

# Free Schools in 2013

## Application form

### Special Free Schools

# Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance for special Free Schools carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details & declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand & marketing
- **Section F:** Capacity & capability
- **Section G:** Initial costs & financial viability
- **Section H:** Premises
- **Section I:** Due Diligence & other checks

In **sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run a special Free School. There is a separate downloadable form for this information. This will be available from 28 November, [here](#).

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **special.fsapplications2013@education.gsi.gov.uk**.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hardcopies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team  
Department for Education  
3rd Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

**It is essential that the hardcopies are identical to the version you email.**

**Section I** must be submitted in hardcopy and sent by 'Recorded Signed For' post to:

Due Diligence Team  
Department for Education  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

#### **Data Protection**

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed under the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

## Application Checklist

Checklist: Sections A-H of your application	Yes	No
1. You have established a company limited by guarantee	x	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration	x	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	x	<input type="checkbox"/>
<b>Section C:</b> Education vision	x	<input type="checkbox"/>
<b>Section D:</b> Education plan	x	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing	x	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	x	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	x	<input type="checkbox"/>
<b>Section H:</b> Premises	x	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	x	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	x	<input type="checkbox"/>
5. You have provided evidence that local authorities are willing to name the school in pupil statements	x	<input type="checkbox"/>
6. <b>Independent schools/non-maintained special schools:</b> you have provided a link to the most recent inspection report	x	<input type="checkbox"/>
7. <b>Independent schools/non-maintained special schools:</b> you have provided a copy of the last two years' audited financial statements or equivalent	x	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to <b>special.fsapplications2013@education.gsi.gov.uk</b> between 13 and 24 February 2012	x	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	x	<input type="checkbox"/>
Checklist: Section I of your application		
10. A copy of <b>Section A</b> of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	x	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application			
1	Name: [REDACTED]		
2	Address: [REDACTED] London [REDACTED]		
3	Email address: [REDACTED]		
4	Telephone number: [REDACTED]		
About your group			
5	<table border="1"> <tr> <td>Please state how you would describe your group:</td> <td><b>State maintained All Through Academy</b></td> </tr> </table>	Please state how you would describe your group:	<b>State maintained All Through Academy</b>
Please state how you would describe your group:	<b>State maintained All Through Academy</b>		
6	If Other, please provide more details:		
7	<table border="1"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td><input type="checkbox"/> No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> No		
8	If yes, please provide more details:		
9	<table border="1"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?</td> <td><input type="checkbox"/> Yes</td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input type="checkbox"/> Yes
In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input type="checkbox"/> Yes		

10	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p><b>The London Diocesan Board For Schools. The sponsor of the Academy.</b></p> <p>We are a member of this significant family of Anglican schools within the London Diocese.</p> <p>They are the sponsor of four Academies; (including our own) they have an excellent track record in supporting their schools and provide support for school improvement and development.</p> <p>The expertise in bidding for and supporting the opening of Academies and Free Schools will be used.</p> <p>After opening they will be used in an advisory capacity.</p> <p>The LDBS has an excellent record on delivery for the DFE in both the Academies and Free School programme.</p> <p><b>The London Borough of Islington. Host authority and partner in the project</b></p> <p>The Local Authority is a key partner in this development. They are aware of the demand and need for the type of school being proposed. The Local authority has the responsibility for Special Education Needs and is the Statementing authority. We will work with them to ensure appropriate students are identified and that they name 'The Courtyard' as the chosen provision.</p> <p>The Authority are willing to support the provision through providing SEN central support for the school.</p> <p>At this stage of the bid we are also in discussion with them about the provision of financial and service support for the Capital Project.</p> <p><b>The Bridge School. Special School</b></p> <p>The Bridge School is an All Age Special School specialising in education for those with severe communication and interaction difficulties. They have a well developed outreach provision for mainstream schools working with pupils with ASD.</p> <p>In the last OFSTED report they were judged as 'Outstanding'.</p> <p>There are strong links between the Academy and the Bridge and we are already engaged in educating students from the Bridge in a mainstream setting.</p>
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<b>Details of company limited by guarantee</b>	
11	Company name: <b>St Mary Magdalene Academy</b>
12	Company address: <b>London</b>
13	Company registration number: <b>5412502</b>
14	Does the company run any existing schools, including any Free Schools? Yes
15	If Yes, please provide details: <b>St Mary Magdalene Academy</b> <b>An all through school for ages 0-19 Opened in September 2007</b>
<b>Company members</b>	
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16	Please confirm the total number of company members:
17	Please provide the name of each member below (add more rows if necessary):
	1. Name: <b></b>
	2. Name: <b></b>
	3. Name: <b></b>
	4. Name: <b></b>

**Company directors**

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the special Free School. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18	Where directors have already been appointed please provide the name of each and positions they will hold (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
19	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

**Related organisations**

20	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the special Free School.</li> </ul>	
22	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc). <b>The Academy Sponsors are the London Diocesan Board for Schools and so the Academy is a Church of England School</b>	

**Existing Providers**



23	Is your organisation an existing independent school wishing to become a special Free School?	No
24	Is your organisation an existing non maintained special school wishing to become a special Free School?	No
25	Is your organisation an existing independent school or a non-maintained special school wishing to establish a new and separate Free School?	No
26	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	Yes
27	If Yes to any of the above 4 questions, please provide your six digit unique reference number here:	<b>134314</b>
28	If you are an existing independent school, non-maintained special school, state maintained school or an Academy, please provide the following information: <ul style="list-style-type: none"> <li>• the age range;</li> <li>• the current number of pupils on roll;</li> <li>• the current school capacity; and</li> <li>• the SEN currently catered for.</li> </ul>	<b>0-19. 1,055 OR Capacity 1,350</b>
29	If you are an existing independent school, non-maintained special school, state maintained school or an Academy please provide the date of your most recent inspection report and a link to the report on the Ofsted or other Inspectorate website:  4-18. 16 June 2010 <a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/134314">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/134314</a> EYC 26 September 2011 <a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/EY420520">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/EY420520</a>	
30	If you are an existing independent school, non-maintained special school, state maintained school or an Academy, please provide a link to your performance data for the last 3 years:  <a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=134314">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=134314</a>	
31	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

**Please tick to confirm that you have included  
all the items in the check list.**

### **Declaration to be signed by a company member on behalf of the company**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a special Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

**Position: Chair of Company / Member of Company (please delete as appropriate).**

**Print name:**

**Date:**

**NB This declaration only needs to be signed in the two hardcopy versions of your application. Please use black ink.**

## Section B: Outline of the school

1	Proposed school name:	<b>St Mary Magdalene Academy Courtyard</b>
2	Proposed academic year of opening:	<b>2013 - 14</b>
3	Proposed age range of the school:	<b>14-19</b>
4	The types/ designations of SEN the school will predominantly cater for (please tick all that are appropriate):	<p>NB: An outline of SEN designations can be found at <a href="#">Annex B of the special 'How to Apply' guidance.</a></p> <p><b>Autistic Spectrum Disorder (ASD)</b></p> <p><b>Speech, Language and Communication Needs (SLCN)</b></p>
5	Proposed maximum capacity as a special Free School:	<b>36</b>
6	Date proposed school will reach expected capacity in all year groups:	<b>2015</b>
7	Will your proposed school be:	<b>Mixed</b>
8	Do you intend your proposed school to have a faith ethos?	<p><b>Yes</b></p> <p><b>Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation/ethos.</b></p>
9	If Yes, please provide details here (please be as specific as possible):	<p><b>Church of England</b></p> <p>St Mary Magdalene Academy is a Church of England Sponsored Academy. The Academy admits students of all faiths and of none.</p> <p>There is no requirement to be a church attendee and there will be no such</p>

	requirement for The Courtyard.	
10	Will your school provide residential provision (ie where a statement specifies residential provision is required to meet the child's SEN)?  No	
11	If Yes, please provide details here:	
12	Post code of the preferred site of the proposed school:	██████████
13	Local authority area in which the proposed school would be situated:	<b>Islington</b>
14	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	<b>Camden, Haringey, Hackney</b>
15	<p>This application form is designed to be used for special applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of special but does not fit the definitions of mainstream, 16-19 or alternative provision either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application, please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p><b>The provision will be for students who have a disability in language, communication and interpersonal responses. It is designed to provide for students with 'Autistic Spectrum Condition' (ASD) and Speech Language and Communication Needs (SLCN) who wish to be educated in mainstream rather than special schools. The facility allows for access to the best facilities of mainstream where appropriate and a personalised provisions which meets individual needs in a purpose built facility. The Courtyard will provide a specialist facility which will allow for complete access to a mainstream provision as well as a specialist therapeutic approach to meeting the needs of the pupils.</b></p>	

**All students will have a Statement of Special Education Need and will need to name the Courtyard as their chosen provision.**

**This will allow high functioning ASD students to gain access to a full range of GCSE courses. We intend to break down the barriers of autism through preparing all students attending the provision for independent adult life through providing opportunities in the world of work and offering support for independent living. This will enable us to tackle issues around exclusion of this type of student and reduce the chances of them becoming Not in Employment or Training at the end of their schooling.**

## Section C: Educational vision

Please refer to page 14 of the 'How to Apply' guidance for what should be included in this section.

**St Mary Magdalene Academy Courtyard (The Courtyard) will be a Language Resource Base and join a successful Academy in a Multi Academy Trust. The specialist provision for thirty-six students with Autistic Spectrum Disorder (ASD) or Speech Language and Communication Needs (SLCN will have the same mission and vision that the Academy has had since its inception.**

**At St Mary Magdalene Academy we strive to...**

**Be an educational community where high standards count. This desire informs not just our teaching, student behaviour, parental communication and pastoral care, but also our buildings and facilities. Above all, we expect high standards of learning and character from our students.**

**Model a community of all-age and lifelong learning, offering opportunities for everyone from the very young to those in retirement. We are open for classes and other activities outside the traditional school hours and during school holidays.**

**Be outward-looking in our perspective, mindful of our responsibilities both to the local and global community – particularly the developing world – and toward the care of the planet we share. This is embedded in the life of the school through our specialism of humanities and global citizenship.**

**Blur the edges between primary and secondary education, allowing primary pupils early access to the specialist facilities of the secondary department and giving secondary pupils the chance to mentor younger pupils.**

**Exploit the latest educational technology with the use of laptops, electronic whiteboards and innovative communication systems.**

**Recruit talented and creative staff who are eager to seize the chance to be in at the start of a visionary new school.**

**Care for the pupils and students as special individuals, listen to their views and encourage their involvement in the life of the school. In turn, we expect them to take responsibility for their actions and demonstrate high standards of conduct towards each other, younger pupils and our neighbours in the community.**

**Our mission is to create an inspirational community of learning and achievement that will make a positive contribution to the community cohesion in Islington. This community will be based on Christian values of service and the recognition that everyone is unique and has inherent value and gifts which should be nurtured and protected. The community will encourage young people to stretch themselves to the full and to reach out to others at local, national and international levels in understanding, friendship and service.**

**For The Courtyard this means students “Learning to Live and Work”. Although the cohort will all have Statements of Special Educational Need this will still be a mixed ability entry it is therefore vitally important that their progress is tracked and monitored using the same rigour as the Academy.**

**Where appropriate students will be expected to make two levels of progress over a Key Stage but for others progress will be measured against a profile of achievement geared towards employability.**

**The Academy is rigorous in its benchmarking and tracking and this rigour will be transferred to The Courtyard.**

**Within the Islington Local Authority there are currently over 100 students with an ASD in mainstream schools. A number of those pupils would manage well at KS3 given a higher than usual level of support. However at KS4 where the curriculum becomes more challenging and cannot be differentiated to meet the learning needs of students with autism over 25% of these students are excluded from mainstream provision. Analysis of the stated students coming through from mainstream primary schools into secondary schools shows that this is a growing population (35 currently as opposed to 24 four Years ago) and will challenge the resources available in secondary mainstream provision.**

**The Courtyard offers a mainstream provision within an especially caring environment offered by a highly staffed facility established to meet their key emotional needs.**

**The distinctiveness of the provision is that it will effectively be a school within a school. Providing specialist provision and support as well as the opportunity to take courses on offer in the main Academy with the associated gains of education within a much larger group. St Mary Magdalene Academy aims “to nurture young people to become high achievers and to discover their vocation in a global society” this will be at the heart of the new provision.**



**The Courtyard will educate thirty-six children in a stage not age provision with the aim of preparing the students for independent living with the opportunity to make an economic contribution to society. The aspiration for students is simple they will leave as able to live and work independently.**

**‘Learning to Live and Work’ will be reflected in the curriculum. We will offer a Life Skills curriculum, embracing functional skills as sought by employers. Access to GCSEs if appropriate for the student, at the Academy and access to specialist vocational courses to suit the interest of the student.**

**The host Academy has an outstanding reputation for caring and service. This is at the heart of the Christian mission of the Academy care, support and service for the local community. This provision will be an extension of this.**

**As one of the new breed of church Academies our mission is to serve all not just those from a faith group there has never been any religious requirements to admissions and our religious character is borne out by our motto “Show by a good life that your works are done by gentleness born of wisdom”**

**As part of the mission to serve our community the Governors of St Mary Magdalene Academy are prepared to contribute £250,000 towards the capital cost of this development.**

**It is the long term objective of the Governors to serve as many parts of the local community as it can. To this end this is only one potential strand of a Multi Academy Trust others include:**

- An alternative vocational provision for Key Stage 4 student struggling with school structures**
- An additional Early Years facility to meet the demand for our existing provision**
- A second special school meeting the needs of students with MSI (Multi-Sensory Impairment).**

## Section D: Educational plan – part 1

In the table below, please provide the proposed numbers in each year group at point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school or non-maintained special school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Pre-School								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10		9	9	9	9	9	9	9
Year 11			9	9	9	9	9	9
Year 12		9	9	9	9	9	9	9
Year 13			9	9	9	9	9	9
		18	36	36	36	36	36	36

**St Mary Magdalene Academy Runs a three year Key Stage 3 so although we are identifying our pupil base from Year 10 onwards it may be appropriate for some Year 9 students to be in this facility.**

**As the provision is run on age not stage this is entirely appropriate and manageable.**

## Section D: Education plan – part 2

Please refer to page 15-17 of the 'How to Apply' guidance for what else should be included in this section.

