

Great Marlow School

Excellence • Compassion • Integrity

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Recommended by the Leadership Team:	December 2023
Approved by Governors' Policies Sub Committee:	December 2023
Ratified by Governing Body/Board:	December 2023
Review Due:	Autumn Term 2024

✓ There **has been** a change to the previous policy

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Introduction

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25; 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 2014
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- SEN and Disability Act 2001

The policy is signposted from the Great Marlow School website (Parent/Carers section).

The policy will be reviewed annually.

The School's key contacts

- | | |
|----------------------------|----------------|
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AIMS

We at Great Marlow School believe that each student has individual and unique needs. To ensure that students achieve their full potential we must recognise this, plan accordingly, develop students' strengths and provide appropriate support. We encourage a climate of warmth and support to enhance the self-esteem and personal worth of students with SEND and raise the aspirations and expectations of students with SEND.

We recognise a continuum of special needs: any child may experience a special need at any stage of their education and for short or extended periods of time. Our aim is to raise the expectations and achievements of all children. We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the SENCO and the Leadership Team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.

Great Marlow School aims to provide all students with strategies to remove barriers to learning in a nurturing and supportive environment to enable them to access the National Curriculum.

OBJECTIVES

- To enable every student to achieve success by promoting individual confidence and an aspirational attitude
- To ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning
- To identify, assess, plan, record and review students' progress and needs, and to work collaboratively with parents and support services
- To promote open channels of communication between parents / carers and the school to support the education of students with SEND
- To ensure that appropriate resources, both staffing and equipment, are available to meet identified needs
- To develop the awareness of teaching staff to the variety of students' individual needs and the diversity of possible approaches to the learning situation
- To work within the guidance provided in the SEND Code of Practice, 2014

Identifying Special Educational Needs

The SEND Code of Practice 2014 states that, "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

" has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

At Great Marlow School students are identified as having SEN through a variety of channels:

- Transition meetings with feeder Primary schools in the Summer Term
- Student performing at below age-expected levels
- Concerns raised by parents, teachers or students
- Liaison with external agencies

Following any concerns raised, subject teachers will be asked for feedback regarding the area(s) of concern. A number of actions may then follow:-

- Advice to all teachers to modify teaching methods and differentiation, followed by close monitoring of the impact of any changes
- Discuss different support methods with the student, providing advice in order to modify their learning methods
- Discuss strategies with parents which can be embedded at home in order to support progress

These interventions do not require the student to be placed on the SEN register as these strategies are available to all students. If these methods do not improve the progress of the student then additional interventions may be implemented. The following are examples of interventions / provisions which are considered additional to or different from the majority of students and therefore the student may be placed on the SEN register at SEN support.

- Catch-up literacy – national structured reading intervention
- Catch-up numeracy
- Lexia – online phonics software to aid with reading and spelling
- Social Skills group
- Spelling support
- In-class support from Learning Support Assistants
- Key Stage 4 Study support
- Referral to an external agency for further assessment of needs

Broad categories of need – SEND Code of Practice 2015: 0 – 25 years:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

There are additional factors which may impact on progress and attainment but are not considered SEN:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Student Premium Funding
- Being a Looked After Child
- Being a child of Service-personnel

A graduated approach to SEND support

All teachers are teachers of students with SEND and monitor and evaluate the progress and development of the students in their class.

Quality first teaching, appropriately differentiated is always the first step in responding to students who have or may have SEND.

As a school we regularly review the quality of teaching for all students, including those at risk of underachievement. We review, and where necessary, improve staff understanding of strategies to identify and support vulnerable students through individual coaching and formal Continuing Professional Development.

Following identification of a possible SEN, we apply the ASSESS-PLAN-DO-REVIEW cycle as outlined in the SEND Code of Practice 2014: 0 – 25. This may lead to a change in teaching, differentiation of materials, supportive intervention or referral to relevant outside agencies.

Barriers to learning are identified, outcomes are planned and strategies to overcome barriers are included on the SEN register for all staff to follow. The SEN register is available for staff on the school intranet. Parents and students are involved when concerns are raised and are an integral part of the planning process.

As part of this review process Great Marlow School follows the guidance from the SEND Code of Practice 2014 as follows...“SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.” SEND Code of Practice 2014: 0-25 6.63.

Managing students’ needs on the SEN register

At Great Marlow School we have a robust assessment and review cycle which includes Progress Grades being published throughout the year, internal assessments, staff meetings and Parents’ evenings. Students with SEND are closely monitored through all of these stages.

All students are set challenging targets using data from Primary school, national data and internal professional assessment. Students receiving specific interventions will have baseline assessments completed and targets set to work towards; these targets are specific and measurable.

The progress of students receiving SEN support is reviewed termly through the Progress Grades and data specific to the intervention.

If a student is identified as having met their target, a new target will be set, or the student may be removed from the SEN register following discussion with relevant parties. If a student is removed from the SEN register, information regarding barriers to learning and strategies to support students are still made readily available to staff to support their continuing progress.

If a student has not met their target, this target maybe revised, or the provision or intervention maybe altered.

Where it is clear that specialist support maybe required from external agencies such as Child and Adolescent Mental Health (CAMHS), the Specialist Teaching Service, Speech and Language Therapy, Occupational Therapy or the Pupil Referral Unit (PRU), students and parents / carers are fully involved in discussion and decision making.

As mentioned in **A graduated approach to SEN support**, if it is deemed appropriate for an Education Health and Care needs assessment to be applied for, all relevant parties will be involved in the application and provision of appropriate documentation.

Monitoring and evaluation of SEND

The provision offered to students at Great Marlow School is reviewed through the analysis of attainment data, attendance data, and rewards and sanction records. Alongside this we sample parents, students, staff, governors and outside agencies to gain additional perspectives.

The following indicators maybe used to evaluate the success and implementation of the policy:

- Recorded views of students and parents or carers, particularly at meetings
- Recorded views by teachers on students' competence, confidence and social awareness
- Measurable or observable gains from students, particularly in terms of screening tests or assessments where appropriate and exam results
- Feedback from subject departments through notes from meetings
- Feedback from outside agencies, both formally and informally

In association with the Headteacher, the department produces an annual report which is included in the Governor's annual report to parents and carers.

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

Training and resources

Funding

The school is funded to meet the needs of all students through its core budget and additionally funded to support provision for SEN through:

- Deprivation and underachievement factors, based on the number of students receiving free school meals and those underachieving on entry
- Funding for specific students to meet their assessed needs
- Delegated and designated budgets

The Learning Support Department is allocated a departmental capitation each financial year. Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

Training

The SENCO provides training for all staff at the start of the academic year through whole-school INSET and throughout the year during twilight sessions, regarding individual needs of students and any relevant updates regarding specific special educational needs. The SENCO provides training for new staff to the school through initial meetings. Training is also provided during Learning Support meetings throughout the year. Individual departments can ask for training from the SENCO as required, for specific purposes or generic training.

Outside agencies are invited to train relevant staff as a response to changing needs within the school or staff request.

The SENCO regularly attends the Local Authority SENCO network meetings, along with other professional training, in order to keep up to date with local and national updates in SEN. Additionally, the school belongs to the National Association of Special Educational Needs to provide continuing professional development.

Supporting students at school with medical conditions (see also Appendix Three)

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs and may have an Education Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school's policy for supporting students with medical conditions will be published on the school's website.

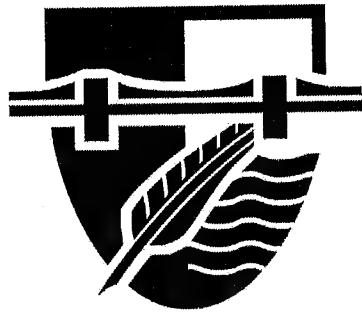
Supporting students and families

Buckinghamshire County Council has published a Local Offer which sets out the support they expect to be available for local children and young people with special educational needs. The local offer can be found by contacting Buckinghamshire Information Service:-
Telephone - 0845 688 4944 www.bucksfamilyinfo.org email: familyinfo@buckscc.gov.uk
County Hall, Walton Street, Aylesbury HP20 1UZ.

Great Marlow School has a published SEN Information report which can be found in the Parents / Carers' section of the Great Marlow School website: www.gms.bucks.sch.uk

Additional agencies which Great Marlow School works with to support students with SEND are detailed in the SEN information report, along with an explanation of our links with feeder schools.

Appendix One



Great Marlow School

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Behaviour for Learning and Anti Bullying Policy

Recommended by the Leadership Team:	March 2023
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Indicate as appropriate:

✓ There **has been changes** to the previous policy.

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Statement of intent

At Great Marlow school, we understand that good behaviour and discipline is essential for promoting a high quality learning environment. Amongst other disciplinary sanctions, the school recognises that suspension and exclusion of students may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour for Learning Policy.

1. Introduction

At Great Marlow School, behaviour is managed in order to create a safe learning environment. The Behaviour for Learning policy is based on the following principles:

- Inclusion
- Fairness
- Mutual respect
- Compassion
- Valuing diversity
- Moral purpose
- Self-responsibility and self-discipline

This policy supports the values and principles as set out in the school's aims and objectives.

2. Code of Conduct

The Code of Conduct encourages the students to respect the people they are with and the environment they are in. Parents/carers are required to sign the policy in the Student Planner at the start of the academic year.

RESPECT yourself

- Attend school regularly; be punctual to lessons and registration
- Take care of your appearance; wear a tidy, correct uniform

RESPECT your staff

- Ensure that all work is completed on time and to the best of your abilities
- Adopt a positive attitude at all times

RESPECT your peers

- Show courtesy and consideration for the beliefs, views and properties of others
- Use appropriate language at all times

RESPECT your learning

- Be prepared, bring the correct equipment for your learning
- Be considerate of your behaviour and how this impacts on others

RESPECT your environment

- Take care of your surroundings; do not drop litter
- The school is a healthy, safe environment; drugs, cigarettes, alcohol and chewing gum will not be tolerated

RESPECT your school

- Be aware of the safety and well-being of others; move around the school calmly and sensibly
- Present a positive image of the school and its students when representing Great Marlow

3. Home-School Partnership

The school feel very strongly that there should be close co-operation between parents/carers and teachers. Parents/Carers are encouraged to contact the school if they have a concern regarding their child.

- Subject related matters should be addressed to the subject teacher in the first instance
- More general matters of a pastoral nature should be addressed to the tutor in the first instance

Equally, all members of staff may contact parents/carers where there is any cause for concern or an opportunity to share success.

All parents receive a copy of the **Home-School Partnership Agreement** (copy in the student planner) when their son or daughter enters the school. Code of Conduct and the Behaviour for learning policy is available on the school website (www.gms.bucks.sch.uk). Students also receive copies of the Code of Conduct annually in their planner.

These documents formally outline the commitments which each person involved in education at Great Marlow School agrees to. These will be signed by parent/carer, the student and the Headteacher. There should, therefore, be no misunderstanding about what behaviour is expected and what is unacceptable at Great Marlow School.

4. Promoting Good Behaviour

We believe that as students' progress through the school there should be regular opportunities for learning about how to act in keeping with the school's vision which is to ensure **a high quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society.**

We are committed to the modeling and teaching of good behaviour and recognise that all interactions within school provide the opportunity to demonstrate this. We aim to support staff in teaching approaches which promote positive behaviour and attendance from all students.

5. Roles and Responsibilities

a) Trustees:

- agree the school's ethos, purpose and values on which the policy is based
- review, amend and approve the Behaviour for Learning Policy annually through the curriculum committee.
- model good behaviour and punctuality to other stakeholders

b) Staff:

- have had a role in constructing the policy
- are expected to uphold the policy and its principles consistently and fairly
- model good behaviour and punctuality to all members of the school community
- record incidents of positive and negative behaviour on the school's tracking system and take appropriate action

Staff aim to:

- promote an effective learning environment where the highest standards of behaviour are expected.
- monitor behaviour of students using appropriate school tracking system.
- promote and encourage positive behaviours

c) Students:

- students continually contribute to the rewards and sanctions used in Great Marlow School via student voice.
- are expected to behave so that all teachers can teach, and all students have the opportunity for potential to be realised and excellence achieved.
- are expected to uphold the school behaviour for learning policy and its aims and objectives.
- model good behaviour to other members of the school community to encourage success and resilience
- students are expected to attend school and be punctual so that their true potential can be realised

d) Parents/Carers

- are encouraged to work in partnership with the school to give constructive feedback about the school's rewards and sanctions.
- work in partnership with the school to maintain high standards of behaviour both inside and outside school.
- model appropriate behaviour in order to encourage young people to become positive contributors to the school and wider community.

