SANTO ANGEL

BRITISH SCHOOL

GENERAL POLICIES

2017-2018

School Code: 28077051

C/ Arroyo de Fontarrón, 209

28030 – Madrid

SANTO ANGEL BRITISH SCHOOL

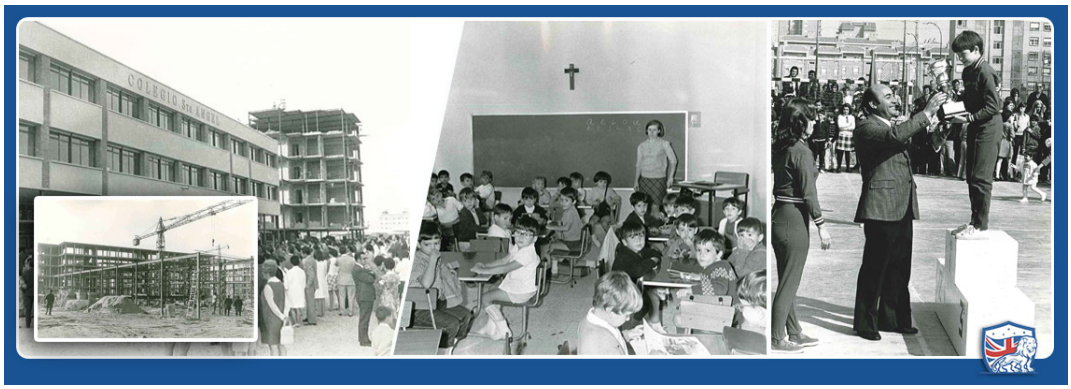
GENERAL POLICIES

INDEX

1. SCHOOL CHARACTERISTICS AND HISTORY P.5
2. SCHOOL ETHOS P.7
3. HEALTH AND SAFETY P.13
4. FIRE PROCEDURE P.21
5. CHILD PROTECTION POLICY P.25
6. ANTI-BULLYING POLICY P.35
7. ADMISSIONS POLICY P.41
8. ATTENDANCE POLICY P.45
9. SPECIAL EDUCATIONAL NEEDS POLICY P.49
10. RECRUITMENT POLICY P.55
11. HOUSE SYSTEM POLICY P.59
12. SCHOOL TRANSPORT POLICY P.61
13. SCHOOL UNIFORM POLICY P.63
14. MOBILE PHONE AND ELECTRONIC DEVICE POLICY P.65
15. PHOTOS AND IMAGES POLICY P.69
16. SOCIAL MEDIA POLICY P.73

1.SCHOOL CHARACTERISTICS

Santo Ángel British School, is a **private school**, which belongs to the Spanish Private Schools Association ACADE (Asociación de Centros Autónomos de Enseñanza Privada). We are a non-religious school who are composed of children and staff from over 50 nationalities and have an inclusive admission policy where we welcome families from all over the world.



Santo Ángel British School started as "Colegio Santo Angel of Moratalaz" in September 1968. The founder, Laurentino Galán Cano, had a clear vision of what an excellent school needed in order to be successful and alongside a few inspired members of staff, created a values based education. After nearly 50 years, we decided to open our minds to the future and become a BRITISH SCHOOL. We believe that the National British Curriculum reinforces the founding school's ethos and method, giving our students the best foundation for their future.

Santo Ángel British School has always been sustained by the "Excellence in Education programme" This programme is based over three pilars: I CARE VALUES (Children become "Good People"), LANGUAGES (Children are International) and PHYSICAL EDUCATION (Children are Healthy). More than 20,000 students have passed through our classrooms, many generations of students and staff, who through their effort, have become part of this inspiring project.
We have the honour to say that our academic achievement results over tha past 50 years have placed us within the best 25 schools in the Comunidad de Madrid (Selectivdad) and we are in 4th place in the Private Schools List.

From the start, Santo Angel British School has always been a "child-centered" school where we have focused on not only trying to obtain the best academic results, but encouraging our students to be GOOD PEOPLE. Every member of staff is an EDUCATOR, from our Teaching staff, Administration staff, Management, Maintenance, Cleaners, etc. We believe that we have the opportunity to inspire and motivate our students so they have skills and work towards a better future world.

2. SCHOOL ETHOS

At Santo Angel British School, we have a responsibility to provide for the care, welfare, safety and therefore the learning environment of all our families, pupils and staff. The school's ethos forms the basis for this provision. It can only be fully implemented if it is something all members of staff believe in.

Our school is a British school in Spain and as such caters for both Spanish and international families and employs staff locally and from abroad. The families come from different cultural backgrounds and when they join the school it may be their first experience of British culture and the British Education system or their first contact with the Spanish culture. Many families speak English as a second language. Staff may be experiencing teaching abroad, assisting in a British school, or living in a different country, for the first time. A different kind of support to that normally offered by a school to its families and staff is needed.

OUR VISION

At **Santo Angel British School**, **children come first** and our priority is to deliver **high quality teaching and learning** whilst at the same time providing **rich and truly enjoyable learning experiences** for our community of children. Everything we do as a school is to ensure that the children achieve their very best. We are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the **highest levels of personal achievement and development.**

WE AIM

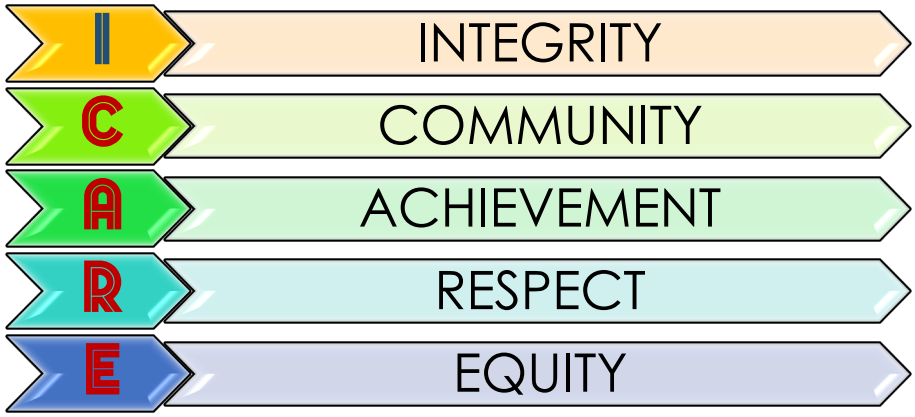
The aim of the school is to enhance pupils' overall development, fulfill their potential and facilitate their wider inclusion within education and society.

WE ARE COMMITED TO

- **Inspiring each child** to become an effective learner and achieve the highest educational standards that they possibly can.
- **Encouraging children** to develop a moral compass and contribute positively to the school and wider community.

- **Recognising** and nurturing each child´s individual talents.
- **Promoting healthy lifestyles** through a range of opportunities in and out of school.
- **Ensuring attendance** at school by working in partnership with our community to value education, promoting the view that effort and achievement lead to self-improvement and fulfilment.
- **Engaging and helping parents** to actively support their children´s learning and development.
- **Safeguarding children** and actively tackling all forms of bullying and discrimination harassment.
- **Delivering a stimulating and creative curriculum;** with a key focus on Reading, making curriculum links; and offering a range of practical and meaningful enrichment experiences.
- **Developing a love and enjoyment of learning,** forming friendships and leaving for future professional life with fond memories of Santo Angel British School.

OUR CORE VALUES – "I CARE" PHILOSOPHY

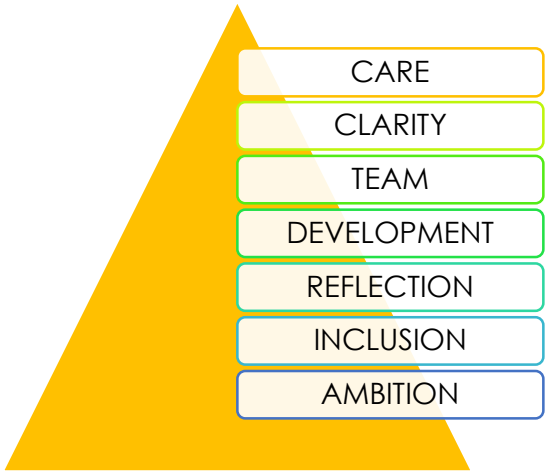


- **INTEGRITY –** *We know and do what is right. We are committed, we are courageous, always standing up for our beliefs. We are honest, disciplined and resilient, and we learn from our mistakes.*
- **COMMUNITY –** *We display safe behaviour in the school community, we help and support each other, we help to make SABS a great learning environment and work together to keep our school clean.*
- **ACHIEVEMENT-** *We work hard on personal goals, we are responsible for our education, we ask for help, we display a positive "I can do it" attitude and we always try our best.*
- **RESPECT –** *We support each other, we pay attention when interacting with others, display appropriate body language, we use language that is helpful to each other, we display self-confidence and respect for ourselves.*
- **EQUALITY –** *We support each other's diverse ways of learning, we accept each other's identity (race, religion, etc.), we accept our differences in learning and we have fair access to opportunities in the classroom and in the community.*

OUR STAFF VALUES

- **INCLUSION –** *We actively promote equality and diversity and prepare pupils for life.*
- **PARTNERSHIP –** *We work in partnership with parents and we keep them informed so that each pupil has the very best support possible.*
- **TEAMWORK –** *We are professional, we communicate openly and honestly. We problem-solve, we do our job well, we value and respect our colleagues and work together as a team. We thank people.*
- **TEACHING –** *We plan for a rich, relevant and creative curriculum underpinned by robust basic skills.*
- **LEARNING –** *We enable pupils to become independent learners, to work together and to develop good learning habits.*
- **HIGH EXPECTATIONS –** *We have high expectations for ourselves and all pupils, and we celebrate and share success.*
- **RESOURCES –** *We manage people, time and resources well so that they have the maximum impact on standards.*
- **CARE –** *We nurture and develop confident, resilient and happy pupils ensuring that safeguarding is paramount and behaviour is exemplary.*

OUR MANAGEMENT TEAM VALUES



- **CARE –** *We ensure we have a safe, healthy and happy school where the protection of pupils is paramount, behaviour is exemplary and every child is nurtured.*
- **CLARITY –** *We implement efficient and effective systems and policies that are underpinned by sound pedagogy. We ensure that information and expectations are communicated clearly.*
- **TEAM –** *We promote and model a professional culture that is based on respect and trust. We are honest and open in our communication. We believe in people, we care about them and say "Thank You".*
- **DEVELOPMENT –** *We support and develop our colleagues so that the standard of teaching and learning is consistently strong. We build capacity through growing our team to create future leaders.*
- **REFLECTION –** *We review and evaluate our performance and our use of resources to ensure maximum impact. We ask "What would it take?" And then do it.*
- **INCLUSION -** *Everyone is welcomed. We actively promote equality and diversity and we prepare pupils for life.*
- **AMBITION –** *We lead visibly with positive energy, respect, compassion and an unstinting drive to make sure that Santo Angel British School is a school we can all feel proud of. We remember to celebrate success.*

Operations

We provide a broad and balanced curriculum which:

- Promotes the academic, spiritual, cultural, physical and moral development of students;
- Prepares children for adult life and encourages them to become good citizens – showing respect, loyalty and friendship towards others;
- Allows children to become fluent and proficient users of the English and Spanish languages, whatever their native tongue is.

