



**St George's School,
Harpenden, Academy Trust**

**EQUAL OPPORTUNITIES
& INCLUSION POLICIES
&
EQUALITY DUTY
STATEMENT**

Date of issue:	September 2019
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	1st October 2021

St George's School Equality Documents

EQUAL OPPORTUNITIES and INCLUSION POLICIES AND EQUALITY DUTY STATEMENT

Incorporates the domains listed. Only those elements underlined are mandatory documents, which are reviewed and approved by the Governors Welfare and Boarding sub committee

1. **Equality objectives** under the public sector equality duty revised **every four years**
2. **Special Educational Needs and Disability Policy**
3. Disability equality duty and **accessibility plan**
4. **Supporting students with medical conditions Policy**
5. Supporting students unable to attend the school for medical reasons
6. Equal opportunities
7. Race Equality
8. Educational Visits and representing the school
9. Gender
10. Sexual Orientation
11. Children Looked after
12. Pupil Premium
13. 16-19 Bursary procedure
14. Equal opportunities for staff
15. Duty of school to promote community cohesion
16. SEND Procedures
17. The Local offer

These domains relate to or bear on many other policies including the Health and Safety, Curriculum, Child Protection, Pupil Disciplinary, and Anti-bullying policies. It also relates to a number of the school's employment policies.

Note:

**The name of the Designated Teacher for Children Looked After for the school:
Miss Tanya Linsell**

The name of a governor with special responsibility for Children Looked After in the school: Mrs Fiona Rainsford

**The Headteacher (currently Miss Helen Barton)
LG delegated member (currently Mrs Kirsten Robertson)
DoL Learning Support (currently Miss Tanya Linsell)
are responsible for deciding on how to use the Pupil Premium**

The DoL Learning Support is responsible for tracking the progress of the eligible students.

The named member of school staff responsible for the medical conditions policy and its implementation is the Assistant Head DSP (currently Mrs K Robertson).

1. St George's School Equality Objectives under the public sector equality duties 2018

1. Better meet the needs of students with medical conditions by implementing and reviewing the policy regarding Supporting Pupils with Medical Conditions
2. Better meet the needs of all members of the community by assessing the impact of school organisation and policies on students/staff who are of non-binary gender
3. Better support student leadership of groups which work to shape appropriate values by ensuring staff support of the One World and Gay/Straight Alliance groups

2. Special Educational Needs and Disability Policy

St George's School believes that Special Educational Needs (SEN) is a whole school issue and that 'Every teacher should aspire to be a teacher of SEN'.

St George's School recognises that all students are individuals with particular needs, strengths and weaknesses. However, some students have exceptional abilities and others have significantly greater difficulty in learning than the majority of their peers. It is committed to offering an inclusive education to ensure the best possible progress for all students whatever their needs or abilities. Not all students with disabilities have Special Educational Needs and not all students with Special Educational Needs meet the definition of disability but this policy covers all these students.

Our definitions of special educational needs (SEN) are taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children may have one or more of the following domains of need: communication and interaction; cognition and learning; SEMH difficulties; and sensory or physical needs. **School documents generally refers to SEN, but in many cases, provision might more fairly be characterised as SEND as the impairment faced by the student meets the qualifying test to be categorised as a disability. In other cases, provision might be to meet the needs of a student with a disability who would otherwise not satisfy (a) above.**

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. This policy sets out how the school makes, monitors and reviews its provision for students with SEN. Information relating to the implementation of this policy is set out in SEN procedures.

The education of students with identified special educational needs will be based on the recommendations of The Children and Families Act 2014 and the SEN Code of Practice which accompanies this legislation, the Equality Act 2010 and the DDA (1995 and amendments contained within the DDA 2005).

In accordance with the SEN and Disability Act 2001 which amended the Disability and Discrimination Act 1995, the school aims not to treat disabled students 'less favourably' and to make 'reasonable adjustments' to ensure that disabled students are not at a substantial disadvantage.

The school aims:

1. To ensure that students with learning difficulties and/or disabilities (LDD) are identified, assessed and monitored effectively.
2. To promote as far as possible the inclusive education of students with LDD by developing differentiated learning techniques.
3. To place students at the centre of all decisions made about the provision for their needs.
4. To actively promote equality of opportunity for all disabled people using the school premises as outlined in the Disability Equality Statement.
5. To ensure that staff have a clear understanding of their roles and responsibilities in the provision of Special Educational Needs (SEN).
6. To involve parents/carers as partners in enabling students with LDD to achieve their potential, by promoting positive and supportive working relationships.
7. To respect the rights of all students with SEN to participate in the activities of the school and in the national curriculum so far as is reasonably practicable.
8. To provide a regularly updated St George's School SEN Offer; Information Report.

3. Promoting Opportunity for People with Disability and Acceptance of Disability; Accessibility Plan

The governors of St George's recognise their responsibility to develop a disability equality scheme whereby:

- The school will make reasonable adjustments to ensure that students can gain maximum benefit from the curricular and other opportunities on offer, regardless of disability; this includes action by classroom teachers to provide differentiated tasking and materials to allow all students access to the curriculum.
- The school will recruit, manage and motivate staff, regardless of disability, and will make reasonable adjustments to enable them to fulfil their duties;
- The school's physical environment and its cultural and social ethos will be adjusted wherever reasonable to make it equally accessible to all members of the school's community regardless of disability.

In order to achieve this, the school will consult the staff, the pupil body and the wider school community. We will consider a broad definition of what constitutes disability. We will seek to put in place plans which will overcome barriers to inclusion of disabled people. We recognise that there are likely to be examples where significant expenditure will be required and that these will either take time to implement or may be impossible to do because of practical constraints. Actions thus identified will be included in the School Improvement Plan for consideration by the Governing Body.

However, at present the opportunities to any physically disabled person admitted to the school are severely limited by the nature of the lack of accessibility to wheelchair bound individuals or for those unable to negotiate steps and door sills, or for those with a substantial sensory impairment. Apart from a confined area of the main school comprising the dining room, chapel, science labs, computer rooms, library, art rooms, PE department and the sixth form social area, Goddard block and the maths department and disabled toilet, access to classrooms and facilities involves steps or door sills which would be impassable to a wheelchair, and a barrier to someone unable to walk without assistance. Some main doorways, most notably that called "Aim Higher" at the front of the school, are both confined and complicated by heavy and awkward wooden doors. As far as is possible, room allocation for teaching groups is done in a way sympathetic to the needs of students who have a significant mobility or sensory impairment, and a continual on-going process of upgrading the site to better meet the needs of students with sensory impairments is underway. This includes issues such as improving signage, marking hazards, and improving hearing induction loop facilities. Wi-Fi enables computer access to 6th formers not able to use the main computer space, and further 6th form computer access is in the Library.

Our school Admissions Policy states that our criteria for "selection" apply to all applicants, "regardless of physical and academic ability". The criteria are applied in strict order of priority, and decisions made on that basis alone. The policy is very clear that should its operation act to inadvertently lead to an applicant with a protected characteristic being less advantageously treated because of that characteristic, that element of the admission arrangement will be set aside.

The school provides non-educational services which also fall within the remit of equal opportunities / disability discrimination legislation. Examples of such activities covered by the Disability Discrimination Act's requirements are:

- (i) meetings arranged with parents
- (ii) fund-raising events organised by parents' associations (school fete, PSA, dances etc.)
- (iii) school sports facilities or other school accommodation provided to members of the public (Chapel, Old Library, Assembly Hall).

Where these non-educational services are provided, the duty to comply with the new rights of access rests with the "service-provider" the PSA for their events, and the "club" which has leased the premises (the directors in some cases). Organisations using the premises are given opportunities to view in advance and assess the suitability of the site; and we try to locate lettings and out of school activities in the most suitable parts of the school for access.

4. Supporting Pupils with Medical Conditions Policy

The named member of school staff responsible for this medical conditions policy and its implementation is the Assistant Head (DSP)

This school is an inclusive community that supports and welcomes pupils with medical conditions.

The school recognises its duties as detailed in Section 100 of the Children and Families Act 2014. (Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Where this is the case, this school complies with their duties under that Act. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. For children with SEN, this policy should be read in conjunction with the Special Educational Needs and Disability (SEND) code of practice.

This school's medical conditions policy is drawn up in consultation with a wide range of local key stakeholders within both the school and health settings. Stakeholders include pupils, parent/carers, school staff, and governors.

In evaluating the policy, this school seeks feedback from key stakeholders. The views of pupils with medical conditions are central to the evaluation process.

As far as possible it provides children with medical conditions with the same opportunities and access to activities (both school-based and out of school) as other pupils. No child will be denied admission or prevented from taking up a place in this school because reasonable arrangements or adjustments for their medical condition could be made and have not been made.

This school will listen to the views of pupils and parents.

The school will look to ensure pupils and parents feel confident in the care they receive from this school and the level of that care meets their needs.

The school looks to ensure that its staff understand the medical conditions of pupils at this school and that they may be serious, adversely affecting a child's quality of life and impact on their ability and confidence

The school understands that all children with the same medical condition will not have the same needs; our school will focus on the needs of each individual child.

All school staff understand that frequent absences, or symptoms, such as limited concentration and frequent tiredness, may be due to a pupil's medical condition. They will encourage students to develop resilience in managing and working through these impairments.

This school will refer pupils with medical conditions who are finding it difficult to keep up educationally to Head of House who will liaise with the pupil (where appropriate), parent/carer and the pupil's healthcare professional.

This school is aware of the common triggers that can make common medical conditions worse or can bring on an emergency. This school is committed to identifying and reducing triggers both at school and on out of school visits. School staff have been given training and written information on medical conditions which includes reducing exposure to common triggers.

The school will always be open to the views of clinicians involved in supporting a child with a medical condition; however, the staff of the school are the experts in this educational setting, and the expert in the student as a learner.

4.1 Procedures to support this policy

4.2 IHP – Individual Healthcare plan

- ☐ This school will on occasion use an IHP to record the support an individual pupil needs around their medical condition. The IHP is developed with the pupil (where appropriate), parent/carer, designated named member of school staff, specialist nurse (where appropriate) and relevant healthcare services. Where a child has SEN but does not have a statement or EHC plan, their special educational needs are mentioned in their IHCP.
The HOH will create IHCP with stakeholders; share with relevant staff and add the document as a linked document. HOH will inform the First Responder that this has been completed.
- ☐ This school has a centralised register of IHPs, and an identified member of staff has the responsibility for this register.
The First Responder will add a quick note to SIMS highlighting that the student has a IHCP and adds the IHCP provision under the SEN area.
- ☐ IHPs are regularly reviewed, at least every year or whenever the pupil's needs change.
The First Responder will send out reminders in June to HOH that IHCP need to be reviewed and updated and checks that this has all been completed by July. In September, HOH issues the IHCP to the student's teachers and house staff.
- ☐ The pupil (where appropriate), parents, specialist nurse (where appropriate) and relevant healthcare services hold a copy of the IHCP. Other school staff are made aware of and have access to the IHP for the pupils in their care.
- ☐ All children with medical conditions that are complex, long-term or where there is a high risk that emergency intervention will be required at this school have an individual healthcare plan (IHCP) which explains what help they need in an emergency. The IHCP will accompany a pupil should they need to attend hospital. Parental permission will be sought and recorded in the IHP for sharing the IHP within emergency care settings. The First Responder will ensure that the IHCP travels with the student if they are admitted to hospital.
- ☐ This school makes sure that all staff providing immediate support to a pupil have received suitable training and ongoing support to ensure that they have confidence to provide the necessary support and that they fulfil the requirements set out in the pupil's IHP. This should be provided by the specialist nurse/school nurse/other suitably qualified healthcare professional and/or parent/carer. The specialist nurse/school nurse/other suitably qualified healthcare professional will confirm their competence and this school keeps an up-to-date record of all training undertaken and by whom. The First Responder ensures that the relevant staff receive the relevant training for individual students on an annual basis.

4.3 Emergency care

- All staff receive training in what to do in a common emergency such as anaphylaxis and this is refreshed at least once a year.
- All staff understand their duty of care to children and young people and know what to do in the event of an emergency.
This school has chosen not to hold an emergency salbutamol inhaler for use by pupils. Pupils do, however, have the facility to lodge a spare inhaler with the school nurse.
- All staff should know what action to take in an emergency and receive updates at least yearly. School nurses will provide annual training for common conditions e.g. asthma, allergies, epilepsy and diabetes.
- If a pupil needs to attend hospital, a member of staff (preferably known to the pupil) will stay with them until a parent/carer arrives, or accompany a child taken to hospital by ambulance. They will not normally take pupils to hospital in their own car. It remains the role of the parent or carer to respond to go without delay to support the child and to relieve school staff to return to their duties.

