

We believe assessment to be an essential part of teaching and learning. Assessment of children's progress and setting targets and next steps is ongoing during the day. Assessment enables teachers to find out what children know, understand and can do, address misconceptions and then plan appropriate progression throughout all curriculum areas. This bridges the gap between what children know and what they need to learn next. Assessment involves observing children and gathering a variety of evidence to support their learning and development in all areas. Assessment will be carried out in accordance with the school's 'Feedback and Marking' policy as well as the detailed 'Assessment, Recording and Reporting' timetable (appendix 2).

Aims

As a school we believe the following statements show the purpose of Assessment:

1. To help the staff evaluate curriculum planning and the way that it is taught to ensure deep learning of knowledge, skills and attitudes to learning
2. To identify the needs of each individual child and set targets in order to raise their achievement.
3. To plan the future learning for each pupil through review, target setting and evaluation.
4. To provide feedback to the pupil and identify individual achievement and next steps through the use of success criteria.
5. To enable children to take responsibility for their own learning and to involve them in assessing their own progress through pupil self-assessment and peer assessment strategies.
6. To provide information for parents, governors and outside bodies as well as evidence for moderators.
7. To facilitate continuity and progression between year groups and schools.

Statutory Requirements

The Department of Education and Children School Self -Review and Evaluation grade descriptors (2011) for good state that:

Assessment processes ensure that pupils' progress is clearly identified

AFL is well developed throughout the school to enable pupils and teachers to be familiar with next steps for improvement

Detailed and accurate feedback to pupils, both oral and written, provides information linked to target setting and next steps

Assessment information is used to inform planning to ensure learning is challenging and meets the needs of pupils

Summative assessment and pupil tracking systems are used effectively to make evaluative judgments about pupil progress

Assessment Methods

1. Summative assessment

Teacher assessment information is used to make summative judgments about children's attainment 3 times a year (the end of October, mid February and the end of June) to enable planning for progression and to show knowledge and achievement gained by a child in core subjects. Children at risk of underachieving (including higher attaining children) are identified through these assessments and at pupil progress meetings actions to be taken are planned.

2. Observation as Formative Assessment

The teacher develops observation techniques to support assessment. These are used daily to assess an individual or a small group against their success criteria. The teacher plans learning objectives before commencing an activity. Some observations can be spontaneous.

Techniques may include:

- marking previous work and assess learning gaps and needs
- watching and noting what the children do
- actively listening to what they say and noting their words
- looking at what they produce and adding annotations
- questioning and interacting during learning activities
- support expectations of future work by agreeing next steps and observing how children act on them

Teacher records for maths, writing, reading, speaking and listening and science supports tracking of progress and informs planning for groups and individuals. These can include notes in formative assessment books and annotated planning.

3. Moderation

Whole school internal moderation takes place during the year by subject leaders in Science, Numeracy and Literacy. For writing and maths a school portfolio of leveled and annotated work is kept to facilitate this. Staff meetings are held where all staff moderate writing and maths in all year groups.

4. Reading Assessment

All pupils have a folder containing a guided reading book and two choice books (in Key Stage One, one independent reading book and a library book) and a target sheet for the child's current reading level. During guided reading sessions teachers or children date targets that children are working on and date targets when they are achieved.

In teacher's reading assessment file this information is stored on the group sheets. All assessments are dated.

5. Writing Assessment

Writing assessments should be made using writing that children have completed independently using normal classroom resources. Teacher assessment of writing is completed using **four** pieces of writing per year plus any additional evidence to support certain targets/level descriptors. Each leveled piece should make reference to the IOM level descriptors and then corresponding targets are dated in children's individual target sheets. (Please see appendix 3 for DEC moderation guide).

6. Maths Assessment

Maths assessment is ongoing throughout the year. Teachers have a whole class 'Seven Strands' tracking spreadsheet, which is compiled for each cohort. Individual targets are dated by children and teachers as targets are met. Self-assessment is encouraged from year 2 onwards. To achieve a target children should demonstrate that they can achieve a target independently on more than one occasion. Maths quizzes can form part of evidence collected for some children but should not be used to 'test' whole classes. Useful evidence can be gained by using parts of maths quizzes in challenge time.

6. Science Assessment

Science assessment is ongoing throughout the year. Teachers have a 'Science Strands' booklet, which contains level descriptors for each science AT. Individual target booklets are in place for science and are dated by children and teachers as targets are met. Teacher assessment of science is evidenced using **four** pieces of science per year plus any additional evidence to support certain targets/level descriptors.

To have achieved a sub level in all core subjects children must achieve 50% of all targets. A child may have achieved targets in more than one sub level at one time.

7. Target Setting

In Reception and Year 1 individual targets for maths and writing are displayed and updated as children achieve them.

From Year 2 onwards every child will have a target sheets for maths and writing. These are personalised next steps, which are updated as required after formative assessments. Teachers use probing questions to support their target setting. During guided/focus group sessions the teacher may feel that a child has fully met their personal target. If this is the case they highlight and date the met target on the child's sheet and choose another target.

Teachers frequently make children aware of their personal targets for reading, writing and maths.

Pupils can highlight target sheets when they feel confident they have achieved the target and the teacher will date it to agree.

8. Pupil Progress Meetings

Pupil Progress Meetings are held termly, after summative assessments, with the class teacher, head teacher and deputy headteacher. During these meetings teachers analyse data, complete pupil progress forms and set/review end of year targets. During this meeting underachievement is discussed and actions are formulated and recorded. The impact of previous actions is evaluated. Whole school actions may be taken if appropriate.

Each teacher has a performance management target linked to the progress of specific 'off track' children which have been identified at these meetings.

Each child is expected to attain age appropriate levels (detailed in appendix 1) and make good progress during the year. Good progress is 4 or more NC points/2 sub levels over one year.

9. Reporting To Parents

Parents are informed of their child's progress in October and February as part of parents' evenings. Parents are given the opportunity to discuss attainment and progress at these at parents evenings.

Any parent may request to see the class teacher or the Head at any mutually convenient time if they have any concerns about their child's progress. Conversely, a teacher will ask to see a parent if they are concerned about the progress of a child in their class.

In July all parents receive a detailed school report, which includes information about progress, attainment and next steps.

At the end of Year 2 and 6 parents are informed of their children's NC levels and of overall average levels for the Island.

10. Assessing the 6Rs

Day to day assessment

Teachers choose at least two 6Rs targets each week. The language of learning is built into planning and challenges around the classroom. These are referred to when having learning discussions supporting new links to be made. Each classroom has a 6Rs working wall with 6Rs targets as well as tools that show how we learn e.g. challenge-o-meter. Teachers and children spot and celebrate when children use the 6Rs including occurrences that are unplanned. All classes have a specific time in the day to reflect on the 6Rs targets but in all classes post it notes capture moments when teachers and pupils see connections being made or learning habits being formed.

Weekly assessment

Teachers focus on specific children or groups of children in response to ongoing evidence collected so that by the end of the half term all children have benefitted from 6Rs reflection time with the teacher. Each child will have a folder with 6Rs summary ladders. Each half term children reflect on their 6Rs post it notes noting what they can do well and create new 6Rs targets for the following half term.

Approved by Governors September 2015

To be reviewed September 2017

Appendix 1

DEC Guide for Analysis of Pupil Attainment in Primary and Secondary Schools

The following chart is intended as a guide to average expectations of pupil achievement in primary schools. It is important, of course, to recognise that pupils will not always progress in a straight-forward, linear manner and that there may not be even amounts of progress each academic year. This is particularly the case for children in the Early Years, when rates of development will vary from child to child.

Also, for some children achieving, for example, a Level 3 at the end of Key Stage Two is a huge achievement and tracking the rates of progress children make is more important than comparisons with national trends. Because each individual will progress at a different rate, nothing can replace accurate, rigorous assessment to enable teachers to determine precisely the attainment levels of pupils, at a particular moment in time.

This document is intended to enable schools to make comparisons of the progress of an individual or group, against what is typical, and therefore help to inform judgements about attainment in their school.

	Below Average	points	Average Attainment	points	Above Average	points
Reception	4-5 scale points		6-7 scale points		8-9 scale points	
Year 1	1c/1b	7/9	1a/2c	11/13	2a/2b	15/17
Year 2	1a	11	2b	15	3c	19
Year 3	2c/2b	13/15	2a/3c	17/19	3b/3a	21/23
Year 4	2a	17	3b	21	4c	25
Year 5	3c/3b	19/21	3a/4c	23/25	4b/4a	27/29
Year 6	3a	23	4b	27	5c	31

As mentioned above, it is of considerable importance that schools track the progress made by individuals and groups, over the course of their time in school. To help this, we have sought to clarify the rates of progress that can be expected across different phases of a pupil's time in primary school.

Expected progress across the Foundation Stage would be 3 scale points.

Expected progress across Key Stage One, would be 3 sub-levels - depending on the point of transition from EYFS to NC.

Expected progress across Key Stage Two would be 6 sub-levels.

Scoill yn Jubilee

Charging Policy

The staff and Governors of Scoill Yn Jubilee believe that all our pupils should have an equal opportunity to benefit from school activities and visits (curricular and extra curricular) independent of their parents' financial means.

Throughout the year there are likely to be day visits organised for classes in conjunction with their curriculum work, or visits to the school by Theatres or Workshops etc. Such visits play an important part in the school curriculum, extending the learning that is started in the classroom and no child is excluded for financial reasons.

From time to time, parents may be invited to make voluntary contributions towards the cost of these visits, to enable the school to continue with such worthwhile activities. Details of the approximate cost will be sent home in advance and, providing we are able to get the necessary support, we will confirm bookings and collect the donations.

Other relevant policies:
Equality & Diversity
Inclusion

This policy will be reviewed every two years, or before if necessary.

Date: May 2024

Scoill yn Jubilee

Complaints Policy

We endeavour to provide a good education for all our children. The staff work very hard to build positive relationships with all parents. However, the school is obliged to have procedures in place in case there are complaints by parents or guardians. The following policy sets out the procedures that the school follows in such cases.

Aims and objectives

Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints, and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding. In all cases, we put the interests of the child above all else. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

GUIDANCE NOTES FOR PARENTS

If you have a concern or complaint

We would like you to tell us about it. We welcome any suggestions for improving our school. Be assured that no matter what you want to tell us, our support and respect for you and your child in the school will not be affected in any way. Please tell us of your concern as soon as possible. It is difficult for us to examine properly an incident or problem which has happened some time ago.

What to do first

Stage 1

Most concerns can be sorted out quickly by speaking with your child's class teacher or member of staff involved.

All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel went wrong, and they will explain their own actions to you. They will ask what you would like the school to do to put things right. Of course, this does not mean that in every case they will come round to your point of view, but it will help both you and the school to understand both sides of the question. It may also help to prevent a similar problem arising again.

What to do next

Stage 2

If you are dissatisfied with the teacher's response, you can make a complaint to the Executive Headteacher. This should be made in writing.

The Executive Headteacher will conduct an investigation of the complaint and may interview any members of staff or pupils involved. The Executive Headteacher will ask to meet you for a discussion of the problem. You may take a friend or someone else with you if you wish.

You will receive a written response to your complaint and a summary of recommendations or actions to help with a resolution.

Where the situation is recognised as complex, and it is deemed to be unable to be resolved within this timescale, the Executive headteacher will contact the complainant to inform them of the revised target date via a written notification.

If your complaint is about an action of the Executive Headteacher personally, then you should refer it to the Department of Education, Sport and Culture (DESC).

You may also find it helpful at this stage to have a copy of the full statement of the General Complaints Procedure, as this explains in detail what procedures are followed. This is available on the school website or the Department of Education, Sport and Culture.

If you are still unhappy

The problem will normally be resolved by this stage. However, if you are still not satisfied, you may wish to contact the Department of Education Sport and Culture. The Department's Complaints Policy explains how procedures operate.

Further action

Complaints about school problems are almost always settled within schools, but in exceptional cases it may be possible to refer the problem to an independent investigator from outside the Department, who will report to the Chief Executive Officer.

Monitoring and review

The Executive Headteacher monitors the complaints procedure in order to ensure that all complaints are handled properly. The Executive Headteacher logs all complaints received by the school, and keeps records of investigations undertaken. The retention period for these is 12 months. Confidential destruction will take place at the end of the retention period.

This policy will be reviewed every two years, or before if necessary.

Date: March 2024



Scoill yn Jubilee Encouraging Learning Policy Document

Aim

This policy aims to

Policy creation

This policy was created in consultation with all teaching and support staff at Scoill yn Jubilee.

Policy links

This policy should be read in conjunction with SyJ's Assessment and Marking Policies .

Glossary of terms used in this policy

At Scoill yn Jubilee we believe our core purpose is to help children learn how to learn. We see three major parts to learning; knowledge, skills and attitudes.

How we value and recognise learning at Scoill yn Jubilee

What is it that we do at Scoill yn Jubilee?

Knowledge, skills and attitudes

We believe that knowledge, skills and attitudes play a role in the learning process:

- knowledge is the familiarity with information, concepts, facts, ideas, theories and practices in different subjects
- skills are the abilities to carry out actions needed to increase understanding and achieve excellent performance
- attitudes are the attitudes towards learning such as curiosity, open mindedness, determinations
- in each lesson teachers emphasis two or three of these parts of learning
- teachers model good learning habits, such as making mistakes, we believe that children adopt the attitudes of adults around them

At SyJ, this is what we do to develop knowledge, skills and attitudes

- we talk about the attitudes that help the children to succeed during and at the end of lessons
- we talk about the attitudes of famous people past and present and fictional characters in books and how they have influenced their achievements
- we talk about progress individual children have made in developing their *knowledge, skills and attitudes* and we focus on learning goals to improve personal bests rather than comparing or ranking children
- we teach self control by giving children opportunities to 'save up' for rewards using Jubilee cards
- we encourage children to think creatively and solve problems by...
- we increase children's motivation to acquire knowledge asking them what they want to know and what they think they should know at the start of a topic and by asking them to carry out research at home
- we believe children will put effort into acquiring *knowledge, skills and attitudes* if they want to achieve (motivated) and they expect to achieve (growth mindset)

Rapid Learners: catering for all abilities

We believe that Rapid Learners could have:

- a disengaged or disruptive approach to their learning (could they be bored, or finding learning to be 'too easy'?)
- a disparaging approach towards other children, adversely affecting their relationships
- an inclination to rush through work, making unnecessary mistakes
- a lack of resilience - they could struggle with problem solving and they could have a fear of failure (this can sometimes be exacerbated by parents who tell their children how 'clever' they are)
- social and emotional difficulties
- difficulties in applying their learning in different contexts
- a particular strength in a particular aspect or area of the curriculum

We identify Rapid Learners:

- through teacher observation
- through regular (termly) pupil progress meetings
- by tracking, using Pinks and Greys
- by tracking through target sheets
- in consultation with parents/carers
- in consultation with the SyJ SENCOs

At SyJ, this is what we do and when we do it with regards to Rapid Learners:

- plan for rapid-learners at the medium and short term stage (identify rapid learners on MTP, plan for differentiation within lessons on STP)
- differentiate classroom challenges (including a weekly 'super' challenge)
- plan continuous provision opportunities to stretch children
- weekly 'rapid-learner' groups in assembly time (Infant-site only?)
- stretch children through quality dialogue and high expectations
- discuss rapid-learners at termly pupil-progress meetings
- reference and use of DEC 'Rapid Learners' booklet

Growth Mindset

We believe that children with SEBD could have:

- difficulties in accessing or coping in a learning environment without support
- difficulties with trusting adults
- difficulties with concentrating / motivation to learn
- lower than expected attendance at school
- a fear of failure
- difficulties recognising appropriate behaviour and the boundaries involved
- difficulties with following school rules and expectations
- parents who have difficulties in recognising the issues that their children have
- a dependence on adult support/intervention in school

We identify children with SEBD:

- through teacher professional judgement - teachers may draw on a wealth of information to support their assessments including Boxall Profiles, SDQs, Burnett Self-Scale assessments, observations and notes, ASD profiles, Social Inclusion Survey data.
- through conversations with parents/carers

- 'record of initial concerns' completed and passed to Nurture staff

At SyJ, this is what we do and when we do it with regards to children with SEBD:

- take advice from EdP team
- maintain strong links with the ESC
- maintain a core of TeamTeach trained staff
- SESO/ESO classroom support
- Nurture intervention
- classroom strategies employed by the teacher
- behaviour charts in class
- take a personalised/individual approach to each child

Developing Thinking Skills

We believe that children with medical needs could have:

- visual/auditory/sensory needs
- an identified condition which needs managing in school (eg epilepsy, asthma, diabetes, allergies etc)
- a short-term illness which requires the administration of medication such as antibiotics etc
- a long-term need for the administration of medication such as Ritalin anti-hystramine etc.
- physical difficulties
- emotional difficulties
- a life-dependance upon vital medication (eg insulin)
- a dependance upon / need to make use of special equipment (eg wheelchair, crutches etc)
- a need for immediate first aid

We identify children with medical needs:

- through communication with parents and by monitoring the child.

At SyJ, this is what we do and when we do it with regards to children with medical needs:

- Medical co-ordinators at both sites maintain an up-to-date medical needs register
- named staff are allocated to specific children to manage individual medical needs - eg diabetic children can rely on a specific person to carry out blood glucose checks and insulin therapy at pre-determined times throughout the day; children requiring medication can rely on a specific person to administer the medication at pre-determined times in the day etc.
- maintain close links with medical specialists such as the diabetic nurse and school nurse
- medical register, asthma cards and ventolin, epi-pens and medication is centrally stored in the school office for ease of access
- issue receipts upon administration of medication
- issue receipts when ventolin is given for asthma
- create and maintain individual care plans and health plans for children
- obtain permissions forms from parents for the administration of medication
- ensure that all staff in the school are first-aid trained

Philosophy for Children

We believe that children with EAL could have:

- a first language other than English
- a language other than English which is used more predominately than English, especially in their home life
- a feeling of being isolated and/or a feeling that they are an 'outsider'
- parents who feel isolated and/or feel that they are 'outsiders'
- cultural differences
- behavioural difficulties at school because of language frustrations
- parents with different expectations of school and of learning based on their own cultural/country backgrounds
- difficulties in communicating

We identify children with EAL:

- At 'induction' before starting in Reception
- through consultation with parents/carers prior to joining SyJ

At SyJ, this is what we do and when we do it with regards to children with EAL:

- maintain strong links with the DEC EAL team, and take support and advice from them as and when necessary - this may include receiving EAL support staff to deploy within the classroom
- maintain strong links with our link education liaison officer
- hold 'induction' meetings with translators if necessary
- use technology to assist in communication eg Google translate/iPads/iPods etc
- make use of 'language link' package and activities
- regular review meetings with teacher, SENCo and parents and translators if necessary)
- SENCOs at both sites maintain a register of children with EAL (submitted annually to DEC)
-

Policy review

This policy was created during the 2015-16 academic year and became 'live' as of March 1st 2016. This policy is due for review three years from this date.

The background of the page is a repeating pattern of a logo. The logo is a diamond shape with a yellow border. Inside the diamond, there is a crown at the top and a stylized figure of a person running or jumping below it. The text "SCOILL YN" is written along the left side of the diamond, and "JUBILEE" is written along the right side. The pattern is repeated across the entire page.

Scoill yn Jubilee E-safety Policy

Scoil Yn Jubilee

E-safety Policy 2013

1. Online

1.1 Access to the internet is available to all staff and children through laptops, desktops and iOS devices. The internet is filtered through a DEC controlled filter, however it cannot filter out all inappropriate materials. Access to social networking sites, external email and YouTube is restricted to staff only through a secure login.

1.2 Children will only access the internet when a teacher is present. All internet access at school should be supervised. Supervision means more than being in the room, a teacher needs to be actively involved in what the children are doing. Teachers should engage the students in conversation about what they've found out and should promote responsibility and trust. If necessary teachers should conduct random checks on devices, including the history and browser windows. Following an incident random checks will take place until teachers judge children as being able to act in a responsible manner.

1.3. Children should be made aware of the rules for appropriate internet use and the consequences if not used correctly. Parents must acknowledge they have read the AUA with their at the start of each academic year. Children must abide by the school rules on acceptable behaviour online. Cyber bullying is not accepted. Any incidents of cyberbullying will be fully investigated and when necessary outside agencies, including the police, will be involved. All incidents of bullying will be treated in accordance with our behaviour and bullying policy.

2. Personal Data

2.1 All data needs to be secure, including images. Images on a camera should be uploaded onto a computer then deleted. If teachers personal cameras are used then images must be deleted within 24hrs. Pen drives can be made secure by encrypting but SD cards on cameras cannot. When taking photographs in the classroom and around the school staff need to make sure there are no notices, class lists or details of children in the background. Images should not be stored on laptops longer than necessary. Where possible, all images should be stored on the 'cloud' and consideration should be given to deleting images after one year.

2.2 Images taken are for school use only. Images taken of children may be used on the school's private pupil wiki. Select images may be used on the school's public blog. Names of children must not be published on the public wiki and blog. First names only may be used on the private pupil wiki.

2.3 Staff laptops must have automatic screen lock turned on - to come on in less than 7 minutes. Access to IMPs must be password protected, if for any reason a password is no longer requested, the staff member must inform ICT Helpdesk and ask for it to be returned to password protected.

3. Embedding e-safety across the curriculum

3.1 E-safety curriculum needs to be referred to frequently as an integral part of learning. Each class teacher will be responsible for teaching and regularly monitoring the children's use of ICT in their classroom. e-safety and acceptable use of ICT must be reinforced and embedded throughout all year groups and Key Stages. At the beginning of each year every class will create a list of e-safety rules to refer to throughout the year. Teachers should make use of online material provided by the Isle of Man DEC to support eSafety (<https://www2.sch.im/groups/esafety/>)

4. Involving students and parents

4.1 Parents will be offered support and guidance about e-safety through sharing of information on the school wiki, e-safety leaflets and e-safety presentations.

4.2 The school will become involved in events such as E-Safety day and other initiatives which promote the safe use of the internet. It will actively seek the views of parents and the wider community and encourage parents to liaise if they think a student is either at risk or showing inappropriate behaviour online.

5. Personal Devices

5.1 Children must not bring in personal electronic devices. If mobile phones are needed for after school use, they must be submitted to the school office. A consent form should be signed by parents to allow children to bring in a mobile phone.

5.2 If for special projects personal electronic devices are allowed to be used in class, parents will be formally informed if children are allowed to bring in a device and a permission slip will be sent out on each occasion. Children and parents must have acknowledged the school's Acceptable Use Policy before bringing any device into school.

5.3 Devices brought in from home with 3G can bypass school filtering systems and present a new route to undesirable material and communications. Care is required in any use in school or other officially sanctioned location. Children should use the schools wifi 'DECGuest' network, that filters searches when accessing the internet.

5.4 If children bring in a personal device without permission it will be confiscated and parents will be informed. Children will have to collect their device at the end of the school day.

6. Responding to Issues and sanctions for misuse

6.1 If members of staff suspect that misuse might have taken place, it is essential that correct procedures are used to investigate, preserve evidence and protect those carrying out the investigation.

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour / disciplinary procedures. The school will keep a record of incidents that occur in the e-safety incident log book.

6.2 The table below shows possible disciplinary procedures that may be followed

	refer to class teacher	Record in e-safety incident book	Refer to Head teacher/ Deputy Head teacher	Head to Report incident to Police	Temporary removal of internet access	Inform parents
Deliberately accessing or trying to access material that could be considered illegal	✓	✓	✓	✓	✓	✓
Unauthorised use of non-educational sites during lessons	✓				✓	
Unauthorised use of mobile phone / digital camera / other handheld device	✓	✓	✓			✓
Unauthorised use of social networking / instant messaging / personal email	✓	✓				
Unauthorised downloading or uploading of files	✓	✓				
Allowing others to access school wiki/Google Docs by sharing username and passwords	✓	✓	✓			✓
Attempting to access the school wiki/Google Docs, using another pupil's account	✓	✓	✓			✓
Corrupting or destroying the data of other users	✓	✓	✓		✓	✓
Sending an email, text or instant message that is regarded as offensive, harassment or of a bullying nature	✓	✓	✓			✓
Continued infringements of the above, following previous warnings or sanctions	✓	✓	✓	✓	✓	✓
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school	✓	✓	✓		✓	✓
Accidentally accessing offensive or pornographic material and failing to report the incident	✓	✓	✓			✓
Deliberately accessing or trying to access offensive or pornographic material	✓	✓	✓	✓	✓	✓
Deliberately distributing offensive or pornographic material	✓	✓	✓	✓	✓	✓

7. Staff responsibilities

7.1 All staff are responsible for modelling good practise and adhering to school policies regarding e-safety. Staff set an example in terms of e-safety by having secure passwords, using mobile devices in an appropriate way during learning time (e.g not texting, social networking, personal use etc), talking through appropriate use of social networking.

7.2 Staff must maintain a professional level of conduct in their personal use of technology both within and outside of school. Staff must not bring the DEC or school into disrepute with social networking and FirstClass emails, and act within the DEC AUP and whistle-blowing policy.

7.3 Staff are encouraged to take personal responsibility for their professional development e-safety by use of Isle of Man DEC wiki and other online material. All

staff will engage with professional discussion at staff meetings/twilight/ professional forums and will seek appropriate support where needed.

7.4 It the responsibility of staff to know how and when to escalate e-safety issues - staff to decide if the issue is aggravated, intentional or accidental and follow the eSafety sanction table referred to in section 5 of the eSafety policy.

8. Vulnerable groups

8.1 The school has a duty to safeguard and promote all children's welfare in relation to children's understanding of e-safety issues. We interpret this duty to include a child's e-safety in their home, and will work with parents and external agencies (where appropriate) to promote safe and appropriate use of children's online access, gaming access, social networking and use of mobile devices.

9. Reviewing Policy and evaluating effectiveness

9.1 The e-safety and AUA policies will be implemented through curriculum development meetings and will be monitored through discussion and use of e-safety incident log. The school will provide training and support to enable staff, pupils and parents to understand the school's policies and the importance of e-safety in schools and at home. The policies will be revised and revisited each year or when appropriate to reflect changing technologies and new initiatives.

9.2 Pupils will be included in developing and reviewing our e-safety and AUA policies. When appropriate the school will encourage active learning methods including posters, promotional videos leaflets and class assemblies. Policies can be accessed via the school's wiki. Parents will be informed about updates and information in school newsletters.

9.3 In order to evaluate the effectiveness of our policy the school will use a range of strategies including staff/pupil interviews and audits, monitoring pupil behaviours whilst using technology in school and evaluating the communication received from both children and parents.

Monitoring, Evaluation and Review

This policy will be reviewed on a three year basis or when the need arises, to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Governor Approved February 2014
Review February 2017.

Scoill Yn Jubilee

Handwriting Policy

Introduction

We aim to develop the children's ability to write with ease, speed and legibility, enabling them to maximise the fluency, quality and quantity of their work. Children learn cursive handwriting, which teaches pupils to join letters and words as a series of flowing movements and patterns. Links are made between handwriting and spelling.

Aims

At Scoill Yn Jubilee we aim to:

- ❑ Introduce handwriting as early as possible through activities that are appropriate to the age and stage of the children.
- ❑ Develop gross and fine motor skills and hand-eye co-ordination.
- ❑ Develop handwriting through letter patterns.
- ❑ Develop a language to talk about the shape of letters and the movements needed to form them.
- ❑ Establish correct letter formation as soon as possible and prior to developing fluent joined handwriting.
- ❑ Teach one type of handwriting script throughout the Foundation Stage, Key Stage 1 and 2.
- ❑ Encourage children to use a comfortable posture and pencil grip.
- ❑ Encourage children to develop skills to write with a range of tools including pens and fountain pens.

Key Skills, Concepts and Knowledge

The children in the Foundation Stage and Key Stage One need practice in each of the three key movements underpinning letter formation i.e. the curly caterpillar, the long ladder and the one-armed robot in order to establish them in kinaesthetic memory.

We use the handwriting style suggested in 'Letters and Sounds'. (Appendix 2). We use the handwriting jingles found in 'Foundations in Literacy'. (Appendix 3)

Handwriting Skills are further developed during Key Stage 2 developing the above, then using the Paediatric Handwriting Scheme 'families' and additional exercises where required. (Appendix 4)

Gross motor control.

We see gross motor control as the term used to describe the development of controlled movements of the whole body or arms and legs.

To develop gross motor control we plan activities that:

- ❑ Consolidate the vocabulary of movement by talking about the movements children make. For example going round and round, making curves, springing up and sliding down.
- ❑ Show children how to make large movements in the air with their arms, hands and shoulders.
- ❑ Let the children make different body shapes/ actions in response to music.
- ❑ Encourage spatial awareness

Fine motor control.

We see fine motor control as the term used to describe smaller movements usually with the fingers or hands.

To develop fine motor control we plan activities that:

- ❑ Encourage children to develop dexterity by cutting out large letter shapes.
- ❑ Allow children to strengthen their fingers by using clay, playdough and modelling media.
- ❑ Allow children to practise letter patterns using large paintbrushes and water.
- ❑ Encourage children to create shape patterns using finger paints and using the sand box.
- ❑ Develop the pincer movement through picking up beads with tweezers, sprinkling glitter or sand on pictures, using pegs.
- ❑ Follow Smart Hands programme in KS2

Kinaesthetic memory.

We see kinaesthetic memory as internalising a bank of movements necessary for correct letter formation.

To develop kinaesthetic memory we plan activities that:

- ❑ Develop repetitive movements to reinforce actions (muscular habit)
- ❑ Short activities which have follow up tasks
- ❑ Involve active participation
- ❑ Modifications of similar activities to develop good letter formation / habits

Letter patterns

During the Foundation stage and Key Stage 1 we introduce patterns of writing to children by focusing on common features that keep recurring in letter formation.

We focus on four basic letter shapes:

- ❑ l, the long ladder
- ❑ c, the curly caterpillar
- ❑ r, the one armed robot.
- ❑ z, the zigzag letter.

By aligning the letters with one key letter we try to help children to remember the starting point and movement of the letter.

The four groups are:

- ❑ Down and off in another direction, l and i,j,t,u.
- ❑ Anti-clockwise round, c and a,d,e,g,o,q,f,s.
- ❑ Down and retrace upwards, r and b,h,k,m,n,p,r.
- ❑ The zigzag letters z and v,w,x,y.

Teaching and Learning Approaches

In the Foundation Stage children should be given opportunities to:

- Use writing as a means of recording and communicating
- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment
- Draw lines and circles using fine and gross motor movement
- Manipulate objects with increasing control
- How to hold a pen/pencil
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters correctly

- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
- To start and finish letters correctly

At Key Stage One (Years 1 and 2) children should be taught:

- To write from left to right and top to bottom of a page.
- To form letters of regular size and shape.
- To put regular spaces between letters and words.
- How to form lower- and upper-case letters.
- How to join letters.
- To sit letters on the line when using lined paper.
- The importance of clear and neat presentation in order to communicate their meaning effectively.
- Some pupils may begin to join letters with fluency and speed.

At Key Stage Two (Years 3-6) children should be taught to:

- Write legibly in both joined and printed styles with increasing fluency and speed.
- Use different forms of handwriting for different purposes. e.g bold for titles, capitals for effect in a cursive text.

Teaching Handwriting to Children with Special Needs

- ✓ Where children have difficulties with handwriting, early intervention is essential.
- ✓ Developing gross and fine motor control has an impact on handwriting development.
- ✓ For specific learning difficulties we use differentiated activities.
- ✓ We aim to provide appropriate handwriting resources that appeal to individual children, e.g. triangular pencils, tilted working surface (wedge) pencil grips, fine and gross motor control activities using a variety of equipment.
- ✓ We encourage children to pick up writing implements themselves and decide which hand they prefer. As children discover their preferred hand and they are confident with using large flowing movements they can then be introduced to smaller more controlled movements.
- ✓ Through these activities left to right hand movements, top to bottom movements and anti-clockwise movements can be reinforced.

