



Ruislip
High
School

Policies and Procedures

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1 Accessibility Policy

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

Aim

To eliminate barriers and create access to the curriculum and to encourage full participation in the school community for pupils and prospective pupils with a disability.

Principles

1. Compliance with DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy.
2. The school recognises its duty under the DDA (as amended by the SENDA):
 1. not to discriminate against disabled pupils in their admissions, exclusions, provision of education and associated services.
 2. not to treat disabled pupil less favourably for a reason related to their disability.
 3. to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
 4. to publish an Accessibility Plan that will allow full access to education for disabled pupils.
3. In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).

4. The school recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities and respects the parents' and the child's right to confidentiality.

5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- a. setting suitable learning challenges
- b. responding to pupils' diverse learning needs
- c. overcoming potential barriers to learning and assessment for individuals and groups of pupils.

This section outlines the main activities which the school undertakes and is planning to undertake.

a. Education and related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers, SEN inspectors, advisers, and appropriate health professionals from the local NHS Trusts.

b. Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c. Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Approved by Governors:

Review date:

2 Admissions Criteria

Please see the admissions booklet, Starting Secondary School in September.

Summary of the admissions criteria

1. Children in public care.
2. Children who have a sibling living in the same household who currently attend the school and who will continue to do so on the date of admission. A sibling refers to a brother or sister, half brother or sister with one parent in common, adopted brother or sister.
3. Children living nearest the school. Distance will be measured in a straight line from the point set by Ordnance Survey at the child's home address to the main school gate at Sidmouth Drive using a computerised mapping system.

No additional information required at the time of the initial application

3 Anti-Bullying Policy

The policy outlined here applies equally to bullying undertaken by:

Pupils on:

- a. Other pupils
- b. Any staff (both teaching and non-teaching)

Staff on:

- Pupils
- Other Staff

What is Bullying?

There are many definitions of bullying; most consider it to be:

- a. Deliberately hurtful
- b. Repeated over a period of time
- c. Difficult for the victims to defend themselves

Bullying may include the following behaviour or actions:

- Hitting, hurting or fighting
- Name-calling; including homophobic and racist name calling
- Gossiping
- Spreading rumours
- Threatening people and extortion
- Teasing and mimicking
- Excluding people from a group
- Making people feel unwelcome
- Stealing, hiding or damaging property

This includes any of these actions being undertaken by the use of mobile phones, text messaging, photographing or message boards.

Principles

- Everybody has a right to come to school and be safe, free from unkindness, threats and violence.
- People who bully need to be stopped and made to understand that this behaviour is unacceptable.
- People who are bullied need to learn how to avoid it happening to them.
- At school we can only help if people are willing to tell us about bullying.

This document will explain to students, parents and staff what we will do when someone tells us about bullying.

Procedures

How incidents of bullying will be dealt with.

The Role of Students

If you are being bullied in school:

- Tell an adult in school whom you trust, and take a friend if it helps.
- Don't listen to the bully when they say you will be in trouble if you tell.
- You are not doing anything wrong – they are.
- What you say will be passed on to your Key Stage Support Manager. You will be taken seriously.
- If you need somewhere to be safe, there will be a place for you to go while the problem is being sorted out. Your Key Stage Support Manager will organise this for you.
- If required, you will be given further support and counselling.

If you witness someone being bullied:

- Tell an adult.
- Don't listen to the bully if they say you will be in trouble if you tell. You are not doing anything wrong – they are. If you keep quiet the bully has all the power.

The Role of Staff

If a student comes to us and says they are being bullied in school we will:

- Listen to what they have to say.
- Take it seriously.
- Record what they have said.
- Pass the information on to the Key Stage Support Manager
- Make it clear they have made the right decision to tell. They have done nothing wrong -the bully has.
- It may not be possible to keep everything we are told a secret.
- Offer the support of a safe room/area.
- Monitor those students involved in the future.

If a member of staff is being bullied either by a pupil (or pupils) or other staff:

- It is to be reported to a member of the Senior Leadership Team.
- A written account is to be taken.
- The incident will be investigated by a member of the SLT.
- If the investigation shows that on the balance of probability bullying has occurred appropriate sanctions will be imposed on the bully.

The Role of Parents

If your child is being bullied or is bullying in school:

- We can help.
- Contact the school and ask to speak to your child's form tutor or Key Stage Support Manager.
- Talk over the problem with the teacher. Be sure of your facts, in particular, children who are being bullied can be upset, anxious and confused about what has actually happened.
- Don't let your child talk you out of contacting school. If the problem is to be solved, you need to inform us.

Approved by Governing Body:

Review Date:

4 Attendance Policy

Students must receive full-time education and it is the responsibility of the parents/carers of students of compulsory school age to ensure that this occurs. Parents/carers are responsible for ensuring that students attend and stay at school. Schools are responsible for supporting attendance and taking seriously problems which may lead to non-attendance. Parents/carers risk prosecution if they fail in their duty to send their children to school regularly.

The KS3 Manager will monitor students' attendance, working closely with the parents/carers and the school's Education Welfare Officer in cases of frequent non-attendance and/or poor punctuality. Various strategies are employed to assist irregular attendees to ease back into a pattern of full attendance e.g. reduced timetable, shortened school day, counselling, and rewards.

When a student is absent from school, the parent/carer has a responsibility to inform the school of the reason for absence. This should normally be done on the first day of absence. Further information should be provided if necessary.

A parent/carer may inform school of an absence by telephone, note, e-mail or by personal contact. The student is also expected to bring in a signed parental/carer note on the first day of return to school. (There are five spaces in the students' planner for parental explanation of missed attendance) Where a student is ill, the school should be notified of the nature of the illness and the expected date of return to school.

If a student is absent through long-term illness, medical evidence (letter) from the family GP or a hospital Consultant will be required on the first day of the students return to school.

The school will make contact with the student's home on the first day of an absence if no information has been received from the parents/carers. If no satisfactory explanation is forthcoming, the school will inform the Educational Welfare Officer, who will investigate and take appropriate action.

Under section 199 of the Education Act 1993, the parent of a child of compulsory school age registered at a school and failing to attend regularly is guilty of an offence punishable by law. However, an offence is not committed if it can be demonstrated that:

- The student was absent with the authorisation of the Head teacher.
- Such authorised absences may be granted for a number of reasons e.g. family bereavement, interviews, approved study leave, work experience.
- The student was ill or prevented from attending by any unavoidable cause.
- The absence occurred on a day exclusively set aside for religious

observance by the religious body to which the student's parent/carer belong.

Students should not be absent from school because of a family holiday.

Within the context of the law, only the school can approve absence, not parents/carers. The law states that the school is not obliged to accept the explanation for absence, provided by the parents/carers, if there are doubts about it. Such an absence must be recorded as unauthorised. Schools may authorise absence retrospectively where they are satisfied as to the explanation offered.

Approved by Governors:

Annual review

5 Celebrating Success

All success is valued and celebrated at Ruislip High School.

All staff are expected to use the full range of rewards.

It is expected that the use of rewards will be monitored by directors of subject, subject leaders, form tutors, KS support managers and SLT in order to ensure consistency of practice across the school.

Rewards available:

- Verbal and written praise
- Department/faculty stickers/stamps
- Merits awarded for effort and achievement to indicate targets reached/surpassed – to be recorded in Student Planner
- Merit certificates – see Student Planner
- Public praise in assembly
- Praise on a postcard– to be recorded on Praise Form, office to process and send home postcard
- Work displayed
- Awards at termly celebration assemblies
- Attendance awards – individual and tutor group

Rewards to be reviewed with student council, parents, governors and staff during Spring Term 2007.

Sanctions

Good order and discipline is expected at Ruislip High School.

All staff are expected to use appropriate sanctions.

The use of sanctions is to be monitored by directors of subject, subject leaders, form tutors, KS support manager and SLT in order to ensure consistency across the school.

Individual circumstances must always be considered before a sanction is used.

Sanctions available

- Non-verbal signals
- Verbal reprimand

- Use of Sanctions Stamp in Student Planner – warning, department/faculty detention during break time, referral to senior staff, school detention (Wednesday after school – staff rota). It is expected that the member of staff concerned will set appropriate work/community service and meet the student at the detention venue
- 'Time-out'
- Formal removal from lesson
- Student placed on report
- Internal exclusion
- Permanent exclusion

Lateness to be monitored by KS Support Manager and appropriate actions/sanctions to be used.

Behaviour outside of the classroom is the responsibility of all students and staff. Staff are expected to be a visible presence on corridors at lesson change and be punctual and vigilant in carrying out agreed duties before, during and after school.

Sanctions:

- Verbal warning/reprimand
- Student name taken from ID card and reported to form tutor or KS Support Manager who will impose appropriate sanction

Sanctions to be reviewed with student council, parents, governors and staff during Spring Term 2007.

Approved by Governors:

Annual review:

6 Charging Policy

The school accepts the principle of free education and no child will be denied access to a full curriculum on the basis of ability to pay. The Governors of the school have adopted the London Borough of Hillingdon Charging Policy, a copy of which is available on request at the school office. This document is supplementary to the Local Authority policy, not a replacement to it.

In order to extend the opportunities available to pupils the school organises a varied programme of visits, activities and events. Where families find it difficult to make a contribution, the school will not treat their children any differently and will endeavour to subsidise activities.

However, there are some activities that can only take place if parents voluntarily make a contribution to the cost. For all activities where a voluntary contribution is requested from parents, the costing will not be calculated to include a provision for parents who are unable to pay. Any shortfall in voluntary contributions will come from the school budget.

Residential Trips

A bursary is held by the school for parents/guardians of students who cannot afford the full cost of any residential trips. Parents have the right to apply for a bursary if they are on benefits (see note below for qualifying benefits) or are suffering serious financial hardship. This bursary will normally only be payable for activities such as field trips which form a valuable part of the curriculum. There is no guarantee that an application for a bursary will be granted. Applications must be made in writing to the Headteacher.

Other Possible Charges

Parents may be asked to make a contribution towards replacing damaged or lost school property caused wilfully or negligently by their children

Resistant materials and textiles:

The department will provide materials and equipment for the practical work undertaken. If completed work is taken home by pupils, a contribution will be requested to cover a proportion of the costs of the materials.

Food:

Some basic materials can be provided by the school but students are asked to bring in from home the materials they will need. Completed work is then the property of the student.

Instrumental/Vocal Tuition:

The music department offers individual and group lessons on a variety of orchestral and modern instruments. Instrumental tuition is optional and is designed to supplement mainstream music lessons. Fees are paid in advance, on a termly basis to the Hillingdon Music Service. Those in receipt of benefits receive subsidised lessons. A number of instruments are available for hire from the Music Service; however, students are encouraged to purchase their own instruments.

Lettings:

The Governors will make the school premises available outside normal school opening time for bona fide groups engaged in educational, recreational and cultural activities. These are likely to include Adult Education, Community Language Classes, Local Sports Club and Youth groups.

The school can also undertake lettings to commercial or private individuals. Each application will be considered on an individual basis.

The scale of charges will be set by the Governors annually and will differentiate between community types of lettings and commercial or private lettings. A separate Lettings Policy details terms and conditions of lettings as well as the current charging scales.

Exam Entries

No charge will be made for student's first entry to any prescribed public examination for which the pupil has been prepared by the school, whether during or outside school hours.

If the student wishes to resit an exam, the full cost of the exam entry resit fees will be charged unless there are mitigating circumstances that caused the student to perform at a lower level than would have been expected.

Examination fees may be recovered from parents if a student fails, with no good reason, to complete the requirements for any public exam for which fees have been paid. Requirements may include coursework or the sitting of exams.

Qualifying benefits

For the purposes of this policy, families on benefit will include those on Income Support, Job Seekers Allowance (income-based), Child Tax Credit or Guarantee element of State Pension Credit.

The following are accepted as proof of benefits:

- **Income Support**
Copy of front cover and page of book that says “income support” or a copy of a letter sent within the last 3 months from DWP* stating that you are receiving income support.
- **Job Seekers Allowance (income based)**
Copy of a letter from DWP* sent within last 3 months and MUST STATE Jobseekers Allowance (income based) on any page of the letter. If it doesn't state this anywhere in the letter please obtain one from the DWP* office. An interview card is not acceptable as proof of Job Seekers Allowance.
- **Child Tax Credit**
Copy of Tax Award Notice (TC602) which sets out annual income and key family details.
- **Guarantee element of State Pension Credit**
Copy of award notice.

Approved by Governors:

Annual review:

7 Child Protection Policy

Ruislip High School fully recognises its responsibilities for child protection.

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

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

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

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

We will follow the procedures set out by the Area Child Protection Committee and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

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

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

Approved by Governors:

Review date:

8 Collective Worship Policy Statement

- The governing body delegates to the Headteacher the requirement to make suitable arrangements for collective worship, wholly or mainly broadly Christian in character, for all pupils. The arrangements are to be formulated after consultation with the governing body and should take account of practical factors influencing the provision.
- Collective worship will be broad-based, with a moral theme, sometimes containing explicit religious material and prayer, (mainly Christian in character).
- The governing body will ensure that parents know of their right to withdraw children from acts of collective worship, when alternative arrangements for supervision will be made.
- Teachers are free to withdraw from acts of collective worship.
- The governing body will review arrangements made by the Headteacher regularly.

Approved:

Next review:

9 General Complaints Policy and Procedures

This policy and procedures document relates to the principles for the handling of all complaints, other than those that relate to the curriculum.

The school and governing body will handle complaints about the curriculum using procedures established by the London Borough of Hillingdon.

The school and governing body policy will be to:

- address complaints quickly and professionally
- settle differences locally and informally whenever possible
- ensure the person making the complaint is treated fairly and is provided the appropriate opportunity to state their case
- employ more formal mechanisms for dealing fairly and effectively with complaints which have proved impossible to settle informally
- ensure that parents, staff and governors know what the procedures are.

The document '**General Complaint Procedure for Ruislip High School**' will be made available to anyone requesting details of the procedure.

The procedure for handling general complaints will be:

- Complaints should be made, in the first instance, to the class teacher and then, if necessary, to the Headteacher. Only in cases which could involve disciplinary or legal action against the Headteacher should the chairperson of the governing body be the first person to approach.
- Governors approached by a complainant should initially refer him/her to the headteacher or chairperson as indicated above.
- If discussions between the headteacher and the complainant prove fruitless, the complainant has the right to make a formal complaint as outlined in 4.4 below.