**D1. At its simplest the educational philosophy behind The Courtyard is to meet the need of each student in the most appropriate way. This means taking courses in the Academy where appropriate and taking courses in The Courtyard where appropriate. The high staffing ration allows for this to happen as staff can support the learning of the individual student either in mainstream classes or in special classes.**

**To enable this to happen students will study a formal curriculum for 26 hours a week (a 52 hour two week timetable) just as they would if they were in the Academy. Students will also have the chance to join the main Academy for enrichment activities for an additional two hours a week. They will also join the main Academy for Assemblies twice a week and will be able to access other social opportunities through House competitions. This is a fully integrated provision**

**The Courtyard will address the triad of specific features associated with ASD: social interaction, social communication and social imagination. Our approach to Teaching Learning will be therapeutic as well as academic.**

**It should be remembered that this is a flexible provision and students will not be forced into any menu, although it is anticipated that the following structure is the starting place for negotiation with parents/carers and students to build a personalised curriculum. The high staff student ratio allows for this flexibility**

**Core Curriculum (40 hours per timetable cycle Key Stage 4. 32 hours per cycle in Key Stage 5)**

**Life skills**

**Customer Service NVQ**

**Functional Skills (English, Mathematics, ICT, Science)**

**PE**

**Therapeutic Activities**

**Optional Curriculum (12 hours per timetable cycle Key Stage 4. 20 hours per timetable cycle in Key Stage 5 )**

Access to GCSE Options  
Horticulture NVQ  
Creative and Digital Media NVQ  
Other personalised curriculum

**Work Experience.**

Will be built into the programme. The aim is to place every student in a one year work placement after leaving The Courtyard at 18. To prepare for this work experience will be valuable part of each student's curriculum with the aim of 200 hours' work experience in the final year.

**Core Curriculum**

**Life Skills:** This is an important element of the provision for any student with ASD. The objective is to make them confident in a range of environments:

- The Home
- Transport
- The workplace

**Customer Service NVQ:** This is a core component because the curriculum challenges the students to develop their communication skills Course Components include:

- Preparing yourself
- Maintaining a positive customer friendly environment
- Communicating effectively with customers
- Doing your job in a customer friendly way
- Provide customer service within the rules
- Recognise and deal with customer queries and requests.

The course is provided in Levels 1, 2, 3& 4. This progression means that students can enter at an appropriate level and have progression throughout their time at the Courtyard. There is also access onto modern apprenticeships in Customer Care.

**Functional Skills:** Where appropriate students will attend the main Academy Campus and be entered for GCSE's in English, Maths and Science. For those students for which any of the courses are inappropriate then Functional Skills will be provided in the Courtyard.

**English Functional Skills** gives learners a practical grounding in how to apply English skills to everyday situations, with a strong focus on explanation and problem solving rather than abstract concepts and recall. The course deals with the core skills of:

- Speaking, Listening and Communication
- Reading
- Writing

The course is provided at both Level 1 and 2 so can also be studied at the appropriate level and provide progression if needed

**Mathematics Functional Skills** gives learners a practical grounding in how to Mathematical skills to everyday situations, with a strong focus on explanation and problem solving rather than abstract concepts and recall.

The course deals with the core skills of:

- Representing and Using mathematics
- Analysing situations mathematically
- Interpreting solutions to problem solving using mathematics
- Coverage of number, geometry and statistics

The course is provided at both Level 1 and 2 so can also be studied at the appropriate level and provide progression if needed

**ICT Functional Skills:** Each individual is confident and capable when using ICT systems and tools to meet a variety of needs in a range of contexts. For example they will use ICT to find, select and bring together relevant information and use ICT to develop, interpret and exchange information, for a purpose. In life and work each individual will be able to apply ICT safely to enhance their learning and the quality of their work.

The course will consist of

- Performing ICT operations
- Processing Information
- Finding Information
- Keeping Information Safe

This course can be studied at Levels 1, 2 & 3 and so can be studied at an appropriate level and will also provide progression.

**Science Functional Skills: will be a non-accredited course of Science In Society.**

**The Course will consist of**

- **How science works**
- **Exploring a key scientific issues**
- **Reading about the i5sues**
- **Writing about the issues**

**Students will explore 3 issues each academic year in Key stage 4. The course will not be offered in Key Stage 5**

**PE and Therapeutic Activities. There will be a minimum of two hours a week for such activities. If possible students will join with the main school for PE classes where this is not appropriate arrange of other activities will be provided which will include:**

- **Gym training**
- **Nature walks**
- **Structured Use of the Occupational Therapy Room**

**Work Experience**

**The amount of time given over to this important element of the provision will be determined by the particular courses that are being undertaken. In Y13 it will be expected that everybody is doing a minimum of 1 day a week.**

**Optional Curriculum**

**Access to GCSE Options and post 16 GCE and IB options: this will be provided through St Mary Magdalene Academy.**

**The Academy offers 18 optional GCSE's all of which will be available to students at the Courtyard.**

**Biology, Chemistry, Physics, Art, Product Design, Textile Design, Graphic Design, Drama, Music, Geography, History, Sociology, ICT, Business Studies, Physical Education. (The Academy also offers 3 modern foreign languages but it would be highly unlikely for ASD students to choose such courses.)**

In the sixth form the Academy offers the IB Diploma Programme and the IBCC Programme. This would allow access to a large number of IB Certificate courses as well as 5 Vocational A Levels.

Students would be able to choose any of the following IB certificates:

Mathematics	Biology	Economics	Music
	Chemistry	History	Theatre Studies
	Physics	Geography	Art
		Philosophy	Drama

Or any of the following vocational A levels:

- Applied ICT
- Product Design
- Applied Business
- Performing Arts
- Travel & Tourism

All courses are at Level 3 as such are excellent preparation for employment or further study.

**Horticulture NVQ:**

This will be offered at Levels 2 and 3 and the course will involve:

- Practical experience of working at different sites
- Visits to places of significant horticultural interest
- Raise plants from seed
- Establish plants outdoors
- Use and maintain equipment and machinery
- Establish and develop decorative amenity areas
- Maintain plants outdoors
- Demonstrate safe and effective working practice.

This is an excellent preparation for work in an environment which often suits adults with ASD.

### **Creative and Digital Media NVQ Level 3:**

**The course being proposed is the competency component of the Advanced Apprenticeship in Creative and Digital Media. The course is designed to have employability elements as well as skills elements preparing for specific career lines. Course Components include:**

- **Awareness of employment in Creative Media sector**
- **Professional Behaviour**
- **Creative Media Industry Awareness**
- **Competence Units (linked to specific career routes)**

**Potential employment routes match the aspirations and abilities of many high functioning ASD adults and include:**

- **Animator**
- **Computer Games Designer**
- **Internet/web professional**
- **Photographer**
- **Sound Engineer**

**The course is tailored to the aspirations of the student**

**Other personalised curriculum.**

**A provision for 36 students cannot meet the specific needs of each individual through its own resources. Our strong links within the Local Authority and through the local Education Business Partnership means that we can provide other vocational courses.**

**The overarching principle is that the curriculum is open and flexible; each student will have a personalised curriculum which may not exactly follow the above outline.**

**A key to this flexibility is supported decision making. To achieve this The Courtyard will develop the essential triad of:**

- **Key worker**
- **Parent/Carer**
- **Student**

**This relationship will be established prior to enrolment and will continue throughout the schooling period and beyond. Regular meetings and daily contact will be part of this process.**



**D2. The Courtyard will have exactly the same timetable as the main Academy. 39 weeks per year and 28 hours a week. They will run the same timetable so that they can have access to Assemblies, 'Family Time' and the Enrichment Curriculum. This will also allow students to access timetabled GCSE provision in the Academy.**

#### **Assemblies and Family Time.**

**These are an essential part of the corporate life of the Academy. Every student has two assemblies a week. It is through our assemblies that we are able to build and sustain our ethos. Integration between the Courtyard and the main Academy will facilitate greater socialisation and integration and help to address some of the life skills issues associated with ASD.**

**Assemblies are managed through the vertical House system so students from all year groups attend an assembly.**

**For closer individual support students are placed in small pastoral groups called 'Families'. There are fifteen students in each family and again they are vertical with students from each year group. Families attend assemblies in their 'Family' group accompanied by their 'Guardians'**

**Three times a week there is Family Time. These sessions address personal and academic development.**

**The Academy already has a number of students with ASD and they are able to cope with and enjoy this level of engagement with other students.**

**Family Time/Assembly accounts for twenty minutes each day.**

**Each student has one hour for lunch this will be taken in the Academy and students can choose whether to take the recreational time in the Academy or in the courtyard.**

**Every Tuesday and Wednesday the Academy runs an extensive enrichment programme and Courtyard Students can access this opportunity if they so wish.**

**The Academy operates a two week timetable and as some of the students will be accessing courses in from the main timetable The Courtyard will also operate a two week timetable.**

**For each student there will be an individual timetable which meets their specific needs and will be stage not age with students working at their own level. It is therefore impossible to present a generic timetable so instead a base structure will be presented accompanied by two scenarios of potential Timetables for Key Stage 4 students and three for Key Stage 5 Students.**

**Structure of the Day.**

	8.30	8.45	9.45	10.45	11.05	11.30	12.30	1.30	2.30	3.30
Mon A	Registration	Lessons		A/FT	Break	Lesson	Lunch	Lessons		
Tue A	Registration	Lessons		A/FT	Break	Lesson	Lunch	Lessons	Enrichment	
Wed A	Registration	Lessons		A/FT	Break	Lesson	Lunch	Lessons	Enrichment	
Thu A	Registration	Lessons		A/FT	Break	Lesson	Lunch	Lessons		
Fri A	Registration	Lessons		A/FT	Break	Lesson	Lunch	Lessons		
Mon B	Registration	Lessons		A/FT	Break	Lesson	Lunch	Lessons		
Tue B	Registration	Lessons		A/FT	Break	Lesson	Lunch	Lessons	Enrichment	
Wed B	Registration	Lessons		A/FT	Break	Lesson	Lunch	Lessons	Enrichment	
Thu B	Registration	Lessons		A/FT	Break	Lesson	Lunch	Lessons		
Fri B	Registration	Lessons		A/FT	Break	Lesson	Lunch	Lessons		

**This is a 52 hour two week timetable with a possible additional two hours enrichment.**

### Timetable Scenario 1: Key Stage 4 (Standard)

Core timetable: 40 hours

Life Skills	4
Customer Service NVQ	10
Functional Maths	8
Functional Science	8
Functional ICT	6
PE /Therapeutic Exercise	4
	<b>40 hours</b>

Optional: 12

Horticulture NVQ Level 2	12
	<b>12 hours</b>

**Total** **52 hours**

### Timetable Scenario 2: Key Stage 4 (Specific Skills)

Core Timetable 40 hours

Life Skills	4
Customer Service NVQ	10
Mathematics GCSE	8
Functional Science	8
Functional ICT	6
PE /Therapeutic Exercise	4
	<b>40 hours</b>

Optional 12 hours

Graphic Design GCSE	6
Physics GCSE	6
	<b>12 hours</b>

**Total** **52 hours**

Within this scenario it is demonstrated that students can take GCSE courses if appropriate. Here Mathematics Functional Skills is replaced by Mathematics GCSE and also the NVQ is replaced by two further GCSE's.

It is possible for students to choose any of the offered GCSE's and they can replace functional skills in the Core or the NVQ in the option block.

