

Internal Rules at La Petite Ecole Bilingue, London

The moment a child is enrolled at the school, both parents and children agree to fully comply with the school regulations

1.- Arrival and finish time- Punctuality

In order to maintain discipline in the school and after a few days of familiarization, we will ask parents not to enter the school beyond the doorway and say "good-bye" to the children at the main entrance.

The school cannot be held responsible for pupils arriving before opening hour unless they are enrolled in the schools early arrival club.

In case of lateness, and to avoid disruption of the class activity, parents are not allowed to accompany their children to the class. After 09.00 children register at the Administration Office and the Secretary will accompany the child to his/her classroom.

Adults (parents or nanny), taking care of the children, are required to keep them under surveillance.

The Teaching staff will be grateful for you to respect the following times:

	Monday	Tuesday	Wednesday	Thursday	Friday
TPS	9h00-16h00	9h00-16h00	9h00-12h00	9h00-16h00	9h00-16h00
PS	9h00-16h00	9h00-16h00	9h00-12h00	9h00-16h00	9h00-16h00
MS	9h00-16h00	9h00-16h00	9h00-12h00	9h00-16h00	9h00-16h00
GS	9h00.-16h00	9h00-16h00	9h00-12h00	9h00-16h00	9h00-16h00
From CP	8h45-16h00	8h45-16h00	8h45-12h00	8h45-16h00	8h45-16h00

The Wednesday Club (optional): 12.00-16.00 must be paid at the beginning of term and application form can be obtained from the school office. At the end of the day, we ask parents to come and collect their child on time; otherwise the children will be sent to the After School Care and surcharge will be applied.

2.- Authorization to collect children

Any person authorised to come and collect a child must have a personal badge with name, surname & photograph and validated by the school. This badge is issued by the school Administration upon request via a letter of permission signed by the child's parent/guardian, giving all the necessary details of the authorised person.

The school will not authorise the badge for collection to any person who is under the age of 18 years old.

Similarly, a list of the child's relatives must be provided and updated where necessary to contact in case of emergency.

3.- School Uniform

The School uniform is required:

- School T-shirt (short or long sleeve depending on the weather)
- Fleece jacket
- Anorak-raincoat
- Navy blue apron for girls

For Sport :

- School T-shirt
- Dark blue jogging bottoms

All the uniform has to be clearly marked with the name & surname of the child.

You can order the school uniform directly from : <http://new.schooluniformdirect.co.uk/schools/11/la-petite-ecole-bilingue?page=1>

The children's hair must be checked frequently (for lice) as well as cutting their nails on a regular basis and girls with long hair must have it tied.

The uniform not collected or claimed after 14 July of the current academic year, will be donated to a charity or sold in our used uniform sale.

4.- Meeting with teaching staff

If you wish to book an appointment with your child's teacher, you can do it via/through the Communication Book. If you wish to meet with the Head Teacher, you can book an appointment via the school Secretary.

We do promote dialogue especially in case of disagreement and insist on working in close collaboration with teachers, parents and management.

5.- Absence

A regular school attendance is desirable and determines the success in school.

Parents are asked to inform the school of a child's absence calling the school office between 8.30 and 10.00, DO NOT leave a message.

Any anticipated absence must be informed via a note from parents in the pupil's communication book indicating the specific reason.

Returning from an unexpected absence, a written justification (communication book) will also be required.

Sick children will not be accepted at school.

If your child was injured at home with bruises or wounds, he/she is required to report it to the staff and to the Head Teacher upon return to school.

If your child has lice, he/she will not be admitted to school until treatment has been implemented.

Any contagious disease must also be reported. Upon returning to school, the pupil must submit an explanatory note. A medical certificate may be requested by management. A health notice will be sent to all parents in case of infection or epidemic.

6.- Valuable Objects

The school will not be held responsible for money or valuable articles entrusted to the children. Any personal object/clothing must be clearly marked. Teaching staff do their best to avoid any problems but the school will NOT be responsible for the loss or damage of any personal object. It is prohibited to bring any toy to school.

7.- Discipline/Code of conduct

Correct behaviour is required/expected from all: children, school staff, parents, guardians, adults authorised.

Improper conduct will be reprimanded:

- aggressive or violent behaviour (verbal or physical violence)
- chewing gum is forbidden in school, any kind of sweet is totally prohibited unless it is to celebrate a birthday and complies with our Birthday treats list.
- electronic games and mobiles are also prohibited in school.

8.- Good behaviour : purpose of education

During their stay at our school, we encourage our children to respect others so that they are equally respected, to be civil, to listen to orders, to become independent, to be confident, to be tolerant. We ask parents to support us in this effort.

9.- School outings

The school regularly organises events or outings. The entrance and coach fees to these events are not included in the school fees and therefore parents are asked to contribute to these outings. Equally, a written authorisation duly signed is required by parents to be returned on time so that your child can participate in the event.

10.- Catering/Food

The school offers a canteen service for the children everyday except Wednesdays. The menu complies with NHS nutrition guidance.

The school certifies to take preventative measures in the selection of food/menu available for the children for food security and hygiene. Menus are posted weekly for information. There could be changes at the last minute. All staff is food and hygiene certified.

11.- Contact

During enrolment, a medical form is given to parents to complete and return to the school office.

We ask parents to keep us closely and systematically informed of any personal changes (telephone, address, email, mobile) should we need to contact you in case of an emergency.

For any queries, suggestions or problems, we urge you to contact the Head Teacher as soon as you feel the need.

