VIJAY
INTERNATIONAL
SCHOOL
PRASLIN SEYCHELLES

Policies

Procedures and Protocols

You are not born for yourself but for the world

VIJAY INTERNATIONAL SCHOOL
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ADMISSIONS POLICY

Vijay International School provides education for children from Early Childhood through to Sixth Form (Age 3 to Year 13).

Class Placement
Admission to the school is made according to the age of the child on the 1st September of the year of entry. This policy is not normally negotiable, however, in exceptional circumstances a child may, at the discretion of the Principal, be placed in a class different to that determined by age. This may be because the child joins the school from a different educational system and may have missed some schooling, or it may be the case that a child with a low standard of English is initially placed in a lower class. Information about the child's academic, social and emotional development is taken into consideration, and where relevant, their medical history.

Where a student wants to join a year group that is working towards external exams, Year 10-13, there will be discussions about which year group the student can enter based on their previous subject choices and how much of the curriculum coverage they have missed. We will work closely with the student and parents on a case-by-case basis to ensure the student is placed in the right year group to maximise their chance of success when sitting their exams.

In all the above cases, the needs of each child are considered carefully and the final decision regarding placement is made in his or her best educational interests.

In-Year Admissions
The school will accept admissions from students during the school year if there is a space available at the time of admission.

The Sibling Rule
Children move up the list in strict order, as places become available, however a priority is given to families who already have children in the school (brothers or sisters to the child waiting). This is known as the "sibling rule".

Waiting Lists
Children are placed on a waiting list if there is no space available at the time of registration, i.e. deposit of completed enrolment forms, secures the place on the list.

Entrance Exams
Vijay International School does not require students to sit an exam for entry. We do require a copy of a previous school report to discuss previous learning experiences and assess if needs can be met.

Special Educational and Medical Needs
The school strives to be as inclusive as possible within the resources we have available. If the school feels any needs cannot be appropriately met, in-depth discussions will take place with the SENCO, Principal and parents/carers to discuss whether the school can meet their needs.

Reception 1
Children who are 3 years of age by September 1st of the year of entry.
N.B. Children may enrol in R1 during the academic year, upon attaining the age of 3, however, transfer to Reception 2 class will only take place automatically if the child is 4 years old by the 1st of September of the appropriate academic year.

The school reserves the right to transfer a child from R1 to R2 if the child's fourth birthday falls within the first half term of the new academic year, but this is at the school's discretion.
Children who have fourth birthdays during or after the October half term holiday must remain in R1 until the following September, whereupon they move into R2. This policy ensures that your child is in the right class for his/her age.

Year Groups and Ages

	Ages are as of the 1st September		
Early Childhood	Early Childhood	EC1	3 – 4 years
		EC2	4 – 5 years
Primary	Key Stage 1	Year 1	5 – 6 years
		Year 2	6 – 7 years
	Key Stage 2	Year 3	7 – 8 years
		Year 4	8 – 9 years
		Year 5	9 – 10 years
		Year 6	10 – 11 years
Secondary	Key Stage 3	Year 7	11 – 12 years
		Year 8	12 – 13 years
		Year 9	13 – 14 years
	Key Stage 4	Year 10	14– 15 years
		Year 11	15 – 16 years
Sixth Form	Key Stage 5	Year 12	16 – 17 years
		Year 13	17 – 18 years

Process for application
For all admissions, an enrolment pack must be completed prior to entry with all requested documentation provided.

ATTENDANCE POLICY

Aims
This policy aims to show our commitment to:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to full-time education
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 7:50am on the day of the absence and advise when they are expected to return. Parents may also email the class teacher to report an absence.
- Provide the school with more than 1 emergency contact number for their child
- Ensure the parent contact details are up-to-date
- Ensure that, where possible, appointments for their child are made outside of the school day
- For students in Sixth Form, the student is expected to email the Head of Section, and their class teachers to inform them that they will be absent

Recording attendance
We will keep an attendance register which is taken each morning and each afternoon. We will mark if a students is present, absent, or late.

Appointments/planned absences
If a student needs to leave school for an appointment, the parent should inform the class teacher/form teacher. A student needs permission from a parent to leave the school premises.

- For students needing to leave during the day, the student will need to go to the school office and have a parent sign them out.
- For students arriving late to school after an appointment, they need to sign in at the school office

Lateness and punctuality

A pupil who arrives late:

- They will be marked as late, using the appropriate code

For repeated lateness, parents will be notified with a request to improve punctuality.

Lateness causes disruption for the child as well as disruption to the class they are joining and we ask that parents respect the timing of the school day to prevent disruption to the class, and to ensure a stress-free start to each day for their child.

Unreported absences

If the school is not aware of the reason why a child is absent and the parent has not informed the school, this will be followed up with a phone call if this extends for a period of more than 2 days.

Repeated absences or lateness

The school may introduce an Attendance Contract with families where there is repeated absence or persistent lateness. This is to support attendance and ensure that the student is receiving the education they are entitled to.

UNIFORM POLICY

The purpose of a policy on school uniform is to provide for parents and students, a clear and common understanding of what is required in the wearing of a school uniform. Having a uniform in school can play a key role in:

- promoting the ethos of our school
- providing a sense of belonging and identity
- setting an appropriate tone for education
- safety at school

Aims

Students will:

- Wear their correct school uniform to school, every day.
- Wear only the jewellery that is permitted within this policy

Parents are expected to:

- Support the school in the matter of correct uniform.

VISP School/Staff will:

- Encourage students to wear the correct uniform at all times.
- Provide a uniform shop for key items of the school uniform.

Uniform rules

Sun hats are strongly encouraged across the whole school.

Early Childhood section uniform:

- Green T-shirt
- Navy blue shorts or skirt (not denim)
- Sensible footwear that children can remove and put on by themselves (flip-flops/trainers are allowed)
- Y1 & Y2 require a house T-Shirt and sensible (not denim) shorts for PE and games.

Junior section uniform:

- Pale blue polo shirt
- Navy blue shorts or skirt (not denim) of an appropriate length (when standing with arms by your side, the skirt/short length should be the length or longer than your fingers)
- Leggings may be worn underneath a skirt
- Sensible footwear (flip-flops/trainers are allowed)
- A house T-shirt, sensible sports shorts and trainers are required for PE and games.

Secondary section uniform:

- White polo shirt or teal polo shirt (*when the new school uniform arrives*)

- Navy blue shorts or skirt (*not denim*) of an appropriate length (when standing with arms by your side, the skirt/short length should be the length or longer than your fingers).
- Sensible footwear (flip-flops/trainers are allowed) – footwear must be worn around school
- A house T-Shirt and sensible sports shorts are required for PE and games.

At times when there is no blue material on the island, black skirts can be worn temporarily with prior permission from the Head of Section. This is to be exchanged for blue as soon as it is available.

Sixth Form:

- There is no uniform in Sixth Form the but students must dress according to a smart casual dress code, adhering to the same length of skirt/short policy as above.

Hair and make-up

- False nails are not allowed.
- Students can accessorise their uniforms with a single necklace (if worn under their T shirt) and a single bracelet (this must be within reason and not be a safety risk or interfere with learning).
- Discreet, light make up is allowed in the secondary section but not in the primary or EC sections.
- Hair colour and style must be appropriate for school, for example, no pinks, green, blue hair.

Jewellery

- In the EC and junior sections, a single necklace or pendant is permitted if worn inside their T shirt.
- One bracelet is permitted.
- Watches are permitted however SMART are only allowed to be worn in school if they are not connected to a mobile phone/data.
- No rings are allowed.
- Across EC, Primary and Secondary sections, students are allowed to wear a single pair of studs or ear hugging hoops in pierced ears. No dangly earrings are permitted (the earring must be confined to the earlobe).
- No piercings are allowed anywhere on the face (e.g. eyebrows, nose, lips, tongue etc).
- Jewellery must be removed for PE.

Implementation

In the event of a student arriving to school, not adhering to this policy, a teacher or any other staff member will provide a verbal reminder of our policy and present the student with a 'Uniform Code'. Unpermitted jewellery will be asked to be removed.
Persistent non-compliance of this policy will result in disciplinary procedures (see Whole School Approach to Discipline booklet).

Exceptional Circumstances: The school recognises that occasionally, a student may come to school not in the full correct uniform. On these occasions parents should provide a note or speak to the class teacher.

STUDENT MOBILE PHONE POLICY

The use of mobile phones is not permitted in school.

Students are advised not to bring mobile phones in to school. If they do choose to bring a phone into school, it must:

- Be turned off and placed in a bag at all times, or placed in the phone locker at Reception
- Not be connected to a smart watch
- Not be used in the toilets or changing rooms
- Not be used to call parents without permission – calls to parents must be made at the school office, with permission and adult supervision.

Photographs or video footage must not be taken of any other students or any teachers.

If a phone is used by a student which goes against these rules, the phone will be confiscated and placed in the phone locker in the school office. The student may collect it at the end of the day. If this behaviour is repeated, the phone will require collection from a parent/carer.

If students are found to post any image or footage taken of students or staff without their consent, this will be taken seriously by the school and dealt with by following the Discipline Policy.

Students are strongly advised to not post any images or footage of themselves wearing their school uniform. This is to protect the reputation of the school, but more importantly, for the safety and anonymity of the child.

Phones used for educational use:

There may be times that a teacher allows the use of a phone in a lesson for educational purposes. This is only with permission of the teacher and under close supervision. Students must remain responsible whilst on their phone at these times.

Repeated breaches of this policy will be dealt with under the Approach to Discipline Policy and may result in the loss of privilege to bring a phone to school.

Phones in school are brought in at the students' own risk and the school will not be held responsible if they go missing or are damaged in school.

APPROACH TO DISCIPLINE POLICY

Vijay International School approaches student welfare and discipline by fostering positive social relationships in a school community of mutual engagement. We aim to have each member of our community taking responsibility for their own actions and their impact on others. We respect other people, their views and feelings; we empathise with the feelings of others. There is a focus on fairness, commitment to an equitable process and the active involvement of everyone in school making decisions about their own lives. We have a willingness to create opportunities for reflective change in students, staff and our community. This approach directly reflects our aims of the school.

Aims of the School:

Opportunity to Excel

- To provide the maximum opportunity for every student to excel in a safe environment conducive to academic progress.
- To ensure that we provide genuine equality of access and opportunity for all our students.

Respect and Tolerance

- To foster an ethos of respect and tolerance in the school so that everyone can develop a sense of personal identity.
- To ensure that each person is able to develop a sense of confidence and self-worth, be open to change, be receptive and generous towards other people and willing to learn from others.

Building Confidence

- To build confidence in our pupils through the classroom climate we create and through discussing and giving feedback to students about their own learning, progress and behaviour.
- To develop self-esteem, confidence and motivation.
- To offer a range of teaching styles appropriate to the different learning styles of our students.
- To motivate and develop a sense of self-worth by drawing on students' personal experiences.

A Full School Life

- To prepare all students for the responsibility of citizenship in the modern world.
- To develop through a broad, balanced and rich curriculum creative and imaginative thinking whilst equipping children with the skills they need for the future, with an emphasis on literacy, numeracy, languages and ICT.

Consistency

- To ensure consistency and fairness throughout the school.
- To ensure that classes are managed in such a way that all students feel engaged in learning and motivated to do well.

- To foster a positive atmosphere of mutual trust and respect, in which all students feel safe and unthreatened and where all staff follow agreed procedures for dealing with transgressions of the school code of conduct.

A Safe School Environment

- To create a safe and happy environment, which is conducive to both learning and enjoyment.
- To encourage a sense of belonging to the school community, promoting full participation in the life of that community.

Positive Reinforcement and the House Reward System

The school uses a House Reward System where the students are rewarded house points to celebrate their personal success and to contribute to their house group. There are three house groups: Aldabra – Blue Tortoises, Desrosches – Yellow Parrots and Fregate – Green Sharks and they compete academically, in fund-raising activities and in competitive sports. House captains and vice captains are nominated and elected from students in the Sixth Form and Year 10.

A staff member or senior student leader may award a house point to a student for exhibiting positive behaviour in line with the aims and ethos of the school. This includes academic performance, manners, kindness, respect, empathy, sportsmanship, personal growth and any act that reinforces a positive approach to our community. The student records their success in their diary and the staff member signs to certify authenticity. The points are collected by the Form Tutor and collated by the Head of Secondary.

In Secondary section, students receive certificates and recognition for their house point successes during termly assemblies:

Points	Certificate
50	Bronze Award
100	Silver Award
150	Gold Award
200	Platinum Award
250	Head of Secondary Award
300	Principal Award
350	Governors of the School Award
400+	Super Special Top Award

Events and Planning

The Secondary and Sixth Form students participate in a weekly sports competition on a Friday afternoon from 2.20pm to 3.20pm. The sporting activities rotate on a regular basis and are coordinated by the Physical Education co-ordinator. The sporting events include but are not limited to: Volleyball, Football, Handball, Rounders. This activity is not a timetabled requirement of the school; however, the students actively participate of their own volition. It is an extremely successful competition. The winning team receives sixty points for first place, forty for second and twenty for third, as well as extra points for the house exhibiting the best house spirit (including attendance levels) during the games. No individual points are awarded, except for outstanding sportsmanship or personal achievement.

In Primary, House Points are awarded in class to reward positive behaviour, such as: active lesson engagement, acts of kindness or helpfulness, and successes in learning. The House Points are displayed as a running group total in each class, with the individual verbally praised and the point celebrated collectively by their house. At the end of the week, these points are tallied together from the four KS2 classes and an overall winning house is declared.

These House Points form one half of the overall weekly House Competition. The second half consists of a weekly 'House Challenge'. This is contested every Friday afternoon during school hours. The challenges are varied and involve a mix of sporting, artistic and academic events. Examples include: spelling bees, song contests, general knowledge quizzes, football matches and games of cricket.
The teams are awarded points in relation to their success in the contests, and these points are added to the weekly House Points. The points total of the three houses is updated and announced on a weekly basis. The house with the most points at the end of each term is declared the champion, and a celebration afternoon is enjoyed by all members of the winning house.

The students can also participate in additional competitions over the course of the academic year. It is the responsibility of each subject area to select, design and run an activity for the Secondary students on a rota basis. Previous activities have included:

- Spelling Bee
- Sandcastle Competition
- Athletics Days - Whole School
- Cooking Competition
- Photography Competition
- Poetry Competition
- Swimming Day - Whole School

The House Reward System also provides an opportunity to raise money for a local charity. If the students participate in a fund-raising activity, the proceeds are donated to the local charity nominated by the house. Upon completion of the activity our House Captains go to the local charity in full school uniform and present the proceeds.

Rewards

At the end of each term, the leading house is awarded with a special celebration, based on student voice (budget, staff and school resources considered). Previous Secondary celebrations have included pizza parties and film afternoons. It is the responsibility of the Heads of House to arrange these. Each individual student is awarded the relevant level of certificates.

Special Awards for Secondary

Each staff member nominates two students from Secondary (from different key stages) per term to receive a personal "Well Done" praise card. The Head of Secondary approves the nominations and the staff members hand write a card, explaining and congratulating the students on their success. The nominations are recorded on a spreadsheet, to ensure that there is an even distribution of awards among the students over the course of the year. The staff members personally hand out the cards at the end of term assembly to celebrate their success.