Our goal is to provide a high quality education which:

- Promotes high standards of achievement and allows all children to develop to the best of their ability, both personally and academically;
- Generates high levels of student engagement and enthusiasm and allows students to become confident, secure and independent learners.

With regards to staff, we aim to offer the staff at our school the opportunity to:-

- Become part of a caring community which values what they have to offer and contribute and that will support them as they settle into the school and life in Spain, where appropriate.
- Become part of a team working to create a school that can offer its families and pupils the kind of education and care outlined above through maintaining high standards of teaching and learning and pastoral care.
- Work within a framework of expectations laid down by the school which support them in their work but allow scope for, and enable them to grow as educators or within their field of work.

Religion:

Santo Angel British School is a non-denominational school that accepts and welcomes children and staff from all faiths and backgrounds. Therefore, Religious Education, in which Christian morals and doctrine are taught, is an optional subject at SABS.

3. HEALTH AND SAFETY POLICY

Health and safety is an important consideration for our school. We will take all reasonable steps to provide a safe and caring environment for children, staff and our visitors.

Aim

Santo Angel British School provides a safe and secure working environment for all adults and pupils on our site.

Rationale

The school management team place a high priority on the health and safety of all pupils, staff and visitors to the school. A comprehensive private health insurance policy covers staff during their time at school and on their journey to and from school. Pupils are covered by the same policy whilst at school. This policy outlines the steps we all take to ensure that health and safety risks are reduced to the minimum.

Operations

Furniture and Equipment

- Any equipment in school should be used safely and for its intended purpose only.
- Equipment identified as defective should be taken out of use immediately and labelled accordingly.
- Admin staff should be informed immediately in order that arrangements for repairs or replacement can be made swiftly.
- Electrical equipment will be tested regularly and plugs and leads will be visually checked regularly.

- Fire fighting equipment and alarm systems are maintained via annual contract.
- P.E. equipment is checked regularly by the caretaker and P.E. teacher. Hazardous substances, such as glazes, cleaning materials, etc., are kept in appropriate storage areas.

The school curriculum

- Pupils are taught how to live a safe and healthy life through the school curriculum. This includes regular visits from outside speakers to reinforce the work being carried out in class. Circle time in class provides opportunities for pupils to discuss concerns in a non-threatening environment.
- Teachers are responsible for ensuring the safety of pupils during all classes, but uring science, art, design technology and information technology lessons in particular the safe use of equipment and materials is promoted through practical activities.

PE and Swimming clothing

- All children will wear the appropriate clothing for P.E. and swimming classes i.e. the school P.E. uniform.

Jewellery

- The wearing of jewellery is not permitted. If ears are pierced, studs only may be worn. A watch may be worn to school, but not during P.E. or swimming lessons.

Lifting and Moving

- Each child should be taught how to lift and move equipment.

Safety at the pool

- Teachers and children should follow the safety procedures laid down by the pool and also the following additional safety rules:
- No child is allowed back into the changing area unaccompanied
- A male and female member of staff should accompany the children swimming at all times for Year 3 up.
- A child who is unwell or needs to leave the pool for another reason needs to be accompanied to the changing rooms and should change and return to the pool side with a member of staff.

Outdoor P.E. lessons

- Children from Year 3 up attending P.E. lessons outside the school premises should, at all times, follow the teacher's instructions, particularly in matters of road safety. Pupils who do not do so will be excluded from P.E. classes outside the school premises for an appropriate period of time. The P.E. teacher is responsible for the safety of the children at all times.

Diet

- The school menu is designed each month by our nutritionist. Meals are designed to provide a balance of the nutrients needed to support a healthy lifestyle. The main lunchtime meal is supplemented by a snack at morning break that children bring from home. The school consistently educates pupils and parents as to what constitutes a healthy and nutritional morning snack. Sweets are not accepted as a snack.
- Each month parents receive additional dietary advice on the back of the school menu. This is to provide education that may influence the children's diets at home.

School security

- Every precaution is taken to ensure that the site is secured when pupils are in school.
- The main entrance is via a video security gate with administrative staff aware of all who enter and leave the site.
- All visitors to the site have to report to the front desk.
- Any person noticing unknown adults on site should report this to the head teacher immediately.

Safety of children

- It is the responsibility of all teachers to ensure that curriculum activities are safe. If a teacher has concerns about pupil safety they should be reported to the head teacher before the activity takes place.
- Children are only taken off-site with the prior written permission from parents/guardians.
- Minor accidents, for example grazes on the playground, are treated by duty staff by cleaning with iodine from the nearest first aid box. Anything more severe is passed to the office where the child will be treated by a person trained in first aid.
- All injuries are reported to parents through email or parte. It is important that the office is informed of all injuries. More severe injuries, at the decision of the first aid staff, may be referred to the local hospital.
- Any injury requiring an outside consultation or emergency call should be passed immediately to the school directors.

School Building Access

In order to improve safety for everyone in school, measures have been taken to restrict access into the school building.

- Children and their parents may use both entrance gates in the morning.
- The caretaker is posted on the gate to oversee both the entrance (7.25 a.m. to 9 a.m.) and dismissal (5.00 to 5.30) of pupils.
- In case of bad weather, in the mornings, the children will go to the gym until the teachers come to collect them.
- In the afternoons, children who have not been collected are taken to the office and supervised by the administration staff until collected.
- The gates are locked from 9.00a.m. to 5.00 p.m. and, during this time, visitors must ring for entrance.
- All visitors must report to the school office on arrival.

Vehicles

- Parents are requested not to block the c/Arroyo Fontarrón gate or c/Encomienda de Palacios gate.

Supervision of Children whilst on the playground

- All members of staff are responsible for making sure that their classroom is clear of children when they go down to break or lunch.
- No children are allowed to remain unsupervised in the classrooms.
- No child can return unaccompanied to the class during break or lunchtime.
- Teachers or assistants should collect their class from the playground at the end of break and lunchtime.
- Children should not go up to class alone.
- There should be an adequate number of staff on duty for the age and number of children on the playground.

- The rota for duties is on the staff room notice board.

Lunch-time Supervision

- Whilst in the lunch hall or eating lunch in the classroom (Pre-Nursery), the children are supervised by a teacher who is responsible for the pastoral care and discipline of the children.
- Kitchen staff are responsible for the organisation of serving the lunch and clearing away but must be supported in this by teachers and pupils at all times.
- No pupil or teacher should enter the kitchen during the serving of lunch.

First Aid; Health and Accidents to Children or Staff

School staff are expected to take reasonable action as responsible adults, to deal with injuries, etc., that children sustain until the child can, if necessary, receive professional medical treatment.

- **First aid kits** are available in the Office, PE Deprtment and in the Staff Room. First aid kits for school journeys are stored in the Staff Room.
- **Disposable gloves** should always be used when dealing with blood or other bodily fluids and then disposed of safely.
- **Blood and other bodily fluid spillages** should be cleaned using whatever absorbent materials are available, e.g. paper towels. A mop should not be used as this will harbour bacteria. Disposable gloves should be worn when cleaning such spills. The area should then be disinfected.
- If a child has a graze or cut which needs disinfecting, this must be done using **sterile gauze**. Cotton wool must not be used. Cotton wool is not sterile and also, its fibrous nature means it may stick to and contaminate the wound.
- If a child sustains an injury, such as a **bump to the head**, which causes concern, parents will be contacted and given the option of coming to school to check the child themselves or leaving the child to recover and return to class. If necessary, the child will be accompanied by a member of staff to a **local clinic** to be treated. Again, the parents will be contacted previously to see if they wish to accompany the child or take the child to another clinic or hospital.
- There will be an Accident book in the Office where all accidents must be recorded immediately after happening adding the staff members name, time of the incident and a brief explanation of what happened.
- After any incident recorded in the Accident Book a message through Clickedu or email will be sent home to inform parents (unless a telephone call has already been made.)

General advice

Bleeding: Apply and sustain direct pressure. Nosebleeds: Sit down and firmly pinch the soft part of the naval cavity, just above the nostrils, for 10 minutes. Lean forward and breathe through the mouth (do NOT tilt the head back, lay down or insert anything into the nose).

Head bumps: Apply ice and maintain vigilance. Look for signs of concussion (disorientation, vertigo, nausea, lethargy) and seek medical advice when necessary. Seizures: Protect from injury (lay or hold on the side, cushion the head and loosen tight clothes). Ensure the airway is clear but DO NOT put anything inside the mouth or give any food or drink.

Burns: Cool the burn with cool or lukewarm water for 10-30 minutes.

Choking: Remove visible objects carefully. Encourage the child to cough loudly. Place the child across your knee and slap the back.

Sprain (ancle, Knee, Elbow): Apply ice, raise the joint and maintain vigilance.

Medication Policy

- If a child requires prescribed medicines whilst in school, the **parent must write a note stating when and how much medicine should be administered**.
- All medication should be stored safely either in the fridge in the kitchen or in a medicine cupboard in the office. The school cannot administer any non-prescribed medicines.
- It is the responsibility of the Office staff and class teachers to ensure children have access to **inhalers/medicines** on any off-site visits.

Allergies

- Information about children who suffer from an allergy will be made known to staff.
- Class teachers are issued with lists informing of any medical issues concerning children, as are the kitchen staff.
- If a child has to keep some medicine in school, it is kept in the medicine cupboard in the office.

Contagious Diseases

- Outbreaks of notifiable diseases will be published to parents and staff, as per the official guidance below. If in doubt we contact the school doctor.

	Recommended period to be kept away from school	**Comments**
Athlete's foot	None	Athlete's foot is not a serious condition. Treatment is recommended.
Chickenpox	5 days from onset of rash, or until all vesicles have crusted over	Pregnant staff must be informed.
Cold sores (Herpes simplex)	None	Avoid kissing and contact with the sores.
German measles (rubella)	Four days from onset of rash.	Pregnant staff must be informed.
Hand, foot and mouth	None	
Impetigo	Until lesions are crusted and healed, or 48 hours after starting antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period.
Measles	Four days from onset of rash	Pregnant staff must be informed.
Ringworm	Exclusion not usually required	Treatment is required.
Scabies	Child can return after first treatment	Household and close contacts require treatment.
Scarlet fever	Child can return 24 hours after starting appropriate antibiotic treatment	Antibiotic treatment is recommended for the affected child
Slapped cheek/fifth disease	None (once rash has developed)	Pregnant staff must be informed.
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune, i.e. have not had chickenpox. It is spread by very close contact and touch. Pregnant staff must be informed.