5. Setting High Standards of Behaviour

Consistency is achieved through all members of the school sharing **Great Marlow School's vision, to ensure a high-quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society.**

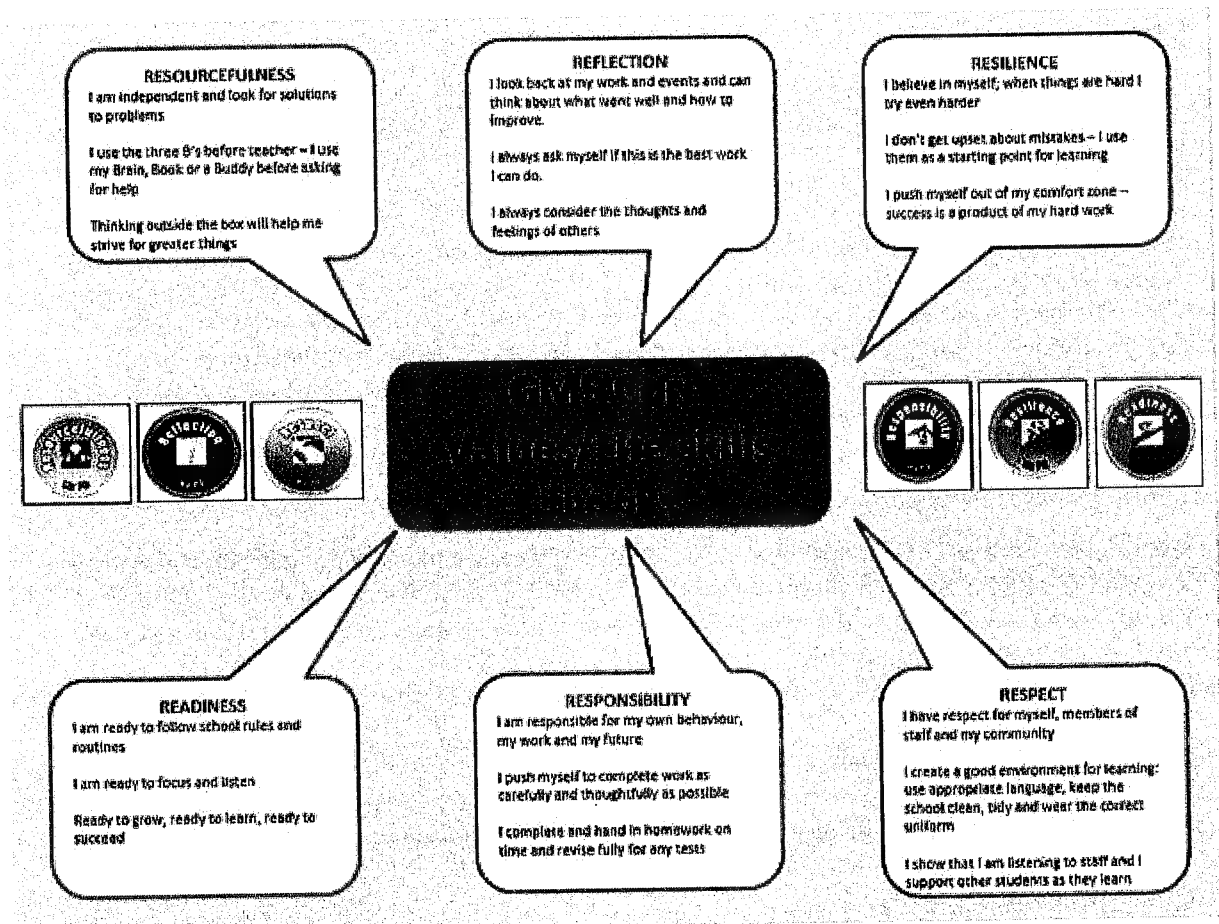
My Personal Best values form the foundation of the Behaviour for Learning Policy. These key values – readiness, reflection, resourcefulness, respect, responsibility and resilience provide a clear basis for helping students to develop the social, emotional and behavioural skills they need to become effective learners.

Students need to be taught the connection between the different values. For example, they need to understand that to enjoy the right to feel safe; They have a responsibility to behave in a way that lets other students feel safe. The innate fairness encourages students to embrace the process because they will benefit too.

Using the key values allows all members of the school community to correct behaviour from the perspective of protecting **rights** rather than criticising the student personally. This makes it easier for students to see fairness and logic in the behaviour management approaches used. Positive behaviour management aims to equip students to take responsibility for their own behaviour.

We stress the relationship between the choices that students make about their behaviour and the consequences applied by the staff at Great Marlow School. For example, good behaviour is promoted and encouraged by the use of rewards. However, when behaviour is not of the expected standard a consequence will be applied in order to help the student make a better choice next time. Students learn to take responsibility for their own behaviour by understanding that their actions have consequences.

6. Classroom Expectations



7. Rewards

Rewards are more effective in motivating students than sanctions. Great Marlow School aims to establish a positive climate through the use of praise, acknowledgement and rewards.

- * All staff praise students with frequent use of encouraging language and gestures in lessons and around school so that positive behaviour and regular attendance are instantly recognised.
- * SIMs achievement points are awarded to students for outstanding achievement and/or effort in the curriculum, in behaviour, and in acts of citizenship for the school and wider community.

- * Any successes, whether accomplished in school or in the wider community, will be recognised through assemblies or website articles whichever is the most appropriate.
- * The displaying of student work is a method of celebrating and recognising student effort and achievement in curriculum areas.
- * Postcards, Certificates and Prizes are awarded to students at key points during the year to recognise individual effort, progress and excellence.
- * Students will be nominated by staff for a Headteachers award to recognise individual effort, progress and excellence in school or in the wider community.

8. Sanctions

Relevant sanctions are implemented to promote positive behaviour in school and in the wider community. Sanctions will be applied by the member of staff involved in the initial incident, with the aim of **repairing** and **improving** relationships and teaching the consequences of actions.

Sanctions are more effective when parents/carers, staff and students work together in order to achieve the best outcome for the school and the wider community. This integral relationship between school and home is crucial in ensuring that all students have the opportunity to release potential and achieve excellence. The sanctions are carefully considered, fair and are administered as part of a staged response. (See Appendix 1). Great Marlow School staff will always adopt a fair and consistent approach to behaviour management in order to create the very best environment for students to learn.

8.1 Removal from a lesson

If a student's behaviour is not as it should be and has not met the expectations of the teacher, they may be asked to work in an alternative room within the subject area for the remainder of that lesson. This is to ensure that learning can continue, and further disruption does not take place. This will be followed up by the member of staff to ensure that the student is clear about the purpose of the removal and the arrangements for the next lesson.

8.2 Exclusion from Specific Lessons

As a result of persistent disruptive behaviour, a HoD may arrange for a student to work under supervision in another classroom for a fixed number of lessons. Parents/carers will be informed that this arrangement has been implemented.

8.3 Internal Isolations

As a result of persistent breaches of the school's behaviour policy, students can be placed in internal isolation which will mean working in a specific location in school, usually with the DoL, SSO or a member of the LT completing the same work as their class peers. This would be considered as an alternative to suspension or as a sanction prior to suspension. Parents/carers will be informed that this sanction has been implemented.

8.4 Detentions during the School Day

Students may be detained during their breaks, with the proviso that time is allowed for them to eat lunch, visit the toilets and their lockers.

8.5 *Detentions after School*

Section 5 of the Education Act 1997 gives schools the authority to detain students after school on disciplinary grounds without the consent of the parent/carer providing that:

- The school has taken reasonable steps to ensure that parents/carers are aware of the behaviour for learning policy.
- The detention is justified and proportionate to the offence. In most circumstances the detention should be no longer than 1 hour.
- Account has been taken of special circumstances about individual students, for example, age, special educational needs, day of religious observance, the need for transport home. If the parent/carer cannot collect the student that day or make reasonable alternative arrangements, the detention may be deferred to another date after consultation with the appropriate member of staff.
- All detentions will be recorded on the school behaviour tracking system

9. Behaviours that are Classified As 'Serious'

Any incident of a serious nature should be reported immediately. If necessary, consult with a member of the LT. The member of staff will then manage the response to the incident and determine any actions to be taken. The information from the incident should be recorded and then entered onto the school's behaviour tracking system.

The student will be asked to make an account of their version of events. This will be recorded as a statement written by the student or notes made by a member of staff during an interview. Accounts of incidents should always be signed and dated by the student and the member of staff involved.

9.1 Racist Incident

A racist incident can be defined as 'any incident which is perceived to be racist by the victim or any other person'. Great Marlow School uses a scaling system (see below) to ascertain the severity and determine the most appropriate action. Any form of racial harassment will not be tolerated; it is expected that all such incidents will be reported to a member of staff. Racist incidents are logged on the school behaviour tracking system. They are, however, dealt with slightly differently as students are spoken to about the impact of their actions and the need to ensure a high-quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society.

Severity Scale

1. No offence was intended or taken.
2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.
3. Hurt or distress was caused, and the student(s) responsible had previously been warned that their behaviour was unacceptable.
4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. Internal isolation will be considered as a sanction for first offenders or incidents where no offence was intended or taken and/or behaviour unlikely to be repeated. In most cases students will be suspended from school for a fixed period of time, in some cases, a permanent exclusion may be justified.

9.2 Theft

Students need to be aware that they should, where at all possible, refrain from bringing any valuable items on to the school site. If they do, it is essential that they follow the school procedure to ensure that their valuables are kept safe, e.g., hand valuables in to staff at the start of a P.E lesson. The school cannot take any responsibility or liability for lost or stolen personal items. Any incident of theft should be reported immediately and passed to a member of the STUDENT SUPPORT team.

- Student and any witnesses to be interviewed by a member of staff.
- Parents/carers should always be informed by telephone on the day of the incident and where possible before the student returns home.
- Student Support Officers will seek advice from a member of LT who may find it necessary to inform the police/invite parents into school. Parent/carer's consent should always be obtained before a student is interviewed by a police officer.

- All parties to be encouraged to take part in Restorative Justice meeting if appropriate

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will be suspended from school for a fixed period of time, in some cases, a permanent exclusion may be justified.

9.3 Child on Child Abuse

Great Marlow School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other students. We recognise that some safeguarding concerns can occur via child on child abuse.

All staff operate a zero-tolerance policy to child on child abuse and will not pass off incidents as 'banter' or 'just growing up'.

All staff recognise that child on child issues may include, but may not be limited to:

Bullying

- Abuse in intimate personal relationships
- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm.
- Sexual violence and sexual harassment.
- Causing someone to engage in sexual activity without consent
- Abuse related to sexual orientation or identity.
- Sexting', also referred to as 'youth produced sexual imagery', is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet.
- Initiation of or hazing-type violence and rituals.
- Emotional abuse.

The following will be considered when dealing with incidents:

- Whether there is a power imbalance between the victim and perpetrator, i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or LAC.
- Whether the perpetrator has previously tried to harm or intimidate students.
- Any concerns about the intentions of the alleged perpetrator.

In order to minimise the risk of child on child abuse taking place, the school will:

- Deliver PSHE to include teaching students about how to keep safe and understanding what acceptable behaviour looks like.
- Ensure students know that all members of staff will listen to them if they have concerns and will act upon them.
- Develop robust risk assessments if appropriate.
- Refer to any other relevant policies when dealing with incidents, such as the Child Protection Policy and/or the Anti-Bullying Policy.

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to the Headteacher, DSL or most senior member of staff.

Reference will be made to the following government guidance and Part 5 of the Keeping Children Safe in Education, Sept 2022 to ensure that all staff understand the serious nature of sexual violence and sexual harassment between children in schools.

All Abuse [to staff and/or another student]

- All incidents of abuse will be investigated promptly by the appropriate people in school and where appropriate external agencies will be informed and/or advice sought.
- Any significant abuse of members of staff or students will result in fixed term suspensions and possibly permanent exclusion in some circumstances.
- Any victim of abuse must be referred to School Nurse or a First Aider, to assess the physical condition of those involved, and advise further medical treatment if necessary.
- Report the incident to the leadership team who will decide whether it is appropriate to remove student[s] from lessons while the incident is being investigated
- Incident to be recorded on SIMS and serious incidents referred to LT.
- Leadership team member, Student Support Officer or School Nurse will inform parents of perpetrator and victim on the day by telephone and before the students return home.

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will be suspended from school for a fixed period of time, in some cases, a permanent exclusion may be justified.

9.4 Smoking or Vaping

Smoking/Vaping or being in the company of smokers/vapers is not permitted on the school site, when travelling to and from school or whilst on school visits. Being in possession of smoking materials on the school premises, when travelling to and from school or whilst on school visits is also not permitted. On occasions when it is not possible to establish conclusively which students have been smoking, sanctions may be applied to **all** members of the associated group. (See drugs policy for full details).