On a weekly basis, staff can nominate one student in each section (KS3 or KS4) who has gone above and beyond in their lessons, and they receive a special postcard from their Head of Section in the weekly assembly, as well as a prize (typically a voucher to queue jump at the school canteen).

Celebration Assembly for Primary and Early Childhood

Every Friday, Primary students attend a special 'Celebration Assembly'. Each teacher from the six classes nominates a 'Star of the Week' and a 'Value Hero of the Week'. The 'Star' is someone who has either had a very successful week overall, or it may be awarded for a single moment of brilliance. The 'Value Hero' is a pupil who has fully embraced the weekly 'value'. These values change each week but always reinforce a key principle that the school embodies, such as 'Inclusivity', 'Kindness', 'Determination' or 'Pride'. A 'Value Hero of the Half-term' is nominated from each class on the last Friday of each half-term to celebrate a pupil who has displayed a range of these values during the term.

Restorative Justice

A Restorative Justice approach is defined as:

> "Restoring good relationships when there has been conflict or harm, and developing school ethos, policies and procedures to reduce the possibility of such conflict and harm arising" (McCluskey et al., 2008, p. 405).

Restorative practices build community and promote healthy relationships among educators and students in order to teach the social-emotional and conflict-resolution skills necessary to reduce conflict.

Restorative Justice seeks to address the needs of those who have been harmed, while encouraging those who have caused harm to take responsibility. This approach emphasizes the capacity of all people for healing, growth, and transformation and in this way, it encourages accountability, self-determination, healing and interconnection.

It can be employed both proactively to strengthen the community by fostering communication and empathy and re-actively, in response to conflict and/or crime. Restorative Justice invites everyone impacted by a conflict and/or crime to develop a shared understanding of both the root causes and the effects.

Assertive Discipline

Assertive discipline is a systematic behaviour management procedure placing classroom teachers in charge of their classes. There are four discipline competencies that all teachers need to master to handle problem behaviours successfully.

The competencies include:

- Identifying appropriate behaviours that form the basis for classroom rules,
- Systematically setting limits for inappropriate behaviour,
- Consistently reinforcing appropriate behaviour, and
- Working cooperatively with parents and principals.

Teachers make their wants and needs known by directly responding to both appropriate and inappropriate student behaviours. They respond to inappropriate behaviour with "verbal limit-setting" assertions and a "limit-setting, follow-through" discipline plan.

Assertive Discipline vs Restorative Justice

Assertive Discipline	Restorative Justice
"Misbehaviour" defined as breaking school rules or letting school down.	"Misbehaviour" defined as harm (emotional/mental/ physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and process. Includes an authority figure with power to decide on penalty, in conflict with wrongdoer.	Dialogue and negotiation with everyone involved in communication and cooperation with each other.
Imposition of pain or unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract, individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member of staff dealing with situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.
Assertive Discipline asks…	**Restorative Justice asks…**
What rule was broken?	Who was harmed?
Who broke it?	What are their needs?
How should they be punished?	Who will be held accountable for making things right?
Assertive Discipline strategies	**Restorative Justice strategies**
Lecturing Students	Student-Student Mediations
Self-Directed Detentions	Staff-Student Mediations
In School Suspension	Peace Circles
Out of School Suspension	Reinstatement Conversations
Expulsion	Community Building Circles

Our Approach

The school uses a Restorative Justice approach to discipline, while respecting certain aspects of the Assertive Discipline model. We follow a child-centred approach.

Finding a Balance

School principals and teachers must continually balance a dynamic relationship between the twin priorities of academic achievement and educational inclusion, on leading change and ensuring stability for staff and children, on nurturing individuality, openness to risk and creativity whilst also providing clear boundaries and functional learning. Parents want their children to be happy at school and to feel safe but as they grow, children must test and investigate and try out identities in ways that can lead to tension. As they move into adolescence this complexity is compounded and the search for calm or harmony is often elusive. These push and pull factors are also shaped by broader issues, which may include inequality/equality, power, individuality, family expectations, community and societal impact.

In all this, teachers and students must constantly learn, negotiate and renegotiate ways of being and working together that help prepare them for a future that is, at best only partially imaginable.

Classroom Level

At the beginning of the school year, each teacher (in all subject areas) engages in a collaborative conversation with the students to clearly define the expectations and agreements for the class. This set of agreements is underpinned by the official school policies. In collaboration, the classroom expectations and consequences are agreed upon by all parties.

The classroom agreements and regulations may vary depending on the subject area and subject specific expectations (e.g.: You must wear safety equipment in science during an experiment), however they must be consistent from class to class in terms of the whole school policies (e.g.: No mobile phones in class except if being used under instruction). These will be displayed around school to ensure there is a clear understanding of agreed rules and expectations.

The consequences for breaking classroom expectations must also be agreed upon in a manner that supports students' growth, understanding and personal development (Restorative Justice approach). **The classroom teacher addresses all minor infractions.**

The approach should include dialogue and addressing specific problems with the goal of reconciliation, speaking to students after class, keeping students in during the first half of breaks or setting additional work to be completed. The aim is to continually develop a willingness by staff and students to create opportunities for reflective change.

Where behaviour involves safeguarding concerns (e.g. sexual harassment, discriminatory abuse), we will refer to the Child Protection and Safeguarding Policy.

Head of Early Years, Primary, Secondary and Sixth Form Level

Upon escalating an issue to the Head of Secondary, all people involved will participate in a mediation session. This will include student / student or teacher / student conversations. Student accountability and impact of actions, taking responsibility for choices, and suggesting ways to repair harm will be the focus. The students will participate in a community circle / detention session with the Head of Secondary and where required, parents. All students involved must complete a reinstatement conversation prior to returning to the normal class. All incidents that escalate to the Head of Secondary and/or Head of School are recorded. Trends and ongoing issues will be addressed on a case-by-case situation.

Principal Level

For direct violations of school policies, severe level violations of school agreements or after completing the first four levels of mediation without success (see table below), students will be referred to the Principal.

Reinstatement Conversation

Prior to returning to the normal classroom environment, the people involved must acknowledge their part in any incident and take accountability for their actions. They should commit to improving their approach and reaction to similar situations. Although it may be recorded for future reference, this offence will not be held against the student upon returning to class.

Outcome

Using approaches such as dialogues, peace circles, conferencing, and peer-led mediation, restorative practices get to the root cause of student behaviour, which often relates to adult behaviour.
A restorative culture seeks to address the missing piece of teaching social-emotional and conflict-resolution skills by turning behaviours into learning opportunities.

Early and Primary Years – The 5 Levels

Remind **Level 1**	**Staff will remind the student of the expectation and behaviour in a positive manner.** E.g., "Remember that the expectation in the classroom is to be respectful and responsible. We put our hand up and wait to be asked, thank you." "The expected behaviour is to listen respectfully to others and show your peers and educators respect, thank you."
Re-Focus **Level 2**	**Staff member is to explicitly re-focus the student from the negative behaviour back towards what they should be doing and work on a behavioural goal.** E.g., "… I can see that you are having trouble concentrating with this task. it is now time to refocus on your task." "Your behavioural goal is to not disrupt your peers and concentrate on completing or participating in your task."
Relocate **Level 3**	**Staff member relocates student to move to an alternative area within the classroom.** **Staff relocates student to a 'Buddy Grade'.** E.g., "… it looks like you are continuing to have difficulties managing your behaviour so you will need to have some time by yourself to complete the task and reflect on your choices. You have been reminded and re-focused already with no change, so you now can relocate to … grade for **(allocated time)** **Inform the teacher of the Buddy Grade. Once the set time has expired, the teacher will explain the following to the student.** "You now have a choice, you can re-focus on your learning and follow the school/classroom expectations. Any other behaviour which disrupts your or your peers learning will result in **REMOVAL**". Potential community circle / detention / missing a small section of lunchtime.
Remove **Level 4**	If the Student continues to break the school/classroom expectations in the Buddy Grade or back in their classroom, they will be removed to leadership (Emma / Martin) for the remainder of the session. Parent/Guardian will be contacted by leadership (Emma / Martin). Leadership will record the incident on the school database with the outcome.
Reprimand **Level 5**	For direct violations of school policies, severe level violations of school agreements or after completing the first four levels of mediation without success, students will be referred to the Principal.
Restore	Student and Leadership will discuss what **tomorrow** will look like and what changes may need to take place before re-entering the classroom. Students will need to apologise to those affected before re-entering the classroom.

NB: All steps require you, as the teacher who is teaching behaviour education, to check-in with students after 5 – 10 minutes to ensure they feel supported with their behaviour.

Secondary and Sixth Form – The 5 Levels

Remind Level 1	Failing to comply with any reasonable and clearly communicated instruction by any staff member. Minor disrespect to people or property. Engaging in unacceptable discriminatory behaviour. Minor uniform infringement. Plagiarism – Re-submit possible for homework or assignment. Automatic zero on an assessment task.	Staff will **remind** the student of the expectation and behaviour in a positive manner. At the staff members discretion – a warning may be given - Secondary. (See Warnings Below)
Re-Focus Level 2	Consistently behaving in a manner that interferes with the educational opportunities of other students. Disrespect to people or property. Minor violence or aggression. Continued uniform infringement. Cheating – Automatic zero on exam. No possibility of repeating.	Staff member is to explicitly re-focus the student from the negative behaviour back towards what they should be doing and work on a behavioural goal. Staff member gives a **warning** – Secondary. Students may be moved around the classroom to refocus at teacher discretion.
Level 3	Wilful disrespect for school rules. Continual uniform infringement. Disrespect or aggression during a sporting or interschool activity. Committing an act of violence or causes damage or destruction to property or knowingly involved in the theft of property. Continued ongoing disruption in a lesson. Cheating 2nd Offence – Automatic zero on exam. No possibility of repeating. Automatic disciplinary meeting (Head of Section, Parents, Head of School).	**Staff member gives a second warning - Secondary.** Other outcomes (at the discretion of Head of Section) might include: Meeting parents, Head of Secondary or Sixth Form. Structured loss to learning time. External counselling may be required. Remove and exclusion from sporting events. Exclusion from school trips. Minor fixed term exclusion. Official warning to cease the problem. Exclusion from certain areas of the school
Remove Level 4	Behaving in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities. Possession, consumption, distribution or sale of alcohol or cigarettes / vape devices. Serious bullying or intimidation. Verbal sexual harassment. Acts of vandalism or disrespect to person or property. Ongoing disruption in a lesson.	**Student sent to HOS to deal with.** Meeting parents, Head of Secondary or Sixth Form. Structured loss to learning time. External counselling required. Re- enrolment may not be offered. Fixed term exclusion. Expulsion. *Note that any decision on permanent expulsion is taken in consultation with the Principal, the Board, and in-line with the Complaint Policy.*
Reprimand Level 5	For direct violations of school policies, severe level violations of school agreements or after completing the first four levels of mediation without success, students will be referred to the Principal.	
Restore	Student and Leadership will discuss what **the future** will look like and what changes may need to take place before re-entering the classroom. Students will need to apologise to those affected before re-entering the classroom.	

NB: All steps require you, as the teacher who is teaching behaviour education, to check-in with students after 10 – 15 minutes to ensure they feel supported with their behaviour.

Students in secondary carry warning sheets in their homework diaries for staff members to add warnings to. At the completion of each sheet (every 5 warnings), there is a referral to Head of Section (see page 15/16).

If, as a school, we escalate behaviours to an external exclusion, it will typically follow a one/two/three/five day structure, before permanent exclusion from our school. At each stage, parents will be invited in for a reintegration meeting with the Head of Section, Head of School, and (if necessary) the SENCO, to discuss behaviours and to work together to support the child moving forwards. An exclusion might be the result of ongoing persistent behaviour, or the result of single, high level incidents, which may include, but not be limited to, theft, violence, bullying, and racism/offensive behaviour. We reserve the right to escalate through the external exclusion pathway, in consultation with school leaders and Board of Governors, based on severity of behaviour incidents.

The Warnings Table on page 15 outlines the process for gradual accumulation of warnings by a student, with restorative conversations and any relevant interventions being put into place at each stage. Heads of Section keep a record of warnings, meetings, and conversations digitally.

Student Rights and Responsibilities

Rights	Responsibility
To be treated with courtesy, kindness and respect. To express feelings and opinions assertively. To work and play in an atmosphere of harmony and cooperation. To feel secure and to be safe in a caring and supportive environment. To expect that school rules are fair, consistently implemented and respect the rights of all involved. To be valued for their individuality, including that of race, gender, cultural, physical or intellectual diversity. To learn in a supportive atmosphere.	To treat others with courtesy, kindness and respect. To listen to others with mutual respect. To maintain a safe and secure school environment. To model and support school rules. To develop responsibility for their own actions. To value others, for their individual differences. To work to achieve personal best whilst allowing others to do the same.

Staff Rights and Responsibilities

Rights	Responsibility
I have the right to teach without interruption. I have the right to be respected and shown courtesy. I have the right to communicate with parents in an atmosphere of mutual respect. I have the right to feel secure as a member of a team. I have the right to receive professional support and to seek assistance or advice if necessary.	I have the responsibility to make class work interesting and at an appropriate level of difficulty. I have the responsibility to provide a safe learning environment by ensuring equipment and procedures for its use are safe. I have the responsibility to communicate effectively with parents and other staff. I have the responsibility to provide positive feedback to children. I have the responsibility to support the school's policies.

Parent Rights and Responsibilities

Rights	Responsibility
I have the right to be respected and shown courtesy. I have the right to be kept informed and to receive feedback in regard to my children. I have the right to expect that my children will be provided with appropriate curriculum. I have the right to communicate with teachers in an atmosphere of mutual respect.	I have the responsibility to send my children to school punctually, clean, fed and rested. I have the responsibility to send my children to school in school uniform (see Uniform Policy). I have the responsibility to equip my children with the necessary equipment. I have the responsibility to support the staff and the school policies. I have the responsibility in accordance with school policy, to ensure my child is provided with all necessary medications for their health and well-being. I have the responsibility to communicate with teachers when a problem arises impacting my child's education. I have the responsibility to be involved with my children's education. I have the responsibility to encourage positive attitudes.

Secondary School Warnings Table

Behaviour Record	A warning is given if the student breaks a school rule, does not follow a direction from a member of staff, shows disrespect/defiance, or unsportsmanlike behaviour. This includes missing equipment/homework, being out of uniform or arriving late to lessons. There is a log for warnings in each student's planner (see page 16).
Level 1 5 warnings	Ongoing behaviour is recorded on school database. Single break time detention with the Head of Section.
Level 2 10 warnings	Ongoing behaviour is recorded on school database. Single lunchtime detention with the Head of Section.
Level 3 15 warnings	Head of Section to contact parents / guardian. Ongoing behaviour is recorded on school database. Lunchtime detention with the Head of Section.
Level 4 20 warnings	Parent / guardian invited in for meeting with Head of Section. Ongoing behaviour is recorded on school database. 1 day internal exclusion with the Head of Section. Suspension from sporting events and extra-curricular activities.
Level 5 25 warnings	Meeting with parents / guardian and the Principal. Ongoing behaviour is recorded on school database. 2 day internal suspension with the Head of Section. Suspension from sporting events and extra-curricular activities.
Level 6 30 warnings	1 day external exclusion from school and school activities. Reintegration meeting to be held with parents / guardian and Head of Section and Principal. Long term resolution discussions.
Level 7 35 warnings	2 day external exclusion from school and school activities. Reintegration meeting to be held with parents / guardian and Head of Section and Principal. Long term resolution discussions.
Long Term Solutions	Meeting with parents / guardian. Ongoing behaviour is recorded on school database. 3/5 day external suspension from school. Suspension from sporting events and extra-curricular activities. Long term resolution discussion re: the child's future at the school.

