to tackle the complete set in one go.
- 5.2 Homework is set via the Learning Platform and can be accessed in class or at home. Reception and KS1 teachers also use a reading Record Book to track reading tasks and progress.

6 Inclusion and homework

- 6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

7 The role of parents and carers

- 7.1 Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- 7.2 We ask parents and carers to check homework assignments on Satchel One Learning Platform are being completed and to encourage children to look at feedback provided wither online or in homework books.
- 7.3 If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Principal.

8 Use of ICT

- 8.1 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.
- 8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Each child from Form I up is registered with a username and password for 'Mathletics', 'EdShed' and 'Reading Eggs'. Children are encouraged to use these at home as well as at school to help develop their mathematics, spelling and reading skills and teachers set weekly tasks for pupils using these online resources. These are web-based software suitable for primary students. Parents or carers are advised always to supervise their child's access to the Internet and preferably to use web protection such as K9. Advice on how to use this can be obtained from the Principal.

9 Monitoring and review

- 9.1 This policy will be reviewed in two years, or earlier if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 07/04/2024



POLICY ON INCLUSION

1 Introduction

- 1.1 The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that Fairholme promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

2 Aims and objectives

- 2.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:
- girls and boys;
 - minority ethnic and faith groups;
 - children who need support to learn English as an additional language;
 - children with special educational needs;
 - able, gifted and talented children.
- 2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:
- setting suitable learning challenges;
 - responding to children's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils;
 - providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.
- 2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
- do all our children achieve their best?
 - are there differences in the achievement of different groups of children?
 - what are we doing for those children who we know are not achieving their best?
 - are our actions effective?
 - are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3 Teaching and learning style

- 3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress.

Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages.

- 3.2 When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use accelerated or extension activities which are materials from a later key stage, or extension of the breadth of work within the area or areas for which the child shows particular aptitude.
- 3.3 Teachers are familiar with the equal opportunities legislation covering race, gender and disability.
- 3.4 Teachers ensure that all children:
- feel secure and know that their contributions are valued;
 - appreciate and value the differences they see in others;
 - take responsibility for their own actions;
 - are taught in groupings that allow them all to experience success;
 - use materials that reflect a range of social and cultural backgrounds, without stereotyping;
 - have a common curriculum experience that allows for a range of different learning styles;
 - have challenging targets that enable them to succeed;
 - participate fully, regardless of disabilities or medical needs.

4 Children with disabilities

- 4.1 The school is committed to providing an environment that allows disabled children good access to all areas of learning. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.
- 4.3 Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials.

5 Inclusion and racism

- 5.1 The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Principal. The school contacts parents or carers of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

6 Summary

- 6.1 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure the inclusion of all pupils.

8 Monitoring and review

- 8.1 This policy will be reviewed every two years, or earlier if necessary.

Signed:



Date: 07/04/2024



INFORMATION ABOUT THE PROPRIETOR

1 The Proprietor

The Proprietor of Fairholme School is a limited company – Fairholme School Ltd., for which Mrs. E Perkins is the sole director. Details of the company are given at the bottom of all letters. All prospective parents will receive letters with prospectus and admissions information prior to starting at Fairholme. Invoices and all future correspondence with parents show details of the company name, number and registered office. This is required under company law.

2 Limited Company Details

Details are as follows:

Fairholme Preparatory School Ltd. Registered in England and Wales (Number 6931315)

Registered Office: Fairholme Preparatory School, Mount Road, St. Asaph, LL17 0DH

3 Directors

Mrs. Perkins lives at the School premises. This is known by all parents and this information is given verbally to all prospective parents during their tour of School.

Signed:

Date: 07/04/2024



POLICY ON KEY SKILLS

1 Introduction

- 1.1 Our children learn, practise, develop and refine a range of skills. Some of these skills are specific to certain subjects; others are general skills, and therefore key to learning in all subjects. These key skills underpin learning throughout the school. We aim to equip all children with the key skills, so that they can be as successful as possible in the future.
- 1.2 Key skills referred to in this document are as follows:
- Thinking – developing patterns of ideas that help learners acquire deeper understanding and enable them to explore and make sense of their world – to plan, develop and reflect;
 - Communication – including oracy, reading, writing and wider communication skills;
 - ICT – finding and developing information and ideas and creating and presenting information and ideas;
 - Number – the ability to use number correctly and appropriately across a wide range of situations and contexts

2 Organisation and method

- 2.1 We teach key skills through all curriculum subjects. Progression in key skills is at the heart of our curriculum planning. For example, we give the children many opportunities to develop number skills in their geographical studies, and ICT in research of topics of history.
- 2.4 Development of thinking skills is fundamental to learning at Fairholme and, in our teaching, we ensure that pupils are given sufficient opportunities to work independently, making their own discoveries on a daily basis, as well as engaging on high level thinking tasks.

3 Key skills and inclusion

- 3.1 At our school, we teach key skills to all children, whatever their ability and individual needs. The teaching of key skills is part of the school's policy of providing a broad and balanced education to all children. In our teaching, we provide learning opportunities for all pupils. We strive hard to meet the needs of those with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

4 Monitoring and review

- 4.1 The Principal monitors the way in which key skills are integrated into the curriculum, as part of the regular monitoring of teachers' planning.
- 4.2 The class teacher evaluates a child's progress in key skills. This forms part of the teacher's regular assessment of each child's progress, and of the school's target-setting process.
- 4.3 This policy will be reviewed in two years, or earlier if necessary.

Signed:

Date: 07/04/2024

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POLICY ON LIBRARY

1 Introduction

'What we learn from good books and other resources becomes part of us.'

Library Association

- 1.1 Our curriculum is designed to cultivate an enjoyment of learning, and a commitment to it, thus creating the right climate in which to encourage and stimulate the best possible progress, and the highest possible attainment, by all our pupils. The role of our school library is central in supporting our children's learning, as it plays a key role in helping them to develop their communication and information-handling skills.
- 1.2 By offering them the opportunity to take responsibility for their own learning, our library helps children on their way to becoming independent and life-long learners. The resources in our library support the aims and objectives of the National Curriculum, promoting the ability in children to read fluently a range of literary and non-fiction texts, and to reflect critically on what they read.

2 Aims and objectives

- 2.1 The aims of our library are:
- to extend children's learning experiences;
 - to develop children's skills as independent learners;
 - to support teaching and learning;
 - to enrich the curriculum;
 - to provide opportunities for children to access resources by themselves.

3 Organisation

- 3.1 Our school library is a centre of learning that we make accessible to all the children and staff at our school. We have checked that the library is accessible not only to wheelchair users, but also to pupils and members of staff with other disabilities. The resources within it promote inclusion for all our children.
- 3.2 The physical environment of the library is designed to stimulate the exploration of resources, both for work that has been set, and for personal study.
- 3.3 The library has collections of fiction and non-fiction resources. Each classroom also has a small fiction collection. We are in the process of classifying all the books.
- 3.4 The library contains computers with Internet access, and a range of multimedia resources. The use of the Internet is supervised at all times by a member of staff and each computer has web protection. Currently, the library is also used as the Form VII classroom.
- 3.5 The school library is open during normal school hours. The library can be used for personal study when it is not being used by an individual class or club.
- 3.6 Our children further develop their library skills by using the local public library. Many children take part in the Summer Library Reading Scheme and the School encourages participation in this event as well as support of their local library at other times of year.

4 Resources

- 4.1 All teachers are involved in suggestions of library resources. Teachers involve the children in this process. We use our library resources to promote the spiritual, moral, social and cultural development of our children, and to reflect the needs of all our pupils.
- 4.2 We replace at least five per cent of our stock each year. This ensures that our resources are in good condition, up to date and relevant to our children's needs.

5 Monitoring and review

- 5.1 Purchases for the library are reviewed termly.
- 5.1 This policy will be reviewed every two years, or earlier if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 07/04/2024



POLICY ON MARKING AND FEEDBACK

1 Introduction

- 1.1 At Fairholme School, we will take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

2 Aims and objectives

- 2.1 We mark children's work and offer feedback in order to:
- show that we value the children's work, and encourage them to value it too;
 - boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
 - give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
 - offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
 - promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
 - share expectations;
 - gauge the children's understanding, and identify any misconceptions;
 - provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

- 3.1 We believe that the following principles should underpin all marking and feedback:
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
 - Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
 - Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets.
 - The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
 - Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
 - Comments will focus on only one or two key areas for improvement at any one time.
 - Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
 - The marking system should be constructive and formative.

- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly, and will be completed before the next lesson in that subject and in the case of homework, by the end of the following day.

4 Implementing the marking policy

- 4.1 The school has explicit rules that apply to all pieces of work (e.g. work must start with the date and title), and teachers will not accept the work unless these rules have been followed.
- 4.2 In addition to these general rules, there are specific rules for specific types of work, e.g. numeracy. These rules have been taught and may be on display. They make it clear what good-quality work in the subject is like.
- 4.3 Written comments are kept brief. If a piece of work is very good, House Points/Satchel One marks (or stickers and stars) are awarded and this acts as a comment.
- 4.4 In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- 4.6 Ticks are normal where work is correct, and crosses where errors have been made. Other symbols may be used once their meaning has been explained, e.g. an S through a spelling mistake.
- 4.7 Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that House Points, stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.
- 4.9 When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts. Pupil marked work is in green pen.
- 4.11 Children should always be aware of their targets and let the teacher know when they think a particular target has been achieved.
- 4.13 Teachers will comment on spelling and grammar only in the following cases:
- if spellings and grammar were part of the lesson focus;
 - if it is a spelling that all pupils should know;
 - if spellings were in the exercise or on the board to be copied.
- 4.13 Where the teacher specifies, spellings should be written out three times.