### **Timetable Scenario 3: Key Stage 5 (Standard)**

Core timetable: 32 hours

Life Skills/ Work Experience	12
Functional Maths	8
Study Support	8
PE /Therapeutic Exercise	4
	<b>32 hours</b>

Optional: 20 hours

Horticulture NVQ Level 3	20
	<b>20 hours</b>

**Total** **52 hours**

### **Timetable Scenario 4: Key Stage 5 (Specific ICT Focus)**

Core timetable: 32 hours

Life Skills/ Work Experience	12
Functional Maths	8
Study Support	8
PE /Therapeutic Exercise	4
	<b>32 hours</b>

Optional: 20 hours

Creative and Digital Media NVQ Level 3	20
	<b>20 hours</b>

**Total** **52 hour**

### **Timetable Scenario 5: Key Stage 5 (Academic Focus)**

Core timetable: 32 hours

Life Skills/ Work Experience	12
Mathematics Higher IBC	8
Study Support	8
PE /Therapeutic Exercise	4
	<b>32 hours</b>

Optional: 20 hours

Applied ICT GCE A level	10
Film Studies IBC	10
	<b>20 hours</b>

**Total** **52 hours**

**The above scenarios are presented as a way of showing the flexibility of the curriculum. Many other routes are also available.**

**Such flexibility can only be provided in an organisation which has the benefits of a small special school environment with access to the curriculum offered by a main school and the high adult teacher ratio planned for The Courtyard.**

**D3. All students will have a Statement of Special Educational Need. The need is such that it will attract additional funding This specialist facility will make it economic to meet their individual and collective needs. Many high functioning ASD students fail to gain the qualifications matched to their abilities because of a failure to fully address their personal needs. This is overcome by operating in a dual educational provision. Through accessing The Courtyard students will have the best possible opportunity of preparing for adult life.**

**As was shown in the scenarios in Section D2 this provision allows for Gifted and Talented Students as well as those whose needs will be much more fundamental. All will be able to achieve at their own level. We would expect the most able to use The Courtyard as a preparation for Higher Education but others will achieve by managing to establish themselves in a secure and caring workforce.**

**Having analysed the returns from families it would appear that students in The Courtyard would closely match the profile of the students already in the Academy this includes:**

- Higher than average FSM**
- Higher than average LAC**
- Students living in high density accommodation with study facilities at home**

**The Academy is aware of the barriers to learning such backgrounds provide and is used to developing successful strategies of managing such a pupil base.**

**Behaviour is often a barrier to learning for ASD students that is why The Courtyard is therapeutic as well as academic and vocational. The Courtyard staff will understand the issues around behaviour and will be trained to manage such issues. Students and staff in the Academy are already aware of and care for the needs of such students but as the facility grows and impacts on the Academy more training and awareness raising will be given to staff.**

**Writing is often a barrier to learning for children with ASD to help to overcome some of these issues each child will have their own lap top computer and ICT will be a key driver of learning. Individual learning programmes will be available for students through the Academy VLE and will support the stage not age approach. Working individually is often a control mechanism for some of these students and so access to their own computer and to controlled personal study facilities is an essential part of allowing them to achieve.**

**The Courtyard will have a high staff/student ratio of 1/3. (1 Head of Centre, 3 Teachers, 5 HLTA's, 5 TA's)**

**The Head Of Centre will be a specialist qualified teacher with experience of working with adolescents with ASD. Managing the staff and there input with students will be a key responsibility. Once The Courtyard is established this person will have the key role of interface with business to ensure appropriate high quality work experience is organised for the students. Until The Courtyard is fully established this will remain the responsibility of the Executive Principal.**

**The three teachers will provide the input across the functional skills of Mathematics, English and ICT. They will help develop individual learning programmes for the students as well as teach and support any learning that takes place in the Academy.**

**The HLTA's will deliver the basic vocational qualifications, therapeutic support and provide study and lesson support.**

**The TA's will provide individual lesson support when students study in classes in the Academy.**

**D4. Nationally only 15% of the target group find employment at the end of schooling. Our aspiration is that 100% are able and confident to join the workforce with skills that allow access to the world of work. 100% of students should have the skills to be able to live independently. A fundamental expectation is that pupils attending.**

**The Courtyard will be better equipped than most of the target group if looking to become employed at the end of schooling and so as a result increase the percentage of young adults with an ASD in some kind of employment.**

**This ambitious target cannot be met unless progress is clearly assessed and monitored. The Academy sets academic targets for students at the beginning of each Key Stage based on benchmarks from previous assessments, the same procedures and structures will be used in The Courtyard. Formal reports are published three times a year, this will also be adopted. There is a parent teacher meeting once a year at the Academy, this will not be sufficient for the students in the Courtyard a basic expectation would be for the key worker to report progress to the parents every two weeks but contact will be more regular than that.**

**Behaviour is often a considerable barrier to learning for adolescent students with ASD and so the special therapeutic facilities will ameliorate these elements.**

**In order for our students to function in the work place that need at a minimum adequate functional skills in English, Mathematics and ICT, this is why the standard provision for students is based on these courses. They will also need the life and functional skills appropriate to the work place which is why the NVQ in Customer Care is also part of the standard provision. (See section D2).**

**All students will have Functional Skills Qualifications plus 1 NVQ plus 2 GCSE's or another NVQ.**

**Each student will have a key worker from among The Courtyard staff whose task it will be to monitor and track individual progress and be the link to home. The Academy has a robust target setting and monitoring and evaluation system. Students in The Courtyard will be part of this.**



**D5. The Academy has an excellent reputation for managing behaviour and amongst its pupils and caring for its students.**

**“St Mary Magdalene Academy is indeed an inclusive school where pupils, parents or carers and staff want to be. The academy really ensures that the needs of individuals and groups of pupils are met” OFSTED June 2010. This indicates how effective we are at looking after and caring for young people in a safe and secure environment.”**

**The Academy has well developed policies and practice to manage the safety and safe guarding of our students. The same polices and the rigour will be enforced in The Courtyard for maintaining these standards. The key policies are in the Annexes.**

- Annex 2 Anti Bullying Policy
- Annex 3 Behaviour Policy
- Annex 4 Safe Recruitment Policy
- Annex 5 Child Protection Policy

**Although housed in its purpose built facility The Courtyard will be an integral part of the Academy and will get the same support and care as the rest of the pupil population.**

**Close personal attention and the key worker principle will ensure that home school links are very strong and that attendance is a major element in this dialogue.**

**Students at The Courtyard will also benefit from being part of the main academy pastoral system attending assemblies and being allocated to family groups.**

**Nurture of the individual is at the heart of our Christian vision and the students in The Courtyard will be in need of our expertise and experience in this area.**

**The Courtyard is a specialist facility. Intake will be students with a Statement describing an Autistic Spectrum Disorder at the higher end of the autistic spectrum. If spaces are still available students with Speech and Language and Communication Needs will also be considered.**

**The Courtyard will admit students up to a maximum of 36 within the age range 14-18. Students will be admitted at any stage during this period**

**Within Islington these students carry a funding band of 4 or 6 and these will have priority over other students. In the event of oversubscription those living nearest as measured by straight line to the middle of The Courtyard will be given priority. (This is in line with the Academy's existing admissions policy and that of Islington LA).**

**D6. “The academy does much to develop its partnerships with external providers. The links are used very well to support pupils to achieve their best, and prepare them for living and contributing to a diverse and global community” OFSTED June 2010. In a short time the Academy has already established excellent community links to support the provision for its students. This will give excellent grounding to our plans for the LRB.**

**Key partners are Islington LA who still have the statutory responsibility for special educational needs. We have worked closely with them to develop links with the target group and to prepare a curriculum to meet their aspirations. This project is the result of discussions with the Local Authority. There is a demonstrable need for such a provision and the Local Authority is fully supportive of the Academy in this project.**

**Annex 1 provides formal evidence of this support and identifies that the Local Authority are prepared to name The Courtyard as the provision of choice as part of the annual review process**

**The Academy has already developed and expertise in working with students with ASD and in partnership with The Bridge Special School <http://www.thebridgelondon.co.uk/> have experience of developing an appropriate curriculum for such students but also creating and appropriate educational environment for them. Their expertise has already been used in putting together this application and together the Authority, The Bridge and the Academy provide a background of delivering success.**

**The aspiration is to make this a flagship provision that not only serves the needs of the students and their families but will provide support and guidance for other mainstream schools. The Academy is a strong member and works closely with both The London Diocesan Board Family of Schools and the Islington Family of Schools.**

**An indication of the strong community links with these partners can be seen by the existing relationships**

#### **With Islington Local Authority**

- **Member of the admissions forum**
- **Member of the 11-19 strategic partnership**
- **Chair of the Securing Education Board**
- **Member of the Innovations Programme Group**
- **Member of The Children’s Service Strategy Group**

### **With The LDBS**

- **Member of the Board for Schools**
- **Member of the Head Teacher's Council**

### **With The Bridge**

- **Key partner in their Training School**
- **Co educator of Key Stage 3 Students**

**Beyond the educational partnerships we are involved in inter-generational projects with the local community and the school has been recognised for its work with international schools by the award of the prestigious International Schools Award.**

**The development of The Courtyard building will allow access to the facilities for community groups linked to St Mary Magdalene church who will use the facilities at evenings, weekends and during the holidays.**

**D8.The Courtyard will seek to have its religious character recognised although it will have no impact on admissions.**

**St Mary Magdalene Academy is a Christian community of learning providing a service to families of all faith and none.**

**“Confidently Christian but inclusive” provides the keystone for the Academy’s development, with the Christian values of service, nurture and wisdom being a firm foundation and springboard for the Academy’s future development.” OFSTED Section 48 report November 2010.**

**The Academy has built up a reputation for working with others, serving the community and providing a community of care for all who come regardless of any religious affiliation.**

**This is at the centre of our Christian vision for education.**

## Section E: Evidence of demand and marketing – part 1

In the table below please provide information that clearly shows the level of demand for the proposed school.

Number of pupils whose parents indicate a preference for the proposed special FreeSchool and the number of pupils local authorities anticipate placing at the proposed school (for each year group)										
	2013		2014		2015		2016		2017	
	Parent No.	LA No.	Parent No.	LA No.	Parent No.	LA No.	Parent No.	LA No.	Parent No.	LA No.
Pre-School										
Year 1										
Year 2										
Year 3										
Year 4										
Year 5										
Year 6										
Year 7										
Year 8										
Year 9										
Year 10	7	9	1	9		9		9		9
Year 11			7	9		9		9		9
Year 12	9	9		9		9		9		9
Year 13			9	9		9		9		9
<b>Totals</b>	16	18	17	36		36		36		36

## **Section E: Evidence of demand and marketing – part 2**

Please refer to pages 18 and 19 of the 'How to Apply' guidance for what should be included in this section.

**This proposal is the result of an extensive dialogue with the Local Authority over a significant need in the area and how it can best be met.**

**The Academy is currently in the unique position of having the skills and expertise to develop such an innovative provision and within the current application window to have access to a site within 200 metres of the main campus. (The site may not be available beyond the current application window)**

**The Academy in conjunction with the Local Authority has held a number of public meetings to inform potential applicants of the opportunity that The Courtyard presents.**

**Parents and carers have been universal in their praise for this initiative and their support for it regardless of whether it would benefit**

**The following is the outline information given to parents for whom the provision is appropriate**

## **St Mary Magdalene Academy Courtyard 'Learning to Live & Work'**

### **What is it?**

A unique education facility for Islington, providing a personalised education for students from 14-18 with specific communication and social interaction problems. It will be home to 36 students who will be supported by a staff of 13 specialists providing each student with a 'key worker'. It will be family friendly and provide drop-in facilities for parents/carers.

### **Where is it?**

It will be housed in a purpose built facility in [REDACTED], [REDACTED] and will be part of the St Mary Magdalene Academy provision. Students will have their own secure base but will also be part of the much bigger school allowing students to have lunch, assemblies, family time and possibly some lessons in the [REDACTED] building.

### **Who is it for?**

Students must have a Statement identifying a specific special need for communication and interpersonal skills. Students are likely to have been diagnosed with Autism or Autistic Spectrum Disorder. It is for young people who as well as being able to cope with some aspects of mainstream school also need a more personalised curriculum. This is for students seeking the best of both worlds.

### **How does it work?**

Students in Year 9 can name the 'Courtyard' as their chosen provision for Key Stage 4 and/or Key Stage 5. Students can stay for two years or four years. Progress will be at the pace of the individual. The curriculum will be personalised but will have a core with English, Maths, ICT, Life Skills, Customer Care and PE plus an option which allows the greatest flexibility and choice ranging from GCSE's to an NVQ in Horticulture. The Courtyard will have close links with employers with the aim of placing every student into a 1 year training post at 18.



**Parents/ carers have been asked to identify their support by completing a Questionnaire. (See Page 42)**

**The response has been universal support for The Courtyard, of 18 returns 17 have said that would choose the provision for their child.**

**Both Islington and Hackney Local Authorities have confirmed that they will name The Courtyard in the provision for these children. Please see Annex 1.**

**Parent/Carer Questionnaire**  
**St Mary Magdalene Academy Courtyard**

Name: \_\_\_\_\_

Post Code: \_\_\_\_\_

Current Year group your child/children are in: \_\_\_\_\_

Does your child have a Statement for either Language and Communication or Social Interaction Disability (this would normally be children with Autistic Spectrum Disorder) Please circle  
Yes    No

Have you received information about The Courtyard? Yes    No

Have you any comments about the proposal?