Formal complaints to the governing body should be made to the chairperson, who should take care that no governor can be accused of prejudice by ensuring that:

- An individual governor does not deal with the complaint

- The complaint is quickly referred to the relevant governor's committee or to the headteacher, if complaint procedures at that level have not been exhausted
- The complaint is not reported to the whole governing body until it is resolved, unless the full governing body is essential to the resolution of the complaint
- All parties to the complaint are given a fair hearing
- The decision of the responsible committee is given in writing to the complainant
- The complainant is told of any right to appeal, to the LEA, if the decision is given against him/her

Governors taking up a complaint on behalf of an individual or group should not take part in any formal hearing of a complaint, or any appeal against a decision made by the relevant Governors' committee.

Individual complaints should not be initially raised at full meetings of the governing body, unless the meeting is part of the process for handling the complaint.

Approved by Governors:

Review date:

10 Curriculum Policy

The school's curriculum embraces and reflects the aims of the National Curriculum and the aims of Ruislip High School in that it is balanced and broadly based. The National Curriculum exists to fulfil four key functions of establishing an entitlement, establishing standards, promoting continuity and coherence and promoting public understanding. The school curriculum aims to:

- **Provide opportunities for all pupils to learn and achieve**

The curriculum aims to develop students' enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all students. It builds on students' strengths, interests and experiences and develops their confidence in their capacity to learn and work independently and collaboratively. It equips them with the essential learning skills of literacy, numeracy and information and communication technology and promotes an enquiring mind and capacity to think rationally.

The school curriculum contributes to the development of students' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives. It encourages pupils to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompt a personal response to a range of experiences and ideas.

By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum gives them the opportunity to think creatively, to solve problems and to make a difference for the better. It gives them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens. It also develops their physical skills and encourages them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

- **Promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life**

The school curriculum promotes students' spiritual, moral, social and cultural development and, in particular, develops principles for

distinguishing between right and wrong. It develops their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. The school curriculum passes on enduring values, develops students' integrity and autonomy and helps them to be responsible and caring citizens capable of contributing to the development of a just society. It promotes equal opportunities and enables pupils to challenge discrimination and stereotyping. It develops their awareness, understanding and respect for the environments in which they live and secures their commitment to sustainable development at a personal, local national and global level. It also equips students as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights.

The school curriculum aims to promote students' self-esteem and emotional well-being and helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. It develops their ability to relate to others and work for the common good. It enables students to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.

It prepares students for the next steps in their learning, training and employment and equips them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

These two aims reinforce each other. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of attainment for all students.

Approved by Governors:

Annual review:

11 Financial Procedures and Practices

Aim

The aim of this document is to outline the financial procedures and practices in place at Ruislip High School. It will clearly define the roles and responsibilities of the Governing Body, its committees, the Headteacher, the School Business Manager and other staff and the limits of delegated authority established. The school adopts the London Borough of Hillingdon's Scheme for Financing Schools, which includes Standing Orders and Financial Regulations.

Roles and responsibilities

The Scheme for Financing Schools is the key document which defines the extent of a governing body's responsibilities. The Scheme identifies those areas of responsibility which the Local Education Authority (LEA) will retain and those areas where the responsibility has been delegated to governing bodies.

The overall responsibility of the financial management of the school rests with the Governing Body. The Governing Body of Ruislip High School has delegated all decisions relating to financial management and budgetary control to the Finance Sub-Committee.

Terms of Reference

- Overall responsibility for the financial management and budgetary control of the school.
- Initial approval of the school's budget as prepared and submitted by the School Business Manager following consultation with the Leadership Group and in line with the School Development Plan
- Regular review of the school's expenditure against the budget based upon reports from the School Business Manager, giving details of performance, especially with respect to variations on the budget plan resulting in under/overspends.
- Approval of proposals to exceed agreed limits of delegated authority.
 - Approval of funds to be spent on prescribed capital projects subject to the Council's agreement and statutory regulations.
- Approval of additional insurance cover to be funded from the school's delegated budget.
- Approval to the disposal of obsolete or surplus items of equipment valued at more than £5000.

- The opening and acceptance of tenders required to comply with the Council's standing orders for contracts provided to the Governing Body (unless part funded by the LEA where the LEA will control the opening of tenders).
- Regular review of the school policies and procedures relating to finance.
- Respond to audit recommendations for both the public and private accounts.
- To oversee the school private fund.

Membership of Finance Sub Committee

- The committee shall consist of no fewer than three governors plus the Headteacher governor. Governors not employed by the school should form a majority of the group.
- The committee shall have such co-opted non-voting members as the governing body shall appoint. The committee may make recommendations for these appointments.

Governor membership will be decided at the full meeting of the Governing Body in the Autumn Term.

Financial Responsibility Delegated to the Headteacher

- Authority to process all payments covered within the school annual agreed budget and to hire amounts not exceeding £10,000 between budgets.
- All items delegated to the School Business Manager as shown below.
- Secondary approval of any order or invoice raised on a cost centre held by the Business Manager.

Financial Responsibility Delegated to the School Business Manager by the Headteacher

- Day-to-day responsibility for the financial management and budgetary control of the school.
- To ensure compliance with the Council's standing orders and financial regulations.
- To ensure that sound internal systems of control are in place to allow the proper processing of the school's transactions.

- Reporting to the Finance Sub-Committee on a regular basis providing up to date financial information on all areas of the budget.
- Reporting to the Finance Sub Committee on any significant items which would affect the school budget.
- Secondary approval of any order or invoice raised on FMS.

Budgets

Budget Timetable:

- January: School provides pupil number (ASC) and other statistical information to LEA.
- March: Draft budget allocation is received from LEA
School Business Manager to produce draft budget using the following
- cost of committed expenditure for the following year
 - potential cost of new or variable expenditure for the following year
 - level of resources available to the school for the following year
 - identifying areas for growth or contraction in the event of a change from the draft budget
- Draft school budget presented to Finance Sub-Committee for full discussion and draft approval.
- End March: Final school budget allocation received from LEA
- May: Final outturn figures for previous year confirmed by LEA
Final version of school budget presented to Finance Sub-Committee and full Governing Body for approval and submittal to the LEA
- September: September ASC for LSC funding
Governing Body Report to parents on previous year's income and expenditure.

Budget Monitoring and review during the year will:

- verify that any savings agreed by the Governing Body are being achieved
- identify any new funding and to which areas of the budget the funding should be allocated

- identify whether projects or commitments where the actual costs were not known at the time the budget was agreed, are being contained within the approved budget
- identify any new service or budget pressures which may require supplementary budget approval
- identify any areas of budget underspend which may increase the planned balances for the school
- reviewing later in the year whether the unallocated resources earmarked at the beginning of the year have been required and whether they can be diverted to other priority projects from the school development plan.

The School Business Manager will submit regular reports to the Finance Sub Committee as part of this budget monitoring process.

Internal Financial Control

Overview

The school is committed to developing a structure that achieves value for money. Overall responsibility for internal financial control is delegated by the Governing Body to the School Business Manager. The Finance Officer has a major responsibility for the processing of transactions in the school. In the absence of the Finance Officer, the School Business Manager is available to deal with any urgent financial matters. The budget holder of each cost centre is responsible for the appropriate use of the funds delegated to them.

All orders or invoices on the system will have two authorisations before a cheque is raised.

The primary authorisation will be the budget holder who will sign the original order and the matching invoice when it arrives. A person who is the primary authorisation for an invoice or order cannot sign the cheque for payment.

The secondary authorisation will be the Business Manager who will sign the computer generated order form. If the Business Manager is the primary authorisation or is unavailable for a period of more than one day, the Headteacher will carry out the secondary authorisation. A person who is the secondary authorisation can sign the cheque for payment. This allows the Headteacher or Business Manager to monitor the number of invoices that have increased in value since the order was raised and act as the secondary authority again by signing the cheque.

All orders are signed by the budget holder, as are all invoices. The budget holder indicates when signing the order or invoice from which budget the payment should be made. The Business Manager will act as a secondary authorisation on each order before dispatch to ensure an overall monitoring of school spending is in place. No person can sign an order, invoice or petty

cash slip that authorises payments to themselves or immediate family (or in which they hold any other pecuniary interest). Any transactions from budgets held by the Business Manager should have the secondary authorisation made by the Headteacher.

The budget holder checks goods against delivery notes and any discrepancies are followed up.

The Finance Officer checks any invoices against any orders before raising the cheque on the accounting system.

Authorisation of cheques - Three staff have authorisation to sign cheques, the Headteacher, Deputy Headteacher and the School Business Manager. Every cheque must have two signatures (if a cheque is payable to one of the signatories, that person must not sign the cheque). If the amount is over £10,000, it must have three signatures.

The School Business Manager and the Finance Officer have access to the computer accounting system. Members of the Leadership group may also be given access on a read only basis if required. Each user has their own user id and password known only to them. Passwords are regularly changed. A copy of the system manager password is kept in a sealed envelope in the safe.

The IT Manager ensures that the computer system is backed up daily to tape, a weekly back up is stored on the hard disk of a different server to the SIMS server.

Paper records and documents are kept in a locked cupboard. All financial documents are retained for 6 years in line with LEA policy. An audit trail exists for all financial transactions.

Banking Arrangements

The school banks with the Lloyds TSB Bank. The LEA transfers the school's budget into the school's account on a monthly basis.

Cheques must be signed by two authorised signatories, three authorised signatories for over £10,000. Members of the Governing Body who are not employed by the school may not be a cheque signatory. The school cannot go overdrawn. The school receives a monthly bank statement and this is reconciled by the Finance Officer with the accounting system.

Reconciliation & Returns

Quarterly returns are sent to the LEA to enable them to monitor the expenditure of the school. This return reconciles cash against budget.

A Cost Centre summary is also sent monthly.

Year end accounts are produced on an accrual basis as per LEA guidance.

Purchasing

Ruislip High School is committed to providing value for money. Staff will try to check the prices of articles in the approved catalogues in order to find the best buy.

under £3,000:	able to demonstrate best value
£3,000 - £9,999:	at least two written quotes.
£10,000 - £19,999:	at least three written quotes.
£20,000 - £49,999:	at least three tenders
£50,000 - £99,999:	at least four tenders
Over £100,000	at least six tenders

Only in exceptional circumstances will the lowest quote not be accepted. In this event written submission will be made to the Finance Committee informing them of the reason. LEA regulations are followed for the tendering procedures.

Capital Expenditure

To avoid conflict with the Government's capital expenditure controls, governors must inform the Director of Finance if they wish to

- enter into a contract for the acquisition, enhancement or replacement of any buildings / structures, plant, machinery, apparatus or vehicles costing more than £5,000 per single item; or
- enter into an **operating lease** agreement where the value is more than £10,000. ***Schools are not permitted to enter into finance leases.***

This is to ensure that the Director of Finance accounts for the expenditure appropriately; schools do not need the permission of the Director of Finance to enter into such agreements.

Order generation

Initial orders are raised and signed by the budget holder and are passed to the Finance Officer for processing. The Finance Officer produces a computer generated order which is printed and authorised by the Business Manager.

Once the order has been entered onto the FMS system it can be sent by post or fax and in emergencies can be phoned through. The order number should be given to the supplier so that it can be quoted on the invoice.

At no time can orders be made over the phone by any member of staff before the above procedures have been carried out.

The copy order is attached to the original order signed by the budget holder and placed numerically in the order file.

Any alterations to the order form must be crossed out and the correction signed by the budget holder. As is good financial practice, tippex or correction fluid should not be used on any financial documentation.

Failure to comply with these procedures can lead to disciplinary action.

Delivery of goods

Delivery notes and goods are checked against the original order by the budget holder.

Any shortfalls or errors are reported to the company and the goods returned to them at their cost.

Payment of invoices

The Finance Officer will ensure the details on the invoices are correct and that it has not previously been paid. VAT is checked to see it has been correctly accounted for.

The invoices will be matched to any original order and entered onto the accounting system for payment. The order is then attached to the invoice. Should an invoice only be a part payment of an order, the items to be paid should be marked on the order with the invoice number. This should be photocopied with the original placed back in the order file and the copy attached to the invoice. No order should be removed from the order file until it has been completely paid, cancelled or the remaining commitment cancelled. A separate file should be kept for any orders that are cancelled / part cancelled.

Where an invoice is not supported by an order it will be passed to the budget holder for approval and coding before payment is instigated. The budget holder will also be responsible for raising an order and completing the correct audit trail of paperwork. The Business Manager will investigate why an invoice has arrived with no prior order.

The Finance Officer will then raise a cheque from the computer system and pass the complete documentation for signature. Care should be taken at this stage to ensure that invoices are paid according to the payment terms agreed on the account.

A cheque should not be signed by any person who has authorised an order/invoice that is paid by the cheque.

Petty Cash

The school holds a small amount of petty cash for re-imbursing staff for items bought for use in the school. The limit of cash that can be reimbursed in this way is set at £20. Petty cash is charged to the appropriate cost centre and authorised by the budget holder. The Business Manager will then approve payment.

Larger items that staff may wish to buy for use in the school should only be purchased after speaking to the Business Manager, even if this means telephoning from the supplier to get verbal approval. They will need to prove that it is impossible to buy the goods that they require using our normal purchasing procedures or that the items are at a much lower price. Reimbursement for items over £20 will only be paid by cheque.

VAT receipts must be obtained for purchases to be made from petty cash.

Failure to follow the correct procedure may result in the reimbursement being refused.

Income

Cash takings e.g. trips money, lettings income, non uniform collections, will be counted by a member of staff other than the Finance Officer. The money will then be immediately passed to the Finance Officer who will check and sign for the money.

The Finance Officer will record all income on the accounting system and generate a receipt. All income is retained in the school safe prior to banking.

The Finance Officer will issue an official school invoice for all goods, lettings or services provided by the school in compliance with any VAT regulations which might apply. Copies will be retained on file in numerical order for inspection by HM Revenue & Customs.

The school will endeavour to receive all monies due from invoices raised. Once all attempts to recover monies have failed, the Governors are authorised to write off sums under £250. Write offs over £250 must be referred to the Education Finance Manager.

Voluntary Fund

The school's voluntary fund is managed following good financial principles and practices. The Finance Officer acts as Treasurer and records all payments and income. The School Business Manager has day to day responsibility for administration of the fund. An independent auditor must audit the fund annually. A certificate of audit is submitted annually to the Governing Body. Cheques signatories are the Headteacher, the Deputy Headteacher and the School Business Manager.