5 Monitoring and review

- 5.1 We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Signed:



Date: 07/04/2024

FAIRHOLME PREPARATORY SCHOOL



NUMBER OF COMPLAINTS REGISTERED UNDER THE FORMAL COMPLAINTS PROCEDURE - ACADEMIC YEAR 2023-24

Number of complaints logged in Academic Year 2023-24 and to date: 0

Signed:

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Date: 07/04/2024



POLICY ON OFF-SITE VISITS

1 Introduction

- 1.1 Off-site visits are activities arranged by or on behalf of the school, and which take place outside the school grounds. The teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences.
- 1.2 This policy complies with 'National Guidance for Education Visits' www.oeapng.info which is recognised as best practice by the Welsh Government. In this policy, we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits, we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities. The visits usually take place within the school day.

2 Aims and objectives

- 2.1 The aims of our off-site visits are to:
- enhance curricular and recreational opportunities for our pupils;
 - provide a wider range of experiences for our pupils than could be provided on the school site alone;
 - promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

3 Curriculum links

- 3.1 For each subject in the curriculum, there is a corresponding programme of activities (which includes visits to the school by specialists). The following activities are considered each year at Fairholme:
- English – theatre visits, visits by authors and theatre groups;
 - science – visits to science museums, visits to botanical gardens, visits by specialist scientists;
 - mathematics – use of shape and number trails;
 - history – castle visits, local museums;
 - geography – use of the locality for fieldwork;
 - art and design – visits by artists and picture gallery organisers;
 - PE – a range of sporting fixtures, extra-curricular activities, sports' camps;
 - music – a variety of specialist music teaching, extra-curricular activities, concerts for parents;
 - design and technology – visits to design centres;
 - STEM and ICT – visits to Science and Engineering facilities.
 - RE – visits to local centres of worship, visits by local clergy.
 - PSHE and citizenship – visit to residential care homes, visits by local police officers and health workers.

5 How visits may be authorised

5.1 The Principal will appoint a leading member of staff to be responsible for overseeing the activity.

5.2 The Principal will be involved in the planning and management of off-site visits.

She will:

- ensure that risk assessments are completed;
- assign competent staff to lead and help with trips;
- organise related staff training;
- organise transport;
- make sure that all necessary permissions and medical forms are obtained;
- keep records of visits.

5.5 It is our policy that all children should be able to participate in educational visits. Where a child with a disability is eligible for a trip, we will make every effort to ensure that s/he is included. We may seek guidance from parents or carers to help us to adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

6 Risk assessment

6.1 A comprehensive risk assessment is carried out by the group leader before the proposed visit. It will assess the risks which might be encountered on the visit, and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

6.2 Staff planning an off-site activity should make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the lead member of staff should take careful account of the facilities available, with due regard to the proposed size of the group. S/he should also assess the site's suitability with regard to the age and any particular needs of the children. S/he will also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the group leader to experience the activity beforehand, or if s/he lacks the skills required to make informed judgements about the risks it may involve.

6.3 It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, and the Visit Plan must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them.

6.4 An activity should normally have sufficient adults taking part to provide the following minimum ratios:

- 1 adult to between 10 and 15 pupils in Years 4 to 6;
- 1 adult to 6 pupils in Years 1 to 3;

- 1 adult to 3 pupils in Early Years.

Any trip will require a minimum of two adults. However, these are minimum requirements, and may not provide adequate supervision in all cases. Staff should refer to National Guidance <http://oeapng.info> to ensure pupils are supervised in accordance with the principles of “Effective Supervision”

6.5 A risk assessment must also cover transport to and from the venue. These should include:

- the provision and required use of seat belts;
- proper vetting of the driver by the police;
- proper insurance for the driver;
- details of first aid and emergency equipment;
- breakdown procedures.

6.6 The group leader will double-check that all adults helping to supervise the trip have been subject to police checks.

6.7 A copy of the completed risk assessment will be given to the Principal.

7 Transport

7.1 Transport arrangements will allow a seat for each member of the party. It is our policy only to use coaches fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit.

7.2 Our minibus is usually used for school trips, and each seat has a belt. We instruct all children, whether travelling by car, minibus or coach, to attach their seat belts.

8 Communication with parents and carers

8.1 The parents/carers of children taking part in an off-site activity should be provided with all appropriate information about the intended visit. Parents or carers must give their permission using an online form before a child can be involved in any off-site activities.

9 Further health and safety considerations

9.1 All adults accompanying a party must be made aware, by the lead member of staff, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day, the home telephone number of a designated emergency contact should be provided.

9.2 Before a party leaves school, the Principal should be provided with a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity.

9.3 The safety of the party, and especially the children, is of paramount importance. During the activity, the lead member of staff must take whatever steps are necessary to ensure their safety. This involves taking note of any information provided by medical questionnaire returns, and ensuring that children are both safe and well looked after at all times.

9.4 Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the lead member of staff should discuss with the Principal the possibility of excluding that child from the activity.

10 Group leaders' planning

- 10.1 Group leaders must read thoroughly the appropriate guidance for off-site activities:
'National Guidance for Education Visits' www.oeapng.info
'Group Safety at Water Margins' (OEAP)

11 Visit Plan

- 11.1 The Visit Plan for intended educational visits must include the following:
- risk assessment;
 - report on preliminary visit unless this is a repeated trip;
 - applications for approval of visit;
 - general information;
 - names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit;
 - travel schedule;
 - accommodation plan (if applicable);
 - full plan of activities;
 - fire precautions and evacuation procedures;
 - intended arrangements for supervision;
 - insurance arrangements for all members of the group;
 - emergency contacts and procedures;
 - general communications information;
 - guidance for lead member of staffs;
 - guidance for the emergency contact and Principal;
 - medical questionnaire returns;
 - first-aid boxes.

12 Monitoring and review

- 12.1 This policy will be reviewed every two years, or before if necessary.

Signed: 

Date: 06/11/2023



POLICY ON PARENTAL INVOLVEMENT

1 Introduction

- 1.1 All parents and carers are equally valued as part of our school community. Children's learning is improved when we work in partnership with their parents or carers, and their wider family. We therefore believe in close cooperation with all families, and in regular consultation between the home and the school.

2 Aims and objectives

- 2.1 Our aims through parental involvement are:
- to enhance the learning experiences of all pupils;
 - to encourage parents and carers to be involved in the children's learning;
 - to provide a partnership between home and school, seeking to ensure that families feel welcome and valued;
 - to ensure that maximum use is made of all these adults' skills to enrich learning opportunities.

3 Involvement in the life of the school

- 3.1 Parents are involved in school life firstly through the School Learning Platform – Satchel One. Parents can access all information for their child's class on the class page, can look at teacher posts and communicate with the teacher through messages. They can also enjoy the photo gallery which is kept up-to-date with pictures of ongoing activities in class.
- 3.2 Families are invited to regular events, activities and celebrations that are organised by the school. These occasions provide an opportunity to celebrate success, and a chance to view pupils' work.
- 3.3 Regular newsletters are published, and each family should have a copy of the school prospectus.
- 3.4 Parents and carers can view news, events information, policies, menu and back-issues of the newsletter on the school website and day to day news is reported on Facebook.

4 Involvement in children's learning

- 4.1 Parents and carers can talk with teachers on an informal basis when dropping off or picking up children.
- 4.2 Appointments to see a teacher or the Principal can be made through Satchel One/email, and can be set up for as soon as required.
- 4.3 There are opportunities for parents and carers to have a formal discussion with their child(ren)'s teacher twice a year. Teachers value these opportunities to celebrate successes, review learning targets and listen to parental views.
- 4.4 Two annual reports on each child's academic and personal development is made available in the spring and summer terms. Parents are welcome to come in to discuss the report by arrangement.
- 4.5 Policy documents are readily available on the website and curriculum assignments are available to view on the Learning Platform for parents and carers.

- 4.6 Homework is assigned via the learning platform and targets in English and maths for each week are displayed under the agenda on each Form Page.
- 4.7 Continuous Assessment of maths and English and completion of target spreadsheets provide a guide to national levels achieved by the children. Standardised test results are also taken to provide further indication of attainment. These are discussed at Parents Evenings and can be discussed at other times as required.

7 Consultation

- 7.1 Our Confirmation of entry form includes agreement by parents to abide by our terms and conditions including obligations of parents. Our Terms and Conditions, available on entry to the School or by request and at any time on the website, detail the responsibilities and expectations of all parties.
- 7.2 The school will make every effort to consult parents and carers, both formally and informally, about their views on school life, children's learning and new initiatives.
- 7.3 Parents or carers of a child with a disability are asked to keep the school fully informed about any relevant issues, so that the school can make all reasonable efforts to meet the requirements of that child.
- 7.4 The school values regular feedback, and will make every effort to act on parents' and carers' views, wherever possible.
- 7.5 Teachers (including the Principal) can be approached informally before and after school, and will always take careful account of any information forwarded to them.
- 7.6 After an Estyn inspection, parents and carers will receive a summary of the findings, and later on, they will be sent a summary of the action plan written in response to the report.