Would you 'Name' The Courtyard as your chosen provision? Yes    No

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

If returning by post please send it to:

\_\_\_\_\_

St Mary Magdalene Academy

\_\_\_\_\_

London \_\_\_\_\_

**As from September 2012 the educational landscape changes considerably with the introduction of University Training Schools. This will introduce to the education system the notion of the end of Key Stage 3 being an educational transition point in a way that it has not been before. The Courtyard will simply become another option at this stage.**

**With effect from September 2012 every school will have the responsibility of providing Independent and impartial advice at key transition points, The Courtyard will be a realistic offer for a number of students. The Local Authority will provide independent and impartial advice to statemented pupils during the annual review process. Together this will secure the numbers required to make the provision viable.**

## **Section F: Capacity and capability**

Please refer to pages 20-23 of the 'How to Apply' guidance for what should be included in this section.

**F1. St Mary Magdalene Academy is an existing company limited by guarantee. Not only do the Principal and the Governors have five years' experience of running an Academy we have the experience of starting from scratch, marketing the provision, going through 'start-up' and of taking on and adding to our provision.**

**A one form entry primary school became an All Through Academy. The Academy opened a sixth form three years ahead of our own pupils reaching that age. The Academy has taken over an Early Years Centre and assimilated that into our provision. We not only have the central administrative capacity to Govern, Head and Manage this extension to our operation. We have shown that we can manage and lead change successfully and that we have the capacity to move into new areas of operation.**

**Islington Local Authority is a key partner in this initiative and we have the support of officers and members in the development. We also have the access to their expertise.**

**The Academy already has strong links with two maintained special schools (The Bridge and Samuel Rhodes) that provide support and expertise in curriculum construction and delivery.**

**The Academy is itself the specialist provider of Key Stage 3 provision for students in mainstream with ASD.**

**The Academy's Finance Department is outstanding and recognised within the YPLA as an excellent support for other Finance Directors. We have the capacity to build the additional facilities and operation into this department.**

**The Principal, the Governors and the members of Company have already demonstrated their ability to establish from nothing a thriving economically sound educational provision. There can be no organisation that has greater experience than ours in setting up a new school.**

**The flexible leadership structure and the successful set up of the Academy means that the Principal now has the capacity to take on this role and become the Executive Principal of a Multi-Academy Trust.**

**The capacity to take on the management of this programme is created by the restructuring of the Academy Leadership as shown on page 50. The Executive Principal is the key resource to make sure the project comes to fruition.**

**F2. The Academy has an outstanding reputation for Financial Management in [REDACTED].**

[REDACTED]

**The Academy has shown sound and prudent financial management as is demonstrated by our audited accounts. Internal and external controls show the Academy to have exemplary systems and procedures.**

**This is confirmed by Annex 6 a copy of the Audited Accounts for the last financial year.**

**F3. The Academy Trust is in a unique position to take such a project forward having effectively achieved this on a much bigger scale by opening the Academy on time in September 2007.**

**The team that managed the original development are still all part of the Governing Body and have the capacity and experience to establish a Project Steering Group (PSG) which will be led by the Principal.**



**There will be monthly meeting of the PSG which will oversee all elements of the development and the delivery. This will be the structure through which risks are assessed and managed. The Academy has already gone through this process of project and change management during the pre opening phase of the Academy. The Principal, the Finance Director and the proposed Chair of Governors all have extensive experience of this process.**

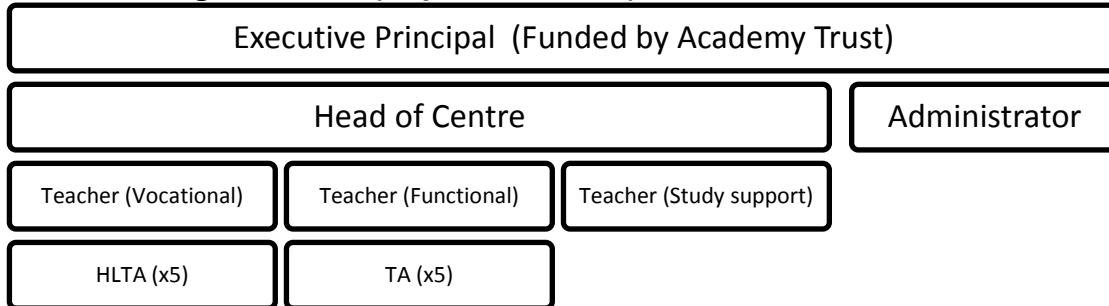
**The only area of expertise missing from the group is construction and the Academy will use the expertise of our key partner Local Authorities Building and Design Team to develop and deliver the facility. The Local Authority will appoint a building specialist to the role on the PSG.**

**The Bridge School as a training hub will be responsible for training, supporting and monitoring staff working at The Courtyard so that students work with highly trained professionals in the field of ASD.**

**F4. The target staffing when full will give 15 Academic staff and an**

administrator or the 36 students. We would aim to reach capacity in students by the second year of operation and staffing will be complete by then.

**Final Staffing Structure (September 2014)**

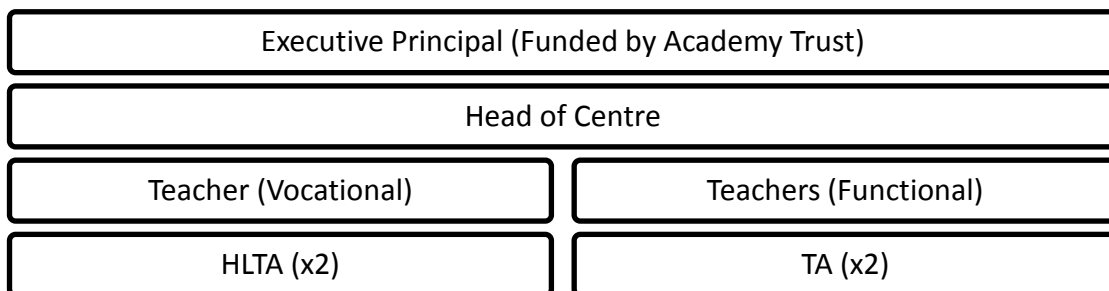


The high staff/student ratio is the major cost within the running of the Courtyard but it is this ratio which allows the flexibility in provision with students in classes in both the main Academy and The Courtyard.

Staff costs are the single greatest element in the day to day running of the provision and the contingency costing proposals identify how the facility can be run within budget simple by reducing the staff to an appropriate level.

The interim staffing structure shows how the facility can be staff economically in its first year of operation.

**Interim Staffing Structure (September 2013)**



**Staff will work collaboratively to deliver a personalised curriculum. Students**



**will work within the 28 hour curriculum structure of the main Academy (26 compulsory hours and an additional 2 enrichment opportunities) so that they can attend Assemblies and Family time. Students able to access the GCSE curriculum will do so within the Academy (this will be zero cost to the centre).**

**Such economies are only available because of the inbuilt partnership between the host Academy and the subordinate special school.**

**The teachers will provide the learning and assessment tasks and will be available to facilitate learning the key worker TA's will support the learning. The HLTA's will deliver some of the content under the direction of the Head of Centre.**

**In the first year the Administration will be managed within the staff of the main Academy.**

As the [REDACTED] and now as [REDACTED] he is used to working within the framework of independent and autonomous Governing Bodies. He has used these opportunities to be innovative and creative in the leadership of the curriculum, of staff and of organisations.

In establishing the Academy a great deal of effort has been given to creating 'Distributed Leadership' this has worked effectively to create low management costs for the Academy to develop leaders with a mind to succession planning and to create a culture of accountability and responsibility. ([REDACTED] was invited to give a presentation to over 100 school leaders in Chongqing, China in October 2007 on Distributed Leadership). This makes the Academy highly responsive to different situations and allows the organisation to pursue multiple objectives. Any change in the scope of the activities of the Principal will not hamper the pursuit of the on-going objectives the Academy.

A major element of his work in the Academy has been to develop strong links within the local community and with all aspects of educational provision within the Local Authority. He has developed outstanding relationships with the Local Authority and with Cambridge Education who are under contract to the Local Authority to provide many of the educational functions. This relationship is the basis of the partnership going forward which will help to provide the very best provision for statemented pupils within Islington. The Principal is trusted by the local authority to deliver on this much needed provision.

The Academy is in the fortunate position to have the leadership capacity to allow the Principal to move to an executive role without harming the progress of the Academy. [REDACTED]

The Leadership changes proposed would bring the Secondary Department in line with the other departments within the existing and growing organisation with a separate unique identity for each element with its own leader. She would become the [REDACTED] who would take her place with The Head of Primary Department, The Head of The Early Years Centre and the Head of The Courtyard as the functional and operational Leaders of each element of the Trusts provision.

The key appointment going forward will be that of the Head of The

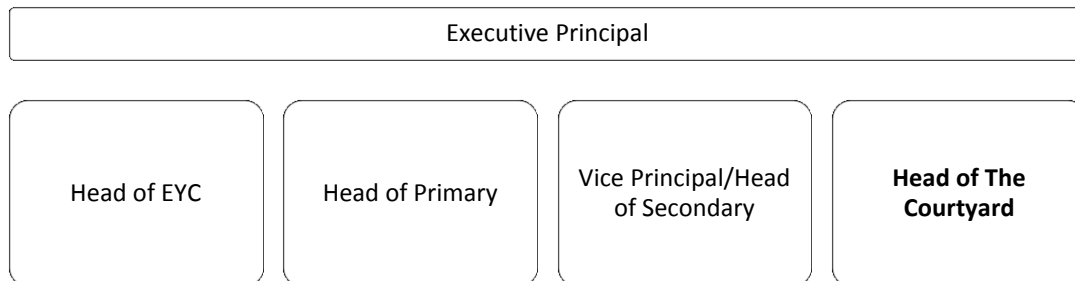
**Courtyard Designate and this is planned two terms ahead of opening. The Academy will headhunt for this position in order that we identify the right person with the right skills set to succeed in this post.**

**The two keys to this will be a background in pedagogy of working with students on the Autistic Spectrum and the ability to co-ordinate and manage complex staff timetables.**

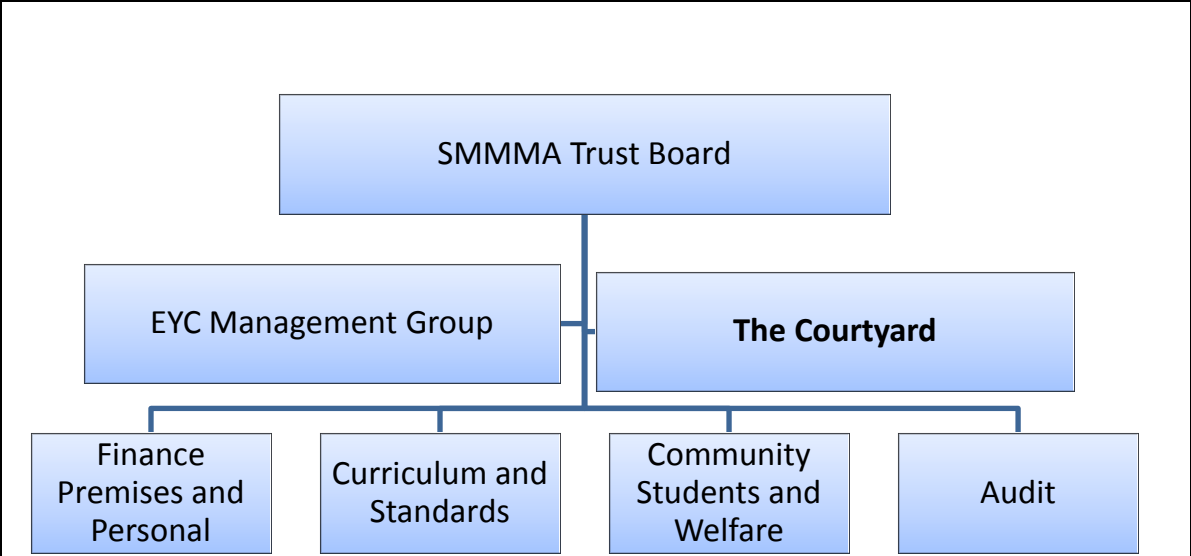
**The Head of The Courtyard will then be in a position to recruit the remaining staff, finalise the fit out of the accommodation, address any outstanding curricular issues, build links with pupils and parents to support smooth transition to The Courtyard.**

**Recruitment of other staff will be through normal channels (The Times Educational Supplement, Islington Local Authority Staff Bulletin and local press) but the main Academy is in the enviable position to be able to appoint experienced practitioners from our own employee base and replace to the established Academy if recruitment proves difficult. Our links within the Local Authority and amongst specialist schools serving ASD students will also support this process.**

**The Leadership of The Courtyard will fit into the Leadership of the multi Academy Trust in the following way**



**The Academy has an experienced Governing Body rated as Outstanding by OFSTED in June 2010. They have the experience of bringing an unusual £40m project to fruition. The Directors/Governors will be taken from the existing board. The Board of The Courtyard will report to the**



**At the Academy Governing Body meeting held on Wednesday 22 February 2012 it was agreed to develop the above structure as a Multi Academy Trust structure. The principal behind the proposal is that existing Governors on the St Mary Magdalene Academy will take on new roles in the subordinate Governing Bodies and that new Governors will be invited to join the Governing Body of The Courtyard bring additional expertise to the specialist facility. These Governors will be sort during the pre-opening phase and ready to take up their roles and responsibilities in 2013.**

## Section G: Initial costs and financial viability

Please refer to pages 24-28 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

**G1. The financial strength of this application is threefold;**



**G2. [Redacted]**

## **Section H: Premises**

Please refer to pages 29-31 of the 'How to Apply' guidance for what should be included in this section.