- The School Warnings Table is used in conjunction with the Whole School Approach to Discipline.
- Extreme circumstances and events will be dealt with on a case-by-case basis.

- If a child is already on an external exclusion pathway for previous high level incidents, then we will continue this pathway at key stages (i.e. as opposed to backtracking to a lunch time detention, we will continue with the external pathway escalation of one/two/three/five days, with a discussion at each stage with parents/school leaders/Board of Governors pertaining to the child's future at the school.

Secondary School Warnings Sheet:

Warnings

Code: **D = Disruption** **R = Disrespect** **L = Late** **H = Homework + Books** **U = Uniform + Equipment** **O = Other (please specify)**	Lost your sheet? Break time detention. Only your Head of Section will replace your sheet.	5 = Break Detention 10 = Lunch Detention 15 = Lunch Detention + Contact Home 20 = Internal Exclusion + Parental Meeting 25 = 2 day Internal Exclusion + Principal Meeting 30 = 1 day External Exclusion 35 = 2 day External Exclusion

	Date	Reason	Initial
1			
2			
3			
4			
5			

For each completed sheet, the student will be referred to the Head of Section and receive a sanction, scaling in severity with the level of warnings that the student has accrued over the course of the academic year. For each completed sheet and meeting with the Head of Section, a restorative conversation will take place between the Head of Section and the student, and any support/intervention might be put into place (for example - a time out pass to Learning Support if the student is struggling with staying focused).

Warnings will reset at the start of each academic year, but **every day is a fresh start for the child**!

Exclusions

Typical Warning Flowchart

External Pathway

In the event of a significant behaviour incident (including but not limited to: violence, bullying, racist behaviour, theft), the child will go to **Level 6**.

From this point, their progression along the behaviour management flowchart will escalate from **Level 6** (one day external exclusion) to **Level 7** (two day external exclusion) and then through the following:

1. Three day external exclusion;
2. Five day external exclusion;
3. Permanent exclusion from our school.

If a student is engaging in high level behaviour or consistent behaviour that results in an external exclusion from school (this may be a significant behavioural incident, or as a result of persistent warnings (i.e. achieving 30 over the course of the school year)), then the exclusion pathway will follow the pattern below:

1. One day exclusion from school;
2. Two day exclusion from school;
3. Three day exclusion from school;
4. Five day exclusion from school.

Following a five day exclusion, we would consider **permanent exclusion** from our school. These conversations may already have formed part of reintegration meetings with parent(s)/guardian(s), school leaders, and the Board of Governors.

If a child is already on an external exclusion pathway for previous high-level incidents, then we will continue this pathway at key stages in the behavioural flowchart (i.e. as opposed to reverting to a lunch time detention, we will continue with the external pathway escalation). Whereas warnings reset at the start of each academic year, exclusions, due to the more serious nature of associated behaviours, do not. For students on the exclusion pathway, they will be removed from this pathway after 12 months of behaviour improvements wherein no further exclusions have been given. A behaviour review including representatives from the board of governors will take place.

At each stage of the exclusion pathway, both the child and their parent(s)/guardian(s) will be invited into school for a reintegration meeting with their Head of Section, the Head of School, and, if necessary, the SENCO/Board of Governors. The purpose of this meeting is to discuss key behaviours, to work together to support the child/family moving forwards, and, in serious and ongoing cases, whether our setting is the right fit for the child.

Glossary

Assertive:	doing something with confidence and force.
Child-centred:	putting the child first, the child is most important.
Dialogue:	talking with other people.
Discipline:	training to follow code of behaviour, rules.
Conferencing:	formal meeting with several people.
Justice:	fair and reasonable for everyone.
Mediation:	outside person trying to help to solve a problem.
Peace circles:	a calm group meeting to talk.
Peer-led:	a conversation led by people of the same age.
Resolution:	an outcome to a problem.
Restorative:	trying to fix something.

ADDITIONAL LEARNING NEEDS (ALN) POLICY AND INFORMATION REPORT

Aims
All children and young people are different. They all have different preferences, strengths and ways of learning. Some children and young people have Additional Learning Needs and/or Disabilities. At Vijay International School, Praslin, we firmly believe that regardless of differences; all children and young people are entitled to an appropriate education; one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

An education that should enable them to:

- Achieve their best
- Become confident individuals who live fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training and
- Make a positive contribution to our society

Our ALN policy and information report aims to:

- Set out how our school will support and make provision for pupils with additional learning needs (ALN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with ALN

Definitions
A pupil has ALN if they have a barrier to learning or a disability which calls for additional educational provision to be made for them.

They have a barrier to learning or a disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Learning Support provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

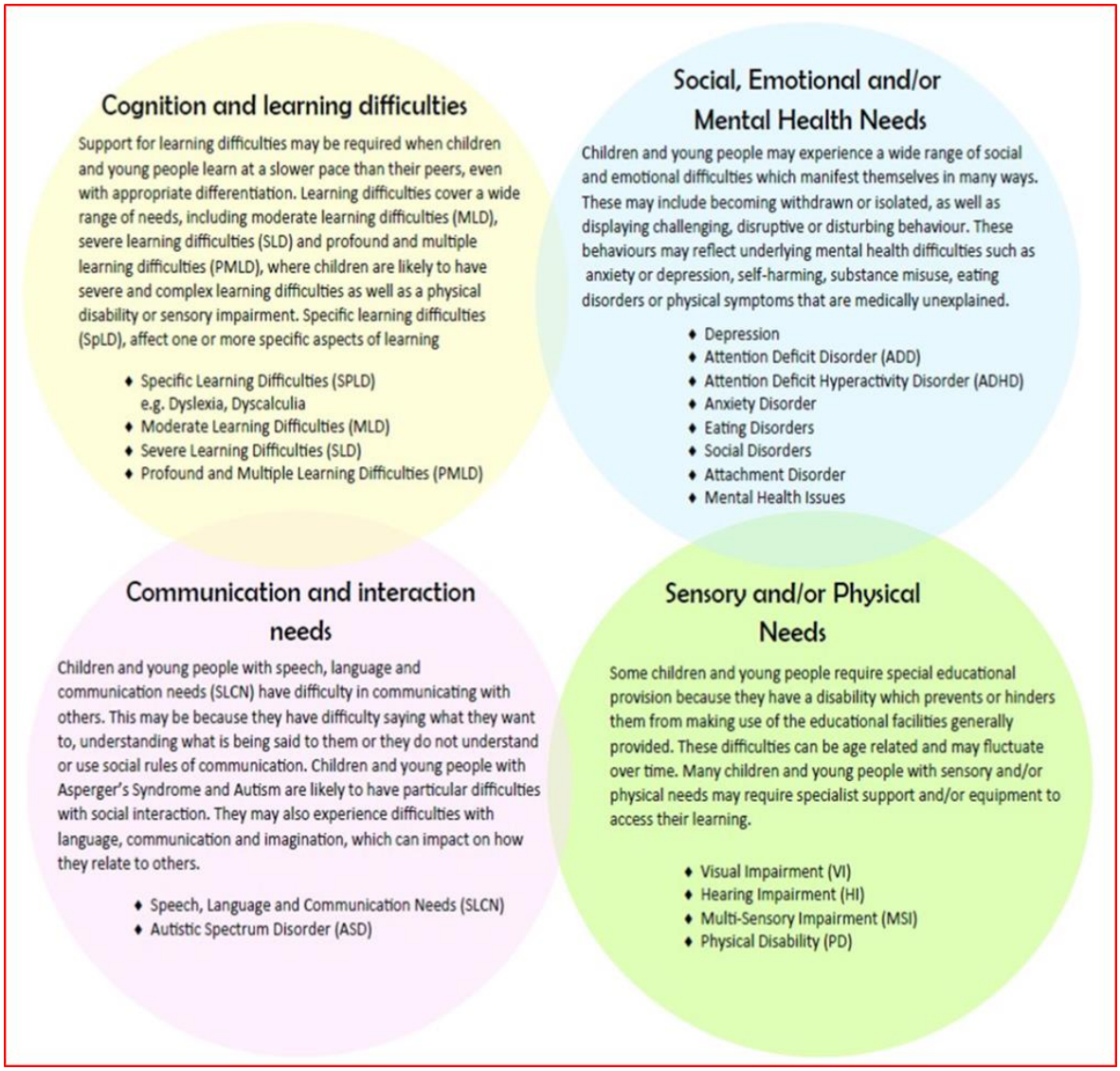
Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught. This would be classed as EAL (English as an Additional Language).

At VISP the ALN programme is overseen and managed by the SENCo (Special Educational Needs Coordinator).

Each child identified with Additional Learning Needs (ALN) or English as an Additional Language (EAL) will be placed on a register and will have a Student ALN Support Profile (or passport) designed to support his/her progress in lessons. This is for teachers to use effective strategies when planning and delivering lessons.

Students will also have an Individual Education Plan (IEP) which includes 2-3 targets to monitor progress annually. Parents are encouraged to meet termly with the SENCo to discuss progress towards targets and set new targets once targets are successfully achieved. The SENCo will observe individuals over the term and meet regularly with teachers to review individual progress. In KS4 and KS5, students will meet termly for review meetings and parents will attend annually as part of their move towards independence and taking ownership of their own targets.

There are 4 broad areas of ALN:



A child is considered gifted and talented if he/she has:

- An outstanding ability evident in more than one subject
- Potential which is distinctly above average in one or more of the following domains of ability: intellectual, creative, social and physical.

Roles and responsibilities

The SENCO and Inclusion Team:

Ms Kathryn Cooper SENCO	Ms Sarah Marie Learning Support Keyworker

All teachers and teaching assistants in school also offer support to pupils with ALN as well as the ALN Team. This is a combination of in-class support and interventions. Interventions that are run by classroom teaching assistants are under the guidance and advice of the SENCO and class teacher.

The SENCO will:

- Work with the Head of Section/Principal to determine the strategic development of the ALN policy and provision in the school.
- Have day-to-day responsibility for the operation of this ALN policy and the co-ordination of specific provision made to support individual pupils with ALN.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with ALN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing ALN support.
- Ensure the school keeps the records of all pupils with ALN up to date.
- Oversee pastoral provision in school.

The Principal will:

- Work with the SENCO to determine the strategic development of the ALN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with ALN and/or a disability.

The class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Identifying students who may require additional support and ensuring they have informed the SENCO
- Ensuring they follow this ALN policy

The parent is responsible for

- participating in their child's efforts to meet the targets
- giving support and encouragement to their child
- informing the class teacher and/or SENCO about any relevant information, including information about the child's health, development and behaviour at home
- being involved in decision making, developing IEPs and ensuring Student ALN Support Profiles (passports) are supporting their child's learning journey.

The child should be aware that they have been identified as having particular areas of need; targets must be shared with the child if they are expected to achieve them.

It is the responsibility of all people involved in the development of any child with ALN to have high expectations and to remove all barriers to achievement and make any reasonable effort to help children on the additional learning needs register to reach their potential.

Provision for students with ALN/EAL

1. There will be opportunities for students with SEN and EAL to meet and discuss their development and any problems termly at either parents evening, by invitation, or as requested by the parent.
2. Parents will be invited to review meetings to discuss the progress of their child and raise any concerns.
3. Where possible, students will be supported in lessons through the use of adaptive teaching and student ALN support profiles (passports). This is in line with the school providing an inclusive curriculum. If needed, some students will be withdrawn from certain lessons either entirely or for a short amount of time in order to help build their proficiency in certain skills and work 1-to-1/in small groups with the SENCO or ALN teaching assistants.

The Referral Process

This is the process by which children who we think will benefit from the Learning Support Programme are identified and supported:

1. If a staff member or parent feels that a child has ALN or EAL needs, then the teacher concerned or notified needs to record their concerns in writing via email. This needs to be ***shared*** with the SENCO and Head of Section so a monitoring profile can be recorded. Ongoing concerns and strategies you are implementing need to be recorded on this ongoing log.
2. A discussion with the teacher and then observation of the child will take place by the SENCO.
3. Parents are then invited into school for an initial meeting to discuss these concerns and gain a better insight into their child's needs.

4. A meeting with the child will then take place and the child will be placed on the register if appropriate.
5. If the child's needs warrant it, an external or internal assessment will be recommended.
6. Following a meeting with the child, a student passport will be created and strategies will be included to help aid the support of the child at school. Following this, an Individual Education Plan (IEP) will be set up to monitor progress.
7. One-to-one or group support will be timetabled where necessary.
8. The student passport will be reviewed twice a year by teachers and the Individual Education Plan will be reviewed collaboratively by teachers, parents and the SENCo at least twice a year. Parents will also be given the opportunity to discuss their child's needs and progress throughout the year. Parents are encouraged to contact the class teacher and/or SENCO at any point if they have any concerns or would like to provide further information. A weekly drop-in session is available for parents to discuss their concerns with the SENCO.

Intervention
As well as supporting our students with a range of cognition and learning interventions, we also focus on supporting their communication and interaction as well as their social, emotional and mental health. We believe in developing the whole child and developing life-long skills to promote independence.

Learning Support is also a safe space for students in Secondary and Sixth Form to emotionally regulate or work independently if the classroom space becomes too overwhelming. Exam Access Arrangements will also be accomodated through the Learning Support team.

Further information may be obtained from Ms Cooper
kcooper@visp-sey.com

ANTI-BULLYING POLICY

Bullying (peer on peer abuse) affects not only bullies and victims, but everyone, including those children who observe and pupils more susceptible to peer pressure. Bullying is not an inevitable or necessary part of school life and it rarely resolves itself. Certain jokes, insults, intimidating/ threatening behaviour, written abuse and violence can be found in our society. No one person or group, whether staff or student, should have to accept such behaviour. At VISP, we strive to create a bullying-free environment that will allow a child to be able to fully benefit from the opportunities available at the School.

A Definition of Bullying:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, provoking someone and excluding someone from a group on purpose.

This policy is aimed at ensuring all staff and parents know how our school deals with instances of bullying behaviour amongst our children and what steps they can take to prevent it or deal with it effectively if it occurs.

All students at Vijay International School have the right to learn in a supportive, caring and safe environment without the fear of being bullied. We have a 'zero tolerance' approach to bullying.

All institutions, both large and small, contain some students with the potential for peer-on-peer abuse. If a school is well-disciplined and organised, it can minimise the occurrence of bullying. Bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.

What is bullying?

Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. Bullying is when these behaviours are repeated and persistent.
Bullying behaviour can be:

- Physical: aggressive: hitting, kicking, taking or damaging belongings, using threats to gain possession of property.
- Verbal: name calling, nasty teasing, laughing at someone or spreading rumours. It may be directed towards gender, ethnic origin, physical/social disability or personality etc. The use of 'nicknames' may also constitute bullying.
- Language: profanities in any language are not acceptable; this is especially true when such language is used in front of someone who does not understand that language.
- Indirect: deliberately leaving someone out or ignoring someone, excluding them from discussions/activities, a 'look' which can be unkind, intimidating, making someone feel bad for academic/extra-curricular contributions.
- Cyber-bullying: sending a malicious or hurtful message by social media, e-mail, or other forms of cyber platform or texting on a mobile phone.