8 Barring access to the school premises

- 8.1 Parents and guardians have access to the school premises to deliver and collect children to and from school, to meet with teachers and the principals and to attend formal and informal events.
- 8.2 The school welcomes the close contact with parents, as enhancing pupils' education, however, will take action if this right of access is abused.
- 8.3 Where there is any instance of abusive behaviour on school premises towards a pupil, a member of staff or another parent the Principal will usually speak to the parent concerned and warn them that this behaviour must not be repeated. In the event of repetition, the parent will be barred from the school premises for a period to be determined by the Principal. This will usually be for a fixed period and the barred parent will have the right of appeal to the Principal. Following completion of the period of the bar, the parent will be allowed on school premises on the understanding that any further occurrence of abuse will result in a permanent bar from the school site.
- 8.4 Where the Principal considers the abuse to be of a sufficiently serious nature, e.g. physical violence, the parent will receive an immediate bar from the school premises, the period of which to be determined by the Principal.

8 Monitoring and review

- 8.1 This policy will be reviewed every two years, or earlier if necessary.

Signed:



Date: 07/04/2024



POLICY ON PHOTOGRAPHIC & VIDEO IMAGES

1 Introduction

- 1.1 There are many occasions on which it is a good thing to make use of photographs and video images that include children. This is perfectly proper and to be encouraged. However, our school will do all it can to ensure that images are used properly, and that, as in all matters, risks are minimised, and our children kept safe and secure, whether at school or elsewhere. The aim of this policy is to establish the right balance between the proper use of technology and the safety of our children at all times.
- 1.2 Under the terms of the Data Protection Act 1998, all photographs and video images of children and staff alike are classified as personal data. This means that no image can be used for display or for school publicity etc., unless consent is given by or on behalf of the individual concerned.

2 Parental permission

- 2.1 All parents and carers will be asked to sign a consent form allowing their child to be photographed or videoed while taking part in school activities, and for the image to be used within the school. This form will be given to the parents or guardians of all children joining the school. This consent will allow the school to take pictures of pupils engaged in educational activities such as sports events, drama productions, field trips, etc., and to use these pictures internally. Where parents or carers do not give their consent, then the children concerned will not have pictures taken of them.
- 2.2 All pictures taken will be appropriate, and will show children properly clothed for the activity they are engaged in. The school will do all it can to ensure that due sensitivity is shown in the choice and composition of these images.

3 School performances

- 3.1 We will allow video and photographic recordings of all school performances, as long as the parents or guardians of the children involved have given their consent.
- 3.2 Photography is forbidden in changing rooms or backstage during school productions.

4 The Internet

- 4.1 Only appropriate images will be used on the school Learning platform's Form Photo Galleries, and on the school website. Children will not be identified by their full name or address on the school website.

5 Mobile phones

- 5.1 We do not allow children to bring mobile phones into school. Adults may bring mobile phones. Form Teachers are allowed to take photos of pupils engaged in school activities using their mobile phones but must remove any images within 24 hours. This will enable teachers to update their photo gallery or transfer photos to the staff drive on the server.

6 Use of digital cameras/teacher phone cameras

- 6.1 There are many ways in which the use of digital images is valuable for children's learning. For example, they may be used in art work or geography or science fieldwork.
- 6.2 Images will be made only as appropriate for school-related activities.

7 Media publications

7.1 Sometimes, local or national media visit the school to follow up a news story. This is often to do with a notable achievement by a child or a group of children from the school or the support of a local charity at a school event. In this situation, where children's images might be made public, the school will inform parents and carers of the event in advance, and allow them to withdraw their child from the event if they so wish. Newspapers normally ask for the names of the children to go alongside the photographs; if parents or carers do not wish this to happen, then the school will not allow the individual to be photographed or filmed by the media concerned.

8 Monitoring

8.1 This policy will be reviewed every two years, or before if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 07/04/2024



POLICY ON PREVENT DUTY AND RADICALISATION

1 Extremism – the Prevent Duty

- 1.1 Working together to safeguard children (2018) defines extremism. It states “Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.
- 1.2 Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.”
- 1.3 Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have “due regard” to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police.
- 1.4 Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It’s a gradual process so young people who are affected may not realise what’s happening.
- 1.5 Radicalisation is a form of harm. The process may involve:
 - Being groomed online or in person
 - Exploitation, including sexual exploitation
 - Psychological manipulation
 - Exposure to violent material and other inappropriate information
 - The risk of physical harm or death through extremist acts.
- 1.6 Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further.
- 1.7 The NSPCC states that signs of radicalisation may be:
 - Isolating themselves from family and friends
 - Talking as if from a scripted speech
 - Unwillingness or inability to discuss their views
 - A sudden disrespectful attitude towards others
 - Increased levels of anger
 - Increased secretiveness, especially around internet use.

2 Tackling Radicalisation

2.1 The School will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation
- Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Making any referrals relating to extremism to the police (or the government helpline) in a timely way, sharing relevant information as appropriate
- Ensure our school is an inclusive environment, tackle inequalities and negative points of view and teach pupils about tolerance
- Using the Government document Prevent Duty Guidance for England and Wales:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

3 Monitoring and review

3.1 The Principal implements the school's Prevent and Radicalisation policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.

3.2 This policy will be reviewed at least once every two years.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 07/04/2024



POLICY ON RACIAL EQUALITY

1 Introduction

1.1 Our school's mission statement talks of valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. Pupils will be provided with the opportunity to experience, understand and celebrate diversity.

1.2 This policy reflects the school's general and specific duties, as detailed in:

- Equality Act 2010
- The Equality Act 2010 (Amendment) Regulations 2023 (Amendment Regulations) came into effect on 1 January 2024
- Race Relations (Amendment) Act 2000;
- Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
- Framework for a race equality policy for schools
- Preparing a Race Equality Policy for Schools (CRE 2002).

The following publications were helpful:

- CRE's handbook 'Learning for All: Standards for Racial Equality in Schools' (2000);
- The Runnymede Trust 'The Future of Multi-Ethnic Britain: The Parekh Report' (2000);
- The Macpherson Report (1999) on the Stephen Lawrence inquiry.

2 Aims and objectives

2.1 In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

3 Principles

3.1 These three principles underpin all our procedures and practice:

- Every pupil should have the opportunity to achieve the highest possible standards.
- Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allow them to be receptive and respectful with regard to other people's identities.
- Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society, but also in the wider context of an interdependent world.

4 Tackling racial harassment

- 4.1 The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'. It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority groups.
- 4.2 A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.
- 4.3 Minority ethnic groups include gypsy travellers, refugees, asylum-seekers and, in certain contexts, white Europeans.
- 4.4 All racist incidents are investigated by the Principal. Incidents of racism are recorded in the behaviour record and dealt with in accordance with the Code of Conduct.
- 4.5 All pupils, parents/carers and staff are aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with racist incidents.

5 Attainment, progress and assessment

- 5.1 The school has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement.
- 5.2 We make regular assessments of pupils' learning, and use this information to track pupils' progress, as they move through the school. As part of this process, we monitor attainment and progress by ethnicity.
- 5.3 In addition to attainment and progress, we also monitor attendance and behaviour.

6 Teaching and learning

- 6.1 We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:
 - ensure equality of access for all pupils, and prepare them for life in a society of diverse cultures;
 - use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
 - challenge racial discrimination and stereotyping, and teach pupils how to recognise bias;
 - provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
 - employ a range of styles, including collaborative learning, so that pupils can learn to value working together;
 - take account of the performance of all pupils when planning for future learning, and setting challenging targets.

7 Managing pupil behaviour

- 7.1 The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups.
- 7.2 All staff operate the school's behaviour policy of rewards and sanctions consistently.

7.3 Staff are aware that cultural background can affect behaviour, and take this into account when dealing with unacceptable behaviour.

7.4 Exclusions and the use of rewards and sanctions are monitored by ethnicity, to identify any patterns.

8 Partnerships

8.1 All parents and carers are encouraged to take a full part in the life of the school. The school works with parents to develop positive attitudes towards diversity and to address specific incidents.

8.2 We consult with staff, parents and pupils about their opinions on the impact of our policies.

9 Monitoring and review

9.1 This policy will be reviewed every two years, or before if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perks'.

Date: 07/04/2024



REDUNDANCY

Part I: Policy details

1 What does this policy cover and who is covered?

- 1.1 This policy sets out the process to be followed if circumstances arise that mean we need to reduce our employee base.
- 1.2 We will avoid making anyone redundant wherever we reasonably can. However, circumstances such as a reduction in pupils enrolled in the school may require us to make a reduction in staff numbers.
- 1.3 Where we are reasonably able to do so, we will consider alternatives to redundancy. These, together with the process that we follow in a redundancy situation, are explained in further detail in Part II of this policy.

2 Who does it apply to?

- 2.1 All employees. It does not apply to self-employed contractors, consultants or to agency workers.
- 2.2 Staff will be allocated to an appropriate pool for consideration of redundancy. Appropriate pools are Class Teachers, Specialist Teachers, Teaching Assistants, Non-Teaching Support and Ancillary Staff.