**The Academy has identified a site which is two hundred yards from the main building. [REDACTED]. The building belongs to St Mary Magdalene Church, who own the freehold. They are an existing partner of the Academy.**

**The building is in a secluded part of a landscaped public garden. It provides approximately 250 sq metres of floor space. One element of the building is open but the equivalent of two stories in height and could ultimately provide sq metres of space.**

**The building will need to be refurbished and remodelled will be available on a lease to the Academy.**

**The accommodation will provide:**

- **An office**

**A simple facility which will provide facilities for the Head of Centre and the Centres administrator. This will include basic office furnishings of desks shelves and storage. It will have 2 computer terminals and the centre telephone**

- **A sensory room**

**Sensory rooms are rooms created for children and young adults with special needs so that they can explore and develop senses and skills in a special and controlled environment. They have had great success with Autistic children, giving them a place to relax and develop their play and learning skills through touch, sound and light.**

**There is an extensive range of sensory equipment and products available on the market which is well known by therapists such as bubble tubes, fibre optic sensory lights, sensory wall panels, sensory projectors, and sensory lighting effects. All these can be used in more than one sensory integration therapy and are indispensable when planning to set up a sensory environment.**

- **An occupational therapy room**

**Some individuals with ASD need more support in the basic functional skills of movement in time and space. Skills such as tying shoe laces or riding a bike can be difficult as they involve sequences of movements. Therapy to help in this area may use, mazes, obstacle courses, constructional toys and building blocks. Staff may encourage a students with hopscotch, skipping, playing musical instruments, playing catch and bouncing balls with both hands to help with bilateral integration.**



- **An open life skills area including kitchen and dining facilities**

**Facilities to enable students to learn how to prepare, cook, serve and eat in a social setting**

- **Meeting room for parents**

**A key to the success of any educational or life skills programme for students with ASD is a close working relationship with parents and carers. This room is for education and interaction and will have a range of facilities to host meetings, social gatherings and provide education**

- **A study room**

**As students enter the post 16 provision there will be a greater need for them to work on their own. An essential element of the facility will be individual study carrels.**

- **Two classrooms**

**The timetables for the taught elements of the courses require that there are two classrooms which can each accommodate a maximum of 6 students supported by a teacher and two TA's. This will be state of the art teaching rooms with teaching walls including SMART boards.**

**In preparation of this application advice was taken from a number of sources about the costs of redeveloping the site. These estimates were obtained through the professional services of the London Borough of Islington, Education Properties department; this can be considered the worst case scenario.**

██████████  
██████████

**The site has the advantage of close proximity to the main campus which will provide the facilities for lunch, for PE, for assemblies and for family time. These collective activities are an essential element of the provision.**

**Teaching and learning will take place in the centre, on the main campus and in the garden.**

**There will be no need to acquire the site as it is owned by a partner the ongoing lease will be built into the costs of running the facility.**

## Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

Annex 1 Letter from Islington Local Authority	Page 64
Annex 2 Anti Bullying Policy	Page 66
Annex 3 Behaviour Policy	Page 78
Annex 4 Safe Recruitment Policy	Page 88
Annex 5 Child Protection Policy	Page 101
Annex 6 Safeguarding Report to the Governors	Page 106
Annex 7 Statutory Accounts 2011	Page 108

Reference SEN  
Date 21 February 2012

Free Schools Applications Team  
Department for Education  
3rd Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

[REDACTED]  
London [REDACTED]  
[REDACTED]  
This matter is being dealt  
with by [REDACTED]

Dear Sirs

**LETTER IN SUPPORT of free special school application**

I am writing on behalf of Cambridge Education in relation to the recent Free Special School application submitted by St Mary Magdalene School.

I am the [REDACTED], who provides services to schools on behalf of Islington Council. Part of my responsibility includes managing the statutory assessment service and I am the duly authorised officer who signs all statements of SEN on behalf of Islington Council.

I can confirm that, in line with our statutory responsibilities, we always seek to comply with parental wishes / representations to place their child in their preferred school (by naming that school within Part 4 of a statement) as long as that school is suitable to the child's age, ability, aptitude or special educational needs, is compatible with the efficient education of the other children with whom the child would be educated, and is compatible with the efficient use of resources.

When considering parental representations for a place at a school or institution which is not a maintained school, we will establish that the school or institution proposed can make the special educational provision necessary to meet the child's special educational needs, and the provisions of section 9 of the Education Act 1996 (that is, we will have regard to the parent's wishes, so far as that is compatible with the efficient instruction and training of the child and the avoidance of unreasonable public expenditure).

Where we send parents a copy of a proposed statement, we tell parents that they have the right to make representations to us in favour of a non-maintained

school.

On the above basis (i.e. where it is the parental preference, the school can meet the child's needs, and is compatible with the efficient education of others and the efficient use of resources) I can therefore confirm that we would be quite willing to name a Free School in Part 4 of a child's statement as long as the relevant conditions are met.

Yours sincerely

[Redacted signature]

[Redacted signature]



St Mary  
Magdalene  
Academy

## **ANTI-BULLYING POLICY**

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”  
James 3.13

The Academy recognises the effects of bullying and aims to provide a safe environment where bullying is not tolerated. It has programmes to prevent bullying and procedures to deal with incidents and support victims.

## **ANTI-BULLYING POLICY OBJECTIVES**

The objectives of the policy are:

1. To provide guidelines for parents/carers, students and staff for dealing with bullying.
2. To outline clear procedures for reporting bullying incidents.
3. To outline the sanctions which will be used against students found bullying.
4. To outline the preventative measures the Academy undertakes in the pastoral and academic curriculum to prevent bullying.
5. To outline the strategies used to support students who have been bullied.
6. To continually review the Academy's practices and procedures with regard to bullying.

## **ORGANISATION OF THE POLICY**

The policy consists of the full version and three separate documents written specifically for students, parents/carers and staff.

The Governing Body receive a termly report which identifies the number and nature of incidents and the success rate at resolving the bullying situation.

## **DEFINITION**

**Bullying is:** - A wilful, conscious desire to hurt, threaten or frighten someone.

**Bullying is:**

- \* Persistent
- \* Intimidating, fearful, stressful
- \* Pre-meditated
- \* Intentional
- \* Not only physical, it may be psychological

It includes:

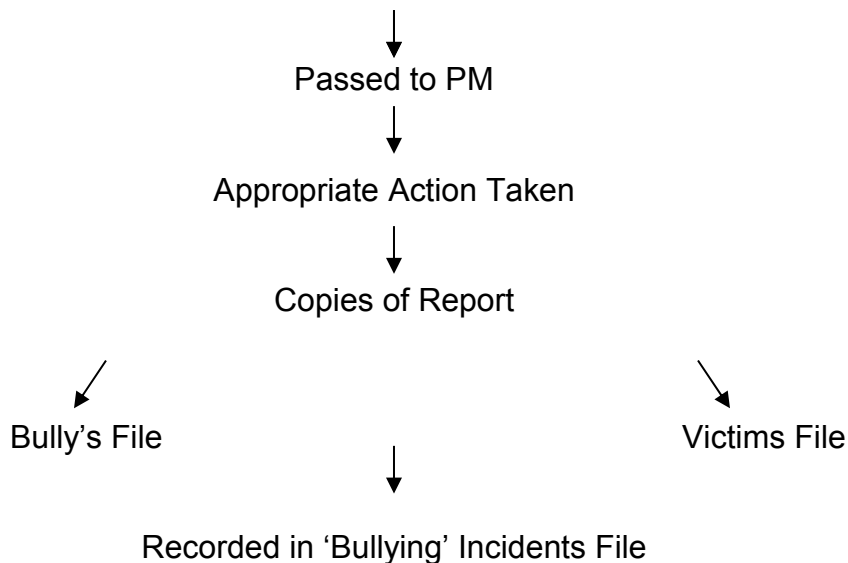
- \* Name calling
- \* Physical violence
- \* Demands for money or possessions
- \* Hiding possessions
- \* Applying pressure to make an individual do something they do not want to do

- \* Threatening behaviour
- \* Spreading rumours
- \* Deliberately ostracising
- \* Teasing and tormenting about race, gender, class, personal appearance, Academy performance, disabilities
- \* Distributing notes, writing graffiti
- \* Harassment.

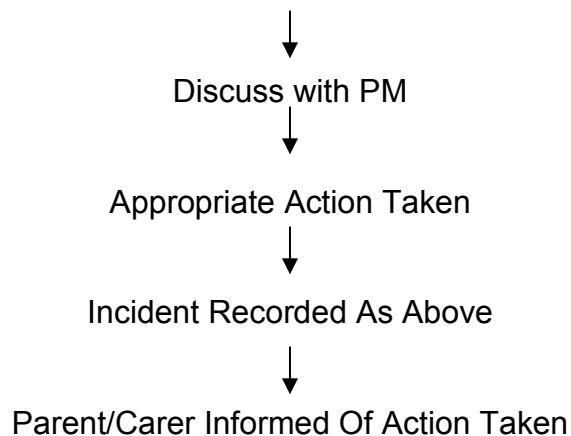
## PROCEDURES FOR REPORTING BULLYING INCIDENTS

### A) The adult who witnesses or is told of an incident:

Completes a green Bullying Report Form: or Pink Referral Forms (kept with referral slips See Appendix)



### B) If a parent/carer reports an incident to a Guardian/Subject Teacher etc





## **SANCTIONS**

Each case of bullying will be examined and the severity of the bullying taken into account when deciding upon the most appropriate sanction(s).

Parents/Carers of bullies will be informed of each incident at the discretion of Form Tutor/Pastoral Manager/Senior Management Team and may be requested to attend meetings at the Academy.

All the following sanctions are available:-

- Verbal apology and assurance that bullying will not continue. This is to be made in front of Guardian/Pastoral Manager;
- Written apology as above;
- Allocation of place in classroom by Teacher;
- Placement on report;
- Withdrawal from social areas at break and lunchtimes;
- Withdrawal from extra-curricular activities;
- Pastoral Manager detention;
- Saturday detention;
- Internal exclusion;
- Fixed term exclusion;
- Permanent exclusion.

## **PREVENTATIVE MEASURES**

The Academy aims to prevent bullying through improving the Academy environment and raising the issue of bullying in Pastoral Curriculum.

### **A) The Environment**

1. Staff who are on duty at break and lunchtime patrol the bullying 'hot spots' e.g. 'hidden' areas of the playground, toilets.
2. There are designated 'quiet' areas in the playgrounds for students who do not wish to join in games of football, basketball, chase, etc. In both playgrounds there are outdoor table tennis areas and seating areas.
3. Various clubs and activities take place before, after school and at lunchtimes. The libraries are open every break and lunchtime. Vulnerable students therefore have a place to go where there is adult supervision.

## **B) The Pastoral Curriculum**

Bullying is dealt with either directly or indirectly as follows:

### **Year 7**

- Bullying Questionnaire;
- PHSE Unit: Bullying;
- Year Assemblies Topic.

### **Year 8**

- Visit to XXX in the Summer Term to facilitate transfer in Year 9.

### **Year 9**

- Bullying Questionnaire;
- PHSE Units:       Bullying (in a new environment)  
                          Conflict  
                          Harassment.
- Welcome Booklet prepared by Year 9 for Year 8.

## **SUPPORT FOR VICTIMS**

There are various ways in which the Academy can support the victims of bullying. These include:-

- Giving reassurance;
- Making the bully apologise to the victim;
- Encouraging other students to become 'buddies' of the victim;
- Providing the victim with strategies to overcome bullying (See Appendix);
- Providing counselling.

## **MONITORING PROCEDURES**

The policy will be reviewed annually by the Principal who will:-

- Monitor the number of bullying incidents recorded in the Bullying Record Book;
- Ensure that the PHSE units are updated.