Payments to individuals

All people employed by the school must go through the payroll system and appropriate statutory deductions will be made. In very exceptional circumstances, where an individual can prove that they are running a company and that schedule D arrangements apply, payments may be made through the accounting system. If there is any doubt over the status of an individual, the payment must go through the payroll system to ensure that the school is not exposed to risk of fine by H. M. Revenue and Excise.

Payments under the Construction Industry Scheme

Any payments made under this scheme will be paid through the London Borough of Hillingdon following local authority procedures. Invoices must include London Borough of Hillingdon in the address.

Security of Assets

The School Business Manager has responsibility for the safe custody and control of cash and other property.

Heads of Departments have responsibility for the maintenance of stock levels within their own subject area.

The School Business Manager maintains an inventory of all items over £200. A copy is kept off site. New items of stock should be entered immediately and marked with security paint.

An annual inventory check should be made and any discrepancies investigated by the Headteacher. Missing equipment is reported to the Governing Body.

A register is held in each faculty for staff to sign before removing school property from the premises.

Governors have delegated authority to dispose of any item of equipment purchased out of delegated school funds which become obsolete or surplus to the school's requirements with a value of less than £5,000. The approval of the Corporate Director, E Y & L is required for the disposal of items over £5,000 or for items purchased in whole or part with central LEA funds.

The school safe is in a locked area with the key kept off site overnight.

The school is fully alarmed throughout. The alarms are set each night by the premises staff. The code is known only to the Premises Manager, the Assistant Caretakers and members of the Leadership Group.

Insurance

Ruislip High School is covered by various insurance policies. This insurance covers most eventualities, including claims for the premises, school property and school trips. Any loss or incidents that may give rise to a claim are immediately notified to the School Business Manager.

Disclaimers are displayed clarifying that the school cannot accept responsibility for the loss or damage to personal property.

Approved by Governors:

Annual review:

12 Freedom of Information

This is Ruislip High School's Publication Scheme on information available under the Freedom of Information Act 2000

The governing body is responsible for maintenance of this scheme.

What is a Publication Scheme and why has it been developed.

One of the aims of the Freedom of Information Act 2000 (which is referred to as FOIA in the rest of this document) is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

To do this we must produce a publication scheme, setting out:

- *The classes of information which we publish or intend to publish;*
- *The manner in which the information will be published; and*
- *Whether the information is available free of charge or on payment.*

The scheme covers information already published and information which is to be published in the future. All information in our publication scheme is either available for you on our website (www.ruisliphigh.com) to download and print off. Some information which we hold may not be made public, for example personal information.

This publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

Aims and Objectives

The school aims to:

- enable every child to fulfil their learning potential, with education that meets the needs of each child and
- help every child develop the skills, knowledge and personal qualities needed for life and work and this publication scheme is a means of showing how we are pursuing these aims.

Categories of information available

The publication scheme guides you to information which we currently have available (or which we will available in the future. This is split into categories of information known as 'classes'. These are contained in section 6 of this scheme.

The classes of information that we undertake to make available are organised into five broad topic areas:

- ***School Prospectus***
- ***School Profile***
- ***Governors' Documents***

- ***Pupils & Curriculum***
- ***School Policies and other information related to the school***

How to request information

If you require a paper version of any of the documents within the scheme, please contact the school by telephone, email, fax or letter. Contact details are set out below; or you can visit our website at www.ruisliphigh.com

Email: Office@ruisliphigh.com

Tel: 01895 464 064

Fax: 01895 675 331

Contact Address: Ruislip High School, Sidmouth Drive, Ruislip, HA4 0BY

To help us process your request quickly, please clearly mark any correspondence **“PUBLICATION SCHEME REQUEST”** (in CAPITALS please)

If the information you're looking for isn't available via the scheme and isn't on our website, you can still contact the school to ask if we have it.

Paying for information

Information published on our website is free, although you may incur costs from your Internet service provider. If you don't have Internet access, you can access our website using a local library or an Internet café.

Single copies of information covered by this publication are provided free unless stated otherwise in section 6. If your request means that we have to do a lot of photocopying or printing, or pay a large postage charge, or is for a priced item such as some printed publications, a charge will be made.

Classes of information currently published

School Prospectus

The statutory contents of the school prospectus are as follows, (other items may be included in the prospectus at the school's discretion):

- Information on arrangements for the admission of pupils with disabilities.
- Details of steps to prevent disabled pupils being treated less favourably than other pupils.
- Details of existing facilities to assist access to the school by pupils with disabilities.
- The accessibility plan (required under the Disability Discrimination Act 1995) covering future policies for increasing access to the school by pupils with disabilities.
- Information about the implementation of the governing body's policy on pupils with special educational needs and any changes to the policy during the last year.

School Profile

It will include, where relevant, sections on the school's performance, pre-populated with data supplied by the DfES, as well as narrative sections for the school to complete which include the following headings:

- What have been our successes this year?
- What are we trying to improve?
- How have our results changed over time?
- How are we making sure that every child gets teaching to meet their individual needs?
- How do we make sure our pupils are healthy, safe and well-supported?
- What have we done in response to Ofsted?
- How are we working with parents and the community?

Governors' Documents:

Instrument of Government

- The name of the school
- The category of the school
- The name of the governing body
- The manner in which the governing body is constituted
- The term of office of each category of governor if less than 4 years
- The name of any body entitled to appoint any category of governor
- Details of any trust
- If the school has a religious character, a description of the ethos
- The date the instrument takes effect

Minutes of meeting of the governing body and its committees

Agreed minutes of meetings of the governing body and its committees (*some information might be confidential or otherwise exempt from publication by law*).

Pupils & Curriculum Policies

This section gives access to information about policies that relate to pupils and the school curriculum.

Home – School Agreement

Statement of the school's aims and values, the school's responsibilities, the parental responsibilities and the school's expectations of its pupils for example homework arrangements.

Curriculum Policy

Statement on following the policy for the secular curriculum subjects and religious education and schemes of work and syllabuses currently used by the school.

Sex Education Policy

Statement of policy with regard to sex and relationship education.

Special Education Needs Policy

Information about the school's policy on providing for pupils with special educational needs.

Accessibility Plans

Plan for increasing participation of disabled pupils in the school's curriculum, improving the accessibility of the physical environment and improving delivery of information to disabled pupils.

Race Equality Policy

Statement of policy for promoting race equality.

Collective Worship

Statement of arrangements for the required daily act of collective worship.

Careers Education Policy

Statement of the programmes of careers education provided for Key 4.

Child Protection Policy

Statement of policy for safeguarding and promoting welfare of pupils at the school.

Pupil Discipline

Statement of general principles on behaviour and discipline and of measures taken by the head teacher to prevent bullying.

School Policies and other information related to the school

This section gives access to information about policies that relate to the school in general.

Published reports of Ofsted referring expressly to the school

Published report of the last inspection of the school and the summary of the report and

where appropriate inspection reports of religious education in those schools designated as having a religious character.

Post-Ofsted inspection action plan

A plan setting out the actions required following the last Ofsted inspection and where appropriate an action plan following inspection of religious education where the school

is designated as having a religious character.

Charging and Remissions Policies

A statement of the school's policy with respect to charges and remissions for any optional extra or board and lodging for which charges are permitted, for example school publications, music tuition, trips.

School session times and term dates

Details of school session and dates of school terms and holidays.

Health and Safety Policy and risk assessment

Statement of general policy with respect to health and safety at work of employees (and others) and the organisation and arrangements for carrying out the policy.

Complaints procedure

Statement of procedures for dealing with complaints.

Performance Management of Staff

Statement of procedures adopted by the governing body relating to the performance management of staff and the annual report of the headteacher on the effectiveness of appraisal procedures.

Staff Conduct, Discipline and Grievance

Statement of procedure for regulating conduct and discipline of school staff and procedures by which staff may seek redress for grievance.

Curriculum circulars and statutory instruments

Any statutory instruments, departmental circulars and administrative memoranda sent by the Department of Education and Skills to the headteacher or governing body relating to the curriculum.

Feedback and complaints

We welcome any comments or suggestions you may have about the scheme. If you want to make any comments about this publication scheme or if you require further assistance or wish to make a complaint then initially this should be addressed to the Headteacher.

If you are not satisfied with the assistance that you get or if we have not been able to resolve your complaint and you feel that a formal complaint needs to be made then this should be addressed to the Information Commissioner's Office. This is the organisation that ensures compliance with the Freedom of Information Act 2000 and that deals with formal complaints.

They can be contacted at:

Information Commissioner, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

or

Enquiry/Information Line: 01625 545 700

E Mail: publications@ic-foi.demon.co.uk.

Website : www.informationcommissioner.gov.uk

13 General Complaints Procedure

If you are a parent or carer with a concern or complaint

Any problem or concern should be raised promptly with the class teacher/form tutor or member of staff responsible for the area or action you are concerned about. If your concern is more serious you may prefer to make an appointment to discuss it with the Headteacher/Key Stage Manager. All staff will make every effort to resolve your problem promptly at this informal stage. Most concerns and potential complaints can best be resolved through informal discussion with the Headteacher or relevant member of staff.

Stage 1 (Headteacher)

If you are dissatisfied with the response of the member of staff (or the Headteacher if they have been involved at the informal stage) then you may wish to put your concerns in writing to the Headteacher as a complaint. You should make it clear if you wish the matter to be dealt with as a complaint. The Headteacher will investigate the complaint and provide a written response. This will normally be within 10 school days of your letter, but you will be kept informed if, for example, more time is needed to complete the investigation.

If your original concern was about an action by the Headteacher personally, and you have already discussed it at the informal stage, then you should put your complaint in writing to the chair of governors (stage 2).

Stage 2

If you are not satisfied with the Headteacher's response, you may contact the chair of governors. The chairperson's name, and how to contact him/her, is published in the School Profile, but it will also be available from the school office.

The chairperson will investigate your complaint and, in most cases, seek to resolve the matter through discussion with yourself and the Headteacher. At the end of this stage the chairperson will provide you with a written response. This will normally be within 10 school days, but you will be kept informed if more time is required to gather information and/or arrange any necessary meetings.

Stage 3 (Governing Body)

If you are not satisfied with the chairperson's response at the end of stage 2, the complaint can be referred to the governing body by writing to the

chairperson or clerk to the governing body. The governing body will ask a small panel of governors to investigate your complaint. This will normally be arranged within fifteen school days of your complaint being received, depending upon the availability of all concerned. You may be invited to speak to the panel at a meeting and be accompanied by a friend or representative. After the meeting you will be advised of the outcome in writing. This will normally be within 10 school days of the meeting.

For most complaints the decision of the governors is the last step in the procedure.

Other Complaints

There is a specific procedure for complaints about the school curriculum and matters relating to it, including the provision of information and charges. In general these are dealt with in a similar way to other complaints. However, there are some specific differences:

You may complain either to the LEA or the Governing Body in the first instance.

The complaint will be investigated by whichever of these is responsible for the matter complained about.

The Governing Body will inform both the complainant and the LEA of the outcome of its investigation. There is a right of appeal to the LEA, and then to the Secretary of State.

If you are in doubt whether your complaint comes into this category, or would like a copy of the full procedure for complaints relating to the school curriculum, please call 01895556000 or email contactcentre1@hillingdon.gov.uk

In general, internal school matters are the responsibility of the school governing body. However, you may have a complaint which relates to something which is the LEA's responsibility.

Local Education Authority

The LEA will provide advice to parents and schools on best practice procedures for dealing with complaints. The LEA will, where appropriate, check to make sure that the complaint has been reasonably dealt with. Where required, LEA officers may play a role in helping schools investigate and resolve particular complaints.

School Admissions and Exclusions

Separate complaint and appeal procedures exist for these matters, and appropriate information is available on request from the school.

Special Needs

There is a separate appeal procedure for these matters, and appropriate information is available on request from the school.

Complaints against School Staff

If your complaint amounts to or includes an allegation against a member of staff, this may need to be considered under the school's disciplinary procedure for employees, rather than the complaint procedure. You will be advised if these procedures are to be used in dealing with your complaint.

A Complaint about the Local Education Authority

Procedures for complaining about the Local Education Authority are set out in a separate leaflet about the Council's complaints procedure. A copy of this leaflet is available from the school, libraries and Council offices. Complaints should be made in the first instance to the relevant service manager or appropriate departmental contact. If you are still not satisfied you may complain to the Director of the department. If you remain dissatisfied you can ask for your complaint to be investigated by the council's Chief Executive.

Complaints from Non-Parents

It is recognised that people other than parents of pupils may occasionally have a complaint about some aspect of the school. All such complaints should, in the first instance be addressed to the Headteacher, as in stage 1 above, with stages 2 & 3 available as appeal routes. However, it should be recognised that the responsibility of the school is primarily for its pupils whilst on the school premises and responsibilities beyond this are limited. However, the Headteacher and governors of the school will undertake at all times to treat any complaint from outside the school with respect and do everything possible to contribute to a positive outcome.

Approved by Governors:

Review date:

14 Gifted and Talented Policy

Introduction

This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as being gifted/talented. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Ruislip High School. Gifted and talented students are not viewed as a separate entity but are part of the whole school approach, and different student's needs are recognised and met through varied and flexible provision throughout the curriculum.

We believe that **all** practitioners are teachers of gifted/talented students and differentiate according to the needs of the children in their care.

Aims

We are committed to providing an environment, which encourages all students to maximise their potential and this clearly includes students who display some form of giftedness or a talent in a particular area.

Definitions

A *gifted* student is one who is in the top 5-10% of the student population. (DfES definition). A gifted student is one who 'has the capacity for or demonstrates high levels of performance in an academic area.

A *talented* student is one who is in the top 5-10% of those with a domain specific ability in a non-academic area:

- Physical talent
- Visual / performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

Identification of the gifted and talented

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

A gifted or talented student should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results, including end of Key Stage tests and Cognitive Ability Tests
- Peer/self nomination
- Parental nomination
- Specialist teacher identification
- Information provided by external agencies (e.g. sports organisations, music tutors, etc)
- Student's work
- Reports from previous schools

It is worth remembering that gifted students can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities

(Deborah Eyre, 1973)

Everyone in school has a responsibility to recognise and value students' abilities. We are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated students will not always demonstrate potential.
- There is sometimes peer pressure to under-achieve.
- Gifted students are not always easier to reach than other students.