Sanctions

First

- Contact will be made to parent/carer by a member of the Student Support team to arrange the most appropriate and just sanction, usually an after-school detention.

Subsequent

- Circumstances will always be considered when determining the most appropriate and just sanction. Internal isolation will be a sanction used for most second offenders. For Persistent offenders, a suspension may be justified, and in some cases, a permanent exclusion may be justified after students have been isolated, suspended but continue to flout the rules.

9.5 Alcohol

Drinking alcohol or being under the influence is not permitted on the school site, when travelling to and from school or whilst on school visits. Being in possession of alcohol on the school premises, when travelling to and from school or whilst on school visits is also not permitted. (See Drugs policy). On occasions when it is not possible to establish conclusively which students have been drinking, sanctions may be applied to **all** members of the associated group. (See drugs policy for full details).

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will be suspended from a school for a fixed period of time, in some cases, a permanent exclusion may be justified.

9.7 Drugs

The taking of or being under the influence of any illegal drugs or other harmful substances is not permitted on the school site, when travelling to and from school or whilst on school visits. Being in possession of any illegal drugs or other harmful substances on the school premises, when travelling to and from school or whilst on school visits is also not permitted. On occasions when it is not possible to establish conclusively which students have been using illegal drugs or other harmful substances sanctions may be applied to all members of the associated group. The police will be informed of any drug related activity that the school are made aware of. (See drugs policy for full details).

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will be suspended from school for a fixed period of time, in some cases, a permanent exclusion may be justified.

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. In the event of a drug related incident permanent exclusion from the school may be justified.

10. **Bullying:** (Child on child Abuse Section 9.3 of this policy)

Any forms of bullying can be harmful and will not be tolerated at Great Marlow School. Bullying behaviours can include emotional, verbal, physical, racist, sexual, homophobic, cyber, social and psychological aspects.

Cyber Bullying is sending or posting harmful or cruel images/messages using the Internet or other Social Media platforms. This form of bullying is particularly threatening and will not be tolerated, particularly if it impacts on the school learning environment. In some cases, we will refer the incident of bullying to the most the relevant agency/professional for further investigation to be carried out. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. In most cases, students will be suspended from school for a fixed period of time, in some cases, a permanent exclusion may be justified.

11. **Truancy** (including repeated lateness to school)

- Truancy identified during a school day – attendance officer to inform parent/carer by telephone as soon as the unauthorised absence has been confirmed
- Form tutor to discuss with student and follow up with parental/carer contact
- Form tutor should report unauthorised absence to attendance officer
- Form tutor and DOL to discuss student's attendance with parent/carer
- If unauthorised absence becomes persistent, DOL will liaise with attendance officer

Sanctions - circumstances will always be considered when determining the most appropriate and just action. This will always be a staged approach which may include a range of detentions to make up missed time. If the issue continues a referral the County Attendance Officer may be justified.

12. **Behaviour on School Buses**

Expected Behaviour

Poor and unacceptable behaviour on buses is not widespread but it is a serious issue. We ask that students follow these guidelines to ensure that journeys are safe and pleasant.

- No bullying
- No smoking/vaping
- No swearing or verbal aggression
- No fighting
- No vandalism

We also ask that students do not:

- Play at the bus stop
- Stand too near the kerb while waiting for the bus
- Get on or off the bus before it stops moving

- Throw things around the bus or out of the bus
- Ring the bell except to stop the bus
- Interfere with safety equipment or emergency exits
- Cross the road until the bus has moved off. Drivers of other vehicles will not be able to see anyone who crosses the road just in front of or just behind a bus
- Lean out of the windows
- Distract the driver
- Leave litter on the transport
- Eat or drink whilst on the transport

Students should stay seated for the whole journey and make sure they have all their belongings as they leave the vehicle. If something is forgotten they should telephone the bus or taxi company.

Parent/carers are ultimately responsible for the behaviour of their children on school transport and are asked to sign an agreement to this effect when they apply for the transport. **The school** will investigate reports of misbehaviour and take appropriate action. **Contractors** are responsible for the safety of passengers once they have been accepted onto the vehicle. Incidents of misbehaviour will be reported to the County Council or the school. Some vehicles may have video cameras which assist with identifying students who misbehave.

Any instances of poor behaviour may result in transport facilities being withdrawn for a set period or permanently. In the event of vandalism contractors may pursue parents for repair costs.

The County Council has a responsibility for the safety of passengers and drivers on school transport and is committed to providing a service that meets the needs of students, parent/carers and schools. We will ensure that the transport provided is operated in a safe and efficient manner and work with all concerned to achieve this. Contractors will be assisted in identifying students who vandalise vehicles and any reasonable action taken against such a student will be supported. In the same way we will support students, parent/carers and schools if they have justifiable complaints against transport contractors or drivers.

13. Off-Site Behaviour

When students are travelling to and from school, are on school visits, work experience, college placements and at sports events, they are representing the school and the school's behaviour for learning policy is still in operation. **Students' behaviour outside school may be subject to the school's behaviour for learning policy where this is reasonable.**

14. Suspensions (see Suspensions and Permanent Exclusions Policy 2022)

The decision to suspend a student will be made by the Headteacher or one of the Deputies in the absence of the Headteacher. The Headteacher should inform the parent/carer immediately by telephone when a decision has been made to suspend a student. The Headteacher can delegate the notification to another member of staff, this would ordinarily be one of the Leadership Team, Directors of Learning or a Student Support Officer. This should be followed up by a standard letter within one school day signed by the Headteacher (or in the absence of the Headteacher one of the Deputies).

Alternatives to fixed term suspensions that could be considered:

- Restorative justice and/or
- Internal isolation/extended day
- A managed move to another school (Repeated suspensions and at risk of a permanent exclusion)
- Referral to ASPIRE (Student referral unit) – (Repeated suspensions and at risk of a permanent exclusion)

In order to prevent repeat suspensions, where possible, a range of alternative strategies may be explored:

- In-house rewards and sanctions
- Meeting between Student Support Officer/DOL/LT, and parents to discuss strategies and targets
- IEP (Individual Education Plan) – if appropriate
- PSP (Pastoral Support Programme) - if appropriate
- Reasonable adjustments - academic/pastoral
- Involvement of outside agencies - if appropriate

Students should always be given the opportunity to give their version of events and have it recorded. Any witness statements should be signed and dated. A check should be made as to whether an incident appeared to be provoked. If provocation is identified as a contributing factor a written record should be made and passed to the Deputy Headteacher.

Work for all suspended students

Students are expected to complete work at home during their period of suspension. This work will be set on Microsoft Teams.

Reintegration.

On their return to school the student and their parent/carers must attend a meeting with a member of the LT/DOL and/or a member of the Student Support team. This meeting should be recorded on the school's behaviour tracking system. A copy of the school behavioural policy can be requested by the parent/carer and is available on the school's website.

The circumstances of every incident will always be considered when determining the most appropriate period of exclusion. In exceptional circumstances permanent exclusion may be appropriate for a first- or one-off offence. These might include:

- A serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug or harmful substance
- Carrying an offensive weapon
- Behaviour placing themselves or others at serious risk (see B5 on Appendix 1)

15. Permanent Exclusions (see Suspensions and Permanent Exclusions Policy 2022)

A Decision to permanently exclude a child should be taken only:

- in response to persistent breaches and/or a serious breach of the school's Behaviour for Learning Policy, and
- if allowing the student to remain in school would harm the education or welfare of the student or others in the school community

16. Support

a) For Students

In order to ensure a high-quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society the school offers the following support:

- Tutor support daily as and when required
- Parental/carer contact by Tutor
- Referral to Student Support Officer who will determine the most appropriate support for the student
- Use of different reports to monitor behaviour and well being
- Referral to SEN if deemed appropriate
- SENCo led intervention
- Referral to the local PRU for outreach and placement
- Referral to other external agencies for targeted support

b) Support for Parents

- Home-School agreement to clarify expectations
- Regular information to parents through our school website
- Access to their child's data via the school's behaviour tracking system
- Information evenings at the start of each academic year
- Tutor in place to be first point of contact for pastoral concerns
- Subject teacher in place to be first point of contact for curriculum concerns
- Opportunities to meet teachers at parents/carer evenings
- Face to face meetings for early intervention; advice given for strategies to use
- Each year group is overseen by a Director of Learning
- Referrals are made to relevant outside agencies
- Readmission meetings after exclusions to avoid future problems

17. Personal Music Players/ Phones, Jewellery and Confiscation

To ensure a high-quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society it is at times necessary to search, retain, confiscate or dispose of student's possessions.

16.1 Music Players

These items must not be used during the school day [the only exception being sixth formers in their common room]. If these items are seen during the day, the music player and headphones will be confiscated and handed into reception. On the first occasion, the student may retrieve the player and headphones at the end of the school day. On subsequent occasions they will be confiscated for a longer

period of time. A record will be kept by the front office so that the confiscation of headphones can be monitored.

16.2 Mobile Phones

Mobile phones are only to be used when authorised by the teacher responsible for the class. Any breach of this rule will result in the phone being confiscated and safely stored in the main reception. On the first occasion the student will have the opportunity to discuss the matter with the Headteacher/Deputy Headteacher and potentially retrieve it at the end of the day. On subsequent occasions they may need to be collected by a parent/carer at a meeting. A record will be kept by the front office so confiscation of mobile phones can be monitored. If unauthorised use of a mobile phone becomes a persistent issue, then it may be a requirement that the student does not bring a mobile to school or alternatively leave the mobile phone in reception for the duration of the school day.

16.3 Jewellery and Other Non-uniform Items

Items that do not comply with the uniform or sixth form dress codes will be confiscated, and the item will then be held in safekeeping at reception and returned to the student at the end of the day. If the issue persists then the parent/carer will be required to attend a meeting to discuss the issue with a member of the Leadership Team.

One small discrete stud is permitted in each ear. Any additional facial piercings such as eyebrow, lip, nose or tongue are not allowed, and students will be requested to remove these immediately. To avoid financial loss and the inconvenience of having to remove new piercings we advise that students do not have these done during term time as this rule is non-negotiable.

16.4 Extreme Hairstyles

No extreme haircuts, styles or colours are permitted at Great Marlow School. Any hair colouring must be of a natural tone, tram lines are not acceptable, and no student should have hair shorter than a grade 1. Students who fail to comply with this will be asked by the Tutor/DOL/SSO to correct their hair style within a week. If they fail to co-operate then the Tutor/DOL/SSO will speak to the parent/carer to seek a resolution as soon as is practical. In extreme cases it may be necessary for a student to be taken out of school circulation for a period of time.

18. Weapons and Searching

The school reserves the right to conduct and search any student without their consent, in line with the DfE Searching, Screening and Confiscation advice for headteachers, school staff and governing bodies. If the school has a reasonable suspicion, or a concern that a student is in possession of or involved in any activity which compromises their health and safety or the health and safety of others, the school will conduct a search or involve the police in conducting a search. Students who either are in possession or who have bought an offensive, dangerous or illegal weapon onto the school premises may be considered for permanent exclusion. The Police will be informed immediately.

Staff may search students without their consent if there is suspicion that the student(s) may be in possession of an illegal substance (e.g. a controlled drug), weapon or items banned under school rules (e.g. cigarettes/tobacco).

19. Physical Intervention/Use of Reasonable Force

Staff are permitted to use reasonable force to prevent students from placing themselves or others in harm's way. The decision whether to intervene in such a situation is a matter for the professional judgement of the staff member and should always depend on the individual circumstances. No-one should feel obliged to intervene physically and where they do it must be reasonable i.e. no more force than necessary. For further information please see the Department for Education Guidance, 'The Use of Reasonable Force', Advice for Headteachers, Staff and Governing Bodies, July 2013.