3 It is not part of your employment contract

- 3.1 This policy is not part of your employment contract. We, Fairholme Preparatory School Ltd., may amend this policy at any time.

4 Your right to be accompanied at meetings

- 4.1 During any meeting that takes place under this policy, you may bring someone with you. That person is generally a colleague or, if relevant, a trade union representative.
- 4.2 We will remind you of this entitlement when we send you a meeting invite. You must then let us know if you intend to invite someone to accompany you and who that person is, as well as their relationship to you, if this is not known to us. You will be responsible for making their attendance (including any travel) arrangements and costs.

- 4.3 You are entirely free to choose a work colleague to accompany you. If you do choose a work colleague, please be aware that, on occasion, we may need to adjust scheduled meeting timings to ensure that we can ensure your colleague's attendance (and absence from their usual work duties) does not cause any operational challenges.

5 Speaking on your behalf

- 5.1 If you would prefer them to do so, your companion may present the key points of your grievance and they may also speak openly on your behalf at the meeting. You should feel free to seek their views and confer with them during the meeting and you are entitled to leave the room for reasonable periods of time to do so.
- 5.2 Your companion is not permitted, however, to answer questions put directly to you or to try to prevent the Company asking questions or outlining its views.

Part II: Our procedure for handling a redundancy situation

1 The alternatives we consider to avoid making an employee redundant

- 1.1 Minimising the prospect of employee redundancies is something that we take very seriously. We do not recruit and invest in good people, who are valued by our business, only to lose them. So, wherever we can (bearing in mind our business priorities at any relevant time), we will explore alternatives to making someone redundant.

Those alternatives include:

- a. Finding suitable alternative work to offer some employees (which could also include retraining them)
- b. Offering a part-time instead of full-time role
- c. Exploring job shares, short-time working and other types of flexible working
- d. Inviting applications for voluntary redundancy

2 The steps that we take if redundancy is unavoidable

- 2.1 If we cannot find a workable alternative solution to a redundancy situation, we will do the following, before we consider compulsory redundancies:
- a. Comply with all legal obligations to consult with recognised trade unions (if relevant) and/or employee representatives
 - b. Consider any applications for voluntary redundancy that we may have invited, but without any obligation to accept a particular volunteer, (since we may consider that the application is not appropriate for valid business reasons)

- 2.2 Where the above actions do not prevent the need for one or more compulsory redundancies, we will apply fair, objective and transparent criteria to identify those whose jobs are at risk.
- 2.3 Our criteria, as well as our entire redundancy procedure and all those involved in administering it, will never discriminate on the basis of an employee's sex, maternity, pregnancy, race, colour, nationality, ethnic or national origin, religion or belief, gender reassignment, sexual orientation, age, disability, marital or civil partnership status at any stage in the redundancy process.
- 2.4 These criteria are designed to ensure that we can still retain essential business skills for achieving name of business's existing and imminent business objectives. Criteria will vary from one redundancy situation to the next, but we will typically rely on criteria which are likely to include some or all of the following:
- a. Qualifications
 - b. Experience and skills
 - c. Levels of performance
 - d. Flexibility and willingness to adapt
 - e. Contribution to the school's development objectives
 - f. Disciplinary record
 - g. Length of service

3 Selection for redundancy

- 3.1 If you're selected for redundancy, we will send you a separate letter giving you notice that your contract of employment is being ended.
- 3.2 That letter will explain the details of your redundancy pay (if you are entitled to receive it) and any other payments that may be due to you (such as payment for accrued, untaken holiday, reimbursement of expense and pay that relates to your notice period).
- 3.3 We will comply with all statutory requirements for notice period and calculation of redundancy payment.

4. Appeals about redundancy decisions

- 4.1 If we are unable to avoid making you redundant and there is no alternative suitable role available/for which you are eligible, you may appeal our decision.
- 4.2 If you wish to appeal, you must do so in writing within 1 week of receiving your redundancy selection letter (described in section 4 above). Your appeal must be set out in writing include the reasons why you are appealing, and it should be address to the person whose name is set out in your redundancy selection letter.
- 4.3 We will then invite you to an appeal meeting, which will usually take place within 7 days of your appeal letter being received by us.
- 4.4 We aim wherever possible, for the appeal meeting to be led by someone of an appropriate level of seniority, who is different to the person who took the decision to make you redundant.

4.5 Normally within 2 weeks of the appeal meeting, we will write to you setting out our final decision. This concludes the process and there is no further right of appeal.

Signed: 

Date: updated 07/04/2024



POLICY ON REMOTE LEARNING

1 Aims and Objective

- 1.1 This policy provides for delivery of education to Fairholme pupils who are not able to attend the school premises for an extended period of time to ensure they are not disadvantaged in such circumstances. The school will provide remote learning facilities to ensure learning materials and support are provided to mitigate the impact of the child being unable to attend.
- 1.2 The procedures set out in this policy will apply in the case of individual long-term authorised absence or in the event of a school closure. Closure of the school would only take place as a last resort in the case of extreme circumstances and when advised or instructed to do so by relevant authorities.

2 Obligations of the School and Parents

- 2.1 In the case the events described above, the school undertakes to provide remote learning materials appropriate to the needs of each child, to review the work submitted and to provide feedback. Parents are expected to ensure pupils carry out the work using instructions and videos provided and return completed work to the school by the end of each week.

3 Remote Learning System

- 3.1 The school will use its Learning Platform and Management System “Satchel One” as the central means of transmitting work and instructions to the children concerned and receiving questions and completed work from the children. Work will be provided on a weekly basis for completion each day.
- 3.2 Each child will be able to log into Satchel One to view messages from their class teacher and to access work files in which can be printed for completion where applicable. Work completed on worksheets or in exercise books can be photographed and uploaded to Satchel One for review by the teacher.
- 3.3 Videos, produced by the teachers, will be uploaded to Satchel One, to explain each topic and how to set out work.
- 3.4 Tasks will also be set for completion online using the school’s online teaching and learning resources which include:
 - Mathletics
 - Edshed
 - Reading Eggs
 - Purple Mash

Instructions will be given via Satchel One regarding the use of these resources.

Signed:

Date: 07/04/2024



POLICY ON SAFE RECRUITMENT

1 Introduction

Fairholme Preparatory School is committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of children and young people. The School is also committed to providing a supportive and flexible working environment to all its members of staff. The School recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment.

The aims of the School's recruitment policy are as follows:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- to ensure that all job applicants are considered equally and consistently;
- to ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age;
- to ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE), Working Together to Safeguard Children and keeping Children Safe in Education(Guidance), Keeping Children Safe in Education (KCSIE) and any guidance or code of practice published by the Disclosure and Barring Service (DBS); and
- to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

Employees involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy.

2 Recruitment and selection procedure

All applicants for employment will be required to make an application (usually online) and send a curriculum vitae containing their academic and employment history and their suitability for the role. Applicants will receive a job description for the role applied for.

The applicant may then be invited to attend a formal interview at which his / her relevant skills and experience will be discussed in more detail.

If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following:

- the agreement of a mutually acceptable start date and the signing of a contract incorporating the School's standard terms and conditions of employment;
- verification of the applicant's identity (where that has not previously been verified);

- the receipt of two references (one of which must be from the applicant's most recent employer) which the School considers to be satisfactory;
- for teaching positions and support staff, a registration check by Education Workforce Council that the applicant is fit for practice, prior to starting work.
- the receipt of an enhanced disclosure from the DBS which the School considers to be satisfactory;
- where the position amounts to "regulated activity" (see section 4.3 below) confirmation that the applicant is not named on the Children's Barred List administered by the DBS*;
- verification of the applicant's medical fitness for the role (see section 3 below); and
- verification of the applicant's right to work in the UK;
- any further checks which are necessary as a result of the applicant having lived or worked outside of the UK; and
- verification of professional qualifications which the School deems a requirement for the post, or which the applicant otherwise cites in support of their application (where they have not been previously verified).

*A check of the Children's Barred List is not permitted if an individual will not be undertaking "regulated activity". Whether a position amounts to "regulated activity" must therefore be considered by the School in order to decide which DBS checks are appropriate. It is however likely that in nearly all cases a Children's Barred List check will be carried out.

Regulated activity includes:

- a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,
- b) work for a limited range of establishments (known as „specified places“, which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly.

** Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

- c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:
 - personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
 - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

**The Safeguarding Vulnerable Groups Act 2006 provides that the type of work referred to at (a) or (b) will be regulated activity if “it is carried out frequently by the same person” or if “the period condition is satisfied”. Paragraph 10 of Schedule 4 to this Act says the period condition is satisfied if the person carrying out the activity does so at any time on more than three days in any period of 30 days and, for the purposes of the work referred to at (a), it is also satisfied if it is done at any time between 2am and 6am and it gives the person the opportunity to have face to face contact with children. “Frequently” is not defined in the Act, but the Guidance Regulated Activity in relation to Children: scope describes “frequently” as doing something once a week or more.

3 Medical Fitness

The School is legally required to verify the medical fitness of anyone to be appointed to a post at the School, after an offer of employment has been made but before the appointment can be confirmed.