12. Publication of photographs

As part of the school's organised activities, our schools takes photographs representing your under-age children. The school may circulate or publish one or several photographs during the course of any activities carried out within the school, or any other means. These photographs may be displayed in our classroom, hall, corridors, any other web log or may be used to illustrate the school on its website, or promotional products.

As legal representatives of your children you have the right to object to the publication of such images. In the absence of a formal notification from you within one month of receipt of this document, we will assume your agreement to our display or publication of images as described above. However, you may at any time thereafter request us in writing to remove any images of your children or any kind.

13.- Communication Book

It is a means of communication between parents and teachers to inform parents of events, school projects, outings, administrative information, daily life at school.

To inform parents about concerns regarding behaviour, absence, school work and a way to make an appointment to see teachers.

14. Fire Evacuation procedure

In the event of discovering a fire:

- 1) Ring the **fire alarm** located in the hall between classrooms 3 and 4 - the fire alarm has a **siren** and a **flashing red light**.
- 2) **Evacuate** the building, **taking the register** and taking responsibility for the children.
 - a. In the event of being in sole charge, **lead the line**.
 - b. If there are 2 adults, 1 adult leads, the other follows last
 - c. If there are 3 adults, 1 is in the middle
- 3) Go to **assembly point** (located outside 88 Oxford Gardens), following the designated route.

The Head, or in her absence the Deputy, will **sweep the building**, checking **toilets** and **classrooms**, the **garden**, and **close internal doors**. The Head Teacher will pick up the phone and dial **999**.

- ❖ Ensure children have their ears uncovered to listen to instructions.
- ❖ Support children in walking quickly and quietly out of the building.
- ❖ Identify any children who may need special assistance and support.
- ❖ Take a **head count** and record number of children/adults/unaccounted for persons. Inform the person in-charge that all are present/not-present.
- ❖ Do not allow anyone to return into the building until given the all clear by the person in charge.

On returning into school, take a **head count** or in the event of being unable to return hand over children to their authorised adult(s) and sign the children out.

Secondary evacuation route

In the event of being unable to exit by the designated route, exit the building via classroom 1 and the outside door from the office. The emergency keys for the door and grill are hanging close to the door and must under no circumstances be removed.

Evacuation from upstairs (including veranda, kitchen, large sitting room and small room)

The designated route is via the main door to the assembly point.

An emergency class list for all classes will be kept next to the visitors' book in the hall; the lead adult needs to take it to the assembly point.

The last adult will check each room and the upstairs bathroom.

15.- Behaviour & Sanctions Policy

Children need to have boundaries of behaviour for their own safety and the safety of their peers.

- At la Petite Ecole Bilingue we aim to set these boundaries in a way which helps the child to develop a sense of significance of their own behaviour both in their own environment and those around them.
- Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.
- Sanctions applied in the case of unacceptable behaviour must take into account the age and stage of the development of the child and are relevant to the action taken.

The Head Teacher shall ensure that parents/carers are fully informed about the actions taken to modify the child's behaviour.

Corporal punishment (slapping, smacking) will never be acceptable practices and will not be used.

- We do not use a "naughty chair" and we do not "label" children
- We speak gently and softly to the children and do not raise our voices
- We always explain to the child what we are doing

However, it may be necessary to use restraining action in an emergency to prevent personal injury or serious damage to property.

- Parents/carers should feel free to discuss any concerns they may have with the Head Teacher.
- All matters will be treated in the strictest confidence.

The school believes in promoting positive behaviour

- We aim to encourage self-discipline, consideration for each other, our surroundings and property.
- By praising children and acknowledging their positive behaviour and attitudes, we hope to ensure that children see that we value and respect them.

School rules are concerned with safety and care and respect for each other

- Children who behave inappropriately by physically abusing another child or adult or by verbal bullying, may be removed from the group
- The child who has been upset, will be comforted and the adult will confirm that the other child's behaviour is not acceptable

- It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

How a particular type of behaviour is handled will depend on the child and the circumstances

- It may involve the child being asked to talk and think about what he/she has done
- The child will also be asked to see if the child/person who was "hurt" is alright and to demonstrate that they are sorry
- In extreme cases the child will be seated quietly for a short period until he/she has calmed down and had time to reflect on his/her behaviour
- Parents will be informed if their child is persistently unkind to others or if their child has been upset

In all cases inappropriate behaviour will be dealt with in school at the time

- Parents may be asked to meet with staff to discuss their child's behaviour and work together to ensure consistency between home and school
- In some cases we may request additional advice from other professionals such as Educational psychologist or Child guidance counsellor

Children need to develop non-aggressive strategies to enable them to stand up for themselves so that children and adults listen to them

- They need to be given opportunities to release their feelings more creatively
- Children need their own time and space
- It is not always appropriate to expect a child to share
- It is important to acknowledge children's feelings and to help them understand how others might be feeling
- Children must be encouraged to recognise that bullying, fighting, hurting and making racist comments are not acceptable behaviour. We want children to recognise that certain actions are right and others are wrong.