20. Monitoring and Evaluation

- i. All B2 to B5 behaviour incidents are to be recorded on the school's behaviour tracking system by the **member of staff who first dealt with the incident**. They will report the details of the incident and the action they have taken.
- ii. SIMS will be used to identify patterns and trends of behaviour for individuals, year groups and across the school.
- iii. **Form Tutors** to collect and record numbers of rewards and track behaviour trends within their group. Intervention strategies should then be agreed between the **Tutor** and the **Director of Learning** and **Student Support Officers** at Key Stage meetings.
- iv. **Directors of Learning** and **Student Support Officers** will undertake SIMS analysis of each Year Group each half term and use the information to plan appropriate intervention strategies at individual and year group level. They will monitor the distribution of sanctions by gender, ethnicity and SEN stages. Patterns and trends at a whole-school level will be identified by focusing on exclusions, internal exclusions, after school detentions, student incident reports on SIMS by subject, period, day, incident type, member of staff and department. **Directors of Learning** will discuss trends and strategies with their line manager.
- v. **Student Support Officers** will monitor behaviour reports and produce half termly records. Students with up to 10 points will be discussed with form tutors; 10-20 points SSO will meet with students, above 30 points SSO will meet with student, monitor, invite parents in and devise strategies to modify behaviour.
- vi. **Student Support Officers** will initiate half-term data reports for Heads of Department and tutors. **HoD** should monitor incidents of negative behaviour to identify "hotspots" and types of behaviour. Strategies for tackling these should be discussed in Department meetings and effective practice shared. In their line manager meetings, **HoD** will discuss trends and strategies relating to the behavioural issues in their department. If appropriate, this should be reflected in the Departmental Improvement Plan and the Department Self-Evaluation.
- vii. The Deputy **Head** (Care, Guidance and Support) will meet regularly with SSO for feedback on trends and intervention strategies. There will be a half termly report to the Leadership Team and termly to the Trustees' Curriculum Committee.
- viii. The evaluation of the effectiveness of the policy will be undertaken by the **Assistant Headteacher** (Care, Guidance and Support) on an annual basis involving both a sample of students and staff.

21. Prevent Duty

Great Marlow School recognises the possibility that exposure to extremist influences and materials can lead to safeguarding concerns.

Under section 26 of the Counterterrorism and Security Act (HMG, 2015), schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Please refer to The Safeguarding and Child Protection Policy for further information.

Great Marlow School

Appendix 1

CLASS/ FORM
TEACHER
LSA
TEACHER ON DUTY
MEMBER OF STAFF

B1 - examples
Chewing gum
Off task
Interruption of staff/ students
Inappropriate language
Littering
Running in corridors

C1
VERBAL WARNING
BREAK/ LUNCH DETENTION
CONTACT PARENTS

CLASS/FORM
TEACHER
LSA
TEACHER ON DUTY
MEMBER OF STAFF

B2- examples
Persistent B1 behaviours
Mobile phone seen or heard
Bullying
Rudeness/ swearing,
inappropriate language,
Breach of classroom rules/
RESPECT rules
Inappropriate uniform/ poor
punctuality
Failure to complete homework

C2
PHONE CONFISCATED
REMOVAL FROM THE ROOM
USING SUBJECT BEHAVIOUR
TIMETABLE
BREAK/LUNCH/AFTERSCHOOL
DETENTION
CONTACT PARENTS

CLASS TEACHER
LSA
HEAD OF
DEPARTMENT
SSO

B3- examples
Single incident of Bullying/
Intimidation of other students
Smoking/Vaping in the company of
smokers,
Vandalism
Racist language/ behaviour
Persistent:
use of poor language/swearing
lateness to lessons/school/ Truancy
failure to produce homework
failure to attend break/ lunch
detention

C3
AFTER SCHOOL DETENTION
REPORT/ SUPPORT CARD
COMMUNITY ACTION
INCLUSION ROOM
FIXED TERM SUSPENSIONS
PARENTAL MEETING

SSO
LT
DIRECTOR OF
LEARNING/
DoLDOL

B4 - examples
Disruptive behaviour in 2 or more
subjects
Refusal to submit mobile phone
Blatant disregard for uniform
Undermining staff's authority
More than one/or significant
episode of bullying or racist
behaviour

C4
DOL/SSO/ LT
DETENTION
INCLUSION ROOM
FIXED TERM
SUSPENSIONS
PARENTAL MEETING

LT
HEADTEACHER

**B5- examples: Persistent and
intentional bullying**
Disobedience/ Refusal to follow
instructions
Physical attack/ fighting
Swearing at staff
Possession of weapon, drugs, alcohol
Theft. Repeated racism
Any form of Sexual abuse, violence or
harassment

C5
INCLUSION ROOM
FIXED TERM
SUSPENSIONS/
PERMANENT EXCLUSION

Appendix 2

Rewards at Great Marlow School

Years 7 and 8

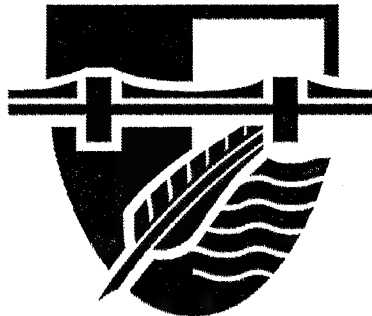
Housepoint total	Reward
25 housepoints	Postcard home from tutor
50 housepoints	Postcard home from tutor and bronze certificate presented in tutor time
75 housepoints	Phone call from tutor
100 housepoints	Postcard home from tutor and silver certificate presented in assembly
125 housepoints	Postcard home from tutor and phone call from DoL
150 housepoints	Postcard from form tutor and phone call home from Deputy Head
175 housepoints	Postcard from form tutor, gold certificate in assembly and lunch/ tea with Headteacher

Years 9- 13

Housepoint total	Reward
25 housepoints	Postcard from form tutor and one raffle entry
50 housepoints	Postcard from form tutor, bronze certificate in form time and one raffle entry
75 housepoints	Phone call from form tutor and one raffle entry
100 housepoints	Postcard from form tutor, silver certificate presented in assembly and one raffle entry
125 housepoints	Postcard from form tutor and phone call home from Director of Learning and one raffle entry
150 housepoints	Postcard home from form tutor, phone call home from Deputy Head and one raffle entry
175 housepoints	Postcard home from tutor, lunch/ tea with Headteacher and gold certificate presented in assembly and one raffle entry

Form tutors need to record on SIMs when each 25 House Points are achieved. This should be dated to track progress.

Appendix Two



Great Marlow School

Excellence • Compassion • Integrity

EQUALITY, DIVERSITY AND INCLUSION

Recommended by the Leadership Team:	November 2023
Approved by Trustees' Policies Sub Committee:	December 2023
Ratified by Trustees Body/Board:	December 2023
Review Due:	Autumn Term 2024
Indicate as appropriate:	
There has not been a change to the previous policy	

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Introduction

Great Marlow School values the diversity of its staff and students and is committed to promoting a culture in which diversity is pursued and highly valued. The School encourages staff and students from different backgrounds and ethnic origins, and with different perspectives and abilities to work together to enhance outcomes for all students and staff. Good diversity management assists our students and staff to reach their full potential enhancing individual and team effectiveness: every individual at Great Marlow School has a responsibility for treating others with respect and dignity.

Great Marlow School is committed to respecting equality, diversity and inclusion and therefore discrimination, bullying or harassment will not be tolerated against any person on the grounds of sex, race, religion or belief, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity. All staff and students will have equality of opportunity on the basis of their ability, performance and aptitude.

Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010 which introduced the public sector duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011 which require schools to publish information to demonstrate how they are complying with the public sector equality and to publish equality objectives.

This document is also based on Department for Education guidance: The Equality Act 2010 and Schools.

Roles and Responsibilities

Individual Responsibility:

- All Staff and Students have a responsibility for ensuring that their personal conduct and that of those around them is exemplary and that they treat all others with fairness, dignity and respect.
- All Staff and Students must ensure that their own conduct does not cause offence; challenge those who harass others; be prepared to offer support to those who suffer or witness harassment; and be prepared to report any incident of harassment.
- Great Marlow School's policy is clear and unequivocal; any form of harassment, intimidation or discrimination of staff or students is unacceptable and will not be tolerated.
- All Staff and Students are to respect and act in accordance with the policy. Failure to do so, either by positive act or unwillingness to take appropriate action, where that is necessary, should be considered as grounds for possible disciplinary action.

The Trustees Board will:

- Ensure that the equality, diversity and inclusion information and objectives set out in this statement are published and communicated throughout the school, including to staff, pupils and parents and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher who is responsible for the implementation of the principles and practices highlighted in this Policy.
- The Equality, Diversity and Inclusion Link Governor is Mr Jonathan Brown. He will:
 - Meet with the designated member of staff for equality at least every term and other relevant staff members to discuss any issues and how these are being addressed.
 - Ensure they are familiar with all relevant legislation and the contents of this document.
 - Attend appropriate equality and diversity training.
 - Report back to the full Trustees board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality, diversity and inclusion objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to Trustees.

The designated member of staff for equality is Mr N Maguire. He will:

- Support the Headteacher in promoting knowledge and understanding of the equality, diversity and inclusion objectives amongst staff and pupils.
- Meet with the Equality, Diversity and Inclusion link governor at least every term to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs and deliver training as necessary.
- All school staff are expected to have regard to this document and to work to achieving equality objectives.

Eliminating Discrimination

Great Marlow School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Trustees are regularly reminded of their responsibilities under the Equality Act. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction and all staff receive refresher training every year.

Great Marlow School has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and Trustees aware of these as appropriate.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, Great Marlow School aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities e.g. encouraging all pupils to be involved in the full range of school societies).
- In fulfilling this aspect of the duty, the school will:
 - Publish attainment data each academic year showing how pupils with different characteristics are performing.
 - Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
 - Make evidence available identifying improvements for specific groups e.g. declines in incidents of homophobic or transphobic bullying).
 - Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Year Councils and Whole School Councils have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Equality considerations in decision-making.

The school ensures it has due regard to equality considerations whenever significant decisions are made.

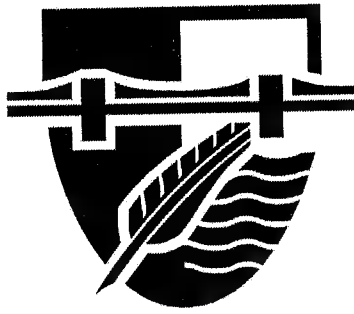
The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls.

All trips and visits require the trip leader to consider the equity and follow the Bucks County Guidance by completing an event specific plan (ESP) to show they have actively considered our equality duties and asked ourselves relevant questions. The ESP is completed by the member of staff organising the trip or activity and is checked by the educational visits co-ordinator and stored electronically on the EVOLVE system.

Great Marlow School is a high quality learning environment which inspires students, staff and the Community to be compassionate, successful and resilient contributors to a better society.				
Outcomes	Actions including CPD (Actions will be added to over the course of the plan)	Achieved by: (Date)	Person Responsible	Impact
1. To raise the attainment in English of boys	<ul style="list-style-type: none"> Quality first teaching that engages and captures the imagination of boys Further develop strategies focussing on raising boys' achievement Links to careers strategy 	Termly/Annual Review over the 3 years.	Head of English/Dol KS3/Dol KS4	Improved attainment and progress of boys in English KS3, KS4 & KS5 from the individual starting points
2. To raise the attainment in Mathematics of girls	<ul style="list-style-type: none"> Quality first teaching that engages and captures the imagination of girls Further develop strategies focussing on raising girls' achievement Links to careers strategy 	Termly/Annual Review over the 3 years.	Head of Maths/ Dol KS3/Dol KS4	Improved attainment and progress of boys in Maths KS3 & KS4 from the individual starting points
3. To raise the attainment of students from disadvantaged backgrounds	<ul style="list-style-type: none"> Quality first teaching that engages and captures the imagination of disadvantaged students Further develop strategies focussing on raising the achievement of disadvantaged students Pastoral and academic mentoring Individually tailored careers advice and programme of opportunities/experiences 	Termly/Annual Review over the 3 years.	Deputy Headteacher(T&L) / PP Coordinator/PPP Academic Mentor	Improved attainment and progress of boys in Maths KS3 & KS4 from the individual starting points
4. To increase the participation of students from disadvantaged backgrounds in purposeful activities after school and beyond the school day.	<ul style="list-style-type: none"> Establish baselines of current participation levels Survey strengths and areas for development of current programme Develop action plan based on results of survey with clear actions to mitigate barriers Liaise with external groups and organisations to maximise the offer 	Termly/Annual Review over the 3 years.	Deputy Headteacher(T&L) /PP Coordinator/PP Academic Mentor	Increased number of students from disadvantaged backgrounds engaged in after school activities Increased number of students from disadvantaged backgrounds engaged in community clubs and activities
5. To increase the number of students, who are the first in their families to access further and higher education	<ul style="list-style-type: none"> Individually tailored careers advice and programme to support/increase ambitions and aspirations for FE & HE 	Termly/Annual Review over the 3 years.	Deputy Headteacher (T&L)/PP Coordinator/PP Academic Mentor/Head of Sixth Form	Increased number of students from these particular families accessing FE and HE
6. To further develop all staff's awareness of equality, diversity and inclusion.	<ul style="list-style-type: none"> Annual training provided for all members of staff, complemented by a bespoke programme of activities for staff with specific responsibilities 	Termly/Annual Review over the 3 years.	Deputy Headteacher (Safeguarding)	Improved awareness, reduction in the number of incidents of inappropriate comments or behaviour by students
7. To further develop all students' awareness of equality, diversity and inclusion.	<ul style="list-style-type: none"> Information, advice and guidance on equality, diversity and inclusion will be a regular feature of the tutor programmes, assembly and T&LW programme. KS3 Citizenship SOW will be updated annually to ensure that they are addressing and giving vital discussion opportunities to all students KS4 SMSC/PSHE programme will be further developed to build on the work in KS3 to strengthen awareness, knowledge and shape appropriate attitudes and behaviour. 	Termly/Annual Review over the 3 years.	Deputy Headteacher (Safeguarding)/Head Citizenship/Lead Teacher for PSHE/SMSC	Improved awareness, reduction in the number of incidents of inappropriate comments or behaviour by students

Appendix Three



Great Marlow School

Excellence • Compassion • Integrity

First Aid & Supporting Students with Medical Conditions

Recommended by the Leadership Team:

December 2023

Approved by Trustees' Policies Sub Committee:

December 2023

Ratified by Trustees' Board:

December 2023

Review Due:

Autumn 2024

Indicate as appropriate:

✓ There **has not been** a change to the previous policy.