Warts and verrucae	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms.
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting	
E. coli O157, Typhoid (enteric fever), Shigella (dysentery)	48 hours from last episode of diarrhoea or vomiting	Further exclusion is required for children aged five years or younger and those who have difficulty in adhering to hygiene practices.
Flu (influenza)	Until recovered	
Whooping cough (pertussis)	Five days from starting antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	After treatment, non-infectious coughing may continue for many weeks.
Conjunctivitis	None	
Diphtheria	Exclusion is essential.	Family contacts must be excluded until cleared to return by their local healthcare centre.
Glandular fever	None	
Head lice	None	Treatment is recommended only in cases where live lice have been seen.
Hepatitis A	Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)	
Hepatitis B, C, HIV/AIDS	None	
Meningococcal meningitis/ septicaemia	Until recovered	There is no reason to exclude siblings or other close contacts of a case.
Meningitis viral	None	Milder illness. There is no reason to exclude siblings and other close contacts of a case.
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise any danger of spread.
Mumps	Exclude child for five days after onset of swelling	

Threadworms	None	Treatment is recommended for the child and household contacts.
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic.

Staff Health and Welfare

All staff have a responsibility to be mindful of their own safety. In particular, staff should take great care when putting up displays and moving equipment or furniture. Staff should not climb on chairs or tables and should seek help when moving or lifting equipment.

Further advice includes:

- If liquid is spilled on the floor, clean it as soon as possible.
- Don't leave objects or loose cables in a position where they pose a trip hazard.
- Don't leave cupboards open.
- Don't use electrical appliances with wet hands.
- Don't use faulty electrical equipment and report any defects to the maintenance person.
- Ensure emergency doors and exits are not blocked.
- Avoid eye strain by placing your computer monitor in a parallel position to a source of daylight and by ensuring that there is a minimum distance of 40cm between the screen and your eyes. Avoid turning your head by more than 20 degrees when using the computer.
- Avoid raising your voice over existing noise, don't speak too quickly and ensure there are periods in the day when your voice is rested.

Off Site Visits

- Any visit off site must be approved by the Head Teacher.
- At the beginning of the school year parents are asked to sign a form giving their permission for off site visits.

Areas for consideration include:

- Likely weather conditions;
- The number of adults from the school required and the number of adult supervisors at location of the visit;
- Individual children's behaviour or medical needs;
- The need or otherwise for identification stickers,
- The potential for accidents at the location.

Visits by Bus

When travelling by bus, the teacher in charge, on each vehicle, must have a list of all people on board, their ages and parental contact details.

- The adult must check that all children are wearing their seat belts before the journey commences.
- Adults must base themselves in different parts of the vehicle to minimise the risk of all adults being injured.
- Children should not be seated by an emergency exit.

- Children are not allowed to eat or drink on coaches and should sit still not distracting the driver or drivers of other vehicles.
- The school has available travel first aid kits to be used on excursions.
- Staff should also ensure children have access to inhalers and their medication, where necessary.

School Bus Service

The school bus service is run by an experienced Company, PEAR S.L (MARCELO BUSES).

- The company tries to keep the routes to a small number of children so that the children do not spend a long time on the bus.
- Pupils are picked up and dropped at or near their front doors.
- The school organises the bus routes in the afternoon and checks each group of children before handing them to the bus monitor. The monitor has a list of the children and their address.
- The buses are loaded and unloaded on the back entrance side of the school since it offers the buses a place to stop safely and has a wide pavement.
- Children are accompanied between the gate and the bus by the bus monitor. The back door is opened in the morning so that any buses that arrive early can leave the children in the school premises.
- If there is no-one at the child's home, the bus monitor will try to contact the family.
- Parents are asked to send a note with their child if they wish to make any changes to the bus routes.
- The buses cannot be used to transport friends home to play unless the school and the bus company is contacted first.

Responsibilities

Overall responsibility for health and safety, by law, rests with the employer. In the case of an Independent school, such as this, the employer is the owner.

The Head Teacher and Senior Management team, however, will make day to day operational decisions. They will:

- Ensure that health and safety has a high profile
- Develop a health and safety culture throughout the school
- Ensure staff are aware of their responsibilities
- Ensure adequate resources for health and safety are available
- Keep the owner up to date
- Draw up health and safety procedures
- Monitor effectiveness of procedures
- Employees have responsibilities too.

Therefore, all staff will:

- Take reasonable care of their own and others' health and safety
- Carry out activities in accordance with training and instructions
- Support the implementation of health and safety arrangements
- Report shortcomings to the school office so they can be remedied and the owner informed, where necessary.

When contractors are on site they are expected to follow school safety procedure. The caretaker will liaise with contractors as appropriate. A yearly check will be carried out to monitor the upkeep of buildings and grounds. The caretaker and all staff will carry out monitoring on a day to day basis. All new staff and visiting staff, as part of their induction programme, will be advised on safety procedures and associated contingency plans.

4. FIRE PROCEDURE

Be Prepared
Be Aware
Be Ready

Aim

To ensure that, in the event of fire, children and adults evacuate the building quickly and safely.

Rationale

When the fire alarm rings, pupils and adults should leave the building in a quick and safe manner. The Senior Management Team needs to confirm as early as possible that all pupils are outside the building and with adult supervision.

Prevention of fire

With a significant number of young people on site at any one time our principle aim is, by acting in a responsible and considered manner, to prevent a fire breaking out in the school or the grounds. Acting in a responsible way can reduce fire risk.

The following points are provided as a guide and are not definitive – we should all use our common sense in taking sensible precautions to reduce the risk of fire:

- Electrical appliances in school are safety inspected. Staff should not plug in items that have not been included in our **annual electrical safety check**.
- Portable heating devices should only be used if supplied by the school and included in our annual electrical safety check.
- **Smoking is not allowed on any part of the school grounds**. This is in accordance with law. If an adult is seen smoking on the school grounds it is our collective responsibility to ask them to stop.
- Smoking is not permitted outside the school main entrance. Please take extreme care with all smoking materials and make sure that they are safely extinguished and disposed of in a suitable receptacle.
- Cigarette butts should not be left on the ground as, especially in summer months, this presents a very real risk both to the school and to our neighbours as well as presenting a very bad image of our school.
- Fire doors are designed to prevent the spread of fire, smoke and toxic fumes. They should be left closed and should never be propped open.

- Fire escape routes are clearly marked throughout the building. They should be kept clear at all times.
- When leaving a room, all electrical equipment should be switched off and if necessary, unplugged to prevent a 'standby' state. This includes lights, fans, computers and any other equipment.

Responsibilities:

- All adults in school should be familiar with this policy at all times and able to respond immediately on hearing the fire alarm. Santo Angel British School is installed with a sophisticated fire safety system and it is an offence to tamper with any aspect of this system. In addition, we have sufficient Fire Marshals appointed to assist with the evacuation of the buildings.
- The role of the Fire Marshal is to, when the fire alarm sounds, check their designated area to ensure that it is clear and report to the Senior Fire Marshal at their designated assembly point. Fire Marshals are not expected to fight fires and should never put themselves in a position where they are at risk. All staff and pupils should cooperate with the Fire Marshalls and follow instructions given to exit the building in a safe and efficient way.

ON DISCOVERING A FIRE - INDICATIONS

Alarm Operation

Any adult discovering a fire must, without hesitation, sound the alarm by operating the nearest fire alarm. If a child discovers a fire they should inform the nearest adult. In the case of a Fire Drill, the Head Teacher or a member of the Administration staff will sound the alarm. In the event of power failure, battery powered back-up alarms are located on each floor.

Calling the Fire Brigade

All outbreaks of fire should be reported to the fire brigade. It is the responsibility of the Administration staff to call the fire brigade.

Tackling a Fire

Tackling a fire is always secondary to life safety. A fire, other than one which can be readily extinguished, should not be tackled unless safe to do so. Evacuating the premises is more important than fighting the fire. The school is equipped with fire extinguishers and these are safety checked once per year.

Fire Drill

The Head teacher will ensure:
A fire drill is completed at least once a term.
Staff have copies of evacuation plans and they are displayed in the classrooms and offices.

EVACUATION PROCEDURES

DURING THE COURSE OF THE NORMAL SCHOOL DAY

On hearing the alarm:

- Direct children to walk quietly out of the classroom in single file.
- The person in charge of the class must lead the line and indicate the exit route.
- All property should be left behind and, if possible, windows and doors shut.
- The maintenance staff, will be responsible for checking the toilets and communal areas are empty.
- Children in Nursery and Reception should leave via the nearest door. They should walk to the Assembly Point which is in front of the Main Entrance.
- Children in Year 1 should exit via the Office Entrance to the Assembly Point in the Main playground.
- Children in Year 2 should should exit via the Office Entrance to the Assembly Point in the Main playground.
- Children in Years 3 and 4 should walk down the right hand side of the staircase they normally use. They should exit via the Main Entrance gate. They should walk calmly to the Assembly Point in the Main playground.
- Once at the Assembly Point in the Big Playground, children line up in their classes. The office staff will issue registers and Form Tutors will perform a roll call.
- The School Manager will check that all adults and children are accounted for.
- Classes should stand still and quietly until asked to re-enter the building.
- NB: As the attendance register reflects the true number of children in school each day, it is important that it is completed quickly and accurately and then returned to the Fire Marchal (School Manager). Please ensure that children arriving after registration has taken place report to the school office. Teachers should be mindful of any child that is later taken off site for illness or an appointment.
- If any visitors are present, the adult they are working with should ensure that they know what to do.

DURING BREAK OR LUNCH TIMES

On hearing the alarm

- Children and adults in classrooms should evacuate in the manner described above.
- Any adult/s on duty in the playground should instruct children to line up and then direct them out of the Main Entrance gate to the Assembly Point.
- Teachers and/or assistants of those children should meet them as soon as is possible.
- Any adult/s on duty in the dinner hall should ask children to stand.
- Children should be instructed to leave, class by class, using all available exits.
- Children in Reception to Year 4 should exit the building via the Office Entrance door.
- All children should make their way to the Assembly Point and should be joined by their teachers and/or assistants as soon as is possible.
- Once at the Assembly Point a roll call will take place, as detailed above.

AFTER SCHOOL

On hearing the alarm

- Any adult leading an after-school activity will take responsibility for the children in their care. They will ask children to line up and then lead them, via the nearest available exit, to the Assembly Point.

- Any member of staff still in the building (e.g. teachers, cleaning staff, the caretaker), but not teaching, will help 'sweep' the building to ensure that no children are left inside, and them make their own way to Assembly Point.

After the fire alarm

The caretaker will be responsible for:

- Checking all doors are free from obstructions and slip/trip hazards.
- Checking all escape routes are clear.
- Checking all doors can be opened quickly and easily.
- Rubbish and waste materials are not being allowed to accumulate.
- Checking the fire alarm regularly.
- Ensuring extinguishers are checked on a regular basis.

5. CHILD PROTECTION POLICY

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. Children who are and feel safe make more successful learners. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection.