By positively promoting good behaviour, valuing cooperation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

- Any incident should be dealt with immediately and reported in the incident book
- Any suspicion of bullying should be reported immediately to the Head Teacher
- Any staff member inappropriately disciplining a child should be reported to the Head Teacher and such action could result in a disciplinary action.
- When confrontation or personality conflicts occur between members of staff and children, other staff members should be ready to assist for a short while or permanently
- Staff should never give a child reason to think they dislike him/her
- Parents should be kept fully informed about any support action used to modify a child's unacceptable behaviour
- New staff should be made aware of the "Behaviour & Sanctions Policy"

16.- TRIP POLICY

Before the Trip

Planning

Whether the visit is to a local park, museum, a residential stay in the UK or abroad, or an adventure activity, it is essential that formal planning take place. This planning should not only include the objectives for the visit, the structured organisation, information to pupils and parents, finance and so on, but an assessment of the dangers and difficulties which may arise and making plans to reduce those risks. A written risk assessment is not necessary for every activity however where a risk assessment is carried out significant findings should be recorded and the mitigating measures applied. The Deputy Head should be consulted where advice is needed.

The teachers will plan ahead and prepare a schedule visits. When planning should begin will depend upon the nature of the visit.

The factors affecting planning are:

- The learning objectives
- The 'transport' type
- Numbers of pupils, and hence staff involved and parents where necessary
- The type of anticipated activity
- The cost

Also when planning a visit keep the following in mind:

Dates will depend upon:

- Availability of the venue (winter closure)
- Other seasonal conditions
- The School calendar i.e. other school events and fixed dates (Exams)
- Religious holidays where pupils might be away
- Travel issues - could Friday travel on motorways create timing difficulties?
- Length of visit (use of weekends and holiday periods may be necessary)

Duration will depend upon:

- Age of the pupils
- Type of visit and outcomes desired
- Distance from school
- Cost
- Availability of the venue

Venue will depend upon:

- Availability
- Suitability - for activity to support the outcomes of the activity or visit, and quality of venue
- Accessibility - transport and needs of pupils
- Age of pupils
- Distance of venue from school
- Experience of pupils
- Health and Safety procedures
- Accommodation (if necessary)
- Disabled access

Approval

Outline approval for all visits should be sought from the appropriate Deputy Head before planning a trip. For this staff should use the Trip Proposal form (see appendix 1 amended 28.8.13)

Next Steps- Venue

An exploratory visit of the venue is necessary (where possible) for the following reasons:

- Ensuring at first-hand that the venue is suitable to meet the aims and objectives of the activity or visit
- Receiving advice from the manager of the venue
- Assessing potential areas and levels of risk, and to ascertain if the venue has made recent risk assessments
- Identifying what emergency arrangements the venue has in hand.
- Establishing if appropriate facilities are available
- Establishing if there is suitable access for people with disabilities
- Ensuring that the venue can provide for the needs of the pupils and the staff, which include catering, cover if wet, first aid, toilets, rest rooms, souvenir shop (not all these are necessary, but worth knowing about)
- Becoming familiar with the area and the terrain before taking a group of pupils there
- If a visit is not practical, then the teacher organising the visit needs to carry out a risk assessment using other means.

These will include:

- Sending a request by letter, facsimile or electronic mail to the venue or to many of the agencies quoted below, including specific questions.
- The response must be written or in printed form, so that there is proof of the advice you have received
- Obtaining references from other groups that have used the venue or visited the area
- Contacting guides, wardens, rangers or instructors who are familiar with the area
- Contacting local tourist boards
- Ascertaining any insurance implications and obtaining copies of insurance

Once the venue risk assessment has been completed the RISK ASSESSMENT forms should be completed (see appendix 4 amended 28.8.13).

Once the trip is confirmed:

Fill in order forms for coaches, venue and other expenses and pass to Deputy Head.

Confirm booking with venue and coaches, quote order number please.

At start of term

Ensure trip is on the calendar

Confirm with form teachers that all trip permission slips are in

Prepare risk assessments

Prepare information packs for pupils

Prepare briefing packs for adults

Order packed lunches

A week before the trip

Give in completed trip pack including risk assessment and EDUCATIONAL VISIT CHECK LIST 1 to the Office with all attachments for the approval of the Headmistress.

NB For EYFS pupils must have written permission for each trip

On day of trip

The organising teacher should complete the first part of EDUCATIONAL VISIT CHECK LIST 2 (see appendix 3). This should be handed to the office before the group leaves school. Part 2 should be completed on return.

The following equipment should be taken with you:

- First Aid kit and any special medication, e.g. EPIPEN for individual children
- Rubbish bags
- Plastic bags for long journeys (in case of travel sickness)
- Packed lunches
- Sufficient lists of children for all adults
- Mobile Phone - with the number left at the office
- ETA back at school.

Leave in the office a list of the children on the trip, clearly marked with a tick if they are present or a x if they are absent, also on the list give staff mobile phone numbers

After the Trip

The Evaluation of the Off-Site Activity or Visit

Evaluation of an activity or visit is essential and should be completed on return and kept on file (see ORGANISING TEACHER'S REPORT - appendix 5). This establishes the success or otherwise of the activity or visit, enabling lessons learnt to be carried forward, informing parents/guardians of the educational programme for their children, and acting as potential promotion for future activities and visits.

Please confirm in writing/email to appropriate Deputy Head the final costs of the trip including anything not previously budgeted for i.e. any incidental expenses claimed from petty cash.

The Party Leader

The party leader should ensure a report is made to the Head. This may be brief and verbal in the case of activities and visits, which are common to the school, but for activities and visits which are new to the school, a written report is necessary.

Accident Reporting

All accidents should be reported immediately and be recorded within 24 hours by completing the relevant Accident Report forms. Copies are available from the school office.