Provision for the gifted and talented

Opportunities for extension and enrichment are built into all our schemes of work. We shall ensure that every curriculum area will have a reference to gifted and talented. This should state what the identification procedure will be and what provision is in place.

We aim to:

- Maintain an ethos where it is OK to be bright by creating a climate of learning and excellence throughout the school.
- Encourage all students to be independent learners.
- Recognise achievement.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.

- Provide a wide range of extra-curricular activities and clubs.
- Provide access to a suitably differentiated and challenging curriculum.
- Provide opportunities for all students to work with like minded peers.
- Meet students' needs with a range of appropriate strategies.
- Raise staff awareness of the range of strategies available to them.
- Work in partnership with parents/carers to help them promote children's learning and development.
- Make use of links with other schools and the wider community to enhance learning opportunities.

Planning for the more able student

- Identifying provision for able students in subject policies and plans.
- Identifying clear stages of development in schemes of work.
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching.
- Setting differentiated homework.
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility.
- Planning a variety of extension and enrichment activities.

Types of provision

- Classroom differentiation.
 - a) Teachers have high expectations.
 - b) Tasks are designed to take account of levels of existing knowledge, skills and understanding.
 - c) There are planned extension opportunities.
 - d) There is access to higher tier assessment papers.
 - e) Problem solving and investigation to develop reasoning and thinking skills.
 - f) Use and model open-ended questions and tasks.
 - g) Introduce elements of competition within and outside peer group.
 - h) Competition against self through target setting.
 - i) Opportunities for creative and productive thinking.

School based provision

This varies according to subject area and is covered using a variety of methods:

- School clubs
- School societies/councils
- Fast tracking groups
- Enrichment opportunities

- Opportunities for performance
- Specialist teaching
- Partnerships with secondary schools
- Visiting experts and a range of materials and resources

Out of school provision

- National schemes/competitions/festivals

Named Coordinator and Named Governor

- The Gifted and Talented Co-ordinator for our school is Miss K. Keen.
- A named governor (Bernadette Stewart) has responsibility to ensure that able, gifted and talented is always on the agenda for teaching, learning and school management.

Process for review and development.

This policy will be reviewed biennially

15 Home – School Agreement

Name of student:.....

As a student I agree to:

- Do all my work to the best of my ability and meet deadlines.
- Behave so that my teachers can teach and my fellow pupils and I can learn.
- Respect others and their property.
- Attend school regularly and on time wearing the correct uniform appropriately and with pride.
- Give letters and information from the school to my parents/carers and return replies promptly.
- Bring the correct equipment to school every day and take care of my possessions.
- Respect and take care of school equipment and buildings.
- Not to bring to school anything that is dangerous, illegal or against school rules.
- Behave sensibly, safely and considerately on the way to and from school.
- Use the school facilities, including ICT, in a responsible and considerate manner.

As parent/carer I will endeavour to:

- Support my child's learning at home, including over-seeing the completion of homework including the checking and signing of the Student Planner.
- Inform my child's form tutor or Key Stage 3 Support Manager if I have any concerns or information to pass on e.g change of address
- Support the school in maintaining the highest standards of behaviour and appearance in line with school policy.
- Do all that I can to ensure that my child attends regularly and punctually and not take my child out of school during term time.
- Contact the school on the first day of my child's absence and complete the appropriate page in the Student Planner to explain absence.
- Attend scheduled parents' evenings and other events concerning my child's progress
- Encourage my child to participate in all aspects of school life including extra-curricular activities.

As a school we will endeavour to:

- Educate every child to his/her potential.
- Implement all school policies fairly.
- Keep parents/carers regularly informed about your child's progress.
- Provide a safe and welcoming environment.
- Provide a wide range of extra-curricular activities.
- Respond promptly to any communication from parents/carers
- Check and sign the Student Planner weekly.
- Communicate promptly with parents/carers in the event of an emergency.

Signed:..... (parent/carer)

Signed:..... (student)

Signed:..... (on behalf of school) Date:.....

16 Homework Policy

At Ruislip High School homework is an important part of the curriculum. Homework fosters independent learning; reinforces ideas covered in class; supports progress and prepares students for future learning. It is also encourages students to take responsibility for their own education as it requires time management and organisation.

Principles

- In core subjects, homework is set twice a week. In other curriculum areas, homework is set once a week. Subject directors will monitor this.
- Longer term projects may be broken down over a number of homeworks.
- Students and parents receive a homework timetable.
- Homework is set at an appropriate time during the lesson, not at the end of the lesson.
- When setting homework, the member of staff will give guidance on the amount of time to be spent on the task and the expected outcomes. Guidance on homework is also provided through the tutorial programme.
- Homework is differentiated to support and stretch all students.
- All homework must be recorded in planners; on the rare occasion that homework is not set, students must record this.
- All members of staff allow a reasonable amount of time between the setting of homework and its completion.
- To monitor students' progress, tutors check planners weekly to ensure homework is being recorded and checked by students, parents/carers.
- Homework will be marked in accordance with the school's Marking Policy.
- It is anticipated that departments will post homework tasks, support and advice on the school website.
- Failure to complete homework will be followed up by the member of staff who will implement the early warning system.

Types of homework may include:

- Research with a clear focus
- Thinking homework to prepare for the following lesson
- Reading
- Creative development/planning ideas
- Revision
- Redrafting – related to a specific target
- Practice exercises
- Note-making
- Model/Poster making
- Preparing for a presentation

Where ever possible homework will not be used to merely complete classwork.

Guidance for Students

- Always record your homework clearly in your student planner, remember to include the due date!
- When no homework is set, always write 'None Set'.
- Try to make sure you understand the homework before leaving the classroom. If you don't, make sure you arrange to see the member of staff at 8.15am before the day the homework is due in.
- Use the school website to help you with your homework.
- Get into the habit of doing, or at least starting your homework on the day it is set, rather than leaving it until the night before.
- Always find a quiet place to do your homework, if you can't find that at home – come to Homework Club.
- When you finish your homework, write down how long it took and if there were any problems next to your homework or in your planner.
- Always do your best and hand it in on time.

Guidance for Parents/Carers

Parents/Carers are vital in supporting the learning of students. You can do this best by being involved with homework. The role changes as your child gets older but there are some things that stay the same:

- Make it clear to your child that you support the school's homework policy and that you value the importance of homework.
- Try to create a good learning environment for your child by ensuring he/she has a quiet space at a table or desk, away from the television and any other distractions.
- Check the planner to see when homework is due and sign it weekly.
- Encourage your child to start their homework when they arrive home from school, rather than putting it off until later – helping them to get into a good routine.
- If there are any problems with homework, remind your child to see the relevant member of staff at 8.15am the next day and make a note of this in their planner. If this does not resolve the situation, contact the relevant subject area.
- Encourage your child to attend the Homework Club.
- Praise your child for the effort they put into their homework.

Other ways you can help your child:

- Attend Parents' Partnership sessions run after October half term for ideas on how to support homework.

- Talk to your child about their homework, ask questions such as:
 1. Can you explain it to me?
 2. What have you found out?
 3. How will that help you in your next lesson?

Approved by Governors:

Annual review

17 Policy for Inclusion

Basic information about SEN provision

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Basic information about SEN provision.

Introduction

This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Ruislip High School. Students with special educational needs, are not viewed as a separate entity but are part of the whole school approach, and different student's needs are recognised and met through varied and flexible provision throughout the curriculum.

Principles and objectives:

- We have regard to the definition of SEN stated in the 'SEN Code of Practice', 1:3

'Children have SEN if they have a *learning difficulty* which calls for *special education provision* to be made for them.'

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

For children of 2 or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

We endeavour to monitor all students who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.

We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN.

We believe that **all** practitioners are teachers of children/students with SEN and differentiate according to the needs of the children in their care.

Monitoring the progress of all children/students is an ongoing process which enables early identification of any children who may require additional or different provision to be made.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.

Children/students with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

Parents are encouraged to discuss any issues and concerns with the subject teacher/form tutor/SENCO/deputy head teacher/head teacher/SEN governor.

Management of SEN within the school:

Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

Students who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2000:

1. Setting suitable learning challenges
2. Responding to students' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of students.

We aim to recognise strengths as well as weaknesses and try to involve all children in the school's activities.

Early identification assessment and intervention are acknowledged as the key to meeting the needs of the individual children.

Co-ordination of SEN Provision:

The Department is co-ordinated by the Director of Learning Support (SENCO) - Miss K. Keen, whose duties include:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision for children with SEN
- ensuring there is liaison with parents and other professionals in respect of children with SEN,
- managing learning support assistants,
- advising and supporting other practitioners in the school,
- contributing to the in-service training of the staff,
- ensuring that appropriate IEPs are in place, that relevant background information about children with SEN is collected, recorded and updated
- liaising with external agencies including the LEA's and educational psychology services, health and social services, and voluntary bodies/the Connexions PA.

All staff are responsible for children with SEN and are supported by additional practitioners, such as teaching assistants and helpers.

The SENCO instigates and co-ordinates formulating our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved.

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LEA. We work on a regular basis with the following:

- Educational Psychologist
- Hearing and Visually Impaired Team
- Behaviour Support Team

The role of the governing body:

The governor with responsibility for SEN is Bernadette Stewart.

Through the monitoring of this policy, the governing body should:

- Ensure that provision is made for students who have SEN
- Ensure that the needs of students with SEN are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- Consult the LEA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a student with SEN joins with all students in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEN provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for students with SEN
- Have regard to the Code of Practice when carrying out its duties to students with SEN
- Ensure that parents are notified of the decision of any extra provision being made for their child

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEN policy is to be issued annually and will be available on the school's website.

SEN provision is an integral part of the School Development Plan.

Admissions:

Provision for children with SEN is a matter for the school as a whole.

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.

Students with statements are admitted into school and fully included unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialisms:

The staff has experience in supporting children with a variety of needs, including Specific Literacy Difficulties, Moderate Learning Difficulties, Speech Language and Communication Needs and Physical Impairments.

A resource base is equipped with additional materials and small groups of children are able to use the quiet room at special times if appropriate.

The school is DDA compliant and is therefore fully accessible.

1. Identification, assessment and review**Resources:**

A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.

The provision of additional support is made as appropriate from the delegated SEN budget.

We intend to develop our resources to support children with SEN that link with priorities stated in the school's development plan.

We are developing a resource base of books, equipment and materials available for children with SEN. Various technological aids are available for us to use when necessary.

There are currently two students with statements in our school for whom devolved funding is provided by the lea and one for whom the school receives delegated funding.

Identification and Assessment:

Students are initially identified as having special educational needs through liaison with partner Primary Schools. The special needs of other children may also be identified during their time at Ruislip High School either through teacher observation or by referral from an outside agency. In all cases the name of the child will be entered on the Record of Needs and appropriate educational provision sought. Records will be developed using a combination of classroom assessments and standardised tests of educational achievement. The child will be referred to the Head of Learning Support for diagnostic testing where appropriate. Decisions about additional support will be based on this profile and supporting advice from outside agencies.

The main criteria for identification of a child's difficulties will be lack of academic progress or continued emotional, behavioural or medical problems which persist despite the provision of support. If appropriate a formal assessment of special educational needs will be carried out under the 1996 Act. The identification of such children will be the responsibility of classroom teachers in conjunction with the Director of Learning Support and the Headteacher.

The progress of children with special educational needs will be regularly reviewed as outlined in the Code of Practice and the progress of children with statements of special educational needs will be reviewed annually as required by legislation.

The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LEA policy.

School Action - If a child is identified who may have SEN it will be necessary to implement additional provision for that student that is additional to and different from the usual curriculum. It may also be necessary to devise an Individual Education Plan (IEP) setting out targets and strategies, in consultation with the student and the parents/carers. These targets are reviewed each half-term/term, or as appropriate.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

School Action Plus - If adequate progress is not made after a substantial period of intervention and review, the SENCO in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new IEP will be drawn up in consultation with the parents/carers and the student.

The IEP is continually under review to ensure that suitable targets set provide success for the child and progress is made. The parents/carers and children are always involved. In addition all appropriate staff will be alerted to the student's particular needs and appropriate strategies will be consistently applied

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LEA guidance to help make any such decisions. Requests for Statutory Assessment are considered by the SNAS Panel, whose decision is led by Hillingdon guidelines.

Review:

The SEN policy is subject to a regular cycle of monitoring evaluation and review.

The SEN policy should also be read alongside the behaviour and equal opportunities policy as they are directly linked.

The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

Curriculum entitlement:

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations/baseline assessment/level descriptions in the National Curriculum at the end of the key stage/objectives of the National Literacy strategy and National Numeracy strategy/standardised tests.

All information gained is used to support planning in order to aid progress.

Once a child's needs have been identified support will be provided in a variety of ways including:

- A modified curriculum appropriately differentiated
- A full curriculum appropriately differentiated
- In-class support by a teacher or support assistant
- Withdrawal for individual or small group work
- Behaviour support schemes
- Additional pastoral or medical support
- Use of specialist equipment
- Support from outside agencies

Inclusion:

We strive to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Evaluation procedures:

The management group/governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENCO and subject co-ordinators monitor classroom practice, analyse student tracking data and test results and identify value added data for students with SEN.

SEN is part of our school self-evaluation arrangements/is a priority in the School Development Plan.

Procedures for concerns:

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the form tutor in the first instance (who will then liaise with relevant staff), subject staff and/or the SENCO, the head teacher or the SEN governor and a response will be made as soon as possible.

Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish. (See appendix 2)

2. Staffing policies and partnership with external agencies.

Professional development for staff:

We have a plan for all staff and the SENCO to be involved with further training in line with the priorities identified in the School Development Plan.

We have regular staff meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEN.

Support services available:

Advice and support from outside agencies is available if requested by the school.

The various support services available are listed as appendix 1.

We believe that effective action on behalf of children with SENs depends upon close co-operation between the school and other professionals, e.g. the LEA, SEN support services, health services, social services, etc.

Links with other agencies:

The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEN. We include all in social events, curriculum workshops and informal meetings.

Records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any

children identified as needing additional or different provision to enable continuity of support.

Partnership with parents:

Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.

We share information with parents/carers in individual meetings as well as keeping a dialogue in their child's student planner.