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1. Rationale

Great Marlow School values the abilities and achievements of all its students, and is committed to providing for each student the best possible environment for learning. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

This policy is to be read in conjunction with our:

- SEND Policy;
- Safeguarding, Child Protection and Prevent policy;
- Equality, Diversity and Inclusion Policy;
- Behaviour and Anti Bullying policy;
- Curriculum and Teaching and Learning policies;
- Health and Safety Policy.

2. Introduction

The Children and Families Act 2014 states that arrangements for supporting students at school with medical conditions must be in place and those students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Many children, at some point during their time at school, will have a medical condition which may affect their potential to learn and their participation in school activities. For most, this will be short term; perhaps finishing a course of medication or treatment; other children may have a medical condition that, if not properly managed, could limit their access to education.

This policy includes managing the administration of medicines, supporting children with complex health needs and first aid. The school makes every effort to ensure the wellbeing of all children, staff and adults on site.

3. Aims and Objectives

- i) To ensure that children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.
- ii) To establish a positive relationship with parents and carers, so that the needs of the child can be fully met - Parents of children with medical conditions are often concerned that their child's health will deteriorate when they attend school. This is because students with long-term and complex medical conditions may require on-going support, medicines and care while at school to help them manage their condition and keep them well. Other children may require interventions in particular emergency circumstances. It is also the case that children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences. It is therefore important that parents feel confident that their child's

- medical condition will be supported effectively in school and that they will be safe.
- iii) To work in close partnership with health care professionals, staff, parents and students to meet the needs of each child – In making decisions about the support they provide, it is crucial that Academies consider advice from healthcare professionals and listen to and value the views of parents and students.
 - iv) To ensure any social and emotional needs are met for children with medical conditions – Children may be self-conscious about their condition and some may be bullied or develop emotional disorders such as anxiety or depression around their medical condition.
 - v) To minimise the impact of any medical condition on a child's educational achievement – In particular, long term absences due to health problems affect children's educational attainment, impact on their ability to integrate with their peers and affect their general wellbeing and emotional health. Reintegration back into school should be properly supported so that children with medical conditions fully engage with learning and do not fall behind when they are unable to attend. Short term absences, including those for medical appointments, (which can often be lengthy), also need to be effectively managed.
 - vi) To ensure that a Health Care Plan is in place for each child with a medical condition and for some children who may be disabled or have special educational needs, that their Education, Health and Care Plan is managed effectively.

4. Responsibilities

Supporting a child with a medical condition during school hours is not the sole responsibility of one person. Partnership working between Great Marlow staff, healthcare professionals, and parents and students will be critical.

The Headteacher is responsible for:

- ensuring that a policy is in place to meet the needs of children with medical conditions;
- Ensuring that all staff are aware of the policy for supporting students with medical conditions and understand their role in its implementation;
- Ensuring that all staff who need to know are aware of the child's condition;
- Ensuring that sufficient trained staff is available to implement the policy and deliver against all individual healthcare plans, including in contingency and emergency situations;
- ensuring that the school is appropriately insured and that staff are aware that they are insured to support students in this way;
- Ensuring that the school nursing service is contacted in the case of any child who has a medical condition that may require support at school but who has not yet been brought to the attention of the school nurse;
- Ensuring that staff have received suitable training and are competent before they take on responsibility to support children with medical conditions.

Great Marlow staff are responsible for:

- Understanding that any member of Great Marlow staff may volunteer or be asked to provide support to students with medical conditions, including the administering of medicines, although they cannot be required to do so; Great Marlow School Medical Needs Policy 2
- Understanding the role they have in helping to meet the needs of a child with a medical condition;

- Working towards/complete targets and actions identified within the Health Care Plan or the SEN Education, Health and Care Plan.

Healthcare professionals are responsible for:

- Notifying the Great Marlow when a child has been identified as having a medical condition who will require support in school;
- Taking a lead role in ensuring that students with medical conditions are properly supported in school, including supporting staff on implementing a child's plan;
- Working with the Headteacher/appropriate senior members of staff to determine the training needs of Great Marlow staff and agree who would be best placed to provide the training;
- Confirming that Great Marlow staff are proficient to undertake healthcare procedures and administer medicines.

5. Assisting Children with Long Term or Complex Medical Needs

A proactive approach is taken towards children with medical needs. Every child with a long term or complex medical need will be offered a home visit from the Inclusion Manager and/or class teacher at the onset of condition or change in condition. This enables the Great Marlow / parents to identify potential issues/difficulties before a child returns to school. Issues identified in the past have included access to classrooms, toilet facilities, additional adult support, lunchtime procedures and emergency procedures. A Health Care Plan (Appendix 1) will be produced for any child with long term/complex medical needs and will be reviewed on a regular basis. To assist children with long term or complex medical needs, the school will also consider whether any/all of the following is necessary:

- Adapting equipment, furniture or classrooms to enable the child to access a particular aspect of the curriculum or area of the school. Involving the home and hospital support service. Working in partnership with medical agencies and receiving advice/support from other professionals including the School Nurse;
- Arranging for additional adult support throughout specific parts of the school day;
- Adapting lesson plans;
- Establishing a phased attendance programme;
- Ensuring that there are procedures in place for the administration of medicine;
- Training for Support Staff/Teachers on a specific medical condition;
- Providing a programme of work for children who are absent from school for significant periods of time;
- Providing appropriate seating during assemblies;
- Ensuring there is adequate supervision during social times so that the health and safety of all children is not compromised;
- Ensuring that arrangements are made to include a child with medical needs on school visits.

6. Individual Health Care Plans

An Individual Healthcare Plan is a document that sets out the medical needs of a child, what support is needed within the school day and details actions that need to be taken within an emergency situation. They provide clarity about what needs to be done, when and by whom. The level of detail within the plans will depend on the complexity of the child's condition and the degree of support needed. This is important because different children with the same health condition may require very different support.

Individual healthcare plans may be initiated by a member of school staff, the school nurse or another healthcare professional involved in providing care to the child. Plans must be drawn up with input from such professionals e.g. a specialist nurse, who will be able to determine the level of detail needed in consultation with the school, the child and their parents. Plans should be reviewed at least annually or earlier if the child's needs change. They should be developed in the context of assessing and managing risks to the child's education, health and social well-being and to minimise disruption. Where the child has a special educational need, the individual healthcare plan should be linked to the child's statement or EHC plan where they have one.

Parents will receive a copy of the Health Care Plan with the originals kept by the Inclusion Leader. Medical notices, including pictures and information on symptoms and treatment are placed in the staff room and medical room, kitchen and given to the child's class teacher for quick identification, together with details of what to do in an emergency.

7. Medicines

Administering

- i) Medicines should only be administered at school when it would be detrimental to a child's health or school attendance not to do so;
- ii) No child under 16 should be given prescription or non-prescription medicines without their parent's written consent - except in exceptional circumstances where the medicine has been prescribed to the child without the knowledge of the parents. In such cases, every effort should be made to encourage the child or young person to involve their parents while respecting their right to confidentiality;
- iii) A child under 16 should never be given medicine containing aspirin unless prescribed by a doctor; Medication, e.g. for pain relief, should never be administered without first checking maximum dosages and when the previous dose was taken;
- iv) Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours;
- v) Academies should only accept prescribed medicines that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin, which must still be in date, but will generally be available to schools inside an insulin pen or a pump, rather than in its original container;
- vi) All medicines must be stored safely. Children should know where their medicines are at all times and be able to access them immediately. Where relevant, they should know who holds the key to the storage facility. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenalin pens should be always readily available to children and not locked away;

Wherever possible, a three day trained first aider should attend all school trips especially when a child with a specific medical need is going. The first aider provisions at the destination of the trip should be included as part of the risk assessment. The party leader must ensure that all necessary medicines are taken on the trip. This will mean checking the medical requirements of the class and ensuring that any child with a specific medical condition has access to prescribed medicine whilst on the trip. First Aid trained staff administering medication to children on school trips should follow the guidelines above.

12. Staff Training

Any member of Great Marlow staff providing support to a student with medical needs must have received suitable training. It is the responsibility School Nurse to lead on identifying with other health specialists and agreeing with the Headteacher, the type and level of training required, and putting this in place. The school nurse or other suitably qualified healthcare professional should confirm that staff are proficient before providing support to a specific child.

Training must be sufficient to ensure that staff are competent and have confidence in their ability to support students with medical conditions, and to fulfil the requirements as set out in individual healthcare plans. They will need to understand the specific medical conditions they are being asked to deal with, their implications and preventative measures.

Staff should not give prescription medicines or undertake health care procedures without appropriate training (updated to reflect individual healthcare plans at all times) from a healthcare professional. A first-aid certificate does not constitute appropriate training in supporting children with medical conditions.

It is important that all staff are aware of the school's policy for supporting students with medical conditions and their role in implementing that policy. Each Great Marlow should ensure that training on conditions which they know to be common within their school is provided (asthma, epi pen, sickle cell, diabetes for example)

Parents can be asked for their views and may be able to support school staff by explaining how their child's needs can be met but they should provide specific advice, nor be the sole trainer.

APPENDIX 1

HEALTH CARE PLAN

Child's Name: _____

Class: _____

Date of Birth: _____

Child's Address: _____

Medical Diagnosis or Condition: _____

CONTACT INFORMATION

Family Contact No.1 _____

Tel (H): _____ Tel (W): _____ Tel (M): _____

Family Contact No.2: _____

Tel (H): _____ Tel (W): _____ Tel (M): _____

CLINIC / HOSPITAL CONTACT GP

Name: _____

Tel No: _____

Describe medical needs and give details of child's symptoms: Great Marlow School Medical Needs Policy 8

Is an Intimate Care Plan required? Yes/No

Daily care requirements: (e.g. before sport / lunchtime)

Staff involved in daily care requirements:

Describe what constitutes an emergency for the child, and the action to take if this occurs:

Date: _____

Review Date: _____

Parent's Signature: _____ Date: _____

Headteacher's Signature: _____ Date: _____

APPENDIX 2

ADMINISTRATION OF MEDICINE FORM

Child's Name: _____

Class: _____

Date of Birth: _____

Child's Address: _____

Medical Diagnosis or Condition: _____

CONTACT INFORMATION

Name: _____

Tel: _____

GP / HOSPITAL CONTACT

Name: _____

Tel No: _____

Describe medical needs and give details of child's symptoms: _____

Daily care requirements: (e.g. before sport / lunchtime) _____

Describe what constitutes an emergency for the child, and the action to take if this occurs:

Name of Medicine: _____ Dosage: _____

Who is responsible in an Emergency: (state if different for off-site activities)

Date: _____

Review Date: _____

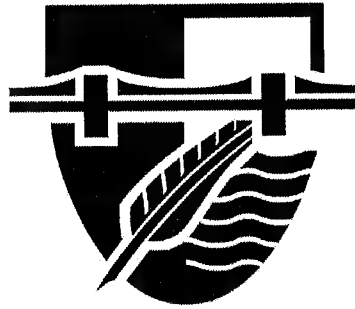
Parent's Signature: _____

Date: _____

Headteacher's Signature: _____

Date: _____

Appendix Four



Great Marlow School

Excellence • Compassion • Integrity

Complaints and Resolutions Policy

Recommended by the Leadership Team:	September 2023
Approved by Trustees' Policies Sub Committee:	September 2023
Ratified by Trustees' Board:	September 2023
Review Due:	Autumn Term 2024

Indicate as appropriate:

✓ There **has been** a change to the previous policy.