- ✓ In demonstration handwriting sessions children with special needs are encouraged to sit at the front of the group.
- ✓ We work with and welcome support from outside agencies.

TEACHING AND LEARNING General

- ✓ Display writing throughout the school includes block letters, cursive writing and computer generated writing.
- ✓ When marking or writing comments, members of staff use cursive handwriting as appropriate.
- ✓ Teachers model good handwriting on the board and flipcharts, and whenever they are writing with pupils.
- ✓ Before handwriting sessions Key Stage 2 pupils may do a series of warm ups to encourage good seating position, posture and encourage manipulation skills. (Appendix 1)
- ✓ Children are given experience of a variety of writing tools.
Handwriting pens should be available for use throughout Key Stage 2, with fountain pens introduced during years 5 and 6.
- ✓ Triangular pencils and pens, pencil grips and chunky pencils are used to support pincer grasp and support the correct pencil grip to form good habits.
- ✓ In Foundation Stage and Key Stage One children need lots of practice experimenting in sand, salt, glitter, rice, using finger paints and large markers. Once they have had lots of practice drawing letter shapes without constraints they can move onto using pencils and pens on smaller pieces of paper.
- ✓ Handwriting books and lined paper are used as appropriate.
Handwriting paper is available for pupils to support regular sizing and ascenders and descenders. (Appendix 5) Guidelines are encouraged when the children are writing on plain paper.
- ✓ Left-handed children always sit on the left side of right-handed children, so their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

Posture:

Good writing posture is as important as good pencil grip. Children who write in an awkward position can have headaches, fatigue and pains in their shoulders, arms and hands.

We try to check that:

- ❑ Children have a good pencil grip.
- ❑ That tables are large enough and children don't jostle each other's arms.
- ❑ As far as possible, the height of tables and chairs should be correct so that children can sit comfortably with their feet flat on the floor and their legs not touching the desk.
- ❑ The lighting is good so children can easily see what they have written.
- ❑ Children use their non-writing hand to steady their paper and bear some body weight.
- ❑ The paper is slightly tilted.

Expectations

Foundation Stage

In the Foundation Stage children take part in activities to develop gross and fine motor skills and recognition of patterns. Handwriting and letter formation is taught every day through the phonics session.

Key Stage 1

Children start practising using the cursive style to begin joining their letters. Handwriting is taught regularly and is linked to the phonics session within the teaching of Literacy. (Letters and sounds)

The children:

- ✓ Develop fine and gross motor skills with a range of multi-sensory activities
- ✓ Practise patterns and free flowing hand motions
- ✓ Write both lower case and upper case letters
- ✓ Write from left to right and from top to bottom
- ✓ Start and finish letters correctly
- ✓ Be consistent with the size and shape of letters and the spacing of letters and words

- ✓ Sit letters on the line, and ensure that ascenders reach the appropriate height, and that descenders sit below the line
- ✓ Have the correct pencil grip
- ✓ Find a convenient position for their page
- ✓ Have the correct posture and position

Key Stage 2

During this stage the children continue to have direct teaching and regular weekly practice of handwriting. We aim for children to develop a clear and fluent style by the end of Key Stage 2 and that they are able to adapt their handwriting for the following different purposes:

- ✓ A neat legible hand for finished, presented work.
- ✓ A faster script for notes.
- ✓ Print for labelling maps or diagrams.

Parental Partnership:

It is important that parents understand the skills required for handwriting. The stages of teaching handwriting will be provided by the school when the pupil starts at Scoill yn Jubilee.

Parents will be asked to encourage their child to teach name writing and other exercises using the correct letter formation.

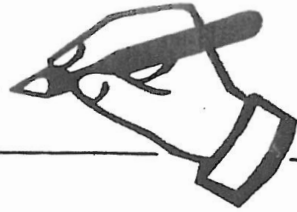
Staff will liaise with parents and make them aware of successes and difficulties.

ASSESSMENT

Children are assessed continually throughout the school, through the use of formative, summative, self and peer-assessment. Please refer also to the Assessment Policy.

Throughout their time at Scoill yn Jubilee, samples of children's writing are collected and assessed against National Curriculum criteria. A sample of children's writing is completed and assessed at least three times per academic year. (This can be any writing task) This may be during writing assessments when handwritten.

Rugby Handwriting Interest Group....



Hands up for Handwriting ! a quick 'workout' sitting at tables

Children with handwriting problems often experience difficulty with fine hand movements - sometimes because of purely physical control, sometimes due to poor perception of various sorts. A short 'desk based' set of hand and arm activities to precede every handwriting session in the classroom would be helpful. Five minutes is quite enough - daily if possible. Use your own ideas to vary and enhance the list as you like.

Anna Markie.

1

- Good sitting position, feet flat, back straight, head tall
- Bottom back on chair
- Sit on hands ► sit on one, wave the other
- Hold edge of chair (2 hands)
- Push self up - lean right & lean left
- Lift (shrug) 2 shoulders, 1 shoulder
- Lift alternate shoulders
- Shake 2 hands in the air ► shake 1
- Shake up, down, fast, slow one hand still, one hand shake
- Hands on table, talk about them
- Name them, name the fingers, thumbs
- Touch them
- Shake hands with neighbour

2

- Make 2 fists (hands on table)
- Straighten arms (elbows off table)
- Are hands level?
- Thumbs out then in
- Pull fists towards you
- Hide thumbs under table
- Stretch arms again (keep fists)
- Lift 2 arms up to shoulder level
- Lift 1 arm up, keeping the other down
- Move arms in, out, cross them
- Turn them over fingers up
- Bend elbows, thumbs on top
- Thumbs in, out, wriggle them
- Clap 2 fists together
- Climb fists upwards (thumbs in) as in 1 potato, 2 potatoes..

3

- Make 2 flat hands (thumbs out)
- Spread fingers (thumbs touching)
- Close fingers and thumbs
- Turn them over (touch little fingers) Stand flat hands up (thumbs up)
- Put 1 on the other and cross them
- Lift flat hands & straight arms
- One higher, one lower, one up one still
- Make a V with 2 flat hands
- Rest chin in it
- Make a ^ with hands, put on head
- Clap hands to rhythms. simple... hard
- Clap hands then thighs to rhythms
- Increase complexity
- In 2s "my mother said etc...

2 Hands up for Handwriting !

4

- Make 1 fist, 1 flat hand, change
- Touch body parts with fist, flat hand
- Lift from table - shoulder level
- Lift one keep the other still
- 2 fists on shoulders - 2 flat hands on table, cross them
- Clap fist on flat hand, change
- Make rhythms this way
- Clasp 2 hands together, make a clapping noise
- Interlock fingers
- Stretch forwards, sideways circle them,
- Put them behind your head, push palms forward
- Flat hands & elbows together on table, slide elbows out wrists down, hands stay together
- Church / steeple etc

5

- Rub hands together (fronts & backs)
- Hands flat on table, tap thumbs tap all fingers
- Tap individual, named fingers
- Make clasped hands again
- Press all finger tips and thumbs together
- Move them (pressed together)
- Make hoops, finger and thumb
- Pincer grasp
- Make hoops finger & thumb & other fingers
- Look through them (glasses, monocle!)
- Hold ears with finger & thumb
- Cross arms & hold ears
- One hand, hold nose
- Finger games eg Incy wincy spider

6

- Use cardboard tubes or small sticks
- Grasp with 2 hands (thumbs under)
- Stretch forwards, back, sideways
- Lift up, behind head, down
- Hold with thumb under on 1 hand, over on the other
- Change
- Hold 2 tubes or sticks
- Stand them up, turn them over
- Tilt them sideways
- Lift alternate tubes
- Use chopsticks or pencils & pincer grasp
- Twiddle and twirl
- Walk fingers up and down etc

7

- Name fingers again
- Link on the other hand
- Touch 2 Peter Pointers
- Put him in / out from a fist
- Repeat with elbows stretched
- Peter Pointer points patterns in the air → on the table, on your hand etc
- Touch 1st 2 fingers and thumb
- Hold soft lead pencil → talk about grasp
- Chant rhythmic patterns on paper
mm mmm wvv etc.
- Now start writing!
- To finish draw round your hand naming fingers

Appendix 2- Letter formation used at Scoill Yn Jubilee
(From Letters and Sounds DfES 2007)

Appendix 2

Letter formation





Appendix 3 -Handwriting Jingles found in 'Foundations in Literacy'.

Appendix 4: Handwriting groups and jingles for large-scale practice

The l group	
Start at the top for l... straight down...	l t
flick and all is well.	l
Take it from the top, slide to the ground and flick	t
And cross it quick!	
Straight down like a stick...	i u
and flick...	i
Don't forget the dot.	u
under, up...	u
Start like i, like a stick...	i
down... and flick	u
Do a u...	y j
Slide underground...	y
and curl back round.	j
Start like i, like a stick...	i
slip underground...	j
curl back round...	j
and dot it	

The c group	
Start at the top...	c a
Come round... and stop.	c
Start as if it was c for cat...	a
Come back up like an acrobat...	a
Down to the ground...	a
and flick	a
Start as if it was c for cat...	d g
Now climb up the dinosaur's neck...	d
Slide back down to his foot and flick	g
Come back up like an acrobat...	g
Slide underground...	g
and curl back round.	g
Start as if it was c for cat...	o qu
but make an orange - just like that	o
Come back up like an acrobat...	qu
Slide quickly, and quietly flick (And never do a q without a u.)	qu
Start as if for a cat...	s
But halfway down you come back early...	s
Start as if for a cat all curly...	s
and curl back round for a snake on the ground.	s

Appendix 4: Handwriting groups and jingles for large-scale practice

The r group	
Down to the ground...	r p
Back up and round... rrr!	r
Go down underground...	p
and curl back.	p
Down...	n m
up...	n
round...	n
down to the ground	m
and flick.	m
Start off like an n...	n
up and round again...	m
and flick	m
Start high up and hurry down...	h k
Go halfway back and hurry round...	h
Hit the ground and flick.	k
Go halfway back and hurry round...	b
Start high up and hurry down...	b
Go halfway up, over and round...	b
to make a ball lying on the ground.	b

Other Letters	
Take the top part to the end...	e f
back over the top...	e
round and stop.	f
A backwards flip...	f
Fall underground...	f
Curl back round...	f
and cross it.	f
Start down to the ground...	v w
and start up in the air.	v
Down, up...	w
Start down to the ground...	x z
Lift your pen... up in the air... Cross back again.	x
Zoom forward.	z
zig zag back...	z
zoom again.	z

Appendix 4 - The Paediatric handwriting scheme and supplementary material

Printed free online at Scribblers.co.uk

scribblers

Paediatric Occupational

Therapy Handwriting Programme.

Family 1: i l e t ill tit till eel

Family 2 c a d g o oo ice ace get gate

Family 3 b h p k bite bath plate thick quip

Family 4 m n r s net man plank red shop

Family 5 u q y j f up shout quid jam stuffy

Family 6 v w x z have straw fix gaze zip

Family 7 A B C D E F G H I J K L M N O P Q R S

T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z.

HANDWRITING GROUP

Week One

Letters - i l e t

Aim - to give experience of joining letters by using those which are easiest to form. Practice encourages an easy flowing pencil movement.

Points to watch:

- * Watch the height of the x letters; perhaps draw a horizontal line at an appropriate height for the x letters until they can manage without
- * Dot i, and cross t after completing the word
- * All letters rest on line. The upward stroke should be vertical, and retraced on the downward stroke
- * To begin with it might be helpful to trace over an adults writing
- * Encourage speed with confidence

Practice:

N.B. Each word should be repeated a number of times, at least 2 full lines, or until it is being written confidently and to a satisfactory standard. Later letter formation will rest on the movement patterns which are established here.

ill it lit till tell let tie

tile lie tilt eel little _

Week Two

Letters - c a d g o

Points to watch:

- * the letters a d and g all start from a well-rounded c shape, formed anti clockwise.
- * Children who have acquired the habit of writing the d as a backward '6' may need extra practice and encouragement to overcome this. Ask them to practice rows of the letter at speed and then to write familiar words containing a 'd' e.g.; and, had, did, as old movement habits most readily appear in commonly written words.
- * The 'g' has been given a lower loop to aid speed and fluency.
- * Ensure that the 'o' is written anti-clockwise, and is ended at the top.
- * Encourage speed as this aids learning movements. You may have to compromise on appearance for a while.

Practice:

c a at all tall cat call

ice ace tea

d did deal aid laid lead tied

date tide ladle

g get gate age leg dig

glide glad gale

o oo too pool loop hope plot

coat boat moon load pond come

HANDWRITING

Week Three

Letters - b h p k

Points to watch:

- * The 'K' should be formed in one continuous stroke - the 'loop leg' positioned in the lower part of the ascender line. This is important so as to prevent the 'K' being mistaken as a capital 'R'.
- * Closure of letters b and p are essential to avoid resemblance of u and n due to poor formation.

PRACTICE:

b bet bell bit tab able table

bible bite label belt

h he hate the bath that teeth

heath health

p pill pat help cape path tape

plate chip pelt ape page gap

k kit kill like back lake black

thick pick peak take chick talk

kettle kilt tack quip plaque

HANDWRITING

Week Four

Letters - m n

Points to watch:

- * the mid-stroke of the 'm' must reach the baseline.

Letters - r, s.

Points to watch:

- * the 's' should be the same height as the 'x' letters.
- * 'r' sometimes presents problems and give plenty of practice with combinations of re, er, ere as these occur in many usual words.

PRACTICE:

n net and den panda king

think blink lane land neat

m me tame name lamp them

milk gleam mate blame pink meat

team plank ham gleam hand handle

r red are park port poor door

green rope her here there report

s so, as ask some roast ship

shop short rest snore skip trash

HANDWRITING

Week Five

Letters - u (q) y j f

Points to watch:

- * If you see difficulty with completing the 'u' it may be an idea to describe that actually almost a 'w' form is required to enable the joining-up:

e.g. the word 'up', without correct form looks like this

_____, instead of _____.

- * the 'f' form chosen is fully joined and does not interfere with the flow.

PRACTICE:

u up under us out shout could

q qu quit quill quite quiet

quid quad

y yes say way away yawn yard

stay playing toys yellow worry

j jam just jump jet jar jacket

jelly jumper jaws judge junk

f fit fell for if off offer

first foot stuggy after

HANDWRITING

Week six

Letters- x, z, v and w

Points to watch:

- * The 'X' is made up of 2 oblique strokes; first downwards in a left to right direction:
\
then lifting the pen off the paper a right to left stroke:/
This is the only letter needing the pen to be lifted.
- * 'Z' - '___' here the form chosen is easier for joining and retaining fluency of movement than the printed form.
- * Join v and w from a line at the top to aid flow and speed
- * We have now completed all the letters of the alphabet.
- * You may like to have some fun at the end of practice sessions by trying to develop a signature in joined writing.

PRACTICE:

v have vest starve van over love

w was saw were wave how west

straw star-wars shawl shower

x fix six axe mixer boxing tax

exciting Texas foxes fixing lynx

z zoo zoom gaze size daze zip

puzzle zebra zig-zag zinc

Week Seven

CAPITAL LETTERS

Points:

- * The common printed form of capital letters has been chosen for simplicity.
- * The main point is that capital letters are not joined to lower case letters but neither are they separated from the rest of the word by a large gap.

Practice:

Practice can be made into a fun activity: working through every letter of the alphabet. List names of boys, girls, countries, animals etc.

Or try lists e.g.: days of the week, numbers.

Andrew Ben Carl David Emma
Fiona Greg Helen Ian Jane Kate Lee
Mark Nick Oliver Pat Quentin Robert
Sarah Tim Una Vicky William Xavier
Yvonne Zoe

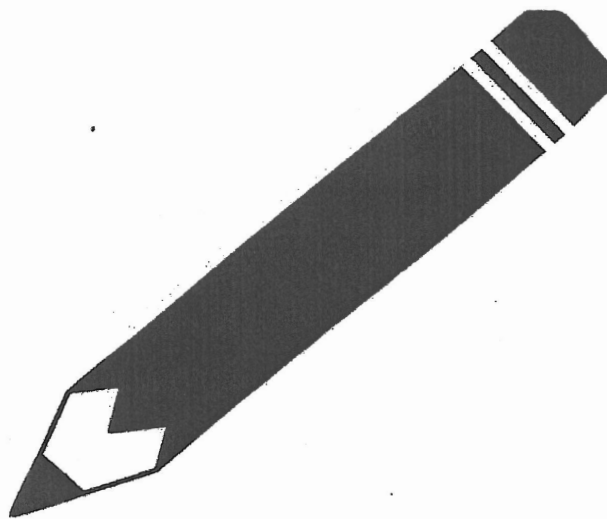
Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

Appendix 5 Handwriting paper

Handwriting practice paper template with 10 sets of horizontal lines. Each set consists of a solid blue top line, a dashed red middle line, and a solid green bottom line, providing a guide for letter height and placement.

PAEDIATRIC OCCUPATIONAL THERAPY
SERVICE ISLE OF MAN

A
Basic Letter
Patterns



*Write on
Target*



Based on the work of Suzanne Tiburtius, Integrated Support
Services, Margate Learning Resource Centre.
Hilderstone Adult Education Centre, Hawley Square, Margate 1993