Further Information

Different venues and longer lengths of trips can bring further complications. Organising staff can obtain further help and guidance from Theresa Novin, Deputy Head and Health and Safety Officer, and from the DfE guidance 2011, *Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head teachers, Staff and Governing Bodies*.

17.-IF A CHILD IS NOT COLLECTED AT THE END OF THE SESSION/DAY, WE FOLLOW THE FOLLOWING PROCEDURES:

- The child's file is checked for any information about changes to the normal collection routines.

- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.

We contact our local authority children's social services care team:

[020 7361 3013](tel:02073613013)

For full day care, this will be the out of hours duty officer:

[020 7373 2227](tel:02073732227)

The child stays at setting in the care of two members of staff and or school owner until the child is safely collected either by the parents or by a social care worker.

Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority. Under no circumstances do staff go to look for the parent, nor do they take the child home with them. A full written report of the incident is recorded in the child's file.

Under the influence of alcohol or drugs

Parents under the influence of alcohol or drugs will NOT be permitted to collect their child to ensure their child's safety. Staff may call the police 999 or RBKC Local Authority Designated Officer (LADO): Angela Flavin on 07792597181 or RBKC Duty & emergency Team on 0207 373 2227.

18.- Emergency procedure in the event of an accident, illness or injury

Nothing in this policy should affect the ability of any person to contact the emergency services in the event of a medical emergency. For the avoidance of doubt, Staff should dial 999 for the emergency services in the event of a medical emergency before implementing the terms of this Policy and make clear arrangements for liaison with ambulance services on the School site.

If an accident, illness or injury occurs, the member of staff in charge will assess the situation and decide on the appropriate next course of action, which may involve calling immediately for an ambulance or calling for a First Aider. If summoned, a First Aider will assess the situation and take charge of first aid administration.

In the event that the First Aider does not consider that he/she can adequately deal with the presenting condition by the administration of first aid, then he/she should arrange for the injured person to access appropriate medical treatment without delay.

a. Ambulances

The first aider/appointed person is to always call an ambulance on the following occasions:

- In the event of a serious injury
- In the event of any significant head injury
- In the event of a period of unconsciousness
- Whenever there is the possibility of a fracture or where this is suspected
- Whenever the first aider is unsure of the severity of the injuries
- Whenever the first aider is unsure of the correct treatment

If an ambulance is called then the First Aider in charge should make arrangements for the ambulance to have access to the injured person.

Arrangements should be made to ensure that any pupil is accompanied in an ambulance, or followed to hospital, by a member of staff until one of the pupil's parents, guardian or their named representative is present

A member of staff will remain with the pupil until one of the pupil's parents, guardian or a named representative appointed by a parent arrives at the hospital.

a. Medical Room

There is a medical room located in the upstairs sitting room, priority is given to its use as a medical room if it is being used for other purposes. The medical room is clearly marked with a sign on the door.

b. Procedure in the event of contact with blood or other bodily fluids

First Aiders should take the following precautions to avoid risk of infection:

- cover any cuts and grazes on their own skin with a waterproof dressing

- wear suitable disposable gloves when dealing with blood or other bodily fluids
- use suitable use devices such as face shields, where appropriate, when giving mouth to mouth resuscitation
- eye protection and a disposable apron where splashing may occur
- wash hands after every procedure

If a First Aider suspects that they or any other person may have been contaminated with blood and/or other bodily fluids which are not their own, the following actions should be taken without delay:

- wash splashes off skin with soap and running water
- wash splashes out of eyes with tap water and/or an eye wash bottle
- wash splashes out of nose or mouth with tap water, taking care not to swallow the water
- record details of the contamination in the accident book
- take medical advice (if appropriate)

Legal framework

Health and Safety (First Aid) Regulations (1981)

19.- E-Safety Policy

1. Introduction

Our e-Safety Policy has been written by the school, building on The London Grid for Learning (LGfL) Exemplar Policy and other example policies and documents.

It has been discussed with staff, agreed by the senior management and approved by Governors. It will be reviewed annually.

It is the duty of the school to ensure that every child in our care is safe, and the same principles should apply to the 'virtual' or 'digital' world as would be applied to the school's physical buildings.

This Policy document is drawn up to protect all parties: the students, the staff and the school and aims to provide clear advice and guidance on how to minimise risks and how to deal with any infringements.

2. Context and Background

The technologies

ICT in the 21st Century has an all-encompassing role within the lives of children and adults. New internet and online technologies are enhancing communication and the sharing of information.

Current and emerging Internet and online technologies used in school and, more importantly in many cases, used outside of school by children include:

- The Internet - World Wide Web
- e-mail
- Instant messaging (often using simple web cams) e.g. Instant Messenger)
- Web based voice and video calling (e.g. Skype)
- Online chat rooms
- Online discussion forums
- Social networking sites (e.g. Facebook)
- Blogs and Micro-blogs (e.g. Twitter)
- Podcasting (radio / audio broadcasts downloaded to computer or MP3/4 player)
- Video broadcasting sites (e.g. You Tube)
- Music and video downloading (e.g. iTunes)
- Mobile phones with camera and video functionality
- Smart phones with e-mail, messaging and internet access

Our whole school approach to the safe use of ICT

Creating a safe ICT learning environment includes three main elements at this school:

An effective range of technological tools;

- Policies and procedures, with clear roles and responsibilities
- E-Safety teaching is embedded into the school curriculum and schemes of work

3. Roles and Responsibilities

E-Safety is recognised as an essential aspect of strategic leadership in this school and the Head Teacher, with the support of the Parent's Committee, aims to embed safe practices into the culture of the school

Leadership team

The SLT ensures that the Policy is implemented across the school via the usual school monitoring procedures

e-Safety Co-ordinator

Our school e-Safety Co-ordinator is Theresa Novin (Deputy Head)

She is responsible for keeping up to date on all e-Safety issues and ensuring that staff are updated as necessary.