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1. Policy Aim and Statement

- 1.1 This Complaints Policy helps underpin the Vision, Values and Ethos of Great Marlow School. Its aim is to ensure that a concern, difficulty or complaint is managed sympathetically, efficiently and at the appropriate level and resolved as soon as possible. Doing so is good practice, fair to those concerned and helps to promote parents' and pupil/students' confidence in the school's ability to safeguard and promote welfare. Great Marlow School will try to resolve every concern, difficulty or complaint in a positive way with the aim of putting right a matter which may have gone wrong and, where necessary, reviewing the school systems and procedures in the light of the matters raised.
- 1.2 A school needs to know as soon as possible if there is any cause for dissatisfaction. The school recognise that a concern or difficulty which is not resolved quickly and fairly can soon become a cause of resentment, which can be damaging to the relationship between the school and the parent and pupil/student, and can also have a detrimental effect upon the school's ethos and culture. Parents and pupil/students should never feel – or be made to feel – that raising a concern, difficulty or complaint will adversely affect the pupil/student's future at the school, or place the pupil/student at a disadvantage in any way.

2. Application

- 2.1 Great Marlow School is an academy and is therefore governed by the Education (Independent School Standards) (English) Regulations 2014 (as amended) ("the Regulations"). This Complaints Policy has been formulated to comply with Schedule 1, Part 7 of the Regulations (as well as equality legislation and the rules of natural justice). In the case of any variance between the procedure outlined in this Complaints Policy and the Regulations, the procedure outlined in the Regulations will apply.
- 2.2 The Complaints Policy applies to all concerns and complaints of the parents of students at the school, other than relating to child protection issues, admissions or exclusions for which there are separate statutory procedures. Where a complaint is made against a member of staff, depending upon the nature and seriousness of the complaint, the matter may be dealt with under separate HR procedures which are strictly confidential, rather than under this Complaints Policy.
- 2.3 The Complaints Policy distinguishes between a concern and difficulty, which can usually be resolved informally by way of a telephone call or meeting, and a formal complaint which will require further investigation.

3. The Rules of Natural Justice

- 3.1 Simply put, the rules of natural justice relate to fairness. The school will ensure that all concerns or complaints are dealt with in accordance with the following principles:
- All parties will be provided with all information and documentation pertinent to the matters raised;
 - All parties will be given the opportunity to prepare and present their case and respond to the other parties involved;
 - All persons investigating and making decisions in relation to the matters raised will be impartial and will do so without bias (or apparent bias) to any party involved;
 - All decisions made will be made on a balanced and considered assessment of the information before him or her only;
 - All decisions made will be based upon logical conclusions, and not based on mere speculation or suspicion;
 - All decision made will be supported by detailed reasons which will be disclosed to all parties involved.

4. Equality Act 2010

- 4.1 The school will deal with concerns and complaints in accordance with its duty under the Equality Act 2010 to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between those who share a relevant protected characteristic and those who do not, by having regard to the need to:
 - Remove or minimise disadvantages connected to a relevant protected characteristic; and
 - Take steps to meet the different needs of those sharing a relevant protected characteristic; and
 - Encourage those who share a relevant protected characteristic to participate in school life and activities in which participation is disproportionately low;
- Foster good relations between those who share a relevant protected characteristic and those who do not, by having regard to the need to:
 - Tackle prejudice; and
 - Promote understanding

“relevant protected characteristics” includes sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity and (in the case of persons who are not pupil/students) age.

4.2 In addition, the school will comply with its duty to make the following reasonable adjustments for persons with a disability;

- Where a provision, criterion or practice places a disabled person at a substantial disadvantage compared to person who is not disabled, reasonable steps must be taken to avoid that disadvantage;
- Where a disabled person would, but for the provision of an auxiliary aid, be placed at a substantial disadvantage compared with a person who is not disabled, reasonable steps must be taken to provide the auxiliary aid. An auxiliary aid can be a piece of equipment or a service.

4.3 If a Complainant or other person involved in the complaint’s procedure requires an interpreter, a signer or any other assistance at meetings or at a Complaint Panel Hearing, they should let the school know immediately. Further details can be found in the Equality Policy.

5. Terms Used

5.1 For the purpose of this Complaints Policy, a “parent” includes the natural or adoptive parent of a pupil/student, irrespective of whether they are or ever have been married, whether they are separated or divorced, whether the pupil/student lives with them, whether the father has parental responsibility for the pupil/student or whether they have contact with the pupil/student.

5.2 A “parent” will also include a non-parent who has parental responsibility for a pupil/student, an adult non-parent with whom the pupil/student lives, and an adult who is involved in the day-to-day care of the pupil/student (for example, collecting or dropping off the pupil/student from school).

5.3 Any reference to a “pupil/student will also include a prospective or former pupil/student of the school.

5.4 A person making a complaint will be referred to as a “Complainant” throughout this Complaints Policy.

6. Acceptable Communications.

6.1 The School requests that all concerns and complaints are presented to the school in a respectful and reasonable manner. The Unacceptable Communications protocol can be found in Appendix 2 and outlines possible action to be taken by staff in response to inappropriate communication and behaviour.

7. Scope of this Complaints Procedure

7.1 This procedure covers all complaints about any provision of community facilities or services by Great Marlow School, other than complaints that are dealt with under other statutory procedures, including those listed below.

Exceptions	Who to contact
<ul style="list-style-type: none"> Admissions to schools Statutory assessments of Special Educational Needs School re-organisation proposals 	<p>Concerns about admissions, statutory assessments of Special Educational Needs, or school re-organisation proposals should be raised with School admissions Buckinghamshire Council</p>
<ul style="list-style-type: none"> Matters likely to require a Child Protection Investigation 	<p>Complaints about child protection matters are handled under our child protection and safeguarding policy and in accordance with relevant statutory guidance.</p> <p>If you have serious concerns, you may wish to contact the local authority designated officer (LADO) who has local responsibility for safeguarding or the Multi-Agency Safeguarding Hub (MASH). Allegations against Staff or Volunteers (LADO) Buckinghamshire Council (buckscc.gov.uk)</p>
<ul style="list-style-type: none"> Exclusion of children from school* 	<p>Further information about raising concerns about exclusion can be found at: www.gov.uk/school-discipline-exclusions/exclusions.</p> <p><i>*complaints about the application of the behaviour policy can be made through the school's complaints procedure. GMS Behaviour for Learning and Anti-Bullying Policy</i></p>
<ul style="list-style-type: none"> Whistleblowing 	<p>We have an internal whistleblowing procedure for all our employees, including temporary staff and contractors.</p> <p>The Secretary of State for Education is the prescribed person for matters relating to education for whistleblowers in education who do not want to raise matters direct with their employer. Referrals can be made at: www.education.gov.uk/contactus.</p> <p>Volunteer staff who have concerns about our school should complain through the school's complaints procedure. You may also be able to complain direct to the LA or the Department for Education (see link above), depending on the substance of your complaint.</p>
<ul style="list-style-type: none"> Staff grievances 	<p>Complaints from staff will be dealt with under the school's internal grievance procedures.</p>
<ul style="list-style-type: none"> Staff conduct 	<p>Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate.</p> <p>Complainants will not be informed of any disciplinary action</p>

	taken against a staff member as a result of a complaint. However, the complainant will be notified that the matter is being addressed.
<ul style="list-style-type: none"> Complaints about services provided by other providers who may use school premises or facilities 	Providers should have their own complaints procedure to deal with complaints about service. Please contact them direct.
<ul style="list-style-type: none"> National Curriculum - content 	Please contact the Department for Education at: www.education.gov.uk/contactus

If other bodies are investigating aspects of the complaint, for example the police, local authority (LA) safeguarding teams or Tribunals, this may impact on our ability to adhere to the timescales within this procedure or result in the procedure being suspended until those public bodies have completed their investigations.

If a complainant commences legal action against Great Marlow School in relation to their complaint, we will consider whether to suspend the complaints procedure in relation to their complaint until those legal proceedings have concluded.

8. Procedure

8.1 The school's complaints procedure consists of three stages:

- Stage 1 – Concerns/Complaints, dealt with informally;
- Stage 2 – Formal Complaints formally investigated by the Headteacher (or designate);
- Stage 3 – Trustee Complaint Panel Hearing.

Stage 1 Concerns/Informal Complaints:

The school expect that most concerns, where a parent or pupil/student seeks intervention, reconsideration or some other action to be taken, can be resolved by way of a telephone discussion or informal meeting, recognising this as an effective way of improving procedures and relations with parents.

Examples of a concern might include dissatisfaction about some aspect of teaching or pastoral care, allocation of privileges or responsibilities, a timetable clash, an issue with the schools' systems or equipment, or a billing error.

Notification:

The concern or difficulty should be raised as follows:

- Education Issues** - if the matter relates to the classroom or the curriculum, the complainant should speak to the Head of Department.
- Special Educational Needs and Disabilities Issue** - if the matter relates to the child's SEN support the Complainant should speak to the SENCO. This includes complaints that the school has not provided the support required by the child's SEN statement or education, health and care (EHC) plan.
- Pastoral care** – for concerns relating to matters outside the classroom, the Complainant should speak to the Form Tutor, Head of Year or Deputy Headteacher as appropriate.
- Disciplinary matters** – a problem over any disciplinary action taken or a sanction imposed should be raised with the member of staff who imposed it in the first instance. If not resolved, the

Complainant should speak to the relevant Head of Department, Head of Year, or Deputy Headteacher.

- **Financial and administrative matters** – a query relating to fees, extras or other administrative matters should be raised by the Complainant with the Commercial & Operations Director.
- **An issue with a specific member of staff** – often, the best way to resolve an issue with a specific member of staff is to raise it with that member of staff directly, so that they are given the opportunity to address and resolve the concern or difficulty before it becomes a formal complaint. If the Complainant feels uncomfortable doing this, however, the issue should be raised with the appropriate Head of Department, Director of Learning, Deputy Headteacher or the Commercial & Operations Director.

Should a concern or difficulty be raised with a member of staff who feels that they are not the best person to be dealing with it, they will refer it to the Head of Department, Director of Learning, Deputy Headteacher, the Commercial & Operations Director or other designated member of staff as appropriate.

If a concern or difficulty is raised with a member of staff who feels that it raises serious issues which should be dealt with as a formal complaint immediately, the member of staff will tell the Complainant that they should put their complaint in writing using the Complaint Form contained in Appendix 1 to the Headteacher under Stage 2 of this Complaints Policy.

Unresolved Concerns

The school will aim to resolve a concern or difficulty within **fifteen school days** of the date that it was raised. Where a concern or difficulty has not been resolved by informal means within this time limit from the date that it was raised, the Complainant can submit the matters raised as a formal complaint of this Complaints Policy.

Record of Concerns

The member of staff dealing with a concern or difficulty will make a record of the communication along with informal action taken.

Resolving complaints

At each stage in the procedure, Great Marlow School wants to resolve the complaint. If appropriate, we will acknowledge that the complaint is upheld in whole or in part. In addition, we may offer one or more of the following:

- an explanation
- an admission that the situation could have been handled differently or better
- an assurance that we will try to ensure the event complained of will not recur
- an explanation of the steps that have been or will be taken to help ensure that it will not happen again and an indication of the timescales within which any changes will be made
- an undertaking to review school policies in light of the complaint
- an apology.

Withdrawal of a Complaint

If a complainant wants to withdraw their complaint, we will ask them to confirm this in writing.

Stage 2 – Formal Complaints

Formal complaints must be made to the headteacher (unless they are about the headteacher), via the school office. This must be done, in writing **on the Complaint Form shown in Appendix 1**, copies of the form can be obtained via the school office. In exceptional cases formal complaints may be accepted verbally in person or on the telephone.

The headteacher will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within five school days.

Within this response, the headteacher will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The headteacher can consider whether a face to face meeting is the most appropriate way of doing this.

Note: The headteacher may delegate the investigation to another member of the school's senior leadership team or to another appropriate person, this could be an independent person.

During the investigation, the headteacher (or investigator) will:

- if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the headteacher will provide a formal written response within twenty school days of the date of receipt of the complaint.

If the headteacher is unable to meet this deadline, they will provide the complainant with an update and revised response date.

The response will detail any actions taken to investigate the complaint and provide a explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions Great Marlow School will take to resolve the complaint.

The headteacher will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of Stage 2.

If the complaint is about the headteacher, or a member of the trustee body (including the Chair or Vice-Chair), a suitably skilled governor or appropriate person will be appointed to complete all the actions at Stage 2.

Complaints about the headteacher or member of the trustee body must be made to the Clerk, via the school office.

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire trustee body or
- the majority of the trustee body

Stage 2 will be considered by an independent investigator appointed by the trustee body. At the conclusion of their investigation, the independent investigator will provide a formal written response.