Aim

To ensure a safe and secure environment where children can learn and develop to their full potential. To provide a consistent approach to elements of pastoral care including detecting evidence of potential abuse for the children in our care.´

Rationale

Children who are facing emotional challenges are not effective learners. Santo Angel British School provides a safe and secure environment where children know they will be listened to and valued. Teachers are vigilant both in terms of identifying emotional obstacles to learning and being aware of evidence of potential abuse. Where child protection becomes an issue, staff are clear in acting in a consistent manner.

Operations

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection

- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school, who will follow this policy guidance in doing so.

- All concern for a child's emotional well-being or concerns about possible abuse are passed directly to the head teacher. Every incident raised is discussed with the school psychologist. The school psychologist will make a decision as to what action should be taken.

Possible actions include:

- Advising the teacher;
- Meeting with the parents and the psychologist being involved in an intervention strategy;
- Reporting the incident to the school Child Protection Officer (CPO) for further investigation or action. The CPO role is fulfilled by the head teacher.

Responsibilities

The school has nominated a designated senior person for child protection issues. The DSP for child protection in this school is: Maria José Hernández, the School Head.

The school has ensured that the DSP:

- Acts as a source of support and expertise to the school community
- Keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- Refers cases of suspected neglect and/or abuse to children's social care or pólice in accordance with local procedure
- Develops effective links with relevant statutory and voluntary agencies
- Ensures that the child protection policy is regularly updated and shared.

The school ensures that all teaching staff working with pupils have the appropriate police checks. In the case of teaching staff from the United Kingdom this means a copy of a recent Criminal Records Bureau Disclosure is kept on their personnel file. References are always taken to further secure the validity of staff employed in the school.

- All adults working in school share the responsibility for child protection and anything considered a concern should be raised with the head teacher.
- Any report relating to child protection should be considered highly confidential and should not be discussed with colleagues.
- Child protection issues should be passed to the head teacher in writing.
- Copies of the report should not be kept electronically and should not be stored alongside any other notes on the child.
- When making notes about child protection issues it is important refer to direct observations only.
- Adults making a report should try and avoid assumptions or leading suggestions. Our role is to observe and record, not to pass a judgement or try and reach a conclusion.
- Within each school year one staff meeting will be used to provide guidance on identifying pupils who may have child protection issues.

- Planned PSHE and assemblies will promote a positive, supportive and secure environment where each pupil knows they are valued.

Good practice guidelines

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice;

- Treating all children with respect
- Setting a good example by conducting ourselves appropriately involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in child's behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing
- Asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

Ethical Practice for School Staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our children. All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

All school staff should:

- Place the safety and welfare of children above all other considerations
- Treat all members of the school community, including children, parents and colleagues with consideration and respect
- Adhere to the principles and procedures contained in school policies
- Treat each child as an individual and make adjustments to meet individual need
- Demonstrate a clear understanding of and commitment to non-discriminatory practice
- Recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- Be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- Encourage all children to reach their full potential
- Never condone inappropriate behaviour by children or staff
- Take responsibility for their own continuing professional development
- Refrain from any action that would bring the school into disrepute
- Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Children who may be particularly vulnerable

Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.
To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living transient
- Lifestyles living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly in prostitution or child trafficking
- Do not have English or Spanish as a first language.

Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of help lines, counselling or other avenues of external support.
- Cooperating fully with relevant statutory agencies.

Complaints procedure in respect of poor practice behaviour

- Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff and the head teacher.
- Complaints from staff are dealt with under the school's usual complaints and disciplinary procedures.

If you have concerns about a colleague

- Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.
- All staff must remember that the welfare of the child is paramount.

- All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the Administration.

Staff who are the subject of an allegation

- When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen.
- A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made.
- Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- Allegations against staff should be reported to the head teacher.
- Allegations against the head teacher should be reported to the Administration.

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff, in accordance with the law.

Safer recruitment means that all applicants will:

- Complete an application form / provide a full CV
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- Provide a criminal record check from Spain and his/her country of origin (such as, from the UK, through the Disclosure and Barring Service (DBS) or an International
- Be interviewed.
- All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy.

Extended school and off-site arrangements

Where extra-curricular activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

- When our children attend off-site activities, we will check that effective child protection arrangements are in place.

Photography and images

To protect children we will:

- Seek consent for photographs to be taken or published
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

E-Safety

The school's ICT policy explains how we try to keep children safe in school in their use of technology and the internet.

- Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school.
- Advice will be given to children regarding the safe use of the internet.

Safeguarding and Child Protection Procedures

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: **physical abuse, emotional abuse, sexual abuse and neglect.**

Physical abuse

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally- inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is **NOT** your responsibility to investigate or decide whether a child has been abused. A child who is being abused and/or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school or arrive late
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy-go- lucky to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age.

- Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

<u>Taking action</u>

Key points to remember for taking action are:

- Report your concern to the DSP
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family

<u>If you suspect a child is at risk of harm</u>

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should

try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are all right or if you can help in any way.
If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.
If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the child's mother thinks about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them. Report verbally to the designated person.
- Write up your conversation as soon as possible.

Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the relevant authorities.

Referral to children's social care

The DSP will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff should only discuss concerns with the designated person, head teacher or Administration (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need- to-know' basis.

Child protection information will be stored and handled in line with data protection rules. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure.
- Records of concern and other written information will be stored confidentially and only made available to relevant individuals.

Child protection records are normally exempt from the disclosure provisions, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher.

Data Protection does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

6. ANTI-BULLYING POLICY

ENOUGH ALREADY!

Statement of intent

"Bullying is repeated verbal, physical or psychological aggression towards an individual or group. "
"Racism is the treatment of people as inferior because of their race. In our schools we recognise that cultural differences can produce problems similar to racism and therefore the response to such behaviours is also covered by this policy."

The values and beliefs underlying this policy are encapsulated by the following statements of purpose:

- *All bullying is unacceptable, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions.*
- *Santo Angel British School recognises the detrimental effect on children and young people who may be subjected to bullying and will work actively to minimise the risks of bullying.*
- *Victims of bullying and their parents/carers should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.*
- *The harmful effect on a child's educational and emotional development which can be caused by bullying is recognised. Santo Angel British School is committed to combating all bullying behaviour in partnership with the relevant agencies.*
- *Bullies need to change their behaviour (It is the behaviour not the person that is condemned) and they too will need support.*

Legal Framework

It is the responsibility of the Headteacher to promote discipline, in particular to encourage good behaviour and respect for others on the part of children and to secure an acceptable standard of behaviour.
Measures to combat bullying must be regularly reviewed, as this section of the Act requires Headteachers to bring these procedures to the notice of all children, parents, and employees on an annual basis. Effective monitoring is essential and centres must set up procedures to monitor the effectiveness of any anti-bullying measures.

Responsibilities

The class teacher and any other adult working directly with the pupils concerned have initial responsibility for investigating and dealing with bullying and racism. All incidents of bullying or racism should be reported to the school leadership team who will discuss the incident with the Head.

Procedure

The aim of Santo Angel British School is simply to "End Bullying". The objectives of Santo Angel British School in formulating this statement are: -

- To raise the profile of Bullying as an issue and to provide strategies and guidance that will help to prevent bullying and on how to respond to bullying incidents.
- To acknowledge that both the victim and perpetrators of bullying and their parents need support and that appropriate support for both will be needed after the bullying has been reported.
- To recognise that we all have a responsibility for challenging bullying – children, staff, governors and parents/carers – and to explain how we can meet our responsibilities.
- To ensure that all bullying incidents are recorded and reported to the Director and/or Headteacher and via them to the Policía Nacional (National Police) who take care of bullying prevention and intervention.

Principles

- Staff have a responsibility to foster an anti-bullying ethos within the School.
- Children feel happy if they are safe and secure.
- It is our responsibility to help all children to feel good about themselves and to enable this to happen
- All children need to know the boundaries within which we expect them to work.
- We are agreed as a staff team that bullying can take place at any stage in life from early childhood to adulthood.
- The bullying can be through physical or verbal aggression or just by excluding a child.

Key practices

- We need to listen to children and their parents.
- Staff will always intervene where bullying is observed.
- Children and adults are encouraged to report incidents of bullying to a member of staff.
- Bullying will always be investigated whether it is with children or adults.
- Policía Nacional or Municipal (National or Municipal Police) and outside agencies will be consulted for advice and information as required.
- Staff observations will be made to ascertain a detailed picture of any bullying incidents.
- Parents/carers will be informed and consulted when incidents of bullying occur.

Definitions

Bullying is defined by the British Department for Education as the:

"Deliberately, hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves".

Bullying can take many forms, but the main types cause stress and have an emotional impact.

- Verbal abuse: insults, name calling, speaking badly of someone, spread rumours or lies.
- Psychological abuse: threats provoking fear, making the child do things against their will, blackmailing, teasing, which can be through drawings, notes, cards, mobile phone messages and/or emails, etc.
- Physical abuse: This can be: direct: beatings, kicking, punching, injuries from different objects, etc. or indirect: stealing, damaging property etc.
- Social isolation: ignoring, preventing participation within the group, coercing friends to behave in a similar manner, etc.

Where it can happen: Within school premises: corridors, bathrooms, changing rooms, entrances, the canteen, school transport, and/or secluded places during breaks. Outside school premises: close to school, on the way home, etc.

Identification of victims: there are various signs that should lead to suspect a case of bullying:

- Refusing to attend school, resorting to strategies such as claiming to be sick in the mornings.
- A decline in marks for no apparent reason.
- Silent at home; not talking about what is happening.
- Mood swings.
- Low self-esteem, irritability, problems sleeping.

The damage inflicted by bullying can be frequently underestimated. Bullying can cause considerable distress affecting health and development.

The Role of Parents

Parents play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways including:

- Stressing to their children the importance of appropriate sociable behaviour.
- Reporting any misgivings, they have concerning either victims or perpetrators of bullying.
- Actively endorsing and supporting the Behaviour and Anti-Bullying Policy.

In the event that sanctions are applied due to the bullying behaviour of their child, supporting the sanctions and making clear their disapproval of this behaviour.

Specific Procedures

Preventative measures against school bullying

- Preventative training for students from specialised personnel (National Police). Students will be included from Years 5 to 11.
- Informative sessions for families from specialised personnel (National Police).

- Specific preventions and detection sessions during circle time (PHSE) in classes. The application of the detection test, the development of social skills, emotional intelligence and resolving conflicts during classes from the Orientation Department.

Action Protocol

Initial Phase: Detection

Bullying can be detected through various means:

1. The prevention and early detection test.
2. By the surrounding environment of the victim: classmates, teachers, extracurricular activities.
3. The students themselves.
4. The class tutor.
5. A complaint from the family.
6. An external police or judicial report.

It is common for victims to give up communicating their problems to adults and their classmates, so extreme vigilance and observation should be carried out.