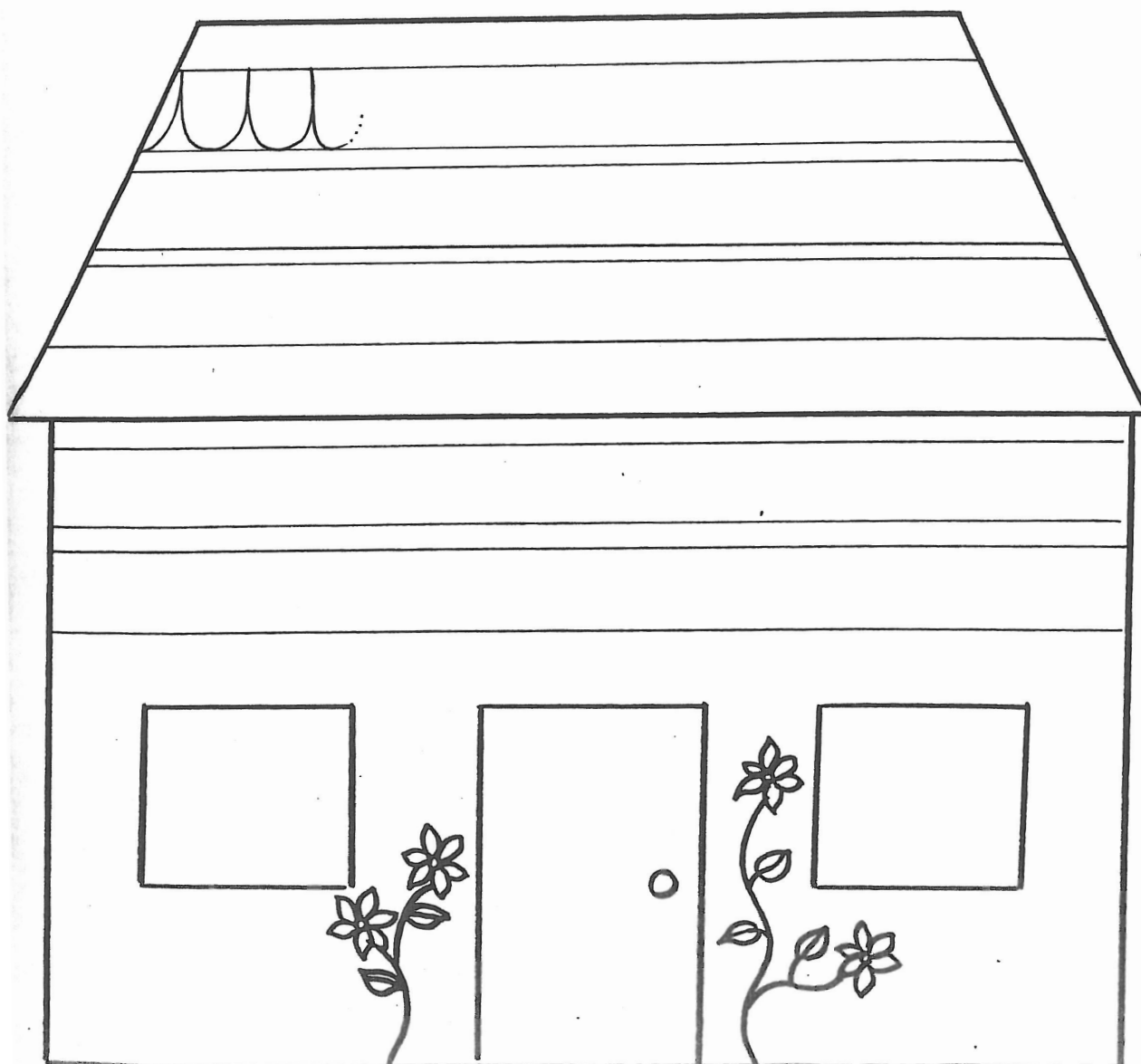
Trace this pattern



Copy it here



Now put this pattern on the house



OCCUPATIONAL THERAPY 2002

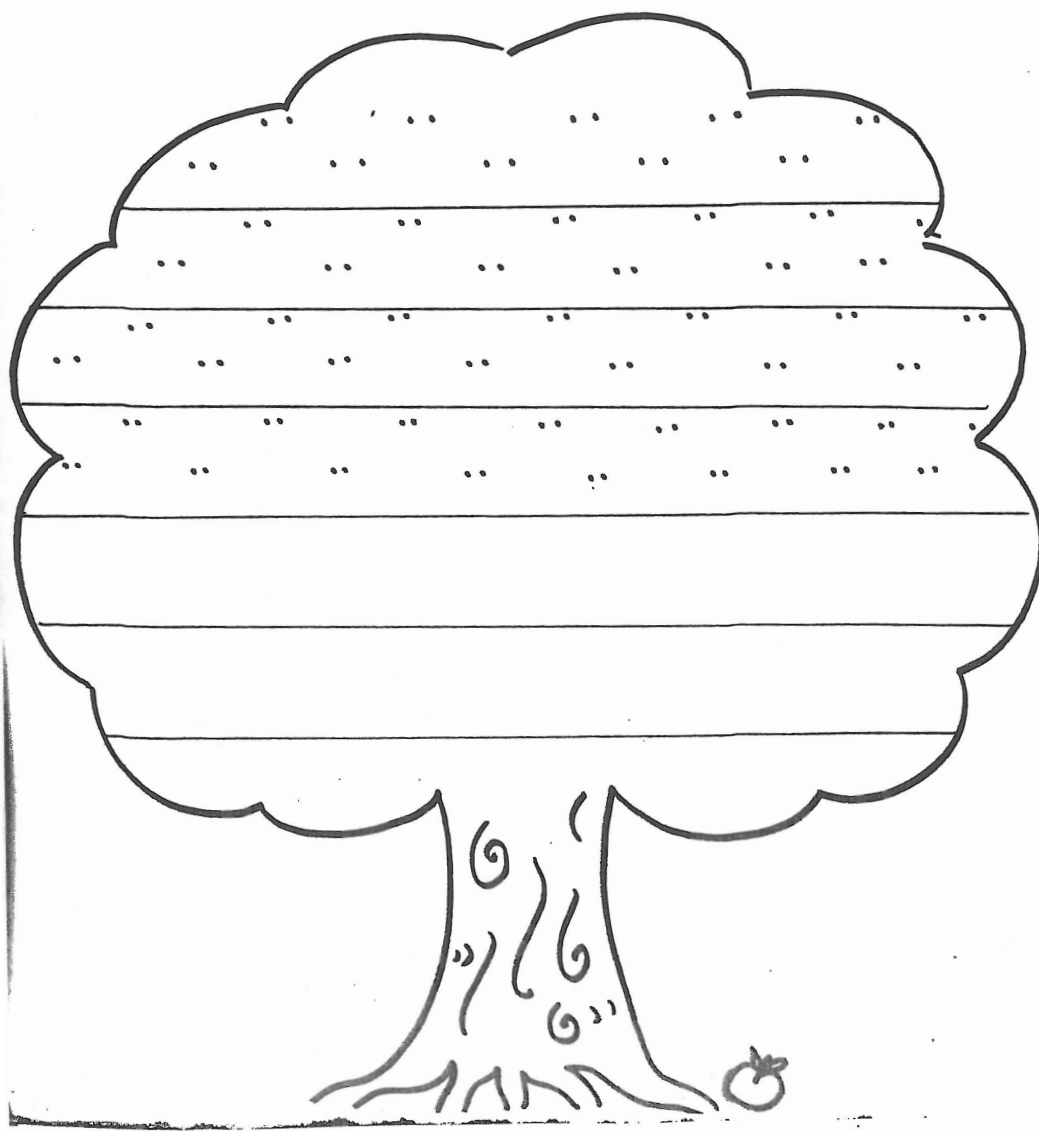
Trace this pattern



Copy it here



Now put this pattern on the tree



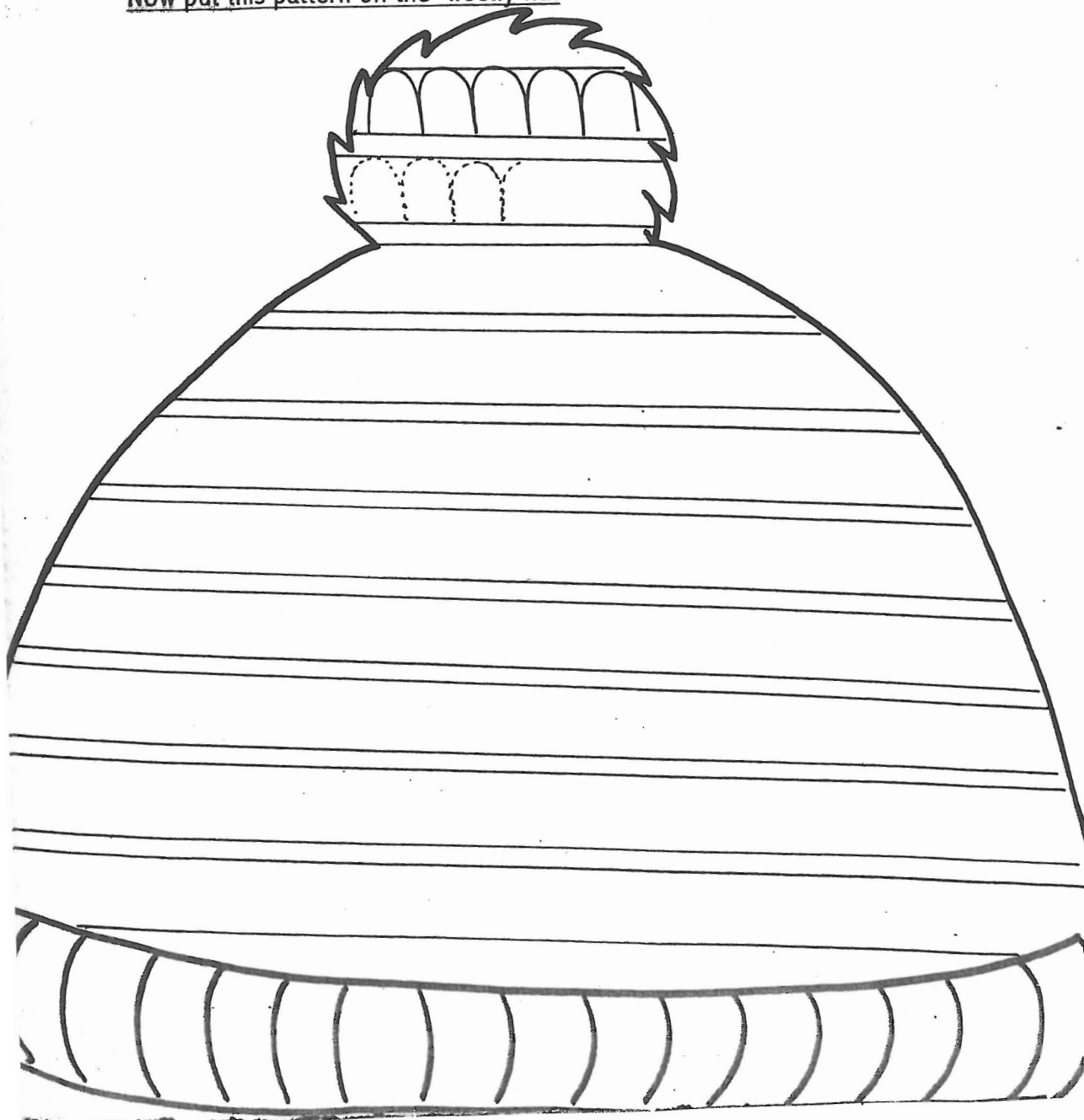
Trace this pattern



Copy it here



Now put this pattern on the woolly hat



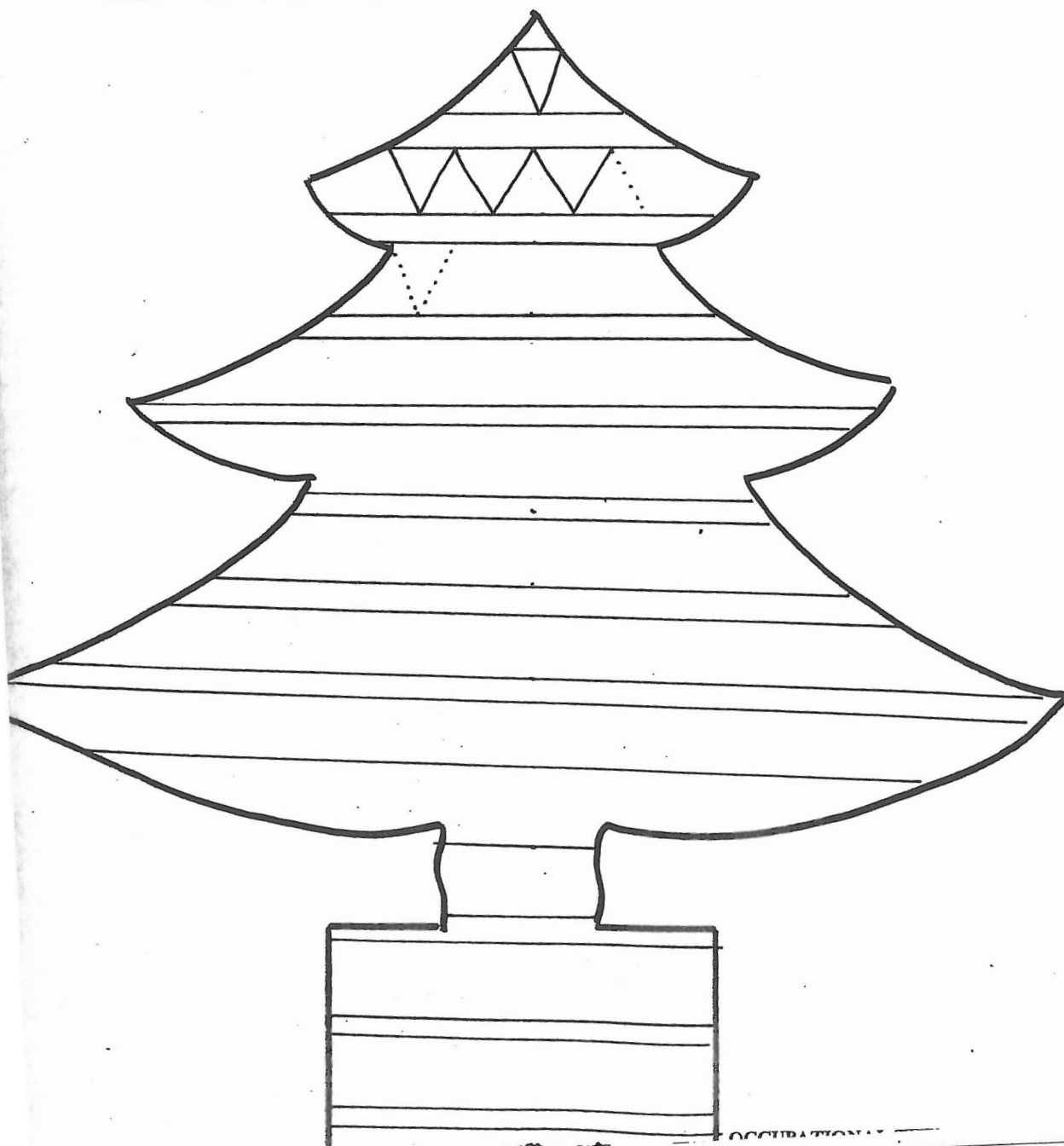
Trace this pattern



Copy it here



Now put this pattern on the Christmas tree



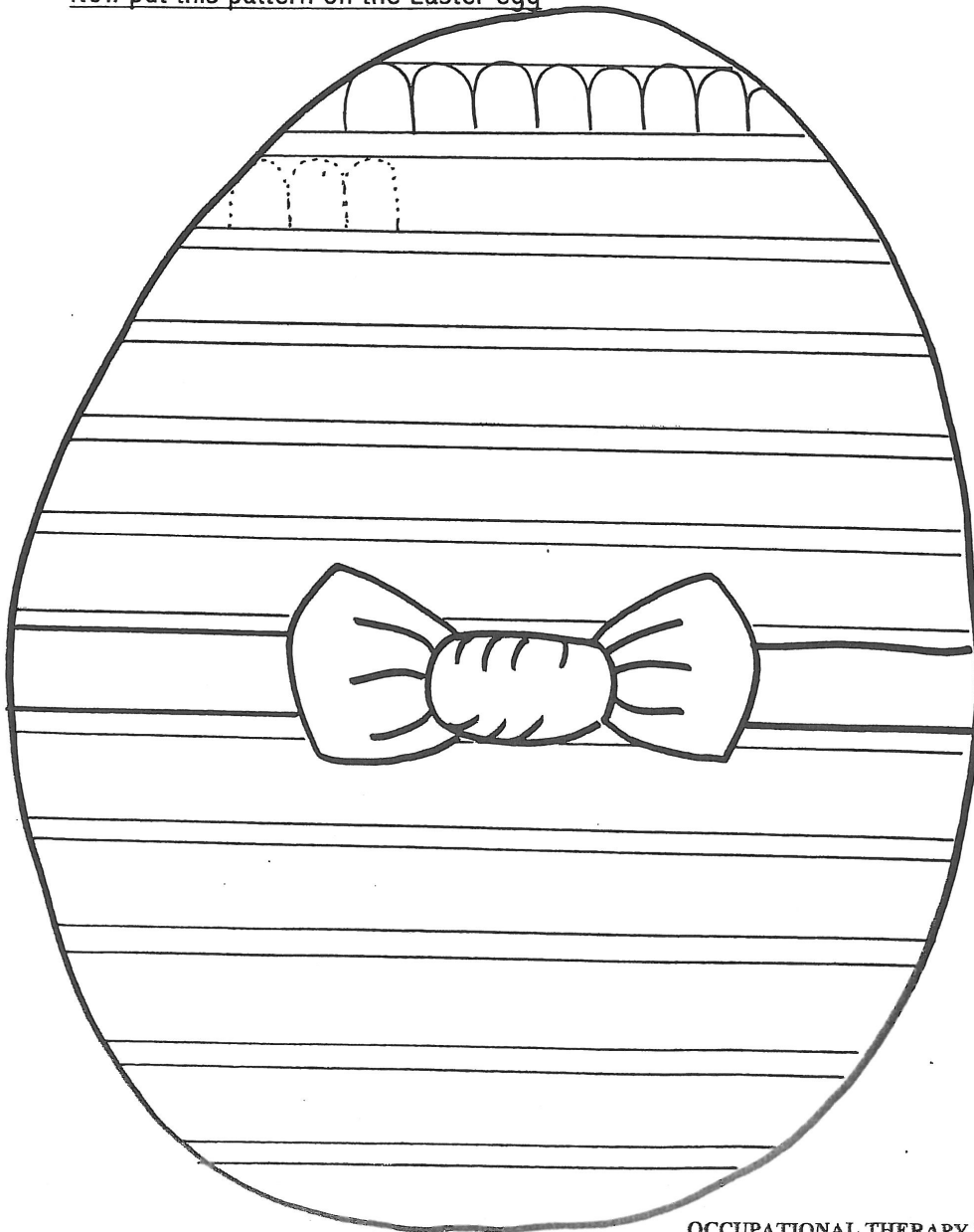
Trace this pattern



Copy it here



Now put this pattern on the Easter egg



OCCUPATIONAL THERAPY I.O.M 2002

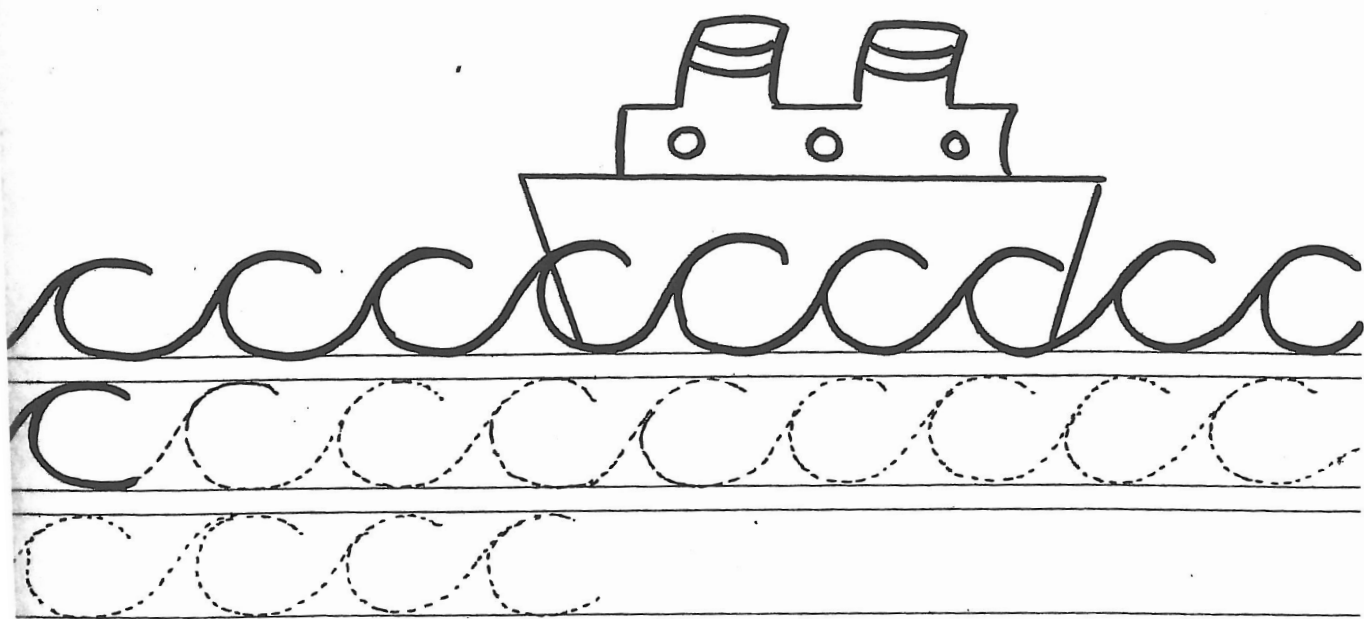
Trace this pattern



Copy it here



Now put this pattern as the waves of the sea



OCCUPATIONAL THERAPY 2002

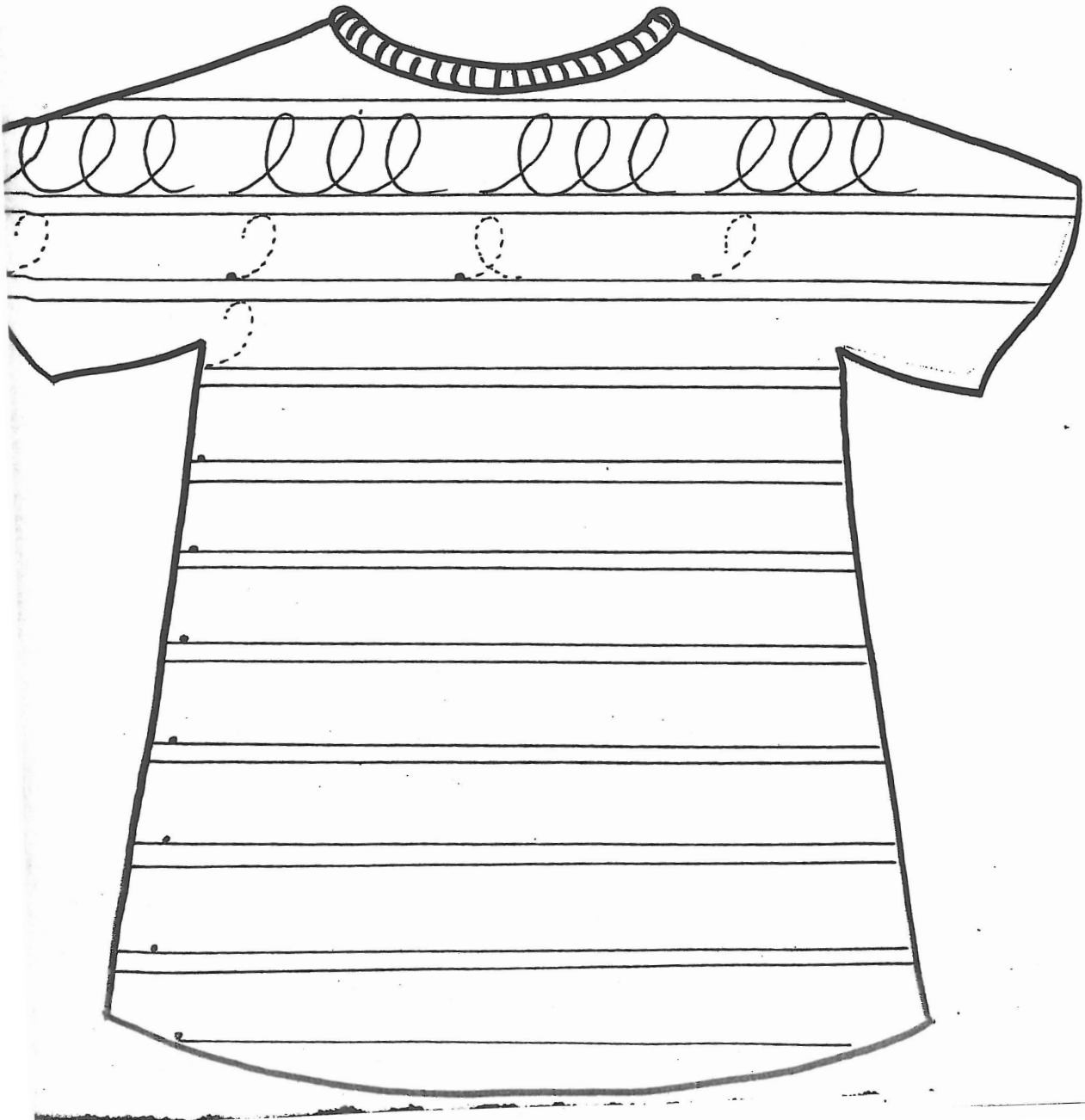
Trace this pattern

eee eee eee eee

Copy it here

eee e

Now put this pattern on the tee shirt



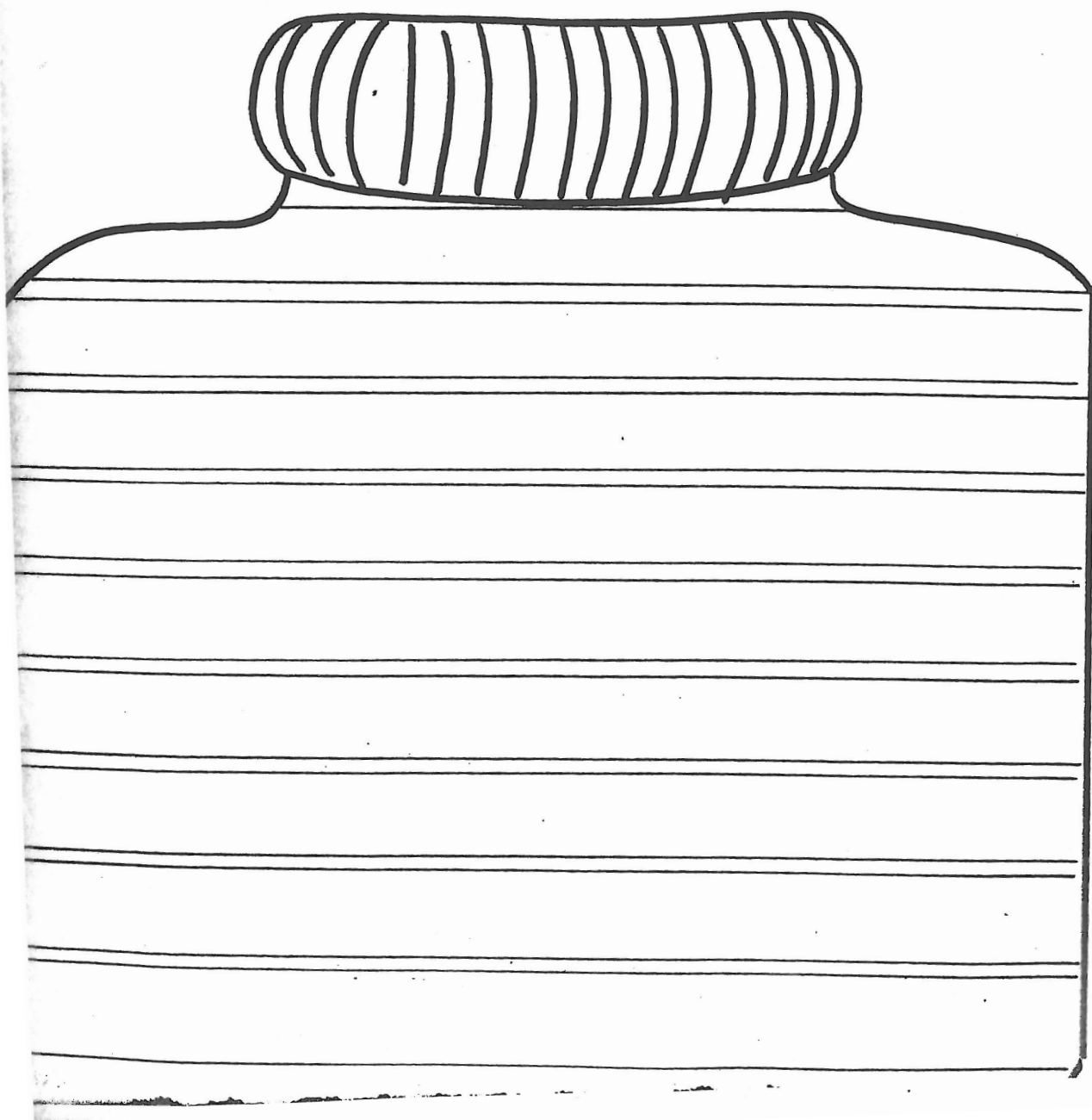
Trace this pattern



Copy it here

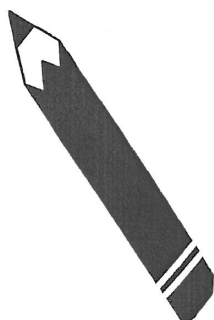


Now put sweets in the jar



B
Basic Letter
Formation

Write an Icandyet



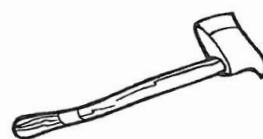
Cursive Handwriting

*A structured fast and effective way to teach handwriting
Towards cursive writing for children*

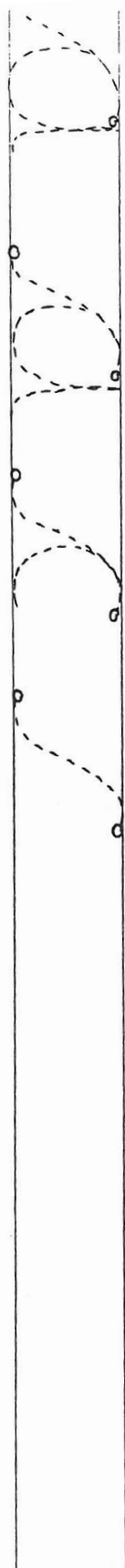
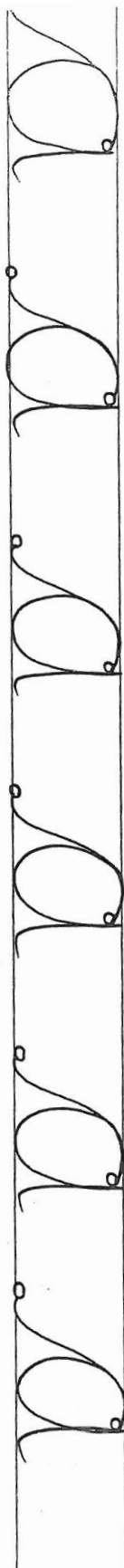
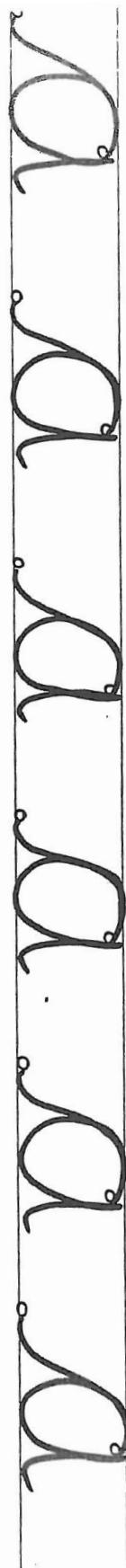


Based on the work of Suzanne Tiburtius, Integrated Support Services, Margate Learning Resource Centre
Hildersstone Adult Education Centre, Hawley Square, Margate 1993

Trace and copy

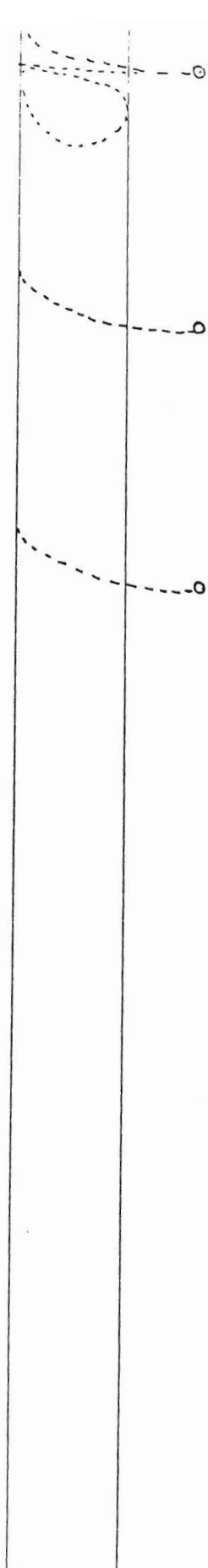
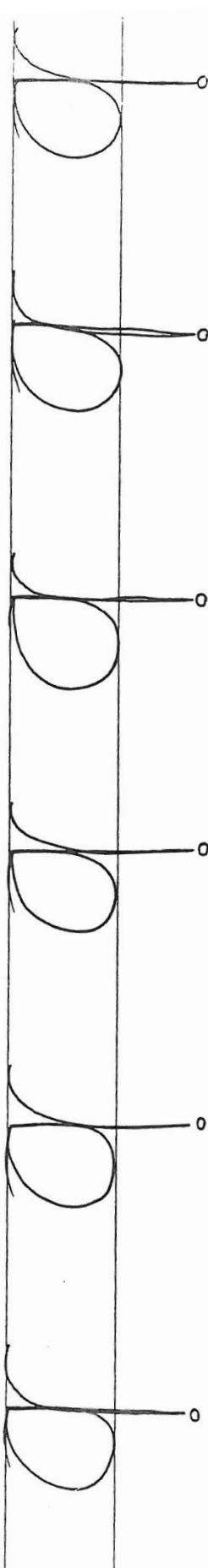
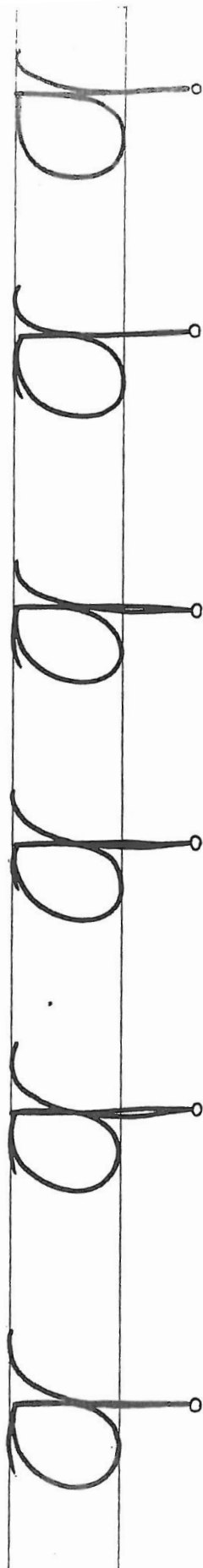


Make a big round cave and put
the door on
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002





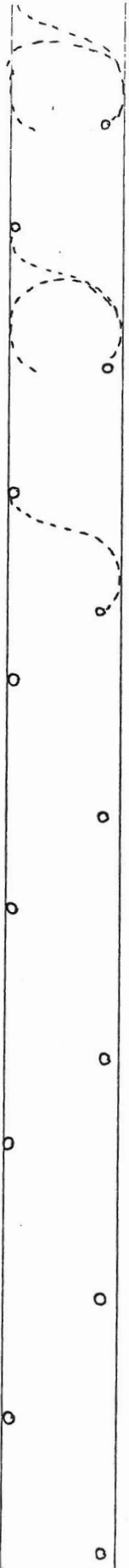
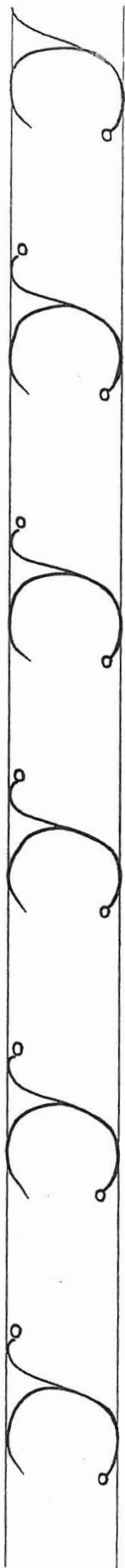
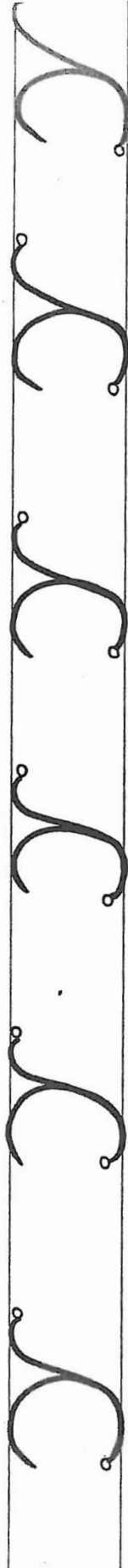
Up and down the bat and round the ball
(all in one movement)
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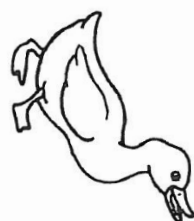


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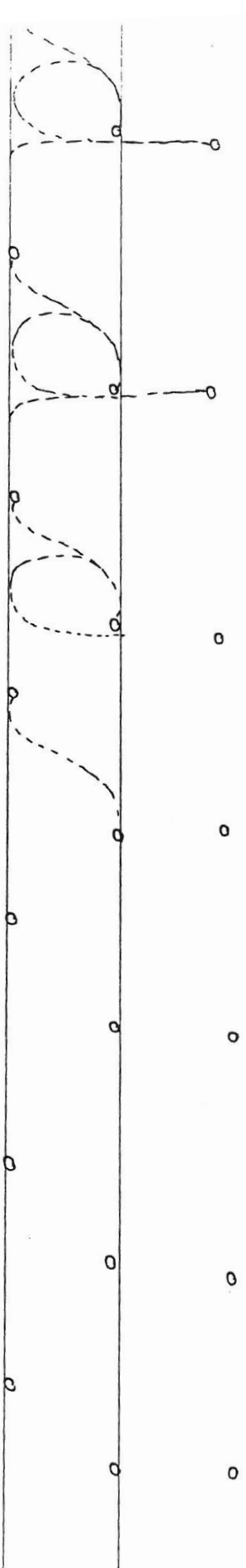
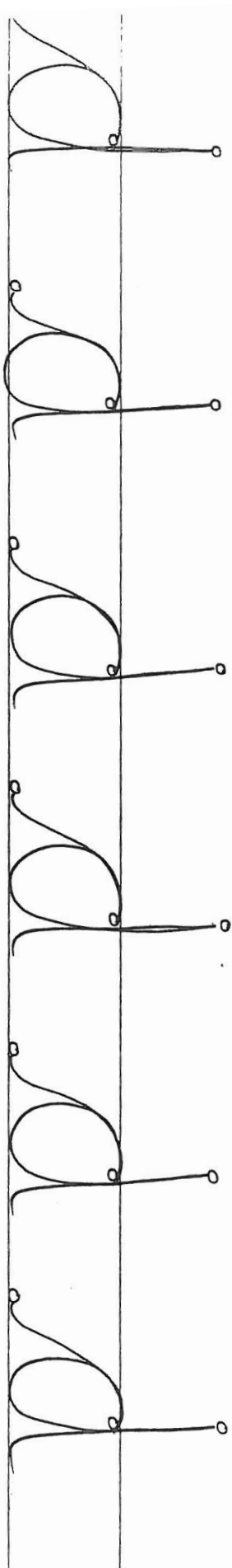
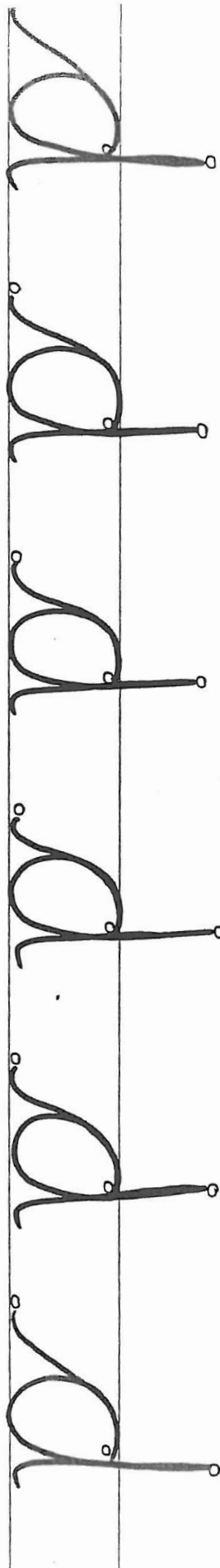


Make a big round C not a banana shape
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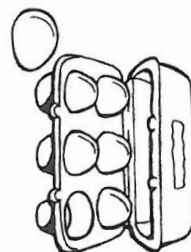




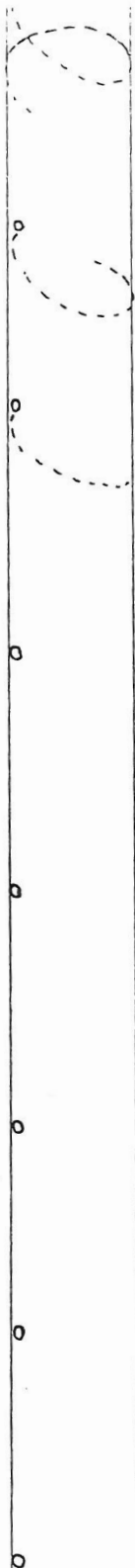
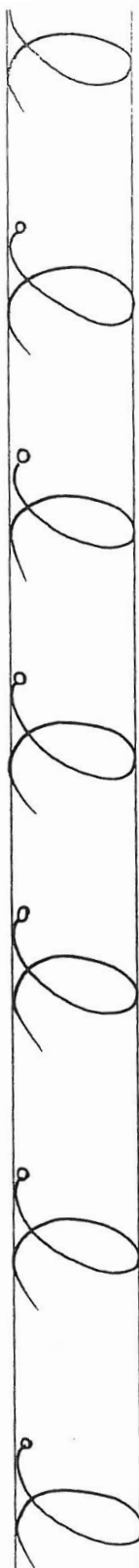
Make a big fat dog, then up and
down his tail
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002



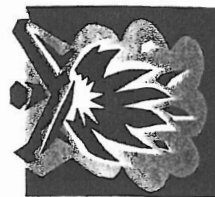
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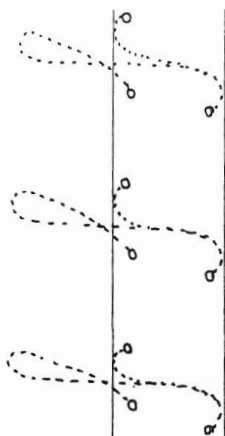
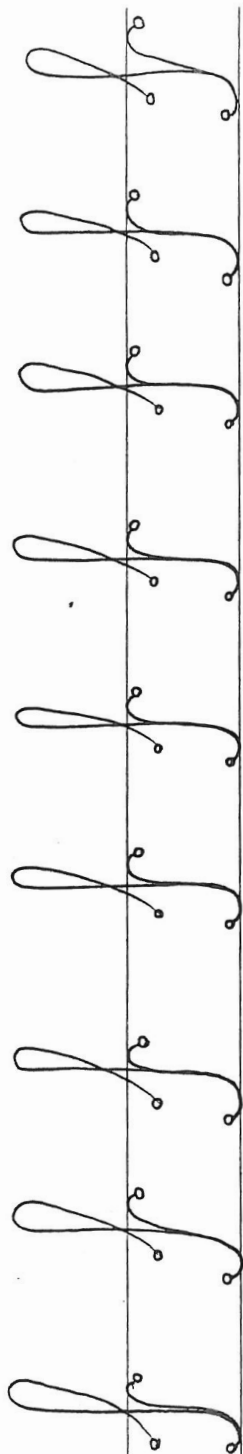
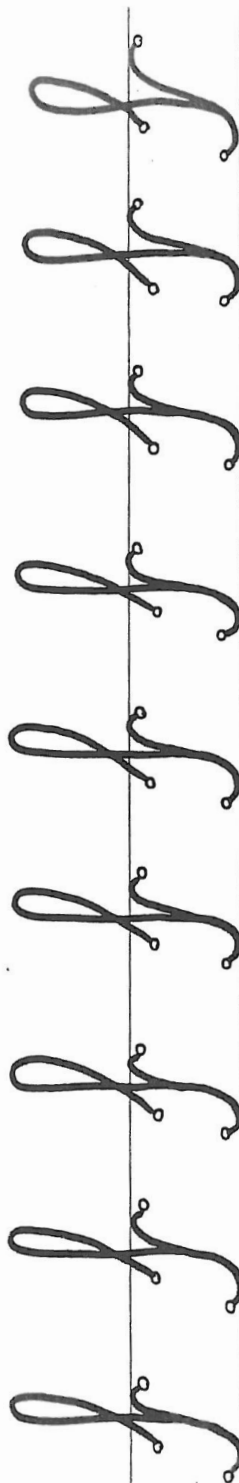
Starts at the line go up and
back and all the way back
down. Follow the arrow
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002