Stage 3 – Trustee Body Complaints Committee

If the complainant is dissatisfied with the outcome at Stage 2 and wishes to take the matter further, they can escalate the complaint to Stage 3 – a meeting with members of the trustee body's complaints committee, which will be formed of the first three, impartial, trustees available. This is the final stage of the complaints procedure.

Attendance

The Complainant may attend the Complaint Panel Hearing, and may be accompanied by another person. For the avoidance of doubt, the Complainant's supporter will be present for moral support only and will not play any part in the proceedings, unless invited to do so by the Chair of the Complaint Panel, entirely at his or her discretion and for a good reason. The Complaint Panel Hearing is **not** a legal hearing, and it is not appropriate for either the Complainant or the School to be legally represented. Only in exceptional circumstances will legal representatives be allowed. For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by union and/or legal representation.

The Complaint Panel Hearing will be minuted by the Clerk of the Complaint Panel, who will usually be Clerk to the Trustees.

Convening the Complaint Panel Hearing

After selecting the Complaint Panel members, the Clerk to the Trustees will write to the Complainant within **five school days** acknowledging receipt of their request and informing them of the names of the Complaint Panel members. If the Complainant objects to any of the named persons being appointed to the Complaint Panel, they should notify the Clerk to the School within **three school days** of receipt of the letter. Fair consideration will be given to any bona fide objection to a particular member of the Complaint Panel.

The Clerk to the Trustees will liaise with the Complaint Panel, the Complainant and the School's Representative to agree a mutually convenient date for the Complaint Panel Hearing, which will usually take place within **twenty school days** of receipt of the Complainant's request, unless there are exceptional circumstances.

The Clerk to the Trustees will write to the Complainant confirming the date of the Complaint Panel Hearing within **five school days** of the date that the acknowledgement letter was sent (or the date that the new Complaint Panel member was selected, if an objection was received and upheld). If the Complaint Panel Hearing will not take place within **twenty school days** of receipt of the Complainant's request, the letter will set out the exceptional circumstances involved.

Documentation

The Clerk to the Trustees will forward a copy of all paperwork relating to the complaint (consisting of the record of the Stage 1 informal procedure (if applicable), the original Complaint Form, any documentation provided by the Complainant with their complaint, all investigation records under Stage 2 with the letter of outcome, letter requesting a Complaint Panel Hearing and accompanying documents) to the Complainant, the school's Representative and the three Complaint Panel members.

The names of individuals other than the Complainant, the Complainant's family, members of the School's staff and Trustees, will be redacted and replaced with a letter relevant to that particular individual (for example "Jane Brown" will be replaced with "A" throughout, "John Jones" will be replaced with B throughout) unless they have provided their written consent for their name to be disclosed.

If the Complainant wishes the Complaint Panel to consider any additional information, they should forward this documentation to the Clerk to the Trustees to arrive **at least five school days** before the Complaint Panel Hearing, to enable the Clerk to the Trustees to forward it to the School's Representative and the Complaint Panel members.

Witnesses

The Chair of the Complaint Panel will decide, at his or her absolute discretion, which witnesses will be permitted to attend the Complaint Panel Hearing to give a verbal statement rather than relying on a written statement or record of meeting which have been signed by the witness.

If the Complainant wishes to rely on the account of a witness, they should ask the witness to write down, sign and date their account and forward it to the Clerk to the Trustees **at least five school days** before the Complaint Panel Hearing, to enable the Clerk to the Trustees to forward it to the school's Representative and the Complaint Panel members.

Witnesses under the age of eighteen other than the Complainant's own family will only be allowed to attend the Complaint Panel Hearing at the discretion of the Chair of the Complaint Panel, and then only if they are accompanied by one of their parents or carers. Any written accounts provided by the Complainant relating to witnesses under the age of eighteen must be signed and dated by the witness **and** one of the witness' parents or carers.

Members of staff of the school involved in the matters which gave rise to the complaint will usually have provided a signed written account or have signed a note of a meeting during the previous stages, which will be forwarded to all parties with the other complaint documentation in the usual way. Members of staff will not usually be required to attend the Complaint Panel Hearing to give a verbal statement unless their conduct is in issue, or their account is contentious and the rules of natural justice dictate that the Complainant should be allowed to ask that member of staff questions.

Procedure of the Complaint Panel Hearing

The Complaint Panel Hearing will be conducted as follows:

- The Clerk to the Complaint Panel will greet the Complainant, the Complainant's supporter and the school's Representative and welcome them into the room where the Complaint Panel has convened (any witnesses will remain outside of the room until they are called in to give their account).
- The Complainant will be invited by the Complaint Panel to give an account of their complaint;
- The school's representative will be invited to ask the complainant questions, if any
- The Complaint panel will ask the complainant questions, if any;
- At the discretion of the Chair of the Complaint panel, the complainant's first witness will be invited into the room to give an account of what they saw or know;
- The school's representative will be invited to ask the complainant's witness questions, if any;
- The Complainant's witness will be asked to leave the room;
- If the Complainant has any further relevant witnesses, at the discretion of the Chair of the Complaint Panel, they will be invited into the room individually to provide their accounts and be questioned as outlined above.
- The school's Representative will be invited by the Complaint Panel to respond to the complaint and make representations on behalf of the school;
- The Complainant will be invited to ask the school's Representative questions, if any;
- The Complaint Panel will ask the school's Representative questions, if any;
- At the discretion of the Chair of the Complaint Panel, the school's relevant first witness will be invited into the room to give an account or what they saw or know
- The Complainant will be invited to ask the school's witness questions, if any;
- The complaint panel will ask the school's witness questions, if any;
- The school's witness will be asked to leave the room;
- If the school has any further relevant witnesses, at the discretion of the Chair of the Complaint Panel, they will be invited into the room individually to provide their accounts and be questioned, as outlined above;
- The Complainant will be invited by the Complaint Panel to summarise their complaint;
- The school's Representative will be invited by the Complaint Panel to summarise their response to the complaint and the school's stance;

- The Complaint Panel Hearing will conclude and the Complainant and the school's Representative will be asked to leave.

The Complaint Panel's Decision

The Complaint Panel will convene in private, either immediately after the Complaint Panel Hearing or on a subsequent date and will consider all of the documentation and everything that they have heard at the Complainant Panel Hearing.

Findings of Fact

The Complaint Panel will decide which facts are established to be true, on a balance of probabilities (i.e. more likely than not). If a fact is not deemed relevant, the Complaint Panel will not consider it further. The Complaint Panel will make a written record of the facts that have been established, those which have not been established and those which are not relevant, with their reasons for making these findings.

Recommendations

The Complaint Panel will consider the facts which they have established and will make recommendations based upon them. These recommendations may be aimed at achieving reconciliation between the parties (for example, a written apology), improving procedures or preventing a recurrence in the future. The complaint panel are able to make recommendations along with their findings. The Complaint Panel will keep a written record of their recommendations, with reasons available for inspection on the school premises by the proprietor and the headteacher.

Notification of the Complaint Panel's Decision

The Clerk to the Trustees will write within **ten school days** of the Complaint Panel Hearing to the:

- Complainant;
- The School's Representative;
- Any Person complained about

The letter will identify each of the issues complained about, summarise how the Complaint Panel Hearing proceeded, and confirm each of the Complaint Panel's findings of fact and recommendations, if any, with reasons.

The letter will also confirm that, if the Complainant believes that this Complaints Policy does not comply with the Regulations, or that the school has not followed the procedure outlined in this Complaints Policy, the Complainant may refer their complaint to the Education and Skills Funding Agency (ESFA) for further consideration.

The Clerk to the Trustees will also ensure that a copy of the Complaint Panel's findings and recommendations are made available on the school's premises for inspection by the School, the Trustees and the Headteacher.

Factors for the Complaint Panel to Consider:

- It is important that the Complaint Panel Hearing is independent and impartial, and that it is seen to be so. No person may sit on the Complaint Panel if they have had a prior involvement in the matters which gave rise to the complaint, in dealing with the complaint in the previous stages, or have a prior detailed knowledge of the complaint;
- The aim of the Complaint Panel Hearing, which must be held in private, will always be to resolve the complaint and achieve reconciliation between the school and the Complainant. However, it has to be recognised that the Complainant may not be satisfied with the outcome if the Complaint Panel does not find wholly in their favour. It may only be possible to establish the facts and make recommendations which will satisfy the Complainant that his or her complaint has been taken seriously;
- An effective Complaint Panel will acknowledge that many Complainants feel nervous and inhibited in a formal setting. Parents often feel emotional when discussing an issue that affects their child. The Chair of the Complaint Panel will ensure that the Complaint Panel Hearing is as welcoming as possible, while

ensuring that it is procedurally fair to all parties. The layout of the room will set the tone and care is needed to ensure the setting is informal and not substantially adversarial;

- Extra care needs to be taken when the Complainant is a child, or there are child witnesses present. Care should be taken to ensure that the child does not feel intimidated. The Complaint Panel should be aware of the views of the child and give them equal consideration to those of the adults present. Where the child's parent is the Complainant, it would be helpful to give the parent the opportunity to suggest which parts of the hearing, if any, the child should attend, with the Chair retaining discretion;
- The Complaint Panel should ensure that they are familiar with the complaint's procedure in advance of the Complaint Panel Hearing.
- The Chair of the Complaint Panel will play a key part at the Complaint Panel Hearing, ensuring that:
 - The remit of the Complaint Panel is explained to the parties and each party has the opportunity of making representations without undue interruption.
 - All of the issues raised in the complaint are addressed.
 - Key findings of fact are made, on a balance of probabilities
 - Each party treats the other with respect and courtesy
 - The Complaint Panel is open minded and acts independently of the school.
 - No member of the Complaint Panel has a vested interest in the outcome of the proceedings
 - Each side is given the opportunity to state their case and ask questions;
 - All written material is seen by all parties. If a new issue arises during the course of the Complaint Panel Hearing, it would be useful to give all parties the opportunity to consider and comment on it.

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire trustee body or
- the majority of the trustee body

Stage 3 will be heard by a committee of independent trustees.

The Department for Education has issued guidance in relation to the appointment of the independent Complaint Panel member as follows.

Whilst we do not wish to be prescriptive about who schools should appoint as an independent person, our general view is that people who have held a position of responsibility and who are used to analysing evidence and putting forward balanced arguments would be suitable. Examples of persons likely to be suitable are serving or retired business people, civil servants, heads or senior members of staff at other schools, people with a legal background and retired members of the police force... schools will of course have their own views.

If the complainant believes the school did not handle their complaint in accordance with the published complaints procedure or they acted unlawfully or unreasonably in the exercise of their duties under education law, they can contact the ESFA after they have completed Stage 3.

9. Time Limits

9.1 The school aims to resolve concerns and complaints in a timely manner. Time limits for each stage of the procedure are set out under each individual stage. For the purposes of this Complaints Policy, a "school day" is defined as a weekday during term time, when the school is open to children. The definition of "school day" excludes weekends, school holidays and bank holidays. For the avoidance of

doubt, term dates are published on the school's website, and information about term dates is made available to parents and pupil/students periodically.

- 9.2 Although every effort will be made by the school to comply with the time limits specified under each stage of the procedure, it may not always be possible to do so, for example due to the complexity or number of matters raised, or due to the unavailability of the Complainant to attend a meeting, if offered. In all cases, **where a time limit cannot be complied with, the school will write to the Complainant within the specified time limit, setting out the reasons why the time limit cannot be complied with, and confirming the new time limit which will apply.**
- 9.3 Complaints must be raised within three months of the incident or, where a series of associated incidents have occurred, within three months of the last of these incidents. We will consider complaints made outside of this time frame if exceptional circumstances apply.
- 9.4 Complaints made outside of term time will be considered to have been received on the first school day after the holiday period.

10. Late Complaints

- 10.1 Where a complaint is submitted more than six months after the incident or event (or where the complaint relates to a series of incidents or events, more than six months from the date of the latest incident or event), the school reserves the right to refuse to investigate the complaint under this Complaints Policy if it appears reasonable and fair to do so, having regard to the circumstances surrounding the complaint.
- 10.2 Where the school decides that a complaint which was submitted late will not be investigated, the school will write to the Complainant notifying them of the decision within five school days of the complaint being received.
- 10.3 If the Complainant is unhappy with the decision not to investigate a complaint which was submitted late, the Complainant may write to the Chair of the Trustees at the school asking for the decision to be reviewed. The Chair of the Trustees will be provided with all documentation relating to the complaint, together with the letter from the school to the Complainant, and will review the decision not to investigate the complaint. The Chair of the Trustees will not investigate the complaint itself during this review.
- 10.4 The Chair of the Trustees will write to the Complainant with the outcome of the review within ten school days of the date that the letter from the Complainant seeking the review was received, and provide the school with a copy of the letter.
- 10.5 If the Chair of the Trustees quashes the decision not to investigate the complaint, it will be referred to the school to be dealt with under this Complaints Policy in the usual way.
- 10.6 If the Chair of the Trustees upholds the decision not to investigate the complaint, the Complainant may refer the concern or complaint to the Education and Skills Funding Agency (ESFA) using the procedure stated towards the end of this Complaints Policy.
- 10.7 In some circumstances, the Chair of the Trustees can delegate the responsibility for the review to another appropriate Trustee or appropriately qualified person.