Investigation Phase

Once a case of bullying has been detected, the case will be reported to the Headteacher, who will keep a written record, ensuring confidentiality. In order to collect information, the Headteacher will then communicate with:

- The class tutor of both the victim and aggressor.
- The school's counsellor or Psychologist.
- The coordinators.

Considering the circumstances and the information collected from all parties, the management will proceed with the provisional measures considered most appropriate:

- That guarantee the safety of the victim.
- That warn the aggressor of what is happening.

A written record must be kept of all procedures.

Resolution Phase

If it is found that a case of bullying does not exist, this will be included in the conclusions of the process. The parents of the implicated students will be informed by the class tutor(s) with guidance from the school counsellor.

If it is found that a case of bullying does exist, the management will:

- Immediately communicate with the families involved.
- Take provisional steps to support and protect the victim, as well as changing the behaviour of the aggressor.

A written record must be kept of all procedures.

If it is considered that the case of bullying is a serious offence and, therefore, disciplinary actions are taken, the disciplinary proceedings must be resolved as soon as possible.

If the seriousness of the case so advises, either for the gravity of the offence or the lack of protection of the minor, it should be brought to the attention of the Fiscalía de Menores (Juvenile Prosecutor's Office) in the case of students over the age of 14; students under this age will be referred to the corresponding social services.

The Headteacher will follow up on the agreements made and evaluate the compliance with the established procedure.

All actions will be carried out with complete confidentiality.

Review

School management and staff will review this policy annually:

- The number of incidents recorded.
- How incidents were dealt with.
- How the policy is working.

And, make any changes necessary due to local or national initiatives/new legislation.

7. ADMISSIONS POLICY

Santo Angel British School is a private school that follows the British National Curriculum. Whilst the school is selective, in that it considers each application separately and reserves the right to refuse admission in certain cases, it is inclusive in that it accepts a range of students from varying backgrounds and with varying needs.

School Requirements

In order for a child to be admitted to the school:

- For children above the age of 6 years, the child must show a sufficient grasp of the English language to be able to access the curriculum successfully. This is decided by the Coordinators, Psychologist and senior management at interview and on studying the child's latest academic reports.
- If the child has a low level of English, the school may still choose to offer a place but on the understanding that the parents will pay for the extra classes considered necessary in order to support the child adequately during their time in the school.
- A child will not be refused because they have a special need, but the school must be confident that this need can be catered for adequately and that accepting the child into the school will not mean that the child's own, or the education of others in the school, will suffer.
- Parents must provide up-to-date reports on their child's progress in their current school if they are more than 5 years old.

If there is a waiting list

Where there are more requests for places than places available, places are allocated in accordance with the following criteria and in the order shown below:

- To children who have siblings already at the school

- To children who have extended family members at the school
- To children who have already been receiving education in a British school
- To children who have a high level of English It should also be noted that it is the policy of the Administration of the school that:

"In principle, when we have a choice we should select the child who is more likely to complete their full education with SABS."

Chronogical age admittance

- Children are normally admitted into the year group that corresponds to their chronological age according to the Spanish system (January to December). This means that those children born in the autumn are placed in the year group above that in which they would be placed in the British system.

Admission procedure for children: EYFS

- Siblings of pupils already in school: The place is guaranteed unless the child has a special need the school feels it cannot meet. Once the school has allocated places to siblings and is sure how many places are available in Nursery and Reception, new families are contacted and the following procedure is followed:
- Parents visit the school and are shown around by the person in charge of Admissions.
- Parents make a date to come for a meeting where the parents and child will be interviewed by the School Head and the School Psychologist.
- The School Psychologist assesses the child and talks to the parents about any special needs the child may have and answers any questions they might have about the school and the education it offers to its pupils. Parents must provide the school with the child's latest report.
- Key Stage Co-ordinator and Head Teacher explain the British education system more fully.
- The parents are informed on the same day by the school secretary to inform them if their child has been accepted or not.

Level of English is not important at this stage (EYFS) but a child maybe refused a place in Nursery or Reception because:

- They have a special need that cannot be adequately met by the school (although note: If the child has a special need the school can not ordinarily meet but the parents are prepared to pay for the classroom support needed by the child, and this can be arranged to the mutually agreement of parents and staff, a place may be allocated.)

Admission procedure for children entering Primary Stage (KS1+KS2)

- Parents visit the school and are shown around by the person in charge of Admissions.
- Parents make a date to come for a meeting where the parents and child will be interviewed by the School Head and the School Psychologist.
- The School Psychologist assesses the child and talks to the parents about any special needs the child may have and answers any questions they might have about the

school and the education it offers to its pupils. Parents must provide the school with the child's latest report.

- Key Stage Co-ordinator and Head Teacher explain the British education system more fully.
- The parents are informed on the same day by the school secretary to inform them if their child has been accepted or not.
- Siblings of pupils already in school: The child has an interview with one of the teachers from the appropriate Key Stage. The teacher assesses the child and talks to the parents about any special needs the child may have.
- The place is guaranteed unless the child has a special need the school feels it cannot meet or does not have a high enough level of English

A child may be refused a place

They have a special need that cannot be adequately met by the school (although note: *If the child has a special need the school can not ordinarily meet but the parents are prepared to pay for the classroom support needed by the child, and this can be arranged to the mutual agreement of parents and staff, a place may be allocated.)*

8. ATTENDANCE POLICY

Introduction

- At Santo Angel British School we are committed to working with parents to promote regular attendance and punctuality.
- Our aim is for children to feel happy and secure in school and achieve their full potential. This is difficult to achieve if they are frequently absent from, or late for school. Children with poor attendance and punctuality not only miss doing their academic work but also miss out on the social side of school life, which can affect their ability to make and keep friendships. Consequently, we work hard to ensure that any problems with children's attendance are identified and followed up quickly; and that solutions are explored with parents at an early stage. We work closely with the Local Authority and families are referred to the school's Education Welfare Officer (Agente Tutor de la Policía), if problems persist.

- The school's policy is written in line with the Spanish Education Ministry advice and procedures.

The Legal Framework

- Parents are required to ensure that children of compulsory school age receive efficient full-time education. They are responsible for ensuring that their children attend during the specified school hours and stay unless alternative arrangements for their education are made. It is also a parent's responsibility to inform the school of any absence.
- SABS is responsible by law for reporting poor attendance to the Local Authority.
- Under existing legislation, parents commit an offence if a child fails to attend school regularly and the absences are classed as unauthorised (absences without a valid reason).
- Only the Head Teacher can authorise absence.

Absence

Authorised Absence

The head teacher will only authorise absence from school for reasons he believes to be unavoidable and/or exceptional. (NB Absence for educational reasons e.g. secondary school open days or alternative provision is recorded as such and counts as attendance.)

Acceptable reasons include:

- Child's illness, medical or dental appointments
- Family bereavement
- Days of religious observance (up to two in any academic year)
- Other circumstances which the Head Teacher believes to be reasonable e.g.attendance at family court

Such absences will usually be authorised, provided that parents notify the school in good time.

Unauthorised Absence

The Head Teacher will not authorise absence from school for reasons he believes to be avoidable, e.g. family holidays during term time. Children may be removed from the school roll if parents take extended leave for family holidays or other unacceptable reasons.

Absences not normally authorised include:

- Holidays during term time
- Weddings requiring travel abroad during term time
- Visits to relatives
- Relocation to foreign country visits during term time
- Lateness where no adequate explanation is provided
- Absences which the Head Teacher believes to be non-essential or where no reason is provided.

Notifying the School of Reasons for Absence

It is a parent's responsibility to inform the school of any absence. They should state the nature of the absence and when the child is expected to return to school. Parents cannot demand that their children be granted authorised leave of absence from school, but they can apply to the head teacher who has the power to grant requests in exceptional circumstances.

Illness

Parents should telephone the school during the first day of absence and send a note, explaining the reason for the absence, to the child's teacher on return to school. The school must be contacted by telephone if the absence is expected to exceed a week. Medical evidence may be required to authorise long term illness or periods of illness when a child's attendance has fallen below 91%.

Medical/Dental Appointments

Please arrange these outside school hours, if possible. If appointments can only be arranged in the school day, parents should send a note or telephone the school and inform the school office what time the child will return to school and if a school lunch is required. Please give the Office a copy of the appointment card/letter when provided.

Family Bereavement

The school should be notified of the absence, either by telephone or Clickedu, at the earliest opportunity.

Religious Observance
The school should be notified by letter before the absence occurs. Please note that only two days (four half day sessions) will be authorised per academic year.

Other Circumstances
Parents should write to the Head Teacher requesting leave of absence, orcomplete a form available from the School Office, explaining thecircumstances, before the absence occurs. **Term time leave can only beauthorised in exceptional circumstances**. Parents may be required to result of unforeseen circumstances, parents should inform the School atthe earliest opportunity.

Unavoidable Lateness
Parents should, or send a note, if the child comes to school with another carer. They should ring in advance if a school dinner is required, as these are ordered first thing in the morning.

Punctuality

Being on time to school is vital; arriving late is disruptive for your child, the teacher and other children in the class. The school day starts at 8.50 a.m. for all children in EYFS to Year 6.
If children are late for school, they should be brought to the School Office, and their name recorded on Click Edu system, with the reason for lateness. This record is important as it enables the school to have a full record of attendance should there be a need for emergency evacuation.

9. SPECIAL EDUCATIONAL NEEDS POLICY

Aim

The purpose of the SEN policy is to establish how SEN issues are identified and managed by staff at Santo Angel British School. This document states how children are evaluated and who is responsible for provision for SEN identified children.

Rationale

This document sets out how staff at our school can implement cohesive provision for SEN identified children. The policy details how SEN objectives are determined and how assessment is monitored to allow staff to offer a continuous model of SEN provision. Standardised provision across the primary school enables staff to inform parents of SEN identified children about their child's progress in a consistent manner.

Operations

Santo Angel British School is committed to offering an inclusive curriculum to ensure the best possible progress for all students, whatever their needs or abilities. Every child's contribution is valued and diversity celebrated. Providing for different pupils' needs is a matter for the whole school and the school will do its best to evaluate and make known these needs in order to meet them effectively.
Students have special educational needs or disabilities (SEND) if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

Students have a learning difficulty or a disability if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age;
- Have disabilities which prevent or hinder them from making use of educational facilities of a kind generally provided for students of the same age.

There are four broad categories of SEN:

- Communications and interaction needs (C&I)
- Cognition and learning needs (C&L)
- Social, emotional and mental health needs (SEMH)
- Sensory and/or physical needs (S&P)

1. **Objectives:**

- SABS is committed to providing, for each student, the best possible environment for learning by:
- ensuring the identification of SEND as early as possible
- monitoring progress
- working collaboratively with parents/carers and outside agencies
- involving students, where possible, in the making of plans and setting of targets
- personalising learning for students
- promoting independence
- removing barriers to achievement and success
- providing a positive and active approach from all school staff to ensure that children feel valued.