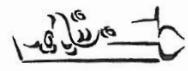
Trace and copy



Start at the line, go up and
come down, long and graceful.
Not an S with a cross bar
All in one movement
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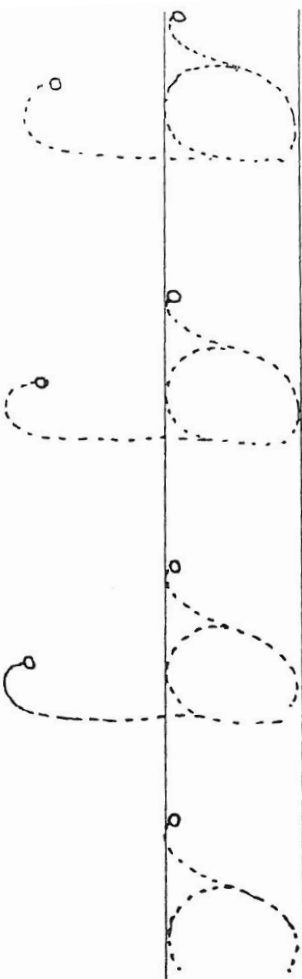
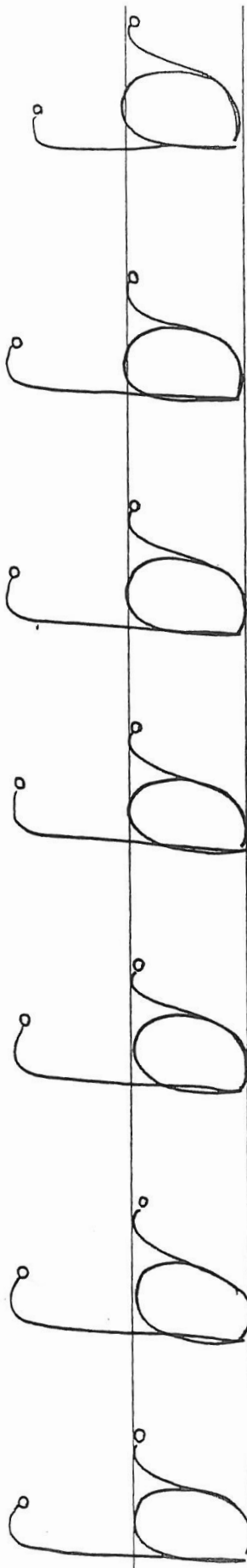
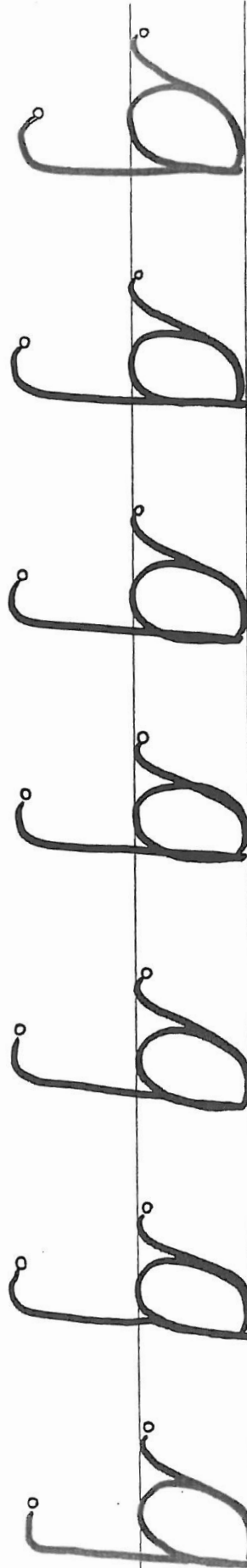


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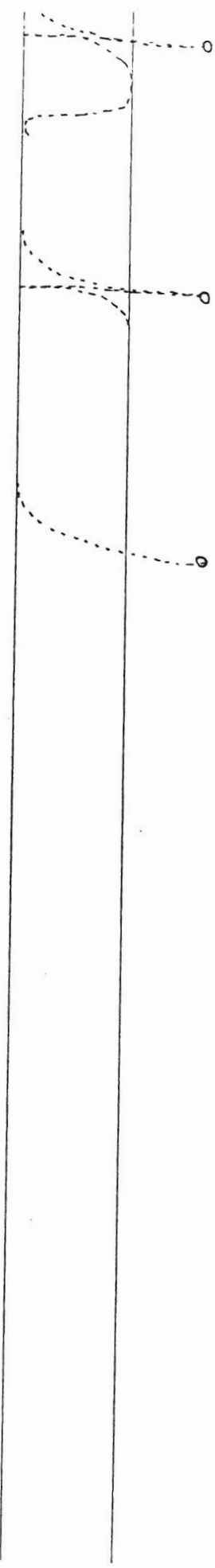
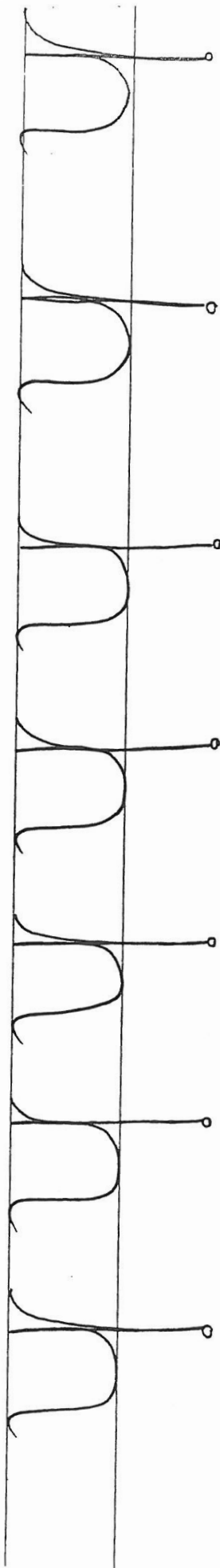
Draw a round tummy and down
the tail

All in one movement
OCCUPATIONAL THERAPY I.O.M 2002





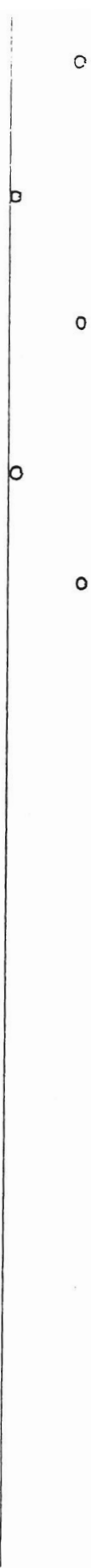
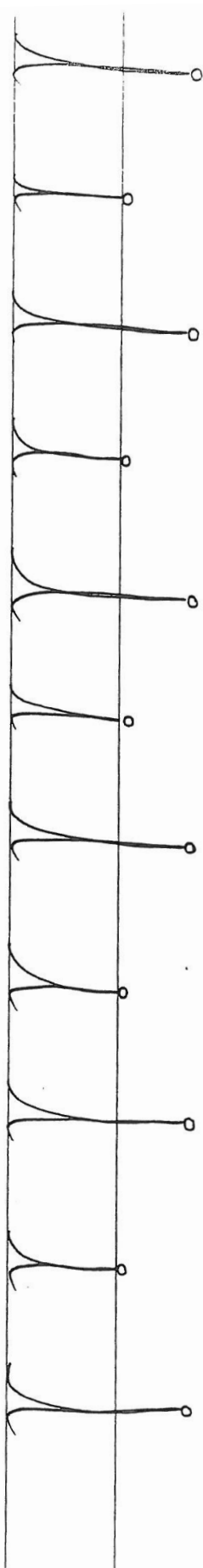
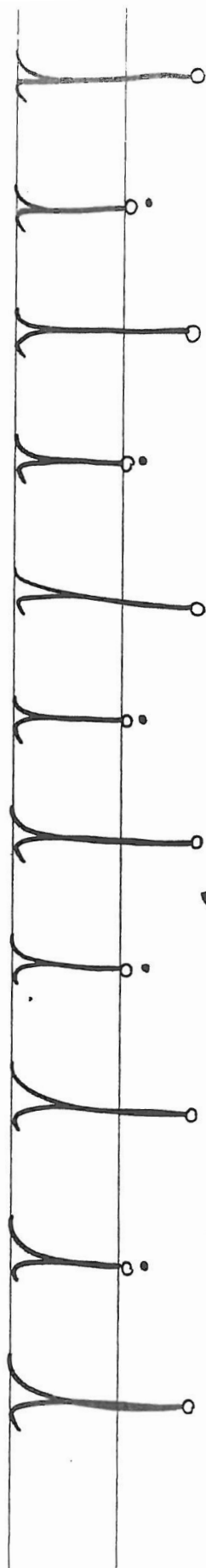
Up and down the stick and over the bridge
(all in one movement)
OCCUPATIONAL THERAPY I.O.M 2002



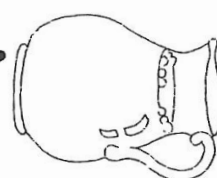
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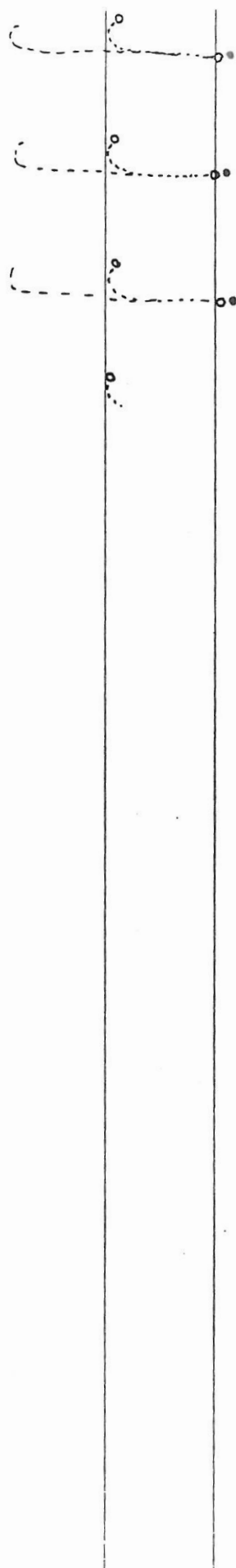
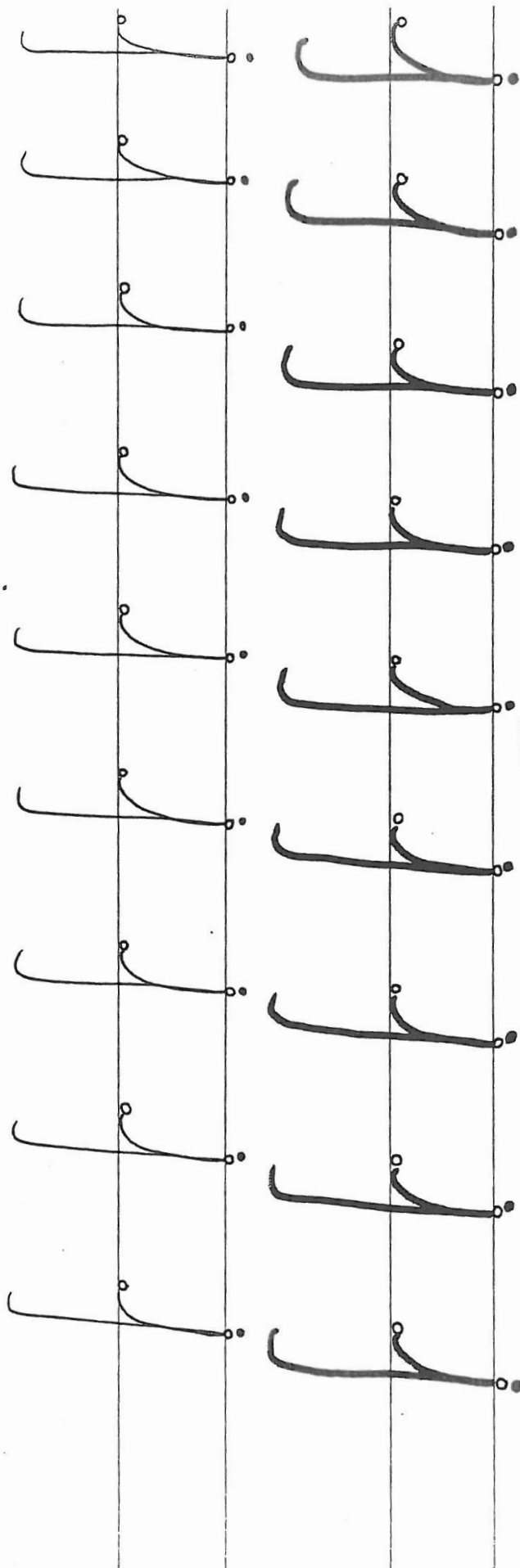
Up and down the stick



Trace and copy



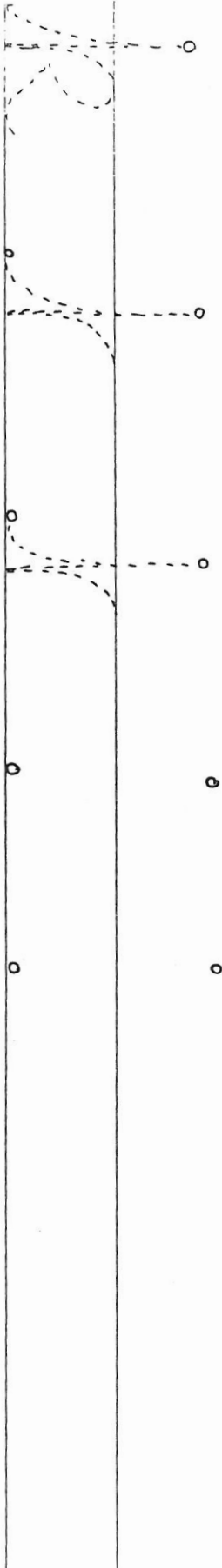
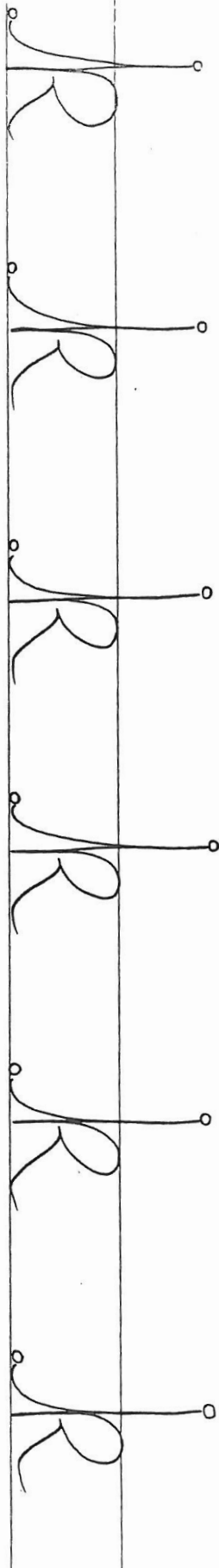
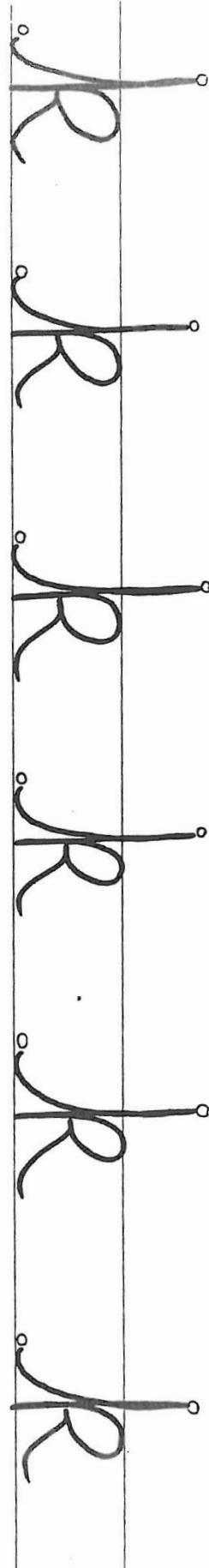
Start at the line, go up and
come down, remember that the
tail turns left.
All in one movement





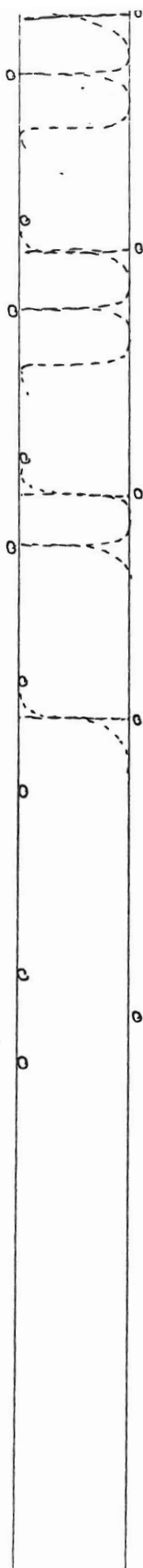
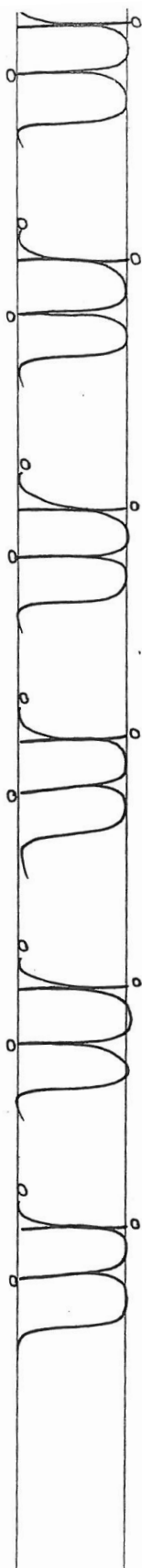
Up and down the stick, half way round
again, round the loop and put on a leg
(all in one movement)

OCCUPATIONAL THERAPY I.O.M 2002





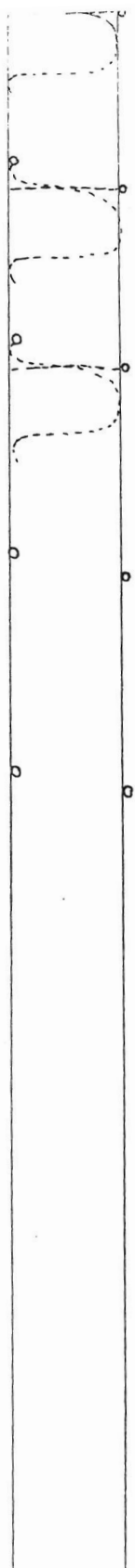
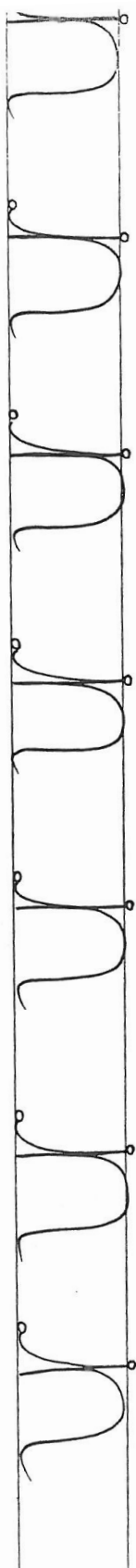
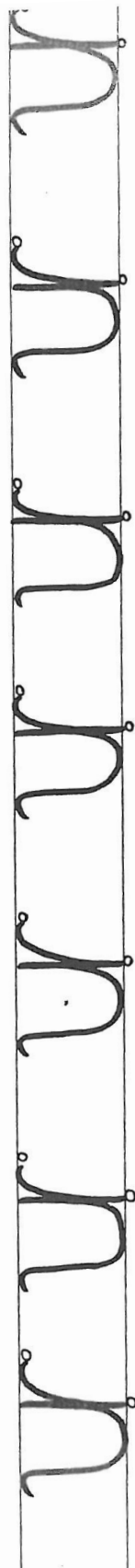
**Throw the ball up, let it fall and
bounce three times.**
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002



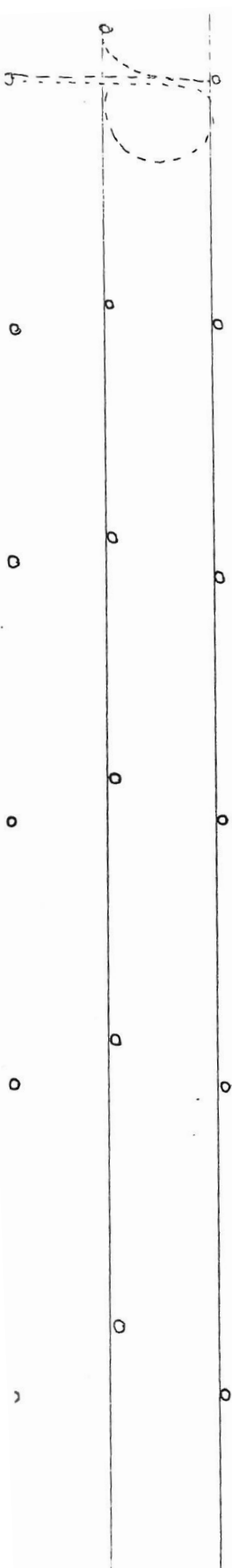
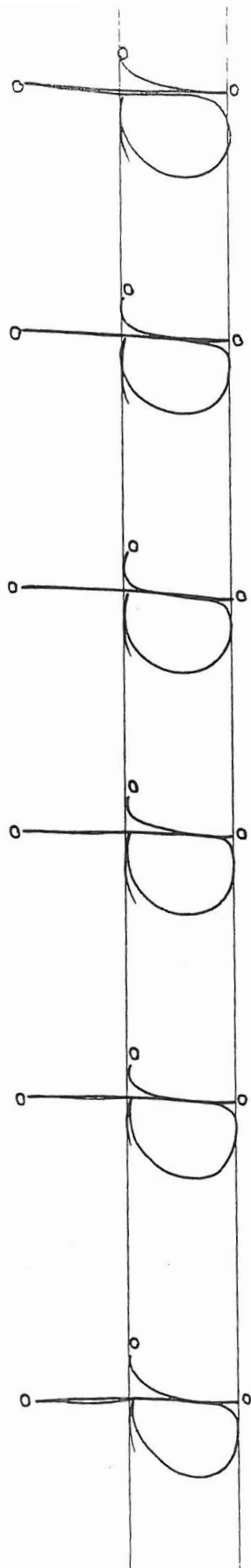
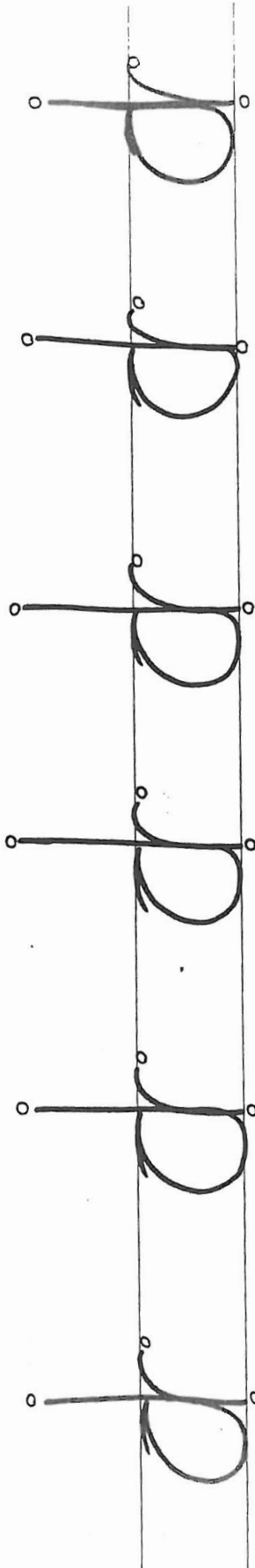
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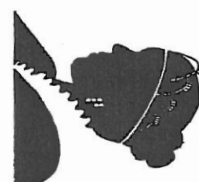
Throw the ball up, let it fall and
bounce once
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002



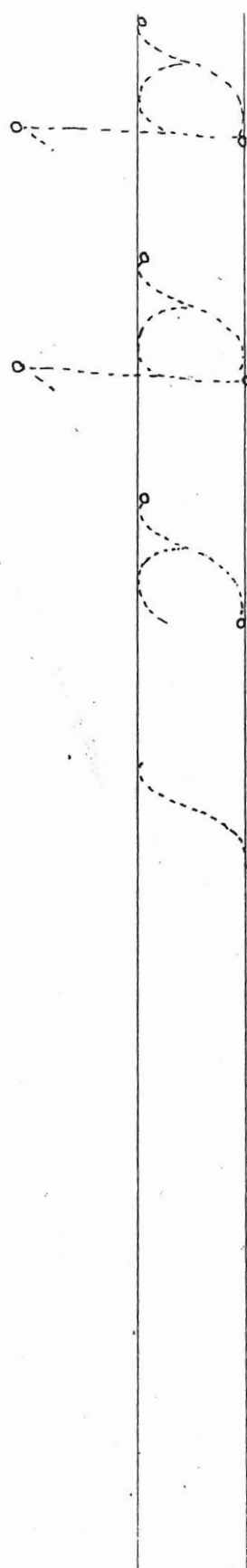
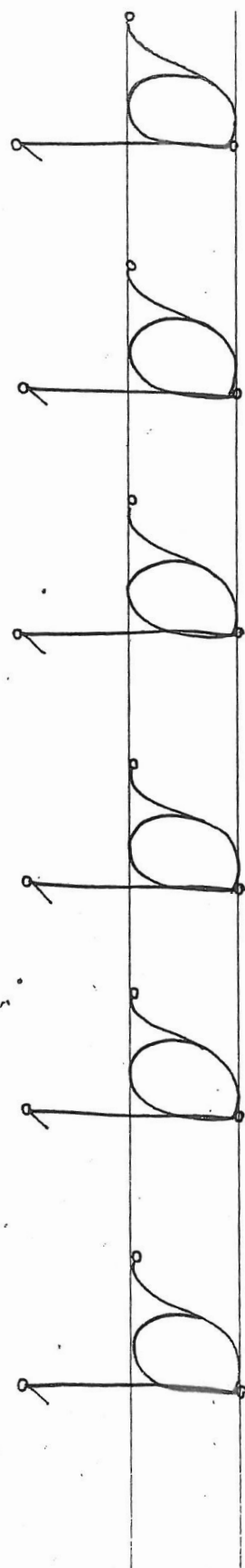
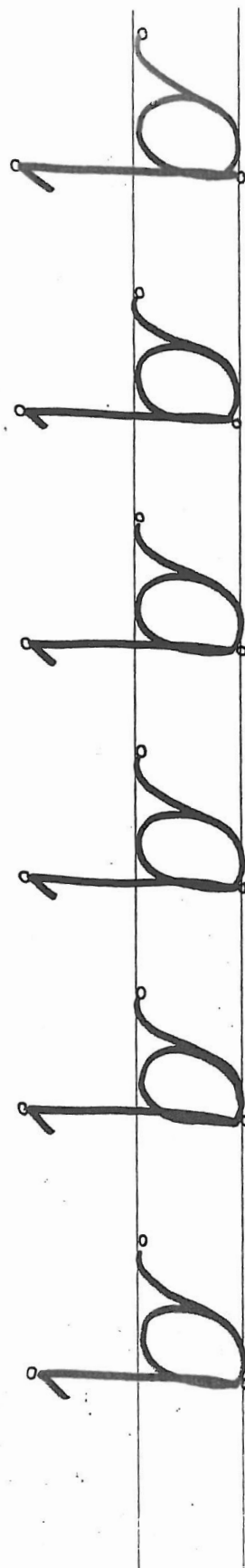
Up and down the root and round the pea
(all in one movement)
OCCUPATIONAL THERAPY I.O.M 2002



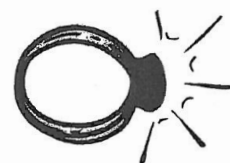
Trace and copy



Draw a round the queen's face,
down her hair and flick up
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002

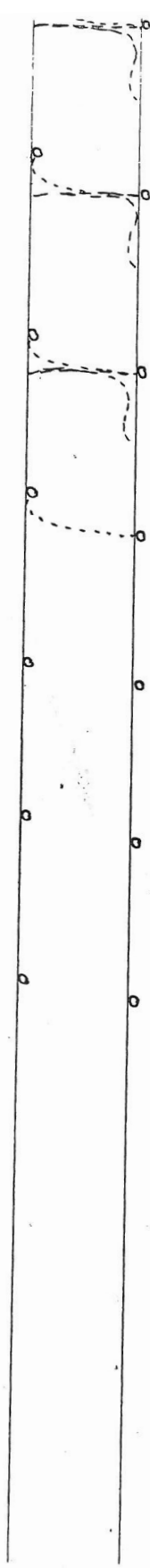
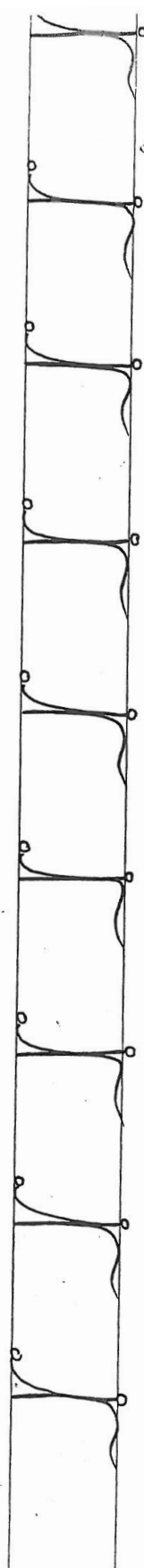
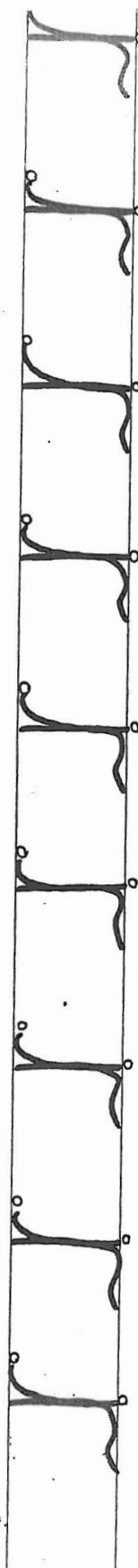


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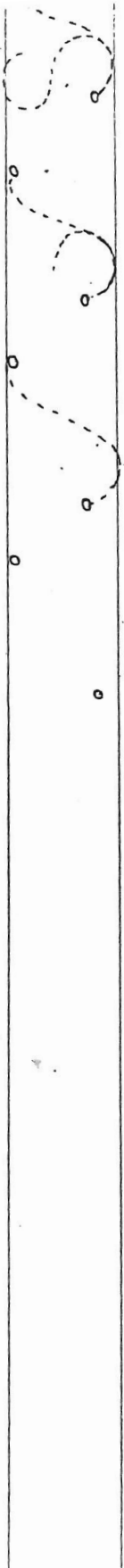
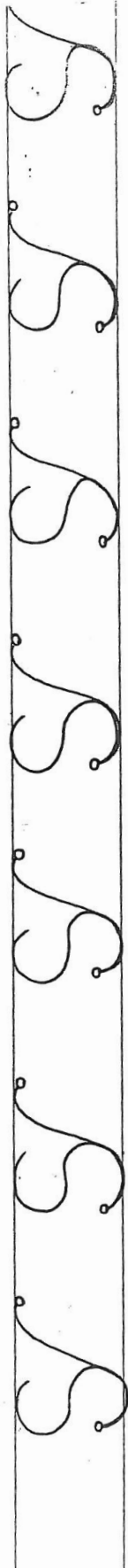
Start at the line, go up and
come down , when you go up
again give a little flick when
you reach the top.