4.4 Dispensing

This school has clear guidance on providing care and support and administering medication at school.

- This school understands the importance of medication being taken and care received as detailed in the pupil's IHCP.
- Medication will only be administered when it would be detrimental to a child's health or school attendance not to do so.
- This school will make sure that there are sufficient members of staff who have been trained to administer the medication and meet the care needs of an individual child. This school will endeavour to ensure that there are sufficient numbers of staff trained to cover any absences, staff turnover and other contingencies. This school's governing body has made sure that there is the appropriate level of insurance and liability cover in place
- This school will not give medication (prescription or non-prescription) to a child under 16 without a parent's written or verbal consent except in exceptional circumstances.
- When administering medication, for example pain relief, this school will check the maximum dosage and when the previous dose was given.
- This school will look to make reasonable adjustments to allow a pupil with a medical condition to have their needs safely met on an off-site visit, including overnight stays.
- Parents at this school understand that they must let the school know immediately if their child's needs change.

4.5 Storage and responsibilities

- If a pupil misuses their medication, or anyone else's, their parent is informed as soon as possible, and the school's disciplinary procedures are followed.

This school has clear guidance on the storage of medication and equipment at school. For pupils requiring insulin injections/insulin via pumps or blood glucose monitoring in schools the Paediatric Diabetes Team will provide this level of training and education. For school's covered by HCC's insurance where an IHCP is in place; parents have consented for the school to administer medication/meet other support needs as part of that plan; trained staff undertake these support needs and record keeping in relation to administration is robust then liability cover would be in place for common treatments administered by staff. (E.g., in relation to oral medication, inhalers, epi-pens, pre-packaged doses via injection etc.)

- This school makes sure that all staff understand what constitutes an emergency for an individual child and makes sure that emergency medication/equipment, e.g., Asthma inhalers, epi-pens etc. are readily available wherever the child is in the school and on off-site activities and are not locked away.
- Pupils may carry their own medication/equipment, or they should know exactly where to access it.
- This school will store controlled drugs securely in a locked container, with only named staff having access. Staff at this school can administer a controlled drug to a pupil once they have had training.
- This school will make sure that all medication is stored safely, and that pupils with medical conditions know where they are at all times and have access to them immediately.
- This school will only accept medication that is in date, labelled and in its original container including prescribing instructions for administration. The exception to this is insulin, which though must still be in date, will generally be supplied in an insulin injector pen or a pump.
- Parents/carers/carers are asked to collect all medications/equipment when they expire, and to provide new and in date medication when required.
- This school disposes of needles and other sharps in line with local policies. Sharps boxes are kept securely at school and will accompany a child on off-site visits. They are collected and disposed of in line with local authority procedures. The school will support students who need to use auxiliary aids to support their attendance at school and access. Safe storage arrangements will be looked into on request.

4.6 Record keeping

- As part of the school's admissions process and annual data collection exercise parents/carers are asked if their child has any medical conditions. These procedures also cover transitional arrangements between schools.
- This school makes sure that the pupil's confidentiality is protected as far as possible given the competing need for staff to be aware of their need.
- This school seeks permission from parents/carers before sharing any medical information with any other party.
- This school keeps an accurate record of all medication administered, including the dose, time, date and supervising staff.

4.7 Access and opportunity (see also section 2 and 3)

Within the constraints of our historic site, the school looks to ensure that students with medical needs can access all necessary facilities and specialist workspaces.

- This school makes sure the needs of pupils with medical conditions are adequately considered to ensure their involvement in structured and unstructured activities, extended school activities and residential visits is possible as far as can be achieved.
- All staff are aware of the potential social problems that pupils with medical conditions may experience and use this knowledge, alongside the school's anti bullying policy, to help prevent and deal with any problems. They use opportunities such as PSHE and science lessons to raise awareness of medical conditions to help promote a positive environment.
- This school understands the importance of all pupils taking part in off-site visits and physical activity and that all relevant staff make reasonable and appropriate adjustments to such activities in order they are accessible to all pupils. This includes out of school clubs and team sports. Risk assessments will be conducted as part of the planning process to take account of any additional controls required for individual pupil needs.
- This school understands that all relevant staff are aware that pupils should not be forced to take part in activities if they are unwell, although this does not exclude challenging students to be resilient and hardy. They should also be aware of pupils who have been advised to avoid/take special precautions during activity, and the potential triggers for a pupil's medical condition when exercising and how to minimise these.
- This school shares with parents and the student themselves the duty to make sure that pupils have the appropriate medication/equipment/food with them during physical activity and off-site visits.
- This school reviews significant medical emergencies and incidents to see how they could have been avoided, and changes school policy according to these reviews. Should parents and pupils be dissatisfied with the support provided they should raise the issue through the school complaints procedure.

5. Meeting the Needs of Students Unable to Attend School through Medical Reasons

Our practice seeks to overcome potential barriers to learning for our pupils who have medical needs. This includes those who are physically ill or injured, those with mental health problems and pregnant pupils who are unable to attend school for medical reasons. The aim is to minimise the interruption and disruption to the pupil's schooling by continuing education as normally as his or her condition permits **but within the resources available to us**. We work towards the pupil's reintegration into school as soon as possible and as soon as in the student's interest.

5.1 Named Person

The designated teacher in this school who is responsible for ensuring that the needs of all pupils with medical needs are met is their Head of House. They will take an active and continuing role in the pupil's educational, social and emotional progress.

The school will at all times aim to work in partnership with parents or carers to ensure the best possible outcomes and a return to school as soon as possible.

The Head of House will have the responsibility for liaising with parents or carers and various agencies whenever a pupil is too ill to attend school.

This contact will ensure that procedures are followed when a pupil is absent from school for medical reasons including procedures to support;

- early identification
- referrals
- personal education plans
- reintegration into school
- pupils working towards public examinations.
- involvement of the pupil
- pregnant schoolgirls and schoolgirl mothers
- Post 16
- Evaluation

5.2 Early Identification

All staff take responsibility for the identification of pupils who are on school roll but are absent from school with a medical need which may impact on their ability to access the curriculum. This will be monitored through the pastoral staff, form teachers, and Heads of House.

The School First Responder has an important role in passing on early warning signs suggesting a pupil may be chronically unwell from records of those reporting unwell during the school day. School secretarial staff provide houses with summary attendance figures which enable houses to liaise with home where illness is beginning to have a serious impact on the pupil's studies.

All staff will support the Named Person and Head of House to establish, where possible, the amount of time a pupil might be absent and identify ways in which the school can support the pupil in the short term e.g., providing work to be done at home in the first instance. The school will not provide work where it has not authorised absence as the school takes the view that absence is not necessary.

5.3 Referrals

The Named Person will ensure the pupil's Head of House has filled in a CSF referral form clearly identifying Hospital and Home Education (ESMA) as the provider and will set in place the referral process where the absence reaches 15 school days in a term or earlier where it is clear that a pupil will be absent for such a period. The Head of House will liaise with parents or carers to provide medical evidence to accompany the referral. The school will communicate with other parties, attend reviews and facilitate communication between the pupil and the school, often through a FFA.

5.4 Personal Education Plans

The school will provide work and materials for pupils who are absent from school because of medical needs. Detailed work will be set by subject teachers in the first phase of absence up to 10 days and where an absence is authorised. Only the school can authorise absence and it will only do so when convinced the student is medically unfit to attend.

In the case of long-term absences with ESMA tutoring in place, the setting of detailed work will give way to the provision of information to ESMA staff on the pupil's capabilities,

and such tools to guide the work of ESMA staff as a current programme of work, half- termly plans of work or curriculum plans or schemes of work.

The school remains responsible for students who are unable to attend for medical reasons; however, the school may not have the specialist expertise necessary to actually meet their needs. In such cases, the school will be limited in what it can provide by that which is determined as suitable by expert professionals, what it can commission, and what it has the ability to allocate from its budget.

A flexible approach will be needed to take into account any gaps in a pupil's learning resulting from missed or interrupted schooling. However, this does not mean a student has a right to "repeat a year" or similar. The school will make its own assessment case by case. A key driver will be the degree to which a student has either made a recovery from illness or injury, or developed a capacity to manage their condition such that repeating a year is in their interests and is likely to make a manifest difference to outcomes. Similarly, the school will not waive entry requirements for courses or a sixth form place unless it has material grounds to believe the student would be able to cope with the requirements of that phase or course without the entry qualifier. The necessary benchmark to meet is detailed in the sixth form admissions policy.

5.5 Reintegration

The school recognises the key role it can play in ensuring successful reintegration of pupils returning after a period of illness. We will provide support, together with ESMA staff, to assist a smooth reintegration back into school. We will work in partnership with parents, CSF and medical staff, to ensure a flexible approach to meeting a pupil's needs. We will involve peers to ensure they support the pupil's reintegration. We will consider exempting pupils from the full range of National Curriculum arrangements on a temporary basis whilst they readjust to normal school life.

However, there is a limit to the degree to which a large secondary school can bespoke arrangements for an individual student: these constraints will be made clear to parents and students, and arrangements may be time limited. *Reasonable adjustments* will be made, and what is reasonable is the decision of the school.

5.6 Public Examinations

The school will implement procedures for ensuring that pupils who are unable to attend school for medical reasons have access to public examinations, possibly as external candidates, and applications for special arrangements are made to the awarding bodies where appropriate. The school will make the judgement as to what is the appropriate exam entry for a student based on consultation with the student, parent, and other professionals; the school makes the decision in a way aimed at safeguarding the student's current needs while maximising future prospects.

5.7 Involvement of the pupil

As far as is possible, the school will ensure that pupils who are unable to attend school because of medical needs are kept informed about extra-curricular activities and other school events. The Head of House is responsible for this. This will enable such pupils to participate, where possible and the school agrees it to be appropriate, but has to be mindful

of the vulnerabilities that can be created in terms of intrusive questioning from peers. It is the responsibility of the tutor to encourage contact with peers through visits, cards and e-mails where possible. The school will ensure that all procedures and arrangements are both realistic and take account of pupils' views.

5.8 Pregnant Schoolgirls and Schoolgirl Mothers

We will refer pregnant students at any age to ESMA in order to make sure appropriate support (e.g. teaching, childcare) is available if needed. The pupil will remain in school for at least the first 24 weeks and longer if she is fit and able to do so. If it is agreed that an alternative short-term placement out of school is required, this will be supported in the same way as a child with medical needs. The same curricular and exam liaison procedures will apply.

5.9 Post 16

We will ensure that all pupils over 16 years of age who are absent from school for medical reasons will be referred to the Connexions Hertfordshire service at the earliest opportunity.

They will have access to advice and guidance from the Connexions Hertfordshire service to help them prepare for their next steps in education and work to overcome any barriers to participation. One of our aims will be to give intensive support to pupils facing complex problems. Where a pupil has had their education significantly disrupted for medical reasons and is taking external examinations a year late, we will work together with ESMA during Year 12 to ensure that they are able to complete their statutory education.

5.10 Evaluation

We recognise that a pupil who is unable to attend school because of medical needs must not be removed from the school register without parental consent, even during a long period of ill health. The school and the Named Person will always seek to work as closely as possible with parents and carers, who need to be realistic in their expectations of staff in a busy secondary school. If however, parents and carers are not satisfied with the service they receive they should in the first instance raise this through the complaints procedure.

5.11 In the Boarding Context

A boarder who is unable to attend school for medical reasons will be looked after in accordance with our current procedures for sick pupils i.e., will be looked after by our boarding matron during his/her duty hours, and with boarding staff on call during the night. Parents will always be informed and will have the option of having their child at home until they have recovered. In certain cases, medical advice may require the child to stay at home. For long-term or recurrent illness, the Boarding Housemaster/Mistress (BHM) will liaise with the Named Person, the Head of House, and the pupil's tutor in school to ensure the required support. Matrons will deal with medical requirements and BHM will ensure that parental contact, support, and the transfer of work are ongoing. If parents wish to have their child at home for long spells pending recovery, and if this is medically recommended, the situation will be sympathetically considered.