SABS aims to be an inclusive school. Therefore, we adhere to an equal opportunity admission policy. However, on the rare occasions that parents recognise that SABS is unable to meet the pupil's needs effectively, either before or after admission, we will endeavour to offer families help and advice in finding a more appropriate school.

Note that as a private British school in Spain we are not entitled to any help from the Spanish or British government in meeting children's physical or learning needs.

2. **Teaching and Learning:**

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In most cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

At SABS we set out to ensure that:

- All efforts are made to overcome individual pupils' barriers to learning
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- A range of teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated through the school's reward systems
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
- A range of different organisational settings are planned to provide class, group, paired and individual work
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

3. Identification, Assessment and Record Keeping:

All teachers are responsible for identifying students with SEND and, in collaboration with the SEN Coordinator, will ensure that those students requiring differentiated or additional support are identified at an early stage. Assessment and observation of whether or not pupils are making progress is a significant factor in considering the need for SEN provision.

The school ascertains student progress through:

- Evidence obtained by teacher observation/assessment
- Student progress in relation to objectives in the National Curriculum
- National Curriculum test results or results from other internal or external exams
- Standardised screening or assessment tools
- Information from parents
- Reports from outside agencies
- Records from previous schools, etc.

When a teacher identifies that a child is experiencing difficulties they should complete the brief 'Student Monitoring Protocol' and pass this to the SENCo. This can be done at any point during the year.

In addition, the SENCo will meet with each form tutor individually, once a term, to discuss children that they are concerned about. The SENCo will then determine, if necessary, whether there is any additional assessment and/or observation needed (using standardised tests that are considered to be necessary after coordinating with the Educational Psychologist) or whether or not an external agency (for example, doctors, psychologists, etc.) should be consulted.

When it has been agreed that a child has SEN, the following procedure should be followed:

1. The SENCO will include these children on the Special Needs register and record the information in the filing system in the psychologist's office.
2. Teachers, in liaison with the SENCo and with the advice of the Educational Psychologist, will write an Individual Education Plan (IEP) for each child on the Special Needs register.
3. Targets from the IEP will be discussed with parents during the parent-teacher consultations or, where necessary, in specially arranged meetings.
4. At the next SEN meeting staff will review the targets, determine whether the child should remain on the SEN register and, if so, write a new IEP for them. If the cause for concern has increased, then the option of having the child assessed by the Educational Psychologist is discussed by all staff concerned and then with the parents.
5. If the child is evaluated by the Educational Psychologist the staff concerned will subsequently meet with both the Educational Psychologist and parents about how effective provision for the child's needs can be provided within school. Common targets must be set to ensure continuity for the child.

In summary: Assess; Plan; Do; Review.

a) Assess

The teacher identifies pupils with learning needs in the class; this is through information received from previous teachers and/or the SENCo, observation, analysis of assessment data, as well as the views and experience of parents (and advice from external support agencies, where appropriate).

b) Plan

Planning will involve consultations between the teacher, SENCo, Educational Psychologist and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Individual Education Plan (IEP). The teacher will inform those working with the pupil, including support staff, of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

c) **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of the support.

d) Review

Reviews will usually be undertaken after each assessment period. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents.

4. Support:

Stage 1 support may include:

- providing different learning materials or special equipment
- introducing some group or individual support
- introducing small group or 1:1 support from the SENCo
- devoting extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- seeking specialist advice from the Educational Psychologist or external agency or undertaking staff development related to effective strategies to use in particular case

Stage 2 support:

When the needs of the child are not met by the measures outlined in Stage 1 they will be evaluated by the school's Educational Psychologist or Speech Therapist. If necessary, the Educational Psychologist will also seek advice from specialists (e.g. pediatricians) to support the evaluation.

At this stage, the Educational Psychologist will usually see the child, so that they can advise staff on fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of the student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

If a child requires a more specialised evaluation from the Educational Psychologist, the procedure is as follows:

- The parents will be informed of the need for their child to be evaluated and permission will be sought. This can only be obtained by the Head, SENCo or form teacher.
- The evaluation will begin, using the tools/standardised tests that the Educational Psychologist is permitted to use within their professional capacity.
- Once the evaluation has been completed and conclusions have been drawn (diagnosis, recommendations for interventions for the teacher, need of intervention from external support, etc.) the Educational Psychologist will have a meeting with the parents, informing the SENCo and the teacher.

- In the case that parents request an official psychopedagogical report of the evaluation they will be informed of the additional cost.
- If, within the conclusions of the evaluation, specialist intervention is deemed necessary, the school can provide psychopedagogical treatment and speech therapy. In such cases, the parents will be informed of the procedures and the additional costs so that they can decide whether they would like to use the school's service or seek external alternatives. The parents have the right to determine whether or not they wish for this support to take place.
- In the case that the intervention cannot be offered within school, the parents will be informed of external clinics that are more suited to their child's needs.
- Any intervention, that does not fall within the school's general service, should be paid for separately by the parents.

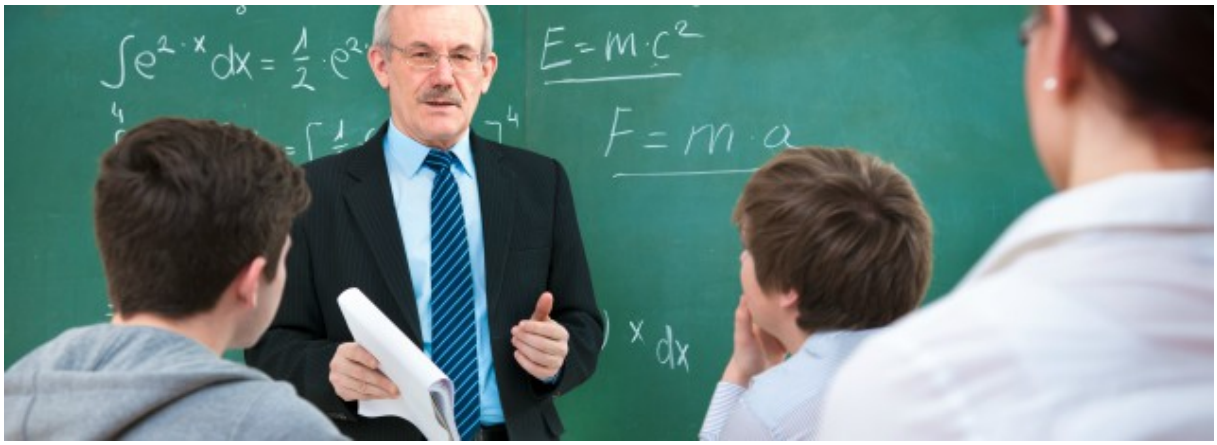
5. External Exams

The school aims to ensure that any child who is entitled to extra time or other types of support during external exams has access to that support.

Responsibilities:

- Class teachers are responsible for writing each IEP for children in their class.
- The member of staff who delivers the content of the IEP is responsible for assessing the child's progress against the set objectives.
- Staff delivering and reviewing an IEP inform the SENCo of each child's progress at the review date set on each IEP.
- SENCo informs class teachers of progress made against objectives set in the IEP.
- Class teachers are responsible for keeping up to date with progress made against IEP objectives for the children in their class.
- Class teachers inform parents of the child's progress in parent's evenings and tutorials as appropriate.
- Completed IEPs are filed in psychologist's office.

10. RECRUITMENT POLICY



Aim

To safeguard and promote the welfare of all children and young people and require all staff to demonstrate this commitment in every aspect of their work.

Rationale

Securing the academic and personal level of care that we expect for pupils at our school requires that we employ the best teachers. We do this with due regard to the safety and welfare of our pupils by ensuring that appropriate precautions are taken when employing staff. All staff can expect a professional approach to their recruitment at Santo Angel British School, the details of which are included in this policy.

Operations

The employment of all employees at the school will be made on merit and follow procedures laid down in the UK statutory guidance "*Safeguarding Children and Safer Recruitment in Education Setting*". The school also operates an equal opportunities policy with regard to staff.
The managers of the school will make sure that people are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief, age, gender, marital status, sexual orientation, disability, or any other inappropriate distinction.

Information for applicants:
All applicants for all posts advertised internally or externally will be provided with:

- A 'Job Description' outlining the duties of the post and an indication of where the post fits into the organisational structure of the school.

- A 'Person Specification' indicating the qualifications, skills and types of experience or expertise which the directors and management of the school regard as essential or desirable in relation to the job.
- Information about the school and other general information:
- A description of the school relevant to the vacant post.
- A statement that canvassing any member of staff, directly or indirectly, is prohibited and will be considered a disqualification.
- The name of any person who will be available to provide additional information about the post.
- The closing date for the receipt of applications.
- The proposed dates for interviews if applicable.

Short-listing

- Short listing will be the responsibility of the Head teacher and Senior Leadership Team. Prior to interviewing, the short list will be discussed and approved by the directors of the school.
- The school will request and take up two references on each short listed candidate. For teaching posts, the references will include the candidate's current Head teacher, LA representative or teaching college representative.
- Where references are not available prior to interview any post offered will be 'provisional based on the receipt of two acceptable references.'
- References will be taken up by the person delegated to receive the applications. References are the property of selection panel of Head teacher and directors and strict confidentiality will be observed.
- References will be sought set against the requirements of the job description and person specification and information regarding issues related to child protection.
- Short listing will be based only on an acceptable level of prior information. The job description and the person specification will be used to set the criteria and standards for inclusion on the long list and for then reducing this to a short list of candidates for interview.
- The criteria for selection will be consistently applied to all candidates. If the field of applicants is felt to be too weak the post may be re-advertised.

Interviews:

The format, style and duration of the interviews are matters for the directors of the school in consultation with the Head teacher but the following will be adhered to:

- Briefing.
  All candidates will be given relevant information about the school sufficient to enable the candidate to make further enquiries about the advertised job.
- The formal interview
  Before the interviews, the selection panel will agree on the line of questioning to be followed and will ensure that similar questions are put to each candidate. The questions asked will be aimed at obtaining evidence of how each candidate meets the criteria listed on the person specification and each candidate will be assessed against all of the criteria for the post. The same areas of questioning will be covered for each applicant.

- Before the interviews the Head teacher and the directors will decide the structure of the interview and determine which area each interviewer will cover.
- Informal question and answers
  Each interview will include a time for an informal conversation led by the candidates own questions. This may be about the post advertised, the school or more generally about living and working in Spain.

Offer of appointment:

The offer of an appointment by the school is binding on both parties subject to staff qualification requirements, satisfactory CRB disclosure (or suitable alternative criminal record check if the candidate is from outside the United Kingdom), satisfactory references and medical checks when requested by the directors.

Documentation required by the school:

The school will request to see and take a copy of the following documentation:

- Degree qualifications
- Teaching qualifications
- Certificates of any further award bearing professional development included in the candidate's CV.
- Postgraduate qualifications when referred to in the candidate's CV.
- A recent CRB. (If the candidate supplies a CRB this will only be accepted if it is less than 12 months old. Where the candidate does not have a recent CRB he/she will be asked to obtain one prior to any position with the school being confirmed.