It is the School's practice that all applicants to whom an offer of employment is made must complete a Health Questionnaire. The School will arrange for the information contained in the Health Questionnaire to be reviewed by the Principal. This information will be reviewed against the Job Description for the particular role, together with details of any other physical or mental requirements of the role i.e. proposed timetable, extra-curricular activities, layout of the School etc. If the Principal has any doubts about an applicant's fitness the School will consider reasonable adjustments in consultation with the applicant.

Successful applicants will be required to sign a declaration of medical fitness confirming that there are no reasons, on grounds of mental or physical health, why they should not be able to discharge the responsibilities required by the role.

The School is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, obtaining medical evidence, considering reasonable adjustments and suitable alternative employment.

4 Pre-Employment Checks

The School carries out a number of pre-employment checks in respect of all prospective employees.

4.1 Verification of identity and address

All applicants who are invited to an interview will be required to bring with them evidence of identity, right to work in the UK, address and qualifications as set out below and in the list of valid identity documents at Appendix 1 (these requirements comply with DBS identity checking guidelines):

- one document from Group 1; and
- two further documents from either of Group 1, Group 2a or Group 2b, one of which must verify the applicant's current address; and
- original documents confirming any educational and professional qualifications referred to in their application form.

Where an applicant claims to have changed his / her name by deed poll or any other means (e.g. marriage, adoption, statutory declaration) he / she will be required to provide documentary evidence of the change.

The School asks for the date of birth of all applicants (and proof of this) in accordance with the Guidance and KCSIE. Proof of date of birth is necessary so that the School may verify the identity of, and check for any unexplained discrepancies in the employment and education history of all applicants. The School does not discriminate on the grounds of age.

4.2 References

References will be taken up on short listed candidates prior to interview. Please note that no questions will be asked about health or medical fitness prior to any offer of employment being made.

All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory by the School. One of the references must be from the applicant's current or most recent employer. If the current / most recent employment does / did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children. Neither referee should be a relative or someone known to the applicant solely as a friend.

All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. All referees will be sent a copy of the job description and person specification for the role for which the applicant has applied. If the referee is a current or previous employer, they will also be asked to confirm the following:

- the applicant's dates of employment, salary, job title / duties, reason for leaving, performance, sickness* and disciplinary record;
- whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children (including any in which the disciplinary sanction has expired), except where the issues were deemed to have resulted from allegations which were found to be false, unsubstantiated, unfounded or malicious; and
- whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, except where the allegation or concerns were found to be false, unsubstantiated, unfounded or malicious.

(*questions about health or sickness records will only be included in reference requests sent out after the offer of employment has been made.)

The School will only accept references obtained directly from the referee and it will not rely on references or testimonials provided by the applicant or on open references or testimonials.

The School will compare all references with any information given on the application form. Any discrepancies or inconsistencies in the information will be taken up with the applicant and the relevant referee before any appointment is confirmed.

4.3 Criminal records check

Due to the nature of the work, the School applies for an enhanced disclosure from the DBS in respect of all prospective staff members and volunteers.

The DBS now issues a DBS disclosure certificate to the subject of the check only, rather than to the School. It is a condition of employment with the School that the original disclosure certificate is provided to the School within two weeks of it being received by the applicant. Original certificates should not be sent by post. Applicants must instead bring the original certificate into the School within two weeks of it being received. Employment will remain conditional upon the original certificate being provided and it being considered satisfactory by the School.

DBS checks will still be requested for applicants with recent periods of overseas residence and those with little or no previous UK residence. These applicants may also be asked to provide further information, including a criminal records check from the relevant jurisdiction(s).

5 Retention of records

The School is legally required to undertake the above pre-employment checks. Therefore, if an applicant is successful in their application, the School will retain on his / her personnel file any relevant information provided as part of the application process. This will include copies of documents used to verify identity, right to work in the UK, medical fitness and qualifications.

This documentation will be retained by the School for the duration of the successful applicant's employment with the School. It will be retained for a period of six months after employment terminates after which it will be securely destroyed.

If the application is unsuccessful, all documentation relating to the application will normally be confidentially destroyed after six months.

6 Monitoring and review

6.1 This policy will be reviewed every two years, or earlier if necessary.

Signed:



Date: 06/11/2023

Appendix 1 List of valid identity documents

Group 1: primary trusted identity credentials:

- current valid passport
- biometric residence permit (UK)
- current driving licence (full or provisional) (UK / Isle of Man / Channel Islands; photo card with the associated counterpart licence; except Jersey)
- birth certificate (UK & Channel Islands) - issued at the time of birth (within 42 days of date of birth); Full or short form acceptable including those issued by UK authorities overseas, such as Embassies, High Commissions and HM Forces

Group 2a: trusted government / state issued documents

- current UK driving licence (old style paper version)
- current non-UK driving licence (valid for up to 12 months from the date the applicant entered the UK)

- birth certificate (UK and Channel Islands) – issued at any time after the date of birth by the General Registrar Office / relevant authority i.e. Registrars)
- marriage / civil partnership certificate (UK and Channel Islands)
- adoption certificate (UK and Channel Islands)
- HM Forces ID card (UK)
- fire arms licence (UK and Channel Islands)

Group 2b: Financial / social history documents

- mortgage statement (UK or EEA)**
- bank / building society statement (UK and Channel Islands or EEA)*
- bank / building society account opening confirmation letter (UK)
- credit card statement (UK or EEA)*
- financial statement ** - e.g. pension, endowment, ISA (UK)
- P45 / P60 statement **(UK and Channel Islands)
- council tax statement (UK and Channel Islands) **
- work permit / visa (UK) (UK Residence Permit) **
- letter of sponsorship from future employment provider (non UK / non EEA only valid for applicants residing outside the UK at the time of application)
- utility bill (UK)* – not mobile telephone
- benefit statement* - e.g. child benefit, pension
- a document from central / local government/ government agency / local authority giving entitlement (UK and Channel Islands)*- e.g. from the Department for Work and Pensions, the Employment Service , HM Revenue & Customs (HMRC), Job Centre, Job Centre Plus, Social Security
- EU national ID card
- cards carrying the PASS accreditation logo (UK)
- letter from Head or College Principal (UK) for 16-19 year olds in full time education. This is only used in exceptional circumstances if other documents cannot be provided.

Note

If a document in the list of valid identity documents is: denoted with * - it should be less than three months old denoted with ** - it should be less than 12 months old not denoted – it can be more than 12 months old



POLICY ON SCHOOL ENVIRONMENT

1 Introduction

- 1.1 The school environment, both indoor and outdoor, must contribute positively to the attitudes, behaviour and motivation of the pupils. The quality of the learning environment is very important to children, and has a considerable influence on their academic standards. We aim therefore to provide a safe and stimulating learning environment, making maximum use of the opportunities provided by both the grounds and buildings of the school.

2 Indoor environment

- 2.1 All teachers will take responsibility to ensure that their classroom is an attractive place in which to learn. The purposes of providing a stimulating classroom environment are:
- to engage the children and promote interest and motivation;
 - to support learning in the topics being studied;
 - to show appreciation of the work and effort of all pupils;
 - to recognise excellent work and help to promote high standards.

Displays will reflect the themes currently being studied by the pupils. Displays should not only be relevant and attractive, but should also aim to be as interactive as possible. This means that children will be encouraged to look at the displays and make use of the information on show. Displays will be changed regularly, and at least once a term.

- 2.2 Providing a safe environment is of paramount importance, and all teachers will give due regard to the health and safety policy when organising their classrooms. For example, tears to carpets or faulty electrical fittings, heaters, etc. must be reported immediately. Classrooms will be cleaned each day and we will ensure that the children have a clean, safe and welcoming place in which to learn.
- 2.3 In all that we do, we will strive to engender positive attitudes towards the environment. This means that we will teach the children to have respect for the equipment and facilities in the school, and to play their part in looking after their classroom and the environment in general. Children will be expected to leave classrooms in a neat and tidy condition. No litter will be left on the floor and all equipment will be put away in the appropriate place. Each child will have a drawer to keep books and equipment in. The children will be expected to take responsibility for looking after their own equipment, collecting it at the start of lessons and putting it away at the end.
- 2.4 Each class will have a cloakroom area, where the children can keep their coats, PE kit and other bulky equipment. Each child will have the exclusive use of a locker/box (or a peg on Early years) in the cloakroom area or classroom, but any valuables should be given to the class teacher for safekeeping.
- 2.5 The appearance of the entrance reception is very important, as it creates the first impression of the school for all visitors. We will ensure that this area reflects the school's ethos and high expectations. Our reception area includes a photo display screen and welcome board.
- 2.6 The Sports Hall/Theatre is an important place for group activities and is the hub for indoor sports and drama. The foyer is kept as a welcome area and kept tidy. School events are held in this area for which hall retractable seating is used. This is kept in excellent condition and maintained yearly.