As a student what can you do if you are being bullied?

Don't suffer in silence. (Remember that your silence is the bully's greatest weapon).

- Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- Talk to a responsible adult or student leader (class teacher/tutor, safeguarding lead, student leader)
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- Try to stay calm and look as confident as you can - look the bully in the eye and tell him/her to stop.
- Get away from the situation as quickly as possible and go straight to a member of staff and explain what has happened.
- If this happens after school inform a member of staff the next day. Disengage with the bully or social media by not responding. If possible, keep the hurtful messages that you have been sent, they might be used as evidence and help to stop the bully.
- If you know someone is being bullied: TAKE ACTION!
- Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel unhappy and on his/her own.
- Stand up to the bully or speak up against them to convince others in the class.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not feel that you must be, or pretend to be, friends with a bully.

As a parent:

- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY with as much information as possible. Your complaint will be taken seriously, and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your own son/daughter there is nothing wrong with him/her. It is not his or her fault that they are being bullied.
- Make sure your child is fully aware of the school policy concerning bullying, and that they should not be afraid to ask for help.

As a school we:

- Expect pupils to treat everyone with RESPECT.
- Consider bullying a serious offence and take every possible action to eradicate it.
- Organise the school environment to minimise opportunities for bullying.
- Use any opportunity to discuss aspects of bullying, and how to behave towards each other.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Staff should not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Will address bullying as part of the PSHE curriculum and in assemblies as appropriate.
- Provide annual training for all staff on safeguarding which includes awareness of signs of abuse in any context.
- Expect Staff to report suspected bullying to the Safeguarding Lead and other staff as appropriate (e.g.Tutor, Head of Section).

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied.
Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts to stammer
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with schoolwork than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Action to be taken when bullying is suspected:

- Talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, individuals should be isolated and written statements should be taken from all parties.
- Members of staff, which may include Teachers, Tutors, Head of Section and Principal, discuss whether further action is necessary.
- Further action – helping the victim:
    - Offer them an immediate opportunity to talk about the experience with their Tutor, Head of Section or another teacher, of anyone on the staff they choose.
    - Offer strategies and tools to the victim.
    - Inform the victims' parents/guardians about the actions put in place.
    - Offer continuing support when they feel they need it.

Take one or more of the disciplinary steps described below to prevent more bullying:

- further action – disciplining and helping the bully to reform
- confront the bully with his/her actions and the consequences they have on other students and the school.
- talk about what happened, discover why they became involved.
- Use restorative justice practices to seek to address the needs of those who have been harmed, while encouraging those who have caused harm to take responsibility.
- inform the bullies' parents/guardians, making clear the actions and disciplinary steps that the school is taking.
- continue to work with the bullies to get rid of prejudiced attitudes as far as possible.
- involve Learning Support or refer to National Children's Council if appropriate.

DISCIPLINARY STEPS

Discipline will usually be carried out in line with the behaviour policy and every attempt will be made to understand the situation fully and to help the students understand the situation fully and prevent any further occurrences. This may involve mediation and a framework to restore positive relationships whenever possible. However, it is important to deal with each incident on a case-by-case basis and depending on the severity of the incident, escalate the process if necessary. Further sanctions to help the perpetrator understand the severity of their actions may also include:

- Official warning to stop offending.
- Inform the bullies' parents/guardians.
- Exclusion from socialising with their peers at social times (detention).
- Exclusion from after-school clubs and activities and possibly from school excursions.
- Internal suspension for a fixed period
- External suspension for a fixed period
- Permanent exclusion (expulsion).

Any bullying incidents involving protected characteristics or sexual harassment will also be dealt with under the Safeguarding Policy and may be referred to external agencies if necessary.

HEALTH AND SAFETY POLICY

Our school aims to:

- Provide and maintain a safe and healthy environment
- Establish and maintain safe working procedures amongst staff, pupils and all visitors to the school site
- Have robust procedures in place in case of emergencies
- Ensure that the premises and equipment are maintained safely, and are regularly inspected

Site security

The maintenance team and Principal are responsible for the security of the school site in and out of school hours. They are responsible for visual inspections of the site, and for the intruder and fire alarm systems.

The Senior Leadership Team are key holders and will respond to an emergency.

Fire

Emergency assembly points are clearly identified by safety signs and notices. Fire risk assessment of the premises will be reviewed regularly.

Emergency evacuations are practised at least once a term.

The fire alarm is a loud bell which rings until we are certain the area is safe and all persons have been evacuated.

New staff will be trained in fire safety and all staff and pupils will be made aware of any new fire risks.

In the event of a fire:

- The alarm will be raised immediately by whoever discovers the fire and emergency services contacted. Evacuation procedures will also begin immediately
- Fire extinguishers may be used by staff only, and only then if staff are trained in how to operate them and are confident they can use them without putting themselves or others at risk
- Staff and pupils will congregate at the assembly point in front of the Sports Hall.
- Form tutors/class teachers will take a register of pupils, which will then be checked against the attendance register of that day
- Miss Sharon (office) will take a register of all staff
- Staff and pupils will remain outside the building until the emergency services/senior leadership team say it is safe to re-enter

The school will have special arrangements in place for the evacuation of people with mobility needs and fire risk assessments will also pay particular attention to those with disabilities.

Equipment

All equipment and machinery is maintained in accordance with the manufacturer's instructions.

When new equipment is purchased, it is checked to ensure it meets appropriate educational standards.

All equipment is stored in the appropriate storage containers and areas. All containers are labelled with the correct hazard sign (Science chemicals) and contents.

1. **Electrical equipment**

All staff are responsible for ensuring they use and handle electrical equipment sensibly and safely

Any pupil or volunteer who handles electrical appliances does so under the supervision of the member of staff who so directs them

Any potential hazards will be reported to the maintenance worker immediately and written in the maintenance book

Only trained staff members can check plugs

Electrical apparatus and connections will not be touched by wet hands and will only be used in dry conditions

2. **PE equipment**

Pupils are taught how to carry out and set up PE equipment safely and efficiently. Staff check that equipment is set up safely

Any concerns about the condition of the gym floor or other apparatus will be reported to the maintenance worker and written in the maintenance book.

Lone working

Lone working may include:

- Late working
- Home or site visits
- Weekend working
- Site manager duties
- Site cleaning duties
- Working in a single occupancy office
- Remote working, self-isolation and/or remote learning

Potentially dangerous activities, such as those where there is a risk of falling from height, will not be undertaken when working alone. If there are any doubts about the task to be performed, then the task will be postponed until other staff members are available.

If lone working is to be undertaken, a colleague, friend or family member will be informed about where the member of staff is and when they are likely to return.

The lone worker will ensure they are medically fit to work alone.

Working at height

We will ensure that work is properly planned, supervised and carried out by competent people with the skills, knowledge and experience to do the work.

We will ensure that there is a suitable and sufficient working at height risk assessment in place and that any person working at height follows the control measures identified in the risk assessment to minimise the risk of harm from the work activity.

In addition:

- The maintenance worker retains ladders for working at height
- Pupils are prohibited from using ladders
- Staff will wear appropriate footwear and clothing when using ladders
- Before using a ladder, staff are expected to conduct a visual inspection to ensure its safety
- Access to high levels, such as a roof, is only permitted by trained and competent persons

Manual handling

The procedures related to manual handling apply to activities where there is a foreseeable risk of injury.

It is up to individuals to determine whether they are fit to lift or move equipment and furniture. If an individual feels that to lift an item could result in injury or exacerbate an existing condition, they must seek further assistance.

We will ensure that a risk assessment is undertaken to identify the nature of manual handling in the school, and that those who may be involved in manual handling activities are required to read it. We will make sure proper mechanical aids and lifting equipment are available in the school, and that staff are trained in how to use them safely.

Staff and pupils are expected to use the following basic manual handling procedure:

- Plan the lift and assess the load. If it is awkward or heavy, use a mechanical aid, such as a trolley, or ask another person to help
- Take the more direct route that is clear from obstruction and is as flat as possible
- Ensure the area where you plan to offload the load is clear
- When lifting, bend your knees and keep your back straight, feet apart and angled out. Ensure the load is held close to the body and firmly. Lift smoothly and slowly and avoid twisting, stretching and reaching where practicable

Off-site visits

When taking pupils off the school premises, we will ensure that:

- Risk assessments will be completed where off-site visits and activities require them.
- All off-site visits are appropriately staffed – see our trip ratio policy.
- Staff will take a school mobile phone, an appropriate portable first aid kit, information about the specific medical needs of pupils, along with the parents/carers' contact details.
- For trips and visits with pupils in the Early Years Foundation Stage, there will always be at least 1 first aider.

Lettings

This policy applies to lettings. Those who hire any aspect of the school site or any facilities will be made aware of the content of the school's health and safety policy and will have responsibility for complying with it. The school is not liable for any accidents that occur by people letting the premises.
There must be a member of staff on-site when lettings take place, unless with prior agreement by the Board. A waiver must be signed by all external parties when letting the facilities.

Violence at work

We believe that staff should not be in any danger at work, and will not tolerate violent or threatening behaviour towards our staff.
All staff will report any incidents of aggression or violence (or near misses) directed at themselves to their line manager/Principal immediately. This applies to violence from pupils, visitors or other staff.
Please also refer to our parents/stakeholder conduct policy.

Smoking

Smoking (or vaping) is not permitted anywhere on the school premises.

Risk Assessments

When assessing risks in the school, we will follow the process outlined below.
We will also involve staff, where appropriate, to ensure that all possible hazards have been identified and to discuss control measures, following a risk assessment.

The Principal, or in the Principal's absence the Head of Section, is responsible for ensuring that all risk assessments are completed and reviewed.

School staff & volunteers are responsible for:

- Assisting with, and participating in, risk assessment processes, as required.
- Familiarising themselves with risk assessments.
- Implementing control measures identified in risk assessments.
- Alerting the Principal to any risks they find that need assessing.

Pupils and parents/carers:
Pupils and parents/carers are responsible for following the school's advice in relation to risks, on-site and off-site, and for reporting any hazards to a member of staff.

Step 1: identify hazards – we will consider activities, processes and substances within the school and establish what associated hazards could injure or harm the health of staff, pupils and visitors.

Step 2: decide who may be harmed and how – for each hazard, we will establish who might be harmed, listing groups rather than individuals. We will bear in mind that some people will have special requirements, for instance pupils with additional learning needs (ALN), medical needs, and expectant mothers. We will then establish how these groups might be harmed.

Step 3: record measures we will put in place to minimize any risk– the findings from steps 1 and 2 will be written up and recorded in order to produce the risk assessment. A risk assessment template can be found on the system at school and is as follow:

Vijay International School

Risk assessment for: Please fill in Date of activity:

Written by & risk owner:		**Date:**	
Staff involved in this activity: *All staff involved in the activity must have read the risk assessment*		**Number of children on trip:**	
Approved Principal:		**Date:**	
Approved Head of Section:		**Date:**	

Some high-level risk activities will need signing off by the Board of Governors. These are indicated in the document outlining which activities require risk assessments in place - the Principal will forward to the Board for approval as required.

**** Do not proceed with any activity until you have had this risk assessment approved ****

Description of task / Situation etc. being assessed:		**Review Date:** ***(if an ongoing activity)***	

Any students with medical needs:		**Students with Additional Learning Needs requiring additional support:**	

HAZARD IDENTIFIED	WHO MIGHT BE HARMED AND HOW?	SAFETY MEASURES ALREADY IN PLACE TO REDUCE RISK	FURTHER ACTIONS TO REMOVE OR MITIGATE RISK & VULNERABILITY	WHO & WHEN?

Step 4: review the assessment and update, as needed – we will review our risk assessments, as needed, and the following questions will be asked when doing so:

- Have there been any significant changes?
- Are there improvements that still need to be made?
- Have staff or pupils spotted a problem?
- Have we learnt anything from accidents or near misses?

Step 5: retaining risk assessments – risk assessments are retained for 3 years after the length of time they apply. Risk assessments are securely disposed of.

Infection prevention and control

1. Handwashing

- Wash hands with liquid soap and warm water, and dry with paper towels
- Always wash hands after using the toilet, before eating or handling food, and after handling animals
- Cover all cuts and abrasions with waterproof dressings

2. Coughing and sneezing

- Cover mouth and nose with a tissue
- Wash hands after using or disposing of tissues
- Spitting is discouraged

3. Personal protective equipment

- Wear disposable non-powdered vinyl or latex-free CE-marked gloves where there is a risk of splashing or contamination with blood/body fluid
- Wear goggles if there is a risk of splashing to the face
- Use the correct personal protective equipment when handling cleaning chemicals

4. Cleaning of the environment

- Clean the environment frequently and thoroughly
- Clean the environment, including toys and equipment, frequently and thoroughly – staff carry out a deep clean of classrooms and work areas 3 times a year in the main holiday periods

5. Cleaning of blood and body fluid spillages

- Clean up all spillages of blood, faeces, saliva, vomit, nasal and eye discharges immediately, and wear gloves
- When spillages occur, clean using a product that combines both a detergent and a disinfectant, and use as per manufacturer's instructions. Ensure it is effective against bacteria and viruses, and suitable for use on the affected surface
- Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below

6. Laundry

- Wash laundry in a separate dedicated facility
- Wash soiled linen separately and at the hottest wash the fabric will tolerate
- Bag children's soiled clothing to be sent home, never rinse by hand

7. Clinical waste

- Always segregate domestic and clinical waste, in accordance with local policy
- Used nappies/pads, gloves, aprons and soiled dressings are stored in correct clinical waste bags in foot-operated bins

8. Animals

- Wash hands before and after handling any animals
- Supervise pupils when playing with animals
- Spraying of premises takes place every 6 months to manage mosquitos

9. Infectious disease management

We will ensure adequate risk reduction measures are in place to manage the spread of acute respiratory diseases, including COVID-19, and carry out appropriate risk assessments, reviewing them regularly and monitoring whether any measures in place are working effectively.

We will follow local and national guidance on the use of control measures including:

Following good hygiene practices

- We will encourage all staff and pupils to regularly wash their hands with soap and water or hand sanitiser, and follow recommended practices for respiratory hygiene.

Pupils vulnerable to infection

Some medical conditions make pupils vulnerable to infections that would rarely be serious in most children. The school will normally have been made aware of such vulnerable children. These children are particularly vulnerable to chickenpox, measles or slapped cheek disease (parvovirus B19) and, if exposed to any of these, the parent/carer will be informed promptly and further medical advice sought.

Exclusion periods for infectious diseases

The school will follow recommended exclusion periods outlined by the MOH government guidance.

In the event of an epidemic/pandemic, we will follow advice from the MOH about the appropriate course of action.

New and expectant mothers

Risk assessments will be carried out whenever any employee or pupil notifies the school that they are pregnant.