Senior Management Team

The Senior Management Team is responsible for overseeing and reviewing all school policies, including the e-Safety Policy.

School Staff

All teachers are responsible for promoting and supporting safe behaviours in their classrooms and following school e-Safety procedures. Central to this is fostering a 'No Blame' culture so pupils feel able to report any bullying, abuse or inappropriate materials.

Staff should ensure they are familiar with the school e-Safety policy, and ask for clarification where needed.

They should sign the Staff Acceptable Internet Use agreement annually

Class teachers should ensure that pupils are aware of the e-Safety rules, introducing them at the beginning of each new school year.

Pupils

Pupils are expected to take an active part in planned lessons and activities to support their understanding and confidence in dealing with e-Safety issues, both at home and school.

They are asked to agree to a set of guidelines and rules covering their responsibilities when using ICT at school.

Portable storage media

Staff are allowed to use their own portable media storage (USB Keys etc). If use of such a device result sin an anti-virus message they should remove the device and immediately report to the ICT Administrator

Internet access at school

Use of the Internet by pupils

Internet access is carefully controlled by teachers according to the age and experience of the pupils, and the learning objectives being addressed. Pupils are always actively supervised by an adult when using the Internet, and computers with Internet access are carefully located so that screens can be seen at all times by all who pass by.

Access for all pupils

In line with out inclusion policies across the school, we want to ensure that all out pupils have access to the Internet, particularly where this will directly support their learning.

Using the Internet for learning

The Internet is now an invaluable resource for learning for all our pupils, and we use it across the curriculum both for researching information and a source of digital learning materials.

Using the Internet for learning is now a part of the Computing Curriculum (Sept 2014)

We teach all of our pupils how to find appropriate information on the Internet, and how to ensure as far as possible that they understand who has made this information available, and how accurate and truthful it is.

- Teachers carefully plan all Internet-based teaching to ensure that pupils are focussed and using appropriate and relevant materials.
- Children are taught how to use search engines and how to evaluate Internet-based information as part of the ICT curriculum, and in other curriculum areas where necessary.
- They are taught how to recognise the difference between commercial and non-commercial web sites, and how to investigate the possible authors of web-based materials.
- They are taught how to carry out simple checks for bias and misinformation
- They are taught that web-based resources have similar copyright status as printed and recorded materials such as books, films and music, and that this must be taken into consideration when using them.

Unsuitable material

Despite the best efforts of the LA and school staff, occasionally pupils may come across something on the Internet that they find offensive, unpleasant or distressing. Pupils are taught to always report such experiences directly to an adult at the time they occur, so that action can be taken. The action will include:

1. Making a note of the website and any other websites linked to it.
2. Informing the ICT Administrator
3. Logging the incident - ICT Incident Log Book in the school office
4. Discussion with the pupil about the incident, and how to avoid similar experiences in future

Using E-Mail at school

E-Mail is a valuable and stimulating method of communication that plays an important role in many aspects of our lives today. We believe it is important that our pupils understand the role of e-mail, and how to use it appropriately and effectively.

- We teach the use of e-mail as part of our ICT curriculum, and use appropriate pupil email accounts where necessary
- Pupils are not allowed to access personal e-mail using school Internet facilities

20.- Anti-bullying Policy

AIMS AND OBJECTIVES

At La Petite Ecole Bilingue, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Every student has the right to be safe and happy in school and to be protected when they are feeling vulnerable. Bullying of any kind is

unacceptable. When bullying occurs, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

The purpose of this policy is to inform all staff, both teaching and non-teaching, parents and pupils what bullying is, how seriously we take it and the school procedures when bullying is reported. Pupils and parents are assured that they will be supported when bullying is reported. Staff awareness is raised by regular discussion and training. The school is committed to taking action to reduce the rise of bullying at times and places where it is most likely.

DEFINITION

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DfE Preventing and Tackling Bullying 2013)

Bullying can take many forms:

- Cultural - discriminating on the grounds of a person's background or different views
- Cyber - the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.
- Disability - discriminating due to someone's physical or mental disability
- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Homophobic - because of, or focusing on the issue of sexuality
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Religious - discriminating on the grounds of a person's religious beliefs
- Sexual - unwanted physical contact or sexually abusive comments
- Sexist - targeting another for being a member of a particular gender - impacting on the individual person and on all men and women
- Social Isolation - behaviour leading to social isolation, including gossip spreading gossip and encouraging others to ignore another
- Verbal - name-calling, sarcasm, spreading rumours, teasing

THE SERIOUSNESS OF BULLYING

Bullying is unacceptable in any form and the School will always respond to concerns and take appropriate action. The impact of bullying, both physical and emotional, can have extremely serious consequences for a child, including psychological damage and loss of self-esteem. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; the Head Teacher will make her own judgment about each specific case. Some signs and symptoms

A pupil may indicate by signs or patterns of behaviour that he/ she is being bullied. He /she may;

- become frightened of walking to or from school
- be unwilling to go to school
- feel ill in the morning and complain of tummy / head aches
- begin to do poorly in school work
- become withdrawn, start stammering
- regularly have books or clothes destroyed or stolen
- become distressed, stop eating, overeat
- cry easily or have nightmares
- become tired and listless due to inability to sleep
- become disruptive or aggressive
- have possessions go 'missing'
- be frightened to say what is wrong
- have frequent injuries and unexplained bruises
- run away
- self-harm

These signs and behaviour traits could indicate other problems, but bullying should be considered as a possibility and should be investigated.