The boarding houses do not have single rooms. If the house is not full, there may be the option of offering an empty room for one child's use. Usually however, a sick boarder would

be in the sick bay within the house or would remain in a dormitory with his or her peers if the condition allowed.

The general aims of the school procedures are the same within the boarding context.

5.12 Challenge

The imperative of supporting children with medical needs does not preclude the obligation on the school to promote normal attendance, as where achievable this will be in the best interest of the student's academic outcomes.

6. Equal Opportunities

This document is required to ensure that the school complies with equality legislation such as the Equalities Act 2010, and requirements such as the Code of Practice on SEND and those of JCQ relating to examinations. However, it has a more important function, namely to articulate the school's Christian background and its commitment to the practice of faith in our daily lives and recognition of the moral context for everything we do. The school recognises that it has to make special efforts to ensure that all groups prosper, and the school rules state we 'expect high standards of behaviour, conduct and manners; insulting language or behaviour from any member of the community will not be tolerated'. We recognise that every single person has a fundamental right to be treated with respect and dignity.

Pupils with temporary or recurring poor physical or mental health are valued as full and participating members of the school community. As a Christian foundation, the school will do all that it can to ensure that such children are well supported through their period of absence from school and sensitively reintegrated once they are well enough to attend. St George's fully recognises its responsibility to promote the educational achievement and welfare of any of its pupils that are in Public Care.

We believe that every person is equally important and are opposed to all forms of harassment and intolerance. We are committed to the principles of individual self-esteem and dignity, and to promoting tolerance and empathy throughout our community. We will endeavour to combat all forms of injustice and prejudice and try to assure that we are sensitive to individual needs.

We particularly reject the way that some people abuse or discriminate against others because:

- they are richer or poorer, older or younger
- they are small, thin, tall or fat
- of the colour of their skin, eyes or hair
- they are male or female or gender fluid

- of their religion, denomination or beliefs, or lack of faith
- of their race including colour, ethnic origin, Traveller background, and so on
- of personal appearance, clothes or mannerisms
- of different ability, physical or mental
- of their likes and dislikes
- of their home situation or family circumstances
- they are popular or unpopular
- of their academic, physical or creative ability or lack of it
- of nationality, accent, name or language
- of sexual orientation either definitive or assumed
- of age
- of private political opinion

We value differences and encourage the unique and individual contributions of everyone to our community.

This document was developed through consultation with all sections of the school community, in particular students, staff and parents.

The Headteacher will ensure that a school culture and ethos is established, maintained and developed which:

- celebrates diversity/equality and achievement
- promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups/religions and other countries
- listens to and involves pupils, parents, carers and staff
- communicates behaviour expectations
- ensures that it welcomes applications for school places and jobs from all sections
- ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on and that all terms returns to the LA on racial incidents and anti-bullying are accurate and submitted on time.

The Headteacher will also direct what the school will do to ensure that school policies and practice do not discriminate, directly or indirectly, against adults or pupils in the school; that the school is accessible to all; and that positive role models and a wider perspective will strengthen the school.

All staff will actively implement this intent and support the monitoring of its impact.

Parents and carers will be kept informed through the school prospectus, Parent Partnership, and Headteacher's newsletter.

The governing body will:

- Ensure that equality targets are incorporated into the school improvement plan where necessary;
- Use its power to nominate governors to ensure its composition reflects the community it serves;
- Encourage parents and staff from all backgrounds apply when recruiting to the governing body;
- Ensure that the principles of best value are applied without discrimination when purchasing goods and services;

- Monitor the pattern and frequency of equality related incidents. It will receive reports from the Headteacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this. Serious breaches of this standard constitute criminal offences.
- Review the issues arising from termly data returns submitted to the LA and consider any actions or issues arising;
- Confirm that the Headteacher disseminates the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

The governing body expects all members of the school community to be committed to this standard, and that visitors will comply with it. It accepts responsibility for ensuring that this standard is implemented in every aspect of school life. If there is a breach of expectations, the school will take appropriate action.

7. Promotion of Racial Equality and Diversity

We believe that every person is equally important and that all members of our Christian community are entitled to respect irrespective of culture, religion, colour or nationality. We aim to support the diversity of culture and opportunity in the wider world through our school curriculum, and to promote the entitlement of each individual to protection against prejudice of any kind. Our fundamental objective is to nurture the identity of all children.

We will collect group and individual data on attainment by ethnicity, based on the national population census ethnic categories, as used in Hertfordshire. While the small number of students in some ethnic categories will preclude meaningful analysis, we will analyse and assess this data in order to measure the school's performance and our effectiveness and to examine trends in progress and development. The results of such analyses will be used to plan positive changes, to address the challenges they present and to maintain and develop our successes. Other areas of the whole curriculum which may have an adverse impact on pupils' attainment will also be monitored.

These will include:

- Behaviour management (including exclusions)
- Racist incidents, racial harassment and bullying
- Curriculum, teaching and learning

7.1. Pupils' Attitudes, Values and Personal Development

In the school we will:

- Enable our pupils and staff increasingly to develop a critical awareness of diversity and equality
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination, and to show good judgement in doing so
- Equip our pupils and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts

- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs and to further links, visits, and exchanges with other countries • Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions and to empathise with those of others.

7.2 Teaching and Learning

The school will ensure that:

- Teaching methods and styles take full account of the needs of pupils' background experiences
- Teachers are made aware should their academic vocabulary include legacy terms which carry cultural weight which may upset some members of the community.
- Students are helped to understand that such legacy terms, in common usage, need to be understood at the same time as their cultural assumptions are unpacked.
- Access to optional subjects and out of school hours learning activities is fair and equitable across all ethnic groups
- Teaching methods encourage positive attitudes to difference, cultural diversity and race equality
- The diversity of cultures and backgrounds represented in the school with International School Status and a Boarding Community is seen as a positive resource for teaching and learning
- Where appropriate, staff receive training on strategies for helping bilingual and multilingual pupils to improve their English
- Teaching methods used are accessible to individuals and groups (monitored by ethnicity and background)
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe
- Classrooms and other common spaces in the school, where work is displayed present positive and challenging images that are non-stereotypical and reflect the multi-ethnic, multilingual and multicultural society and world

7.3 The Curriculum

All teachers will ensure that curriculum content and resources and classroom environments present and value Britain as a culturally diverse society and develop pupils understanding of the wider world. In presenting this diversity, all staff and volunteers will take care not to present different cultures in stereotyped ways.

All teachers will develop the dimension of cultural diversity as appropriate to their subject and care responsibilities. Collectively the school curriculum will:

- Support the development of personal, social and cultural identities in all pupils
- Teach pupils respect and value for diversity
- Teach pupils the nature of cultural diversity in Britain and globally through our International School Status
- Teach pupils the nature of inequality as it affects various groups, within the context of the rights and responsibilities of being a member of society.

7.4 Attendance, Exclusion and Behaviour

The school recognises that attendance and exclusion rates for particular minority ethnic groups can be unequal. Attendance, exclusion rates, numbers of pupils with Pastoral Support Plans (PSP) and teachers rewards/systems will be monitored for disparities across different ethnic groups. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion for all students.

Where the pattern of a pupil's undesirable behaviour is being monitored the circumstances leading up to that behaviour will be analysed in order to address any possible racial harassment and or unhelpful and inappropriate stereotypes.

We will monitor the exclusion of ethnic groups from both the classroom and the school and will establish that these discrepancies can be satisfactorily explained.

Understanding pupils' behaviour will include taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict, so long as student conduct shows due regard for the high standards of conduct expected at St George's School.

The school accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.

The school will approach sympathetically the needs of some pupils to take time off for religious/cultural observance and action is taken to minimise any disruption to the education of pupils who are absent for religious/cultural observance and to set fair boundaries to ensure appropriate education.

7.5 Parents and the Wider Community

Active steps will be taken to involve ethnic minority parents, including as appropriate:

- the use of interpreters where practicable at parent consultation evenings, annual reviews, preparation for transition and PSP meetings. This includes translators to meet the needs of parents who use sign language. Students may be used for this purpose.
- actively promoting the involvement of such parents who can offer an additional language as classroom helpers, mentors and school governors.

We will promote the community's access to school facilities.

7.6 Racial Harassment – The School Response

The Equality Act 2010 prohibits harassment related to race, colour, and nationality, ethnic or national origin. Harassment is any unwanted physical, verbal or non-verbal conduct which has the purpose or effect of violating another person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. The school's anti-bullying policy explains the kind of actions which the school will challenge.

We are committed to trying to prevent and dealing immediately with any forms of racist incidences.

We recognise that the most important principle informing the school's response to any incident is the perception of the individual or group who has experienced harassment. All incidents, whether they appear serious or not, must be responded to. Failure to challenge any form of prejudice, especially on the part of adults, can be viewed by children as condoning it.

It is initially the responsibility of the individual who hears or witnesses an expression of racism to judge the impact and seriousness of the incident. Whether such expressions are calculated to incite racial hatred or not, the perception of the victim or group must inform the nature of the response. It is often the symptom of deeper problems, and those who suffer unfair treatment develop strategies for suppressing feelings. Consideration by staff dealing with issues will need to consider if the action concerned was designed to hurt or promote upset and racial hatred; reckless as to that possibility; careless; or likely to have been inadvertent. While each will need challenge, the nature of the follow up in each case will differ.

Action:

- Challenge those involved
- All pupils in the school should understand that they have a responsibility to act, and to report. If in doubt, TALK TO MEMBER OF STAFF OR PREFECT. What they must not do is DO NOTHING.
- If the distress caused is evident, the incident must be reported to the member of staff on duty, to the Heads of House of both victim[s] and perpetrator[s] and, if appropriate, to the Pastoral Deputy Head.
- The incident must be logged on the SIMS event record of the students involved as a racial incident.

If the incident involves any of the following:

- a) Physical violence
- b) Repeated or orchestrated harassment
- c) Known links with extremist individuals or groups
- d) Exclusion from the school related to a racial attack

It must be reported directly to the Herts LEA.

If it is judged not to be of this level of seriousness, then the following action can be taken:

- Once Heads of House and tutors are aware, both parties should be interviewed, and both views of the situation taken into account

- A suitable punishment may be set, consistent with the school's overall anti-bullying policy. It may be appropriate to take a restorative justice approach in some cases.
- School staff should ask to see those involved at a later date, to check that there has been no repetition of the offence

8. Educational Visits and Representing the School

Students will have an equal opportunity to take part in educational visits and activities. All reasonable adjustments will be made to provide for individual needs, and to allow students with disability or special needs to access opportunities. St George's is energetic in ensuring that we meet legal obligations in providing opportunities at adjusted or no cost to students on Free School Meals and assists parents in making applications where appropriate to bodies such as the Harpenden Trust, Redbourn Trust, and James Marshall Foundation. The school is careful to abide by any requirement that an activity be offered on the basis of a voluntary contribution rather than a compulsory payment.

The precise nature of activities and opportunities will dictate to whom they are offered, and this includes the way applications are ranked and considered. We look to be fair and transparent, and use criteria which are clear, defensible, and well founded. It may be appropriate, in consultation with senior leadership to:

- Decline to offer the chance to participate where a student's behaviour has shown that their participation would not be in the interest of an educational and orderly trip
- Decline to offer the chance to participate where a student's attendance at school is such that further time out of normal schooling is judged by the school to be inappropriate
- Offer the chance to participate only to those able to gain appropriate benefit e.g. because of their level of prior attainment, or because they have studied a particular course
- Offer the chance to participate as a reward for previous service or contribution to the school
- Offer the chance to participate on the basis of aptitude, e.g. for a sports or music tour, or to a particular individual ahead of other individuals because they have a niche talent or role essential to the group overall
- Offer the chance to participate because a twin or other family member has been allocated a place on a particular trip or parallel trip
- Offer the chance to participate only to a particular age group, or set aside a certain number of places to different genders for reasons such as limitations on layout of accommodation, matching exchange partners, or achieving an appropriate social mix to ensure the overall success of the trip.

It is a requirement that for a child to take part in such activities, parents and students must undertake to accept and support the authority of staff and volunteers who take responsibility for the student; provide accurate and complete medical information; and provide authority for their data to be shared with the other businesses and providers involved in the activity.

The school will look to provide an appropriate timescale for students to return reply slips and monies for visits so as not to disadvantage students who are boarders or whose families are less well placed to find deposit payments.