3 Outdoor environment

- 3.1 Research shows that school grounds have a significant effect on children. These grounds are the one external environment to which all children have regular access, and for some of our children, they provide the only regular experience of the outdoors. They can provide unique experiences, opportunities and resources for teaching and learning in a safe and supervised external environment. They can be a stimulating and enjoyable place for both work and play.
- 3.2 We believe that the outdoor environment should provide a safe but stimulating environment where the children can enjoy learning new skills, develop teamwork skills, take part in curriculum enrichment activities whilst developing a sense of pride, ownership and responsibility.
- 3.3 The quiet reading area (gazebo/outdoor classroom) is ideal for various quiet clubs such as sewing and chess and provides an area for older children to chat or read.
- 3.4 The school has areas available for classes to plant and grow flowers or vegetables.
- 3.5 The multi-purpose sports pitch is used for a wide variety of games activities and is used by all children during their PE lessons and enrichment clubs.
- 3.6 The grass area is available for general play and sporting activities and the tarmac area is for general play in winter as well as netball area.
- 3.7 The grounds are maintained by a contractor employed by the school. The contractor provides a grass-cutting service and maintains the trees on the site.

4 Health and safety

- 4.1 Children will be supervised at all times when they are on the school premises during normal school hours, whether indoors or outdoors. The school will ensure particularly that there is adequate supervision of pupils before school, at break and lunch times, and after school.
- 4.2 All staff are trained in first aid.
- 4.3 Records of any accidents are made on the day they occur. Where necessary, parents are informed by telephone.

5 Monitoring and review

- 5.1 The class teacher has the responsibility for maintaining a well ordered and tidy classroom. The school will ensure that the classrooms and communal areas are cleaned on a daily basis during term time.
- 5.2 The school environment will be monitored by the Principal as part of her daily duties.
- 5.3 This policy will be reviewed every two years, or before if necessary.

Signed:



Date: 07/04/2024



POLICY ON SCHOOL IMPROVEMENT

1 Introduction

1.1 This school improvement policy follows guidance from both the DCSF and Estyn on school self-evaluation. It involves the following processes:

- auditing our present performance and practice;
- Regular updating of the school's Self Evaluation Form [SEF];
- agreeing our priorities and setting targets for improvement;
- action planning to ensure that resources are deployed appropriately;
- implementing change;
- monitoring and reviewing the progress made;
- setting targets for pupil achievement .

2 Aims and objectives

2.1 In our school, we aim for excellence in all we do. Our most important aim is to enable every child to reach his or her highest possible level of individual achievement. To this end, we implement a policy of school improvement. We aim to be a self-improving school, although we naturally take account of all external evaluations, such as an Estyn inspection. While we celebrate success enthusiastically, we nevertheless submit ourselves to critical self-evaluation. In other words, we are continually looking for ways in which we can improve the educational provision in the school. We involve all members of the school in this process, including the children, whom we regularly invite to comment on decisions which affect their education.

3 Auditing

3.1 We ask ourselves the following questions when auditing our current performance:

- How well are we doing?
- How do we compare with similar schools?
- What more should we aim to achieve?
- What must we do to make it happen?

3.2 All monitoring judgements are recorded on the Self-Evaluation Form (SEF). This document is updated termly, so that records are kept up to date, and the school is prepared for an Estyn inspection at any time. The SEF contains school judgements about our own performance. It also contains references to where the evidence exists for our judgments. The SEF is a key document, as it sets out what we as a school do well, and where we want to improve. The SEF therefore indicates the key priorities for inclusion in School improvement Plan.

3.3 Standards of attainment

Twice yearly, standardised tests are carried out to find out how well children in our school are achieving, compared with children in similar schools. We analyse the statistics to help answer the following questions:

- What are the trends over time?

- Are there significant differences between boys' and girls' performances?
- Is the progress of the pupils good across all Key Stages?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?

This statistical analysis is carried out by the Principal.

3.4 The quality of teaching

The Principal or subject leader observes all teachers working with classes at least once a year. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Principal uses the information gained from this monitoring process to help to identify common development points which can be addressed in the school's training programme for continuing professional development. This evidence is also used to inform the judgements included in the SEF.

3.5 The quality of children's learning

In the course of their lesson observations, the Principal and subject leaders gather evidence about the children's attitudes to work and the standards that they are attaining in lessons. The school carries out regular scrutiny of pupils' work, and these enable us to make evaluations about the progress being made by the children.

3.6 The quality of teachers' planning

Weekly planning, medium term plans and long-term plans are held on the server and revised and modified as and when appropriate. These are available for inspection by subject leaders and the Principal at any time.

4 Establishing priorities and target-setting

4.1 The school sets itself challenging but realistic targets, always aiming for the highest possible standards. Each class has set targets for Reading, Writing, Maths, Science, History, Geography, French, ICT, Sport, RE, music and CDT. Weekly targets are then set on the Learning Platform in English and Maths.

4.2 The class teacher reviews these targets after each term, and the progress that the children are making is recorded in Target spreadsheet. The Maths and English targets achieved are an indication of the National Level each child is achieving in these areas.

4.3 The auditing process and target-setting inform the priorities for the School Improvement Plan. Each year, we identify one or two subjects as priority areas. Subject leaders monitor the quality of teaching in their subject and select a specific focus for the observation. This gives feedback about the progress of specific actions in the School Improvement Plan.

5 Action planning

5.1 We plan for our school improvement on a three-year cycle, and our planned actions are set out in the School Improvement Plan. The plan is reviewed and updated annually by the Principal. It is outcome-focused, in that it sets out clearly what our priorities are, what we are aiming for in terms of pupil achievement, and how we plan to deploy the resources available to the maximum benefit of our children.

6 Monitoring and review

6.1 This policy will be reviewed every two years, or before if necessary.

Signed: 

Date: 07/04/2024



POLICY ON SCHOOL UNIFORM

1 Introduction

- 1.1 It is our policy that all children should wear school uniform when attending school, or when participating in a school-organised event outside normal school hours. We provide a complete list of the items needed for school uniform in our Admissions Booklet.

2 Aims and objectives

- 2.1 Our policy is based on the notion that a school uniform:
- promotes a sense of pride in the school;
 - engenders a feeling of community and belonging;
 - is practical and smart;
 - identifies the children with the school;
 - is not distracting in class (as fashion clothes might be);
 - makes children feel equal to their peers in terms of appearance;
 - is regarded as suitable by most parents and carers;
 - has been designed with health and safety in mind.

3 Jewellery

- 3.1 On health and safety grounds, we do not allow children to wear jewellery in our school. The exceptions to this rule are ear-ring studs in pierced ears, and small objects of religious significance, such as a crucifix on a chain. We ask the children either to remove these objects during PE and games, or to cover them with a plaster.

4 Extreme haircuts

- 4.1 The school does not permit children to have haircuts that could serve as a distraction to other children.

5 Footwear

- 5.1 We require all children to wear the types of shoe described in the uniform list. These are low shoes with a strap with Velcro fastening for girls and Velcro fastening school shoe (not the types that look like a trainer) for boys. Children also must have white, Velcro fastening trainers for outdoor sport and pumps for indoor sport and drama.

6 The role of parents and carers

- 6.1 We ask all parents and carers who send their children to our school to support the school uniform policy. We believe that parents and carers have a duty to send their children to school correctly

dressed and ready for their daily schoolwork. Parents and carers should ensure that their child has the correct uniform, and that it is clean and in good repair.

8 Monitoring and review

8.1 This policy will be reviewed every two years, or before if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E Perkins'.

Date: 07/04/2024



POLICY ON SECURITY OF SCHOOL PREMISES

1 Introduction

- 1.1 This policy deals with the safety and security of pupils and staff while on school premises.

2 Aims and objectives

- 2.1 Our aim is to provide a safe and secure environment for pupils, staff and visitors. This policy ensures we have in place effective procedures to achieve this aim.

3 Entrance to school grounds

- 3.1 There is a single entrance to the school grounds via gates at the corner of Mount Road and Bryn Coed. These gates are open for vehicular traffic from 7.45am until 6.00pm each week day but are closed at times where children are engaged on sport or other activities on the grass playing fields.

In these circumstances, the teacher designated for break duty or the teacher conducting the lesson is responsible for ensuring the gates are closed before the children leave the school courtyard.

In the event of the need to allow vehicular access to the school during such times, e.g. parent collecting sick child, the teacher in charge must ensure the safe entry and exit of the vehicle.

4 Entrance to school buildings

- 4.1 During the school day, all staff, pupils, parents and visitors must enter the school through the main reception entrance. The doors to this entrance are opened at 8.30am and locked at 9am and reopened at 3.30pm and locked at 4.15pm. A member of staff is present in Reception during open periods. Visitors can gain entrance by ringing the bell at the old front door.
- 4.2 At break time, children use the back gate out of the courtyard, but are only allowed to take this exit on instruction of duty teacher. The teacher is responsible for ensuring that the gate is re-locked at the end of break. The gates are to be kept shut during sports lessons; older children have access code for drinks/toilets.

5 Visitors

- 5.1 All visitors to the school must have appointments with specific members of staff or they will not be allowed to enter the building. All visitors, including contractors, must sign the visitor book indicating their time of arrival and purpose of visit. Visitors will wait in the reception area until collected by the member of staff with whom they have an appointment. The visitors will record their time of departure in the visitors' book.

6 Parents

- 6.1 Parents are allowed access to reception for drop off and collection of children without recording this in the visitors' book. In the event that a parent needs to send someone unknown to collect

their child, the parent must speak to the Principal in person or by telephone, giving the name of the person to collect. That person must report to Reception before collecting the child.

7 Staff Responsibilities

7.1 Staff are responsible for challenging any person on the school premises who is not recognised as a parent or bona fide visitor. Such events must be reported to the Principal.