PROCEDURE TO FOLLOW WHEN BULLYING IS REPORTED

The Procedure for dealing with any incident of poor behaviour is detailed in the School's Behaviour and Discipline Policy. Should an investigation into an alleged bullying incident be found not to be bullying, then this does not mean that the incident is closed. It will be dealt with under the Behaviour and Discipline Policy.

Children are often very reluctant to 'tell' on their friends and classmates and victims of bullying can be particularly reluctant to come forward. Although this is addressed in the PSICHE Programme, teachers must be vigilant at all times and report a bullying incident, including cyber-bullying and bullying outside school, or any concerns they may have about a child to the Headmistress immediately.

Class Teachers

Class Teacher is best placed to talk to a child who is displaying any symptoms of being bullied or about whom they have concerns. They should first report their concerns to the Headmistress and discuss the best course of action. The conversation with the child should take place in a familiar place, which could be the classroom, but with no other children present and without the likelihood of interruption. However, the teacher should take sensible steps to protect themselves from allegations (see Safeguarding Policy).

Parents

Parents may be the first to notice symptoms that their child is being bullied and may report their concerns to the Headmistress. Parents will be told about the School procedures, including support for the child. However, great care should be taken that the term 'bullying' is not used out of context or

incorrectly. Children can find life in a large community quite hard and do not always behave as we may wish. There is a wide band of 'naughty' behaviour that is not bullying. It is bullying if the intention is to hurt another, either physically or emotionally.

Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and it is important that all concerns about bullying are reported to her immediately. The Head Teacher works closely with the Deputy Head, who have responsibility for the day to day running of the School, and the Deputy Head may assist the Headmistress in the investigation of any incident.

Once a case of bullying has been reported, the Head Teacher or Deputy Head will discuss the matter with the victim's Class Teacher and decide on the course of action in order to ascertain the facts. The Class Teacher will ask the child to talk to the Head Teacher or Deputy Head and will be present during the interview.

The Deputy Head may need to interview other children, including the alleged perpetrator. It may be that asking all children to write down their account of an incident is helpful in getting a clear picture of an incident, and frees the children from the fear of 'telling'. (see Behaviour Policy) With younger children this is not practicable however here the dolls can sometimes be used to help talk about the issue.

Once the facts are clear, the Deputy Head/ Head Teacher will discuss the incident with the parents of all children concerned. Should it emerge that this is a case of bullying then the Head Teacher will see the perpetrator's parents in person and will discuss with them the School's response. The child will also be asked to join the discussion and will be informed of the Head Teacher's decision.

The Head Teacher will also discuss the bullying incident with the victim's parents and later with the victim present. The Head Teacher, with the Deputy Head who has responsibility for the day to day running of the School, will put in force a programme of support for the victim.

Ideally, the victim and the perpetrator will meet in the presence of the Head Teacher and / or the Deputy Head and will share their feelings and shake hands after an apology. For minor incidents, the School tries to avoid the label of 'bully' and will give the child who is at fault guidance and support to help them modify their behaviour.

The incident will always be logged by the Head Teacher in the School's Records and Incident Book, and if the incident has been deemed 'bullying' then it must be recorded as such with a record of the sanctions imposed. Records are kept in order to evaluate the effectiveness of the approach adopted or to enable patterns to be identified;

After the incident has been investigated and dealt with, the matter will be discussed at a Staff Meeting and any necessary measures put in place to prevent any repetition.

SANCTIONS (see Behaviour and Discipline Policy)

Disciplinary sanctions will be imposed that reflect the seriousness of an incident and convey a deterrent effect and the age of the pupil concerned. Should a repetition occur, the nature of the sanction will escalate.

For minor incidents, a letter of apology or the return of property may be sufficient, but other sanctions such as a report card may be appropriate. For all incidents, a written warning is given to the bully and his parents with a copy of the Behaviour and Discipline Policy. However, a serious or persistent case of bullying may result in immediate suspension or expulsion.

PREVENTION

Bullying is wrong and can cause serious psychological damage to individual or groups of children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

Staff

Regular training raises the awareness of staff, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and available sources of support are understood. At times, the school invests in specialist training to understand the needs of their pupils, including those with special educational needs or disabilities, lesbian, gay, bisexual and transgender pupils. Staff also lead by example, in an atmosphere of mutual respect and tolerance.

Regular discussions at Staff Meetings includes places where bullying is most likely and the need for staff vigilance. In the event that a potential bullying incident is observed then the member of staff must not let it go unnoticed. A gentle reprimand, the separation of a group, the calming down of horseplay or sending for a Headmistress or Deputy Head can prevent situations escalating, and also give the children a message about the boundaries of acceptable behaviour.

The Classroom

Children need to know the difference between right and wrong, although very young children will often not distinguish between the contexts in which words such as 'right' and 'wrong' are used, e.g. sometimes the word 'wrong' will refer only to socially unacceptable behaviour, like poking your tongue out; whilst at other times a moral absolute is involved, like bullying. Nevertheless, children need to be introduced from an early age to concepts of right and wrong, so that moral behaviour becomes an instinctive habit.