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

Parents/carers are encouraged to use the Parent Partnership Service (see appendix 2) for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.

We promote a culture of co-operation between parents, schools, LEAs and others. This is important in enabling anyone with SEN to achieve their full potential.

We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.

We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Student participation:

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

Students participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.

Transfer arrangements:

We visit Primary Feeder Schools to liaise with SENCOs, class teachers and new students and attend Annual Review Meetings for students with Statements transferring to us.

For students moving on from Ruislip High School, we have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our students. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the students.

Approved by Governors:

To be reviewed annually.

Appendix 1

SEN Support Services

SEN Support Services are comprised of seven teams, each of which has specific areas of SEN expertise. A brief description of the activities of each of the teams is provided below:

Educational Psychology

This service offers support in connection with children ages 0-19 who may have learning, physical or emotional/behavioural difficulties. Educational Psychologists work with pre-school and school staff, pre-school and school aged children, and with parents. They may work at the individual, group or systems level. Statutory duties relate to the Code of Practice for the assessment of students with special educational needs.

Behaviour Support Team

This team offers support to schools on issues of Behaviour Management and works with schools to support students with emotional and behavioural difficulties. The team is multi agency and includes teachers, a counsellor, an Education Social Worker and Behaviour Support Assistants. Consultancy advice is available from a Senior Educational Psychologist behaviour specialist. Support for schools is available at the individual, group or system level.

Sensory and Physical Impairment Team

This team offers support for children and young people who have a sensory or physical impairment. The teachers work with students, parent/carers and school staff. The teachers for hearing and vision also offer home based support for pre-school children, liaising with Early Years settings as appropriate. The aim of input is to minimize the impact of the disability on learning and to facilitate access to the curriculum in order to raise student achievement. This is achieved by early intervention, ongoing monitoring and advice and in-service training, direct teaching and by supporting the use of appropriate specialist equipment.

Autistic Spectrum Disorders Team

The team of teachers and learning support assistants (LSAs) offers support to schools regarding students who are on the autistic spectrum disorder continuum. The teachers and LSAs work with school staff, students and their parents/carers in order to offer advice, classroom strategies and statutory duties for the assessment and provision of students with ASD.

The Language Class and Advisory Service

The service makes outreach provision. Outreach work helps to develop strategies for meeting the needs of students with a language or communication delay who remain permanently based in mainstream schools.

Specific Learning Difficulties Support

The specialist teacher offers support to schools regarding students identified as having Specific Learning Difficulties (SpLD). Some direct teaching is carried out but increasingly the teachers work with schools advising on appropriate programmes of work and monitoring the outcomes.

Appendix 2

Parent Partnership Service

Hillingdon Parent Partnership Service offers support to families of children with special educational needs. The service encourages partnership between parents, LEAs, schools and voluntary bodies in the work of identifying, assessing and making provision for children with SEN. Parent Partnership provides a flexible range of services which ensure access to advice and information about matters relating to SEN:-

- Telephone support
- Promoting mutual support in small groups
- Ensuring equality of access to the service
- Supporting and working with local parent support groups
- Acting as a gateway to other sources of help
- Working with individual parents
- Mediation Service
- Training on Code of Practice
- Positive Parenting Training

The Parent Partnership Service offers a confidential service to parents and can be accessed directly by school staff and parents alike.

<http://www.hillingdonparentpartnership.org.uk/>

18 Marking Policy

Aim

To establish a broadly consistent approach to the way work is marked, so that students value and have a clear understanding of the way their work is marked. They will be well versed in how to respond to the marking system as a result of its consistent application throughout the school.

The core aims of marking students' work:

- To motivate students to want to produce high quality work and make good progress.
- To help students to improve their work through the setting of challenging, but achievable targets.
- To allow students to recognise their strengths and weaknesses, and to develop a culture where making mistakes is part of the learning process.
- To cultivate a productive dialogue between student and teacher.
- To acknowledge students' effort and achievement and to develop students' self-esteem.
- To facilitate a variety of approaches to marking, including teacher, peer and self-assessment.
- To help students to identify and correct errors.
- To inform teachers' future planning.

Guidelines

- Teachers should check and initial students' work at least every fortnight.
- Students should be informed when marked work will be returned by the teacher, which should be as prompt as is reasonably possible.
- Frequency of marking is determined by departments; see departmental marking policies.
- Every student will complete a formal assessment at least every half-term which will provide a working National Curriculum level (including sub level a/b/c). In addition to the level, teachers should provide a summative and formative comment.

Our marking should include the following features:

- Verbal and written feedback which should be positive and constructive, with appropriate praise and target.
- A mark, level or grade will not be indicated on students' work except for formally assessed pieces. Teachers may want to record a grade for effort and achievement in their markbook.
- Be meaningful for the individual student.

- Comments that relate to the learning objectives, recognition of students' achievements and indication of the next steps for their learning.
- Time built into lessons for students to reflect on marking and respond to it.
- Displays of annotated students' work to show the standard that is expected.
- Students will be provided student friendly level descriptors to enable them to have clear guidance on the marking criteria.
- Students are entitled to confidentiality when receiving feedback from teachers.

Approaches to marking

It is not necessary to mark every piece of work in detail. Often, a check is all that is required. Checking of work simply indicates that work has been seen. It can be done as you move around the room through a simple tick.

Its principle purpose is:

- to show you are aware of the quality of the work
- will challenge incomplete or untidy work
- record an occasional comment to recognise outstanding effort
- identify students who may need more help or challenge

Students and parents/carers both need to see evidence of this.

For self and peer assessment teachers should model good marking (including writing comments and target setting) and share success criteria with students.

Comments should be motivational and personal. Where particular problems occur teachers should request a meeting with the student at 8.15am on an appropriate day.

Marking Conventions

In order to support students' literacy and to ensure a consistent approach across the school, teachers should follow the agreed conventions for marking indicated below:

O	circle incorrect spelling/punctuation or missing punctuation point
Sp	incorrect spelling
P	incorrect/missing punctuation
_____	underline a word/phrase showing grammatical mistake or where the error occurs

- ^** means information is missing
- //** new paragraph
- ?** meaning is unclear

Teachers when recording an effort level in their markbooks should follow the grading symbols below:

- A Excellent at all times
- B Good
- C Satisfactory
- D Poor
- E Cause for concern

Approved by Governors:

Annual review

19 Pay and Remuneration Policy

BASIC PRINCIPLES

All teachers employed at Ruislip High School are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated from time to time. A copy of the latest version may be found in the school office and is also on-line at <http://www.teachernet.gov.uk/paysite/>. All pay-related decisions are made taking full account of the school improvement plan and teachers and unions have been consulted on this policy. All pay related decisions are taken in compliance with [The Race Relations Act 1976](#), [The Sex Discrimination Act 1975](#), [The Equal Pay Act 1970](#), [The Disability Discrimination Act 1995](#), [The Employment Rights Act 1996](#), [The Employment Relations Act 1999](#) and [The Employment Act 2002](#), as well as [The Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Employment Act 2002 \(Dispute Resolution\) Regulations](#), and [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#).

Pay Reviews

1. The Governing body will ensure that every teacher's salary is reviewed with effect from 1 September and no later than 31 October each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

The Pay Committee

2. The Pay Committee will consist of three governors who are not staff of the school, and the Head Teacher in an advisory capacity.
3. The committee has fully delegated powers is established in accordance with the appropriate school government regulations.
4. Decisions will be communicated to each member of staff by the head in writing. Decisions on the pay of the head will be communicated by the chair of the Governing body, in writing.

Appeals

5. The arrangements for considering appeals are as follows:
6. A teacher may seek a review of any determination in relation to his pay or any other decision taken by the Governing body (or a committee or individual acting with delegated authority) that affects his pay. The following list includes the usual reasons for seeking a review of a

- pay determination;
7. That the person or committee by whom the decision was made
 - a) incorrectly applied any provision of the Document;
 - b) failed to have proper regard for statutory guidance;
 - c) failed to take proper account of relevant evidence;
 - d) took account of irrelevant or inaccurate evidence;
 - e) was biased; or
 - f) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

- a. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- b. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headteacher in the case of a teacher or Chair of Governors in the case of the Headteacher within ten working days of the decision.
- c. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
- d. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
- e. The committee or person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal. For any formal hearing or appeal the teacher is entitled to be accompanied by a colleague or union
- f. Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

Discretionary experience points

8. When placing a classroom teacher on the main scale, the Governing body will consider awarding an extra point or points on the scale in recognition of other relevant experience that would not attract mandatory experience points in the following circumstances:
 - a. One point on the main scale for each year of service as a qualified teacher in an Academy, a city technology college, a city college for the technology of the arts or an independent school.
 - b. One point on the main scale for each period of 3 years of service as a qualified teacher in an overseas school outside the European

- Economic Area or Switzerland in the maintained sector of the country concerned.
- c. One point on the main scale for each period of 2 years of service teaching in further education, including sixth form colleges.
 - d. One point on the main scale for each period of 1 years of service teaching in higher education.
9. The Governing body will consider awarding on a case by case basis:
- a. One point on the scale for each period of 3 years spent outside teaching but working in a relevant area. This might include industrial or commercial training, and experience with children/young people.

Part-time teachers

10. Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The Governing body will give them a written statement detailing their working time obligations

Short notice/supply teachers

11. Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.
12. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by 6.48 (1265/195) to arrive at the hourly rate.

Unqualified teachers

13. The Governing body, will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience. Unqualified teachers will be appointed above the minimum in the following circumstances:

Qualifications:

- 2 points for a recognised overseas teaching qualification.
- 2 points for a recognised post-16 teaching qualification.
- 2 points for a recognised qualification relevant to their subject area.

Experience

- 1 point on the unqualified teachers' scale for each period of 3 years of service as an overseas-trained teacher
- 1 point on the unqualified teachers' scale for each period of 2 years of service teaching in further education, including sixth form colleges.
- 1 point on the unqualified teachers' scale for each period of 2 years of service teaching in higher education.

The Governing body will consider awarding on a case by case basis:

- One point on the unqualified teachers' scale for each period of 3 years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.

Unqualified teachers' allowance

14. The Governing body may pay an unqualified teachers' allowance to unqualified teachers when the Governing body consider their basic salary is not adequate having regard to their responsibilities, qualifications and experience.
15. The Governing body will pay an unqualified teacher on one of the employment based routes into teaching on the unqualified teachers' scale

PERFORMANCE PAY

(See Section 3 of the School Teachers' Pay and Conditions Publication 2005)

16. The Governing body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Governing Body recognises that funding cannot be used as a criterion to determine UPS progression.

a. Headteacher

The headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into account.

The Governing body can consider movement by more than one point.

b. Deputies and assistant heads

Deputies and assistant heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil

progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into account.

The Governing body can consider movement by more than one point.

c. Advanced Skills Teachers (ASTs)

ASTs must demonstrate sustained high quality of performance in the light of their agreed performance criteria and will be subject to a review of performance before any performance points will be awarded. Any work undertaken at other schools, in higher education facilities, at facilities of the LEA and elsewhere will be taken into account. The clarification of the application of the criteria for AST progression will be taken fully into account.

The Governing body can consider movement by more than one point

d. Post threshold teachers

Progression on UPS will be based on two successful consecutive performance management reviews, other than under the exceptional circumstances as provided for in the School Teachers' Pay and Conditions Document.

The clarification of the application of the criteria for upper pay scale progression will be taken fully into account.

Only in exceptional circumstances will post-threshold teachers be awarded a further point on the upper pay scale more frequently than at two yearly intervals.

e. Threshold Assessment

Teachers who wish to do so should apply for threshold assessment to the headteacher by the beginning of the Spring term (and no later than 31 August)

f. Classroom teachers on the main scale

Main scale classroom teachers will receive one extra point for each year of satisfactory performance. Unsatisfactory performers are considered to be those subject to formal capability proceedings but may receive a point at the discretion of the Governing body. A classroom teacher may be awarded an extra point on the main scale for excellent performance over the previous academic year, having regard to all aspects of their professional duties, but in particular classroom teaching.

g. Chartered London Teachers

(No assessments may take place before 1/9/06)

Teachers who have registered their intention to apply once in any school year for Chartered London Teacher status may apply for assessment to the headteacher against the standards set out in Annex 4 of the School Teachers' Pay and Conditions Document

17. Teaching and Learning Responsibility Payments (TLRs)

TLRs will be awarded to the holders of the posts indicated in the attached draft staffing structure.

Criterion and factors for award of TLRs

A Teaching and Learning Responsibility payment ("TLR") may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which he is made accountable.

Factors

Before awarding a TLR, the Governors must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that -

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

18. Before awarding a TLR 1, the Governors must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.
19. A teacher may not hold more than one TLR, but a TLR could be based on a job description that itemises several different areas of significant responsibility.

The values of the TLRs to be awarded are set out below:

TLR2s will be awarded to the following sub-levels:

- TLR2a
- TLR2b
- TLR2c

TLR1s will be awarded to the following sub-levels:

- TLR1a
- TLR1b
- TLR1c
- TLR1d

20. Fast Track

The Governing Body will employ Fast Track teachers. Where the Governing Body employs Fast Track teachers it will pay them an extra sum annually under the recruitment and retention incentives and benefits provisions.

21. Special educational needs allowances

SEN allowances are not paid because it is deemed more appropriate to award a TLR payment *instead of* a discretionary SEN

OTHER PAYMENTS

22. Continuing professional development

Teachers (including the headteacher) who undertake voluntary continuing professional development outside the school day will be entitled to an additional individually negotiated payment

23. Out-of-school learning activities

Teachers (including the headteacher) who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity may be entitled to a payment to be determined at a later date and in consultation with the teaching staff

24. Recruitment and retention of shortage teachers incentives and benefits

The Governing body will pay recruitment awards to teachers £1500 for a maximum of three years. The Governing body will pay retention awards to teachers of £1500 for a maximum of three years. This may be extended in "exceptional circumstances".

Other benefits payable, such as support for travel costs, care of dependants etc, may be negotiated on an individual basis

The Governing body will review the level of payment/benefits annually.

ASSOCIATE STAFF

25. Associate school staff posts will be paid on the Outer London Pay Spine as defined in the Gold Book and updated from time to time by notice of the Greater London Provincial Council. Staff shall be allocated by the Pay Committee to one of the pay scales on the spine as defined by the Local Authority.