Deposits are kept to a minimum for the same reason. While sympathetic to parents' wishes that the school track student participation in visits so that a student who misses out on a visit in one year might be given priority the next time they apply, this is seldom possible.

9. Promotion of Gender Equality

9.1 Gender

We must:

Recognise and confront any prejudice which discriminates against a person because of gender.

Identify and report any instances of sexual harassment, verbal or physical including

- sexual comments, remarks, jokes and online sexual harassment
- 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)

These behaviours may be standalone or part of a broader pattern of abuse. All staff must challenge any presentation of such behaviours as just 'banter'.

The school must make sure that the school curriculum does not, explicitly or implicitly, promote stereotypical images of gender roles, or a binary view of gender itself.

Endeavour to monitor all aspects of school life in order to eliminate unfairness, reviewing textbooks and teaching resources that might reflect an outdated view of gender roles. We must be especially careful about these areas of school life: PE and Games, Food Technology, Engineering, Uniform and Dress Codes, Careers, Drama, and any subjects vulnerable to traditional notions of preference according to gender.

Try to provide positive role models amongst those in authority that do not either reinforce stereotypes or suggest aggressive 'separatist' attitudes to those of different gender.

Ensure that regardless of gender members of the community should participate equally in activities and tasks around school, so that duties are shared and not distributed according to 'traditional' roles - e.g., being asked to serve coffee for parents' evenings, being asked to move furniture.

Confront where we judge it necessary, and especially where it causes offence, the use of sexist language by staff or pupils.

Monitor the extent to which pupils of different gender under achieve at any point during their school career.

9.2 Gender identity

All children and young people at St George's School are entitled to a full-time education which is free from discrimination and harassment, regardless of their gender identity. The learning environment in which all our students engage should be supportive, safe and welcoming to gender diversity.

This document has been created with an aim to improve the educational integration non-binary gender students.

The main aims of this document are:

- To create and foster a learning environment which is free from harassment and discrimination, regardless of sex, gender identity, sexual orientation or gender expression.
- To promote healthy communication between staff and governors, students and parents to support the successful education, development and wellbeing of every student.
- To adhere to relevant legislation concerning bullying, harassment and discrimination.

The school is dedicated to providing appropriate and tailored measures of support for any student who should require it.

Having non-binary gender students within the school community is an opportunity for the school to enrich the school community and to challenge gender stereotypes and norms.

Principles

In developing practice to support children, we should try to follow these principles:

- Listen to the child, their parents, carers and siblings. Wherever possible follow their lead and preferences.
- See students with non-binary gender identity as an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale.
- Be conscious that gender segregated activities may create challenges for some students even while sometimes this cannot be avoided; allow the child to access the activity that corresponds to their gender identity if this can be appropriately and safely done
- Challenge bullying and discrimination.
- Promote positive attitudes to gender diversity by including gender issues within activities relating to discrimination, hate crime, diversity, inclusion, and PSHCEE.

Gender is a spectrum, which is not limited to male or female – but can span anywhere between these two binary points. A non-binary gender person feels that their physiology does not match up with the way they feel internally about their gender identity. A female to male (FTM, or trans male) person will have been assigned as female at birth, but will identify their gender as male; a male to female (MTF, or trans female) person will be assigned as male at birth, but will identify their gender as female.

The word non-binary gender is a term used to describe people who identify with the opposite gender to which they were assigned at birth; however it is also an umbrella term which can include people who do not feel exclusively male or female (non-binary) (as is the term genderqueer).

Gender can be fluid, and some children and students that do not relate to their assigned gender may never fully transition into the opposite gender, but may choose to use alternative pronouns. For example, someone who is gender fluid but chooses to keep their sex as male, may prefer to be known by 'she/her/hers' pronouns. Others may prefer to be known by 'they/them/theirs'.

Gender Dysphoria is a clinical condition that can present from a very early age and can only be diagnosed by a medical expert. A person diagnosed with Gender Dysphoria may require treatment, e.g., hormone blockers to delay puberty, before being prescribed hormones of their desired gender. A non-binary gender person may live their life without being or needing to be diagnosed as having Gender Dysphoria.

Diagnosis and treatment for a young person is available from specialist Gender Identity Clinics (GICs) – of which are available in many locations across the UK. It must be understood that some people with Gender Dysphoria may not want any treatment. Some may choose to be known by a different name or to wear different clothes. However, most or all young non-binary gender people (and their families) will need some expert support as they grow up and develop.

Monitoring and review

This document will be reviewed periodically. When reviewing the document, the school will consider any incidents that have occurred and the effectiveness of the procedures currently in place, as well as any recent governmental or societal changes.

Terminology and Language

It is good practice to focus on correct terminology and the use of language in school. The school will focus some teaching in class around sexual orientation and gender so that everyone has a clear understanding that sexual orientation (being heterosexual, bisexual, gay or lesbian) and gender identity (being male or female), are completely different things.

Terminology and language can be confusing around Transgender issues. Different individuals and organisation sometimes prefer different terms to identify themselves and the nature of being non-binary.

Often non-binary people choose a different preferred name for their new identities and want documentation and records to reflect this, for example the school roll and register.

It is extremely important, as a matter of fairness, respect and inclusion, to ensure that the correct gender, name and pronouns are used uniformly to address non-binary people. Hearing people use 'him' or 'her' incorrectly can be uncomfortable or seriously detrimental for a non-binary person to hear, especially when trying hard to confirm people's awareness of their true identity. Equally, it is important for staff to feel that errors made in good faith are understandable.

CONFIDENTIALITY AND INFORMATION SHARING

All students have a right to privacy. This includes the right to keep private one's trans status or gender nonconforming presentation at school. Information about a student's non-binary gender status, legal name, or gender assigned at birth also may constitute confidential medical information. School staff should not disclose information that may reveal a student or student's non-binary gender status or gender nonconforming presentation to others, including parents, carers and other members of the school community, unless legally required to do so or because the child or young person has asked them to do so. When a child or young person initially discloses their status, it is important to talk to them about confidentiality and who, if anyone, they would like information to be shared with. Gender questioning or fluid students have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information.

When contacting the parent or carer of a gender questioning or fluid student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the students, student, parent, or carer has specified otherwise.

WORKING WITH STAFF, PARENTS AND CARERS

Many parents and carers of a student who identifies as trans or gender questioning will be supportive of their child's gender identity; however, this is not always the case. When working with parents and carers, schools should bear in mind that they are representing the interests of the child or young person. As far as possible, care should be taken to ensure the wishes of the individual student are taken into account, with a view to supporting them.

Confidential information must not be shared even with the parents and carers without the student's permission unless there are safeguarding reasons for doing so.

Staff concerns can be dealt with by providing appropriate training and having clear guidance for the school to address the issues that are most commonly raised. Showing that the social, moral, spiritual and cultural considerations and also any legal issues of confidentiality, have all been addressed can reduce the anxieties that develop amongst staff e.g., around disclosure.

Confidential information about students must not be shared with other parents. The following suggested statement has been used and will be suitable in most circumstances in relation to Trans issues: As this issue involves the personal circumstances of a young person we are unable to make any comment on this individual case.

The school is committed to working with families and other agencies to ensure that the needs of all students in our care are met and that they can achieve their full potential.

Staff must be aware of their duties and responsibilities around data protection so that they fully understand why information is protected, and when, how and to whom certain information can be shared.

It must be recognised that people have their own views and parent/carers may not always be the most supportive person to assist the young person. The school's role in this situation

is to offer guidance, support and refer to agencies where appropriate, to ensure concerns and any questions can be answered with the aim of agreeing a way forward that is open and transparent.

NAME CHANGING AND EXAM CERTIFICATION

If a non-binary gender student wishes to have their preferred name recognised on school systems, this will be supported and will feed on to letters home, report cycles, bus pass information etc.

Furthermore, the change of name and any associated gender identity will be respected and accommodated by the school. It may be a real indicator that the non-binary gender student is taking steps to, or proposing to move towards a gender they feel they wish to live in.

Technically, students can be entered under any name with an Examination Board. However, it is a very complex matter. Once a result is accredited it will need to be linked with a Unique Student Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the examination year. UPNs and ULNs are only linked with legal names, not preferred names. It is possible for examination certificates to be issued in the preferred name, but any young person finding themselves in this position should discuss this issue with the school and parents or guardians to ensure the best way forward.

A strategy will be agreed with the student and their parents or carers, then agreed with the various Examination Boards prior to starting GCSE courses wherever possible. Schools will also need to be aware that the DfE analysis of school performance may still present the student in the gender registered by their UPN.

It is possible for any documentation to be changed to reflect the chosen name of the young person. Changing the gender recorded on a birth certificate is not possible until a Gender Recognition Certificate has been issued. In order to change a name on other official documents such as a passport, it may be necessary for evidence of change of name to be produced. There are two ways in which this can be done: by deed poll and by statutory declaration. The Citizens Advice Bureau and other non-binary gender support organisations will have more information on this subject. A person under 16 years of age cannot change their name legally without the consent of a parent.

More information on changing names on birth certificates can be found at www.deedpoll.org.uk/CanABirthCertificateBeChanged.html

In regards to schools recording this data the 'School Census 2017 to 2018' Department for Education guidance indicates that the gender of a student is recorded in the format of male or female. However, "In exceptional circumstances, a school may be unsure as to which gender should be recorded for a particular student. Where this occurs, gender is recorded according to the wishes of the student and/or parent."

This can be found at: Census Guide 2017-18

It remains open for the school to amend the gender of any student, within their own management information systems, at any time, and the department does not specify that this indicator must remain static within any technical requirements.

It is possible for most documents to be changed to reflect the chosen name or gender identity of the young person. Changing details on a birth certificate is not possible until a Gender Recognition Certificate has been issued. In order to change a name on other official documents such as a passport it might be necessary for evidence of change of name to be produced: there are two main ways in which this can be done, by deed poll and by statutory declaration.

The Government advice is published here: www.gov.uk/change-name-deed-poll/overview

SCHOOL ATTENDANCE

The school will make reasonable adjustments to accommodate absence requests for treatment and external sources in line with their absence policy. Sensitive care will be taken when recording the reason for absence. It is possible that the young person may be accessing support from outside of school so provision must be made in order for the student to be absent from school but confidentiality must be maintained at all times when complying with absence procedures.

TRANSPHOBIA AND BULLYING

The school has a robust anti-bullying policy. In line with this policy, transphobic incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g., racist or homophobic incidents.

THE CURRICULUM

The school will ensure the curriculum provides opportunities to challenge stereotypes, including those based on gender, and avoids making assumptions about sex, gender, gender identity and sexual orientation. The school will closely monitor all areas of the curriculum and resources to ensure that they do not contain gender stereotypes or transphobic material. The school looks to ensure that the curriculum and in particular PSHCEE is used to challenge gender stereotypes, support the development of a positive sense of gender identity, develop understanding of gender issues and prevent transphobia.

BOARDING

Some school boarding provision is already of a design where a student identifying other than their allocated gender at birth could be roomed and needs met straightforwardly. However, this applies at this time only to facilities for some senior boarders. In other parts of the school, individual rooming might be considered if space will allow. However, current large, shared dorm spaces, which the school must look to use efficiently to maximise income to the boarding community, may obviate meeting individual needs in the near future.

PHYSICAL EDUCATION

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A young non-binary gender person has the same right to Physical Education as other young people.

With regard to young non-binary gender people at school, there should be reasonably few issues regarding participation within the sports of their gender identity. There may be sports where, as puberty develops, MTF non-binary gender participants may have a physical advantage over other girls, but this may be manageable within a carefully and sensitively managed lesson context. The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young non-binary gender people from participating.

Nevertheless, there may remain areas and age groups where a non-binary gender student could not appropriately take part in the same activity as those they identify with in gender terms e.g. gymnastics, rugby. The school will make reference to but not be bound by appropriate national guidance (e.g. that provided by the English Lacrosse Association).

If a student is binding their chest, they should be monitored carefully during particularly physical activities and in hot weather. There is a chance that the binding could cause discomfort or even impair breathing. Short breaks from activity could be offered discretely.

The use of changing room facilities will also be carefully considered. Facilities for non-binary gender participants will be sensitive to their needs and also recognise the needs and sensitivities of other students. When competing at another school or outside venue, school staff must ensure there appropriate sensitive provision available.