All in one movement
OCCUPATIONAL THERAPY I.O.M 2002

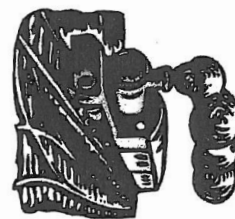
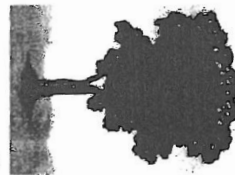




Start at the line. S must keep
his head below the line. Don't
make every S into a capital.
OCCUPATIONAL THERAPY I.O.M 2002

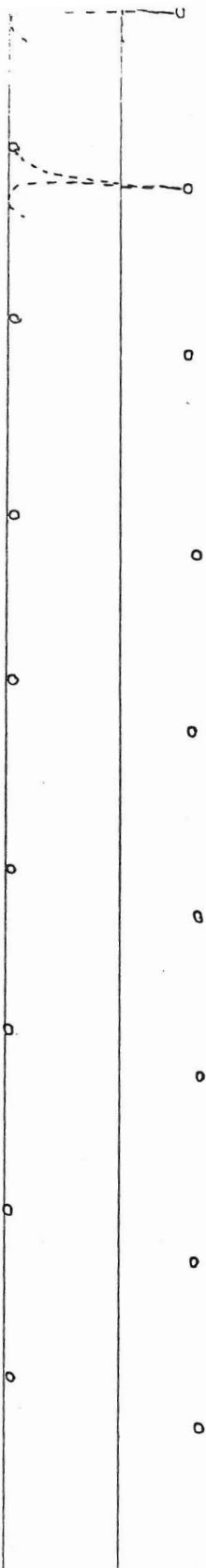
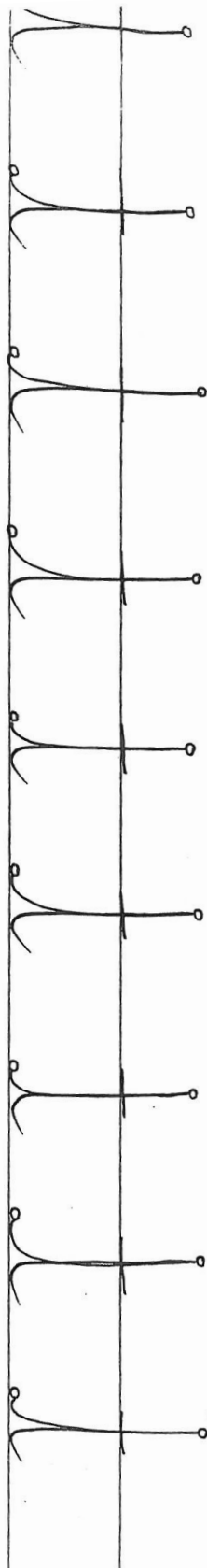
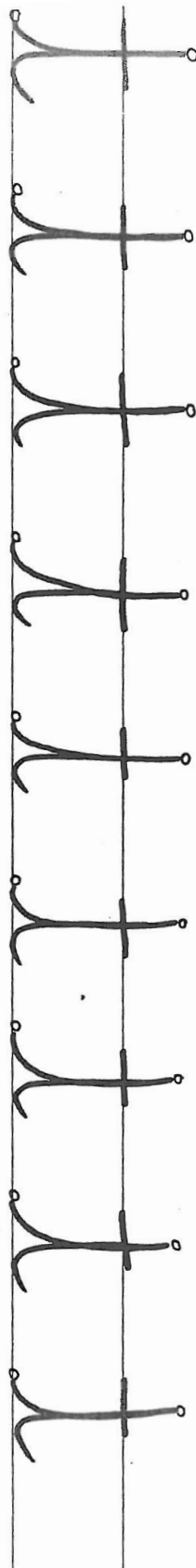


Trace and copy



Start at the line, go up above the line and come down to a small kick. Then go to the middle and draw in the cross bar.

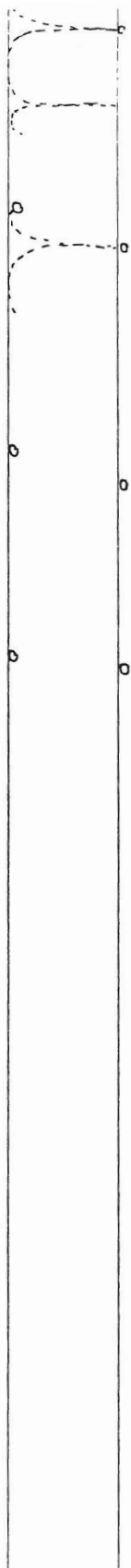
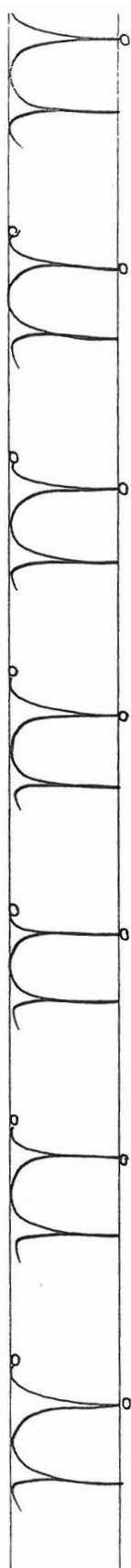
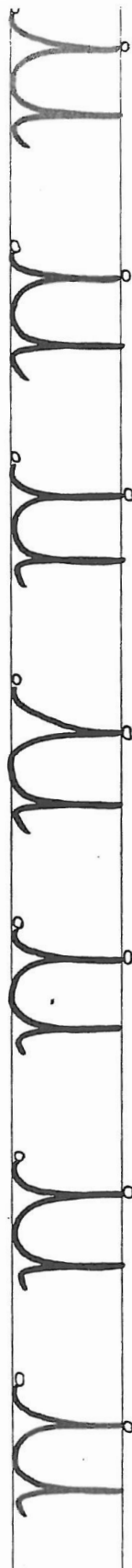
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002

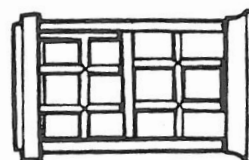


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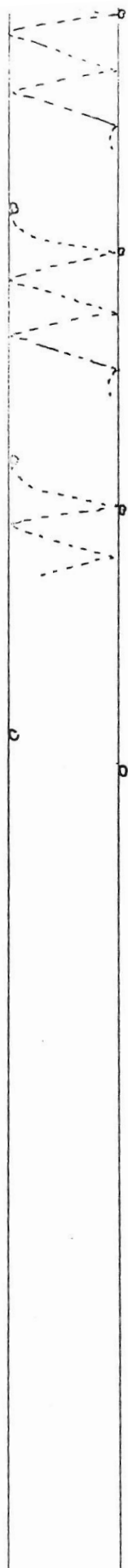
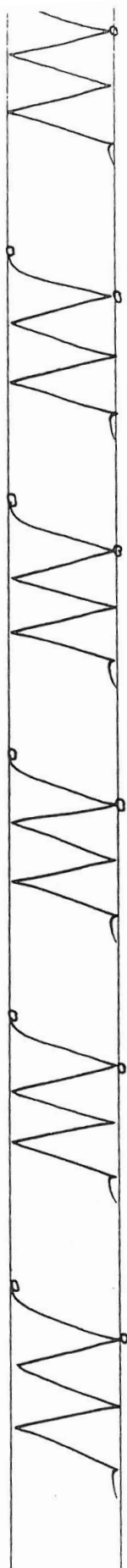
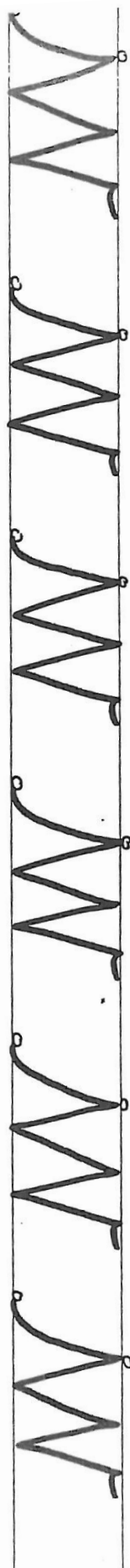
Starts at the line, go up to draw
a cup and stand it up.
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002



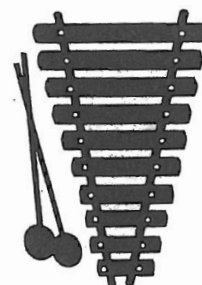


Start at the line, go up and come down, then when you go up again only go half way, come down, to go up once more.
All in one movement.

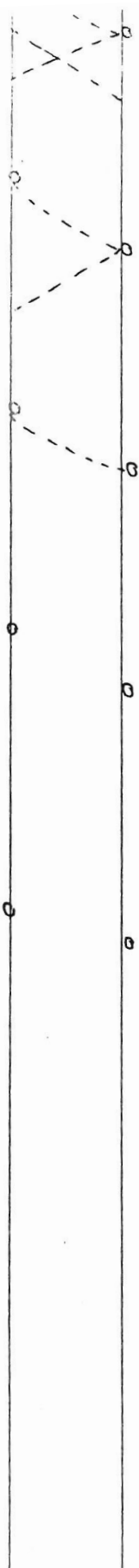
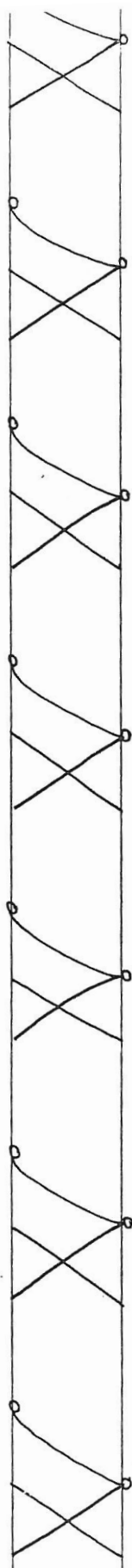
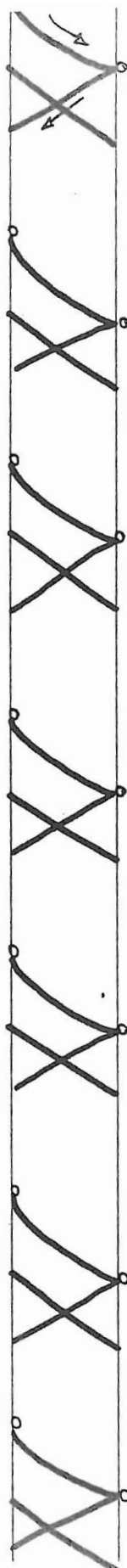
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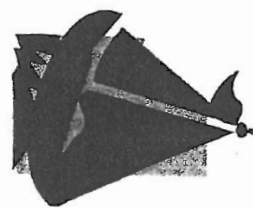


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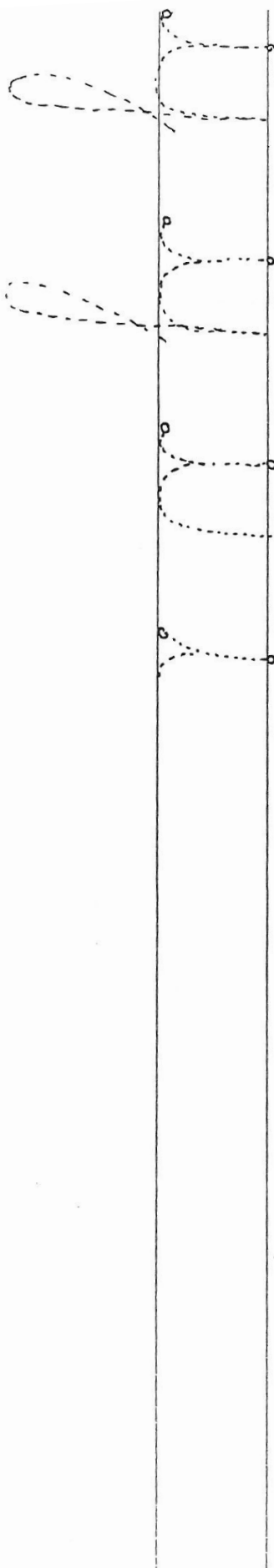
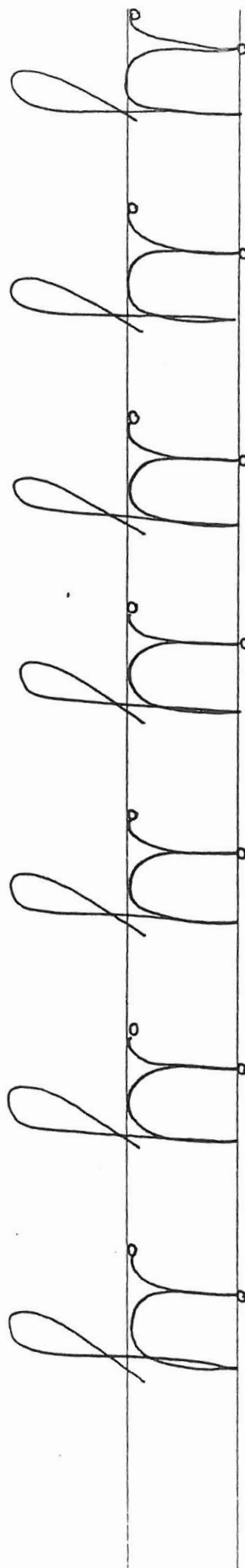
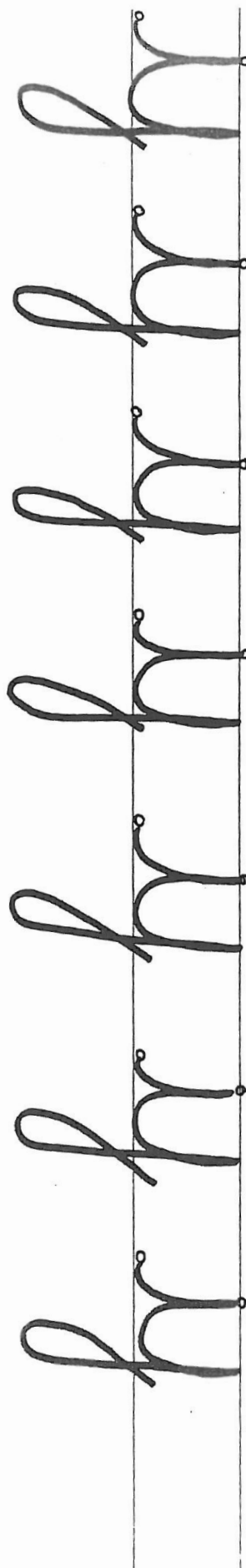


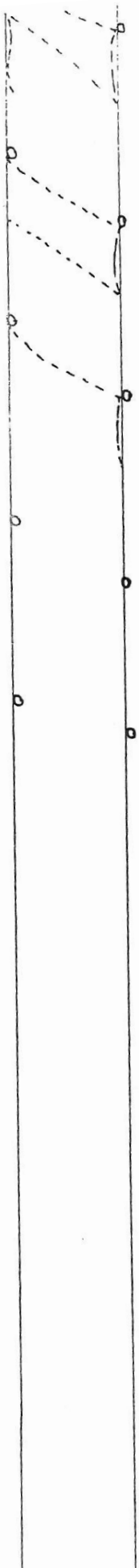
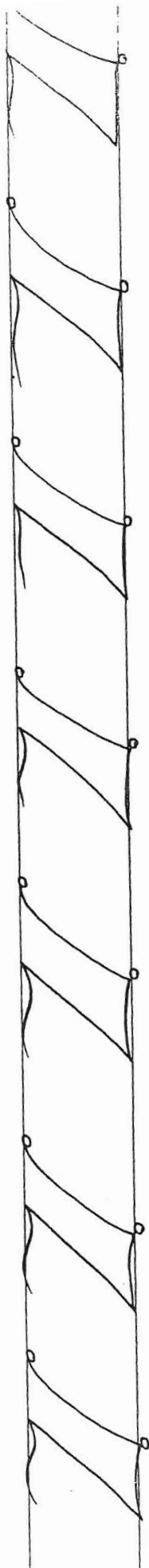
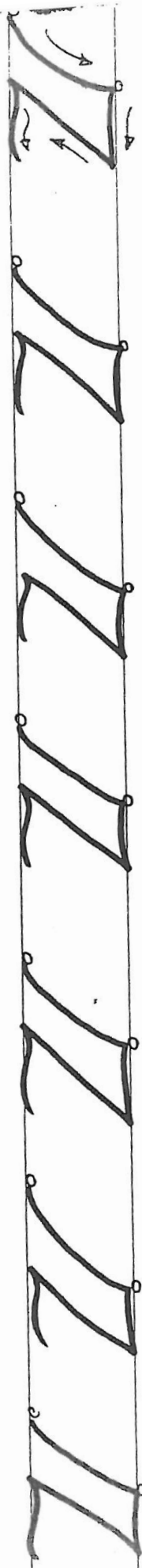
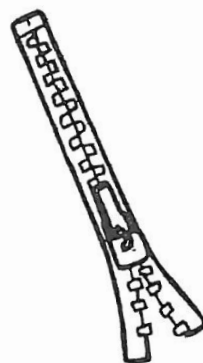
OCCUPATIONAL THERAPY I.O.M 2002





Starts at the line, go up to draw
a cup and put a tail on it. Follow
the arrow.
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002







Scoil yn Jubilee Educational Inclusion Policy Document

Aim

This policy aims to define what Scoill yn Jubilee considers by the term 'educational inclusion' and to detail how we ensure that we are an fully educationally inclusive school.

Policy creation

This policy was created in consultation with all teaching and support staff at Scoill yn Jubilee. All teaching and support staff contributed to articulating how we identify and cater for different groups of children in an inclusive way. The junior-site SENCo was responsible for co-ordinating the policy creation and collating the views and contributions of staff into this policy document.

Policy links

This policy should be read in conjunction with SyJ's teaching and learning policy, safeguarding policy, medical policy and medical register, and health and safety policy.

Glossary of terms used in this policy

SEN	special educational needs
SEBD	social, emotional and behavioural difficulties
SDQ	strengths and difficulties questionnaire
EdP	educational psychologist
IEP	individual education plan
SENCo	special educational needs co-ordinator
ESO	education support officer
SESO	senior education support officer
EAL	English as an additional language
LAC	looked after children (category of social care)
CP	child protection (category of social care)
CiN	children in need (category of social care)
DEC	Department of Education and Children
COLI	Continuum of Learning and Inclusion
RoC	record of concern (SEN category)
SA	school action (SEN category)
SA+	school action plus (SEN category)
HLN	higher level need (SEN category)
SyJ	Scoill yn Jubilee
ESC	Education Support Centre

How we define educational inclusion at Scoill yn Jubilee

Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school. As an educationally inclusive school, at Scoill yn Jubilee the teaching and learning, achievements, attitudes and well-being of every young person matters.

How we value and recognise inclusion at Scoill yn Jubilee

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different learning and teaching approaches and experiences.

We believe that all children should have an equal opportunity to attend Scoill yn Jubilee and to access learning. We value every individual and celebrate their achievements. There are structures and policies in place to promote inclusion and we aim to identify and respond to individuals and celebrate their achievements. There are structures and policies in place to promote inclusion and we aim to identify and respond to individual needs by setting suitable learning challenges for every pupil.

What makes Scoill yn Jubilee Inclusive?

In recognising the above, at Scoill yn Jubilee we are able to consider ourselves to be a fully inclusive school. We have identified different groups of pupils in our school that we strive to cater for:

- Children with SEN
- Rapid learners
- Children with SEBD
- Children with medical needs
- Children with EAL
- LAC, CiN, CP cases
- Children in short-term 'crisis'
- Children with Psychological Well-Being Needs
- Children with Speech and Language difficulties
- Children with Sensory Difficulties
- Children with Social and Communication Difficulties
- Children with Literacy Difficulties
- Children with Numeracy Difficulties

***NB** This list is not exhaustive - we recognise that there may well be other groups of children who require an inclusive approach to help them access learning at SyJ. We aim to cater for these groups as they become apparent.

In our Inclusion Policy, we will deal with of these groups in further detail (colour-coded to match list above):

What is it that we do at Scoill yn Jubilee?

Children with SEN

We believe that pupils with SEN could have:

- difficulties with some or all school work
- difficulties with reading, writing, number work or understanding information
- difficulties in expressing themselves or understanding what others are saying
- difficulty in making friends or relating to adults
- difficulty in behaving properly in school
- difficulty in organising themselves
- some kind of sensory or physical need which may affect them in school

We identify pupils with SEN:

- through teacher professional judgement - teachers may draw on a wealth of information to support their assessments including the COLI, the DEC Dyslexia Policy, school -specific resources such as Nessy, Yes We Can Read etc.
- in consultation with parents/carers
- in consultation with the SyJ's SENCOs and other professionals

- through the use of the DEC 'graduated response' documentation.

At SyJ, this is what we do and when we do it with regards to pupils with SEN:

- SENCOs at both sites maintain a register of children with SEN (submitted annually to DESC)
- Children with SEN are subject to IEPs which teachers draw up and deliver termly (although the pattern for drawing up, delivering and reviewing IEPs can be flexible to best meet the needs of individual pupils.) IEPs are shared with parents
- Graduated response stages are reviewed on an individual basis by teachers in consultation with the SENCOs
- SENCOs may refer children to the EdP team if necessary
- Year Six 'Higher Level Need' children are reviewed formally with parents and the receiving school before transitioning to Key Stage Three.

Rapid Learners

We believe that Rapid Learners could have:

- a disengaged or disruptive approach to their learning (could they be bored, or finding learning to be 'too easy'?)
- a disparaging approach towards other children, adversely affecting their relationships
- an inclination to rush through work, making unnecessary mistakes
- a lack of resilience - they could struggle with problem solving and they could have a fear of failure (this can sometimes be exacerbated by parents who tell their children how 'clever' they are)
- social and emotional difficulties
- difficulties in applying their learning in different contexts
- a particular strength in a particular aspect or area of the curriculum

We identify Rapid Learners:

- through teacher observation
- through regular (termly) pupil progress meetings
- by tracking, using Pinks and Greys
- by tracking through target sheets
- in consultation with parents/carers
- in consultation with the SyJ SENCOs

At SyJ, this is what we do and when we do it with regards to Rapid Learners:

- plan for rapid-learners at the medium and short term stage (identify rapid learners on MTP, plan for differentiation within lessons on STP)
- differentiate classroom challenges (including a weekly 'super' challenge)
- plan continuous provision opportunities to stretch children
- weekly 'rapid-learner' groups in assembly time (Infant-site only?)
- stretch children through quality dialogue and high expectations
- discuss rapid-learners at termly pupil-progress meetings
- reference and use of DEC 'Rapid Learners' booklet

Children with SEBD

We believe that children with SEBD could have:

- difficulties in accessing or coping in a learning environment without support
- difficulties with trusting adults
- difficulties with concentrating / motivation to learn

- lower than expected attendance at school
- a fear of failure
- difficulties recognising appropriate behaviour and the boundaries involved
- difficulties with following school rules and expectations
- parents who have difficulties in recognising the issues that their children have
- a dependance on adult support/intervention in school

We identify children with SEBD:

- through teacher professional judgement - teachers may draw on a wealth of information to support their assessments including Boxall Profiles, SDQs, Burnett Self-Scale assessments, observations and notes, ASD profiles, Social Inclusion Survey data.
- through conversations with parents/carers
- 'record of initial concerns' completed and passed to Nurture staff

At SyJ, this is what we do and when we do it with regards to children with SEBD:

- take advice from EdP team
- maintain strong links with the ESC
- maintain a core of TeamTeach trained staff
- SESO/ESO classroom support
- Nurture intervention
- classroom strategies employed by the teacher
- behaviour charts in class
- take a personalised/individual approach to each child

Children with medical needs

We believe that children with medical needs could have:

- visual/auditory/sensory needs
- an identified condition which needs managing in school (eg epilepsy, asthma, diabetes, allergies etc)
- a short-term illness which requires the administration of medication such as antibiotics etc
- a long-term need for the administration of medication such as Ritalin anti-hystramine etc.
- physical difficulties
- emotional difficulties
- a life-dependance upon vital medication (eg insulin)
- a dependance upon / need to make use of special equipment (eg wheelchair, crutches etc)
- a need for immediate first aid

We identify children with medical needs:

- through communication with parents and by monitoring the child.

At SyJ, this is what we do and when we do it with regards to children with medical needs:

- Medical co-ordinators at both sites maintain an up-to-date medical needs register
- named staff are allocated to specific children to manage individual medical needs - eg diabetic children can rely on a specific person to carry out blood glucose checks and insulin therapy at pre-determined times throughout the day; children requiring medication can rely on a specific person to administer the medication at pre-determined times in the day etc.

- maintain close links with medical specialists such as the diabetic nurse and school nurse
- medical register, asthma cards and ventolin, epi-pens and medication is centrally stored in the school office for ease of access
- issue receipts upon administration of medication
- issue receipts when ventolin is given for asthma
- create and maintain individual care plans and health plans for children
- obtain permissions forms from parents for the administration of medication
- ensure that all staff in the school are first-aid trained

Children with EAL

We believe that children with EAL could have:

- a first language other than English
- a language other than English which is used more predominately than English, especially in their home life
- a feeling of being isolated and/or a feeling that they are an 'outsider'
- parents who feel isolated and/or feel that they are 'outsiders'
- cultural differences
- behavioural difficulties at school because of language frustrations
- parents with different expectations of school and of learning based on their own cultural/country backgrounds
- difficulties in communicating

We identify children with EAL:

- At 'induction' before starting in Reception
- through consultation with parents/carers prior to joining SyJ

At SyJ, this is what we do and when we do it with regards to children with EAL:

- maintain strong links with the DEC EAL team, and take support and advice from them as and when necessary - this may include receiving EAL support staff to deploy within the classroom
- maintain strong links with our link education liaison officer
- hold 'induction' meetings with translators if necessary
- use technology to assist in communication eg Google translate/iPads/iPods etc
- make use of 'language link' package and activities
- regular review meetings with teacher, SENCo and parents and translators if necessary)
- SENCOs at both sites maintain a register of children with EAL (submitted annually to DEC)

LAC, CiN, CP cases

We believe that LAC, CiN, CP cases could have:

- erratic school attendance patterns
- a concerning way in which they present (eg hungry, tired, unkempt, aggressive, withdrawn etc)
- difficulties socialising or forming appropriate relationships
- attention seeking tendencies
- a very guarded nature

We identify LAC, CiN, CP cases:

- through referrals from other agencies
- a 'time-logged' picture that has been gathered comprehensively
- through disclosure
- through discussions and observations

At SyJ, this is what we do and when we do it with regards to LAC, CiN, CP cases:

- At SyJ, we have a comprehensive safeguarding policy and guidelines which all staff follow and comply with. This is reviewed and shared with staff at least annually.

Children in short term 'crisis'

We believe that children in short term 'crisis' could have:

- sudden changes in their social, emotional or physical behaviour
- any number of possible responses to unforeseen/unpredictable life circumstances

We identify children in short term 'crisis':

- through investigation and/or involvement of other services/parents/carers.

At SyJ, this is what we do and when we do it with regards to children in short term 'crisis':

- talk to and support the child, parents and family and advise the whole-school as appropriate through staff briefings
- short-term 'crisis' nurture provision is offered as and when necessary
- referral to external agencies is made as appropriate

Children with Psychological Well-Being Needs

We believe that children with psychological well being needs could have:

- behaviours that may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
- a mental health difficulty such anxiety, physical symptoms that cannot be explained, self harm, ADD,ADHD or attachment disorder
- behavioural difficulties that show a problem with Psychological Wellbeing
- behaviour that they use as nonverbal form of communication, which indicates they have a particular area of need or they are experiencing some level of distress
- internalised difficulties and show behaviours that are inhibited and over-controlled. They may have a nervous or anxious temperament and be worried, fearful and/or withdrawn.
- externalised difficulties and show behaviours that are under-regulated. They may have a more challenging temperament, shown in impulsive or reactive behaviour. Sometimes this pattern can lead to difficulties with attention, aggression or oppositional behaviour.
- Unmet health and wellbeing needs which means they are unlikely to achieve academically.

We identify children with psychological well being needs

- by observing the child and accepting the complexity and interaction of many factors that could impact directly or indirectly on a child's difficulty
- by developing a relationship with the child, being curious about why they are behaving as they are, and what they are trying to communicate through their behaviour.

At SyJ, this is what we do and when we do it with regards to children with psychological well being needs:

- deliver teaching and learning that develops life skills through PSHE (PATHS) and learning to learn skills (6Rs)
- prioritise and protect time for the class teacher to deliver evidenced-based emotional health & wellbeing programme (PATHS) for a minimum of an hour at least fortnightly
- we adopt a supportive culture, which nurtures staff and facilitates staff to role model positive emotional health and wellbeing strategies to others
- offer parent training sessions that support the development of positive interactions and develop emotional health and wellbeing, e.g. Solihull and FAST (Families and Schools together)
- offer staff training on emotional health and wellbeing, including the Inclusion Development Programme
- access to specific universal services, including: Young Carers Crossroads, Cruse, Hospice, MOTIV8, School nurse, ELOs etc

Children with Speech and Language Difficulties

We believe children with Speech and Language difficulties could, but not necessarily, have additional needs. However, there could possibly be a developmental delay. Some of these Speech and Language difficulties could be related to the following:

- **Speech**
 - Have an autistic spectrum condition(ASC):
 - Have hearing difficulties/deaf parents
 - Have English as a second language
 - Be selective mute
 - Be tongue tied
 - Have a cleft palate
 - Have suffered emotional trauma
 - Have a lisp or stammer
- **Language**
 - Have global delay
 - Have poor family social interaction
 - Have been born prematurely

- Have suffered emotional trauma
- Have a family history of language difficulty

At SyJ, we identify children with Speech and Language difficulties by using different key indicators:

- SLCN - Speech Language Communication Needs
- BPVS - British Picture Vocabulary Scale
- Phab - Phonological Assessment Battery
- Language Link
- Hearing tests

Children with Sensory Difficulties

We believe that many children could have sensory processing issues:

- These are not necessarily part of a special educational need and the level of impact will vary from individual to individual.
- Sensory impairment could occur in the areas of visual, hearing, touch, taste, smell and or movement.

We identify children with sensory difficulties through gathering information from parents at induction and observation and assessment of the child.

At SyJ this is what we do with regards to children with sensory difficulties:

- We complete a key indicators assessment grid and follow the recommendations as outlined in the COLI.
- Evidence will be kept in the class SEN file and further input as required from the Ed Psych etc.

Children with Social and Communication Difficulties

We believe social communication is the ability to interact with others, engage in age appropriate play, understand emotions, develop friendships and use verbal and non verbal communication skills effectively.

As a school we aim to have an inclusive and communication friendly environment that can accommodate children with social communication difficulties. We recognise that children's needs change over time and across different settings, as a school we will use a range of strategies to help engage the children appropriate to their needs.

We believe that children with social and communication needs could have:

- a diverse range of strength and needs
- varying difficulties, affecting learning, socialisation and emotional development.

At SyJ this is what we do with regards to children with social and communication difficulties:

- adapt learning environments to suit individual needs, using the 6R's (Remembering, Resilience, Resourceful, Readiness, Relationships, Reflective) and PATHs lessons to encourage discussions to empower them to develop the fundamental skills which will enable them to implement positive choices throughout life.
- if needed involve outside school agencies such as Speech Therapist, CAMHS etc.

Children with Literacy Difficulties

We believe that the biggest barrier in the development of literacy was the lack of exposure to vocabulary from a young age. We believe that children with Literacy difficulties could have trouble retaining facts and recalling information. Children could have:

- *limited stimulating literacy experiences from birth onwards which limits good vocabulary development, understanding the goals of reading, and developing an awareness of print and literacy concepts.*
- *those children also from an EAL background are hindered by the lack of English spoken in the home environment.*

We identify children with such difficulties through reading, writing, spellings, speaking and listening activities.