26. In determining the relevant scale for an associate school staff post the

Headteacher will seek guidance from the Local Authority on the application of the job evaluation scheme used by the Authority for such posts or alternative prescribed pay scales that might be defined by a relevant agreement (e.g. the Green Book). The Headteacher shall make recommendations to the Pay Committee accordingly.

27. The Pay Committee, on the advice of the Headteacher, reserves the right to vary the grade indicated by job evaluation where this is necessary for recruitment and retention purposes. In exercising this discretion the Pay Committee will extend the same variation of grade to all staff undertaking the same job role. In using this discretion the Pay Committee will consider the implication of Equal Pay legislation and consult with the Local Authority accordingly.
28. Associate School Staff will be progressed on the relevant pay scale in accordance with the provisions of the Green Book (normally annually on 1~ April) until the top of the scale is reached. The Pay Committee reserves the right to withhold incremental progression where service has been unsatisfactory in accordance with the provision for main pay scale teachers (cf 10.5).
29. When determining the grade of a post the post-holder will be notified in writing of the outcome and be advised of the right to appeal in accordance with Section 15.

Approved by Staffing Committee:
Approved by Governing Body:

20 Performance Management Policy

Section 1

1.1 Performance management at Ruislip High School will be managed effectively, transparently and fairly, and applied consistently.

1.2 The arrangements for performance management is part of the development of the new professionalism for teachers as described in 'Evidence to the School Teacher' Review Body' May 2005. This includes: developing a culture where teachers and head teachers feel confident and empowered to participate fully in performance management; the acknowledgment of teachers' and head teachers' professional responsibility to be engaged in effective, sustained and relevant professional development throughout their careers and to contribute to the professional development of others; and the creation of a contractual entitlement for teachers to effective, sustained and relevant professional development as part of a wider review of teachers' professional duties

1.3 Performance management is the process for assessing the totality of a teacher and head teacher's performance, in the context of an individual's job description and the provisions of the STPCD. Professional standards provide the back- drop to discussions about performance and future development. The standards define the professional attributes, knowledge, understanding and skills for teachers at each career stage.

1.4 Performance Management training will be provided as required.

Section 2: Statutory framework

2.1 The statutory framework for performance management in England is provided by [The Education (Performance Management) (England) Regulations 2006].

2.2 The School Teachers' Pay and Conditions Document (STPCD) provides for how the outcomes of performance management form the basis of decisions about pay and career progression. Teachers' professional standards (where they are pay standards) are also set out in the STPCD.

2.3 The basis for the performance management regulations and the related provisions of the STPCD is provided in primary legislation by The Education Act 2002.

Section 3: Roles and responsibilities

3.1

Governing Bodies

- Establish the school's performance management policy, monitor the operation and outcomes of performance management arrangements, and review the policy and its operation every year.

- Appoint 2 /3 governors to review the head teacher's performance on an annual basis.
- Take account of review outcomes in decisions about pay and career progression.
- Retain a copy of the head teacher's planning and review statement (normally the Chair).
- Request or pass on evidence from the performance management process if the head teacher transfers mid-cycle.

Head Teachers

- Report annually to the governing body on performance management arrangements and on training and development needs.
- Play an active role in their own performance management and professional development including taking action as agreed at review meetings.
- Appoint performance reviewers and, where appropriate, act as a performance reviewer.
- Retain copies of all review and planning statements and provide others with access to statements where appropriate.
- Take account of review outcomes in school improvement planning and ensure the school produces and resources an effective plan for the professional development of its workforce.
- Establish a protocol for classroom observation for inclusion in the performance management policy.
- Request or pass on evidence from the performance management policy if a teacher moves mid-cycle.
- Evaluate standards of teaching and learning and ensure proper standards of professional practice are established and maintained.

Teachers

- Play an active role in their own performance management and professional development including taking action as agreed at review meetings.
- Where appointed to do so in accordance with regulations, act as reviewers for other teachers,
- Contribute to reviewee annual planning and assessment where appropriate

3.2 The School Improvement Partner (SIP) will provide advice to the governing body about the performance management of the head teacher and schools' light touch validation of performance management. (These arrangements are being rolled out across schools in England as part of the New Relationship with Schools. The roll out will be completed in April 2008.)

Section 4: The Performance Management Process

Overview of the process

4.1 Performance management is an annual cycle, the key elements of which are:

- a Planning for the performance cycle.
- b Monitoring and supporting progress.
- c Reviewing performance.

4.2 Performance management provides the framework for assessing the totality of a teacher's or a head teacher's performance in the context of their job description and the provisions of the STPCD, and against the backdrop of the relevant professional standards. The totality of the reviewee's performance is assessed against performance criteria agreed at the beginning of the cycle which describe how judgements will be made in relation to:

- a progress towards meeting agreed/set objectives
- b evidence from classroom observation
- c other evidence.

4.3 The review meeting will form part of an ongoing professional dialogue that helps the reviewee to develop their professional practice and to access the professional development and other support they need. It also provides the evidence for decisions on pay progression.

4.4 Review and planning statements will be completed by the 31 October following the completion of the review cycle. (Details of transitional arrangements for 2006/07 are provided in section 7 below.)

Appointing a reviewer

4.5 The governing body appoint reviewers for the head teacher. The head teacher appoints reviewers for other teachers, including members of the leadership group, Excellent Teachers and Advanced Skills Teachers; and may also be the reviewer.

4.6 Reviewers will normally be the reviewee's line manager, ie the person who directs, manages and has professional responsibility for the area in which the reviewee mainly works. Where a teacher works for more than one line manager, the nominated reviewer will need to consult the other line manager(s) to inform the discussion with the reviewee. This will ensure that the totality of the teacher's performance is assessed effectively and that realistic appropriate plans for the coming cycle are prepared.

4.7 If, in exceptional circumstances and for professional reasons, the reviewee wishes to request a change of reviewer, they may ask the head teacher to appoint an alternative reviewer of comparable or higher status in the structure than the reviewee's line manager. Any such request from a reviewee should be made in writing and state the reason for requesting a change. A head teacher requesting an alternative reviewer should send the request to the Chair of Governors.

4.8 Where a reviewee's request for change is not accepted, the reasons for this should be explained in writing by the head teacher (or in the case of the head teacher the Chair of Governors) and, at the end of the cycle, appended to the planning and review statement.

Setting up the performance review meeting

4.9 A calendar, setting specific dates and times at which performance reviews will take place will be produced. This calendar will be made available to all teachers.

4.10 The reviewer and reviewee will confirm that the review meeting is taking place as planned at least 5 working days in advance of the meeting. If the review meeting cannot take place as planned, a new date and time will be scheduled with at least five working days' notice.

4.11 The reviewer and the reviewee will ensure they set aside sufficient directed time for the meeting. An hour should be sufficient in many cases. PPA time should not be used for this purpose.

Preparing for the review meeting – some tips for reviewees

4.12 The review meeting should be a professional dialogue between the reviewer and the reviewee. Reviewees should play an active part in the meeting making sure they put forward their views about their performance and future development. They may find it helpful to consider the following ways of preparing:

For the review of the last cycle:

- a Reflect on their achievement in the last performance management cycle, including against the objectives recorded in the planning and review statement.

- b Ensure they have copies of any relevant documentation and evidence, and written feedback on classroom observations.
- c Identify any issues that have affected their performance, positively or negatively
- d Consider any issues about the planned support they needed/ received.
- e Assess the impact of the engagement in professional development, both their own and, as appropriate, their support for the professional development of others, recognising that it can take time for benefits to be realised fully and reflected in improved classroom practice.
- f Reflect on how far they have met the agreed performance criteria.

In preparing for the next cycle:

- g Consider what they would like to achieve in the next cycle taking account as appropriate of departmental, faculty, year group or school improvement plans.
- h Consider, as a backdrop to the discussions, the standards which apply to their current post and those to which they might progress, and, where the reviewee is eligible, the relevant criteria for pay progression set out in the STPCD.
- i Identify what professional development might help them develop their practice further.
- j Consider their professional aspirations.

There is no requirement for reviewees to provide written input on their reflections on the above points to inform the review meeting, and schools should not impose one.

Preparing for the review meeting – some tips for reviewers

4.13 Reviewers will want to be well prepared for the review meeting, and may find it helpful to:

For the review of the last cycle:

- a Check the last planning and review statement, all the evidence which has been collected as part of the monitoring process, written feedback on agreed classroom observations, contributions from relevant internal and external contacts with direct professional knowledge of the reviewee.
- b Check that all documents to which they will refer at the meeting have been shared with the reviewee, to assist their preparation for it.
- c Consider the improvement objectives of the school and the relevant key stage or curriculum area(s) and how these may be relevant to planning with the reviewee. For example, the school may have agreed a shared development objective covering all teachers, including the head teacher.

- d Ensure they are familiar with the standards which form the backdrop to the reviewee's current post and those appropriate to the reviewee's next career stage, and the relevant criteria for pay progression set out in the School Teachers' Pay and Conditions Document.
- e Ensure they have consulted with relevant third parties with direct professional knowledge of the reviewee, about possible objectives for the next review cycle, performance criteria, evidence, arrangements for collecting it and support to be provided to the teacher.

At the review meeting – assessing performance over the last cycle

4.14 For the review meeting, the reviewer assembles information about the totality of the reviewee's performance. The specific evidence to be collected will have been discussed and recorded at the review meeting at the beginning of the review cycle. It will comprise:

- a evidence about the reviewee's progress towards their objectives;
- b evidence from classroom observation; and
- c other evidence.

4.15 All the information and documentary evidence that informs the overall assessment of performance must be identified and shared between the reviewer and the reviewee before the review meeting, to ensure an informed discussion.

4.16 At the review meeting, the reviewer and reviewee will:

- a Seek to achieve a shared understanding of the progress made towards meeting the performance criteria including the impact of professional development undertaken on teaching and learning including, as appropriate, the contribution the reviewee has made to the development of others, taking into account that it can take time for the benefits of professional development to be realised fully and reflected in improved classroom practice and pupil progress.
- c If appropriate, explore any issues that might have impeded the reviewee's performance.

4.17 The reviewer and reviewee will seek to agree an assessment of the overall performance of the reviewee based on the reviewee's performance against the performance criteria agreed at the beginning of the cycle. This will include, where the reviewee is eligible, making a recommendation on pay progression, taking into account the pay progression criteria set out in the STPCD, which will have informed the performance criteria. Relevant pay progression criteria apply to all categories of teachers, but differ from category to category. If the reviewer and reviewee cannot agree, the reviewer's view will be recorded. The outcomes of the review meeting and the recommendation about pay progression will be recorded in the planning and review statement.

At the review meeting - planning for next cycle

4.18 The plans for the next cycle will, where the teacher is eligible, take due note of the criteria for pay progression in the STPCD. The plans will cover:

- a. the reviewee's objectives including where appropriate their contributions to any whole school team, departmental or faculty objectives;
- b. the extent, pattern and focus of planned classroom observations;
- c. other evidence;
- d. the professional development and other support the reviewee will receive to develop their personal practice and help them achieve their objectives;
- e. the performance criteria against which the reviewee's performance in each of the areas listed above will be assessed; and
- f. timescales in relation to each of the above and the arrangements for monitoring progress.

Setting objectives

4.19 Reviewers are responsible for ensuring rigour when objectives are set. A reviewee's progress towards their objectives will be part of the assessment of the totality of their performance made at the next performance review, and the assessment will be the basis for decisions about the reviewee's pay. Objectives should be time bound, and challenging but achievable, and reflect the need for appropriate work life balance for teachers and head teachers. Teachers should not be held accountable for progress towards objectives in cases where promised support has not been forthcoming.

4.20 Different timescales may apply for each of the items listed in 4.18. Some objectives may be achievable within the performance management cycle. Others may require a longer time span, in which case the record of objectives should show the milestones towards that objective to be achieved in the current cycle.

Classroom observation

4.21 Classroom observation will be supportive and developmental. To minimise the burden on all parties, the classroom observation agreed in the review statement will be multi-purpose wherever possible and provide monitoring information for other purposes, such as school self evaluation, as well as for performance management. Classroom observation will be undertaken in accordance with the school's protocol for the conduct of classroom observation and the school's performance management policy.

4.22 Classroom observation is likely to include observation undertaken by the reviewer but it may include observation undertaken by others who have appropriate professional expertise. Head teachers should ensure that all those who act as observers have adequate preparation and the appropriate skills to undertake observation and to provide constructive feedback and support.

4.23 Release time may not always be needed but if it is, sufficient timetable release should be provided to enable the observer to give adequate time to the task and so that verbal feedback can be given as soon as possible. Ideally verbal feedback should be given immediately and in any case no later than the end of the next school day. Where appropriate, feedback should include an assessment of the quality of the lesson observed. PPA time should not be used.

4.24 There should be a short, written record of the observation, feedback and any subsequent follow-up work. The observation record should be sufficient to meet the needs of individuals and the school (ie summarising the focus, what was learnt from the observation, the feedback given and any subsequent actions or other follow-up) but not represent an unnecessary burden. The record of the observation should be made available to the reviewee within five working days of the observation. The reviewee should make and where necessary record any comments they may have on the record of the observation.

4.25 The amount of classroom observation that is planned and agreed in the review statement will be no more than three hours in any review cycle. The amount agreed will reflect and be proportionate to the needs and experience of the individual reviewee. There is no requirement for the whole three hours to be used. If concerns arise during the review cycle or the reviewee's circumstances change, there is scope, following appropriate discussion, to revisit the amount of classroom observation agreed at the beginning of the cycle. In such circumstances additional classroom observation, where necessary including observation that exceeds three hours within the review cycle, may be agreed. This will be recorded in a written addition to the review statement.

4.26 Teachers should have the opportunity to engage in classroom observation with other professional colleagues, by agreement, in order to review and develop their practice. Developmental peer observations that are initiated by teachers are not part of these arrangements. Classroom observations initiated by Ofsted or initiated by a local authority that has identified a need to intervene to carry out its statutory duties are also not subject to these arrangements. Even in these circumstances observation should be reasonable, proportionate and fit-for-purpose.

Other evidence

4.27 The nature of the other evidence to be collected will vary but taken together with the above it will be sufficient as to ensure that the reviewer is able to make an assessment of the totality of a teacher's performance without being burdensome. Those providing evidence should always have direct professional knowledge of the teacher's work. Evidence about the outcomes of the reviewee's engagement in professional development, including any contribution they have made to the development of others, may form part of this.