## **APPENDIX**

**Bullying Incident Report Form**

**Letter to Parents/Carers**

**Year 7 PHSE Programme**

**Year 9 PHSE Programme**

**Working with Students Involved in Bullying Situations**

**Student Document**

**Parent/Carer Document**

**Staff Document**

**BULLYING INCIDENT REPORT FORM**

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Bully:** \_\_\_\_\_

**Victim:** \_\_\_\_\_

**Witness(es):** \_\_\_\_\_

**Description of Incident:**

**Action Taken:**

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please pass immediately to relevant PM.**



St Mary  
Magdalene  
Academy

*Date*

*Name*

*Address*

*Address*

*Address*

*Address*

Dear (XXX)

Thank you for bringing to the schools attention your recent concerns about (XXX) being bullied.

The matter has been dealt with in the following way:

Please do not hesitate to contact us again should you feel the need.

Yours sincerely



## YEAR 7 PSHE

**TOPIC:** Bullying

**AIMS:** 1) To raise awareness about the issue of bullying.  
2) To promote the idea that it is alright to tell.

### SCHEME OF WORK

#### **Week One**

What is bullying behaviour?

#### **Week Two**

Have you been bullied?

#### **Week Three**

Poems and writings about bullying?

#### **Week Four**

How to avoid being bullied and what to do if you are being bullied.

#### **Week Five**

'The Bully'

#### **Week Six**

What can we do to stop bullying?

## YEAR 8 PHSE

Bullying Unit	- Assertiveness - Body Language - Image and Perception
Conflict Unit	- Causes of Conflict - Understanding Conflict - Managing Conflict
Harassment Unit	- Sexual - Racial - Overcoming Harassment

## **WORKING WITH STUDENTS INVOLVED IN BULLYING SITUATIONS**

### **STRATEGIES FOR STAFF**

Below are various strategies and procedures that staff could employ when dealing with incidents of bullying. In all cases staff must follow the procedures for recording incidents.

#### **A) Supporting the Victims of Bullying**

##### **Reassuring the Victim**

Reassure the victim that:

- i. Generally, once an incident has been reported and the bully confronted, bullying ceases.
- ii. Each case of bullying is noted on the bully's file and all incidents collated.
- iii. They must report subsequent incidences.
- iv. Any re-occurrence of the bullying will be dealt with immediately.

##### **Enlisting the Help of Other Students**

Other students can be asked to help the victim by accompanying them to and from Academy, being with them at break and lunchtimes, etc.

##### **Dealing with Bullying Situations**

According to the circumstances victims should be encouraged to: -

- Leave a bullying situation
- Not respond to name calling
- Enlist the support of bystanders
- Resist manipulation and threats by saying 'No'
- Ensure they are not alone at vulnerable times e.g. break, lunchtimes, or that they go to a supervised area/activity
- Try to remain calm in stressful situations
- Escape safely from physical restraint.

#### **B) Dealing with Bullies**

The methods staff employ when dealing with incidents of bullying will depend on the severity of each individual case. Following are two methods that might be employed whilst trying to investigate incidents or if the incidents are relatively minor.

Once it has been established that bullying has taken place, however minor, the

bully must be told that the incident will be recorded and placed on their file.

### **The Method of Shared Concern**

The aim of this method is to establish ground rules which will enable students to co-exist within the same Academy. It may be a useful method if there has been a certain amount of provocation on the part of the victim.

The student(s) doing the bullying are seen first. The situation is not confrontational, the premise is that there is a problem - it has been witnessed and the bullied student is unhappy and has experienced bullying. Discussion leads to mutual agreement that the bully will help improve the situation in some way e.g. stick up for or be friendly to the student in some way.

The victim is seen. The aim is for support to be offered to the victim. In the case where the victim perhaps contributes to the situation by their provocative behaviour, help can be given to enable them to understand that their behaviour too should change.

A week later there are follow-up talks to check on progress. A final meeting is held with all parties present to agree what determines reasonable behaviour and to determine long term strategies for maintaining co-operative behaviour.

### **The No Blame Approach**

This is similar to the Shared Concern Approach, but the victim is seen first. Their distress is then related to the bully, colluders and bystanders as a group. Solutions to solve the problem are asked for and the follow up is as for the Shared Concern Method.



## **STUDENT DOCUMENT**

**Bullying is:** A wilful, conscious desire to hurt, threaten or frighten someone.

### **If you are being bullied what should you do?**

Tell an adult

- Tell your Guardian
- Tell your Pastoral Manager
- Tell any Teacher
- Tell a Parent/Carer
- Tell any Member of Staff
- Use the Concerns Box.

### **If you see somebody being bullied what should you do?**

- 1) Avoid joining in with the bullying.
- 2) Avoid laughing or showing signs that you approve of what the bully/bullies are doing.
- 3) Do **not** carry tales.
- 4) Encourage the victim to seek support from an adult.
- 5) **Tell** a Teacher or any other member of staff.

### **The Academy promises to:-**

- 1) Investigate all reported cases of bullying.
- 2) Record all cases of proven bullying.

### **What will happen to the bully?**

- 1) A record of the bullying incident will be kept in the bullies file.
- 2) A variety of sanctions may be used, including withdrawal from social areas at break and lunchtimes, detentions, fixed term exclusion and permanent exclusions.



St Mary  
Magdalene  
Academy

## **Attendance and Punctuality Policy**

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”  
James 3.13

St Mary Magdalene Academy seeks to ensure that all of its students receive a full education, which maximises the opportunities for inclusion and achievement at school so that each student is able to realise his/her full potential.

All people between the ages of 5 and 16 are legally required to be educated.

Students, parents/carers, teachers, support staff and governors all have a role in maintaining a high standard of attendance and punctuality.

# ST MARY MAGDALENE ACADEMY

## ATTENDANCE AND PUNCTUALITY POLICY AND PROCEDURES

### 1. INTRODUCTION

St Mary Magdalene Academy seeks to ensure that all of its students receive a full education, which maximises the opportunities for inclusion and achievement at school so that each student is able to realise his/her full potential.

All people between the ages of 5 and 11 are legally required to be educated.

Students, parents/carers, teachers, support staff and governors all have a role in maintaining a high standard of attendance and punctuality.

**EVERY LESSON COUNTS! EVEN CASUAL ABSENCE CAN AFFECT YOUR CHILD'S ATTAINMENT.**

#### **Aims of the Policy**

- To improve the overall attendance of students at the Academy.
- To develop a framework which defines agreed roles and responsibilities for all people involved in maintaining student attendance and punctuality.
- To implement a system of sanctions and rewards.
- To develop a systematic approach to gathering, analysing and responding to attendance data.

### 2. RECORDING ATTENDANCE DATA

#### **Registers**

- The registers are completed by 9:00am in Key Stage 1 and 2 the beginning of the morning and 1.30pm (1:15pm in KS1) in the afternoon sessions and are returned to the office within 10 minutes. In KS3 and above the registers are completed at 8:50am and every lesson thereafter.
- Registers close at 9:00am for KS1 and 2 Arrival after this time it may be marked as an absence.
- All lateness must be marked with an **L** and the time. If a student arrives after the register closes without an acceptable explanation, it is marked with a **N** and is considered as an unauthorised absence. So it is imperative to phone before 9:00am to explain the reason for the absence. Also regarding

punctuality in conjunction with the Education Welfare Service, if a student is late 12 times in a 6-weeks period they will automatically be referred to the Educational Welfare Officer which will lead to a fine.

- If a staff member other than the class teacher receives information about attendance or lateness, they are to inform the Academy Office staff.

### **Computerised Data**

The information in the registers is entered regularly onto the computer by the Academy Office staff.

### **3. ABSENCE**

#### **Authorised Absence**

An authorised absence is when a student is away for a reason acceptable to the school. The Academy (not the parent/carer) determines whether an absence is authorised after receipt of a written explanation from the parent/carer. Explanations from students or siblings are not sufficient.

#### **Unauthorised Absence**

The Academy will follow up on all unauthorised absences, communicating parental responsibility for providing explanations.

- First day telephone calls
- Unauthorised absence letter.

### **Parents/Carers are strongly discouraged from taking their children away during term time.**

- Special leave of absence can be authorised at the Principal's discretion. Longer periods of absence may only be authorised in very exceptional circumstances.
- Any leave of absence for medical appointment or religious observance will go to the child's teacher.
- If a parent/carer feels it is absolutely unavoidable to take their child out of school for leave of absence, they must complete an absence request form, in advance, for consideration by the Senior Management Team (SMT).
- Any special leave of absence including a request for a child to be out of school can only be authorised by the SMT.
- Each case will be considered individually based on the nature of the event, history of term time absences, the student's current attendance, age, achievement, and the time of year with respect to the curriculum. Parents/carers will be informed in writing of the decision on their request.

- Any time taken without the Academy's authorisation, or any additional time taken over and above the amount authorised will be recorded as unauthorised absence.
- If a student does not return on the agreed date, the Academy will make every effort to contact the family by telephone and in writing. If no contact is made, or if the absence has been extended for anything other than unavoidable circumstances, the school will refer the family to Education Welfare Service (EWS) if they do not return within 10 school days. If no contact is made with the family by EWS then a letter will be sent to parent/carer informing them that the student's is taken off roll, this will always be done in consultation with EWS.

#### **4. PUNCTUALITY**

- School starts at 8:55am in KS 1 and 2 and at 8:45am in KS 3 and 4. Children are to enter through the [REDACTED] gate for KS1 and 2 and through the temporary entrance on [REDACTED] gate for KS 3 and 4 (during the first few weeks in September). The main entrance for KS3 and 4 after September 2008 will be [REDACTED]. It is expected that all students arrive in good time.
- If students arrive after 9:00am they are to come through the main Academy entrance. The Academy has a late book which enables us to monitor lateness.
- If your child has not arrived by 9.00am, a member of staff will contact you by telephone. In addition to monitoring absence, this is also a safety check in case your child is old enough to come to school by him/herself & has not arrived.
- A late letter will automatically be sent to parents/carers if there is regular lateness.
- All unauthorised lates (those after the register closes) are treated as absences.

#### **5. MONITORING ATTENDANCE AND RESPONDING TO PATTERNS OF ABSENCE**

Academy staff will respond when a pattern of low attendance emerges.

- The Academy is responsible for initial interventions. When a pattern of poor attendance emerges, a discussion is needed between the class teacher and senior management to determine a course of action.
- If a class teacher makes initial contact with a parent/carer and there is no improvement, the Guardian or Pastoral Manager must be informed and will arrange to contact a parent/carer. If there is still no improvement after suitable interventions by the school, the EWO may become involved.
- Although all cases are considered individually, the EWO will generally become involved when a student's attendance falls below 85%.

- To ensure that all patterns of low attendance are identified, the Education Welfare Officer will meet with the school's named attendance person each half term to discuss and agree a course of action for all students with attendance under 90%. The agreed action may include:
  - Closely monitoring the situation
  - A letter from the school
  - A meeting with the school (possibly with EWO present)
  - A formal referral to EWS (which can include home visits, referrals to outside agencies and statutory action)
- A series of standard letters are available to be sent to parents/carers. These will be sent out by Guardian or Pastoral Manager in KS3.

## **6. SUPPORTING THE REINTEGRATION OF STUDENTS AFTER EXTENDED ABSENCES**

All students who return to school after an extended period of absence need to be supported. Each case will be considered individually and a plan will be drawn up to best support the student's academic and social reintegration into the Academy.

## **7. TAKING STUDENTS OFF ROLL**

- All students who leave St Mary Magdalene Academy to attend another school (except for secondary school transfers) will remain on roll until their admission elsewhere is confirmed.
- In the case of students who disappear (i.e. leave with no indication of where they are going or whether they will return), the Academy will make every effort to contact the family on the telephone and in writing. If contact cannot be established, the Academy will make a formal referral to Education Welfare Service.

## **8. ENCOURAGING GOOD ATTENDANCE AND PUNCTUALITY**

Whole school activities will raise the profile of attendance and punctuality through.

- Newsletter
- Celebratory assembly
- Attendance bear, punctuality cup (KS1 and 2)
- Certificates for 100% and most improved attendance for each term
- Display around the Academy

- Raffles and draws.

## 9. COMMUNICATING WITH PARENTS/CARERS

It is essential the parents/carers of all students understand the Academy's attendance policy and their role in ensuring their child has good attendance.

- Parents/carers are responsible for ensuring their children arrive at school on time each day.
- Parents/carers must contact the Academy in person or on the telephone to provide an explanation on the first day their child is absent.
- A leaflet will be sent to all parents/carers giving a brief outline of the Academy's attendance policy, the Academy's expectations of them and the general importance of good attendance. This leaflet will be given to all new parents/carers in the future.

**Signed:** \_\_\_\_\_  
(Principal)

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_  
(Chair of Governors)

**Date:** \_\_\_\_\_

## ATTENDANCE AND LATENESS POLICY CONTRACT

### POOR ATTENDANCE LEADS TO POOR ATTAINMENT

The staff and governors of St Mary Magdalene Academy believe the regular attendance at school is essential if children are to receive the education to which they are entitled and which they deserve. Children who are regularly away from school, or who are persistently late, will not achieve the progress that they should.