The student should be given the choice as to whether they wish to partake in swimming lessons or not. If the trans student wishes to partake in swimming lessons then a risk assessment of the changing facilities should be completed. There must be careful consideration, in consultation with the student and in line with the health and safety policy.

CHANGING/TOILET FACILITIES

Non-binary gender students will be able to use facilities which have been labelled sensitively and appropriately. The school has conducted an audit of the appropriateness of the facilities.

SCHOOL UNIFORM

Non-binary or transgender students will be expected to follow the School Uniform Policy, which covers uniform, make-up and jewellery. Students may wear uniform items corresponding with their preferred identity.

WORK EXPERIENCE

As already stated, the Equality Act 2010 encompasses every environment that students will be working in; therefore, all placements should be aware of their duties and responsibilities. The school will be sensitive to this in their planning before any young non-binary gender

person is placed in any business or organisation. Careful discussion about the placement with the student and parents or carers, will occur to find the most suitable way forward to ensure the placement is successful.

PHOTOS

Trans children may feel fine with having their photograph taken at school, but steps must be taken to ensure that these images do not reveal any confidential information. The school will always seek parental/student permission to use photos in line with the school policy and GDPR.

VACCINATIONS

The school will allow any gender specific vaccinations to be carried out at the GP's surgery in order to eliminate any anxiety issues.

SCHOOL VISITS

Careful consideration and preparation is needed where a non-binary gender student is taking part in a residential trip – to exclude a non-binary gender student without considering appropriate and reasonable adjustments would be contravening the Equality Act.

The sleeping arrangements will be considered before a visit is undertaken; if it is possible that the non-binary gender student would prefer to have a separate room, this can be explored. Each individual case and visit needs to be considered separately and in-depth discussions will happen well in advance, with all appropriate bodies, linked to the accommodation available.

Learning about different cultures and lives and taking part in activities may lead to overnight stays, both at home and abroad. Issues may arise for both young non-binary gender students and other students, but this must not mean non-binary gender students are not considered for the visit.

There are countries that are not as legally and culturally open as the UK. In fact, some have laws that make it illegal to be part of the non-binary gender community. Some countries even make it an offence not to report to the authorities that someone is part of the non-binary gender community.

The International Lesbian and Gay Association (ILGA) have more information on their website about countries that pose a risk to Trans individuals.

In relation to passports the passport office has a confidential service for people that are non-binary (0800 448 8484) and more advice can be found here:

<https://www.gov.uk/government/publications/applying-for-a-passport-information-for-non-binary-gender-and-transsexual-customers>

TEACHING AND LEARNING

Staff will want to consider teaching and learning approaches that they use which may have the impact of making trans children and young people feel confused, excluded or uncomfortable. For example, grouping or seating students by gender may have this impact and staff should consider whether this is vital, if and when an alternative approach could be used, and how to make it clear that a child who feels safe to do so can be grouped according to their gender identity, rather than their biological sex. There may be times when single gender work is needed. This may include aspects of sex and relationship education or to support the learning needs of particular groups (e.g., boys and literacy). Providing a clear need is identified, the Equality Act allows for such provision.

TRANSITION FROM ONE SCHOOL TO ANOTHER

Changing schools can be seen as a new start so this may well be the point at which young Trans people make a conscious decision to be known by their identified gender. At times this may be problematic, negatively affecting friendships, behaviours and reputation in the school.

However, changing schools can also be a very empowering time if the correct support and preparation is in place. It must be remembered that in-school transition young trans people may, for the first time, find they are able to express themselves and be truly happy, and thus contribute positively and successfully both to their own academic development and to the school's and college's learning environment. The management of a move between schools and colleges needs consideration and good communication between the old and new school or college. Their rights, thoughts, concerns and wishes of the young Trans person and their family or carers need to be established and considered at the earliest opportunity.

10. Celebration of Difference in Sexual Orientation

The St George's School Harpenden Academy Trust Sex and Relationships Education Policy lists "Tolerance of different values and attitudes and lifestyles of others" alongside "Encouraging respect for moral and spiritual values which reflect the Christian foundation of the school" in the Attitudes and Values section. In the Knowledge and Understanding section, the points include "Learning and understanding about physical development at appropriate stages and dealing with issues of gender and stereotyping" and "Not one sexual orientation or type of sexual activity to be promoted".

The school educates young people aged eleven to eighteen and recognises that in their time with us they go through considerable physical and emotional changes as they mature. Many also begin to experience deeper personal relationships in which they are at their most vulnerable and may be most deeply affirmed or damaged as humans. The school recognises that personal relationships can be a very sensitive issue to individuals of any age.

The school has a non-denominational Christian Foundation, and its intake reflects this as analysis shows that pupils come from a wide variety of Christian Church backgrounds. An examination of the approach of these different Christian denominations to sexual orientation reveals some sharp contrasts. They range from the view that sexual orientation is what someone is (i.e., it is not chosen and changeable), to that of sexuality being a behaviour which is not genetically determined and, therefore, it is chosen and changeable.

Although in some denominations there may be acceptance that some attitudes and feelings may be natural and genetically determined, some sexual practices are viewed as unacceptable in a Christian context. This sensitive area has led to controversy and contrasts between denominations in their practice. The area of common ground shared by many different denominations is the recognition that all individuals are loved by God and should be accepted as members of any Church.

Pupils' experiences of the media, particularly television, DVDs and magazines, expose them to a wide range of situations in which sexual orientation may play a significant part as a background to particular lifestyles. These may contrast with their own home life that is often based on some variation of a family that has parents or step-parents or partners in a heterosexual relationship as the only pattern that they experience in their day to day lives and in the lives of their friends and neighbours. Such a mix can be confusing for someone who may be already feeling insecure as they are experiencing adolescence. St George's

educates young people to look carefully and sensitively at individual sexual orientation, and to recognise that gay and lesbian and bisexual relationships are, like heterosexual ones, often deeply loving and lasting. We look to dispel the idea that no sexual relationship is confined to the narrow limits of sexual pleasure and encourage young people to be tolerant in a context of strong moral principles.

St George's School, Harpenden Academy Trust will continue to treat the issues related to sexual orientation in a sensitive manner using staff who are comfortable to do so and equipped to present a range of perspectives held by various Christians and contemporary society. Delivery will be appropriate to the age and needs of a particular group and individuals within it.

The teaching will seek to promote reflection. Resources will be carefully chosen by the staff involved in order to achieve the above and to avoid inappropriate responses that could result from indiscriminate or uncritical use of some published materials. The school recognises and respects the right of parents to withdraw their children from the non-statutory aspects of Sex and Relationships Education.

As with other issues, individual pupils who require support and advice will normally receive it first via the House system through their tutor or Head of House or via Student Services or Boarding Staff. Pages of the "Prep Book" also contain details of a range of organisations that pupils can contact. It may be that a pupil will want to see a counsellor to discuss issues affecting them and this can be arranged by those first line staff.

If an individual is being victimised or harassed because of issues related to sexual orientation, then the school's Anti Bullying Policy will be implemented. The school is particularly sensitive to the destructive impact of homophobic or biphobic comments to individual well-being and a culture of tolerance. Staff are instructed to always challenge homophobic or biphobic comments, whatever the intention, of those making them, and to make that challenge publicly so all can see that the school will not tolerate such actions.

11. CHILDREN LOOKED AFTER (e.g. Those in Foster care or local authority care)

Background

There has been concern since the mid-Seventies that the education of children in care has been neglected. Conversely, from about the same time, attention was also being drawn to the important part that successful schooling could play in helping children escape from social disadvantage. In 1995 a joint report by the Social Services Inspectorate and Ofsted stated that the care and education systems were failing to promote the educational achievement of children in care and drew attention to:

- Poor exam success rates in comparison with the general population
- A high level of disruption and change in school placements
- Lack of involvement in extra-curricular activities
- Inconsistent or no attention paid to homework
- Underachievement in further and higher education

It is, therefore, essential that schools promote the achievement of such vulnerable children, who may also face additional barriers because of their race, ethnicity, religion and beliefs, sexual orientation or because they are disabled. All schools should have arrangements for Children Looked After that is subject to review and approval by the Governing Body. The document should set out not only the ethos of the school in its approach to meeting the needs of children looked after by a local authority but also the procedures that will ensure participation in high quality learning and progress.

The Children Act (1989) introduced changes in terminology. The term 'in care' now refers solely to children who are subject to Care Orders. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'looked after children' (LAC) or children in care or 'children looked after' (CLA) by the local authority. Accommodated children also include those in receipt of respite care – if it exceeds 20 days in one episode or over 120 days a year.

It is important not to confuse a young person's legal status with their living arrangements. For example, a child on a Care Order can be living with:

- Foster carers
- In a children's home
- In a residential school
- With relatives, or
- Even with parents – under supervision of Children's Services

Similarly, an 'accommodated' child can be living:

- In foster care
- In a children's home, or
- In a residential school

This document incorporates requirements set out in the statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004, the Role and Responsibilities of the Designated Teacher – Statutory Guidance for School Governors (2009) and the Hertfordshire Policy Statement on Children Looked After and should be read in conjunction with it. All schools have been issued with a copy of each document and may also refer to the Virtual School page on the Hertfordshire GRID for Learning.

It is also important to remember that while Parental Responsibility (PR) for the young person normally lies with the Local Authority and/or the parents, responsibility for day-to-day decisions is often delegated to the foster carers or staff at the residential home. It is therefore important to ascertain who holds PR and what if any authority has been delegated to carers as soon as possible. Each case will be different as to who will have responsibility and who will need to be kept informed.

The Objective:

To promote the educational achievement and welfare of children looked after on the roll of the school.

The Role of the Designated Teacher for Children Looked After

Within School Systems:

- To ensure that the educational achievement of each child looked after on roll is monitored, tracked and promoted and where relevant, accelerated.
- To advise on most effective use of the Pupil Premium during the Personal Education Planning meeting.
- To ensure that the Pupil Premium funding and additional budget share funding where relevant is used to support the learning objectives for the student and to be accountable for how it is spent with outcome evidenced.
- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' and understand the need for positive systems of support to overcome them.
- To inform members of staff of the general educational needs of children who are in care, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils, etc.;
- To act as an advocate for children and young people in care;
- To develop and monitor systems for liaising with carers and colleagues in Children's Services, (CS) and birth parents where appropriate
- To hold a supervisory brief for all children in care, e.g. to ensure all relevant education and care information is available to school staff where relevant and carer(s), and that this information is kept up to date, used on a need to know basis to help the student overcome obstacles to learning and progress;
- To track and support the educational progress of all children who are looked after in order to inform the school's development plan;

- To intervene if there is evidence of individual underachievement by use of the Pupil Premium funding to accelerate progress.
- To intervene if there is evidence of absence from school or internal truancy.
- To inform the planning and where relevant, transition for children looked after post 16.
- To ensure that the educational targets within the Personal Education Plan are implemented fully, reviewed regularly and that all relevant school staff are aware of them.
- To report to the Governing Body at least on an annual basis (preferably each term) on the outcomes for children looked after (a model proforma is available on the Herts grid for learning GRID)
- To support the Quality Assurance Process for PEPs and for schools on the implementation of the role and responsibility of the Designated Teacher working with children looked after

Work with Individual Children Looked After

- To discuss with individual children, possibly alongside a carer, to arrive at a statement about their care arrangements and circumstances that they would be happy to share with staff and/or pupils.
- To enable the child to make a contribution to the educational aspects of their Care Plan.
- To ensure that the Pupil Voice section of the Hertfordshire Personal Education Plan is completed for each child and is the result of a one-to-one meeting so that the views of the student are faithfully represented in the PEP.
- To ensure that a Home-School Agreement is drawn up with the primary carer and signed by the Social Worker.
- To supervise the smooth induction of a new child looked after into the school.
- To develop in-school strategies to track, promote and accelerate the achievement of looked after children and close the gap between them and their peers.
- To fully support additional learning opportunities that may be available from the Virtual School and partner agencies

Liaison:

- To liaise with the member of school staff responsible for monitoring children on the Child Protection Register
- To develop good communication with Children's Services, (CS) staff so that the Personal Education Plan is supported by the child's Care Plan;
- To attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews;
- To be named contact for colleagues in Children's Services, (CS)
- To ensure the speedy transfer of information between schools, agencies and individuals, and report on the progress and attendance of all children in care on the school role to the Virtual School as requested – attainment termly and attendance each month.