Appropriate measures will be put in place to control risks identified. Some specific risks are summarised below:

- Chickenpox can affect the pregnancy if a woman has not already had the infection. Expectant mothers should report exposure to an antenatal carer and GP at any stage of exposure. Shingles is caused by the same virus as chickenpox, so anyone who has not had chickenpox is potentially vulnerable to the infection if they have close contact with a case of shingles
- If a pregnant woman comes into contact with measles or German measles (rubella), she should inform her antenatal carer and GP immediately to ensure investigation
- Slapped cheek disease (parvovirus B19) can occasionally affect an unborn child. If exposed early in pregnancy (before 20 weeks), the pregnant woman should inform her antenatal care and GP as this must be investigated promptly
- Some pregnant women will be at greater risk of severe illness from COVID-19

Accident reporting

Accident record book

- An accident form will be completed as soon as possible after the accident occurs by the member of staff or first aider who deals with it.
- As much detail as possible will be supplied when reporting an accident
- Records held in the first aid and accident book will be retained by the school for a minimum of 3 years.

School staff: reportable injuries, diseases or dangerous occurrences
These include:

- Death
- Specified injuries, which are:

Fractures, other than to fingers, thumbs and toes

Amputations

Any injury likely to lead to permanent loss of sight or reduction in sight

Any crush injury to the head or torso causing damage to the brain or internal organs

Serious burns (including scalding) which:

  - Covers more than 10% of the whole body's total surface area; or
  - Causes significant damage to the eyes, respiratory system or other vital organs

Any scalping requiring hospital treatment

Any loss of consciousness caused by head injury or asphyxia

Any other injury arising from working in an enclosed space which leads to hypothermia or heat-induced illness, or requires resuscitation or admittance to hospital for more than 24 hours

- Work-related injuries that lead to an employee being away from work or unable to perform their normal work duties for more than 7 consecutive days (not including the day of the incident).
- Occupational diseases where a doctor has made a written diagnosis that the disease is linked to occupational exposure. These include, but are not limited to:

- Carpal tunnel syndrome
- Severe cramp of the hand or forearm
- Occupational dermatitis, e.g. from exposure to strong acids or alkalis, including domestic bleach
- Hand-arm vibration syndrome
- Occupational asthma, e.g from wood dust
- Tendonitis or tenosynovitis of the hand or forearm
- Any occupational cancer
- Any disease attributed to an occupational exposure to a biological agent

- Near-miss events that do not result in an injury, but could have done. Examples of near-miss events relevant to schools include, but are not limited to:

- The collapse or failure of load-bearing parts of lifts and lifting equipment
- The accidental release or escape of any substance that may cause a serious injury or damage to health
- An electrical short circuit or overload causing a fire or explosion

Pupils and other people who are not at work (e.g. visitors): reportable injuries, diseases or dangerous occurrences

These include:

- Death of a person that arose from, or was in connection with, a work activity
- An injury that arose from, or was in connection with, a work activity and the person is taken directly from the scene of the accident to hospital for treatment
- An accident “arises out of” or is “connected with a work activity” if it was caused by:
- A failure in the way a work activity was organised (e.g. inadequate supervision of a field trip)
- The way equipment or substances were used (e.g. lifts, machinery, experiments etc); and/or

- The condition of the premises (e.g. poorly maintained or slippery floors)

Notifying parents/carers

The teacher will inform parents/carers of any accident or injury sustained by a pupil in the Early Years Foundation Stage, and any first aid treatment given, on the same day, or as soon as reasonably practicable. Pupils will be given a copy of the accident book form to take home to parents.

TRIP POLICY

Vijay International School encourages school trips due to the vast benefits for students, both socially and academically.

A small budget exists to help fund trips which form an essential part of the curriculum (such as for IGCSE coursework or Primary swimming lessons) and for students representing the school in athletic or academic competition. For any other trip, money must come from the department budget or fund raising. Parents should not be expected to fund any local trip but a voluntary contribution may be asked in order to fund any trip beyond Praslin. **All finances must be agreed by the Head of Section and Principal before a letter is circulated to parents.** Parents should not be expected to provide transport other than to collect and drop off their child at the beginning and end of the visit.

The following procedure is set out to aid the smooth organisation and running of all trips:

1. Discuss the trip proposal with the Head of Section outlining the venue, date, time, purpose etc of the trip. The Head of Section will determine if the trip forms an essential part of the curriculum and if not, whether department budget can be given to it. This must be done no later than 4 weeks before the trip. If agreed, the Head of Section will liaise with the Principal.

2. The person planning the trip must complete a risk assessment and a parental consent letter and must then pass to the Principal and the Head of Section. All trips must have the written risk assessment approved in line with the school's Risk Management Procedure.

3. For local trips, a prior visit to the location **MUST** be carried out in order to determine suitability.

4. A letter must be then issued to parents giving details of the trip and asking for parental consent. Verbal consent is not accepted – where a child has not returned a form, a phone call may be made to the parent and if they give consent, this must be put in writing by a message being sent to a member of staff at school. This should be done at least 1 week before the trip.

5. The admin office must be notified of the trip and given a copy of the letter issued to parents.

6. A copy of the letter is pinned to the staff notice board for reference.

7. All staff on the trip must have a mobile phone and a contact list for all students must be provided by the trip organiser. A first aid kit should also be taken.

The procedures for any residential visit would vary from those listed above and would be discussed on a case-by-case basis with the Head of Section and Principal.

Staff Ratios
Staffing ratios may vary depending on the risk assessment for each trip which will be agreed by the Principal and/or Head of Sections.

A general guide to staffing ratios are:

Local Trips
EC: 1 adult to every 5 students
Years 1 - 3: 1 adult to every 6 students
Years 4 - 6: 1 adult to every 15 students
Year 7 onwards: 1 adult to every 20 students

Other Trips (overnight or off island)
Years 1 - 3: 1 adult to every 4 students
Years 4 - 6: 1 adult to every 10 students
Year 7 onwards: 1 adult to every 10 students

This is a guide and must be discussed with the Principal and Head of Section as it will vary depending on the nature of the trip.

SWIMMING POLICY

The purpose of this document is to set out the policies and provide guidance on Safe Practice in School Swimming and Water Safety.

At VISP, we will provide swimming instruction in either Key Stage 1 and/or Key Stage 2 with the primary focus of building water confidence in our students.

Swimming is a highly beneficial, potentially life-saving activity. It supports the acquisition and development of physical literacy, along with skills for health and enjoyment. Swimming is 'Wet Physical Education'. As a threshold skill, it also gives access to many other water based recreational activities. Swimming is one of the few activities that people can enjoy all their lives either on their own, with family or friends of the same or different ages, whether just for fun or competitively. We owe it to our youngsters to give them the best chance to learn to swim as well and as early as possible. Nevertheless, it also carries the risks of death through drowning or injury by brain damage through near drowning. The teaching and learning of swimming and water safety therefore requires the utmost care on the part of all concerned.

Our aim is to ensure that our students are ***'water safe'***.

Water safety and learning to swim are integral and best taught combined.

By **Year 6**, we would like our students to be confident with:

- Floating.
- Treading water while attracting attention (water safety).
- Knowledge of what to do in situations, rules of water play and safety.
- 25m Swim competently and have a knowledge of different strokes.

Staffing Ratios

(**note**: **these ratios are for the swim teacher to child ratio.** There must also be another adult on the pool deck to assist and supervise. Ideally this should be someone who knows the children and is able to support with safety, known medical needs and behaviours. If this adult is the pool lifeguard, conversations must take place about their role and expectations)

Level	Ratio
Preschool Aquatics (Early Childhood)	No less than 1 instructor for 6 swimmers (KS1). When teaching in deep water - 1:1
Primary Aquatics (KS1 & 2)	**Optimal ratio:** No less than 1 instructor for 10 swimmers (KS2) **Minimum requirement:** up to 1:12 maximum
Intermediate Swimmers (basic skills and can swim 25m)	**Optimal ratio:** 1:15 **Minimum requirement** up to 1:20
Swimmers with special educational needs (SEND)	1:1 upwards Consider each situation independently

Staff must:

- be able to see students at all times,
- be given a clear role and understand the limits of their role,
- be confident on poolside,
- communicate effectively and appropriately with each other and the pool staff on safety issues,
- be suitably dressed for their role,
- ensure children are appropriately supervised when changing,
- ensure children are under control at all times,
- take head counts before, during and after sessions,
- one staff member must remain on poolside to provide an assisting role to the lead teacher,
- be aware of the additional needs or medical conditions of the pupils they are teaching so that correct measures/precautions can be put in place.

Swimming Policy Appendix 1: LEVELS (Taken from Red Cross and USLTS)

Level 1 - Introduction to Water Skills - Age: 3+

- For the beginner who is comfortable in the water.
- Swimmers learn basics of swimming: bobbing, going under water, supported front and back floating, supported rolling over from front to back and back to front, supported gliding , supported flutter kick, supported front crawl arms and jumping in.

Level 2 - Fundamental Aquatic Skills - Age: 4+

- Swimmers should already be able to float on front and back and put their head under water.
- Swimmers will work on: independent front and back floating, independent rolling over from front to back and back to front, independent front and back glides, front crawl arms and kicks, back crawl arms and kicks, retrieving underwater objects, and jumping into water over their head.

Level 3 - Stroke Development - Age: 5-6+

- Swimmers should already be comfortable swimming front stroke and swimming on their back.
- Swimmers will work on: gliding, freestyle with side breathing, backstroke, breast stroke and dolphin kicks, retrieving objects in deeper water, treading water, jumping into deep water and compact dives.

Level 4 - Stroke Improvement - Ages: 7-8+

- Swimmers should already be able to: swim front and back crawl 25 yards.
- Swimmers will work on: rotary breathing, freestyle, backstroke, elementary backstroke, scissors kick and sidestroke, whip kick and breaststroke, intro to turning at wall, treading water with modified scissors, and diving in kneeling position.

Level 5 - Stroke Refinement - Ages: 9-10+

- Swimmers should already be able to: swim freestyle, breaststroke and backstroke 25 m, scissors kick, whip kick, treading water, and dive.
- Swimmers will work on: alternate breathing, stride jump, refinement of: freestyle, backstroke, elementary backstroke, sidestroke, breaststroke, dolphin kick and butterfly, open turn on front and back, feet-first surface dive, and treading water.

Level 6 - Swimming & Skill Proficiency - Age: 11+

- Swimmers should already be able to: swim front and back crawl 50 m, elementary backstroke 25 yards, breaststroke 25 yards, butterfly 25 yards, sidestroke 10 yards, tread water for 3 minutes, and dive.
- Swimmers will work on: All six strokes, front and back crawl flip turn, breaststroke turn, breaststroke speed turn and pull out, butterfly turn, sidestroke turn, pike and tuck surface dive, pike and tuck dive from board, tread water for five minutes, and basic water rescue. Please note: Not all pools are deep enough to teach all of the diving segments of all levels – program modifications may be required to meet safety guidelines.

FIRST AID POLICY

Purpose
The purpose of this policy is to ensure that all students, staff, and visitors receive appropriate care if they become unwell or injured while at school. The school is committed to providing safe, effective first aid provision and ensuring staff are prepared to respond to medical situations.

This policy aims to:

- Provide clear procedures for responding to illness and injury
- Ensure appropriately trained staff are available to administer first aid.
- Ensure medical conditions are managed safely in collaboration with families.
- Comply with relevant regulations and best practice guidance.

1. First Aid Personnel

The school currently maintains a team of trained first aiders.

- **Miss Sharon**, based in the main office, is a trained first aider and is responsible for assessing most student illnesses and minor injuries.
- A list of all trained first aiders is **displayed outside the main office and in staff workrooms** so staff and students can quickly identify who to contact in an emergency
- First aid training will be refreshed regularly to ensure staff maintain competence. Annual refresher for all staff online is required. Practical First Aid training will be renewed every 2 years for First Aiders only.

2. Procedure When a Child is Unwell

If the child can move safely

- The student should be escorted to the **main office**.
- **Miss Sharon (or another available first aid trained staff member)** will assess the student's condition and determine the appropriate response.

If the child cannot be moved safely

- The nearest available trained first aider must be contacted immediately.
- Staff should consult the **first aider list displayed outside the main office and in the staff workrooms**.
- The first aider will attend the student and assess the situation.

3. Severe Medical Issues and Medical Care Plans

Students with significant medical conditions will have an **Individual Medical Care Plan**.

This plan will be created after a meeting between:

- The school
- Parents or guardians
- Relevant staff members

The plan may include:

- Specific treatment procedures
- Emergency response actions
- Medication administration
- Required adjustments during school activities
- Signs and symptoms for staff to look out for in order to identify issues and provide the right support

Where necessary, **additional training will be arranged for relevant staff** to ensure the student's medical needs can be safely supported. This will be documented on the medical care plan.

1. Medical Information and Records

Upon enrolment:

- Parents must complete a **medical questionnaire** providing details of their child's health, allergies, and medical conditions.
- Parents are responsible for **informing the school of any changes** to their child's medical condition – this must be done in writing as well as face-to-face.

The school maintains a **medical register** identifying students with additional medical needs.
Medical Register Categories are as follows:

'Red' Students

- Students who have a **formal medical care plan** in place.

'Orange' Students

- Students who may require **treatment in school for their condition**.
- Parents have provided **additional instructions or guidance** for managing their condition.

This system allows staff to quickly identify students who may require medical attention.

2. Illness During the School Day

If a child becomes unwell during the school day:

1. The student will be assessed by a trained first aider.
2. If the child is not well enough to remain in school, **parents or guardians will be contacted** by a member of school staff. Students are not permitted to make the calls home unless directed to in the presence of the staff member.
3. The student will wait in the **medical bay** until they are collected by a parent or authorised adult.

Students who are clearly unwell should not return to class until they are well enough to participate safely in school activities.

3. Head Injury Protocol

Head injuries are treated with particular caution.
If a student sustains a head injury:

- A trained first aider will assess the student immediately.
- The student will be monitored for symptoms such as:
  - dizziness
  - confusion
  - nausea
  - headache
  - loss of consciousness

Parents will always be **informed of any head injury**, even if it appears minor.
If symptoms suggest a **concussion or serious injury**, emergency medical services may be contacted, and parents will be notified immediately.
Students who experience a significant head injury should not return to physical activity without appropriate recovery time.

4. Allergy and Anaphylaxis Procedures

The school recognises that some students may have severe allergies that can lead to **Anaphylaxis**, a potentially life-threatening allergic reaction.

For students with severe allergies:

- An **Individual Medical Support Plan** will be created.
- Parents must provide required medication such as an **EpiPen** or other prescribed adrenaline auto-injectors.
- Staff will be informed of the student's allergy and emergency procedures.
- Where necessary, staff will receive **specific training** on recognising and responding to anaphylaxis.

If an anaphylactic reaction is suspected:

1. Administer the adrenaline auto-injector if prescribed.
2. Call emergency medical services immediately.
3. Contact parents or guardians.

5. First Aid Kits and Equipment

First aid kits are located in key areas around the school, including:

- Main office/Medical Bay
- EYFS section
- Sports hall
- Trip and excursion kits

First aid kits will be regularly checked and restocked to ensure all essential supplies are available.

Typical contents may include:

- sterile dressings
- bandages
- plasters
- disposable gloves
- antiseptic wipes
- cold packs

6. School Trips and Off-Site Activities

Appropriate first aid arrangements must be in place for all school trips and off-site activities.
This includes:

- carrying a **portable first aid kit**
- ensuring staff have access to relevant **medical information about participating students**
- ensuring **emergency contact details** are available
- Completing any **risk assessments** required, as stated in medical care plans

Trip leaders must be aware of any students with **medical care plans** and ensure required medication accompanies the student.