11. Vexatious or Repeated Complaints

- 11.1 There may be occasions when, despite a complaint being considered under all stages in this Complaints Policy, the Complainant persists in making the same complaint to the school. There may also be occasions when a Complainant raises unreasonable persistent complaints or raises complaints about matters which do not affect them. There may also be occasions when a complaint is made about a matter which is clearly so trivial that it would be a waste of the school's resources to deal with it under the formal stages of the procedure.

- 11.2 In all of these cases, the school reserves the right to regard the complaint as vexatious and/or repeated and to refuse to investigate it under the procedure in this Complaints Policy, if it appears reasonable and fair to do so, having regard to the circumstances surrounding the complaint.
- 11.3 Where the school decides that a complaint is vexatious and/or repeated and will not be investigated, the school will write to the Complainant within five school days of the complaint being raised to notify them of the decision.
- 11.4 If the Complainant is unhappy with the decision not to investigate a vexatious and/or repeated complaint, they may write to the Chair of the Trustees to ask for the decision to be reviewed. The Chair of the Trustees will be provided with all documentation relating to the current complaint and any previous complaints which were relevant to the decision, together with the letter from the school to the Complainant, and will review the decision not to investigate the complaint. The Chair of the Trustees will not investigate the complaint itself during this review.
- 11.5 The Chair of the Trustees will write to the Complainant with the outcome of the review within ten school days of the date that the letter from the Complainant seeking the review was received.
- 11.6 If the Chair of the Trustees quashes the decision not to investigate the concern or complaint, it will be referred to the school to be dealt with under the procedure in this Complaints Policy in the usual way.
- 11.7 If the Chair of the Trustees upholds the decision not to investigate the concern or complaint, the Complainant may refer the concern or complaint to the Education and Skills Funding Agency (ESFA) using the procedure stated towards the end of this Complaints Policy.

12. Anonymous Complaints

- 12.1 The school will not investigate anonymous complaints under the procedure in this Complaints Policy. Anonymous complaints will be referred to the Headteacher who will decide what, if any, action should be taken.

13. Record Keeping and Retention

- 13.1 The School will maintain a record of Stage 1 concerns along with details of informal action taken.
- 13.2 The School will maintain a detailed central record to ensure a written log of all formal complaints (Stages 2-4) made in accordance with Part 7 of the Education (Independent Schools Standards) Regulations 2014 along with details of whether they are resolved following a formal procedure, or progression to a panel hearing.
- 13.3 Appropriate action will be implemented to mitigate issues identified in complaints regardless of whether the complaint is upheld. The details of such action will be included within the complaints central record.
- 13.4 Correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.
- 13.5 Records of complaints will be destroyed when the pupil/student to which they relate reaches the age of twenty-four years or, in the case of a pupil/student with a statement of special educational needs, until the pupil/student reaches the age of thirty years.

14. Review of Concerns/Complaints

- 14.1 The Headteacher of the school will conduct an annual review of the complaints central record and an anonymised summary report will be provided to the Board of Trustees.

15. Staff Training

- 15.1 The senior manager responsible for staff development will arrange from time to time appropriate training to remind all staff of the procedures and records required.
- 15.2 The Clerk to the Trustees will arrange training as required, in consultation with the chair.

16. GDPR/Data Protection Act 2018 and Freedom of Information Act 2000

- 16.1 Complaints sometimes include requests for information or documentation. Such requests will either be a “subject access request” under the GDPR/Data Protection Act 2018 (where the information requested relates to an identifiable individual) or a request under the Freedom of Information Act 2000 (where the information is general and not related to an identifiable individual).
- 16.2 Subject access requests under the GDPR/Data Protection Act 2018 must be responded to within the given timeframe where reasonable, and requests under the Freedom of Information Act 2000 must be responded to within the given timeframe where reasonable, however the school will aim to provide this information as soon as practicable (where the request is valid and the Complainant is lawfully entitled to the information or documentation) in accordance with the rules of natural justice.

17. Resolution Principles

- 17.1 It is in everyone’s interest that concerns and complaints are resolved to the satisfaction of all parties at the earliest possible stage. The way in which the concern, difficulty or complaint is dealt with after the matter is first raised by the Complainant can be crucial in determining whether the complaint will escalate. To that end, members of staff will be periodically made aware of the procedure in this Complaints Policy, so that they will know what to do when a concern or difficulty is raised with them.
- 17.2 At each stage of the complaint’s procedure, the investigator will consider how the complaint may be resolved. In considering how a complaint may be resolved, the investigator will give due regard to the seriousness of the complaint. It may be appropriate in order to bring the complaint to a resolution for the investigator to offer:
- An explanation;
 - An apology;
 - Reassurance that steps have been taken to prevent a recurrence of events which led to the complaint.
 - Reassurance that the school will undertake a review of its policies and procedures in light of the complaint.
- 17.3 None of the above will constitute an admission of negligence or an acceptance of liability on behalf of the school.

18. Outcome Principles

- 18.1 Examples of outcomes include:
- There was insufficient evidence to reach a conclusion, so the complaint cannot be upheld;
 - The investigation did not substantiate the matters raised, so the complaint cannot be upheld;
 - The complaint was substantiated in part or full. A description should be given of the remedial action being taken by the school as a consequence of the complaint. Details of any disciplinary action or sanctions to be taken against a member of staff are strictly confidential and cannot be disclosed.
 - The matter has been fully investigated and, as a consequence, further confidential procedures are being pursued. Details of any disciplinary action or sanctions to be taken against a member of staff are strictly confidential and cannot be disclosed.

19. Publication

- 19.1 The Complaints Policy has been ratified by the Board of Trustees, and will be reviewed annually. It will be published on the school’s website and provided to parents and pupil/students on request by the school’s office. A copy of this Complaints Policy will be provided to a Complainant when a concern, difficulty or complaint is first raised.

20. Referral to the Education and Skills Funding Agency (ESFA)

20.1 Once a complaint has been through all the stages of this Complaints Policy, if the Complainant believes that this Complaints Policy does not comply with the Regulations, or that the school has not followed the procedure in this Complaints Policy, the Complainant can refer the complaint to the Education and Skills Funding Agency (ESFA) for consideration.

20.2 The Complainant can find further information about referring a complaint to the Education and Skills Funding Agency (ESFA) by pasting this page into an Internet browser:

<http://www.education.gov.uk/schools/leadership/schoolperformance/b00212240/makingcomplaint-school/complaints-free-schools-academies>

20.3 The Complainant should be aware that the Education and Skills Funding Agency (ESFA) will not usually investigate the complaint itself, or overturn any decisions made by the school. They will consider whether the school has adhered to education legislation and any statutory policies connected with the complaint and whether they have followed Part 7 of the Education (Independent School Standards) Regulations 2014.

The complainant can refer their complaint to the ESFA

Online at: www.education.gov.uk/contactus, by telephone on: 0370 000 2288 or by writing to:

Academy Complaints and Customer Insight Unit
Education and Skills Funding Agency
Cheylesmore House
5 Quinton Road
Coventry
CV1 2WT

Appendix 1 – Great Marlow School Formal Complaint Form

This form should be used if you wish your complaint to be dealt with at Stage 2 of the Complaints process. Please complete and return to the school, who will acknowledge receipt and explain what action will be taken.

Your Name	Student's name School Year and Tutor Group
Your Relationship to student:	Student's Date of Birth
Address and Postcode	Day time telephone Number Evening Telephone Number
Full details of complaint (including the names of all persons involved and the dates of incidents referred to:	
What action, if any, you have already taken to try and resolve your complaint (for example, who did you speak to and what was the response)?	
What actions do you feel might resolve the problem at this stage?	

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

Signature:

Date

For official use

Date acknowledgement sent:

Name of person complaint referred to:

Signature:

Date:

Appendix 2 – Unacceptable Communication Protocol

Disrespectful, unreasonable or abusive behaviour or communication

We are very proud of our communication with parents /carers, colleagues from other agencies and visitors. Unfortunately, and extremely rarely, our staff have to deal with disrespectful, unreasonable or abusive behaviour/communication.

Disrespectful, unreasonable or abusive behaviour/communication towards a member of staff is not tolerated.

Possible actions to deal with behaviour or communication which is disrespectful, unreasonable or abusive

1. Any member of staff who directly experiences any of the above behaviour from any stakeholder (including parents or members of the public), has the authority to deal immediately with that behaviour in a *reasonable* and *proportionate* manner appropriate to the situation, and is in line with this guidance.
2. The threat or use of physical violence, verbal abuse or harassment towards our staff may result in a termination of all direct contact with the stakeholder.
3. Such incidents may also be reported to the police (e.g.: if physical violence or the language of hate is used or threatened).
4. Where written correspondence is abusive or contains allegations that lack substantive evidence, it will be passed to a senior member of staff. They will inform the sender that we consider their communication to be offensive, unnecessary and/or unhelpful and ask them to stop communicating in such a way.
5. We may ask the sender to edit their correspondence and remove any offensive text and resend it, otherwise it will not receive a response.
6. Our staff have the right to make the decision that the language, tone or tenor of a telephone call or meeting is disrespectful, unreasonable or abusive. Where this is the case:
Response 1: “I am sorry but what you are saying is *unreasonable/unacceptable/offensive*, please will your moderate your language”
Response 2: (if the behaviour persists; they will say): “I am sorry you are still being *unreasonable/unacceptable/offensive* and I am ending this conversation/meeting”.
Response 3: (f the individual persists in calling or refuses to leave the site): the member of staff will call for support from the leadership team.
7. In both cases, this will then reported to the Headteacher.
8. If appropriate, the Headteacher may arrange for a call/meeting to take place again in a safe and appropriate manner (this may mean with another member of staff and/or with an observer).

Unreasonable demands on individual members of staff

It is also not acceptable to make unreasonable demands on individual members of staff.

Unreasonable demands are ones which impact excessively on the work or wellbeing of our staff, such that it puts in jeopardy the efficient running of the school or the efficient education of students or the health of our staff. Examples are:

- repeatedly telephoning, emailing, writing
- telephoning and emailing in the evenings and at weekends with complaints or accusations and/or expecting next day responses

- frequently arriving at reception and asking to see members of staff
- repeated requests for meetings with no clear agenda
- raising repeatedly the same issues
- sending large numbers of documents about which the relevance is not clear
- making accusations of a personal nature against members of staff or students

Where a stakeholder's demands are deemed to be unreasonable, the matter is reported initially to the colleague's line manager and/or the Headteacher.

We reserve the right to take action to protect our staff, students and visitors from unreasonable/unacceptable/offensive communication. We therefore reserve the right to respond to such behaviour as appropriate. Possible outcomes include:

1. Limit contact to telephone calls from a named person at set times on set days.
2. Limit contact to email only, and to a designated email address.
3. Limit our responses to agreed days and times.
4. Restrict contact to a named member of staff who will deal with future calls or correspondence.
5. See the person by appointment only and with other members of staff present.
6. Restrict contact to "hard" copy written correspondence only.
7. Refuse to deal with further correspondence and return any documents, in extreme cases.
8. Advise the person that further irrelevant documentation will be destroyed.
9. Where we consider continued correspondence on a wide range of issues to be excessive, we may tell the person that only a certain number of issues will be considered in a given period and ask them to limit or focus their requests accordingly.
10. Where someone repeatedly demands a response on an issue on which they have already been given a clear answer, we may refuse to respond to further enquiries from the person.
11. Contacting the stakeholder's line manager (e.g.: where they work for another agency) or another named contact for the child
12. Escorting them off site and/or contacting the police.

Taking any action of this kind is hugely regrettable and will only be necessary in extreme circumstances. Where we take a decision to restrict a stakeholder's contact with the school, we will inform them in writing what action we are taking and why.

Great Marlow School Staff

Great Marlow School staff will remain professional, respectful and calm at all times, whether the contact with the stakeholder is in person, or on the telephone or in writing.

Any stakeholder who does not feel a member of our staff has behaved appropriately is entitled to make a complaint in line with our Complaints Policy.