Training:

- To cascade training to school staff as appropriate.

- To attend the annual Designated Teachers conference and participate in area cluster groups for additional training and to share good practice.
- To develop knowledge of procedures by attending training events organised by the Children's Services, (CS), the Virtual School or local Designated Teachers cluster groups,
- To keep informed of any updated guidance from DfE or other research or policy.

Governor

The role of the governor with special responsibility for looked after children.

The named governor will report to the Governing Body on an annual basis using the report from the Designated Teacher as source information:

- The number of looked after pupils in the school;
- A comparison of test scores as a discrete group, compared with those of other pupils;
- The attendance of pupils as a discrete group, compared to other pupils;
- The level of fixed term/permanent exclusions; and
- Pupil destinations after leaving the school

The named governor should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to:

- The National Curriculum;
- Public examinations;
- Additional interventions to support educational progress e.g. One to One tuition
- Careers and Youth Connexions guidance;
- Additional education support;
- Extra-curricular activities; and
- Work experience
- The most effective use of the Pupil Premium to raise attainment

The named governor is encouraged to support the Quality Assurance Process for schools on the implementation of the role and responsibility of the Designated Teacher working with children looked after if offered to ensure and confirm the schools' best practice

The named governor will be expected to have completed the iLearn on-line learning module on the Education of Children Looked After (Governors edition). This training may be accessed via the Virtual School page on the GRID, or www.learningpool.com/hertfordshire.

School Responsibility

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Headteacher and/or the Designated Teacher for Children Looked After.

It is appropriate for a classroom support assistant to have knowledge that the young person is in care only when directly involved in the teaching of the young person.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Children Looked After.

Admission Arrangements

On admission, records will be requested from the pupil's previous school and a meeting will be held with carer/parent/Social Worker as appropriate – but always involving someone with parental responsibility*1. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

Involving the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

It is important that the young person is supported to complete the Pupil Voice section of the Personal Education Plan by the Designated Teacher to inform the PEP and Care Plan review meetings.

It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other pupils in the playground.

Communication with Other Agencies

Schools should ensure that a copy of all reports (e.g. end of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker and if appropriate parent/s and the Virtual School.

Schools and education and social work colleagues within Children's Services should endeavour to co-ordinate their review meetings, e.g. to have an Annual or a Statement Review and a Personal Education Plan meeting or review.

It is important to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering a change of course, there is a change of care placement or there are significant issues that will affect educational provision e.g.; behaviour or attendance.

Assessment, Monitoring and Review Procedures

Each pupil in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social Worker and Designated Teacher. This will identify

specific areas of focus and include targets and associated action to improve the student performance or educational achievement. Areas for consideration will include:

- Achievement Record (academic or otherwise);
- Development needs (short- and long-term development of skills, knowledge or subject areas and experiences); and
- Long term plans and aspirations (targets including progress, career plans and aspirations).
- Educational Data so that progress may be easily tracked between Key Stages
- Extended learning opportunities;
- Involvement in Out of School Hours Activities;
- Special needs (if any);
- Attendance;
- Behaviour;

The PEP will be updated and reviewed at least annually or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer. The Designated Teacher is accountable for the implementation and review of the educational action to meet the targets within the Plan.

The named governor will report annually to the Governing Body on the progress of all children looked after against the key indicators outlined above.

**Education Law defines who is a parent very widely. It includes anyone who has parental responsibility for a child or who has care for them. This means it is possible for someone who does not have parental responsibility to be a 'parent' because they have care of the child in question for example the foster carer.*

12. Pupil Premium

In April 2011 the government introduced the Pupil Premium. This additional funding is now allocated to the school to spend on enhancing support for children that are vulnerable to making poor academic progress. Those low-income families who have been in receipt of Free School Meals at any time over the last six years, all Looked After Children (CLA) who have been looked after for at least six months, those who are adopted (LAC) and those whose parents are in the armed forces. The government believes that the Pupil Premium is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Principles

All members of staff, governors and support staff accept responsibility for the students targeted by the Pupil Premium and are committed to meeting their pastoral, social and academic needs within the St George's School environment.

St George's School is committed to 'Narrowing the Gap' for these students and the use of the Pupil Premium will form a vital part of that process.

Aims

- To narrow the gap between the Pupil Premium students and their peers by addressing inequalities and raising the attainment of the Pupil Premium students

- To improve the self-esteem of students entitled to the Pupil Premium through personalised pastoral care and extra-curricular activities.

Practice

- Ensure that eligible students are clearly identified on the school's tracking system
- Track and assess the progress of all eligible students
- Introduce and implement additional support measures funded by the Pupil Premium as appropriate.
- **In the case of looked after children or others with "ring fenced" funding only**, provide for curriculum enrichment or extra-curricular activities that would enhance the students' experience and progress
- Assess the impact of the different measures on the individual students and on 'narrowing the gap' across the school as well as compared to national averages.

The key performance indicators are

- (i) Any differences in achievement in English and Maths
 - (ii) Any differences in overall capped average points score
 - (iii) Any differences in the 5+ A* -CEM achievement
 - (iv) Any differences in the progress made in English and Maths from key stage 2
- Produce the annual report detailing:
 - (i) Information on how the PPG has been used within the school
 - (ii) Attainment and progress of students covered by the funding
 - (iii) The schools progress towards 'narrowing the gap'
 - There may be groups of students eligible for support from the Pupil Premium who are not falling behind the peers. If this is the case the following considerations are taken into account.
 - (i) Ensure that the relevant students are clearly identified on the schools tracking system so that evidence of their performance is clear.
 - (ii) Documentation to show how whole school initiatives to close attainment gaps will have impacted on these students.
 - (iii) Documentation to show curriculum enrichment activities from which these students have benefited through use of the Pupil Premium.

Roles and Responsibilities

- It is the responsibility of the governors of St George's School to ensure that the Pupil Premium is used for the benefit of eligible students and that its use has an impact on narrowing the gap in achievement between those and their peers.
- The delegated member of leadership is responsible for writing and updating the annual report outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged students. This task will be undertaken within the requirements published by the Dept. of Education.
- The delegated member of leadership is to ensure the report is available on the St George's School website for parents and carers in September each year.
- The delegated member of leadership is to present the report to the Curriculum Governors' committee annually.

13. 16-19 BURSARY FUND PROCEDURE

Students will need to approach the Director of 6th Form, in confidence, for advice about the 16-19 Bursary Fund.

Even if a student meets the criteria, the school cannot guarantee that they will get a 'Mandatory' bursary: it depends on the state of that year's allocated fixed budget and how many students meet the requirements for access

The parameters which determine eligibility for the 16-19 Bursary are set by the Department of Education.

13.1 Vulnerable Bursaries

All students who meet the vulnerability criteria could receive up to £1,200 annual bursary (either in full or pro-rata) dependent on their needs (travel over two miles, equipment etc.) but it also requires them to meet school expectations (see above) for continuing payment. The criteria are: Personally in receipt of Income Support, universal credit; care leaver; in care; disabled student in receipt of both Employment Support Allowance and Disability Living Allowance. The school will need documented proof that a student is eligible (e.g. a letter from the local authority, Department of Work and Pensions etc.). Any award is made direct to the student.

13.2 Discretionary Bursaries

If a student needs financial help to stay in education they can apply for a Discretionary, limited bursary. Eligibility: family income, family benefits, receipt of free school meals now or in the past. The bursary reserves will be used to benefit those most in need and it is at the school's discretion as to who merits part of this allocation.

Evidence is required of family or other income (P60, tax credits, benefits, 3 months of payslips or bank statements). This is not required if a letter regarding free school meals is provided instead as this is evidence of meeting the criteria.

13.3 Discretionary Payments

The school may make one-off payments to help with trip costs, educational materials and transport costs for students to whom the school concurs that financial hardship is having a material impact on the student's educational opportunities. Receipts will be required to allow discretionary payments to be made.

NB: Fraudulent claims are required to be reported to the Department for Education or the police.

Mandatory bursaries will only be paid if the school has sufficient allocated funds to pay them.

Discretionary bursaries to which the school is committed would not be withdrawn until the end of an academic year in order to fund an eligible mandatory bursary.

13.4 Application (Tier 1 and Tier 2):

Parents will need to provide proof of entitlement to the benefits as part of application as soon as possible. Application forms are available from the Director of 6th Form at the school. Applications would be considered for eligibility in order of receipt. The bursary will be withdrawn if the student ceases to qualify.

13.5 Application (Tier 3):

Parents will need to write to the Director of 6th Form in the first instance putting forward a case for consideration. This will then go to a Bursary Committee for deliberation.

If an application is unsuccessful, parents have the right to appeal to the Headteacher.

13.6 School requirements for each payment to be made (Tier 1 and Tier 2)

A claimant for any tier must meet school expectations, including attendance (over 90%) and punctuality (no more than 4 a month). Should any issues regarding meeting school expectations occur after receipt of this benefit the school will pursue recourse accordingly.

In deciding whether an absence should be authorised or not, the school will take account of three general principles:

- the presumption is that any absence or late arrival for registration should be considered to be unauthorised, unless there is a valid reason otherwise. In other words, where there is an absence there is no requirement for the school or college proactively to justify its decision not to authorise the absence; late arrival 4 times in a calendar month would lead to the bursary not being paid for that month
- if the claimed reason for absence could have been foreseen, then the student should have applied for authorised absence in advance. So, for example, it might be acceptable for a student to miss school for a funeral if this was applied for in advance; but it would not be acceptable to miss classes without prior notification and then to claim that the absence should be authorised.
- where the claimed reason for absence could not reasonably have been foreseen, schools and colleges should consider whether the absence was really unavoidable. An absence which could not have been notified in advance should be notified to the school or college on the day in question. The student concerned must phone main reception. Unless, exceptionally, there is a good reason why this could not be done, the absence should not be authorised without such notification. In operating these principles, the school will try to ensure that decision making processes are transparent, and that there is equitable application of rules across all their bursary students. As his responsibility crosses all four houses, the Pastoral Deputy Head should be the first point of contact to a tutor trying to decide if an absence can be authorised or not.

In general, isolated periods of genuine sickness need not preclude payment of bursary. However, bursary will not be paid if a student has an absence in a payment period and at that time their overall absence in the sessions since the start of the year is 10% or more. This does not mean that the school is necessarily disputing that the student's sickness is genuine.

Rather, it derives from the foundation idea that the bursary is intended to cover the costs incurred through attendance in education, and so should not be paid if the student is not attending for a significant period. Also, the school will turn down applications for authorised sickness absence if we have reason to doubt the validity of the cause of absence.

Clearly an emerging pattern of non-attendance due to sickness without explanation would be unacceptable. The Director of 6th Form is responsible, assisting the students' tutors to make fair judgements consistent across houses. It is to the Director of 6th Form that any appeal would need to be made, in writing, should the school determine that a payment should be forfeit.

It will be the responsibility of the Director of 6th Form to make all staff aware of bursary qualified students, and staff will be directed to highlight or denote them in their own subject records. Subject staff must take a register for each lesson. Where a bursary qualified student is absent and the teacher suspects they may have registered the Head of House must be made aware of this.

Absence from a lesson has the same status as unauthorised absence from tutor registration in its effect on bursary payment. If it is discovered that a student has been absent from a lesson after the bursary payment has already been made, a payment in a subsequent period will be withheld in order to make good the overpayment. This also applies if a student misses any other required activity at St George's School. This includes, but is not limited to, chapels, assemblies, Friday 5 sessions, supervised study, detentions, mentoring, tutor time, core PE, and so on. It would also apply if a student is absent from a fire alert and had not signed out as required. It is the role of the Director of 6th Form to liaise with staff teaching St George's students within the consortium, and make sure that bursary payments are adjusted accordingly if a class has been missed without authorisation.

Student progress is assessed periodically at S. George's by means of progress reports.

Where student effort is unsatisfactory (defined by a report with two effort grades of 3 or worse or one effort grade of 4), the next bursary payment will not be made. Appeals in such cases can be made to the Director of 6th Form. Beyond that point complaints should follow the normal school complaints procedure.

13.7 Confidentiality

The process of application and payments will remain confidential as far as is possible, although the need to involve staff in checking attendance, verifying illness, and corroborating progress, means this is not entirely possible.