Performance criteria

4.28 The performance criteria will provide clarity about the basis on which the reviewer will assess the overall performance of the reviewee based on progress towards the achievement of objectives, and classroom observation and other evidence, and taken together will enable the reviewer to make a judgement about pay progression, where the reviewee is eligible, taking into account the relevant pay progression criteria in the STPCD.

Action at the end of the meeting

4.29 At the end of the review meeting, the reviewer will summarise the key points that have been covered and are to be included in the planning and review statement. It may be helpful to make notes of the key content of the statement as practicable, in the course of the review meeting, as this avoids misunderstandings and minimises the workload for both reviewer and reviewee.

Planning and review statements

4.30 The record of the performance review is the review and planning statement. This is a key document as it:

- underpins the performance management process for the reviewee for the following year; and
- is the basis on which pay progression decisions are made.

4.31 Review and planning statements will provide a record of:

- the overall performance of the reviewee and a recommendation on whether, and if so what pay progression is appropriate on the basis of the outcome of the review of achievement against the performance criteria;
- the objectives agreed or set for next review cycle;
- the extent, pattern and focus of planned classroom observations that will take place during the next review cycle;
- the other evidence to be collected including where relevant from external partners, including the outcomes of professional development;
- the support the reviewee will receive to help them to achieve their objectives over the next review cycle– the support and development agreed should be included as a separate annex – see 4.39 below
- the success criteria against which performance in the next cycle will be assessed; and
- timescales in relation to each of the above and the agreed plans for monitoring.

4.32 The reviewer will within five working days produce a draft planning and review statement and provide the reviewee with a copy. The reviewee and reviewer should seek to agree a final version of the statement. The reviewee may request changes to the draft statement but if agreement cannot be reached the reviewee records their comments. The statement should be a fair summary of what took place at the review. The reviewee should, therefore, only be able to secure changes when the statement does not convey this fairly or where the wording is capable of the wrong interpretation.

4.33 The reviewer must within ten working days of the review, ensure a final statement is prepared and signed by both parties. The reviewee may add final comments before signing. The reviewer gives the reviewee a copy of the final statement and passes the original to the head teacher for retention, or if the reviewee is the head teacher, to the Chair of Governors. The five and ten day periods referred to above can be extended if either party does not work or is absent from work during the five school days following receipt of the draft performance review and planning statement.

Moderation and the grounds for the head teacher to change the statement

4.34 The head teacher has a duty to ensure that these procedures and processes are applied fairly and consistently across the school. As part of this head teachers will want to ensure that reviewers are adequately prepared to perform these functions. It is also anticipated that head teachers will set up procedures for monitoring and moderating performance management outcomes. In order to achieve this, the head teacher may review planning and review statements, within 10 days of their completion, and where necessary secure or make changes to statements prior to their being finalised and retained.

4.35 The grounds on which a head teacher may change the statement are that the statement was not commensurate with those for other teachers with similar experience and/or who had similar levels of responsibility; or that the statement was not in line with the school's performance management policy or other requirements.

4.36 If a head teacher is concerned about a statement, following discussion with the reviewer and reviewee, a revised statement may be prepared. The reviewer and reviewee should sign the revised statement within 10 days. The reviewee can also add any comments at this stage.

Right of appeal using the school's grievance procedure

4.37 A reviewee can use the school's grievance procedure to appeal against the contents of their statement. This should be deferred until after any moderation process is complete, ie after 10 days where head teachers do not think that changes are needed, and after 20 days in cases where the head teacher has requested changes to be made.

Confidentiality and access to statements

4.38 A reviewee should be assured of confidentiality around the performance management review discussion and the retention, and access to review statements. Schools should put their own arrangements to achieve this in place but only individuals listed in the regulations should have access to statements.

4.39 The annex recording details of the support and development agreed at the review should be forwarded by the reviewer to whoever in the school is responsible for planning the training and development of teachers in the school.

4.40 Review and planning statements will be completed by the 31 October following the completion of the review cycle. Details of transitional arrangements for 2006/07 are provided in section 7 below.

4.41 Review statements will be retained by the head teacher (or, where the head teacher is the reviewee, the Chair of Governors) for a minimum of 5 years.

Action to take during the review cycle

4.42 During the performance management cycle leading to the review meeting, the reviewee will:

- receive written feedback on classroom observation, and any observations conducted by the head teachers and the leadership team for purposes other

than performance management which give rise to concerns;

- receive evidence from any persons it was determined at the planning meeting at the beginning of the cycle would provide other evidence regarding performance;
- receive feedback on their progress and the opportunity to discuss this;
- be advised, at the time they arise, of any concerns and have the opportunity to discuss these with the reviewer; and
- advise the reviewer of any concerns they have, at the time they arise, about progress or the provision of support.

4.43 All evidence gathered during the cycle will be shared with the reviewee as it is collected so that there are no surprises about their performance for reviewees during the review discussion at the end of the cycle.

4.44 The reviewee is responsible for making sure that, during the performance management cycle, they make the reviewer aware of things they consider have been helpful and impacted positively on their personal performance. Similarly, reviewees should make their reviewers aware, as soon as possible, if they have any concerns about the professional development and other support they are receiving and of any changes in circumstances that might bear on their performance.

4.42 There is no requirement to schedule formal meetings to review performance during the performance management cycle but both the reviewer and reviewee should maintain a professional dialogue throughout the year. If in addition to that either party thinks it would be helpful to meet to discuss matters concerning performance in general or any aspect of their agreed statement during the review cycle they can request a meeting. Where such a meeting is requested, it should take place within reasonable time of the request first being made.

Section 5: What to do if plans need to change mid-cycle

5.1 There may be occasions when it is necessary to review what has been agreed in the review statement during the performance cycle. For example:

- where the reviewee's post and / or responsibilities have changed;
- if there have been difficulties in accessing agreed support;
- where the reviewee has been on maternity or significant sickness leave;
- where there are concerns about the reviewee's performance.

5.2 Where this is the case, either party can request a meeting as provided for above. Any proposed changes to the objectives, performance criteria, evidence, arrangements for its collection or support available to the reviewee in the review statement must be recorded as a written addition to the statement. The reviewer and reviewee should sign to say that the changes are an accurate reflection of what was agreed or determined by the reviewer. At the same time as signing the addition the reviewer can add any comments in writing. The reviewee has the right of appeal

against the contents of the addition through the school's appeal procedure (legally a grievance procedure) established for this purpose.

5.3 Where a teacher has changed post and / or responsibilities temporarily or permanently in the school part way through a cycle the head teacher, (or where the teacher is the head teacher, the governing body) will decide whether the cycle should begin again and whether to appoint a new reviewer. Changes to the statement should not be triggered simply because there has been a change of head teacher, line manager or reviewer, though such planned changes to statements may arise as a result of such personnel changes.

Performance management and capability procedures

5.4 If serious weaknesses are identified in a teacher or head teacher's performance, performance management should cease and the school's capability procedure be substituted. At the initial stage of the capability procedure the teacher and their representative should be provided with the evidence from the performance management process which has prompted its implementation.

Section 6: Groups for whom the performance management arrangements are different

Head teachers

6.1 Performance management provides the framework for the assessment of the totality of head teachers' performance in the context of their job description and the backdrop of the relevant professional standards. The procedure and process will mirror as far as possible the process for teachers. The key differences in the performance management process for the head teacher arises as a result of the role of the governing body in the process and the fact that the governing body takes advice from an external adviser on head teacher performance management. Where a SIP has been appointed external advice will be provided by the SIP.

6.2 Detailed points are:

- Where a meeting is requested mid-year it should be undertaken, wherever possible, by the same governors and SIP as undertook the initial review. This does not preclude informal discussions on progress during the year between the head teacher and Chair of the Governors review committee.
- Before providing preliminary advice to the Governing Body review committee, the SIP and the head teacher will discuss the latter's performance.
- The SIP will attend the head teacher's performance review meeting and offer to prepare the first draft of the performance review statement.
- The Chair of the Governing Body may raise concerns about a head teacher's review statement and seek revisions to the statement.

Other members of the leadership group and middle managers

6.3 In assessing the totality of the performance of middle managers and members of the leadership team, and planning for the forthcoming cycle, reviewers will need to consider the specific nature of their roles and responsibilities. Plans and

end year assessments should cover, for example, any teaching responsibilities as well as accountability for the performance of their team members and for pupil outcomes at faculty /departmental level.

6.4 It is likely that the head teacher will be the reviewer for other members of the leadership team.

Advanced Skills Teachers

6.5 The performance review process for Advanced Skills Teachers (ASTs) will need to take account of the outreach and leadership functions of the teacher. At the start of the review cycle the reviewer will need to consult with others involved in the management of the AST's outreach and leadership work, including any who are outside the school, and agree with them and the reviewee how they will contribute to the process to ensure that appropriate plans for the forthcoming cycle are prepared, and that the totality of the teacher's performance is assessed effectively in the end year review. This will also help to ensure that local AST co-ordinators and others responsible locally for supporting groups of ASTs are aware of any shared needs and can also plan accordingly.

Teachers who join or transfer to another school during the cycle

6.6 Where a reviewee joins the school part way through the performance cycle:

- The head teacher will write promptly to the head teacher of the previous school requesting the reviewee's statement and, where it is available, any evidence.
- Upon receipt of the statement, the nominated reviewer will meet with the reviewee to discuss the statement and evidence, and where necessary revise the statement by way of a written addition to the statement.
- The reviewer will need to discuss and seek to agree with the reviewee transferring into the school how the information in the statement and any evidence will be handled at the end year performance. Where there is a difference of view the reviewer's view predominates.
- The head teacher will determine the length of the first cycle in the new school, with a view to bringing the reviewee's cycle into line with others in the school. On this basis, the first cycle will be for a period of between 9 months and 18 months and thereafter annually.

6.7 If the reviewee transferring in is a head teacher, then the Chair of Governors would need to take action as above.

6.8 A reviewee who is transferring to another school during the cycle should ask the current head teacher in writing (or if the reviewee is a head teacher, the Chair of Governors) to forward their statement and where it is available any evidence to the head teacher (or Chair of Governors) of the new school.

Unattached teachers

6.9 The local authority nominates a reviewer for unattached teachers. Depending on the nature of the teacher's job description, the reviewer will need to consider whether to consult with those who manage or receive support from the teacher

externally ahead of the performance review, to inform the discussion with the reviewee about how they will contribute to the process to ensure the totality of a teacher's performance is assessed effectively in the review. All other aspects of the process should be the same as school-based teachers. Any classroom observation should be undertaken an observer with appropriate professional expertise and by someone with Qualified Teacher Status.

Teachers who are absent for a significant part of the cycle

6.10 In assessing the totality of a teacher's performance, the reviewer should take account of what it was reasonable for the teacher to achieve, including against the objectives, during the time when they were not absent.

Part-time teachers (including job-sharers)

6.11 Performance management arrangements will apply on the same basis as for full time staff, including the length of the review period. The same degree of challenge in the process will also apply but the breadth and volume of each element in the process should be proportionate to and reflect the period of time worked. The three hour maximum on classroom observations which can be planned for performance management purposes will need to be pro rated for part time staff.

Teachers on fixed-term contracts and teachers employed through an agency

6.12 The circumstances in which teachers are employed for short periods of time vary substantially and the actual period of employment often extends beyond that which was first anticipated. In applying performance management arrangements, every effort should be made to mirror as closely as possible all the arrangements for teachers permanently based at the school.

6.13 Head teachers will want to consider:

- Employment legislation which provides protection for staff on fixed-term contracts against being treated detrimentally in comparison to permanent staff. This is particularly significant where a teacher may be approaching eligibility for threshold assessment or progression on the upper pay spine.
- The definition of a year's employment in paragraph 1.8 of the School Teachers' Pay and Conditions Document. The employing school should ensure that any teacher who has, or is anticipated to fulfil a year's employment is considered for relevant pay progression in the same way as a permanent member of staff.
- Where a contract of employment is for a period shorter than a year, the performance management cycle will be the term of the contract. Where a teacher is employed on a succession of short-term contracts, a separate performance management cycle should cover each of them.

6.14 The head teacher or nominated line manager will want to discuss with each teacher employed on a fixed-term contract at an early stage how to proceed in relation to performance management with a view to establishing an agreed approach that is appropriate to the circumstances.

6.15 Where a teacher working in a school is employed by an agency, to which the school pays a fee, there are no legislative requirements in relation to performance management. However where a post is for a significant period of time, the school may choose to include the teacher in its performance management arrangements. Arrangements in relation to teachers employed by an agency should also be reviewed with the teacher if the duration of the employment is extended significantly.

6.16 Where a school considers full performance management arrangements are not appropriate, it may wish to make alternative arrangements for an exit interview and a statement from the school relating to the teacher's work and performance. The purpose of the exit interview is to:

- seek to achieve and record a shared understanding of the progress made by the teacher towards meeting any agreed objectives and performance criteria, in the context of the teacher's job description;
- if appropriate, explore any issues that might have impeded performance; and
- where appropriate, provide an opportunity for the teacher briefly to record their views.

21 Promoting Positive Behaviour

Effective learning and teaching can only take place in a well ordered environment. Promoting positive behaviour requires the commitment of all staff and pupils and **consistency of practice** is needed across the school to ensure that pupils know the standards of behaviour expected of them.

A shared commitment from parents, governors and the wider community is an important factor in promoting good behaviour, as is the support of the local authority and other agencies.

Managing behaviour is based on building relationships with students who should be treated as individuals with appropriate rewards and sanctions. A good teacher knows when to laugh at something. Setting a level beyond which we are not prepared to tolerate disruption and ensuring that every member of staff upholds it is essential. Avoiding confrontation and working with students is one of the keys to success. Good behaviour should be an expectation to the point where students do not tolerate bad behaviour themselves.

Draft Policy

The Principles

1. The Governing Body believes that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:
 - Promoting good behaviour and discipline.
 - Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
 - Ensuring fairness of treatment for all.
 - Encouraging consistency of responsive to both positive and negative behaviour.
 - Promoting equality of opportunity for all.
 - Promoting the community ethos of the school.
 - Promoting early intervention.
 - Providing a safe environment free from disruption, violence, bullying and any form of harassment.
 - Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Roles and Responsibilities

2. The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
3. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.
4. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst staff in the implementation of the policy is essential. Staff and students have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have a responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
5. The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of staff and pupils are listened to and appropriately addressed.
6. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school as described in the Home – School Agreement. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
7. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students have a duty to take care of the school buildings and equipment and to uphold the good reputation of the school. Students also have a responsibility to ensure that incidents of disruption, damage to school building and equipment, violence, bullying and any form of harassment are reported.