7. Communication with Parents

The school maintains clear communication with families regarding student health.
Parents will be contacted when:

- A child becomes significantly unwell.
- A head injury occurs.
- A medical condition requires monitoring.
- The student needs to be collected from school.
- Emergency medical care is required.

8. Staff Responsibilities

All Staff
All staff are expected to:

- Take reasonable care of student health and safety.
- Follow first aid procedures.
- Contact a trained first aider when required.
- Complete basic online TES first aid training annually

First Aiders
First aiders are responsible for:

- Assessing injuries and illnesses
- Providing appropriate first aid treatment
- Recording incidents where necessary
- Advising when further medical care may be required

9. Medical Bay

The school maintains a **designated medical bay** where students who are unwell can rest safely while waiting for collection by parents.
Students using the medical bay should be supervised by the office staff or more closely by a member of staff if required. Office staff must be informed that a child in in the medical bay.

10. Emergency Procedure Flow Chart for Staff

To ensure efficient response in emergency situations, the following steps must be followed:

1. **Assess the situation** — Is the student conscious? Are they breathing? Is there any immediate risk to life?
2. **Contact a trained first aider** — If you are unsure, immediately contact the first aider (see the list outside the main office or workrooms).
3. **Provide immediate assistance** — Follow first aid procedures for the situation (CPR, bleeding control, etc.).
4. **Call for emergency help** if the situation is serious (dial 112 or local emergency number 151).
5. **Alert school leadership** — Notify the Principal or School Administrator.
6. **Contact the parent/guardian** — If the child needs to be taken home or requires additional medical care.
7. **Document the incident** in the accident/incident log (see below).

11. Accident and Incident Recording Procedures

All accidents and incidents involving student injury or illness must be documented. This helps with reporting to parents, monitoring patterns of incidents.

- **Accident Report Form**: To be completed by the first aider or staff member involved in the incident. There is a book held in the school office and in the EYFS section.
- **Incident Log**: All forms must be submitted to the main office and logged in the **Accident and Incident Register**.
- Parents will be informed promptly, and serious incidents (e.g., head injury, broken bones, or medical emergencies) will be reported to the Principal.
- **Follow-up action**: If necessary, a review meeting will be scheduled with parents to discuss the incident and any adjustments to care.

12. Student Medication Storage and Administration Rules

The school has procedures in place for the safe storage and administration of student medication.
Medication Storage:

- All medication must be stored in a **secure location** such as a locked cabinet or in the fridge, depending on the type of medication.
- Medication that requires refrigeration must be stored in a **separate medical fridge** in the main office.

- **Prescribed medications** will only be administered to the student they are intended for, and only with written permission from parents or guardians.

Medication Administration:

- Medications must be administered by a **trained first aider** or designated staff member.
- Written parental permission must be on file, stating the medication name, dosage, and times it should be administered.
- A **medication log** will be maintained to track the administration of medication.
- **Expired medications** will be discarded according to school policy, and parents will be informed to provide updated prescriptions.

STAKEHOLDER & VISITOR CONDUCT POLICY

Expectations of parents, carers and visitors to the school

At Vijay International School, Praslin, we actively encourage close links with parents/carers and the wider Praslin community. We know that students benefit when the relationship between home and school is a positive one and we welcome visitors to our school and encourage parents to communicate with us by phone or via email. If a parent or carer would like to meet with a member of staff face to face, then pre-arranged appointments can be arranged.

The overriding principle of this policy is that all members of the school community have the right to work or be in school without fear of aggression or abuse from parents/carers or visitors to the school. The governing body also has a requirement to protect staff and students from such aggression. If a parent or carer has concerns, we will always listen to them and seek to address them as quickly and positively as possible.

We will always act to ensure the school remains a safe place for students, staff and all other members of our community and therefore abusive, threatening or aggressive behaviour will not be tolerated. If such behaviour occurs, we will follow the procedures outlined in this policy.

Types of behaviour that are considered unacceptable and/or serious which will not be tolerated in relation to members of staff, and other members of the community are:

- Shouting/raising one's voice, either in person or over the telephone.
- Making unreasonable demands on staff time by refusing to leave school site until the problem is resolved and/or a named person is seen including the Principal.
- Taking matters into one's own hands and reacting towards staff or parents without allowing the school the time to investigate the incident.
- Any kind of insult or personal attack as an attempt to demean, embarrass or undermine and is damaging to their self-esteem.
- Any kind of threat.
- Swearing, either in person or over the phone.
- Physical intimidation, e.g. standing unnecessarily close to her/him.
- The use of rude or aggressive hand gestures, including pointing, raising arms, shaking or holding a fist towards another person.
- Emails which are sarcastic, combative or aggressive in tone and language.
- Electronically recording meetings and conversations without the prior knowledge and consent of the other persons involved.
- Any form of physical violence, such as pushing or hitting.
- Publishing unacceptable information about the school or members of its staff in a variety of media such as in social media websites and newspapers, which is damaging to the school's or staff members reputation.
- Persistent emails, phone calls and/or letters which amount to harassment and intimidation, despite the school's best efforts to address a situation.

Recording of Incidents

Staff should record any incidents where inappropriate behaviour has occurred in writing via email and sent to the Principal and should also be sent to the SLT line manager of that department to determine the most appropriate course of action. These will be recorded on a central reporting log.
If a parent, carer or visitor behaves in an unacceptable way towards a member of the school staff, a member of the school's senior leadership team will seek to resolve the situation through discussion and mediation. Such discussion will highlight how the behaviour of the parent/carer did not meet the school's expectations, with reminders of the school's policies provided, and a request will be made that future communications with the school are modified in the light of this.

Note: There is an additional document on file with guidance on the procedures to follow in the event of any such incident occurring.

DATA PROTECTION POLICY

Our school aims to ensure that all personal data collected about staff, pupils, parents and carers, governors, visitors and other individuals is collected, stored and processed.

This policy applies to all personal data, regardless of whether it is in paper or electronic format.

This policy applies to **all staff** employed by our school, and to external organisations or individuals working on our behalf. Staff who do not comply with this policy may face disciplinary action.

We will not normally share personal data with anyone else without consent, but there are certain circumstances where we may be required to do so. These include, but are not limited to, situations where:

- There is an issue with a pupil or parent/carer that puts the safety of our staff at risk
- We need to liaise with other agencies – we will seek consent as necessary before doing this
- Our suppliers or contractors need data to enable us to provide services to our staff and pupils – for example, IT companies.

When doing this, we will:

Only appoint suppliers or contractors that can provide sufficient guarantees that they comply our data protection policy

Only share data that the supplier or contractor needs to carry out their service

We will also share personal data with law enforcement and government bodies where we are legally required to do so.

We may also share personal data with emergency services and local authorities to help them to respond to an emergency situation that affects any of our pupils or staff.

Photos or videos

As part of our school activities, we may take photographs and record images of individuals within our school.

We will obtain written consent from parents/carers (or pupils aged 18 and over) for photographs and videos to be taken of their child for communication, marketing and promotional materials.

Any photographs and videos taken by parents/carers at school events for their own personal use are not covered by data protection legislation. However, we will ask that photos or videos with other pupils are not shared publicly on social media for safeguarding reasons, unless all the relevant parents/carers have agreed to this.

Where the school takes photographs and videos, uses may include:

- Within school on notice boards and in school magazines, brochures, newsletters, etc.
- Outside of school by external agencies such as the school photographer, newspapers, campaigns
- Online on our school website or social media pages
- The school WhatsApp broadcast and other communication apps such as Class Dojo and Tapestry

Consent can be refused or withdrawn at any time.

When using photographs and videos in this way we will not accompany them with any other personal information about the child, to ensure they cannot be identified, other than in the closed means of communication such as the school WhatsApp broadcast group where students may be named.

Disposal of records

Personal data that is no longer needed will be disposed of securely. Personal data that has become inaccurate or out of date will also be disposed of securely, where we cannot or do not need to rectify or update it.

For example, we will shred or incinerate paper-based records, and overwrite or delete electronic files.

In Seychelles, data is required to be stored for 7 years.

SAFER RECRUITMENT POLICY

Vijay International School Praslin is committed to ensuring the recruitment of all staff is conducted in a fair and effective manner. The school is committed to attracting, selecting and retaining employees who will successfully and positively contribute to the future development of the school. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance and fundamental to the delivery of a high-quality education.

The policy is an essential element in creating and maintaining a safe environment for all pupils, staff and others within the school community and aims to ensure safe recruitment and selection of staff by attracting the best possible candidates to vacancies, deterring prospective candidates who are unsuitable from applying for vacancies, identifying and rejecting those candidates who are unsuitable to work with children and young people.

Aims

Vijay International School Praslin is a safe recruiter committed to maintaining a safe and enjoyable learning environment. In line with the school mission, those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

Equal Opportunities

Vijay International School Praslin is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation.

VISP is committed to safeguarding and promoting the welfare of children, young people and adults. All applicants must be willing to undergo child protection screening, including checks with past employers. The successful candidate must provide a proof of identity, a Disclosure and Baring Service (DBS) check or if overseas, the national equivalent.

Recruitment Principles

These principles apply to the entire recruitment process, from advertisement to appointment:

- All posts will be advertised first in Seychelles using printed national media, for a period of a minimum of 3 days. In the event that there are no applicants the school will advertise online via TES or similar platform.
- Any advertisement will make clear the school's commitment to safeguarding and promoting the welfare of children.
- All applicants will receive fair treatment.
- Employees will be recruited on the knowledge, experience and skills needed for the job.
- Selection will be carried out by a panel with at least two members .
- Selection will be based on a minimum of completed application documents (CV, cover letter, photograph, professional references).
- All applicants must declare any conflicts of interest regarding students or current staff members. No applicant will be considered if they are involved in a romantic or sexual relationship with a student.

Teachers

- We accept applications from teacher candidates in Seychelles and overseas. However, Seychellois applicants will be considered and interviewed as a priority. Only if there are no suitable Seychellois applicants will we consider applicants from overseas.
- Applicants for teaching positions should hold a valid international teaching qualification (B.Ed or P.G.C.E.) with Qualified Teacher Status or an international equivalent with at least 2 years' teaching experience in a UK or British International School.
- Prior experience working with IGCSE and A-Level programmes is essential for applicants wishing to work in the secondary section

Teaching Assistants skills and attributes

- English language competency
- Experience of working with children is preferred
- Confident IT skills - or a willingness to learn how to email, print and use selected programmes such as Word

Application Requirements

- An-up-to date CV which includes details of marital status and any dependents.
- Contact details of two professional referees, one of whom should be your current Head of School or employer.
- Successful candidates will be asked to provide identity verification, original copies of qualifications and an enhanced DBS (Disclosure and Barring Service) check or national equivalent.

References

- The purpose of seeking references is to obtain objective and factual information to support the application.
- References will be obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.
- When written references have been obtained, references may be followed up by a telephone conversation with the referee to confirm the reference and that there are no disciplinary or safeguarding issues.
- All referees will be asked whether they believe the applicant is suitable for the job for which they are being considered.
- The school will only accept references obtained directly from the referee and will not accept open testimonials or letters of recommendations provided by the applicant.
- The school will compare all references with any information given on the CV.
- One of the references must be from the applicant's current or most recent employer and be either the Principal or a senior leader at the school.
- If the current/most recent employment does/did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children.
- Neither referee should be a relative or someone known to the applicant solely as a friend.

If the referee is a current or previous employer, they will also be asked to confirm the following:

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

Interviews

- The selection process for people who will work with children will always include a face-to-face interview even if there is only one candidate. For overseas candidates this will usually be on Skype/video link.
- The recruitment panel will include at least one member of the school leadership team.
- All candidates will be interviewed by at least 2 members of staff, this may include a Board member.

Scope of the Interview In addition to assessing and evaluating the applicant's suitability for the particular post, the interviewers will also explore:

- the candidate's attitude toward children and young people;
- his/her ability to support the school's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
- ask the candidate if they wish to declare anything in light of the requirement for a DBS check. Applicants must reveal all relevant convictions, as well as any other information that would make them unsuitable to work with children.

DBS and Police Clearance Checks

Successful candidates are subject to DBS and other safeguarding checks.

Staff should consider whether:

The checks reveal any new information that might prohibit or otherwise make a candidate unsuitable for the role

Further disclosure discussions may be needed following safeguarding checks. A conditional offer may only be confirmed once staff are happy that any previous convictions don't make applicants unsuitable for the role.

In all other cases, previous convictions will not necessarily prevent applicants from being employed by our school. Staff will determine, with support from HR specialists, whether disclosures warrant a discussion between our school and the candidate.

Where relevant, disclosure discussions will happen as part of the interview process and take the applicant's explanation into consideration. For example, we will consider:

- The seriousness of any offence and relevance to the post applied for
- How long ago the offence occurred
- Whether it was a one-off incident or a history of incidents
- The circumstances around the incident
- Whether the applicant accepted responsibility for their actions

Staff will then assess whether applicants' previous convictions or cautions make them unsuitable for the role.

Vijay International School Praslin is committed to safeguarding and promoting the welfare of children, young people and adults.

EQUAL OPPORTUNITIES POLICY

We believe that all people are of equal worth and entitled to equal human rights.

The School believes that the diversity of its membership both enriches the teaching and learning experience and creates a welcoming working environment for its staff and students.

All members of the school community are expected to always comply with the Equal Opportunities Policy.

1. Every member of the school community is entitled to certain rights. These include equality of access to facilities, resources and opportunities available within the school.
2. No person should be discriminated against on the grounds of gender, age, appearance, disability, sexual orientation or ethnicity.
3. All students have the right to study in a safe and non-threatening environment. Teasing or bullying of a student will not be tolerated. It is the responsibility of every member of the school community to maintain a happy environment, conducive to work and progress.
4. All students have the right to raise concerns about any aspect of school life. This can be done through the elected school council, or by talking to the class teacher or head of section. Serious matters will be referred to the Principal.
5. No person should endanger the health and safety of either themselves or other members of the school community. Every person must ensure that the well-being of another must never, (either by design or carelessness) be compromised.
6. Students have a 'Code of Conduct' to which they should adhere. It explains why they should and how they can behave and communicate in a respectful way to all.

All communication within the school, both in and outside lessons, should be conducted in a polite and civilized manner.

COMPLAINT POLICY

The difference between a concern and a complaint:

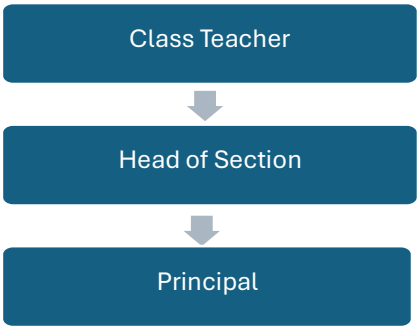
A **concern** may be defined as '*an expression of worry or doubt over an issue considered to be important for which reassurances are sought'*.

A **complaint** may be defined as '*an expression of dissatisfaction however made, about actions taken or a lack of action*'.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Vijay International School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.
If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the Principal, will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the Principal or Chair of The Board will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.
We understand however, that there are occasions when people would like to raise their concerns formally. In this case, Vijay International School will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

How to raise a concern or make a complaint

A **concern** can be made in person, or in writing by email or through the website
A **complaint** should be made in writing and submitted using the complaints process on the school website.
Concerns should be raised with the **class teacher** in the first instance. If the person raising the concern does not feel it has been appropriately addressed by the class teacher, it should then be escalated to the **Head of Section**, and then to the **Principal** if it is felt that Head of Section has not dealt with the concern.
Process for raising a concern:



The class teacher will decide on whether it needs escalating to the Head of Section, and the Head of Section may escalate to the Principal as needed. In most cases, concerns raised are discussed with the Head of Section, even if the class teacher is able to deal with the situation adequately.
If the concern raised remains unresolved, the next step is to make a **formal complaint**.