An atmosphere of trust, caring and respect in the classroom is essential. This is augmented by the use of educational elements such as personal, social, health and citizenship education and (PSHCE), with discussion of differences between people and the importance of avoiding prejudice-based language as well as assemblies, projects, drama, stories, literature, historical events and current

affairs to stimulate discussion.

EYFS

With younger children a few moments of reflection or time out can be very effective however it is often a case of misunderstanding of boundaries or a difference in personal experience at this early age therefore good guidance and thoughtful use of PSHE time can make a huge difference. The message to staff is: If in doubt - act!

Older Pupils

Pupils who have shown during their time in the School that they are responsible, showing a kind and caring attitude to others. Their example is made evident to younger pupils.

The following should be displayed on classroom notice boards after discussion in a PSHE session in the first week of every school year:

WE DON'T ACCEPT BULLIES AT LA PETITE ECOLE BILINGUE

La Petite Ecole Bilingue is not prepared to accept pupils who are unkind in what they say or do. You have the right to lead your life without being upset by bullies.

Bullies are people who keep worrying you by pushing, punching or teasing you.

Bullying is any form of repeated unkind actions or words. Cyberbullies use text messages, nasty web sites and emails.

Pupils must help each other by telling if they know of others being bullied or cyberbullied. If you are worried about bullying and are not sure what to do:

tell a teacher or assistant or

tell your parents or

tell Mrs Novin or

tell Mrs Knupffer

TELL SOMEONE!

Telling about bullies is not 'telling tales'.

We will find time to listen to your problem, or your friend's problem, and will help you.

21.- SENCO POLICY

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND) POLICY

Definition of Special Educational Needs (SEN)

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them." (*The Equality Act 2010*)

Policy Statement/Our Aim

La Petite Ecole Bilingue (LPEBL) is committed to meeting the needs of all children, including those with special educational needs, disabilities and/or higher achieving children, to ensure they are make progress and fulfil their potential.

Objectives:

At LPEBL we will:

- have regard for the DfE/DfH Special Educational Needs and Disability Code of Practice (2015);
- ensure the special educational needs of each child are identified, assessed, provided for and reviewed regularly;
- create an inclusive environment that meets the special educational needs of each child, including specialist resources and equipment as appropriate;
- ensure all children have access to an appropriately differentiated Early Years or Primary curriculum that promotes high standards of attainment, achievement and enjoyment;
- ensure that the provision for children with special educational needs is the responsibility of all members of the setting;
- recognise, value and celebrate children's achievements, however small;
- listen and respond to the child's voice, including their interests, learning styles, motivations, responses and behaviours;
- work in partnership with parents and carers in supporting their child's education;
- **Ensure that the school's Admission Policy is implemented consistently and that all staff members are familiar with its commitments re Inclusion;**
- identify the roles and responsibilities of staff in providing for children's special educational needs and provide training as necessary;
- work in partnership with the LEA and outside agencies who provide specialist support and teaching for children with special educational needs;
- ensure induction and transition procedures are in place so that all relevant information is shared as appropriate.
- monitor and review our SEND policy, practice and provision and, if necessary, make adjustments;
- appoint a **Special Educational Needs Co-ordinator (SENCO)**

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Roles and Responsibilities

- Our Special Educational Needs Co-ordinator (SENCO) is: **Neasa McElhone**

The SENCO will:

- work positively with all members of LPEBL to promote inclusion;
- ensure appropriate procedures are in place, working with, and including children with SEND;
- liaise with teachers, nursery practitioners and external agencies to ensure planning and assessment is differentiated to reflect the needs of children with SEND;
- maintain a **SEND Register** naming the children with SEND, area of need and their stage within the SEN code of practice;
- keep teachers and nursery practitioners updated regarding the needs of the children with SEND;
- offer advice and support to nursery practitioners, key workers and teachers, to observe and identify children's strengths and areas for further development, then to develop meaningful "next steps" and provide appropriate strategies through **Targeted Learning Plans (TLP's)**;
- liaise closely with parents - offering advice and sharing strategies to promote a consistent approach;
- co-ordinate external specialist provision and contribute to assessments and reviews;
- co-ordinate induction and transition procedures to ensure all relevant information is shared as appropriate to ensure a smooth transition for children with SEND between settings;

Register and templates are progress; will be in my SENCO; can share procedure with others at first in Sep e? Can we on agenda en please?

Admission Arrangements for Children with SEN

Children with SEN and/or Disabilities will be admitted to LPEBL in line with our Admissions Policy and the statutory requirements of the SEN and Disabilities Act (2001).

The admissions process is the beginning of a partnership between the school staff and parents. At LPEBL, the staff members are committed to meeting the needs of all children and promoting the culture and ethos of inclusion within the school community. Parents are requested to inform the school of any special educational needs, medical conditions, allergies or any other have **on the school's Admission Forms**.

may
Is there a section for SEND info on our Admission Forms? Can we include one if not?

Specialist Facilities and Staffing

The SENCO has completed the following specialist training:

The Role of the SENCO in the Early Years provided by the Royal Borough of Kensington and Chelsea's Autism and Early Years Intervention Team (March 2015)
BSc Speech and Language Pathology (2002- 2006)

The SENCO and Headteacher will keep up to date about SEND issues through reading, attendance at specialist training and discussions with outside specialists.