9 Monitoring and review

9.1 This policy will be reviewed every two years, or earlier if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perks'.

Date: 07/04/2024



POLICY ON SPECIAL EDUCATION NEEDS

1 Introduction

- 1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.3 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.5 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2 Aims and objectives

- 2.1 The aims and objectives of this policy are:
- to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum;
 - to ensure that parents or carers are able to play their part in supporting their child's education;
 - to ensure that our children have a voice in this process.

3 Educational inclusion

- 3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;

- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon them for additional information. The Principal or Special Educational Needs Coordinator (SENCO), Mrs. Turner, will become involved if the teacher and parents/carers feel that the child would benefit from further support.

4.3 Firstly a Catch-Up Plan (CUP) will be put in place outlining the strategies used to support the child. The CUP will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

4.4 If the CUP review identifies that support is needed from outside services, we will consult parents/carers and advise the appropriate external support required. In most cases, the parents will then arrange this support which may involve tests or support at School or outside school. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

4.5 Following external support and diagnosis, an Individual Education Plan (IEP) will be set up, taking account of advice and strategies suggested by specialists.

4.6 We will record, in an Individual Education Plan (IEP), the strategies used to support the child. The IEP will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

4.7 In our school, the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;

- acts as the link with parents and carers;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

5 Assessment

- 5.1 Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 5.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 5.3 The SENCO works closely with parents/carers and teachers to plan an appropriate programme of support.
- 5.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

6 Access to the curriculum

- 6.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 6.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 6.3 Catch-Up Plans and Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 6.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom, except for one to one reading practice. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents and carers

- 9.1 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home–school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.
- 9.3 We have regular meetings each term to share the progress of special needs children with their parents or carers. We share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Pupil participation

- 10.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 10.2 Children are involved at an appropriate level in setting targets in their CUPS/IEPs and in the review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and review

- 11.3 This policy will be reviewed every two years or more often if necessary.

Signed:

A handwritten signature in black ink, appearing to be 'E. Perkins'.

Date: 07/04/2024



POLICY ON SEX AND RELATIONSHIP EDUCATION

1 Introduction

- 1.1 Our school's policy on sex and relationship education is written with reference to the DCSF document 'Relationships and sex education (RSE) and health education' guidance 2019 (rev 2021)
- 1.2 This document focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

2 Aims and objectives

- 2.1 Most parents do not require us to teach on all sex and relationship issues. Therefore our programme includes teaching the children about:
- the physical development of their bodies as they grow into adults;
 - reproduction;
 - positive relationships/friendships
 - the importance of family life;
 - having respect for their bodies;
 - the importance of self-control.

3 Organisation

- 3.1 In science lessons, we follow the guidance material in the national scheme of work for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

4 The role of parents and carers

- 4.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:
- inform parents and carers about the school's sex education policy and practice;
 - answer any questions that parents or carers may have about the sex education of their child;
 - take seriously any issue that parents or carers raise with teachers about the arrangements for sex education in the school;
 - encourage parents and carers to be involved in reviewing the school policy.
- 4.2 If a parent wishes their child to be withdrawn from the small part of sex education covered at Fairholme, they should discuss this with the Principal, and make it clear which aspects of the

programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

5 The role of other members of the community

5.1 Members of the community are welcomed into School on a regular basis, particularly to take assemblies, once or twice a term. These include the local clergy, the school nurse and the school liaison police officer. These each provide advice and support to the children with regard to health education.

6 The role of the Principal

6.1 It is the responsibility of the Principal to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively.

6.2 The Principal monitors this policy on a regular basis.

Signed:



Date: 09/04/2024



POLICY ON SMOKING

1 Introduction

- 1.1 At Fairholme School, we believe that smoking is harmful to health, so we strongly discourage our children from smoking. Consequently, the school is a non-smoking establishment.

2 Rationale

- 2.1 Research shows that almost a quarter of all young people are regular smokers by the age of 15. Almost all adult smokers took up the habit when they were children. About 450 children a day take up the habit, and they can become addicted within days, from just one or two cigarettes. Smoking is regarded by the medical profession as the major cause of many illnesses. It is estimated that approximately 120,000 smokers a year die in the UK because of their smoking habit. Children can be harmed by passive smoking, i.e. by inhaling smoke from other people's cigarettes. Seventy per cent of children are exposed to other people's smoke when they go out, and 34 per cent are exposed to smoke in their own homes. It is known that smoking is harmful to the unborn babies of mothers who smoke. For all these reasons, our school does all it can to discourage children from smoking, and to educate them in such a way that they adopt a healthy lifestyle.

3 Aims and objectives

- 3.1 We aim to:
- help children know and understand the dangers of smoking, and the harmful effects that smoking can have on their bodies;
 - provide children with the knowledge and information necessary for them to make responsible choices in relation to smoking;
 - equip children with the social skills that enable them to resist the pressure to smoke, either from their peer group, or from society in general.

4 Organisation

- 4.1 The dangers of smoking are addressed in Year 6, in our programme of personal, social and health education (PSHE). As well as teaching the children about the effects that smoking has on the body, we engage them in discussions about the reasons why people start to smoke, and what they themselves should do if other people encourage them to try cigarettes. The children's class teacher leads all such discussions in a sensitive manner. She encourages the children to explore the views of other people, and to reflect on their own personal convictions with regard to smoking. We explain that it is illegal for cigarettes to be sold to people under 16 years of age, but our aim is for children to refrain from smoking not only for that reason, but also because they believe that smoking is a wrong lifestyle choice.
- 4.2 One KS2 assembly per year is dedicated to discussion of the dangers of smoking. This is led by the School Liaison Police Officer.

5 School staff

- 5.1 We do not allow smoking (including Vaping) on any part of the school site, including the staffroom. None of our staff smoke.
- 5.2 The recent building works have been carried out by a non-smoking contractor. Labourers and other site staff are not allowed to smoke on the School premises.

6 Monitoring and review

- 6.1 It is the role of the Principal to ensure that this policy is fully implemented. The Policy will be reviewed every two years.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 09/04/2024



STAFF GRIEVANCE

1 Introduction

- 1.1 Fairholme's staff grievance policy is based on the ACAS code of procedures for handling staff grievances. This contains a series of steps which ensure grievances are properly notified and investigated and the results of the process are clearly recorded and reported.

2 Raising a Grievance

- 2.1 Where a member of staff has a complaint relating to work issues or conditions at work they should, in the first instance discuss this verbally with the Principal. It is hoped that most issues will be settled as a result of this meeting.
- 2.2 In instances where the member of staff is not satisfied with the action proposed by the Principal as a result of this verbal discussion the grievance should be raised in writing with the Employer.

3 Action by Employer

- 3.1 To establish the facts the employer may collect documents, identify relevant people to interview and take statements from other staff members as appropriate. Requests for anonymity and confidentiality will be respected.
- 3.2 The employer will schedule a grievance hearing with the member of staff who may bring with them another member of staff or, where the complaint is about a duty owed by the employer, a Trade Union Representative. The appropriate Assistant Head will attend the meeting.

4 Grievance Hearing

- 4.1 The purpose of the meeting is for the employer to establish the facts and decide whether to uphold the grievance or not. The employee will be sent copies of all relevant documents and statements before the hearing. The employees will be allowed to call their relevant witnesses and the employer may also choose to call witnesses if this is necessary.
- 4.2 A full written record of the meeting will be prepared. The meeting will take the following format:
- Introduce those present and state the purpose of the hearing;
 - Invite the employee to re-state their grievance and how they would like it to be resolved;
 - Employee can submit supporting evidence;
 - Witnesses can give their account of events and answer questions;
 - Employee's companion can ask questions, address the hearing and confer with the employee, but is not entitled to answer questions on the employee's behalf;
 - Employer considers the employee's evidence and sums up the main points;
 - If new facts arise, the meeting can be adjourned for further investigations so all evidence is considered before making a decision;
 - Where there is contradictory evidence, the employer will decide on the balance of probabilities which version is true;
 - The decision may be given at the end of the hearing itself and will always be confirmed in writing.

5 Grievance decision and possible action

- 5.1 When the matter is concluded, the employer will decide on appropriate action. Where the grievance highlights procedural errors or a lack of policy, training or procedures, these will be addressed as soon as possible.
- 5.2 The employer will give the employee their decision without unreasonable delay. This will include details of intended actions. The employer will also notify the employee of their right to appeal.

6 Appeals Procedure

- 6.1 If the employee wishes to appeal against the decision, this should be submitted to the employer in writing and specify the grounds of appeal.
- 6.2 The employer will convene an appeals meeting. The Deputy Head will attend this meeting. The employee has the right to be accompanied.
- 6.3 The appeal meeting will carefully consider any new evidence and review the original decision.
- 6.4 Following the appeal meeting, the employer will communicate the final decision and the reason for it in writing.

Signed:



Date: 09/04/2024



POLICY ON TARGET SETTING

1 Introduction

- 1.1 We are committed to giving all our children every opportunity to achieve the highest of standards. Target-setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual children, groups of children within classes, or whole cohorts of children.
- 1.2 Target-setting also allows us to ask some key questions about the performance of our school. These are:
- How well are we doing?
 - How much added value do we make to the progress of children at each Key Stage?
 - How do we compare with similar schools?
 - How well should we be doing?
 - What more should we aim to achieve?
 - What must we do to make it happen?
 - What action should we take, and how do we review progress?