Complainants **should not approach individual governors** to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure.
Complaints against *school staff* (except the Principal) should be made in the first instance, in writing to the Principal via the school website**.** This is submitted directly to the Principal and is Private and Confidential.
Complaints that involve or are about *the Principal* should be made in writing and emailed to Mr Fabby Ernesta (the Chair of Governors). Please mark them as Private and Confidential.
Complaints about *the Chair of Governors*, any individual governor or the whole governing body should be addressed to the Principal via the school website or via email. This is submitted directly to the Principal and is Private and Confidential.

Anonymous complaints
We will not normally investigate anonymous complaints. However, the Principal or Chair of Governors, if appropriate, will determine whether the complaint warrants an investigation.

Time scales
You must raise the complaint within one month of the incident or, where a series of associated incidents have occurred, within one month of the last of these incidents. We will consider complaints made outside of this time frame only if exceptional circumstances apply.

Complaints received outside of term time
We will consider complaints made outside of term time to have been received on the first school day after the holiday period.

Scope of this Complaints Procedure

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

Exceptions	Who to contact
• Matters likely to require a Child Protection Investigation	Complaints about child protection matters are handled under our child protection and safeguarding policy.
• Exclusion of children from school	Complaints about an exclusion from school should be raised with the Principal and Chair of the Board.
• Staff grievances	Complaints from staff will be dealt with by the Principal and the Chair of the Board.
• Staff conduct	Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate. Complainants will not be informed of any disciplinary action taken against a staff member as a result of a complaint. However, the complainant will be notified that the matter is being addressed.
• Whistleblowing	For whistleblowing , please see the Whistleblowing section below.
• Complaints about services provided by other providers who may use school premises or facilities	Providers should have their own complaints procedure to deal with complaints about service. Please contact them directly.

Resolving complaints

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

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

Stage 1

Formal complaints must be made to the Principal (unless they are about the Principal), via the school office. This may be done in person at an arranged meeting, or in writing (preferably on the Complaint Form).

The Principal will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 5 school days.

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

Note: The Principal may delegate the investigation to another member of the school's senior leadership team but not the decision to be taken.

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

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

The Principal will respond and detail any actions taken to investigate the complaint and provide an explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions Vijay International School will take to resolve the complaint.

The Principal will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of Stage 1.

If the complaint is about the Principal, or a member of the governing body (including the Chair or Vice-Chair), a suitably skilled governor will be appointed to complete all the actions at Stage 1.

Stage 2

If the complainant is dissatisfied with the outcome at Stage 1 and wishes to take the matter further, they can escalate the complaint to Stage 2 – a meeting with members of the governing body, which will be formed of the first three, impartial, governor. This is the final stage of the complaint's procedure.

A request to escalate to Stage 2 must be made to the Principal or Chair of the Board, via the school office, within 5 school days of receipt of the Stage 1 response.

They will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 5 school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Principal or Chair of the Board will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within 5 school days of receipt of the Stage 2 request. If this is not possible, they will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of two proposed dates, without good reason, the Principal /Chair of the Board will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

The complaints committee will consist of at least three governors with no prior involvement or knowledge of the complaint. Prior to the meeting, they will decide amongst themselves who will act as the Chair of the Complaints Committee. If there are fewer than three governors from Vijay International School available, the Chair of the Board will source any additional, independent party, in order to make up the committee.

The committee will decide whether to deal with the complaint by inviting parties to a meeting or through written representations, but in making their decision they will be sensitive to the complainant's needs.
If the complainant is invited to attend the meeting, they may bring someone along to provide support. This can be a relative or friend.

Note: Complaints about staff conduct will not generally be handled under this complaints procedure. Complainants will be advised that any staff conduct complaints will be considered under staff disciplinary procedures, if appropriate, but outcomes will not be shared with them.

Representatives from the media are not permitted to attend.

Before the meeting, the meeting chair will:

- confirm and notify the complainant of the date, time and venue of the meeting, ensuring that, if the complainant is invited, the dates are convenient to all parties
- request copies of any further written material to be submitted to the committee at least 3 school days before the meeting.

Any written material will be circulated to all parties at least 2 school days before the date of the meeting. The committee will not normally accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from Stage 1 of the procedure.
The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.
The committee will consider the complaint and all the evidence presented. The committee can:

- uphold the complaint in whole or in part
- dismiss the complaint in whole or in part.

If the complaint is upheld in whole or in part, the committee will:

- decide on the appropriate action to be taken to resolve the complaint
- where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The Chair of the Committee will provide the complainant and Vijay International School with a full explanation of their decision and the reason(s) for it, in writing, within 3 school days.
If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire governing body or

- the majority of the governing body

Stage 2 will be heard by a committee of independent governors.

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

Complaint Form

Please complete and return to the Principal or Chair of the Board who will acknowledge receipt and explain what action will be taken.

Your name:
Pupil's name (if relevant):
Your relationship to the pupil (if relevant):
Address: **Phone number:** **Email Address:**
Please give details of your complaint, including whether you have spoken to anybody at the school about it.
What actions do you feel might resolve the problem at this stage?
Are you attaching any paperwork? If so, please give details.
Signature: **Date:**
Official use
Date acknowledgement sent:

By who:
Complaint referred to:
Date:

Roles and Responsibilities:

Complainant

The complainant will receive a more effective response to the complaint if they:

- explain the complaint in full as early as possible
- co-operate with the school in seeking a solution to the complaint
- respond promptly to requests for information or meetings or in agreeing the details of the complaint
- ask for assistance as needed
- treat all those involved in the complaint with respect
- refrain from publicising the details of their complaint on social media and respect confidentiality.

Secretary of the Governing Body

The Secretary is the contact point for the complainant and the committee and should and will be assigned :

- set the date, time and venue of the meeting, ensuring that the dates are convenient to all parties (if they are invited to attend) and that the venue and proceedings are accessible
- collate any written material relevant to the complaint (for example; stage 1 paperwork, school and complainant submissions) and send it to the parties in advance of the meeting within an agreed timescale
- record the proceedings in writing
- circulate the minutes of the meeting
- notify all parties of the committee's decision.

Committee Chair

The committee's chair, who is nominated in advance of the complaint meeting, should ensure that:

- both parties are asked (via the Secretary) to provide any additional information relating to the complaint by a specified date in advance of the meeting
- the meeting is conducted in an informal manner, is not adversarial, and that, if all parties are invited to attend, everyone is treated with respect and courtesy
- complainants who may not be used to speaking at such a meeting are put at ease. This is

particularly important if the complainant is a child/young person
- the remit of the committee is explained to the complainant
- written material is seen by everyone in attendance, provided it does not breach confidentiality
- If a new issue arises it would be useful to give everyone the opportunity to consider and comment upon it; this may require a short adjournment of the meeting
- both the complainant and the school are given the opportunity to make their case and seek clarity, either through written submissions ahead of the meeting or verbally in the meeting itself
- the issues are addressed
- key findings of fact are made
- the committee is open-minded and acts independently
- no member of the committee has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure
- the meeting is minuted
- they liaise with the named person handling the complaint

Committee Member

Committee members should be aware that:

- the meeting must be independent and impartial, and should be seen to be so
- No governor may sit on the committee if they have had a prior involvement in the complaint or in the circumstances surrounding it.
- the aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant
- We recognise that the complainant might not be satisfied with the outcome if the meeting does not find in their favour. It may only be possible to establish the facts and make recommendations.
- many complainants will feel nervous and inhibited in a formal setting
- Parents/carers often feel emotional when discussing an issue that affects their child.
- extra care needs to be taken when the complainant is a child/young person and present during all or part of the meeting

Careful consideration of the atmosphere and proceedings should ensure that the child/young person does not feel intimidated.

The committee should respect the views of the child/young person and give them equal consideration to those of adults.

If the child/young person is the complainant, the committee should ask in advance if any support is needed to help them present their complaint. Where the child/young person's parent is the complainant, the committee should give the parent the opportunity to say which parts of the meeting, if any, the child/young person needs to attend.

However, the parent should be advised that agreement might not always be possible if the parent wishes the child/young person to attend a part of the meeting that the committee considers is not in the child/young person's best interests.

The welfare of the child/young person is paramount.

WHISTLEBLOWING

What is whistleblowing?

Whistleblowing is when a worker report certain types of wrongdoing or misconduct within an organisation. The wrongdoing disclosed must be in the public interest. This means it must affect others, e.g. pupils, general public.

The wrongdoing must relate to or show one of the following:

- a criminal offence
- a failure to comply with a legal obligation
- a possible miscarriage of justice
- a Health & Safety risk
- damaging the environment
- misuse of public money
- corruption or unethical conduct
- abuse of pupils, students or other users
- deliberate concealment of any of these matters
- any other substantial and relevant concern.

The concern could be about something that happened in the past, is currently happening or likely to happen in the future.

Concerns or complaints that employees wish to raise formally, about their own employment, should normally be raised using the school's Grievance Procedure, unless the employee believes the concern is in the public interest. This includes for example, concerns related to working conditions, working relations, employment rights or bullying or harassment.
Whistleblowers will not be treated unfairly or lose their jobs because they 'blow the whistle'.
Whistleblowers must hold a reasonable belief that the concern they are raising is in the public interest.
The school's governing body will provide all reasonable protection for those who raise concerns made in the public interest.
The school's governing body will be responsible for ensuring that appropriate personal support is offered both to a worker raising a concern and to any worker against whom allegations have been made under this procedure.

Although an employee has certain legal obligations of confidentiality to the school, in a limited set of circumstances, whistleblowing may override these obligations. This guidance sets out the circumstances under which these disclosures may lawfully be made.

Procedure for raising a whistleblowing concern
Concerns can be raised anonymously, but the school or person receiving the allegation may not be able to take it further if they haven't been provided with all the information they need.
Whistleblowers can give their name but request confidentiality and, in these circumstances, every effort will be made to protect their identity.
All disclosures made under this procedure will be treated sensitively, consistently and fairly.

Step 1- Deciding who to report the concern to
Concerns can be raised verbally or in writing.
You can raise your concern with your line manager. Alternatively, you can raise the matter with the Principal or the Chair of Governors.
Although you are not expected to prove beyond doubt the truth of your concerns, you will need to demonstrate that you have sufficient evidence or other reasonable grounds to raise them.
You can be accompanied by a trade union representative or colleague to any meetings that are required.

Step 2
The person with whom you have raised your concern, will decide what action is needed. They may ask you to provide further information. They will write to you within 10 days to let you know how your concern will be dealt with.
The information you can expect to receive is:
▪ an indication of how the concern will be dealt with
▪ an estimate of how long it will take to provide a final response
▪ whether any initial enquiries have been made
▪ whether further investigations will take place, and if not why not
▪ information about support available for you.
The person with whom you have raised your concern will at the same time notify the schools' Chair of the Board that a whistleblowing allegation has been made.

Step 3
Initial enquiries will be made to decide whether an investigation is appropriate.
An investigation may be carried out, depending on the nature of the allegations and the evidence/information presented. Full details of the investigation may be withheld from you to protect the confidentiality of other people.
Information will need to be passed on to those with a legitimate need to have this information and it may be necessary for you to provide a written statement and act as a witness in any subsequent disciplinary proceedings or enquiry. This will be discussed with you first.
Where an investigation is necessary, it may take the form of one or more of the following:
▪ an internal investigation by the Principal or a governor, which may, for example, take the form of a disciplinary investigation
▪ a referral to the Police
▪ the setting up of an external independent inquiry.

Step 4
You will be informed of the outcome of any investigation, in writing, and/or of any action taken, subject to the constraints of confidentiality and the law.
If there is an issue of an exceptionally serious nature which you believe to be substantially true, then you may disclose the issue to someone other than those listed.

USE OF MULTIMEDIA POLICY

VISP encourages the use of film, news and documentary footage to support learning in all stages of the school.

Staff should be mindful that students on Praslin can be more sheltered than equivalent aged students elsewhere. Many are not as hardened to western media in the way that many UK students are for example. Therefore, please consult the BBFC website for the certification of any media shown. A film given a U certificate can be shown to all students. Media given a 12 or 15 certificate should only be shown to those students old enough to watch this. Any media given a PG certificate should get parental approval before being shown - please check parental permissions on the Student Database.

Caution should be taken when showing news footage, particularly of disasters or conflicts.

CURRICULUM POLICY

Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards
- cumulatively sufficient knowledge for skills and future learning and employment;
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- Support pupils' spiritual, moral, social and cultural development;
- Support pupils' physical development and responsibility for their own health, and enable them to be active;
- Promote a positive attitude towards learning;
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support;
- Have a high academic ambition for all pupils;
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

Furthermore, our Secondary and Sixth Form sections aim to:

- Provide subject choices that support pupils' learning and progression, and enable them to work towards
- achieving their goals, at IGCSE, A-Level, and beyond;
- Provide a broad curriculum prioritising a strong academic core of subjects;
- Develop pupils' independent learning skills and resilience, to equip them for further education and
- employment.

In terms of our Early Years provision, we aim to, promote the learning and development of our youngest children and make sure they are ready for Key Stage 1.

These curriculum aims are underpinned by our core values: we strive to ensure every student reaches their full potential, empowering each child to become a creative, critical and independent thinker. We encourage students to become confident individuals and conscientious citizens of the world, who pursue a lifelong commitment to personal development and service to others, underpinned by **Valuing others, Inclusivity, Success, and Pride.**

Further aims and information for each of our sections (Early Years, Primary, Secondary, and Sixth Form) can be found on our website in the curriculum area .

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the National Curriculum programmes of study and the Cambridge Lower Secondary , IGCSE and Sixth Form programmes of study, which we have chosen to follow. As a school, we follow the British National Curriculum lower down the school, and the Cambridge International Curriculum at Secondary and Sixth Form.

Organisation and planning

Our curriculum is organised across sections (EYFS, Primary, Secondary, and Sixth Form) and adopts several key approaches and underlying standards of learning, development, and care for the children in our school.
Where possible, our curriculum, while broad, balanced, and international, is adapted to suit local needs and our Seychellois context. Subject content across the school is designed, delivered, and sequenced by specialist teachers in key areas, with opportunities given throughout the year to reflect, adapt, and update key areas. Long term plans are available for all subject areas on our website in the Resources area for all stakeholders to see, and time is given over the course of the year to review and update as needed, with annual updates of online versions, and paper copies available for reference in the school office.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment, both formative and summative, to set ambitious targets and plan challenging work for all groups, including:

- More able pupils;
- Pupils with low prior attainment;
- Pupils from disadvantaged backgrounds;
- Pupils with ALN;
- Pupils with English as an Additional Language (EAL);

Teachers will plan lessons so that pupils with SEN and/or disabilities can access each subject, wherever possible, and they will make sure that there are no barriers to every pupil achieving. They will make reasonable adjustments within the resources they have available to support the students in their class.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.
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Monitoring arrangements

The governing board monitors whether the school is complying with its association agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through collaboration with the principal and heads of section where needed.