The school reserves the right to:

- Obtain an enhanced CRB check where it has reason to be concerned.
- Verify any qualifications included on the candidate's CV with the appropriate awarding body.
- Verify the validity of any reference provided.

11. HOUSE SYSTEM POLICY

Introduction

At Santo Angel British School, we endeavour to create a positive atmosphere in which children feel safe, happy and secure and can take full advantage of the opportunities for learning. We also encourage children to develop their self discipline and self esteem as they grow within our school community.

Aim

- To enable children to understand their responsibilities in managing their own behaviour in respect of their attitudes to learning; their relationships with adults and other children; and care for their own property and the property of others;
- to encourage children to participate in establishing expectations of positive behaviour during lessons and around the school and to fulfil these expectations.
- to encourage children to discuss aspects of their own behaviour and that of others; to recognise and comment constructively on positive behaviour and suggest ways that they might improve their own or the behaviour of others;
- to enable children to understand the system of rewards and consequences (please see Behaviour Policy) within the school.

Rewards

- Emphasis is placed on the rewards the children get from taking pride in their achievements, the sharing and recognition of good work, teamwork, positive attitude and positive behaviour.
- The whole school reward system will be based on a house point system. The four houses are: St George (Red), St Patrick (Green), St David (Yellow) and St Andrew (Blue). The names are based on the Patron Saints of the United Kingdom.
- Children can be awarded points for academic achievement, good citizenship, good effort etc.
- Points will be collated weekly and results shared in our Whole School Assemblies on Friday mornings.

- Points will be reset at the start of every term to ensure that all teams have a chance of winning the cup.
- Existing rewards within school will remain. Opportunities to share work and achievement are provided during lessons, and assemblies (for example certificates for extra curricular achievement will continue to be shared in assembly during the week). Sending the child to another teacher or the Headteacher for praise will also reward good work or behaviour. Children are encouraged to talk about the positive features of their own work and behaviour and that of others.

Administration of the House point System

- Children will be allocated a house when they join the school. Each house will also have members of teaching staff allocated to it.
- Each class will display a House Point Chart for each of the four houses. These charts will list the names of the children in each house.
- Individual teachers can decide how they want to record house points. This may happen as a house point is awarded, or at set times during the day. House points may be recorded in workbooks and it is important that children are given the opportunity to see this reward and add it to their house point chart.
- The normal house point award should be 1 point, with 2 points available for trying particularly hard. An exceptional award of 5 house points may be given for setting a particularly good example of behaviour or attitude.
- Each Friday Morning, House Point Monitors from KS2 will calculate the total points for their team and given to a member of teaching staff responsible for house points that term. They will calculate the totals for each family and announce the winning house in assembly on Friday.
- On Friday mornings, Teachers announce in assembly the total house points for each team that week. This will be added to the existing total, and the new total will be displayed on the Family point display in the hall.
- At the end of each term, the family with the most family points that term will receive a small reward from the Headteacher. The cup will display ribbons in their family colour for the following term.

12. SCHOOL TRANSPORT POLICY

At Santo Angel British School we aim to provide all students a safe and pleasant journey to and from school and this is of paramount importance.
To ensure this happens all parents whose child takes a school bus should read through the following information carefully and sign it to confirm that they agree to abide by the policy and bus rules. The signed form should be submitted to the Bus office.
We would appreciate if you could discuss the bus policy and rules with your child and support us in endeavouring to provide a safe and pleasant service to all.

General Information

- Bus services cannot be provided on a route where there are less than 8 students requesting the service. The school reserves the right to cancel any bus route service with 7 students or less.
- The bus service cannot drop-off every child to an individual address. This is a service between predetermined collection points and as such may require children to walk some distance to a collection point.

Bus schedules

- In order for buses to keep to their schedules and not to inconvenience other students, ALL buses have been directed to leave at the scheduled time.
- Parents/guardians are asked to ensure students are at the bus stop 5 minutes before the departure time.
- Buses can only wait for no longer than 3 minutes more than the scheduled time for the late students.

School Bus Transport Request

- Transportation arrangements generally take up to one week to finalise.
- A **School Transport Request form (pdf available to download from the website)** must be submitted **five days prior** to starting the service.
- In some instances where students live in more isolated areas, parents may be asked to transport students to and from designated pick-up/drop-off points.

Changes to Primary Students taking their bus in the afternoons

- If your child is not taking the bus on a particular occasion, is taking a different bus, or no longer requires the bus service, please contact the school office and your child's class teacher no less than 24 hours before the effective date. The bus monitor will be informed at once. This will help in the reduction of school bus delays and ensure your child's safety and well-being.
- If you take your child home early from school please inform the school office and class teacher that your child will not be riding the bus home.

Bus Service General Rules for Students

- Be ready and wait on time in a position where the bus driver can see you before stopping the bus.
- Upon entering the bus, take a seat immediately, fasten seatbelts and remain seated while the bus is moving. Do not switch seats while travelling.
- Students must respect the wishes of the driver and bus monitor at all times.
- Keep aisles clear of books, bags and other belongings.
- Eating and/or drinking on the bus is not permitted.
- Students should talk quietly using an 'inside' voice.
- Students must be courteous to fellow passengers
- Students should respect the property of the transport company.

13. SCHOOL UNIFORM POLICY

- Santo Angel British School requires that children at the school wear our distinctive school uniform.
- The purpose of the uniform is to ensure children wear practical and appropriate clothes for the range of activities they need to take part in at school; to provide uniformity and to give the children a sense of belonging to our community.
- We rely on parents and carers to co-operate with governors and staff by following the uniform policy and sending their children to school wearing appropriate clothing. We encourage parents and carers to contact the school if they are unsure about any aspect of the policy or if they have difficulty abiding by it for any reason.

The uniform

The school colours are navy blue, red and white
Children should wear the following items:

- SABS logo polo shirt in white (long or short sleeved with a collar)
- SABS logo sweatshirt, cardigan or fleece in navy blue
- Plain school trousers, shorts, skirt or pinafore dress in navy blue. These should be from the school uniform range available at stockists such as El Corte Inglés.
- There should be no branding, cargo style pockets or frills.
- Plain dark socks (navy or black) or navy blue tights. White ankle socks may be worn with summer dresses.
- Plain black or navy shoes or sandals. White sandals are permitted with summer dresses.
- School Summer dresses

PE Kit

Children should have available a separate set of clothes for PE lessons, as follows:

- SABS logo round neck t-shirt in white
- Plain navy blue shorts
- Plain navy blue jogging bottoms
- White sports socks
- Trainers

Jewellery and hair accessories

- Children should not wear jewellery to school. An exception will be made for pierced ears for female students (small studs only may be worn for safety reasons) and if the jewellery is of a religious or medical significance. Please see child's class teacher if this is the case.
- Children with long hair should wear it tied or clipped back for school.
- Hair accessories should be discreet.

Frequently Asked Questions

Is black an acceptable alternative colour to navy?
No. The school colours are navy and gold.

Can my child wear trainers or other similar sports/leisure shoes provided that they are plain navy or black?
No. We ask that children wear plain black or navy school shoes or sandals. Trainers can be worn for PE.

Can my child wear boots to school in the winter?
Yes, but we ask that they also bring a pair of school shoes to wear indoors during the day. Boots cannot be worn in class.

Can my child wear any type of clothing provided that that clothing is in the school colours?
Children can wear any of the uniform items listed in the uniform policy, but not other items of clothing, even if they are in the school colours i.e. polo shirts, PE t-shirts and outer layers (sweatshirts, fleeces, etc.) should have the SABS logo.

What about coats and other outerwear?
We have no recommendations about outerwear, except that dark, plain colours are preferable. Coats and other outerwear should be suitable for the weather and easy for younger children to put on and take off.

14. MOBILE PHONE AND ELECTRONIC DEVICE POLICY

Introduction

The purpose of this policy is to set out general rules about mobile devices and personal electronic devices, and to give staff guidelines regarding the appropriate use of such devices in the course of carrying out their duties.
The responsible, considerate and safe use of mobile phones and portable electronic devices is part of the multi-dimensional, social and behavioural goals which are embedded within our educational and management processes. This relatively short policy is part of our strategy for safeguarding children within our care.

General rule for children

Children are prohibited from bringing mobile and personal electronic devices to school. If such devices are brought in, the School Head must be informed and the mobile and / or electronic

device must be taken to the school office. This will be stored in the school office until the end of the school day.

General rule for staff and visitors

The use of personal electronic devices by staff or visitors for any purpose when in the company of children is prohibited. This applies to situations both on-site and off-site (e.g. on trips). When in the presence of children, personal electronic devices should be kept out of sight of pupils (e.g. in a draw, bag or jacket pocket) and set to silent. In an emergency, personal calls can be directed to the school's landline number so that a message can be relayed to the member of staff.

Personal electronic devices may be used when not in the company of pupils. Where they are used, staff should be respectful and considerate towards colleagues and others, and should be mindful of setting an example, e.g. by not being unnecessarily distracted by electronic communications.
Staff must ensure that there is no inappropriate or illegal content on their personal devices. The Headmaster reserves the right to check the contents of a staff-member's devices should there be any cause for concern relating to our responsibilities for the safeguarding of children.

Use of cameras

An increasing number of electronic devices now have built-in cameras and have the capability to capture copy and transmit images and other recordings through a range of technologies and formats.

- Staff must not take or transmit any recording of pupils on any personal device. Only school hardware must be used for this purpose.
- No parent or visitor is permitted to use a camera (including a mobile phone's camera facility) whilst on school premises, except for some specific events such as plays, recitals, concerts, sporting events, open days or other promotional events.
- We strongly advise parents against the publication of any such photographs on the internet (e.g. on social media), and will request parents to remove any such material if we deem it illegal, harmful or inappropriate in any way.
- Where appropriate, our policy regarding this matter should be explained clearly to parents by a member of staff before difficult situations arise.
- Staff should also be aware that taking photographs of colleagues using personal devices should only happen with the permission of that member of staff.

See our *Photos and Images Policy* and *Social Media Policy* for further information on these matters.

EYFS settings

Given the more vulnerable nature of children within the EYFS setting, extra care should be given to the use of devices in these year groups. All existing regulations regarding the use of devices apply to the EYFS. The following regulations are expected to be of particular note to the EYFS setting:

- Mobile phones must not be used in any teaching area or within the bathroom area
- All mobile phones and similar devices must be stored securely away from pupils during contact time with children. This includes staff, visitors, parents, volunteers and students
- Only school devices should be used to take photographs

Contact with parents/carers

All contact with parents/carers must be made through the Clickedu, school email or the school office. Personal phones or other personal contact details should only be used with parents in an emergency.

Security

Staff must ensure that personal electronic devices are PIN protected to ensure their own privacy and security. This also applies to the use of e.g. personal webmail accounts through school devices, which should also be password protected and not set to automatically log in.