### 1) AIMS OF CONTRACT

*At St Mary Magdalene Academy we aim to:*

- 1.1 Ensure that every student achieves attendance of at least 95%.
- 1.2 Ensure that every student arrives at school on time (8.55am in KS 1 and 2, 8:45am in KS 3 and 4) every day with immediate effect.
- 1.3 To reduce the number of families taking special leave of absence in term time.

### 2) OBJECTIVES OF THE POLICY CONTRACT

*To fulfill the above aims, the Academy will:*

- 2.1 Require that every parent/carer telephones the Academy before 9:00am if their child is ill.
- 2.1 Monitor registers daily to check for children who are absent, and whose parents/carers who have not telephoned the school. The Academy will telephone such parents/carers to remind them that they should telephone the Academy if their child is absent and to find out why the child is absent. If a further absence occurs without telephone notification, parents/carers will receive a further letter with a reply slip warning that the Education Welfare Service may become involved.
- 2.2 Monitor registers daily to check for children who are late, and whose parents/carers have not telephoned the Academy to tell us why. Such parents/carers will receive a letter with a reply slip to inform them of the necessity of arriving at school on time. If a further lateness occurs without telephone notification, parents/carers will receive a further letter with a reply slip warning that the Educational Welfare Service may become involved.
- 2.3 Close registers at 9.00am each day, after which a child is counted as absent for the remainder of the morning. Children who are not lined



up/in school when the bells go will be marked late for the morning session. Children who continually arrive late seriously disrupt continuity and progress within the class.

- 2.4 Authorise absences only if a child is ill. In some cases, at the SMT's decision, a medical certificate will be required to explain absence. Any other absence will only be authorised if the SMT's or Directors of Learning's permission is given in advance. If one child in a family is ill, other children in the family must not be kept at home.
- 2.5 Provide time for parents/carers to discuss attendance or lateness issues with the SMT, class teacher, Guardian or Pastoral Manager when parents/carers require this.
- 2.6 Will not authorise special leave of absence for any child or family except in exceptional circumstances. Permission for all special leave of absence must be sought for the SMT prior to absence.
- 2.7 Will refer to the Educational Welfare Officer any child who remains on holiday longer than the agreed holiday dates.
- 2.8 Monitor the return of reply slips from parents/carers regarding attendance or lateness.

***3) Parents/carers whose children are at St Mary Magdalene Academy agree to:***

- 3.1 Keep a child at home only if the child is genuinely ill.
- 3.2 Telephone the school on the first day of a child's absence to explain why the child will not be present by 9:00am.
- 3.3 Ensure that their children arrive at school on time by being in the playground by 8:50am in KS 1 and 2 and 8:30am in KS 3 and 4.
- 3.4 Ensure that their children are collected from school on time.
- 3.5 When one child in a family is ill and must be kept at home, send, bring or make arrangements for others to bring to school other children in the family who are well.

- 3.6 Send reply slips from school letters about attendance and lateness back to school promptly.
- 3.7 Make and keep appointments with the SMT, Directors of Learning, Guardian/Pastoral Manager, Class Teacher or Educational Welfare Officer to discuss attendance or lateness issues.
- 3.8 To avoid taking their children on special leave of absence during term time or to do so only with the express permission of the SMT or Directors of Learning.
- 3.9 Ensure their child is at school if the parent is ill. Arrangements for collection will need to be made if no other family member is available.

***4) Students at St Mary Magdalene Academy agree to:***

- 4.1 Get up, wash, brush teeth, dress, have breakfast and be ready to go to school when their parents/carers ask.
- 4.2 Come to school every day when they are not ill.
- 4.3 Arrive at school on time.

Definitions of terms:

**Authorised Absence:** an absence that has be agreed by the SMT, Directors of Learning or Teachers of the Academy and has been supported by a medical certificate of acceptable note from a parent/carer explaining the reason for the absence. (Note: not all notes from parents/carers will be accepted and further proof of the reason for absence may be required).

**Unauthorised absence:** an absence where an acceptable reason or proof for absence has not been given or the reason given has not been accepted by the senior management of the Academy or a child has had a holiday during term time.

I have received and read the school attendance and lateness policy and talked about it with my child. (Please return slip to Academy).

Signature of parent/carer:

.....

Parents/Carers name in block capitals:

.....

Signature of child:

.....

Child's name in block capitals:

.....



## ST MARY MAGDALENE ACADEMY BEHAVIOUR POLICY

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”  
James 3.13

*The Academy recognises that the best way to encourage good behavioural standards is through a clear code of conduct reinforced by a balanced combination of rewards and sanctions held within a positive, caring Christian atmosphere. We believe that students need to behave in order to learn. Our home school contract sets out our framework of expectations but on a more specific level the following apply.*

The policy should be read in conjunction with:

- Anti – Bullying Policy
- Inclusion Policy
- Gender Equality Policy

- Equal Opportunities Policy

## 1. *General Principles*

- 1.1 We believe that achievement is affected by behaviour and that behaviour is affected by achievement. We also recognise that we have a joint responsibility with families to teach appropriate behaviour.
- 1.2 We want to enable every child to reach their full potential academically, socially, emotionally and physically.
- 1.3 We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the students are able to achieve their full potential. Therefore, maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim. Staff, families, visitors and students are expected to conduct themselves in line with our policy.
- 1.4
  - We encourage, praise and reward good behaviour.
  - We share and display good work and behaviour with families, staff and students through positive reward systems on a regular basis.
  - We have clear expectations which are consistently applied by all staff.
  - We follow a clear set of sanctions for breaking the code of conduct, which are consistently applied by all staff.
  - We acknowledge that, just as some students have special educational needs, so some of our students have specific behavioural needs and as such need specifically reasoned behavioural strategies.
  - We aim to provide all students with opportunities to gain respect for themselves and others and to develop an understanding for each others needs, feelings and rights, including faith and culture.

## 2. *Expectations of Behaviour*

- 2.1 *We expect all students of the Academy to meet the following expectations of behaviour:*

- *To treat all members of the Academy with courtesy and consideration in all circumstances, showing respect for everyone.*
  - *To model good behaviour, to set an example in their attitude, learning and achievements.*
  - *To wear school uniform both within the Academy and when travelling to and from the Academy. All property and clothing must be marked with the student's name.*
  - *Any electronic devices or mobile phones brought to the Academy are the sole responsibility of the pupil/student. They should remain in a bag, pocket or locker and if seen may be confiscated.*
  - *To show respect for the whole school environment. This is a non-smoking and non-gum chewing environment.*
  - *To aim for 100% attendance and to arrive at the Academy on time.*
- 2.2 *In order to achieve our expectations of behaviour, we recognise the need for a high standard of behaviour from all members of the school community: students, staff, parents/carers and volunteer helpers.*
- 2.3 *All who learn and work at St Mary Magdalene Academy are here for a common goal, the imparting of skills and knowledge in a supportive, nurturing environment. In order to assist us to achieve our agreed goals; we expect excellent behaviour from all in our Academy. Only through a calm and sensible learning environment can we achieve our best.*
- 2.4 *We use the International Baccalaureate Learner Profile – a list of attributes that all learners aspire to continue to develop:*

***Balanced – I look after my mind and body. I try to stay healthy and happy.***

***Caring – I care about people, plants, animals and the earth. I help others and I look after the environment.***

***Communicator – I can share my ideas with others in many ways and in more than one language. I listen to others.***

***Inquirer – I am curious and enjoy learning. I try to find out new things.***

***Knowledgeable – I know about many things and I remember what I have learnt.***

***Open-minded – I listen to other people and respect their ideas.***

***Principled – I tell the truth and I'm fair. I share and play well with others.***

***Reflective – I think about my work. I know when I've done well, and when I could have done better.***

***Risk-taker – I have confidence to try new things. I stand up for the things I believe in.***

***Thinker – I think carefully and show initiative. I make good decisions***

***and I'm a problem solver.***

2.5 The Learner Profile is reinforced by the curriculum (Primary, PAL, Citizenship, and Guardian Time). During these sessions, staff emphasis various PHSE aspects of the curriculum and encourage students to talk through any concerns or worries they have at school. These sessions also develop skills such as listening, taking turns and empathy.

3. *Equal Opportunities (refer to full policy)*

3.1 Equal opportunities are a high profile issue at our Academy. Any behaviour which results in individuals or groups being discriminated against or not being represented because of their race, gender, class or disability is treated as a serious incident. Please see Equal Opportunities Policy.

4.0 *Bullying (refer to full policy)*

4.1 We recognise that bullying can be physical, verbal or emotional in nature. We will not tolerate any form of violence towards any member of the school community. Bullying i.e. any behaviour which causes psychological or physical harm, in any form or to any degree is treated as a serious incident and dealt with according to our procedures. We expect all adults in the school community to provide a role model of non-threatening behaviour at all times.

**5.0 Secondary Expectations**

In the Secondary department, in addition to the Learner profile, the staff and pupils have worked together to agree 5 clear Expectations (Appended).

5.1 There are consequences for not adhering to the Expectations. These are set out as 3 Steps and all staff should seek to apply them wherever possible, whilst being aware that there are exceptional circumstances which might result in a more flexible approach.

*6.0 Positive Reinforcement of Good Behaviour*

6.1 As a member of staff we recognise good behaviour and praise it. We also try to model it ourselves. In situations where we need to speak to a student or number of students for breaking the code of conduct, we endeavour to praise the students who are doing what is expected. This provides the other students with an opportunity to reflect on and change their behaviour.

## *Primary*

- 6.2 We also motivate students towards positive behaviour by timetabling every class within Key stage 1 and 2 for circle time and golden time. Golden time is a special time that students have by right. Most students will be rewarded with this method, but they can lose, and earn back, five minute 'bites' of time if they have behaved in an inappropriate way and then appropriately. Circle time allows students to experience activities and discussions about issues and attitudes in a positive and safe environment.
- 6.3 A celebration assembly is held each Thursday where 3 students from each class receive a certificate of merit for a commendable action, attitude or piece of work. On Fridays students who earn 10 housepoints in class will receive bronze, silver, gold or platinum certificates. Any member of staff can award a housepoint.

## **Secondary**

- 6.4 Our aim is to recognise and reinforce positive behaviour. We do this by implementing the following incentives:
- Providing on and off site reward opportunities;
  - Merit certificates and badges;
  - Merit point system;
  - Celebration assembly
  - Responsibility positions;
  - Caught Doing the Right Thing tickets
  - By building individual pupils self esteem wherever and whenever possible.

## *7.0 Rewards System*

- 7.1 *It is vitally important that an atmosphere of positive reinforcement, motivation and achievement is fostered in the Academy. The most obvious way to encourage this is through praise by the teachers, which may take the form of a smile, a tick in a book or a special mention of a specific student's achievement to the rest of the Academy. There are several ways of reinforcing positive behaviour within our Academy:*

### *7.2 Lining up Points*



*Each day after the final bell at lunch time the quietest class when lining up will receive 5 points. At the end of the week the class with the most points will be given 10 minutes extra lunch play for their good behaviour.*

### **7.3 Merits**

Reward/ merit and 10 points given.

### **7.4 Merit point system**

All students have 100 merit points per module to begin with. Each time a student receives a sanction they will lose 10 points. Students with a total of 100 points or more at the end of each half term participate in an on or off site reward activity.

This system provided students with the opportunity to make amends for poor behaviour and earn back merits. Staff are encouraged to find positives about all students in order to make good negative behaviour.

### **7.5 Merit reward system/Principal's, Vice Principal's, Director's rewards**

20 green merits receive a Director's bronze certificate, 40 equals a silver and 60 equals a gold. Certificates and badges are presented in celebration assemblies.

Caught Doing the Right Thing tickets are placed in a box with a weekly £10 prize for the drawn ticket.

### **7.6 Weekly Assemblies**

Teachers will be encouraged to bring good work, behaviour and achievement to the attention of the Academy at the three weekly assemblies.

#### **Responsibility Positions**

Reading partners with KS 1 and 2  
Members of Parliament, Cabinet  
Ministers  
Junior Sports Leaders

### **8.0 Unacceptable Behaviour**

#### **8.1 Primary**

- *Deliberately hurting another member of the Academy either physically or emotionally*

- *Refusing to follow instructions*
- *Deliberately damaging school property*

*Possible sanctions:*

- *A verbal warning*
- *Loss of 'Golden Time' / loss of playtime*
- *Sent to another class*
- *Sent to the Head of Primary*
- *Parents informed*
- *Fixed-term exclusion*
- *Permanent exclusion.*

## **8.2 Secondary**

**The following behaviours/ items are not permitted or tolerated:**

- Any aggressive or threatening behaviour, verbal or physical, against any member of the school community;
- Smoking on the Academy site;
- The taking or bringing of illegal drugs onto the Academy premises;
- The bringing of any potential offensive weapon;
- The chewing of gum;
- The use of any electronic items into school;
- The use of mobile phones. If visible to staff they may be confiscated;
- Theft and vandalism.