Heads of Section monitor the ways that the curriculum is delivered throughout the school through collaboration with staff, learning walks, weekly training/CPD, and through regular staff appraisal meetings.
Heads of Section also have responsibility for monitoring the way in which resources are stored and managed on the school's Google Drive Curriculum area. Heads of Section are responsible for working with teachers to support effective curriculum development and implementation.

Teachers have the responsibility of that the school curriculum is implemented in accordance with this policy in order to support all pupils at all stages to have opportunities to make progress across all areas of the curriculum. Teachers have the responsibility of uploading their resources and planning to the school Curriculum Drive to support with transition for our transient staff.

RESPECT CHARTER

The school's position is very clear. We celebrate and we do not discriminate. We are fair and we care. We have systems in place to reward positive behaviour, as well as warning systems in place for those who engage in behaviour that challenges the ethos of our community.
Our place is a safe place to be - every student, parent and staff member deserves the right to feel safe whilst in our community.

Any persons who cause offence by going against the ethos of this charter, will face a consequence as detailed in our Anti-bullying and Discipline policy documents.
If anyone hears or sees anything that goes against this charter, they should speak to a trusted member of staff.

VISP RESPECT CHARTER

At VISP, we recognise and celebrate diversity of race, ethnicity, nationality, religion, sex, gender, neurodiversity, ability and disability.

We communicate our respect in FOUR areas.

Respect for **SELF**

- Uniform
- Punctuality
- Attendance
- Homework
- Being a role model

Respect for **OTHERS**

- Challenge negative behaviour
- Accepting people's differences
- Being kind
- No bullying
- Being helpful
- Being polite
- Welcoming all visitors
- Speak up about unacceptable behaviour and language
- Work together to ensure that every member of the community feels safe, welcome and valued at all times.

Respect for **LEARNING**

- Listen to the teacher
- Celebrate successes
- Support others
- Listen to the ideas of others without judgement
- Understand different support is needed for different students

Respect for the **ENVIRONMENT**

- Pick up litter
- Tidy up after yourself
- No graffiti
- Look after your books
- Respect equipment
- Turn off sockets/fans/AC when not in use
- No loud music/sounds disturbing others

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."

Statutory Framework for the Early Years Foundation Stage 2025.

"*Research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being.*"

Strong foundations in the First Years of School 2024.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Structure of the EYFS

Our Early Years provision consists of one nursery class and one Reception class within a school setting. Provision is organised to ensure age-appropriate learning, play, and care. Key person systems are in place to provide consistency and build strong relationships with children and families.

Our EYFS ranges from 3-4 years in Nursery and 4-5 years in Reception. Children can start their Reception year at the beginning of the school year in which they have their fifth birthday. The nursery and reception school day runs from 8:00am - 2:10pm, Monday – Friday.

Curriculum

Our EYFS curriculum intent: Aims to give all children in our Nursery and Reception classes an exciting, challenging and meaningful start to their learning journey with us. Our passionate and experienced team of Early Years practitioners plan children's learning experiences in accordance with the Early Years

Foundation Stage (EYFS) curriculum guidance and principles. Our curriculum follows the curriculum as outlined in the latest EYFS statutory framework 2024, Development Matters.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Weaving throughout the EYFS curriculum are the three Characteristics of Effective Learning. Playing and exploring - children investigate and experience things, and 'have a go' Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Our EYFS curriculum has been implemented with the following in mind:

Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively in a language rich environment. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. In the Autumn term, this focus on the prime areas carries on during the transition from Nursery to Reception. Quality interactions, based on strong, positive relationships between adults and children are fundamental in moving the children's own learning on. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Time is planned into each day for our children to learn through play and these quality interactions – this is called 'Continuous Provision'. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.

Teachers plan for a range of play opportunities for our children including:

• **Adult directed** – where an adult teaches new key knowledge and skill that is built upon sequentially, and describes what a child is expected to do to ensure focused learning in a particular area.

• **Child initiated** – where children plan, carry out and evaluate their play. This is to encourage children to see positivity in challenging themselves and developing their own ideas. Children have the opportunity to apply the knowledge that they have acquired.

• **Child led/independent learning** – where children choose from a group of activities but develop the play themselves. They apply acquired knowledge and skills. Adults will have carefully planned and selected activities to enhance the learning that has taken place.

The environment is key to this with areas such as water investigation, small world, creative, reading snug, building and construction, sand and nature just some of the 'zones' teachers plan for. Where a child may have a special educational need or disability, provision is individualised to meet their needs, and reasonable adjustments may be made to the environment. Staff too, will consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. As the children prepare for Reception, adult led activities will support children with transition. Lessons such as phonics (Twinkl Phonics) will be planned into the Nursery and Reception timetable to ensure all children receive a positive and secure start to reading.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Teaching utilises both the indoor and outdoor environments and regular time exploring our school environment also supports their learning and exploration.

As children grow older, and as their development allows, the balance gradually shifts in Reception towards more adult-led activities in the timetable which help children prepare for year 1. Literacy, Mathematics and Phonics sessions are taught daily with teaching times gradually increasing in the summer term.

Assessment

At Vijay International School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

EYFS staff hold Pupil Progress Meetings every term to ensure that all children are making sustained progress across the curriculum. These meetings provide an opportunity for teachers and EYFS leaders to review assessment data, identify pupils who may need additional support, and agree on targeted interventions.

The focus is on maintaining high-quality first teaching, sharing effective strategies, and ensuring that provision is inclusive and responsive to individual needs. By meeting regularly, we can quickly address emerging gaps, celebrate successes, and maintain a strong culture of accountability and collaboration among staff.

In the final term of the academic year, in both nursery and reception, staff complete the EYFS profile for each child which is shared with parents. Each child is assessed against the 17 early learning goals, indicating whether they are:

- Exceeding expected levels of development
- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We also share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

Parents have the opportunity to attend parents' meetings every term with their child's class teacher to discuss their progress.

Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We promote and build this strong partnership in many ways. Here are just a few:

- An open-door policy
- Inviting children to spend time with their teacher and key person in nursery prior to starting school/nursery during our "Induction Sessions".
- 'Move up Mornings' to assist in the transition from nursery- reception and reception - Year 1.
- Parents are invited to attend an EYFS induction where the Principal and Foundation stage teachers explain the curriculum.
- Encouraging parents to talk to their child's teacher/key person about any concerns they may have.
- Shortly after starting school, parents of children in Nursery and Reception are invited to discuss progress with the teacher and review their child's work. Termly parents evenings take place.
- Parents receive a written report on their child's attainment and progress at the end of the academic year.

- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents. For example, PTA/ fundraising events, themed activity days, Christmas production, sports day, to which all family members are invited, and Open Days.

Parents and/or carers are kept up to date with their child's progress and development through parent meetings and communication with a teacher daily at the beginning/end of the day. These help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding, abilities and next steps in their learning. We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

Staff

Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our Child Protection and Safeguarding Policy for more information.

- **Responding to allegations or concerns**

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police. See our Child Protection and Safeguarding Policy for more information.

- **Staffing ratios**

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- We comply with infant class size legislation and have at least 1 teacher per 24 pupils
- We have 1 member of staff for every 8 children.
- Nursery and Reception have a Teaching assistant or Key worker assisting the class teacher.

- **The designated safeguarding lead (DSL)**

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required

- **Absence**

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

- **Oral health and tooth brushing**

We promote good oral health, as well as good health in general, in the early years by teaching:

- The effects of having a good diet.
- The effects of eating too many sweet things
- The importance of brushing your teeth

- **Safer eating**

While children are eating, there will always be at least 1 member of staff in the area. All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
    - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

- **Accident or injury**

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accidents or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

- **Safety of premises**

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

- **Toileting and privacy**

We make sure that there are:

- Enough toilets and hand basins available for the children
- An adequate supply of necessary items such as towels and spare clothes
- Separate toilet facilities for adults

During toileting, we will balance children's privacy with their safeguarding and support needs.

CHILD PROTECTION AND SAFEGUARDING POLICY

Designated Safeguarding Lead:	**Kathryn Cooper** Lesley Thompson
Contact:	**kcooper@visp-sey.com** lthompspon@visp-sey.com
Deputy Designated Safeguarding Leads:	EC & Primary - Martin Thompson KS3 & KS4 - Adam Victor KS5 – Joe Rowing
Contacts:	mthomspon@visp-sey.com avictor@visp-sey.com jrowing@visp-sey.com
Nominated Governor for Safeguarding:	Emilia Vidot
Contact:	emilavidot@gmail.com
National Council for Children:	4283900

Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.
Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.
b (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.
We give special consideration to children who:

- Have additional learning needs (ALN) or disabilities or health conditions
- Are young carers

- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Whose parent/carer has expressed an intention to remove them from school to be home educated

Roles and responsibilities

Safeguarding and child protection is **everyone's responsibility.** This policy applies to all staff, parents, volunteers and governors in the school. Our policy and procedures also apply to extended school and off-site activities.
The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern society, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

This will be underpinned by our:

- Behaviour/Discipline policy
- Pastoral support system
- Planned programme of personal, social and health education (PSHE), which is inclusive and delivered regularly.

Parents should understand and support any strategies which are implemented to protect and safeguard their children. These include reporting to the main office and signing in if remaining on the school site and delivering lunches during the allotted times, without contact with students at this time.

Parents also have a responsibility to display appropriate behaviour on our school premises, which includes respecting our school procedures and ensuring students do not feel threatened or uncomfortable. Staff will challenge any inappropriate conduct in line with our safeguarding policy.

All staff

All staff will:

- Complete certified training on Child Protection and Safeguarding every 2 years (training course will be dependent on position). The Principal/DSL will keep a record of all certificates and hold a dated training record.
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

- Provide a safe space for pupils who are LGBT to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the role and identity of the designated safeguarding lead (DSL) and deputies and the behaviour policy.
- The process for making referrals to the DSL.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, radicalisation and serious violence
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual, transgender, queer or other identities (LGBTQ+) can be targeted by other children
- What to look for to identify children who need help or protection

The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Kathryn Cooper, SENCO. The DSL takes lead responsibility for child protection and wider safeguarding in the school.
During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
When the DSL is absent, the deputies (Head of Sections) will act as cover.

The DSL, with the support of the Principal, will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and/or support other staff to do so
- Refer suspected cases, as appropriate, to the relevant body (children's social care, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL will also:

- Keep the Principal informed of any issues

- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The governing board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review
- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- Make sure:
    - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
    - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
    - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
    - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
    - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
    - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
    - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
    - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate.

The Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
    - Are informed of our systems which support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

Early years and primary section

- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

Confidentiality

At VISP, we will ensure:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- We will not limit the sharing of information for the purposes of keeping children safe in cases where this is deemed to be necessary if we deem a child to be at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
    - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis
    - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
    - The DSL should consider that:
        - Parents or carers should normally be informed (unless this would put the victim at greater risk)
        - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
        - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.
- Regarding anonymity, all staff will:
    - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
    - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.
Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. Anyone can make a referral.
Tell the DSL as soon as possible if you make a referral directly.

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgment on it
- Sign and date the write-up and pass it on to the DSL. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

If you have concerns **about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**
Where possible, speak to the DSL first to agree a course of action.
If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from NCC, children's social care. Share details of any actions you take with the DSL as soon as practically possible.

If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by informing the DSL.
If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Principal as soon as possible. If the concerns/allegations are about the Principal, speak to the chair of governors.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.
We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.
Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or
- Ensure staff are trained to understand:
    - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
    - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
    - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
        - Children can show signs or act in ways they hope adults will notice and react to
        - A friend may make a report
        - A member of staff may overhear a conversation
        - A child's behaviour might indicate that something is wrong
    - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation

- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)
-

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult (a person 18 years of age or above)
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.
They will hold interviews with the pupils involved (if appropriate).
If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers
The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police
If it is necessary to refer an incident to the police, this will be done through the Principal or DSL (with the agreement of the Principal).

Recording incidents
Information will be recorded in the pupil's confidential folder.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.
We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure that the pastoral team build trusted relationships with our students so they have someone they can approach
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Have advice leaflets from NCC available in the front office

Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.
As part of our safeguarding policy, it is essential to address the emerging risks associated with the use of Artificial Intelligence (AI) in schools. While AI technologies can offer significant educational benefits, they also pose potential safeguarding concerns, particularly for children and young people. These include exposure to inappropriate or biased content, manipulation through AI-generated media (such as deepfakes), breaches of data privacy, and unsupervised interactions with AI chatbots that may provide harmful or inaccurate information.

To address this, our school aims to:

- Have processes in place to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Ensure that all AI tools used are age-appropriate, transparent in their functioning, and subject to robust data protection standards.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
    - The safe use of social media, the internet and technology, including AI
    - Keeping personal information private
    - How to recognise unacceptable behaviour online
    - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
    - Staff will only take pictures or recordings of pupils on their personal phones or cameras for educational purposes and must delete these after use
    - Staff must not post pictures of children on their personal social media accounts
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.
Other staff will only talk to parents or carers about any such concerns following consultation with the DSL. If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these pupils. This includes:

- Nurture group and/or small group intervention
- A safe place to talk with a trusted adult
- Staff in school to always be on alert of any issues and will be on duty to identify issues and work with the child to support.

Any abuse involving pupils will require close liaison with the DSL (or deputy) and the SENCO.

Complaints and concerns about school safeguarding policies

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

Other complaints & Whistle-blowing

Complaints against how a school has dealt with a safeguarding issue should be made to the Principal and the Chair of The Board. It will be investigated and reported back to the person making the complain with explanation of procedures followed.

Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.
Records will include:
A clear and comprehensive summary of the concern
Details of how the concern was followed up and resolved
A note of any action taken, decisions reached and the outcome
Concerns and referrals will be kept in a separate child protection file for each child.
Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

Training

All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.
This training will be regularly updated (with a record help by the Principal) and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Have regard to the Teachers' Standards to support the expectation that all teachers:
    - Manage behaviour effectively to ensure a good and safe environment
    - Have a clear understanding of the needs of all pupils

The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Principal, they receive training in managing allegations for this purpose.

Monitoring arrangements

This policy will be reviewed **annually** by the Principal and DSL. At every review, it will be approved by the full governing board.

APPENDIX

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: specific safeguarding issues

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant
-

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in this policy.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also

include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.
Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.
Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.
Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.
If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.
The DSL will provide support according to the child's needs and update records about their circumstances.

Female Genital Mutilation

There is no specific legislation prohibiting the practice of Female Gential Multilation in the Seychelles. If you suspect a student of FGM, speak to the DSL.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

The above indicators and risk factors are not intended to be exhaustive.

Preventing radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
    - Endangers or causes serious violence to a person/people;
    - Causes serious damage to property; or
    - Seriously interferes or disrupts an electronic system

  The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.
We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.
There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.
If staff are concerned about a pupil, they will discuss their concerns with the DSL.
Staff should **always** take action if they are worried.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.
Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.
If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the

impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.
When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above).

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non/late-collection of children

If a child is not collected at the end of the session/day, we will:

- Contact the parent. Primary children will be supervised until 2:20pm or until the end of their club. Beyond this, if a parent is late on a regular basis, the child will be kept safe by a member of staff and a late fee will be charged for this. Children will be removed from clubs if late collection is from after school club.

Appendix 3: VISP 5 Rs of safeguarding