2 Rationale for target-setting

- 2.1 Target-setting is a significant strategy in our school for improving the children's achievement. We know that it will be effective only if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each child's starting point.
- 2.2 We involve the children in the target-setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. Target-setting for our children means that they have to make decisions about their own learning. This helps them learn more effectively, by making clear what it is that they need to do next in order to improve.
- 2.3 We inform parents and carers about our target-setting process and our targets for their children. The parents and carers have regular opportunities to talk about their children's progress towards their targets. This helps parents and carers to identify the ways in which they can support their child with work and encouragement at home.
- 2.4 Each year, in our School Improvement Plan, we identify and prioritise targets. The targets that we set for our children help to determine these priorities. The actions that we then plan are linked to the children's targets. We thus ensure that our plans really will have an impact on our children's learning.

3 Aims and objectives

- 3.1 In our school, the targets we set:
- challenge all children to do better;
 - take into account each child's starting point for learning;
 - encourage children to discuss and review their progress with teachers regularly;
 - involve parents or carers in their child's learning;
 - lead to more focused teaching and learning;

- help us to make judgements about how well our school is doing when compared with all schools and with similar schools.

4 The target-setting process

- 4.1 When children join our school, we make an assessment of their learning within the first term. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and in groups of children.
- 4.2 Teachers discuss with the Principal the targets they have set. We make comparisons with other schools to ensure that the targets that we set do offer a real challenge.
- 4.3 Teachers use the targets set for each child to develop classroom activities that are designed to help children to meet their targets. Teachers will take account of these targets when planning work for different groups of children.
- 4.4 The teachers review each child's targets with the Principal during the first half of the spring term. This helps teachers to monitor the progress that the children are making towards their targets.
- 4.5 Every term, we offer opportunities for the children to review their progress with the teacher. The progress the children are making forms part of the discussion that teachers have each term with parents and carers.
- 4.6 As part of the child's annual report, we produce a statement about progress towards his or her targets.

5 Target-setting across the curriculum

- 5.1 In our school, we set a range of different types of target. We have weekly targets for English and Maths and have targets for the year for these subjects, in each year building from the foundation stage targets through Key Stage 1 and 2. We also set our own targets for Science, History, Geography, ICT, Sport, Music, RE and CDT.
- 5.2 Teachers display curriculum targets for English and mathematics within the agenda in our Learning Platform for each class. These targets often relate to the objectives of the national literacy and numeracy strategies. Children record their English and mathematics targets, either individual or class targets on target sheets. They review the targets each week to keep a check on their own progress.

7 Monitoring and review

- 7.1 This policy will be reviewed in two years, or earlier if necessary.

Signed:



Date: 09/04/2024



POLICY ON TEACHING AND LEARNING

1 Introduction

- 1.1 At Fairholme School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

- 2.1 We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- 2.2 Through our teaching, we aim to:
- enable children to become confident, resourceful, enquiring and independent learners;
 - foster children's self-esteem, and help them to build positive relationships with other people;
 - develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
 - show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
 - enable children to understand their community, and help them feel valued as part of it;
 - help children grow into reliable, independent and positive citizens.

3 Effective learning

- 3.1 Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.
- 3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level).
- 3.3 All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:
- the teaching should build on previous learning ;
 - it should give pupils the 'big picture' of the lesson;
 - the teacher should explain the learning objectives, and why the lesson is important;
 - the lesson should be presented in a range of styles;
 - it should allow opportunities for the pupils to build up their own understanding through various activities;

- it should allow opportunities for the children to review what has been learnt;
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies.

3.4 We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching video material and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

4 Effective teaching and learning

4.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

4.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's CUPs (Catch-Up Plans), GAPs (Go Ahead Plans – for most able learners) or IEPs (Individual Education Plans). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children.

4.3 We set academic targets for the children in each year, and we share these targets with children and their parents/carers. We review the progress of each child each term and set revised targets.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or the national literacy or numeracy strategies for English and maths. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

- 4.5 Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.
- 4.6 We ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.
- 4.7 We deploy learning assistants as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups.
- 4.8 Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- 4.9 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of parents and carers

- 5.1 We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning:
- Using our Learning Platform containing all curriculum, targets and assignments
 - by holding parents' evenings;
 - by sending information in the form of newsletters and information letters to parents and carers;
 - by sending parents and carers regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
 - by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with investigative work.
- 5.2 We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:
- to ensure that their child has the best attendance record possible;
 - to ensure that their child is equipped for school with the correct uniform and PE kit;
 - to do their best to keep their child healthy and fit to attend school;
 - to inform school if there are matters outside school that are likely to affect a child's performance or behaviour;
 - to promote a positive attitude towards school and learning in general;
 - to fulfil the requirements set out in the terms and conditions.

6 Monitoring and review

- 6.1 We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 09/04/2024



POLICY ON TEACHING ASSISTANTS

1 Introduction

- 1.1 We know that teaching assistants make a major contribution to the work of our school. They do this through their support for children as individuals, as groups and as classes; through their support for teachers in the preparation and delivery of their lessons; and through their support for development of the curriculum in such areas as the use of ICT.

2 Why we have teaching assistants

- 2.1 Recognizing the significant contribution that support staff can make in raising standards and increasing efficiency, we allocate the following principal functions to our teaching assistants:
- maximizing the children's learning progress by assisting teachers to carry out their role;
 - improving curriculum access for any pupil who might need additional help;
 - undertaking a range of administrative and clerical tasks, including photocopying, record-keeping and setting up displays;
 - performing a wide variety of other tasks, including playground and enrichment club supervision.

3 Types of teaching assistant

- 3.1 Teaching assistant is the term that we ascribe to all paid staff who are not qualified teachers, but are involved directly with our children. We aim to make full use of all the skills and expertise that our teaching assistants have to offer.
- 3.2 Teaching assistants may be directed to help children with special needs, enabling them to participate more fully in learning activities.

4 The roles of teaching assistants.

- 4.1 Our teaching assistants will be engaged in a very wide range of tasks, which can be categorised and detailed as follows:
- 4.1.1 support for pupils, by:
- attending to their personal needs;
 - helping them use any equipment;
 - establishing good relationships with them;
 - responding to their needs, yet encouraging independence;
 - promoting their self-esteem;
 - promoting inclusion;
 - enabling individuals or groups of pupils to engage with the learning tasks set by the teacher, and to work towards individual targets and learning plans;

4.1.2 support for teachers, by:

- performing administrative and clerical tasks not requiring a teacher's professional expertise;
- escorting groups of pupils to different work areas;
- preparing learning resources;
- photocopying;
- setting up ICT equipment.

4.1.3 support for the curriculum, by:

- helping pupils understand instructions, through repetition, rephrasing and modelling;
- undertaking small-group support work;
- showing pupils how to use ICT to develop their learning;
- selecting, preparing and maintaining learning equipment and resources.

4.1.4 support for the school, by:

- helping implement our policies, such as those on child protection, and on health and safety;
- participating in training/meetings, in order to keep up to date with current school issues;
- contributing to discussions of pupils' progress in their CUPs and IEPs;
- assisting with the supervision of pupils outside lesson times, i.e. in the playground, or in the school grounds generally;
- assisting/running some enrichment clubs and holiday clubs;
- insisting that pupils conform to the standards detailed in the school's policy on behaviour.

5 Professional development of teaching assistants

5.1 Teaching assistants will engage in training, in line with all staff;

5.2 The school will encourage teaching assistants to train as Higher Level Teaching Assistants or qualified teachers.

6 Monitoring and review

6.1 This policy will be reviewed as necessary, and at least every two years.

Signed:



Date: 09/04/2024



POLICY ON VOLUNTEER HELPERS

1 Introduction

- 1.1 We want our school to be open and welcoming to all who would like to support the children. However, our overriding concern is for the safety of the children in our care. This document sets out Fairholme's policy, which is to ensure that the children benefit from as much help and support as possible, and are provided at the same time with the best possible security.
- 1.2 The School encourages students on work experience to spend some time at Fairholme, particularly during the Summer Term. These students are often ex-Fairholme pupils or pupils from the local Secondary Schools. They usually spend one week at Fairholme and are only encouraged to join us if they are thinking of a career in education or child-care.

2 The Role of Volunteer Helpers

2.1 Volunteer helpers can support the school in a number of ways, including:

- supporting individual pupils;
- hearing pupils read;
- helping with classroom organisation;
- helping with the supervision of children on school trips;
- helping with group work;
- helping with art or subjects involving other practical activities.

2.2 Volunteer helpers are not allowed to do the following activities:

- take responsibility for all or some of the whole class;
- supervise children changing;
- supervise children engaged in PE or other specialist activities;
- take children off the school site without a teacher in charge.

The responsibility for the health and welfare of the child remains with the class teacher at all times.

3 Monitoring and review

- 3.1 The day-to-day monitoring of this policy is the responsibility of the Principal. She will review each student that spends time at Fairholme, report back to their Secondary Schools summarising their value to the children and record in which classes they provided the most help.
- 6.2 This policy will be reviewed by the Principal every two years, or earlier if considered necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 09/04/2024