The above commitment will be cash limited based on the available funds allocated by the YPLA on an annual basis. The school reserves the right to amend bursary payments mid-year should student circumstances improve. The school may respond to limited available funds by targeting support to those assessed as most in need of help.

13.8 Payment (Tier 1 and Tier 2)

Payment of bursaries is made by BACS transfer to the students own bank account in arrears around the middle of the month following the qualifying month. This is to allow information to be gathered and absences authorised, if appropriate, so that robust payment decisions can be made. Payment is direct to the student.

Payment can be backdated to include the month when a valid application was received.

13.9 Payment (Tier 3)

These will be one off payments and will not necessarily be payable directly to the student but could be made on behalf of the student. It will be at the discretion of the Finance Office as to how payment is made.

13.10 Administration

The school will make a deduction of 5% the monies received from the YPLA to fund bursaries in order to cover admin costs. Students and parents must understand that while the school sees timely processing of applications as important to assist students in need with equal access to education, administering this process is one of a number of school priorities, and the school may not be able to work faster than other government agencies in processing.

13.11 Equalities

Arrangements for administration of the Bursary scheme will be mindful of the public sector equality duty laid out in the Equality Act 2010. Arrangements will not discriminate against students on the basis of any protected characteristic as set out in the legislation: any element which inadvertently leads to such discrimination will be waived.

14. Equal Opportunities for Staff

St George's recognises that it is essential to provide equal opportunities to all persons without discrimination. This applies to all aspects of employment, including recruitment and promotion, and provides guidance and encouragement to employees at all levels to act fairly and prevent discrimination on all the grounds listed in the introduction to this document.

14.1 Recruitment

It is the school norm that no job applicant or employee receives less favourable treatment on any of the grounds listed, or is disadvantaged by conditions or requirements that cannot be shown to be justifiable. The organisation is committed not only to its legal obligations but also to the positive promotion of equality of opportunity in all aspects of employment.

The school recognises that adhering to this standard, combined with relevant employment policies and practices, maximises the effective use of individuals in both the organisation's and employees' best interests. St George's recognises the great benefits in having a diverse workforce with different backgrounds, solely employed on ability. St George's will not discriminate on the basis of race, gender, disability, age, sexual orientation, religion or belief in the allocation of duties between employees employed at any level with comparable job descriptions.

The school recognises the value of diversity in the school staff and governing body and will ensure that its recruitment practice

- Does not discriminate against minority ethnic groups or on the basis of race, gender, disability, age, sexual orientation, religion or belief
- Takes appropriate action to seek staff and governors from a diversity of backgrounds.
- The application of recruitment, training, and promotion policies to all individuals will be based on job requirements and an individual's ability and merits.
- All employees of the organisation will be made aware of equality requirements in recruitment.
- Advertisements for posts will give sufficiently clear and accurate information to enable potential applicants to assess their own suitability for the post. Information about vacant posts will be provided in such a manner that does not restrict its audience in terms of race, gender, disability, age, sexual orientation, religion or belief.
- Recruitment literature will not imply a preference for one group of applicants unless there is a genuine occupational qualification which limits the post to this particular group, in which case this must be clearly stated. We are concerned to encourage people from under-represented minority ethnic groups to apply for positions at all levels in the school.
- All appointees are appointed with the proviso that they understand the Christian ethos of the school and will act consistently with it.
- All permanent vacancies will be circulated internally.
- All descriptions and specifications for posts will include only requirements that are necessary and justifiable for the effective performance of the job.

- All selection will be thorough, conducted against defined criteria and will deal only with the applicant's suitability for the job. Where it is necessary to ask questions relating to personal circumstances, these will be related purely to job requirements and asked to all candidates.
- Steps will be taken to ensure that cultural bias is removed from recruitment and selection processes and that all involved in recruitment and selection understand how to ensure race equality in the process.
- The school will put in place any reasonable measures and/or adjustments within the workplace for those employees who become disabled during employment or for disabled appointees.

14.2 Training and Career Development

Employees will be provided with appropriate training regardless of race, gender, disability, age, sexual orientation, religion or belief. We will ensure that within budgetary constraints, all staff have access to professional development opportunities, to support and guidance as appropriate and to career progression opportunities. Such access will be monitored by ethnicity.

All employees will be considered solely on their merits for career development and promotion with equal opportunities for all.

We recognise the potential vulnerability of isolated minority ethnic staff and will ensure that appropriate support and networking opportunities are available.

Our awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of equality is directly addressed in staff induction and training sessions, staff meetings and/or performance management meetings as appropriate. The school strives for consistency of approach and effective practice.

14.3. Monitoring

It is the responsibility of the Headteacher and senior staff to ensure that all aspects of this area are kept under review and are operated throughout the organisation.

The school will provide data for CSF to enable them to monitor staff recruitment and retention by ethnicity.

Where it appears that applicants/employees are not being offered equal opportunities, circumstances will be investigated to identify any policies or criteria which exclude or discourage certain employees and, if so, whether these are justifiable.

14.4. Grievances and Victimisation

St George's emphasises that discrimination is unacceptable conduct which may lead to disciplinary action under the school's Disciplinary Procedure.

Any complaints of discrimination will be pursued through the school's Grievance Procedure.

15. The duty to promote community cohesion:

The school looks to promote cohesion within its community and cohesion with the broader community through:

15.1 School organisation:

Student leadership roles exist at all ages and within all domains of the school. Students are fully integrated into running their school. These student school leaders engage with others in similar posts in neighbouring schools.

Vertical tutor groups and House system ensures integration of year groups.

15.2 Admissions and partnership working

Our admissions criterion ensures that we take in students from an area which ensures a mix of socio-economic intake. The school chooses to give priority to all looked after children, not just those of the Christian faith, and also chooses to give priority to students who have a medical or social reason which makes our school uniquely well suited.

School staff visit all feeder schools sending out year 7 intake as a matter of routine. The school engages with the local families of schools through the Harpenden Schools Educational Trust, STASSH, HASSH, ATSA, and runs shared Inset training with other schools.

The school is involved in frequent and extensive sporting competitions with a broad range of schools, from very advantaged independent schools to others with a challenging circumstance and intake.

We maintain strong links and multi-agency working between the school and other local agencies e.g. youth support, police, different religious groups, health professionals and social care

Develop links with work placed learning providers, other employers and arrange placements for pupils in voluntary community based activities.

15.3 Relationship building

The school's ethos is positive, with excellence, trust and tolerance as fundamental values. The impact of this is a highly cohesive community. The overwhelming majority of students behave courteously and sensitively towards each other and towards visitors, and this is checked through survey processes and student voice.

The school holds an annual off-timetable day and survey with year 8 and their parents on the agenda of "Promoting Positive Relationships", looking to go beyond the prevention of bullying to consider relational aggression and other insidious forms of friendship behaviour.

15.4 Curriculum / PSHCE

Our Key Stage 3 Religious Education syllabus examines all major world religions (Evidence: Schemes of work).

Our KS4 PSHCEE programme includes exploration of British Values.

The school marks Holocaust Memorial Day each January through a series of chapel services

15.5 Faith community relations

Chapel services (weekday and Sundays) frequently focus on issues such as diversity and tolerance and often involve student participation.

Citizenship lessons at Key Stage 3 and 4 included study of issues such as diversity, integration, immigration and ethnicity.

The Chapel connects with faith communities across the area, and the multi denominational nature of the school foundation means students are exposed to all manner of different styles of worship, including Anglican, Catholic, Methodist, and Evangelical.

15.6 International links:

Our boarding community is ethnically diverse with significant minorities attending from mainland China, Europe, Hong Kong, Southern Africa, and Nigeria.

The school has established very close links with China, and runs biannual visits to run projects in other parts of the developing world e.g. Zambia/Botswana, Bolivia, and Borneo.

15.7 Charity

Charitable work is undertaken within all four Houses of the school, which is extensive and every year local, national and international charities are supported. Charity representatives who visit the school enable students to form a perspective of how their context relates to others and increase their understanding particularly of national and global contexts. House assemblies also assist in achieving these aims. The chapel also donates money from collections regularly to charities

15.8 Building a community with parents

Collegial activity with our parent body through the PSA and its social events; promoting partnership through parental education events; encouraging interest in and presence at sports, music, and drama events; leading overseas residential trips for parents and friends of the school to educational sites; and promoting involvement in Sunday Chapel services.

15.9 Anti-radicalisation

The school delivers its obligations under the PREVENT agenda to ensure staff and students are made aware of the risks of extreme right wing and Islamic and other forms of radicalisation. (see Child Protection Procedures)

16. SEND PROCEDURES

16.1 Admission

Admission to the school is outlined in our Admissions Policy which is required to conform to the Code of Practice and anti-discrimination legislation.

16.2 Identification and Assessment

Early identification may take place prior to entry to the school when students are visited in primary schools and Special Educational Needs requirements are reported to the Special Educational Needs Coordinator (SENDCo) and Heads of House.

Identification and assessment are continuous processes including:

- Teacher observation and assessment, including behaviour issues, long-term learning outcomes and attendance.
- Performance within the national curriculum (where followed) at the end of Key Stage 2.
- Progress in literacy and numeracy objectives.
- Standardised screening or assessment tools at the beginning of Year 7 and for later admissions to the school, including ability tests and reading comprehension tests.
- Monitoring of students' progress against their targets and review with parents at least annually.
- In Year 9, all students with a statement or an Education, Health and Care Plans have a transition review.

16.3 The role of the SENDCo

The SENDCo, in collaboration with the Headteacher and governing body plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of students with SEN. The key responsibilities of the SENDCo include (C of P 6.90)

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

16.4 The Senior Leadership Team is responsible for:

- Ensuring that all staff are aware of the implications of the Code of Practice and monitoring its implementation throughout the school in partnership with the Governing Body.
- Encouraging each faculty to take responsibility for the organisation of teaching arrangements, the provision of differentiated materials and monitoring the progress of students.

16.5 SEN Provision

A graduated approach:

The Code of Practice says (1.24) High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

- Any student who is falling outside of the range of expected academic achievement or not in line with predicted performance indicators and grade boundaries will be monitored.
- Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The subject teacher will take steps to provide learning opportunities that match the individual learners' needs within the classroom. Teaching techniques and materials will be adapted to the individual student's ability offering an inclusive approach to learning. These steps will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCo may give guidance and will be consulted as needed for support and advice and may wish to observe the student in class.
- Through the above actions it can be determined which level of provision the student will need.
- If a student has recently been removed from the SEN register, they also fall into this category and are monitored
- Parents will be informed fully of key stages of their child's development. Parents are encouraged to share information and queries with the school.
- The student is reviewed if concern is raised by parent or teacher, but this does not automatically place the student on the school's SEN register. Concerns are investigated and the findings reported to those that raised the concern. It is recorded by the school as an aid to further progression and for future reference.

Student progress meetings and parent evenings are used to review, share and discuss information gleaned through monitoring and assessment of the progress being made by all students. The frequency of these meetings is dependent on individual progress.

16.6 SEN Support

Where it is determined that a student does have SEN, the provisions required to support the student will be communicated to teachers and recorded. The aim of formally identifying a student with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle (Code of Practice 6.44-56) enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

In identifying a student as needing SEN support the subject teacher, working with the SENDCo should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, specialist assessments, and other assessments by external agencies, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the student and parents. The opinion and feelings of the individual and advice from external support services will also be considered. Private reports will be considered as informative rather than authoritative unless verified by the Herts SEN Team. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis may require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, Heads of House, SENDCo, the child and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of the student's individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

When the school seeks the help of external support services, those services will need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment. Delivery of the strategies will remain the responsibility of subject teachers.

Do

The subject teacher remains responsible for working with the student on a daily basis. The subject teacher will be supported by the student's tutor and Head of House. The subject teacher will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviewing student progress will be made at termly data checks. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with parents, the student and subject teachers.

16.7 Referral for an Education, Health and Care Plan (EHCP): Code of Practice section 9

For students with complex SEN, the frequency of additional provision may result in the school applying for additional funding to support a student, known as Exceptional Needs Funding.

Students who have not responded to the above actions may require a statutory assessment which could result in an Education, Health and Care Plan.

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENDCo and Head of House if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- The child
- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile.

A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan.

- Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

16.8 Curriculum and Equal Opportunities

Every effort is made to ensure that the potential of every student is as fully developed as possible. Students with SEN will have access to the full range of the school's curriculum and other activities with their peers, so far as is reasonably practical. This will be compatible with the student receiving the special educational provision their learning needs call for, the efficient education of the students with whom they are educated and the efficient use of resources.