Procedures

8. The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make

clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Rewards

9. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions

10. Sanctions are needed to respond to inappropriate behaviour.
11. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make clear distinction between the sanctions applied for minor and major offences.

Training

12. The governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Interrelationship with other school policies

13. In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, has been established.

Involvement of outside agencies

14. The school works positively with external agencies. It seeks appropriate support from them, ensuring that they are informed of relevant school policies, to ensure that the needs of all students are met by utilising the range of external support available.

Review

15. The Headteacher, in consultation with the staff, will undertake systematic monitoring and regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.
16. The Governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness.
17. The outcome of the review will be communicated to all those involved, as appropriate.

To be reviewed annually

22 Race Equality Policy

Duty

The Race Relations (Amendment) Act 2000 addresses the need for schools to:-

- Promote equality of opportunity
- Promote good race relations between people of different racial groups
- Eliminate unlawful racial discrimination

The specific duties are to:

- develop this policy statement
- ensure that all aspects of practice are in place
- assess the impact of this policy and all other policies on pupils, staff and parents from different racial groups
- monitor the impact of the aspects of practice specified in this policy on pupils, staff and parents, in particular the impact on the attainment of different racial groups.

1. Background

Ruislip High School will open September 2006 with an intake of 150 Year 7 pupils with a further 150 starting in Year 7 each September. When the school is running at full capacity, it will take 750 pupils in Years 7-11 and a further 150 in the Sixth Form.

2. Aims and Values

The school's aims encourage the positive development of all individuals within the inclusive school environment. The statements 'We will establish a culture of learning, purpose, mutual respect and aspiration' and 'There will be a culture of self-discipline and social awareness to engender respect.' We will support the aims to eliminate unlawful racial discrimination and promote equal opportunities for all pupils and staff. They reinforce the value placed upon good relationships at all levels of the school community and fully support the Race Equality Policy aims.

3. Unlawful Discrimination

The Race Relations Act 1976 provides the following definitions:

- Direct racial discrimination. This means treating one person less favourably than another on racial grounds. An example of direct discrimination is applying harsher discipline to pupils of a different racial group.
- Indirect racial discrimination. This means that a rule or condition, which is applied equally to everyone, can be met by a considerably smaller proportion of people from a particular racial group; the rule is to their disadvantage; and the conditions or rule cannot be justified on non-racial grounds. All three conditions must apply. Uniform and dress regulations that result in the rejection of a pupil who cannot comply with them for cultural or religious reasons are generally indirectly discriminatory. For example, a rule that girls must wear skirts could exclude a considerably higher proportion of Muslims, who are required by their religion to cover their legs. If schools require the wearing of certain types of clothing for physical education, then the effect of such requirements may be the exclusion of children of certain religions from these activities. This would be unlawful, unless it could be justified on objective grounds.

4. Leadership and Management

1. Commitment

Ruislip High School is committed to tackle racial discrimination and promote racial equality and good racial relations across its community. In practice this will be pursued by: -

- Ensuring equality of opportunity
- Respecting and valuing all members of the school community equally
- Encouraging and supporting all pupils and staff to develop their potential, regardless of race
- Working with parents, carers, governors and the wider community to tackle racial discrimination and to follow and promote good practice
- Promoting an understanding of racism, what it is and how it occurs
- Developing an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes

2. Responsibilities

a. Governing Body

The governors of Ruislip High School are responsible for:-

- Ensuring that the school complies with Race Relations legislation
- Ensuring that the Race Equality Policy and its procedures are followed

b. Headteacher

The Headteacher of Ruislip High School is responsible for:-

- Implementing the policy and its related procedures and strategies
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- Taking appropriate action in any cases of racial discrimination

c. People with Specific responsibilities

- All incidents of racism or racial harassment within the school should be reported to the Deputy Headteacher or Headteacher, and dealt with by that person.

d. All Staff

All staff of Ruislip High School are expected to: -

- Deal with racist incidents should they occur and know how to identify and challenge racial bias and stereotyping
- Promote racial equality and good race relations and not discriminate on racial grounds
- Keep up to date with race relations legislation by attending training and information opportunities organised by the school, Local Authority or other agencies

e. Teaching Staff

All teaching staff are expected to:-

- Ensure that pupils from all racial groups have full access to the curriculum
- Promote racial equality and diversity through teaching and through relations with pupils, staff, parents and the wider community

f. Visitors and Contractors

All visitors and contractors working for the school should be aware of, and comply with the school's race equality policy.

3. Breaches of the School's Policy

Ruislip High School considers breaches of its policy on racial equality to be extremely serious. Any reports will be thoroughly investigated internally, and appropriate action taken according to the particular circumstances of the incident. Where pupils are involved in such an incident, their age and the nature of the breach will be taken into account. Support will be called upon from the Local Authority, the police or other agencies as necessary. Reports of any incidents will be recorded, and kept on file. Returns of such incidents are made to the Local Authority annually.

4. Specific Duties

Ruislip High School will pay due regard to the Race Relations Act in relation to assessing and monitoring the effects of our policies on pupils, parents, guardians and staff from different racial groups.

The school's Equal Opportunity Policy states that all pupils have a right to learn in an environment that is free from discrimination, encourages high levels of achievement in all areas and prepares young people to take their place in society. It supports all pupils, parents, guardians and staff by challenging all pupils who fail to respect these aims. No persons employed by the school will be discriminated against on the basis of race, culture, gender, belief, age, sexuality, disability, or marital status.

The school's Assessment and Monitoring policy makes provision for the assessment of the progress of all individuals with regard to their target and actual performance. A database is kept of teachers' assessment and target levels. Parents are kept informed of their child's progress via written reports, and parents' evenings.

Information on the achievements of ethnic minorities will be extracted on a yearly basis, and reported to the Local Authority.

Behaviour is monitored according to the school's Behaviour Policy, which is implemented and monitored by the Deputy Headteacher. All incidents are

recorded and stored. In accordance with the schools Policy on Race Equality, these will be monitored with regard to any trends relating to the policy. Action will be taken in line with any significant findings.

The school keeps a record of any exclusion during the course of a year. The Chair of Governors and the Local Authority are also informed of any such incidents in accordance with Exclusion Regulations. These are monitored by the school, and by the Local Authority with respect to individuals from ethnic minorities.

The school's firm Policy on bullying supports the Race Equality Policy in that the school will not tolerate reported incidents of bullying regardless of reason. All cases are investigated, and will be monitored in the light of Race Equality Policy.

The school makes provision for the pastoral care, and Health and Safety of all pupils. All concerns of a verbal, physical or racial nature are taken seriously.

The school will always involve parents whenever written, verbal and/or racial abuse occurs. Each incident will be treated individually, but with equity.

5. Monitoring

Information regarding incidents relating to the Race Equality Policy will inform action planning and development of policies. This will be achieved by:

- using existing school incident reporting procedures
- monitoring data by racial group

The school will:-

- build race equality impact assessment into all policy development and planning processes
- consult and involve all groups of pupils, parents and others in development and planning processes
- assess the impact of the policy through consultation, evaluations and auditing tools to identify specific race equality targets and action
- incorporate race equality targets into relevant strategic plans

6. Ethnic Monitoring

The school will:-

- use ethnic monitoring data to monitor attainment and progress of pupils, and to set targets for removing any identified disparities between different groups of pupils
- ensure that monitoring data by racial group, for example, on admissions, attainment, attendance, exclusions, sanctions and rewards will be used to inform planning and decision making.
- The School Leadership Team monitors and will take note of the achievements of students within the school by ethnic group. Statistics will inform staff and will feed into the evaluation and monitoring system of departmental and whole school planning, which is carried out annually.

7. The Curriculum

Through the core curriculum, Ruislip High School seeks to recognise the multi-cultural nature of Britain and the world. The rich diversity of traditions and cultures is one to celebrate. This is recognised in many curriculum areas, particularly in PSHE, Citizenship and RE (Cultural Studies), where there is focus on living in a multi-cultural society and the need to combat racist attitudes and discrimination.

It is an aim of the policy that curriculum resources reflect positive images of all minority groups whatever their race, colour or creed and actively discourages and challenges the use of racial and personal abuse, graffiti and racial attacks.

8. Monitoring and Evaluation

This policy will be reviewed regularly.

The school will:-

- Monitor and assess all policies and strategies for their effectiveness in (1) eliminating racial discrimination (2) promoting racial equality (3) promoting good race relations.
- Build racial equality questions into school self-review and evaluation frameworks.
- Use the results of reviews to inform all planning and decision making.

9. Distribution and Promotion of the Policy

- All staff and governors will receive a copy of this policy.
- The policy will be communicated to staff via INSET and staff meetings.
- Communication of this policy to pupils will be via assemblies, PSHE sessions and the wider curriculum.
- All parents can receive a copy if they so wish.
- Arrangements will be made to translate or communicate this document in specific formats, if necessary.

Approved by Governors:

Review date:

23 Sex and Relationship Education Policy

The school aims to ensure that Sex and Relationship Education is covered through a combination of PHSE and Citizenship (Cultural Studies which includes RE) and National Curriculum Subjects, especially Science.

The objective of Sex and Relationship Education is to help to support youngsters positively through their physical, emotional and moral development. This development is within the wider context of the school's aims and value system, and works within the framework of other school policies, such as that of Equal Opportunity.

The school acknowledges the nature and importance of marriage and family life, and understands the significance of stable relationships as a key building block in successful participation of individuals within the community.

The school recognises that accurate information, given at appropriate stages of pupils' development, together with the development of positive attitudes and values is central to the delivery of Sex and Relationship Education. The promotion of self-esteem is an essential element of the way the school works with pupils, across a wide context of curricular provision.

The expectations and responsibilities of parents in respect of Sex and Relationship Education are acknowledged, and parents' right of withdrawal from parts of the provision is made known to parents.

The school monitors delivery of the programme to ensure that pupils are protected from inappropriate teaching and materials.

The school co-operates with community agencies having particular expertise in the area of sex education, providing support for pupils. It also participates in research projects designed to explore dimensions of sexuality within the community (eg. teenage pregnancy survey).

This policy statement, which is supported by Guidance Notes, is reviewed biannually by the Curriculum and Pupils Committees of the Governing Body.

GUIDANCE ON IMPLEMENTATION OF THE POLICY

1. Through the PHSE/Citizenship programme (Cultural Studies), pupils should be exposed to a range of teaching, which defines the context in which their growth and development (physical, moral, spiritual) occurs. The elements included are:
 - Attitudes and values
 - Personal and Social Skills
 - Knowledge and Understanding

2. The factual basis on which provision is made is outlined in the KS4 syllabus the school uses in Science, and is organised according to the relevant teaching scheme .
3. The moral and spiritual basis on which provision is made is outlined in the schemes of work used in the Faculty of Humanities, and will include the framework for Citizenship.
4. Suitable reference should be made to the way in which the law applies to sexual relationships.
5. Parents should be notified in advance when sex education is being delivered within the PHSE programme (Cultural Studies), so that the right of withdrawal may be exercised. In the case of ethnic minority pupils, sensitivity should be shown towards parental requests.
6. Inappropriate materials should not be used to deliver information, having regard to pupils' age, culture or stage of development. Teaching should, however, be inclusive, embracing both boys and girls.
7. Teaching techniques should be within the range employed elsewhere within the curriculum. Thus, whole-class teaching, discussion, groupwork, use of videos, and using the services of outside speakers will be used. The possible use of peer educators is subject to the prior consultation with and approval of the Headteacher.
8. Individual staff should be aware of the potential difficulties they may encounter if discussing sexual matters on a one-to-one basis, and should, as a matter of course solicit the support of the Key Stage Support Manager (or other senior member of staff).
9. Though the school wishes to deal honestly and sensitively with matters related to sexual orientation and homophobic bullying, it recognises the potential minefield and possible harm that could result from inexpert involvement. Accordingly, it demands that such issues be referred to senior staff for consultation and advice.
10. The school should identify staff who can approach sex education with confidence and without embarrassment, providing the training and support to ensure that this condition is met.
11. In dealing with sexual matters, staff should:
 - take care to ensure that direct, personal questions are neither asked nor answered
 - not force individuals into taking part in a discussion
 - only use the correct names for describing body parts
 - explain the meanings of words in a sensible, factual way
 - If appropriate, materials should be provided in written/diagrammatic form.

12. Although the school is unable to provide total confidentiality, it should provide a safe and secure environment for pupils, free from anxieties, including those relating to sexual development. Where a pupil comment is interpreted as a disclosure for purposes of Children at Risk

Procedures,

immediate referral should be made through the respective Key Stage Support Manager to the school's nominated person. Thereafter, statutory provisions will apply.

Approved by Governing Body :

Review Date:

24 Staff Cover Policy

- The term 'cover' refers to any occasion where the teacher normally responsible for teaching a particular class is absent from the classroom during the time they have been timetabled to teach. One of the aims of the National Agreement on 'Raising Standards and Tackling Workload' is to reduce significantly the amount of cover for absent colleagues which teachers at a school are required to carry out.
- From September 2004 there is a initial contractual limit of 38 hours per year.
- The longer term objective is for teachers at Ruislip High School to rarely cover at all.

Cover will only be used for short-term absences (maximum three days for classes assigned to a single teacher). These might be known in advance (for example, where a teacher has a medical appointment or is undergoing professional development) or unexpected for example, absence due to illness). Longer-term absence – e.g. due to long-term sick or maternity leave should be covered by a longer-term solution e.g. supply teacher.

In some extreme circumstances the school may find it necessary to split the class between other classes/years groups within the school.

Where absences are known in advance, staff must apply to the Deputy Headteacher ten days in advance of the date requested. (pink forms in the staff room).

The provision of cover for absent teachers is to be shared equitably among all teachers in the school (including the Headteacher), taking into account their teaching and other duties. The expectation is that teachers will only be required to cover an average of one cover lesson per week.

It is the responsibility of absent teachers to set appropriate cover work, ensuring that the line manager has a copy of the work set.

Staff covering a lesson will carry out the duty observing all necessary school policies.

As the school increases in size, cover supervisors will be employed as appropriate.

This policy will be reviewed annually.