Curriculum

At LPEBL our curriculum is based upon the English and French National Curricula for the Primary Years and upon the Early Years Foundation Stage (EYFS) Statutory Framework for Early Years. Activities are differentiated to be relevant to abilities, interests, developmental levels and needs of individual children.

Identification, Assessment and Review of Children with SEND

At LPEBL we follow the SEN Code of Practice (2015) on the identification and assessment of Special Educational Needs.

The areas of Special Educational Need may include:

- Cognition and Learning;
- Communication and Interaction;
- Sensory and/or Physical;
- Social, Emotional and Health

(SEN Code of Practice 2014, Children and Families Bill 2014).

Where there is a SEND concern, we take the following steps:

- the child's teacher or keyworker will complete a **SEND Concern Form** and submit it to the SENCO;
- the SENCO will then seek **Parental Consent** to observe/assess the child before proceeding with a Graduated Response.

Graduated Response to SEND

At LPEBL we offer a graduated approach to intervention to ensure that all children make good progress. We do this through a cycle of Assess, Plan, Do and Review as outlined in the SEND Code of Practice 2015. Parents will be kept completely informed at all stages.

We will take the following steps:

- the SENCO will arrange to observe the child in his/her setting;
- the SENCO will meet with the teacher/keyworker and parents (if appropriate) to draw up a Targeted Learning Plan (TLP) containing clear, achievable targets for learning and development that identify the individual needs of the child. The TLP will display:
 - differentiated provision;
 - small targeted steps;
 - strategies
 - resources.
- The TLP will be reviewed half-termly or as necessary, and a **Review Form** completed.

Knowledge and advice from relevant professionals and outside agencies may be sought with parent's consent. The SENCO, teachers and nursery practitioners will use specialist knowledge and advice about a child's individual needs to enable them to make progress and reach their full potential.

Complaints

The complaints procedure for SEND will follow the school's general complaints procedure.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with their child's teacher or keyworker. If a concern continues, the teacher should inform the SENCO who will then discuss the issue with parents / carers. At this stage the HeadTeacher may also be informed.

SEND Training

The SENCO will attend training courses, relevant for her professional development, on children with special educational needs and disabilities.

All staff will attend relevant courses, which will be organised by the Headteacher and evaluated through the school's **Professional Development Policy**.

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delete this part of
the sentence here.

Partnership with Parents and Carers:

If we feel that a child is having difficulties this will be discussed with parents by the teacher or the child's keyworker. If necessary, a meeting with the SENCO will be arranged to discuss and share any concerns and agree on the next steps.

If contact needs to be made with any outside professionals then the SENCO will always obtain a written agreement (**Consent for Referral Form**) from parents before going ahead. Parents will then be involved, through organised meetings, in any discussions and decision-making regarding appropriate steps to meet the individual needs of their child.

Parents will always be invited to reviews of their child's progress.

Links

Links will be maintained, with parental consent, with other professionals and agencies, including:

- Health Visitors;
- Medical and Health Professionals e.g. Paediatricians; Occupational Therapists (OT); Physiotherapists; Speech and Language Therapists (SALT);
- Educational Psychologists (EP);
- Local Early Years/Children's services

Links with other educational settings may be made when there is dual registration (a child who is registered to attend two different settings) and during transition periods. This will ensure changes are managed as smoothly as possible for all concerned. Information regarding the child's progress is shared with the other setting.

The child's "Profile Book" is kept by the child and family.

Monitoring and Evaluation of our SEND Policy

Our SEND Policy will be monitored and evaluated via termly reports to the school management. An Action Plan will be drawn up by SENCO recording any action to be taken regarding SEND practice/provision.

The school management are responsible for an annual review of the policy.

Written by/Date: Neasa McElhone– SENCO/June 2015

LPEBL Provision Map

Through our Provision Map we demonstrate our universal provision, available to all children, and the support and interventions we offer to meet additional needs of children, including those with Educational Needs and/or a disability.

Wave 1 (Universal Services)

This is the universal provision offered to all children at LPEBL. All children will have access to a balanced curriculum and their progress will be monitored and assessed according to the EYFS (3-5 Years) or the National Curriculum (for Primary Years). Progress will be documented in special books (or Book) or files maintained by the child's teacher or key-worker. Assessment of each child's achievement and progress is ongoing and is shared with parents/carers.

Wave 2 (Catch Up)

When a child is assessed as working at developmental levels lower than those typical for their chronological age or are not making progress then the SENCO will consider moving to Wave 2. Wave 2 will be included on the SEND register until they have been assessed at developmental levels for their age and are making progress towards individual targets.

At Wave 2 the SENCO and teacher/key-worker may introduce additional support to help the child make progress and 'catch up'. This may be offered through:

- further differentiation
- targeted / focussed one-to-one and /or group activities;
- planned interventions;
- targeted resources;
- environmental adjustments e.g. quiet areas.

Each child's progress will be monitored through an individual Targeted Learning Plan or group plan. Regular planning meetings will be held to evaluate strategies and plans for individual children and to agree any changes.

Wave 3 (SEND)

Children who have been identified as having an unmet additional need will be at Wave 3. The child will be added to the SEND register and the school staff will proceed with a Graduated Response.

At Wave 3 a child's needs will be monitored through a Targeted Learning Plan (TLP) displaying:

- differentiated provision;
- small targeted steps;
- strategies;
- resources.

knowledge and advice from relevant professionals and outside agencies may be sought with parent's consent. The SENCO and nursery practitioners will use specialist knowledge and advice about a child's individual needs to enable them to make progress and reach their full potential.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

what a
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