All staff are responsible for implementing and helping to evaluate these procedures.

16.9 Resources

We will seek human and financial resources from appropriate sources necessary to implement this policy. We will endeavour to provide an appropriate level of training for all staff including teaching assistants, both in school and by accessing outside training.

16.10 Partnership with parents

We seek to involve parents in an understanding of the school's approach to SEN. We will encourage them to be fully involved with us in meeting their child's needs and monitoring their progress. Parents of students with SEN should contact the SENDCo in the first instance. Any complaints will be handled following the school's complaints procedure.

16.11 MONITORING

Monitoring of the implementation of SEN arrangements are the responsibility of the SENDCo, senior and middle leaders. Student progress will be observed and tested using a range of assessment techniques which may include

- Data from previous school
- CATs
- Reading /Spelling Assessments
- Fisher Family Trust D targets
- Student progress against targets
- Specialist Assessment Test
- Views of parents, students and teachers

Records will be kept of students about whom there are concerns. SEN provision for every student with SEN will be mapped and reviewed at least annually.

17. St George's Local Offer:

- 1.** How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At St George's we follow the SEN Code of Practice guidelines using the Assess, Plan, Do Review system. We liaise with previous schools before a pupil starts to see if there are any concerns, they wish to share with us. This may include a school visit, the sharing of data and confidential materials. We give the pupils a full literacy screening which encompasses, reading comprehension age, spelling age, writing speed and processing speed. All pupils also complete the Cognitive Ability Tests which assess their Verbal, Quantitative, non-Verbal and Spatial Awareness strengths. From this we determine the next course of action if required. If you have a concern with your child's learning contact the Head of House or Form Tutor in the first instance.

- 2.** How will school staff support my child?

All information and the above data is analysed by the SENDCo, Pastoral Support Manager (PSA), Assessments Officer and other senior leaders. The outcome of the testing and other information helpful to class teaching, or other educational support is then shared with the teaching staff. All teachers will be aware of a pupil's strengths and areas of weakness and can make reasonable adjustments to their teaching to ensure positive outcomes. If you have a concern with your child's learning contact the Head of House or Form Tutor in the first instance.

All staff at St George's adheres to Quality First Teaching principles, which mean subject specialist teachers are responsible and accountable for the pupils' progress. This is achieved by a number of strategies. Effort and Progress grades are issues 4 times a year and a full annual report yearly.

If a subject teacher feels that a pupil is not making progress they would contact the Head of House, which may lead to contact with parents.

- 3.** How will I know how my child is doing?

Our Effort and Progress grade report, annual parents evening and annual report will outline how your child is progressing in their subjects. Pupils that have been invited to specialist support groups will have a review assessment in the summer; they will also be in a process of continuous monitoring and assessment throughout the year. Access Arrangements for pupils who may require a reader, scribe or extra time will be formally assessed at specified times in Years 10, 11, 12 and 13.

Pupils with higher levels of need may have a Pupil Passport issued through their House; this outlines, in students own words, strategies for staff to incorporate in their lesson plans. These are reviewed termly. Others will have strategies noted in our electronic system called SIMS which is accessed by all teaching staff and TA's.

If a parent feels their child is not making progress in a particular subject, they should contact their child's tutor in the first instance. We recognise that learning is a collaborative process and students and teachers talk informally on a regular basis to ensure the student is engaged in the learning process.

4. How will the learning and development provision be matched to my child's needs?

Using the information previously shared teachers differentiate within the classroom. All staff are given information and strategies which should be used to support the pupil's needs. Further support may be sought from the SENDCo, and additional strategies and advice may be given. If a pupil has a more specific barrier to learning that has been identified within school, they could be invited to a learning club (as opposed to an extra curriculum club), an emotional support group or an intervention – see Question i – where they will work on their area of need under the direction of Teaching Assistants. When pupils are invited to clubs and interventions, parents are given strategies to support their children's learning. Parents may also be given strategies with the Effort and Progress grades and at Parents' evenings. Some pupils who have complex needs have a keyworker who regularly meets with the pupil to discuss views and guidance about their provision in school.

Pupils are consulted about their learning both formally and informally during their time at St George's. If a pupil feels they need to talk to a teacher about any aspect of their learning, they can talk to subject staff, House staff or staff in Learning support.

Within the process of monitoring school data, teaching staff will use data from subject assessments; to plan lessons and monitor the impact of interventions. If a pupil is not making progress, the teacher will review their strategies and seek advice if appropriate.

5. What support will there be for my child's overall wellbeing?

The House system at St George's closely monitors all pupils' emotional well-being. Heads of House, Deputy Heads of House and tutors take the lead on resolving academic, social and emotional issues as well as school attendance and bullying issues. They do this in conjunction with the Learning Support and PSM and House Pastoral Assistants (HPA) as well as outside agencies including YC Herts, Harpenden Plus Partnership and Links Outreach.

Student Services at St George's aims to provide a safe space where pupils can talk and be listened to, or just be. It is staffed by the Pastoral Support Manager and Deputy Designated Senior Person for Child Protection and the four House Pastoral Assistants. The department runs emotional support groups and regular scheduled one to one appointments as well as being a drop-in service for any student experiencing difficulties during the school day.

6. What specialist services and expertise are available at or accessed by the school?

The school has developed a specialist Student Services provision that supports pupils' social, emotional and mental health (SEMH) needs.

St George's cares for the wellbeing of its pupils and their families both at school and through nurtured links with agencies in the community. Student Services is both a centre for care within the school community and a signposting service for those who need 'more help' or 'risk support'. This is led by the PSM.

The school has access to the range of support services offered by Herts County Council regarding special educational needs including the Autism Team, Educational Psychologists and Speech and Language specialists.

7. What training have the staff, supporting children and young people with SEND, had or are having?

The staff within the school has a range of qualifications. The SENDCo has the National Award for SEN Co-ordination, which is a legal requirement under the Code of Practice. Other staff have undertaken courses to have a better understanding of a range of needs. Staff training may take the form of an inset for staff, meeting individual parents, working with TAs, or reviewing pupils' progress.

The list below shows the specialists we regularly use:

- The Links Education Outreach Centre – a specialist support worker gives both advice to staff and meetings with pupils. Areas that might need support are poor motivation; poor behaviour or help pupils manage their autistic spectrum learning profiles.
- Visual Impairment Adviser.
- Hearing Impairment Adviser.
- Speech and Language Adviser.
- Communication Team Adviser
- Education Psychology Service
- Autistic Spectrum Adviser
- Behaviour Support Team – to co-ordinate support for families when different issues are impacting on a pupil's learning.
- CAMHS – Child and Adolescent Mental Health Service.
- School Health Service
- OUTSIDE COUNSELLING SERVICE (e.g. Youth Talk)

Extra advice may be sought because a pupil is not making progress, or a member of staff feels they would benefit from developing strategies to support a particular pupil or range of pupils. All the specialists are locally based.

A list of clubs and interventions run by Learning Support at this time (these are by invitation only) look to meet the needs of those with barriers to learning due to poor or underdeveloped literacy, social or communication skills. Also, we look to offer skills based interventions on study skills in conjunction with the English department.

8. How will you help me to support my child's learning?

The school provides regular progress and effort data four times a year. In addition, there is the formal report and a Parents' evening; at which an appointment to meet with the SENDCo can be made. Opportunity for round table conversations about student learning can also be sought and the development of a Pupil Passport has the inclusion of parent input at its core.

9. How will I be involved in discussions about and planning for my child's education?

At St George's we work as a team to have a holistic approach to a pupil's learning. Parents are involved in the agreeing of learning outcomes for pupils via the Parents' evening and reports. For pupils with more complex needs, parents will be invited in by the school, via their Head of House, tutor, SENDCo or keyworker, to plan and review learning outcomes. Pupil Passports are created and agreed with parents before they are finalised.

10. How will my child be included in activities outside the classroom including school trips?

All pupils are encouraged to participate in all aspects of school life. Extra support may be needed with the trip teacher carrying out additional risk assessments.

Extra staff may be made available to support a pupil on a trip. The trip venue will be made aware of pupils with specific needs. On occasions activities may need to be modified by both the trip organiser and venue.

Transport can be arranged for specific pupils; this may require having a toilet on a coach for an activity where a number of hours may be spent on a bus or arranging for a pupil to be transported to a venue when other pupils walk.

11. How accessible is the school environment?

St George's has many old buildings, but advice from Hearing Impairment/Visually Impaired and Habilitation Advisors have helped to make adaptations around the site. Where possible auditory and visual environments have been assessed for specific pupils and their timetables adapted appropriately. Lift and wheelchair access has been incorporated into new builds, but the majority of the site remains inaccessible to wheelchairs. When possible rooming changes are made to accommodate for mobility issues, but there are limitations on timetabling for over 1300 students and the use of specialist rooms.

Some pupils have additional Health and Care plans in place if they have a specific physical need. It is important that carers inform the school nurse and House staff if there is a health need that staff should be made aware of.

It is vital the school has up-to-date medical information from N.H.S professionals so the school can liaise with the appropriate health professionals; so best endeavours can be aimed for to support students with challenging medical needs.

12. Who can I contact for further information?

The tutor and Head of House are the initial point of contact if a parent/guardian wishes to discuss their child's progress or has any concerns.

Mr Adam Muriss– Head of Grant
Mr Jon Day – Head of Goddard
Mr Neil Harris– Head of Watts
Mr David Ede – Head of Monk
Miss Tanya Linsell – SENDCo

The school staff make many decisions about pupils each day. If you feel you need to follow up your concerns, the school's complaint procedure can be found on the home page of the website under policies and parental information.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

St George's liaises with both our feeder primary schools and post-16 education and training providers to help support transitions. Learning Support or House staff will talk to schools and visit pupils before they arrive at St George's. When moving, any information that will help support a pupil's learning is forwarded to the new school. Local year 6 students visit the school in October, separate to Open Evening, and have a formal transition day later in the summer term. For a small number of students, it is possible to have additional visits co-ordinated with the feeder school SENDCo

The Connexions service gives both careers advice and support for planning the future. A student from Year 8 upwards can ask for an appointment with the Connexions Advisor. The Careers Library has a lot of information about different higher education institutions.

The 6th form lesson support programme where students help younger pupils' learning under the direction of the class teacher and the mentoring programme are two ways we support students to develop independence and foster responsible attitudes towards younger peers.

Throughout the year different speakers visit the school explaining their life choices.

Pupils with Education, Health and Care Plans may require more specialist educational provision which is more personalised and planned from Year 9 onwards.

14. How are the school's resources allocated and matched to children's special educational needs?

The school's main point of support for those with SEN is through high quality teaching and an excellent pastoral support system. More specifically the SENDCo has responsibility for deploying staff within Learning Support and ensuring resources are used by the maximum number of pupils. Priority is given to those with EHCP's and those with diagnosed SEN. The school does not support the use of named / dedicated classroom 1;1 support, which may be common in Primary schools, due to the negative impact it can have on a student's well-being and the desired increase in independence at secondary school.

Within Learning Support, Teaching Assistants are deployed to support pupils with a variety of special educational needs – see the introduction to this Local Offer page. In addition the Learning Support department maximises support by running clubs for groups of pupils at lunchtimes for set periods of time so the largest number of pupils can be supported in a variety of context both within the classroom and during the school day.

The Assessments Officer, who writes reports for Access Arrangements, is part of the Learning Support team.

15. How is the decision made about how much support my child will receive?

The SENDCo liaises with Head of House and/or Deputy Head of House, PSM, HPA and all teaching staff, together with parents to ensure the limited resources is used effectively and efficiently.

All parents are aware if their child has an Education, Health and Care Plan (the new name for a Statement). At the annual review, parents will be able to see how their child is being supported. During the year the keyworker and SENDCo discuss EHCP pupil provision. For pupils with less complex needs, parents will receive letters inviting their children to different clubs. Parents may decide a particular club does not meet their child's needs and wish to withdraw them from this activity.

If a Teaching Assistant is in a particular class, that TA is there to support pupils with particular needs, but will work under the direction of the teacher and may support other pupils.

Hertfordshire County Council also has a very informative page on services in Hertfordshire for children with Special Educational Needs. Please visit www.hertsdirect.org/localoffer

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