At SyJ, this is what we do and when we do it with regards to children with Literacy difficulties:

- Whole class guided reading
- Encourage story telling games.
- Stay and read morning sessions with parents or grandparents.
- Challenges to develop Dictionary skills.
- Word of the week or sound of the week.
- Library club/Storytelling club
- Book token raffle.
- Post information on its learning
- Word games such as Boggle
- Reading buddies with a different year group.

Children with Numeracy Difficulties

We believe children with Numeracy difficulties have trouble retaining facts and recalling information from their working memory and applying this to mathematical problems.

We identify children with Numeracy difficulties:

- through teacher professional judgement,
- assessments including the use of COLI, observations and FAB book
- through consultation with parents, previous teachers, support staff, SENCO and other professionals.

Appendix 1 TOP TEN TIPS FOR TEACHERS

Top ten tips to support Speech and Language difficulties in the classroom

1. **Visual support**-use of picture flow maps that the child can be a part of/able to participate. Use of mirrors, cameras and direct eye contact to imitate correct tongue / mouth position.
2. **Thinking time** - allow child time to process question and think of their answer and finish their sentences in their own time
3. **Speaking time** - allowing the child time to answer so they do not feel rushed i.e not interrupting child's response
4. **Model and correct language in a supportive environment** - ESO could support 1-to-1 or in small groups. Useful to have peer support too.
5. **Strategies to improve speech and language** e.g. Elklan, Chatterbox, Signalong, PEC Picture Exchange, Language Link, Singing of songs
6. **Checking regularly that the child has understood the instructions and the topic** - visual time table, visual routines and instructions.
7. **Reduce the background noise, consider a suitable place to sit in the classroom** - to help hearing, concentrating and management of distractions.
8. **Partner talk or small group** - to make the child feel more at ease to give their point of view.
9. **Give positive praise and feedback in a calm environment.**
10. **Designated adult** - child to talk through difficulties with and someone who understands them, to meet their needs.

Top 10 tips for the most effective ways to support Sensory difficulties in the classroom.

1. Find the time to find the trigger - Does behaviour change during/before or after a time of day? Their behaviour and needs will impact other children and their learning
2. Keep calm and talk it through - Avoid touching or talking loudly. Have a plan for coping. Loud noises and touch will be painful for a hypersensitive child.
3. Ensure consistency and routines are in place - Tidy up music. Visuals. To assist self-regulation for children with sensory processing issues.
4. Natural and calm environment - Remove unnecessary clutter. Organised. Shoes off. Reducing visual distraction helps maintain attention. Research shows children are more engaged in learning in a shoeless classroom.
5. Alternative seating - Wedges, carpet spots, exercise balls, positions on carpet. A shoeless classroom makes this easier to achieve. Children wouldn't sit at a desk to read at home. Comfort is essential for all to focus and learn.
6. Opportunities for movement - Standing station with desk area. Regular exercise. School children need 4-5 hours of movement a day to meet their developing central nervous system's sensory needs.
7. Calm/quiet area and resources - Ear plugs, headphones, calm down bottles, fidget toys. To allow children to initiate taking a break when feeling overstimulated.
8. Heavy work activities - Chair stacker, library book returner, door holder. Designed to provide proprioceptive input that has a calming and organising effect.
9. Non-verbal ways of prompting transitions and behaviour supports - Visual timers, calm down bottles, whole day visual timetables, now and then board.

10. Don't reinvent the wheel. Try these links for support and resource ideas...

www.teachthought.com

www.understood.org

lifeskills4kids.com.au

everymomentcounts.org

iidx.indiana.edu

todaysparents.com

Shoeless classroom research - <http://rubble.heppell.net/places/shoeless/default.html>

<https://www.teachertoolkit.co.uk/2017/02/06/no-shoes/>

TOP TEN TIPS FOR PSYCHOLOGICAL WELL BEING - Interventions should include as part of the Universal offer for their class:

1. Groupings – flexibility
2. Pairings/Partner
3. Effective adult support promoting independence
4. Facilitate positive peer interaction
5. Purposeful seating – fidget bags, individual workstation.
6. Range of classroom based strategies.
7. Visual timetables/displays.
8. Differentiated – reduce risk.
9. Reflection time/timers.
10. Positive behaviour strategies such as calm down space.
11. Class reward system
12. Whole school and Class rules
13. Whole School Behaviour Policy
14. Home/school log
15. Visual timetables/Schedules

Supporting Self Regulation:

Pace and style

- Try to increase the pace of lesson presentation to short-circuit boredom
- Allow extra time with tasks and tests.
- Include a variety of learning activities

- Include multi-sensory activities, particularly hands-on
- Keep distractions to a minimum and check that interesting pictures, sounds and activities relate directly to the material to be learned.
- Consider varied forms of recording:
 - o Video
 - o Photo
 - o Audio

Keep it calm!

- A calm firm approach which offers clear boundaries and expectations for acceptable behaviour
- Seek to defuse rather than inflame
- Allow cool off time for the child and for yourself
- Shouting will inflame and overload the child even more
- As best as you can, provide comfortable lighting and room temperatures
- Play soft music in the classroom during independent work
- Make a quiet study corner in the classroom

Predictability

- Make sure you have firm routines for everyday activities and teach and encourage the child to follow them
- Remember that the child finds temporal processing difficult and provide plenty of prompts:
 - o visual timetable
 - o visual behaviour prompts
 - o schedules
 - o task reminders
 - o objects of reference
 - o visual timers
 - o warnings before transitions/changes of activities
 - o pre-teaching

Seating

- Flexible classroom seating
 - o areas for group and individual work
 - o ideally, table for groups, rows for individual work
 - o allow the child to stand/lie down to work
- Group work may be too distracting so use selectively
- Seat the pupil as close to the teacher as possible without it seeming like a punishment.
- Front of class (close as possible to teacher) with good role model.
- Keep away from noisier children.
- Seat away from windows, doors, frequent traffic areas
- A buddy system to promote good role models could be used.

Sensory snacks

- Energy snacks are short bursts of energy, moments when we step outside of curriculum subject lessons and divert the mind into a new context allowing it to:
 - o breathe;
 - o relax;

- o recharge;
- o refocus.
- They re-energise us and boost concentration.
- Allow frequent breaks
- Allow the child to move around
- Utilise simple aids, e.g. ear defenders, stress balls



Top ten tips to support social communication

Use 6Rs throughout the learning environment

Embed PATHs into our daily routine across all areas and not just as stand alone sessions.

Encourage conversations between children, talking partners, interactions during non directed teaching time e.g. snack / play time.

Encourage use of visual timetables not just for EAL pupils

Baby watching

Work in variety of ways and styles - pairs, groups, whole class

Children should be able to access quiet or alternative work areas if needed for their particular style of learning

Visual (spatial): You prefer using pictures, images, and spatial understanding.

Aural (auditory-musical): You prefer using sound and music.

Verbal (linguistic): You prefer using words, both in speech and writing.

Physical (kinesthetic): You prefer using your body, hands and sense of touch.

Logical (mathematical): You prefer using logic, reasoning and systems.

Social (interpersonal): You prefer to learn in groups or with other people. Solitary

(intrapersonal): You prefer to work alone and use self-study.

Go at the child's pace and follow their interests and questions to direct learning rather than prescribing to them.

Good home-school communication is needed to facilitate understanding and sharing of areas of strength and difficulty, along with strategies that seem to be helpful or not helpful. Be aware that normal levels of auditory and visual input can be perceived by the child as too much or too little – Keep levels of stimulation within the child's ability to cope (e.g. reduce background noise as much as possible, lower light settings). Some children may benefit from slight adaptations (e.g. hat to block harsh lighting; blinds on windows) Break down tasks into small and achievable steps. Give regular and meaningful feedback to tasks to confirm, clarify or put right misconceptions. Use of augmentative and alternative communication systems as needed (e.g. PECS, talking mats, communication book, sign-a-long, voice output communication aid)

Top Ten Tips to support Literacy Difficulties

Whole class guided reading – allows more time to focus on a text with more discussion.

Encourage story telling games (Silly story circle, apps, Stop Motion, Puppet Pals, Apple Clips) – encourages imagination and reinforces patterns of language.

Stay and read morning sessions with parents or grandparents – to show that adults read as well and they are positive role models.

Dictionary skills - starting with A, find 5 new words and their meanings and then write them in a sentence – purposefully looking for words that they have never seen before which automatically introduces them to new vocabulary to share.

Word of the week or sound of the week (synonyms, finding other words with the same sounds/letter, homophones) – broaden vocabulary through research of unfamiliar words.

Library club/Storytelling club- sessions – to involve more children and allow a wider range of abilities to work together to support/challenges one another.

Book token raffle – to inspire and encourage children to read more regularly.

Post information on its learning - question of the week – to promote discussion.

Boggle – (how many different words can you make with a given number of letters) – to encourage creation and development in vocabulary.

Reading buddies with a different year group – children to motivate one another and be a positive role model to younger/less able pupils.

Top Ten Tips to support Numeracy Difficulties

Use real world examples to make learning more meaningful. (Maths through Story/ Mantle of the Expert)

Use a wide range of **practical resources** (Maths Mastery)

Use of technology to practice and consolidate e.g. **MyMaths**, **DoodleMaths** - ipad/iphone app to build confidence - personalised programme (Every learner has their own unique Zone of Proximal Development (ZPD) - the narrow band that is the difference between what a learner can do without help, and what he or she can do with help. DoodleMaths identifies this zone and creates a daily-practice work program based around it, filling in gaps and ensuring continual progression.) Play games that involve mathematical skills.

Interleaved maths. Linking learning (as opposed to 'blocked' practice) (so previous skills are learnt to automaticity, a small amount of new material is introduced, and all the material is practised together)

Collaborative learning, provide talking time to share/explain mathematical thinking and reasoning skills.

Classroom environment: have displays and resources available so as to not overload the working memory. A useful website to help with this is <https://www.k-5mathteachingresources.com/classroom-environment.html>

Maths precision teach - daily short burst practice as happening currently with literacy (to practise basic facts).

Use different teaching styles - CPA, bar modelling, active learning, using the outside environment, Forest Schools.

Share targets, achievements and issues with parents on a regular basis.

Useful 'toolkit' books for dyscalculia as recommended. The Dyscalculia Toolkit - Ronit Bird (£28 on Amazon) and other books by this author, to support SEN planning.

Policy review

This policy was created during the 2013-14 academic year and became 'live' as of September 1st 2014. This policy was reviewed in April 2019 using information from Continuum for Learning and Inclusion (COLI) research groups.

Policy and Procedures For Dealing With Unacceptable Behaviour by Parents and Visitors on the School Premises for Parents and Carers.

Approved By:	Full Governing Body
Date:	
Review Date:	
Signed:	

Policy and Procedures For Dealing With Unacceptable Behaviour by Parents/Carers and Visitors on the School Premises

The Governing Body of Scoill yn Jubilee School actively encourages close links with parents and carers and the community. It believes that pupils benefit when the relationship between home and school is a positive one.

The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. From time to time it is necessary for parents and the school to deal with problems relating to particular pupils. It is important that discussions between parents and staff are conducted in a calm and respectful manner. In the vast majority of such situations this is what happens, but on very rare occasions, aggression and verbal and or physical abuse is directed towards members of school staff or members of the wider school community.

The Governing Body expects and requires its members of staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement of other colleagues when appropriate. However, all members of staff have the right to work without fear of violence and abuse.

Violence, threatening behaviour and abuse against school staff or other members of the school community, including other parents and pupils, will not be tolerated. All members of the school community have a right to expect that their school is a safe place in which to work and learn. There is no place for any form of abuse, threatening behaviour or violence in our school.

We expect parents and other visitors to behave in a reasonable way towards members of school staff and the wider school community at all times. This policy outlines the steps that will be taken where behaviour is unacceptable and contravenes Section 21 of the Education Act 2001. **(Appendix 1)**

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

- verbal intimidation, for example shouting or swearing, either in person or over the telephone,
- verbal abuse, for example speaking rudely or making negative personal comments,
- any form of physical contact,
- physical intimidation, eg standing unnecessarily close to a member of staff,
- the use of rude or aggressive hand gestures, including pointing, shaking or holding a fist towards another person,
- spitting,
- breaching the school's security procedures. All visitors to the school must first report to the main reception area.
- constant emails and/or phone calls which amount to harassment and intimidation, despite the school's best efforts to address a situation,
- regularly emailing staff and expecting responses at unreasonable times such as late at night or weekends. Emails sent to the school office JubileeInfantEnquiries@sch.im or JubileeJuniorEnquiries@sch.im will be responded to within one working day wherever possible,
- inappropriate electronic activity including publishing abusive or inappropriate content with regards to the school, teachers or students on social networking websites such as Facebook and Twitter or in email communication.

This is not an exhaustive list but seeks to provide illustrations of such behaviour. Whilst the use of such behaviour is unacceptable in all circumstances, the school is particularly concerned to protect its pupils from being exposed to such behaviour (whether or not directed at them).

All incidents of rudeness will be logged with the School's Chair of Governors.

Unacceptable behaviour may result in the police being called or informed of the incident.

Parental/Visitor Access to the School Premises

Normally parents/carers (and those with parental responsibility), plus visitors, have implied permission to visit the grounds and buildings of a school. Where there are serious concerns regarding the conduct of a parent/visitor, and possible staff/pupil safety, the Headteacher can:

- initiate a meeting/dialogue with the individual
- write to the visitor, describing their misconduct, explaining its impact on the school and stating its unacceptability
- vary the person's access to the school, for example, through the addition of conditions
- warn of the possibility of a "ban" if the misconduct is repeated
- impose a ban with a review after a fixed period.

Appendix 1

Section 21 of the Isle Of Man Education Act 2001 contains the following provisions:

“21. Conduct on school and college premises

(1) Any person, not being —

(a) a person employed or appointed or authorised by the Department or the governing body of a provided school, maintained school or special school, or

(b) a registered pupil at the school,

who is present on any school premises and, on being requested by the headteacher to quit the school premises, refuses or fails to do so is guilty of an offence and liable on summary conviction to a fine not exceeding £1,000.

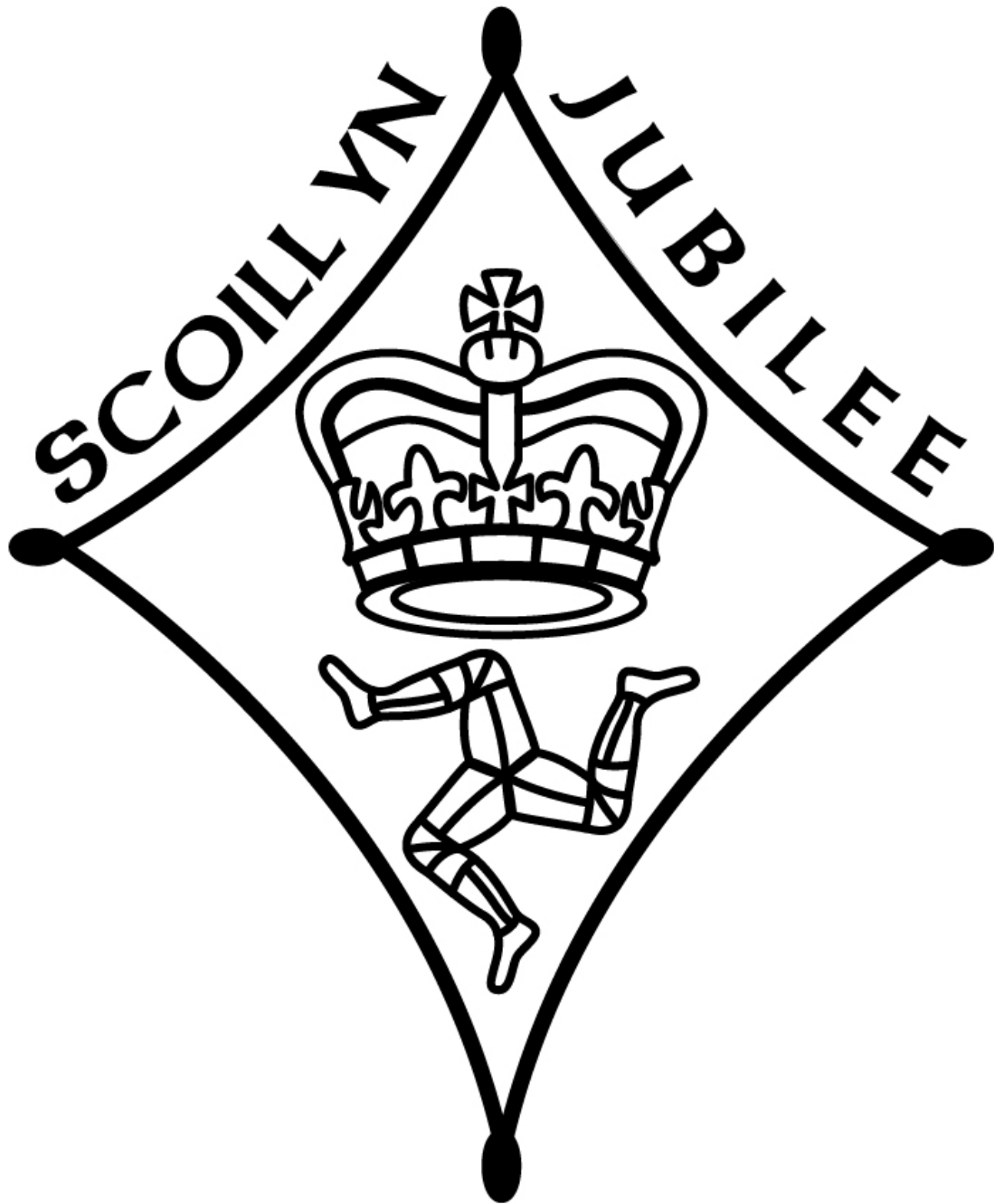
(2) Any person being present on any school premises who —

(a) behaves in a violent, quarrelsome, indecent or disorderly manner on any school premises, or

(b) uses any profane, obscene, indecent or threatening language on such premises, is guilty of an offence and liable on summary conviction to a fine not exceeding £1,000.

(3) All constables are required, on the demand of the head teacher, or some person in his behalf, to expel or assist in expelling from the school premises any person committing or having committed an offence under subsection (1) or (2), and may use such reasonable force as may be required for that purpose.

(4) References in this section to the head teacher of a school include references to a teacher acting as the head teacher.



Child Protection and Safeguarding Policy

Scoill yn Jubilee

January 2025
Review - December 2025

Scoil yn Jubilee Contacts

Designated Safeguarding Lead	Lisa Quilliam (Infant Site) Emily Hicks (Junior Site)
Deputy Designated Safeguarding Lead	Adrian Shorthouse (Executive Headteacher)
Designated Teacher for Children who are Looked After	Lisa Quilliam & Emily Hicks

External Contacts

DESC Child Protection and Safeguarding Officer Grainne Burns	Email: grainne.burns@sch.im Telephone: 686053
Police PC Lou Kennaugh	Email Louise.Kennaugh@iom.police.uk Telephone: 631419
Children and Families	Email: childcarereferrals.dsc@gov.im Telephone: 686179
Out of Hours	Contact Police on 631212 and ask for the Duty Social Worker

Contacts for Pupils

Childline	Telephone: 0800 11 11
Social Worker	Email: Telephone: 686179
	Alternatively, send a text message to +44 7624 365298 . Please give your name and the way you would like us to contact you. This text message will only be looked at during office hours so if it is outside office hours, including at the weekend then it would be best if you

	contacted another person who will be able to find a way of helping you if you need some urgent help.
Out of Hours	Contact Police on 631212 and ask for the Duty Social Worker

1. INTRODUCTION

1.1. Policy Statement

Scoill yn Jubilee is committed to safeguarding and promoting the welfare of all children, staff and others who come into contact with the establishment, regardless of their background, beliefs, or other personal characteristics.

We aim to meet our commitment by creating a positive and open culture, whereby all individuals feel confident to raise and discuss their concerns and to have their views and wishes considered.

This will be achieved through a framework of identifying and responding to such concerns appropriately and in a respectful manner. Within this framework, all staff, including volunteers, will be made aware of Scoill yn Jubilee's policies and procedures, and their own personal duties.

There will be times when the duty to safeguard children will override the wishes of a child or parent, but action needs to be taken to safeguard the child.

Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering or are likely to suffer significant harm. Such concerns can occur at many levels.

Safeguarding is more than child protection and can occur across the continuum of need. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected.

1.2. Purpose and Scope

This Policy applies to all members of staff, including volunteers, part-time staff, Governors and visitors to Scoill yn Jubilee.

The purpose of the Policy is to ensure that all relevant people are aware of their duties to safeguard and promote the welfare of children and how to identify and report concerns.

1.3. Legislation, Policy and Guidance

Safeguarding and promoting the welfare of children is defined in the Isle of Man Safeguarding Together Guidance (found [here](#)) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

This Policy is based on the following legislation, policy and guidance:

- Section 4 of the Safeguarding Act 2018 names the Department of Education, Sport and Culture as a 'Safeguarding body', meaning that the Department and each of its establishments has a duty to safeguard and promote the welfare of children;
- Education Act 2001;
- Children and Young Person's Act 2001;
- Equality Act 2017;
- Isle of Man Safeguarding Board's guidance and procedures.

2. ROLES & RESPONSIBILITIES

Safeguarding and child protection is everyone's responsibility and all staff working with children and young people are considered to be in a position of trust and have a duty to safeguard children.

2.1. Executive Headteacher

The Executive Headteacher is responsible for putting appropriate safeguarding measures in place to ensure the proper protection of all pupils and contributing, as required, to inter-agency work focused on protecting and ensuring the welfare of children.

2.2. Designated Safeguarding Lead ("DSL")

Every establishment must have a Designated Safeguarding Lead, appointed by the Executive Head teacher from a member of the senior staff. The Executive Headteacher should always maintain an overview of this area of work.

Scoill yn Jubilee has appointed Lisa Quilliam and Emily Hicks as DSL and their responsibilities include:

- Advise and support staff on matters relating to child protection and safeguarding;
- Maintain and review Scoill yn Jubilee's relevant policies and procedures, in-line with legal requirements, guidance and updates;
- Ensure that all members of staff have received appropriate training, have read the relevant policies and procedures, and understand their duties for safeguarding and promoting the welfare of children;
- Manage safeguarding referrals to external agencies and
- Share and help to analyse information so that an assessment can be made of the child's needs and circumstances;
- Contribute to whatever actions are needed to safeguard and promote the child's welfare;
- Take part in regularly reviewing the outcomes for the child against specific plans;

- Ensures that all staff receive training commensurate with their role and maintains a list of training undertaken by staff and when it occurred. Safeguarding training is mandatory and should be updated at least every 3 years but preferably within 2 years, depending on the role. (Any staff taking on a lead role for a child subject to planning must attend the Core groups and Conference training run by the Safeguarding Board).
- Maintain records securely and confidentially in line with record keeping guidance. Records should be retained and subsequently destroyed in line with the Retention Schedule ; and
- Undergo training and receive regular updates to maintain the necessary knowledge and skills for the role.

2.3. Deputy DSL

Every establishment should have a Deputy DSL. The individual carrying out the role of Deputy DSL should have the same level of training and knowledge as the DSL with regards to child protection and safeguarding.

Should the DSL be absent, it will be the responsibility of the Deputy to carry out the necessary functions to ensure child protection and safeguarding practices are maintained.

Scoill yn Jubilee's Deputy DSL is Adrian Shorthouse.

2.4. Designated Teacher for Children Looked After

Scoill yn Jubilee has measures in place to ensure that appropriate staff have relevant information about the looked-after status of children, their care arrangements and contact arrangements with birth parents or those with parental responsibility.

To coordinate these measures, Scoill yn Jubilee has appointed Lisa Quilliam and Emily Hicks as their Designated Teacher for Children Looked After, whose responsibility it is for promoting the educational achievement of looked-after children, in-line with DESC guidance.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding to looked-after children are quickly and effectively responded to; and
- Work with the virtual head to promote the educational achievement of looked-after children.

Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.

The designated teacher has details of children's social workers and relevant virtual school heads. The designated teachers at Scoill yn Jubilee are Lisa Quilliam and Emily Hicks, who are responsible for promoting the educational achievement of looked-after children in line with DESC guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

2.5. Senior Leadership Team

Members of Scoill yn Jubilee's Senior Leadership Team should attend level 3 training on an annual basis and ensure that they are aware of relevant updates with regards to safeguarding and child protection matters.

Should there be an exceptional circumstance and neither the DSL nor the Deputy can be reached, concerns may be reported to the Senior Leaders for escalation.

2.6. Governors

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

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

2.7. All Staff

All staff are responsible for ensuring a safe learning environment for children and will be required to undertake level 1 or 2 safeguarding training upon induction and thereafter on a rolling 2-year basis.

For effective safeguarding to take place, it is vital that children feel safe and comfortable to discuss their concerns, and trust that these will be taken seriously.

3. SAFER RECRUITMENT

3.1. Guidelines for the Safe Recruitment and Vetting of Staff

Scoil yn Jubilee takes great care to do everything in its power to recruit individuals who are committed to safeguarding and promoting the welfare of children. This will be achieved by:

- Following DESC recruitment procedures.
- Ensuring panel members have undertaken any required training and understand their responsibilities in relation to safeguarding.
- Candidates being subject to DBS checks and any other checks being made to confirm identity and right to work on the Isle of Man.

In doing this, we are assisted by the Office of Human Resources ("OHR") to collect all relevant information and perform the required pre-employment checks to verify an individual's suitability to work in an Primary School environment.

3.2. Induction & Training

When a new employee joins Scoill yn Jubilee, it is of the utmost importance that they receive the necessary training and are made aware of all relevant policies and procedures as part of

their induction. This ensures that our staff fully understand their personal duties in relation to child protection and safeguarding.

Safeguarding Training is mandatory and all staff are required to undertake Child Protection training in line with the [Isle of Man Safeguarding Board Competency Framework](#) as soon as reasonably possible following their employment. This training will be delivered on a 2-year rolling programme for all staff, with more frequent training being arranged for those in certain positions.

From time-to-time additional training may be undertaken on particular topics or areas of concern. Inclusion of child protection topics in Scoill yn Jubilee's curriculum and awareness campaigns for pupils will be offered as appropriate to age, aptitude and ability of the pupils.

Involvement of parents and caregivers through workshops or information sessions may also be held to ensure increased awareness of topical issues or concerns.

3.3. Volunteers, Visitors & Contractors

All volunteers, visitors, contractors and Governors will be subject to checks appropriate to the work that they will be performing, their contact with pupils, and the level of supervision required whilst carrying out their function.

For further information on the necessary checks and managing visitors to Scoill yn Jubilee's premises, please refer to the DBS Policy and the Visitors Policy.

Visitors to Scoill yn Jubilee are notified about who the DSL/Deputy DSL are and how to report a concern by reading our visitors / volunteers guidance leaflet.

Guidance on dealing with suspected abuse – all staff must refer concerns to the DSL as soon as possible. In the meantime, they should:

- Listen to the child, keeping calm and offering reassurance.
- Observe bruises but should not ask a child to remove or adjust their clothing to observe them.
- If a disclosure is made the child should lead the discussion. Do not press for details by asking questions.
- Listen – do not investigate. Use questions such as, "is there anything else you would like to tell me?"
- Accept what the child says without challenge – reassure them that they are doing the right thing and that you recognise how hard it is for them.
- Don't lay blame or criticise.
- Don't promise confidentiality – explain that they have done the right thing and who you will need to tell and why.

Procedures for monitoring, recording and reporting

At the time

Keep brief notes at the time or immediately after. You should note:

- Date and time of disclosure/incident observed.
- Place and context of disclosure concerned.
- Facts you need to report.

When you can

- Complete a '**Logging a Concern**' form which can be found in either school office. This should be passed to the designated person. In the case of there being bruises or injuries

the Body Map should also be completed.

- Remember to keep the information factual.
- Use the child's own language to quote rather than translating into your own terms. Be aware that these sheets may be used later to support a referral to an external agency, and in extreme circumstances may be used as part of court proceedings so please ensure that what is recorded can be understood by another professional outside of school.

The Designated Safeguarding Lead (DSL) will

- Follow-up the referral using the **Logging a Concern** form as a basis for consideration before action.
- Make additional records of discussions and any investigation that takes place.
- Decide whether to continue to monitor the situation or take the referral further and communicate this to the individual making the initial referral.
 - Where a child is referred to DHSC the MARF (Multi Agency Referral Form) should be completed within 24 hours and submitted.

4. GOOD PRACTICE AND STAFF CODE OF CONDUCT

Good practice includes:

- Treating all pupils with respect.
- Setting a good example by conducting ourselves appropriately. This will include online and mobile usage, and all staff must adhere to the Acceptable Use Policy.
- Involving pupils in decisions that affect them where possible.
- Encouraging positive, respectful and safe behaviour among pupils.
- Being a good listener.
- Being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding this policy, along with the Scoil yn Jubilee's other related policies – e.g. staff handbook, relationships policy etc.
- Being aware that the personal circumstances and lifestyles of some pupils may lead to an increased risk of abuse.
- Referring all concerns about a pupil's safety and welfare to the DSL (or Deputy-DSL in their absence), or, if necessary, directly to the police or Children and Families.

5. RECOGNISING ABUSE

Not all children will feel comfortable disclosing their concerns to members of staff, but all staff should be vigilant for changes in a child's behaviour or demeanour.

There are four categories of child abuse:

- Physical abuse;

- Sexual abuse;
- Emotional abuse; and Neglect.

Form of Abuse	Caused by:	Potential Indicators:
Physical	Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child, including the deliberate fabrication or causation of illness in a child.	Bruising; bite marks; burns and scalds; fractures; or behavioural issues, such as aggressive behaviour. Be aware of other signs, such as an explanation that is inconsistent with the injury, or several different explanations.
Sexual	Involving, forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. Including, penetrative or non-penetrative sexual acts, involving children in watching or taking part in pornographic material or to encourage children to behave in sexually inappropriate ways.	Inappropriate sexualised conduct; age-inappropriate sexualised play or conversation; or sexually harmful behaviour (contact or non-contact). Self-harm; eating disorders; continual, inappropriate or excessive masturbation; anxiousness or unwillingness to remove clothes (sports / P.E etc.). Pain or itching in genital area; blood on underclothes; or bruising in genital region and/or inner thighs etc.
Emotional	Persistent emotional ill-treatment of a child such as causing severe and persistent adverse effects on their emotional development, mental health, behaviour and self-esteem. Seeing or hearing the ill-treatment of another e.g. where there is domestic abuse. Causing children frequently to feel frightened or in danger.	Developmental delay; attachment issues; aggressive behaviour; appeasing behaviour; watchfulness or stillness; low self-esteem; withdrawn or loner; or having difficulty in forming relationships. Such signs may be difficult to identify as they are often behavioural rather than physical. Signs of emotional abuse may be associated with other forms of abuse and may indicate that other abuse is prevalent.
Neglect	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, such as failing to provide adequate food; shelter; clothing; or neglect of, or unresponsiveness to, a child's basic emotional needs.	Constant hunger or tiredness; unsuitable clothing; be emaciated; have untreated medical problems; frequently lateness or non-attendance; low self-esteem; neurotic behaviour and/or poor social relationships; or poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with

		or in the care of adults who are under the influence of alcohol or drug misuse.
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When identifying abuse, it is not appropriate for any member of staff to undress, photograph or body map any child in an attempt to see physical injury or other signs of harm. You can use a body map to support a referral if the injury is visible or the child has shown you the injury.

Staff should familiarise themselves with the risk factors outlined in the Appendix, to help them identify potential cases of abuse.