## **8.3 Minor Incidents**

- Minor incident of disruption or unacceptable behaviour dealt with using the merit/demerit system, short detentions, phone calls home or liaison with the Guardian or Pastoral Manager.

### **8.4.1 Persistent and Medium Range Incidents**

These incidents must be recorded on to the Academy Eportal system. Unacceptable behaviour in this category includes:

- Persistency of minor incidents as above; rudeness to staff; verbally aggressive behaviour to another student; being continually off-task.
- Sanctions include: meeting with student; contact with parents/carers by phone, letter, report; teacher or departmental detention; referral to Pastoral Team.

#### **8.4.2 Serious Incidents**

Serious incidents include:

- Truancy from the Academy and lessons;
- Extreme rudeness to staff;
- Aggressive behaviour; smoking;
- Refusal to comply with other sanctions;
- Theft; bullying: (refer to anti bullying policy).

#### **8.5 Sanctions include:**

- Removal from class/ activity;
- Loss of privileges;
- Meeting with parents/carers;
- Report;
- Directors Detention;
- Saturday Detention;
- Internal Exclusion.

#### **8.6 Very Serious Incidents**

Serious incidents are dealt with by the Assistant Director Pastoral in agreement with the Vice-Principal or Principal. They include:

- Repetition of the above;
- Serious incidents of bullying;
- Sexual contact;
- Racial/sexual harassment:
- Fighting;
- Bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this not exhaustive);
- Involvement with drugs or alcohol (see drugs policy);
- Physical aggression to a member of staff will be treated with the utmost severity.

#### **8.7 Sanctions available include:**

- Parent Meeting;
- Internal exclusion;
- Pastoral Support Plan (PSP);
- Fixed term exclusion;
- R2R;
- Permanent exclusion.

Ahead of permanent exclusion the Academy will offer behavioural support through the use of its R2R facility in order to address any underlying behaviour issues. If this support fails then the sanction will escalate to permanent exclusion.

### **8.7.1 Procedure for Exclusions**

The decision to exclude should not be made in haste. Where exclusion is being considered all evidence should be carefully considered and the decision communicated to parents/carers by telephone in the first instance to be followed by a letter. (The Academy will make reasonable effort to communicate by telephone). If an exclusion is likely to occur as a result of actions towards the end of the day, the exclusion will be communicated as outlined above the following day.

## **9 Outliers**

*9.1 Students who still find following our code of conduct difficult and whose behaviour is a concern will be referred to the behaviour team after parental consent has been agreed. They will have behaviour contracts that will be implemented by the SLT and managed by the SLT, SENCO and the class teacher. Short achievable targets will be set with regular agree rewards. As behaviour improves the contract will be rewritten to allow for longer periods of good behaviour in order to earn a reward. Responsibilities will also be use to assist in managing these students behaviour. They will be given jobs around the Academy that will be only for them. Agreement will be reached on how they will carry out these jobs and when they will be dome. These responsibilities will be managed by the SLT.*

## **10 Behavioural Needs**

*10.1 We have responsibility to cater for students with a variety of needs, from the most able to the least from the best behaved to the worst.*

*Within each of our classes we have students with emotional or behavioural difficulties. They may cause a problem by being overly confrontational and unable to control their anger, or they may be introverted and emotionally fragile. To enable those students with specific needs to conform to the standards expected within our Academy we must be flexible in our approach to dealing with them, using a range of strategies.*

10.2 *We endeavour to use assertive discipline – giving clear, sensible and consistent messages about what is expected of all our students, and by emphasising the positive rather than the negative. To achieve success and limit instances of exclusion and disruption to the school community, our approach to behaviour management is viewed in the same way as in other areas of school life, with appropriate differentiation and adherence to equal opportunities, giving each student every chance to achieve success at a level appropriate to their capabilities and needs.*

10.3 *The above policy is not a practise statement. The Academy will judge each individual act on its own merits and deal with it accordingly.*

Signed: \_\_\_\_\_  
Date: \_\_\_\_\_  
(Principal)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chair of Governors)





## Safe Recruitment Policy Statement

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

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The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This Academy recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The Academy is committed to ensuring that the recruitment and selection of all who work within the Academy is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The Academy will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

This document provides a good practice framework to comply with the principles set down in the Academy’s Equal Opportunities Policy. The practices described in this document are designed to ensure a fair and objective process.

All posts within the Academy are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Criminal Records Disclosure Certificate will only be accepted in certain restricted circumstances.

The Academy is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The

Academy's recruitment procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The Criminal Records Bureau has published a Code of Practice and accompanying explanatory guide. This Academy is committed to ensuring that it meets the requirements of the Criminal Records Bureau in relation to the processing, handling and security of Disclosure information.

The Academy will:

1. Implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The following pre-employment checks will be undertaken:

- receipt of at least two satisfactory references
- verification of the candidate's identity
- a satisfactory CRB disclosure
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted)
- the production of evidence of the right to work in the UK
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999).

2. Keep and maintain a single central record of recruitment and vetting checks, in line with the DCSF requirements.

3. Ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The Academy will monitor the compliance with these measures.

4. Require staff who are convicted or cautioned for any offence during their employment with the Academy to notify the Academy, in writing of the offence and penalty.

5. The Academy will refer to the Local Authority's internal registers of individuals whose previous employment history may give cause for concern and will refer names to the Secretary of State in certain circumstances for possible inclusion on List 99 or PoCA list.





St Mary  
Magdalene  
Academy

## **POLICY ON CHILD PROTECTION**

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At St Mary Magdalene Academy we recognise that for students’ high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults will provide the basis for a secure Child Protection Policy.

The Academy will establish systems and structures which prevent, protect and support students throughout their time with us.

This will be achieved by: basing our behaviour within the context of the Academy’s ethos statement; establishing clear and caring pastoral systems; addressing central issues in our PSHE programme; training to staff to know how to deal with such concerns and establishing clear links with the support services.

## **CHILD PROTECTION IN PRACTICE**

St Mary Magdalene Academy will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the Academy who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse.
- Include in the PSHE curriculum material, which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents/carers and colleagues from other agencies.
- Ensure that the vetting procedure for all staff is secure.

## **ROLES AND RESPONSIBILITIES**

All adults working with or on behalf of children have a responsibility to protect children. There are however, key people within the Academy who have specific responsibilities under Child Protection procedures.

### **The Governing Body**

The Governors should ensure that:

- The Academy has a child protection policy that is reviewed annually; is referred to in the academy prospectus, and conforms to LA policy and guidance.
- Any deficiencies or weaknesses in regard to child protection arrangements are brought to the attention of the governing body and remedied without delay.
- A member of the governing body is nominated to be responsible for liaising with the LA in the event of allegations of abuse being made against the Principal.

### **The Principal**

The Principal should ensure that:

- A senior person is designated as taking lead responsibility for child protection.
- Child protection procedures in line with the Academy and LA policy are in place and followed by all staff and volunteers.
- Procedures for dealing with allegations of abuse against members of staff are in accordance with LA guidelines and that all staff are aware of

them.

- Safe recruitment practices are undertaken that provide for appropriate checks in respect of all new staff and volunteers.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice and that such concerns are addressed.
- Child protection training is included in all induction procedures.
- Arrangements are made, including the provision of supply cover, to enable to designated teacher and other staff to discharge their responsibilities.

### **The Designated Teacher (Child Protection Officer)**

This member of staff is designated as taking lead responsibility for child protection including:

- Acting as a source of advice, support and expertise within the Academy on child protection matters.
- Ensuring all members of staff have child protection training relevant to their needs.
- Ensuring all members of the Academy staff, volunteers and parents/carers see copies of the child protection policy.
- Liaising with the Principal to inform him/her of ongoing investigations and issues.
- Making referrals where appropriate.
- Liaising with social services and parents/carers.
- Representing the Academy at inter agency meetings.
- Keeping detailed, secure written records of referrals/concerns.
- Where students leave the Academy roll, ensuring their child protection file is transferred.
- Updating and reviewing the child protection policy annually.
- Attending relevant refresher courses.

### **PROCEDURES**

Staff will follow the procedures set out in the staff handbook. Parents/carers will be made aware of the academy's responsibilities under the Child Protection procedures by inclusion in policies circulated to parents/carers.

Parents/carers should understand that the Academy has a right to refer a case to Social Service and local Police without first informing them.

## **TRAINING**

The Academy will ensure that the Nominated Governor, the Principal and the designated Teacher receive relevant training to their role.

All new staff will receive Child Protection Training as part of their induction training.

## **PROFESSIONAL CONFIDENTIALITY**

Confidentiality is an important issue within the context of child protection. Its purpose is to benefit the child. The Principal/Designated Teacher will only pass on information on specific children to other staff on a strictly 'need to know' basis. These staff would be expected to keep such information confidential.

However, the Academy has a responsibility to share relevant information about child protection with the designated agencies e.g. social services.

(See 'Confidentiality Policy').

## **RECORD KEEPING AND MONITORING OF CONCERNS**

### **Record Keeping**

The Academy has procedures to record any concerns held about students, to update these records and pass them over to other agencies when necessary. Child protection records are not held within the student's main file, but are kept, securely, by the Designated Teacher.

### **Monitoring**

The overall responsibility for monitoring students, for whom there is a concern, rests with the [REDACTED]. However, other staff may be involved, especially Heads of Year [REDACTED], Head of Primary.

## **CHILD PROTECTION CONFERENCES**

A representative from the Academy will attend Child Protection Conferences when invited. This is most likely to be the Designated Teacher or relevant Head of Year.

## SUPPORTING STUDENTS AT RISK

This Academy will endeavour to support students through:

- The curriculum to encourage self-esteem and self-motivation.
- The Academy ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of Academy behaviour management policies (required under the Code of Practice, 1993 Education Act).
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the Academy setting.
- Regular liaison with other professionals and agencies who support the students and their families.
- A commitment to develop productive, supportive relationships with parents/carers, whenever it is in the child's interests to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Chair of Governors)

Date: \_\_\_\_\_

**Annual report to FP&P Committee on Safeguarding Children – 4 October 2011**

Author: [REDACTED]

Name of Designated Senior Person: [REDACTED]

**Summary of Safeguarding Training**

- Designated senior persons must undertake training consistent with LA Child Protection Committee guidelines. Training must be updated every 2 years.
- Teaching and other staff should have training updated every 3 years

Staff	Number	Initial Y/N	Provider	Refresher Y/N	Provider
Designated officer (s)	3 (VLI, JPA, GBR)	Y	LA	N	
Principal	1		LA	N	
Nominated Governors	1				
Teaching Staff	97	Y	LA	N	
Teaching Assistants	31	Y	LA	N	
Middy Meals Supervisors	2	Y	LA	N	
Admin Staff	30	Y	LA	N	
Premises	5	Y	LA	N	
Catering	11	Y	LA	N	
Cleaners	11	Y	LA	N	
Technicians	4	Y	LA	N	
Volunteers					

Names of those who have undertaken training in Safer Recruitment e.g. LDBS, CWDC Online & CE courses:

Staff	Numbers	Safeguarding induction given Y/N	Initial training Y/N
Teachers	3 (PHO, VLI, JPA)	Y	Y
Governors	2 (JRU, PZA)	Y	Y
Support	1 (IAY)	Y	Y

Policies and other documents relating to safeguarding

<b>Policies and/or procedures for safeguarding</b>	<b>Date in place</b>	<b>Next review date</b>
Anti-bullying	June 2007	July 2012
Behaviour Management	July 2007	July 2012
Departmental statements on safeguarding (Secondary Schools)	Dec 2009	Dec 2011
Drugs & Substance Misuse	Dec 2009	July 2012
Equal Opportunities	May 2009	Dec 2011
Extended school/before and after school activities	July 2011	July 2012
First Aid (including management of medical conditions, intimate care)	July 2007	Dec 2011
Health & Safety (including school security)	July 2007	Dec 2011
Management of allegations against staff	TBC	
PSHE Curriculum	July 2011	July 2012
Racial Equality	July 2007	Dec 2011
Recruitment & Selection	Dec 2009	Dec 2011
Safeguarding Statement in School prospectus	June 2010	
Sex Education	Aug 2007	
Staff Handbook – guidance on conduct	July 2010	
Use of Force and Restraint (Physical Intervention)	TBC	
Use of photographs/video	May 2011	
Whistle Blowing	Aug 2007	
<i>Minded to Bar – new suggested policy by ISA</i>	TBC	

Number of referrals made by the Academy from September 2010 – July 2011 (Secondary Department only):

Categories:

	<b>Number</b>	<b>No. Case Conferences</b>	<b>No. attended</b>	<b>No. reports submitted</b>
Physical	5			
Sexual	2			
Emotional				
Neglect	2			

Number of students on Child Protection Register: 2

Number of Looked After Children: 5

Number of allegations made against staff: none

**Other comments on safeguarding issues and actions to be taken.**

## **Annex 7. Statutory Accounts 2011**



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