Health and safety considerations

In circumstances where staff are lone-working in remote areas of the school, or out of hours, a work mobile or two-way radio should be provided if there is no land-line in the room. Staff are reminded that using hand-held mobile phones whilst driving is a criminal offence.

15. PHOTOS AND IMAGES POLICY

Introduction

The purpose of this policy is to set out general rules about the capture and distribution of images and photographs of children and to give staff and parents guidelines on the subject. It applies to activities on school premises or as part of off-site events or trips.

"Image capture", "photography" and "videoing" refer to any kind of image capture, still or moving, obtained by any photographic device including still image cameras, video cameras, webcams and photographic enabled mobile telephones, and any other type of image capture device not specified here, whether digital or not, using technology existent at this time or in the future. The storage of such images includes film negative, film positive (e.g. transparencies and slides, movies, etc.), photographic paper, digital media, magnetic tape and any other kind of storage method able to be used for the storage of images, still or moving, available now or in the future.

This relatively short policy is part of our strategy for safeguarding children within our care. It should be read in conjunction with our other policies.

General principles for staff

Every reasonable effort must be made to minimise risk of inappropriate capture and distribution of photos and images. This includes:

- securing parental consent for the use of images of their children
- not using photographs of children or staff who have left the school without their consent
- ensuring that children and staff are appropriately dressed

- ensuring that children's names are not used alongside images in publically-available material
- not using an image of any child who is subject to a court order;
- storing images securely and accessible only by those authorised to do so
- storing images securely (whether physical or digital) with appropriate access controls
- ensuring staff are appropriately informed about this policy

Safeguarding

There may be a risk to the welfare of children when individual children can be identified in photographs. For that reason, we have developed this policy to make every effort to minimise risk.

Data Protection Act

Photographs and video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998. Therefore, using such images for school publicity purposes requires the consent of either the individual concerned or in the case of pupils, their legal guardians. In line with the Data Protection Act, everyone responsible for using data has to follow strict rules called 'data protection principles'. They must make sure the information is:

- used fairly and lawfully
- used for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than is absolutely necessary
- handled according to people's data protection rights
- kept safe and secure
- not transferred outside the UK without adequate protection

Photography and image capture in school

- Images of children may be captured as part of the educational process. Recordings of pupils for school purposes will only ever be taken using official school equipment or by a designated external professional. Staff must not take or transmit any recording of pupils on any personal device. Staff should also be aware that taking photographs of colleagues using personal devices should only happen with the permission of that member of staff.
- Images of pupils or staff must not be displayed on websites, in publications or in a public place without specific consent. The definition of a public place includes areas where visitors to the school have access. Where photographs are taken at an event attended by large crowds, this is regarded as a public area so it is not necessary to get permission of everyone in a crowd shot.
- On occasions, commercial video films may be made of children on educational visits and performing in school productions. The school will inform parents where arrangements have been made for a commercial photographer to film such an event.
- Parents' media permissions must be kept on file (see parental permission form at the end of this document).

Photography and image capture by parents

As a general rule no parent or visitor is permitted to use a camera (including a mobile phone's camera facility) whilst on school premises. However, the Data Protection Act does not apply to photographs or films taken for personal use by family and friends and it is usual for parents to want to take photographs and videos of children at school events.

Exceptions to this rule are therefore made for some specific events such as plays, recitals, concerts, sporting events, open days or other promotional events. We strongly advise parents against the publication of any such photographs on the internet (e.g. on social media), and we will request parents to remove any such material if we deem it illegal, harmful or inappropriate in any way.

Where appropriate, our policy regarding this matter should be explained clearly to parents by a member of staff before difficult situations arise.

Photography and image capture by pupils

Staff will supervise and maintain control over any photographing or recording that pupils do during on-school or off-site activities.

Publicity

Schools need and welcome publicity. Children's photographs add colour, life and interest to articles promoting school activities and initiatives. Making use of photographs for publicity materials and to promote the school in the press can increase pupil motivation and staff morale, and help parents and the local community identify and celebrate the school's achievements. However, photographs must be used in a responsible way. Schools need to respect children's and parents' rights of privacy and be aware of potential child protection issues.

Monitoring

It is the responsibility of all school staff to support and monitor this policy. Any concerns should be brought to the attention of the Head.

16. SOCIAL MEDIA POLICY

Aims

- The aim of the Social Media Policy is to set standards of behaviour for the use of Social Media that are consistent with the values and expectations of Santo Angel British School.
- Santo Angel British School aims to protect the safety and wellbeing of students, teachers and the school community. If however, there is a breach of SABS´s Social Media Policy the school will undertake disciplinary action and will be dealt with on a case by case basis.
- All reports of cyberbullying and other technology misuses will be investigated fully and may result in a notification to police where the school is required to do so.

Rationale

- Santo Angel British School recognises the importance of teachers, students and parents engaging, collaborating, learning and sharing through social media applications. These applications include, but are not limited to, Facebook, Twitter, Blogs, and other online tools through which people connect and share information.
- All members of the SABS´s community are expected to uphold the values of the school in all Social Media interactions. Staff, students and parents will not act in such a way that the image of SABS is brought into disrepute nor in a way that harms members of the school community.

- Therefore, it is expected SABS´s staff, students and parents use Social Media in a respectful and responsible manner. Social Media should not be used to insult, present offensive or inappropriate content or to misrepresent SABS or any member of the school community.

Definitions

Social media refers to the means of interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks.
Social Media: refers to all social networking sites. These sites include, but are not limited to, Facebook, Twitter, LinkedIn, Google+, KIK, Instagram, SMS, YouTube and includes emails and mobile devices.

Rights and Responsibilities

Staff, students and parents are expected to show respect to all members of the school community.

- **Staff will:** Plan for the inclusion of cyber safety awareness within the curriculum with guidance from relevant education authorities.

- **Parents will:** Be responsible for being aware of and informed about their children's online activity and be proactive in the supervision and guidance of their children taking into account this policy and in particular the school's core values.

Student Guidelines

When using Social Media, students are expected to ensure that they:

- Read and agree to the terms and conditions of various Social media sites as many of them have age restrictions for their use. Eg Facebook, Instagram and Gmail are all restricted to those **13 years of age and above**.
- Are aware of what they are posting online and that Social Media sites and applications are public forums.
- Are not permitted to join a staff member's areas on networking sites. If students attempt to do this, the member of staff is to refuse the student access and inform the Principal. The student's parents will be informed if this happens.
- Will not access social networking sites during the school working day without permission from a member of the School teaching staff.
- Do not post content that is hateful, threatening, pornographic, or incites violence against others.
- Respect the rights and confidentiality of others.
- Follow SABS's code of conduct when writing online.
- Do not impersonate or falsely represent another person.
- Remain safe online and never give out personal information. This includes last names, phone numbers, addresses, exact birth dates and pictures.
- Do not bully, intimidate abuse, harass or threaten others.
- Do not make defamatory comments.
- Do not use offensive or threatening language or resort to personal abuse towards each other or members of the school community
- Do not harm the reputation of SABS or those within its community
- Do not upload video, audio or photographs of any member of the SABS community (student, parents or staff) without seeking and gaining appropriate permission.

- Do not upload any video or photographs of any student where they can be identified as a SABS student by their uniform or any other means.

Parent Guidelines

Classroom blogs and other Social Media tools open up communication between students, parents and teachers. This kind of communication and collaboration can have a large impact on learning at Santo Angel British School. The school encourages parents to participate in such activities when appropriate but requests that parents act responsibly and respectfully at all times, understanding that their conduct not only reflects on the school community, but will be a model for our students as well.

Parents should adhere to the following guidelines:

- Be aware that many Social Media sites have age restrictions that **DO HAVE** implications for their primary aged children. Parents need to monitor their children's online social media activity, and read the terms and conditions of various Social Media sites and applications their children are interested in using. Parents need to be aware that many of them have age restrictions for their use. Eg Facebook, Instagram and Gmail are all restricted to those **13 years of age and above.**
- Parents need to be aware that they are in breach of terms and conditions if they set up a personal account for their children to use if they knowingly understand that age restrictions apply.
- Before uploading photos, audio or video, parents need to seek appropriate permission from any individual involved. This most particularly applies in relation to the privacy of the staff of SABS
- Online postings and conversations are not private. Do not share confidential information, internal school discussions, or specific information about students, staff or other parents.
- Be conscious of the fact that expert advice given is that all users of Social Media sites should do whatever they can to not identify any child by name or associate them with a particular school.
- Parents will be asked to sign a consent form for students when teachers set up social media activities for classroom for learning use.
- Parents will not attempt to destroy or harm any information online.
- Parents will not use classroom social media sites for any illegal activity, including violation of data privacy laws.
- Parents are highly encouraged to read and/or participate in social media activities.
- Parents should not distribute any information that might be deemed personal about other students participating in the social media activities. This includes photographs.
- Parents should not upload or include any information that does not also meet the student guidelines above.
- Parents should not participate in spreading false or unsubstantiated rumours or false information in regards to the SABS community and its members.
- Parents assisting with classroom activities should not make use of social media sites while involved in such activities.

Staff and Teacher Guidelines

- Social Media in relation to staff and teacher relates to blogs, wikis, podcasts, digital images and video, instant messaging and mobile devices.

- Online behavior should at all times demonstrate respect for the dignity of each person.
- Social networking sites such as Facebook or Instagram must not be used by staff as a platform for learning activities with students.
- Staff should not accept students as 'friends' on their own social network sites or interact with students on social networking sites.
- Staff and student online interaction must occur only in an educational context.
- Staff are advised to **NOT** accept ex-students or parents of current students as friends on personal Social Media sites.
- Staff must not discuss students or colleagues or publicly criticise school policies or personnel on social networking sites.
- While staff have permission to post photographs of students to the class blog they do not have permission to post details that would identify any child.
- Staff are personally responsible for content they publish online. Staff need to be mindful that what they publish will be public for a long time.
- Staff online behaviour should reflect the same standards of honesty, respect, and consideration consistent with the standards that apply on school premises and in accordance with the school's values and ethos.
- The lines between public and private, personal and professional are blurred in the online world. If staff identify themselves online as affiliated with SABS then they need to be aware that they are by definition representing the entire school community. Staff should ensure that content associated with them is consistent with their work at the school and the school's values and ethos.
- Staff should not participate in spreading false or unsubstantiated rumours or false information in regards to the SABS community and its members.
- When contributing online staff should not post confidential student information.
- Staff should visit their profile's security and privacy settings on social networking sites. At a minimum, staff should have all privacy settings set to 'only friends'.

Managing Issues and changes

- We acknowledge that technology changes rapidly. If any member of the SABS community has a concern or question pertaining to Social Media or Social Networking sites, this should be directed to the Head.
- Parents, students or staff who have a complaint or issue arise from Social Media should contact the principal.

Evaluation

This policy will be reviewed as part of the school's three-year review cycle.