6. RESPONDING TO ALLEGATIONS OF ABUSE

6.1. Procedures for Responding to Allegations

- Listen to what the child has to say. Do not interrupt and do not challenge what they say.
- Try to understand the issue, but do not investigate or ask leading questions – **doing so could impact any future investigation.**
- Do not lay blame on any party.
- Do not promise confidentiality and explain to the child that the information must be shared and who it will be shared with.
- Reassure the child and ensure that appropriate support is in place.
- Report the concern to the DSL or their Deputy as soon as practicable, but definitely before the end of the school day.
- Use the agreed forms/platform for reporting concerns: Orange forms (reporting a concern), can be found in a folder in both offices. Please speak to the DSL or their Deputy once you have completed the form. If you are unsure as to whether to record anything, please speak to the DSL or their Deputy.
- Share information on a need-to-know basis and do not discuss the matter with colleagues, friends or family.
- Make a written record of what was said as soon as practicable, using an Orange forms (reporting a concern). This record should be factual and done using the child's own words to ensure accuracy and prevent misunderstanding. It must also include:
 - Date and time of disclosure/incident observed;
 - Place and context of disclosure concerns; and
 - Facts you need to report.

6.2. Duty to Report Concerns

To effectively comply with the duty to safeguard and promote the welfare of children, staff should report concerns to the DSL or appropriate alternative, whenever they believe or suspect that a child:

- Has suffered significant harm;
- Is likely to suffer significant harm;
- Has a disability or developmental and welfare needs which are likely only to be met through provision of family support services (with agreement of the child's parent), in accordance with the Children and Young Person's Act 2001; and
- Is a Child in Need (child with complex needs) and whose development would likely be impaired without the provision of appropriate services.

The matter will then be assessed by the DSL and referred to the relevant authorities and agencies, in line Section 11 of this Policy, Communication and Information Sharing.

Referrals and assessment are to be performed in line with the NARRATES (*Needs Assessment, Robust Risk Analysis, Timely Effective Support*) framework for assessment, with risk assessment using the Dynamic Risk Assessment Tool (DRAT).

For more information, please see Chapter 3 of the Isle of Man Safeguarding Together guidance ([here](#)).

6.3. Reporting Directly to External Agencies

There may be occasions where any member of staff may be required to report and share information directly with Children and Families or the Police:

- The situation is an emergency and the DSL, their Deputy and the Executive Headteacher are all unavailable;
- The staff member is convinced that a direct report is the only way to ensure the pupil's safety;
- Where there are reasons to believe a direct referral is in the child's best interests; or
- Where child sexual abuse has occurred/is suspected, staff have a duty to notify police under section 87 of the Sexual Offences and Obscene Publications Act 2021.

6.4. Multi-Agency Referrals

A referral, in the context of child protection, is when someone contacts Children and Families Division with information to share their concerns. Referrers may also wish to request specific services for a child or may request information about a child.

Anyone who has concerns about a child's welfare should initially make a referral to the Initial Response Team (Children and Families Division) by telephone.

Staff should confirm the referral in writing using the Multi-Agency Referral Form (MARF) following the initial telephone conversation with the Initial Response Team duty social worker. The referral should include any information they have on the child and the family. The MARF can be accessed [here](#).

All urgent child protection referrals should initially be made by telephone to the social worker on 686179 and then confirmed in writing within 24 hours using this form. If it is out of hours, please phone 631212 and the Police will contact the out of hour's duty social worker. The form should then be sent to the Duty Team, Children and Families, 2nd Floor,

Murray House, Mount Havelock, Douglas IM1 2SF or by email to childcarereferrals.dsc@gov.im.

6.5. Managing Allegations Against Staff Members (MASM)

For safeguarding allegations against staff please follow the Department's Managing Allegations against Staff policy and the Safeguarding Board's Managing Allegations against a person working with Children and Vulnerable Adults policy.

<https://www.safeguardingboard.im/media/lokdfxe3/masm-with-referral-forms.pdf>

6.6. Supporting Those Involved

Scoil yn Jubilee may offer parents/carers supportive intervention through a referral to the Early Help and Support service of Children and Families. A referral to Children and families at Complex Needs may also be considered and offered if appropriate. If you think a family would benefit from this service please speak to a member of SLT.

- The DSL will make a referral to Children and Families Initial Response Team and/or the police if they believe a child or young person is suffering or likely to suffer from significant harm or is in immediate danger.
- If it is outside of school hours make a referral to **Children and Families Initial Response Team** and/or the police **immediately** if you believe a child is suffering or likely to suffer from significant harm or is in immediate danger. **Anyone can make a referral.**
- The link to the Isle of Man Safeguarding information is ([here](#)).
- All urgent child protection referrals should initially be made by telephone to the Duty Desk on **01624 686179** and then confirmed in writing within 24 hours using a multi-agency referral form. If it is **out of hours**, please phone **01624 631212** and the Police will contact the out of hour's duty social worker.

7. CHILD-ON-CHILD ABUSE

Staff should be aware that children are not only capable of bullying, but also causing abuse to other children. No matter how unlikely staff believe it to be that such an incident could occur, they should also keep an open mind and be aware that it could happen.

Child-on-child abuse may take many forms, examples of which include:

- Physical abuse;
- Bullying;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- Causing someone to engage in sexual activity without consent;
- Consensual and non-consensual creation and sharing of nude or semi-nude images and/or videos;

- Abuse of intimate personal relationships between peers;
- Recording intimate images
- Voyeurism
- Initiation/hazing – inducting newcomers into an organisation, club or team by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which are claimed to promote a bond between members; and
- Prejudiced behaviour – behaviour that causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality – most commonly prejudices linked to disabilities, additional educational needs, gender and sexual identity, and ethnic, cultural and religious backgrounds.

All child-on-child abuse is unacceptable, and allegations must be handled in accordance with this policy, its related procedures, and the [Keeping Children Safe in Education 2023](#)

8. SHARING NUDES OR SEMI-NUDES

Sharing nudes or semi-nudes means the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online.

The prolific use of mobile phones, social media and other online platforms, means there are many ways in which this can occur, including:

- Social media
- Gaming platforms
- Apple's AirDrop
- Text/Whatsapp/Messenger etc.

If you are made aware of an incident involving the consensual or non-sensual sharing of nudes or semi-nudes, **you must** report it to the DSL as soon as practicable.

You must not:

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

For further guidance on responding to incidents involving the sharing of nudes or semi-nudes, you should refer to the Department's guidance ([Sharing Nudes and Semi-Nudes Guidance](#)).

9. CONTEXTUAL SAFEGUARDING

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. Traditional approaches to protecting children/young people from harm have focused on the risk of violence and abuse from inside the home and don't always address the time that children/young people spend outside the home and the influence of peers on young people's development and safety.

Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. It's an approach that looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to just focusing on an individual.

Children who have Adverse Childhood Experiences (ACEs) are considered to be more vulnerable to being exploited.

9.1. SERIOUS VIOLENCE

Staff should be aware of the indicators that a child is at risk of, or is involved with, serious violent crime. Such indicators may include:

- Increased absence from school;
- A change in friendships or developing relationships with older individuals or groups;
- A significant decline in educational performance;
- Signs of self-harm; or
- New gifts/possessions – these may indicate that a child has become involved in criminal activity or has otherwise been approached by a criminal gang.

9.2. Child Criminal Exploitation (CCE)

Child criminal exploitation can include children being forced or manipulated into committing crime or threatening/committing serious violence to others.

Such exploitation can result in the victims becoming financially indebted to the perpetrators as a means of manipulation, leading to victims or their families being subject to abuse and threatening behaviour.

Children involved in criminal exploitation may carry weapons as part of the coercion, or as a means of protecting themselves. It is also common for these children to commit crimes themselves, making it difficult to recognise their vulnerability as victims.

Children may not always understand or recognise that they are being exploited.

9.3. Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse which can occur over time or be a one-off occurrence and may occur without the child's immediate knowledge. It may also be the case that some children do not realise they are being exploited and believe they are in a romantic relationship.

CSE can affect any child who has been coerced into engaging in sexual activities, including 16 and 17-year-olds who can legally consent to have sex.

9.4. Honour-Based Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Forced marriage

Forcing a person into marriage under the age of 18 is a form of child abuse. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is illegal to cause a child under the age of 16 to marry, even if violence, threats or coercion are not involved.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place;
- Refer the case to the relevant agencies, authorities and DESC's Child Protection and Safeguarding Officer;
- Seek advice from the police; and
- Arrange school support for the pupil, where appropriate.

More advice for DSL's is available from the Isle of Man Safeguarding Board:

- Honour Based Abuse ([here](#)).
- Forced marriage ([here](#)).

9.5. Female Genital Mutilation (FGM)

FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

The reasons why FGM is performed vary, but may include:

- Where FGM is a social convention and there is social pressure to conform within a community;

- Where FGM is considered a necessary part of raising a girl, as a way to prepare her for adulthood and marriage; or
- Where people believe that FGM has religious support.

Section 6A of the Sexual Offences and Obscene Publications Act 2021 creates a duty for teachers to notify the police if they discover that FGM has been carried out on a woman or a girl who is aged under 18.

All staff should speak to the DSL regarding any concerns about FGM.

More advice for DSL's is available from the Isle of Man Safeguarding Board ([here](#)).

9.6. Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is defined by the Anti-Terrorism and Crime Act 2004 as the use or threat of action, where the action:

- Involves serious violence against a person;
- Involves serious damage to property;
- Endangers a person's life (other than that of the person committing the act);
- Creates a serious risk to the health or safety of the public or section of the public; or
- Is designed seriously to interfere with or seriously to disrupt an electronic system.

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

Radicalisation can be difficult to identify, but with increasing use of social media platforms, there is an increased risk of children being exposed to radical groups. Signs that a child is being radicalised include:

- Isolating themselves from friends and family;
- Unwillingness or inability to discuss their views;
- Increased levels of anger;
- Talking as if from a scripted speech;
- A sudden disrespectful attitude towards others; and
- Increased secretiveness, especially around internet use.

Staff should always act if they have concerns about a child and talk to their DSL.

10. ONLINE SAFETY

In the context of an increasingly online and digital-oriented society, it is essential that measures are in place to safeguard children from potentially harmful and inappropriate material. When considering online safety, four key risk areas are highlighted by the '4 Cs of online safety':

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To support appropriate online activity, Scoill yn Jubilee aims to:

- Have processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, governors and visitors;
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile phones;
- Set clear guidelines for the use of mobile phones for the whole school community (see our relationships, anti-bullying and acceptable use/e-safety policies); and
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

11. COMMUNICATION AND INFORMATION SHARING

11.1. Communication with Parents and Caregivers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the Children's & Families services team before doing so.

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

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed

Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

11.2. Communication with Relevant Authorities and Agencies

In all situations the welfare and safety of children and young people is paramount. The decision to disclose information in an emergency or life-threatening situation will always be supported.

Data protection and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.

When considering communication and information sharing with other authorities and agencies, decision-making is in-line with the Isle of Man Safeguarding Board's:

- [Information Sharing Protocol](#); and
- [Information sharing guidance for professionals working with children and adults at risk of abuse or neglect.](#)

12. RECORD KEEPING

Scoill yn Jubilee will follow the DESC Procedures for Safeguarding Records Guidance and establish and maintain a record system that ensures that all information is kept in an appropriate manner.

13. WHISTLEBLOWING AND RAISING CONCERNS AT WORK

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Heads of school or Executive Headteacher. Although this can be difficult, it is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues, or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted.

Staff must always follow the Isle of Man Whistleblowing policy ([here](#)).

Isle of Man Safeguarding Board Whistleblowing guidance ([here](#)).

14. REVIEW AND EVALUATION

This Policy will be reviewed by the Heads of Schools or their delegated representative, as and when required, but at least annually as a minimum requirement.

APPENDIX – RESOURCES

Source	Content
Gov.im	Safeguarding Together Guidance
	Whistleblowing Policy
Isle of Man Safeguarding Board	Competency Framework
	Children's Safeguarding Procedures
	Information Sharing Protocol
	Information Sharing Guidance
	Whistleblowing or Raising Concerns at Work
NSPCC	Safeguarding and child protection in schools
	Child abuse and neglect
	Safer recruitment
	Online safety
Gov.uk	Keeping Children Safe in Education 2023
	Sharing Nudes and Semi-Nudes Guidance

How can I find out how to spell this word?

Spelling Policy Scoil Yn Jubilee

Try it out.
Does it
look right?

Can I break it
down into
syllables or
phonemes?

**Is there a spelling
rule that I should
use?**

Is there another word I
can spell that would
help me?

Can I look it up
in the
dictionary?

Is there a root word
I can spell, then add
the correct ending?

*Can I use a mnemonic to
help me?*

*Do I already have
the word in my
vocabulary book?*

1.Introduction

At Scoill yn Jubilee we want our pupils to become fluent and effective writers; accurate spelling will support this as competent spellers can channel their energies into composition, sentence structure and precise word choice. Through the teaching of phonics children learn how words are spelled. Children who are not confident spellers are often reluctant to write even though they have things to say. Spelling skill can only be improved through a systematic teaching and learning approach.

2.Aims

At Scoill yn Jubilee we aim to:

- ❑ Teach children to use different strategies when learning to spell.
- ❑ Give children opportunities to explore language and play with words.
- ❑ Teach children to discriminate between sounds in words.
- ❑ Teach letters and letter combinations most commonly used to spell sounds.
- ❑ Teach children to write words by combining the spelling patterns and sounds.
- ❑ Teach children to spell high frequency words correctly.
- ❑ Teach strategies for spelling words that are not phonetic.
- ❑ Teach skills to understand how words work.
- ❑ Teach children a wider word base to spell most words correctly.

3.Key Skills, Concepts and Knowledge

Children need a knowledge base to understand spelling systems in the English language. This is achieved by a build up of skills, starting with phonic awareness.

Phonemic Knowledge – The sounds letters make.

The correspondence between letters and sounds.

This includes:

Phonics- Letter and sound knowledge, long and short vowels, identification of, segmentation and blending of phonemes in speech and how they influence spelling.

Spelling patterns and conventions: Common letter strings, pronunciation.

Phonological knowledge- Syllables and rhymes, analogy

Morphological knowledge – The written word.

Root words- Words which cannot be broken down into smaller grammatical units.

Compound words- Where two root words are combined

Suffixes- Added after the root word, changing spelling and meaning.

Prefixes- Added before the root word, changing meaning and rarely affecting spelling.

Etymological Knowledge – Origin of words.

Pupils should understand that words in the English language come from a variety of sources. Knowing the origin of a word can help with spelling.

The above are all strategies children should learn over time and use as tools to support their spelling. If children depend on one strategy it can reduce their capacity to learn effectively. For example they may depend on 'look, say, cover, write, check' but their learning style may not be visual.

When appropriate discuss specific spelling tools in context first before systematically practising them. Praise children for using appropriate tools so raising their awareness of the range of spelling tools that they know.

Skills taught by Year Group

Foundation Stage:

In the Foundation Stage children's early writing is "mark-making with intent". Encourage the children to give these marks meaning even though the lack of regular spelling makes them difficult to understand. This stage of writing is crucial because children are discovering that print carries meaning.

Children's early attempts at writing should be valued. Encourage children to write independently by modelling writing, provide wide ranging resources for independent, guided and shared writing activities and offering engaging reasons to write.

During this stage encourage children to discriminate sounds around them and take an interest in print around them (early graphics).

Throughout the Foundation Stage and Key Stage 1 early spelling should not be hindered by the lack of pencil control. Encourage children to use alternative media such as magnetic letters, printing with letter stamps, dough, foam or the computer.

From the Foundation Stage, using LCP with '*Letters and Sounds*' children begin by being taught to hear initial, final and medial sounds in words and to read and write the letters that represent these sounds.

From Year 2 '*Support for Spelling*' is split into year groups, building on work carried out throughout Key Stage 1.

Support for Spelling is organised into 5 starter sessions taught over a 2 week period. It teaches spelling in a cumulative manner. During each half term (Six weeks) 10 sessions are used for teaching specific objectives and 5 sessions for direct teaching of spelling strategies, proof reading, high frequency words, specific cross curricular words and personal spelling targets. (see appendes below)

End of Year Expectations

Foundation Stage

By the end of Foundation Stage most children understand the relationship between the phonemes they hear at the beginning, middle and end of words and the letters they see. Some children may spell words with adjacent consonants, e.g. stand and vowel digraphs, e.g. screen.

By the end of the Foundation Stage children should be able to blend and segment CVC words and should be beginning to blend and segment CCVC and CVCC words.

By the end of the Reception year most children will have completed up to phase 4

Year One

By the end of Year 1 children should be able to use the spelling conventions listed in the National Literacy Strategy framework for teaching for Foundation Stage and Year 1 in their independent writing.

By the end of year 1 most children will have completed phase 5 of *Letters and Sounds*.

Year Two

By the end of Year 2 most pupils should be able to read and spell words containing different variations of phonemes; discriminate the sounds in a multisyllabic word; know conventions for adding 'ed' to a word for past tense and 'ing' for present tense; To split compound words into component parts and use this to support spelling; to add common suffixes to words; to add common prefixes and understand how meaning is altered. They should apply their knowledge to writing tasks.

By the end of year 2 most children will have completed phase 6 of *Letters and Sounds*, and begun to use *Support for Spelling*.

From Year 2 the *Support for Spelling* document will be used to teach spelling. This document compliments and builds upon the *Letters and Sounds* document providing a systematic approach to teaching, building on and embedding the learning of words and spellings.

Year Three

By the end of Year 3 most pupils will be able to: add suffixes to words, to use irregular tenses accurately; know rules for adding 's' to nouns; generate new words from root words; use and spell pro-nouns accurately. They should apply their knowledge to all writing tasks.

Year Four

By the end of Year 4 most pupils should be able to: distinguish between the spelling and meaning of homophones; know how to spell words with common letter strings; use the apostrophe in contracted forms of words; be able to investigate spelling patterns when considering plurals and also links in meaning and spelling while using affixes. They should apply their knowledge to all writing tasks.

Year Five

By the end of Year 5 most pupils should be able to: spell unstressed vowels in polysyllabic words; spell words with common letter strings and different pronunciations; explore the spelling patterns of consonants and formulate rules; to know rules for adding suffixes when a word ends with e,y or ie; to know and use less common prefixes and suffixes; identify word roots, derivation and spelling patterns. They should apply their knowledge to all writing tasks.

Year Six

By the end of Year 6 we expect most children to: have extended their work on spelling patterns including unstressed vowels and polysyllabic words; spell unfamiliar words by using what is known of word families and spelling patterns; have embedded the use of independent spelling strategies for unfamiliar words; be confident in using prefixes and suffixes to transform words and use word roots, prefixes and suffixes to support their spelling. They should spell a wide range of words accurately; make appropriate word choices, applying their skills to all writing tasks;

4. Teaching and Learning Approaches

At Scoill yn Jubilee a 15 minutes daily phonics / spelling or equivalent lesson is taught throughout the school to ensure children acquire the phonemic skills for spelling. Phonic games and activities are planned for each phonic session ensuring a balance between active and passive games or activities.

When children play phonic games at phase 4 and beyond the consolidation of phonic skills is encouraged by applying them to spelling words. e.g. after playing "Jump in the Hoop" with final phonemes write a sentence using some of the words from the game and encourage the children to dictate the words focusing on the final sounds.

In Key Stage 2 regular spelling lessons ensure the children build on their phonic and word knowledge. These lessons should follow the programme and timings suggested in *Support for Spelling*. Spelling activities are planned frequently where children practise the words being taught, ensuring these are differentiated to individual spelling needs. These may include independent learning tasks, ICT games, spelling games, guided groups and whole class activities.

Children should begin to develop the habit of reading work through, identifying words where they are not sure of spellings and use dictionaries, word banks and spell checkers to correct these.

From Year 2 onwards spelling tasks will be sent home for children to practise skills. These will be in the form of a spelling investigation or task that rehearses the skill being taught in class rather than lists of spellings. These tasks will reflect the learning from *Support for Spelling* so will be fortnightly. Lists of words for a test will not be sent home. We encourage parents to work with us in supporting their child's spelling and a leaflet for parents is available using information from the *Support for Spelling* information below.

Modelled Writing

During modelled writing sessions the teacher should appear to have difficulties with occasional words and consider which spelling tool to use. To keep the flow of the text model underlining the word to check at the end is good practice.

Shared Writing

During shared writing, on occasion a spelling may be pointed or the children may be asked to help with spelling. Use of a spelling 'tool' (Appendix 3) introduced or focus on a 'word of the week'. When pupils misspell high frequency words we encourage checking them at the end of the writing task by underlining spelling errors independently. These could then be checked using a dictionary or wordbank.

Independent Writing

In independent writing we expect to see words written at the level of children's developing spelling skills:

At the end of Phase 2 we expect:

- ❑ represent a word using the phoneme in the initial position.
- ❑ represent words using initial and final phonemes.
- ❑ write CVC words correctly.

At the end of Phase 3 we expect:

- ❑ hear and write both consonants in a cluster.
- ❑ know one representation for each long vowel phoneme.
- ❑ use a range of digraphs and trigraphs and make spelling choices on the basis of frequency of use or visual recognition.

At the end of Phase 4 we expect:

- ❑ cvcc and ccvc words to be accurate
- ❑ Some two syllable words to be accurate
- ❑ Phase 4 tricky words to be spelt

At the end of Phase 5 we expect:

- Split digraphs to be accurate
- All phonemes and graphemes to be recognised and used
- Phase 5 tricky words to be spelt accurately

At the end of Phase 6:

- ❑ 'ed' suffix is used accurately
- ❑ the rule for adding 'ing' to plurals
- ❑ rules for adding suffixes to plural-ed, est, y, er, ful and ly
- ❑ Beginning to add prefixes and suffixes.

By the end of Year 3

- ❑ Spell high and medium frequency words
- ❑ Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words
- ❑ Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules

By the end of Year 4

- ❑ Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words
- ❑ Distinguish the spelling and meaning of common homophones
- ❑ Know and apply common spelling rules
- ❑ Develop a range of personal strategies for learning new and irregular words

By the end of year 5

- ❑ Spell words containing unstressed vowels
- ❑ Know and use less common prefixes and suffixes such as *im-*, *ir-*, *-cian*
- ❑ Group and classify words according to their spelling patterns and their meanings

By the end of Year 6

- ❑ Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words
- ❑ Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen

Progression into year 7

- ❑ Revise, consolidate and secure knowledge of correct vowel choices, pluralisation, prefixes, word endings and high frequency words
- ❑ Record and learn from personal errors, corrections, investigations, conventions, exceptions and new vocabulary
- ❑ Draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns

Visually Recalling Letters in Words

Short phonemically irregular words i.e. 'tricky words' are learned by recalling them visually. We teach these words at a time that is not linked to phonic work. We encourage:

- ❑ Look for words within words e.g. *the* in *they*.
- ❑ Play games like 'passwords' by touching 'tricky words' and saying them in order to go through a doorway.
- ❑ Group words by spelling patterns e.g. *could*, *would*, and *should*.

- ❑ Play 'reveal the word' by hiding a 'tricky word' behind a screen and trying to guess it by looking at some of the letters the top or the bottom half of the word.
- ❑ Devise mnemonics e.g. because – big elephants can always understand small elephants.
- ❑ Play 'word spell games'.
- ❑ Chant letter names e.g. PEO PLE.
- ❑ Practise words using the 'look, read, say, cover, write, check' method.
- ❑ Quick flash- show a word briefly and ask children to guess the word.
- ❑ Identify the tricky bits in words.
- ❑ Practise spellings using a range of strategies and independent activities

Deciding Which Strategy for Each Word

When children first begin to write encourage them to learn phonemes and graphemes and 'have a go' at spelling words. Later encourage children to spell the whole word correctly.

Encourage children to ask themselves "do I know how to spell this word?". If, having written the first letter the child does not know how to spell the rest of the word encourage them to complete the word using the phonemic strategy. This approach should be used during shared, guided and independent writing.

When children have been introduced to a set of 'tricky words' encourage them to use their chosen 'tool' to spell the 'tricky word' automatically.

Spelling Practice

Opportunities to practise spelling words through:

- ❑ Practising spelling patterns in handwriting.
- ❑ Playing spelling games.
- ❑ Playing spelling games using 'tricky words'.

Children find it easier to spell words correctly when they are concentrating on single words rather than considering other aspects of writing, therefore avoid correcting spellings when reading through a piece of guided or independent writing instead note misconceptions and focus on that spelling rule on another occasion.

For children who are confident spellers, underlining words they are less sure of and using a dictionary, wordbank or spell checker to check later is the most appropriate strategy.

5. Teaching Spelling to Children with Special Needs

If children have difficulties learning to spell, early intervention is essential. Developing phonological skills has a great impact on spelling development. Refer to phases of spelling development when planning activities for children with special needs and differentiate accordingly.

If children have specific spelling difficulties take account of current or historical hearing problems and speech difficulties and assess the impact they have.

Setting appropriate targets, that could include phonics, spelling or aspects of self-esteem, as appropriate, children's spelling development can be promoted.

The use of word processing through ICT and through other multi-sensory equipment can support children who have difficulty with fine motor control with their spelling development.

In shared writing sessions and phonics time children with special needs are encouraged to sit at the front of the group.

Some pupils will not have completed the phonics programmes in Key Stage One. These pupils should continue with this rigorous programme in Year 3 and 4.

For children who show dyslexic tendencies we use the Education Departments document for guidance.

Support from outside agencies is welcomed.

Very able children also require a level of additional support. Teaching objectives for spelling are written to match the abilities of very able children by looking ahead.

During shared writing sessions questioning is differentiated to take account of spelling skills of very able children.

6. Allocation of Time

In the Foundation Stage and Key Stage One phonics is taught for 15 minutes every day using the *LCP and Letters and Sounds*. In Key Stage 2 *Support for Spelling* requires 15 minutes every other day. Other methods and 'tools' are taught when appropriate sometimes during shared or guided writing, and reinforcement of phonemes during guided reading.

Guided writing takes place during literacy regularly, with focussed groups taking place.

Support for Spelling in KS2 requires the teaching of spelling in 5 days out of every 10. This is to allow pupils time to consolidate and practise their learning.

Modelled and shared writing takes place regularly in literacy, and may also be used in a cross curricular context.

Independent writing tasks take place regularly and may be cross-curricular.

7.Cross-curricular Links

Linking Handwriting to Segmenting and Blending

- ❑ Demonstrate CVC words using known phonemes. Children then try for themselves on dry wipe boards.
- ❑ As children's phonic knowledge develops, use the same technique for CCVC, CVCC and CVC words with vowel digraphs.

Linking Handwriting to Spelling Irregular Words

- ❑ Demonstrate how to write a simple high frequency word joining letters when appropriate.
- ❑ Children practise high frequency 'tricky words' by sky-writing them, writing them on a child's back and writing them on dry-wipe boards.

Linking Spelling with Shared, Guided and Independent Writing

- ❑ As part of shared writing, model handwriting and make links to phonics and spelling.
- ❑ In guided and independent writing, remind children to use their knowledge of phonics and spelling rules to transcribe their own sentences.
- ❑ Encourage children to read through their work and look for words within a text they believe may have been spelled incorrectly using a coloured pen. They can then check these in a dictionary or on a word wall.

8.Resources

In each classroom a variety of writing and spelling resources are used. These may include:

- ❑ A white board.
- ❑ A big bookstand.
- ❑ Chalk and chalk boards.
- ❑ Word-banks.

- ❑ Classroom signs.
- ❑ A book corner.
- ❑ A letter formation display.
- ❑ A writing corner.
- ❑ Magnetic letters, words and boards.
- ❑ Spelling challenges.
- ❑ Timers.

Other suggested resources:

- ❑ Pencils, crayons, ballpoint pens, felt pens, pencil crayons, crayons, handwriting pens, fountain pens, gel pens
- ❑ Pencil grips.
- ❑ Coloured, lined and unlined paper.
- ❑ Scissors, erasers, paperclips, Sellotape, staplers.
- ❑ Calendars, diary, dictionaries, try pads, post-it notes, and envelopes.
- ❑ Writer's notebooks.
- ❑ Listening corner.
- ❑ Take home writing bag.
- ❑ ICT area.
- ❑ Message boards, white boards and markers.
- ❑ Dear teacher diaries.
- ❑ Lined books, handwriting books.
- ❑ Sand, sawdust, foam and trays.
- ❑ Drama and storylines as starting points for writing.
- ❑ Role -play areas set up with writing focus in mind and resources to support that type of writing. E.g. writing lists in a shop.
- ❑ Glitter, rice, sand, foam.
- ❑ Gel boards.
- ❑ Magazines/newspapers to cut up.
- ❑ Graph paper.
- ❑ Handwriting lined paper.
- ❑ Precut paper letters.
- ❑ Word cloud activities.
- ❑ Water and paintbrushes, squirty bottles.

9.Guidelines

When children are confident and fluent writers we highlight spelling misconceptions in independent or guided writing. Independent writing misconceptions may be used to plan a guided writing session

10.Assessment, Recording and Reporting

Parents are informed of their child's spelling progress regularly and spelling attainment is reported upon in the end of year reports.

Writing and spelling assessments take place during literacy and are written into short-term plans.

During a guided writing session, group comments are written and individual strengths and areas for development in spelling may be noted.

When commenting on children's spelling in their books we make sure comments are positive, focused on spelling and refer to what is good and what can be improved. (see marking policy)

Writing and spelling target sheets should be shared with pupils, these are completed as children achieve each target.

Ongoing spelling skills are assessed in the Foundation Stage using a whole class / group record.

During Key Stage One and Two targets are on the individual Writing Assessment Sheets.

Evidence should be kept of assessments carried out during phonics and spelling work.

11.Roles of Personnel

Role of the class teacher

To plan, teach and assess spelling.

To provide a stimulating environment that encourages spelling development using a variety of techniques and resources.

Role of the curriculum co-ordinator

To raise spelling standards throughout the school and ensure that the spelling policy reflects planned progression of skills, knowledge and understanding.

To assess and monitor spelling by scrutinising books, tracking children and through scrutinising planning, teaching and learning throughout school.

To offer support and guidance to staff.

To publicise good practise through staff meetings and INSET and monitor the use of spelling resources.

To attend relevant courses and establish that assessment, recording and reporting procedures for spelling are linked to planning.

Review: September 2016

Learning and practising spelling

Memory strategies

Purpose

- To develop familiarity with different strategies for memorising high-frequency or topic words.

Resources

- Poster of memory strategies (see below)
- List of words to be spelt

Procedure

Whole-class work

1. Introduce the activity by explaining that in addition to knowing how a word is constructed (phonic strategy) we may need additional aids to memory.
2. Display the poster of memory strategies and tell the children that it contains good ideas for helping them to remember spellings, and a final emergency idea (Appendix 3).
3. Write a word on the whiteboard, ask the children to read it together and clap the syllables.
4. Discuss with the children the features of the word that might make it difficult to remember and which memory strategy might be helpful.
5. Rub the word off the whiteboard and ask the children to write the word.
6. If children made errors, discuss them in relation to the memory strategy.
7. Repeat steps 3–6 with another word.
8. Write another word on the whiteboard, ask the children to read it and clap the syllables.
9. Ask the children to discuss with their partners which memory strategy they could use, then ask them to learn the word.
10. Rub the word off the whiteboard and ask the children to write the word.

11. Discuss the strategies chosen and their effectiveness for learning the word.
12. Repeat steps 8–11 with two more words.
13. Finally dictate each word learned during the lesson for the children to write.

Memory strategies

Strategies	Explanations
Syllables	To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. <i>Sep-tem-ber, ba-by</i>)
Base words	To learn my word I can find its base word (e.g. Smiling – base <i>smile</i> + ing , e.g. <i>women</i> = wo + <i>men</i>)
Analogy	To learn my word I can use words that I already know to help me (e.g. <i>could</i> : <i>would, should</i>)
Mnemonics	To learn my word I can make up a sentence to help me remember it (e.g. <i>could</i> – <i>O U Lucky Duck</i> ; <i>people</i> – <i>people eat orange peel like elephants</i>)

Learning words

The best way of giving children words to memorise is to provide a sentence for children to learn so that they get used to using the target words in context. The sentences could be practised at home (or in time allocated during the school day) and then children can show what they have learned by writing the sentences at the beginning of spelling sessions.

The purpose of the following two routines is for children to:

- Show what they have learned.
- Practice writing words that follow the same pattern or convention.
- Use the words in the context of a sentence.
- Reflect on what they have learned and learn from their errors.

The children are involved in assessing their own learning as they check their work.

They are encouraged to explain their decisions about spelling so that they can understand their success and overcome misconceptions. They use their spelling logs to record words that they often have difficulty with.

Routine A

Preparation

- Select words and devise a sentence for dictation. Write out a list of all the words to be used in the routine, and the final sentence.

Resources

- Sentence for dictation

Procedure

Routine A is made up of the following five elements.

1. **Show me what you know.** Test the children on the words they have been learning. Either read the whole sentence and ask them to write it, or read the individual target words.
1. **Spell the word.** Select five more words that follow the same pattern or convention. Remind the children about the convention or spelling pattern they explored. Explain that they will be able to use what they have learned to try spelling the new words.
2. **Read out one word at a time.** Each child writes it, reads what they have written and checks that they are happy with it.
3. **Write the sentence.** Dictate a sentence that includes several target words. Break it into meaningful chunks, repeating each string of words several times. Give children time to check what they have written and remind them of the target features (e.g. -ed endings; different spellings of the long vowel phoneme, strategy for remembering a difficult bit).
4. **What have I learnt?** Display the list of words for children to use when they are checking their own work. They work in pairs supporting one another in identifying correct spellings and underlining any errors.

Focus on successful strategies, asking what the children have learned that has helped them spell this word correctly. Encourage the children to articulate what they know and how they have applied it. Then focus on some errors and help children to understand why they might have misspelt the word – were they tripped up by the difficult bit? Did they forget to apply the rule?

Routine B

Preparation

- Devise two sentences that include examples of words from this phase and incorporate words from previous phases. Select three words for the children to make into their own sentences. Write out the dictations, and the words as three word cards.

For this activity the children should write their sentences in a notebook so that there is an ongoing record of their progress.

Resources

- Two sentences
- Three word cards

Procedure

Routine B is made up of the following three elements.

1. **Write the sentence.** Dictate two sentences that include target words and other words needing reinforcement. Break each sentence into meaningful chunks, repeating each string of words several times. Give children time to check what they have written and ask them to look out for words they have been working on.

Is there a pattern to follow or a rule to apply?

2. **Create a new sentence.** Read out the three words you have chosen and provide children with a theme, for example: Create a new sentence about children eating lunch using the words *wanted*, *their* and *shared*. Give the children time to write their sentences, read through and check them. Have they used the strategies they have been learning to recall the correct spelling?
3. **What have I learnt?** Display the sentences from the earlier dictation and word cards for the new sentences. Ask children to check their work in pairs. They support one another in identifying correct spellings and underlining any errors.

Possible questions are:

- *Were there words in this dictation that you have mis-spelt before?*
- *Did you get them right this time? What strategy did you use to remember the difficult bit?*
- *Did you spell the target words correctly in your sentence?*

Give the children the opportunity to select one or two words to add to their spelling logs. For really tricky words the following process – simultaneous oral spelling – has proved useful for children. These are likely to be words that they use regularly and find difficult to spell.

Procedure

1. The children copy out the word to be learned on a card.
2. They read it aloud and then turn the card over.
3. Ask them to write out the word, naming each letter as they write it.
4. They read aloud the word they have written.
5. Then ask them to turn the card over and compare their spelling with the correct spelling.
6. Repeat steps 2-5 three times.

Do this for six consecutive days.

Appendix 2

A guide for parents

Helping your child with spelling

When we write we have to consider a number of aspects.

- ✓ We need to know what the purpose of our writing is and for whom we are writing.
- ✓ We need to think about the content and what form our writing will take, for example, is it a shopping list, a report, a letter to a friend, an email?
- ✓ We then need to think about the structure appropriate to the purpose and form of our writing – the use of sentences, paragraphs and punctuation.
- ✓ We then select the vocabulary that will best convey our meaning.
- ✓ And finally we think about how to spell the words we write.

Children can find writing a real challenge; they need encouragement, support and praise for their efforts. You can best support them by encouraging them to write on every possible occasion, praising their efforts and, importantly, by letting them see you writing whenever possible. You can play word games with them (e.g. **I spy, Find the word** puzzles), you can point to interesting or new words as you read to your child (without interrupting the flow of the story) and you can compose emails together.

Most of us, even if we consider ourselves to be good spellers, make spelling mistakes at some point. What is important is that we know what to do when we get stuck and we know how to correct our mistakes.

The English language is a rich but complex language but, despite its complexity, 85% of the English spelling system is predictable. Your child will learn the rules and conventions of the system and the spelling strategies needed to become a confident speller.

Here are some of the strategies that will help your child become a

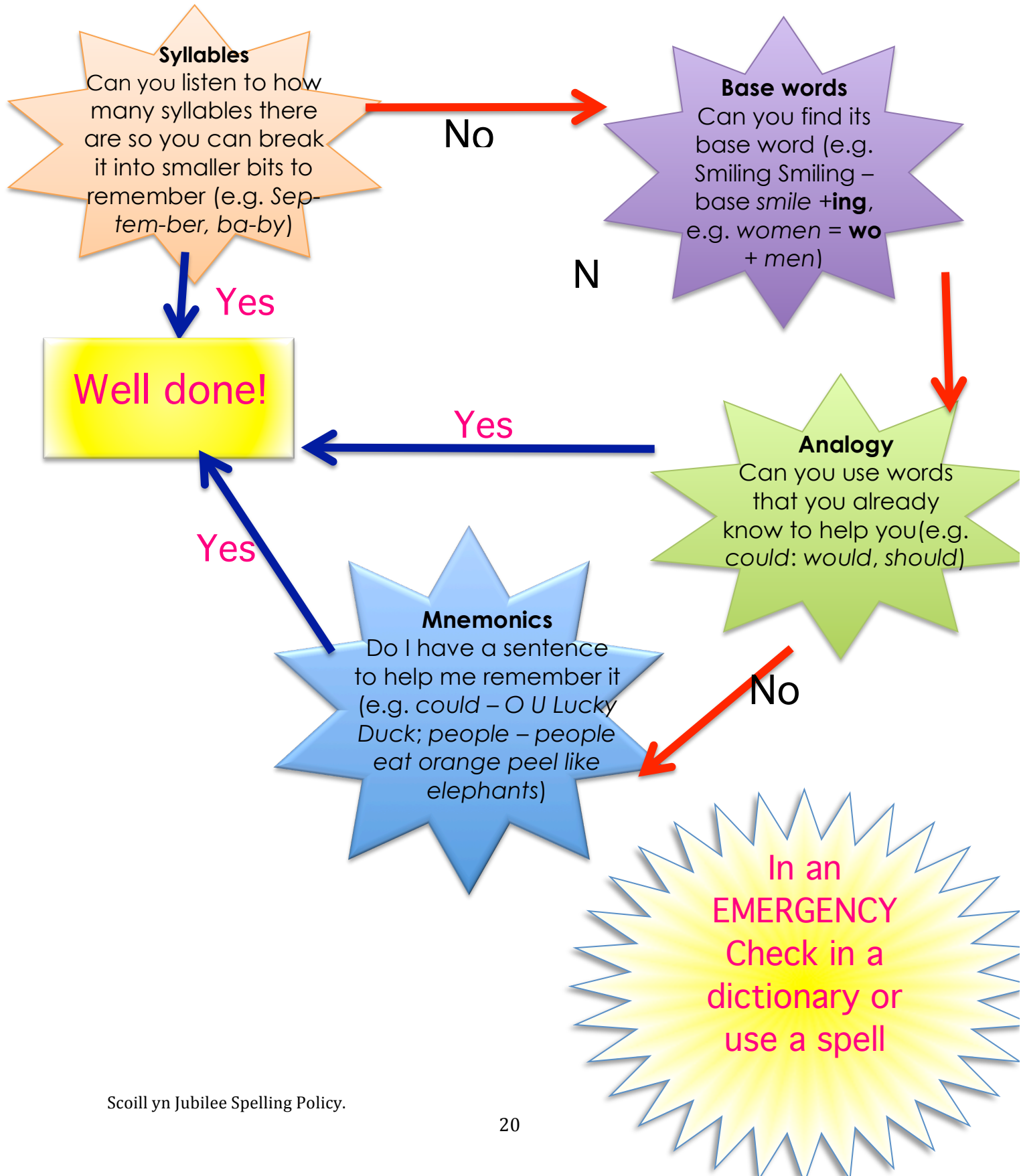
confident and accurate speller:

- ✓ sounding words out: breaking the word down into phonemes (e.g. *c-a-t, sh-e-ll*) – many words cannot be sounded out so other strategies are needed;
- ✓ dividing the word into syllables, say each syllable as they write the word (e.g. *re-mem-ber*);
- ✓ using the **Look, say, cover, write, check** strategy: look at the word and say it out aloud, then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process;
- ✓ using mnemonics as an aid to memorising a tricky word (e.g. **people**: *people eat orange peel like elephants*; **could**: *O U Lucky Duck*);
- ✓ finding words within words (e.g. *a rat* in *separate*); making links between the meaning of words and their spelling (e.g. *sign, signal, signature*) – this strategy is used at a later stage than others;
- ✓ working out spelling rules for themselves – a later strategy;
- ✓ using a dictionary as soon as they know how to.

Encourage your child to have a go at spelling words they are unsure of. This will give them the opportunity to try out spelling strategies and to find those that they find useful. You can help them to use the strategies outlined above and praise their efforts.

Stuck With a Word?

Which strategy could you use?



Spelling Tools

How can I find out how to spell this word?

Try it out.
Does it
look right?

Can I break it
down into
syllables or
phonemes?

Is there a **spelling
rule** that I **should
use**?

Is there another word I
can spell that would
help me?

Can I look
it up in

Is there a root word
I can spell, then add
the correct ending?

*Can I use a mnemonic to
help me?*

*Do I already have
the word in my
vocabulary book?*

Scoill yn Jubilee

Anti-Bullying Policy.

It is a requirement of all schools in the Isle of Man to have an Anti Bullying Policy in place to ensure that anti bullying procedures are established and carried out in school.

This policy has been discussed with staff and presented to Governors for approval. After which it is put on to the school website.

As stated in our Relationships Policy, we endeavour to create a safe and secure environment, in which everyone is able to learn and work. Children are expected to be kind to other children and treat them with respect. Positive behaviour is encouraged and rewarded consistently throughout school. If a child deliberately hurts another child, it is taken very seriously. There is a system of yellow and red cards in place when this occurs and if necessary, parents will be informed.

What is Bullying?

There are many definitions, but most have four things in common:

- It is repeated often over a period of time
- It is deliberately hurtful or harmful behaviour
- It is difficult for those being bullied to prevent or put a stop to it
- It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end

Bullying can take many forms but the five main types are:

- Physical (hitting, kicking, pushing, taking belongings)
- Verbal (name calling, insults (including those of a racist, sexual or homophobic nature) taunting, mocking, making offensive personal comments; threatening, intimidating; creating situations in which someone is humiliated, or made to look ridiculous, or gets into trouble)
- Non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language.
- Indirect (emotional, spreading nasty stories about someone, excluding someone from a social group, playing tricks and pranks)
- Cyberbullying (when one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies)

We are agreed that bullying behaviour in any form will not be tolerated if, when or where it affects children who come to our school.

We expect staff to take incidents of bullying seriously and act in accordance with this policy.

We expect all children to report bullying behaviour and not take on the role of a follower and/or bystander to this behaviour.

We expect all parents to work in partnership with the teachers, school leadership team and other staff members (where appropriate) when this type of behaviour is reported and concerns

their child in any way. If parents feel their child may be a victim of bullying behaviour, inform school immediately. A complaint will be taken seriously and appropriate action will follow.

We have an anti-bullying code (see appendix A) and clear procedures are in place if a "bullying" incident is reported.

We consider that there are three levels of school behaviour:

Level 1 – Normal school life: Within any large school there will always be the occurrence of incidents and accidents. Friendships will come and go and pupils will make poor decisions all of which is normal in the process of growing up. It is therefore important to keep specific situations in context.

Level 2 – Inappropriate and unacceptable behaviours: Occasionally individual pupils will on occasion make poor choices and do or say things that are inappropriate, possibly physical, and unacceptable in the school community. These actions are generally one-off incidents that may result in a school sanction (in line with our Relationships Policy) or suspension and parents would be notified of these serious incidents.

Level 3 – Bullying: Bullying is defined as deliberately hurtful behaviour that is repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying occurs from time to time in any establishment and manifests itself in a variety of ways.

Children who are being bullied may show changes in behaviour. If you think your child is showing any changes in their behaviour then please feel free to discuss this with the school.

The school takes this matter very seriously and takes appropriate steps to eliminate it.

If you are at all concerned about your child, please do not hesitate to see your child's teacher or the Head of School or Executive Headteacher.

Should we consider your child to be a bully or that your child is being bullied, you will be invited into school to discuss the matter.

Prevention of Bullying

At Scoill yn Jubilee we seek to identify the early signs of bullying in the classrooms, Nurture Rooms or the playgrounds and work to prevent it developing further by:

- Giving time to listen to children's concerns at playtimes, lunchtimes and other times of the day
- Valuing each child's comments and try to ensure that they are appropriately dealt with
- Being aware of any repeated reports of incidents involving the same children or groups of children
- Ensuring that all children are aware of acceptable standards of behaviour and the positive attitudes we expect
- Raising the awareness of bullying through inclusion in Personal Social Health Education planning, in our values programme, discussions and circle time in class, in the Nurture Room and during school council meetings. In addition, the school takes part in the national Anti-Bullying week every year

Guidance on Suspected Incidents

1. It is important to identify the nature and extent of the bullying and the victim's class teacher begins the Bullying Incident Report form (see appendix B).
2. The incident should be discussed with the pupils individually by the children's class teacher(s) and Head of School, recording their comments in a non-judgmental way in order to ensure that the pupil feels they are being listened to. Pupils should be reassured that all incidents of bullying are taken seriously.
3. See the pupils involved together, if both parties agree. At this meeting pupils will be encouraged to:
 - reflect on their behaviour and the factors that may have influenced the behaviour of others
 - identify how they can resolve the current difficulties and avoid the problems recurring
4. After the meeting:
 - The class teachers and Head of School should consider what support can be made available to the victim(s) and meet with him/her to discuss the options (buddy system, own circle of friends, school nurse, youth worker)
 - The class teachers and Head of School should consider the sanctions the school will impose on the perpetrators (see Appendix A)
 - Incidents of bullying will be reported to the Department of Education Sport & Culture and School Governors so that incidents and trends can be analysed
5. The class teacher should hold a review meeting after one-week (interviewing the pupils individually before this happens). If the matter is successfully resolved by the time the review occurs, copies of the Bullying Incident Report will be placed in the Bullying Incident file. This will be retained for 2 years from the date of the incident.
6. If there is evidence of further bullying or provocation, the Executive Headteacher will arrange to meet the pupils' parents or carers in order to identify options to resolve the problems successfully.
7. Once the matter has been successfully resolved, unless there is a further occurrence of bullying, the school will not refer back to it.
8. If there is limited progress within an agreed time scale, then the Department of Education Sport and Culture guidance on suspensions will be followed.

AWARENESS RAISING

The whole school community will be made aware of our relationships policy and anti-bullying policy through school council meetings, assemblies, PSHCE sessions and access to it given through the school website.

CURRICULUM IMPLEMENTATION

To ensure our policy is fully integrated into the life of the school, formal and informal opportunities will be planned and implemented to ensure everyone continues to abide by the procedures set out in this document. These may include the following;

Assemblies
PSHCE lessons
Displays and posters
Playground games led by children and staff
Home-school diaries
School website

SUPPORT

Staff

All staff will be kept abreast of current thinking with regard to anti-bullying and if required, support will be given to implement this policy. Opportunities for staff to receive training on matters relating to managing behaviour and positive handling will be given through courses available through the CPD programme and school-based Professional Development.

Victims

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be required to ensure that the victim does not suffer any long-term damage. After a period of time, staff will meet with the victim to reassess the situation and the relationship between those involved.

Perpetrators

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or buddying system
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist, or the Behaviour Support Team.

RECORDING & REPORTING

Instances of bullying within the school will be recorded using our BULLYING INCIDENT REPORT FORM (Appendix B)

Incidents of bullying will also be reported to the Governors and the Department of Education Sport and Culture by the Executive Headteacher.

PARENTAL/CARER INVOLVEMENT

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour.

The school will ensure that parents/carers are informed promptly of concerns regarding their child and are given the opportunity to be involved in supporting school actions and responding

to the needs of their child.

Monitoring, Evaluation and Review

This policy will be reviewed by all staff on a two-year basis or when the need arises, to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The policy should be read in conjunction with our Relationships Policy, Safeguarding Policy and ICT Acceptable Use policy.

September 2023

APPENDIX A

ANTI-BULLYING CODE

- No-one has the right to make you feel upset.
- In the playground make sure that you can always be seen by an adult.
- If you think someone is coming to hurt you, walk away or run away.
- If someone hits you do not hit back. This is what the person wants you to do so that they have an excuse to hit you again. **Tell a teacher, or any adult in the school. You must also tell your parent.**
- If someone threatens you over and over again, that is bullying. **Tell a teacher, or any adult in the school. You must also tell your parent.**
- If someone tries to force you to give them money, food or something that belongs to you, that is bullying. Never give anyone anything that you don't want them to have. **Tell your teacher, or any adult in the school. You must also tell your parent.**

REMEMBER

TELL A TEACHER OR OTHER GROWN-UP IN SCHOOL AND KEEP ON TELLING THEM UNTIL THEY LISTEN

Sometimes adults think you are just "telling tales" but the only way a bully will stop is if you tell an adult. So keep on telling them until they listen and do something about it.

IF YOU THINK SOMEONE ELSE IS BEING BULLIED TELL SOMEONE

The person being bullied may be too frightened to do anything about it.

YOU CAN HELP by telling a teacher, or any adult in the school.

What Do You Do If You Know Someone Is Being Bullied?

- a) Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.

APPENDIX B

BULLYING INCIDENT REPORT FORM

This form is to be completed by the child's class teacher following discussion with the pupils individually. Comments should be recorded in a non-judgemental way.

Name of Pupil		Year	
Date of Incident		Time of Incident	
Location			
Who was present			
What happened? (give details of incident, use additional pages if necessary)			
What was the cause or the events leading up to this incident?			
Has an incident happened before involving this/these pupils? YES/NO			
If yes, provide brief details			
Next Steps (including pupil support/sanctions)			
Head of School signature			

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Scoill yn Jubilee Relationships Policy

Relationships Policy

*Kind words are short and easy to speak but their echoes are endless - **Mother Theresa**.*

At Scoill yn Jubilee we know that developing and sustaining positive relationships is central to the success of our school. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly between adults and children.


Everyone at Scoill yn Jubilee understands that they have a responsibility to support the growth of positive relationships, that constant care is required to maintain them and that there will be times when relationships breakdown but that we all have a duty to help repair these.

Protect: Our priority is to ensure that all children are safe. In this context that means not only physical safety but also within the relational environment. We reduce the stress for the child by creating a welcoming and calm environment that is consistent, accepting and optimises social engagement. We do not place children in situations that they cannot manage and focus on creating both physical and psychological safety.

Relate: At Scoill yn Jubilee we understand that the ability to form meaningful relationships is fundamental to mental health and emotional well-being (contentment). We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately learning.

Regulate: We know that leaving children (and adults) in a state of toxic stress / anxiety can result in physical ill health, as well as making it impossible to engage productively in the activities taking place around them. We have a duty to support children and adults in school to ensure they are not left in a state of toxic stress. We know that one of the most powerful ways to do this is to talk to children, and help them to talk about what is bothering them. At Scoill yn Jubilee, we are committed to doing this by developing our relationships with the children and each other.

Reflect: At Scoill yn Jubilee, we believe that children and adults need to be able to reflect on their feelings in order to fully understand them and their behaviour. Without this opportunity to do this we are far more likely to act out our feelings. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that can explain what we are feeling and what has happened to us. Reflection takes place only once the child is calm and regulated, with a trusted and emotionally available adult who is able to offer non-judgemental support. We recognise this as being 'connection before correction', 'name it to tame it' and 'engage don't enrage'.



"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator

Fundamental principles: All members of our school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to;
- be treated with respect and politeness;
- be treated with empathy.

The fundamental principles which underpin our Relationships Policy are:

- unconditional positive regard for all pupils and adults;
- a focus on choice: we refer to good choices

Recognition and rewards for effort: We recognise and reward pupils who go “over and above” our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger public reward.

Classroom level:

- Praise for choice
- Class Recognition Board (which all classes have - see Appendix)
- Compliment slips
- Star in a Jar
- Mention / Note / phone call to parents

Whole School level:

- Appreciation book every Friday (children receive an entry in the book and an appreciation band)
- Lunchtime Assistant award every Friday (children receive a certificate)
- Hot Chocolate Friday - for going “over and above”, (one child from each year group each week)
- Tidy Ted (Infants) / Biscuit (Juniors) - award from the Site Manager
- Positive cards / notes sent home



There cannot be equality in classrooms when some children enter from a position of significant disadvantage to their peers. What is required is equity, specific support for those who require more help in order to create a level playing field:

- Putting social and emotional wellbeing (for children, staff and parents and carers) at the heart of leadership and learning
- Developing a deeper understanding and application of the cognitive and metacognitive neurosciences that inform teaching and learning
- Turning “trauma awareness” into a welcoming whole-school culture and climate underpinned by trauma-informed practice

“When learners are struggling they need support, and positive reinforcement. They need a learning coach, to support, mentor and guide. A skilled, empathetic specialist who can work with the learner to meet their immediate needs and stem the flow of poor conduct.”

— Paul Dix, When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour

SCHOOL VALUES

As a school we aim to actively promote our agreed core values of;

RESPECT

RESPONSIBILITY

HONESTY

UNDERSTANDING

KINDNESS

COURAGE

These values provide a secure framework for our learning community at Scoill yn Jubilee to flourish. Everyone will endeavour to provide opportunities to use these values in everyday life, at school and in the wider community.

Expected outcomes / Impact

- children behave calmly and purposefully
- children are able to reflect on their own behaviour
- children are more self-aware and self-accepting
- children are considerate to others
- children take responsibility for their own behaviour and realise that they have choices
- pupils get more from their learning because they are thinking more before taking action
- increased self-confidence and self-esteem
- pupils know themselves better and are able to relate to others more effectively

Assemblies, curriculum time dedicated to social and emotional aspects of learning and Personal, Social, Health and Citizenship Education (PSHCE) and our day to day relationships in school, provide ample opportunities for our pupils to reflect on our school values.

The school values are displayed in the hall, in classrooms and on the school website to ensure an awareness and appreciation of them by our learning community.

We believe that the environment at Scoill yn Jubilee should provide clear pathways for building qualities and skills to enable children to be ready to learn, remember and develop as reflective, resilient, resourceful and responsible individuals.

This policy links to our:

- Anti-bullying Policy
- Health and Safety Policy
- E-safety policy
- Missing child policy
- Safeguarding Policy
- Restraint Policy
- De-escalation and positive-handling Policy

Procedures for Dealing with Unacceptable Behaviour

It is of the upmost importance that children fully understand that it is the behaviour which is unacceptable and not them. Maintaining trust and positive relationships is fundamental when reflecting on behaviour. At Scoill yn Jubilee we know that shaming children, especially in front of peers, causes fear and can lead to poor mental health.

Incident book

Incidents of inappropriate behaviour are generally recorded in our year group incident books. Pupils involved have the opportunity to express their version of events as part of a reflection of what happened.

Red and Yellow Cards

These are specifically for two reasons: (i) when a child has deliberately hurt another person – either physically or emotionally and (ii) for persistent and wilful repeated poor behaviour.

Consequences

1. If a child deliberately hurts another child (or adult), or continues to persist in poor behaviour, their name and details of the incident will be written in the Red/Yellow Incident Book. The children involved in the incident may be asked the following questions:
 - What happened?
 - What were you thinking about at the time?
 - What have your thoughts been since the incident?
 - Who do you think has been affected by your actions? In what way were they affected?
 - What do you need to do now to make things right?
2. Children will be asked to make apologies for their actions which have hurt others. Parents of all children involved will be notified of the incident. Yellow card letters will be sent.
3. If a child deliberately hurts again on the same day after receiving a yellow card, or continues to persist in poor repetitive behaviour, the incident will be recorded in Red/Yellow Incident Book and the parents of this child may be asked to take them home for the rest of the day – Red Card Incident.
4. Upon returning to school following a Red Card Incident, a 'welcome back' meeting may be held before returning to class.

If a child's behaviour is seen as threatening, disruptive or a danger to themselves or others, they will be removed from the classroom or Nurture Room until they are ready to return. Should it be necessary to restrain a pupil we shall abide by the Department of Education, Sport and Culture's policy on the use of force to control or restrain pupils.

In extreme circumstances, it may be necessary to remove the rest of the class temporarily to another part of the school.

We work hard to ensure our pupils have a sense of fairness and understand the need for rules. Our ethos is underpinned by a strong sense of right and wrong and all our pupils are aware of the reasons why this is important.

If a pupil refuses to co-operate we will:

- explain what we are expecting and why this is important;
- encourage the child to join in;

Suspension of Pupils:

The formal suspension of a pupil is only taken as a final step of managing challenging behaviour, and is for serious violations of the school's Relationship policy.

The decision to formally suspend a pupil for a fixed period of time is only taken either;

1) In response to the most serious violations of a school's behaviour policy or code of conduct

Or;

2) If allowing the pupil to remain in school risks serious harm to the education or welfare of the pupil or others in the school.

In all cases, the Department of Education, Sport and Culture "Suspension of Pupils: Policy and Procedures" will be followed.

Appendix

Positive Recognition Boards

*The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does - **Paul Dix**.*

Each class will have a Recognition Board. The member of staff will write at the top of the board the focus for the day / week.

Examples could include, "One voice" for classes who constantly talk over each other, "speak politely", to emphasise manners or hand and feet to yourself, for those who give them to others too freely. The focus can, and should, also relate to learning behaviours, "accurate peer feedback", "persuasive language" or "show working out".

When the staff see children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson / session / day, (depending on context), the aim is for everyone to have their name on the board.



References:

When the Adults Change Everything Changes - **Paul Dix**

The Whole-Brain Child - **Dr. Dan Siegel**

The Trauma and Attachment Aware Classroom - **Rebecca Brooks**

What Happened To You - **Bruce D. Perry & Oprah Winfrey**

TED Talk: 'Every kid needs a champion' - **Rita Pierson**

Written: October 2022

Revised: April 2023

Review date: October 2024

Scoill yn Jubilee

Data Protection Policy

Scope of Policy

This policy is intended to provide information about how the school will use (or "process") personal data about individuals, termed 'Data Subjects'; including current, past and prospective staff, students; and their parents, carers or guardians (referred to in this policy as "parents"). During the course of the school's activities it collects, stores and processes personal data about staff, students; their parents, suppliers and other third parties, and it is recognised that the correct and lawful treatment of this data will maintain confidence in the organisation and will provide for successful business operations.

Anyone who works for, or acts on behalf of, the school (including staff, volunteers, governors and service providers) should be aware of and comply with the school's data protection policy and more generally the Isle of Man Government Data Protection Policy, and any breach of this policy may result in disciplinary action. The Policy should also comply with the Data Protection Act 2018 and the Data Protection (Application of GDPR) Order 2018, the Data Protection (Application of LED) Order 2018, and associated GDPR Regulations 2018 (or any updates to such legislation under this Act and Orders).

This policy sets out the basis on which the school will process any personal data that we collect from data subjects, or that is provided to us by data subjects or other sources. It does not form part of any worker's contract of employment and will be amended as necessary. The school is required to process relevant personal data regarding employees as part of its operation and shall take all reasonable steps to do so in accordance with this policy.

For the purpose of this policy 'The School' is defined as Scoill yn Jubilee.

The staff at Scoill yn Jubilee intend to comply fully with the requirements and principles of the latest Data Protection Act. All staff involved with the collection, processing and disclosure of personal data will be aware of their duties and responsibilities within these guidelines.

Aims

- To ensure the school complies with legislative requirements.
- To ensure that the data protection rights of students, staff and other members of the school community are safeguarded.
- To clarify the types of records maintained and the procedures relating to making them available to relevant bodies
- To clarify the storage and data protection framework on the recording of educational progress of pupils
- To establish clear guidelines on making these records available to parents and to pupils
- To stipulate the length of time records and reports will be maintained

Data Controller

The Executive Headteacher is a Data Controller. The School will endeavor to ensure that all personal data is processed in compliance with this policy, the Data Protection Act 2018 and the Data Protection (Application of GDPR) Order 2018, the Data Protection (Application of LED) Order 2018, and associated GDPR Regulations 2018 (or any updates to such legislation under this Act and Orders).

Department of Education, Sport and Culture as Data controller:
Tel 01624 685828. Email: DPO-DESC@gov.im .

The Principles

When processing personal data the following principles apply. The principles require personal data to be:

1. processed lawfully, fairly and in a transparent manner (Lawfulness, fairness and transparency);
2. collected only for specified, explicit and legitimate purposes and not further processed in a manner incompatible with those purposes (Purpose Limitation);
3. adequate, relevant and limited to what is necessary to achieve the purpose the information was collected (Data Minimisation);
4. accurate and where necessary kept up to date (Accuracy);
5. not kept in a form which permits identification of data subjects for longer than is necessary for the purpose which the personal data is processed (Storage limitation); and
6. processed in a manner that ensures its security, using appropriate technical and organisational measures to protect against unauthorised or unlawful processing, and against accidental loss, damage or destruction (Security, integrity, resilience and confidentiality/availability).

Personal Data

Personal data covers information relating to Data Subjects, that is identifiable living individuals, such as job applicants, current and former employees, agency, contract and other staff, students and their parents, suppliers and marketing and business contacts.

Processing of Personal Data

The school's policy is to process personal data in accordance with the applicable data protection laws as set out above. All staff have a responsibility for the practical application of this policy. When gathering personal data or establishing new data protection activities, staff should ensure that individuals whose data is being processed have access to the appropriate privacy notices to inform them how the data will be used. Parental and student consents will be sought and retained in relation to specific use of data as required.

Rights of Individuals

Individuals have the right to access personal data about them held by the school, subject to certain exemptions and limitations. Any individual wishing to access their personal data should put their request in writing to the Data Controller or the Data Protection Officer for the Department of Education, Sport and Culture..

The school or Data Protection Officer will endeavor to respond to any such written requests (known as "subject access requests") as soon as is reasonably practicable and in any event within statutory time-limits in line with the Department's Subject Access Request procedures which can be found online at <https://www.gov.im/media/1363107/subject-access-request-procedure-desc.pdf>

Certain data is exempt from the right of access. This may include information which identifies other individuals, or information which is subject to legal professional privilege. The school is also not required to disclose any student examination scripts (though examiners' comments may fall to be disclosed), nor any reference given by the school for the purposes of the education, training or employment of any individual.

Students can make subject access requests for their own personal data, provided that, in the reasonable opinion of the school, they have sufficient maturity to understand the request they are making. Students aged 13 or over are generally assumed to have this level of maturity, although this will depend on both the child and the personal data requested. All subject access requests from students will therefore be considered on a case-by-case basis.

A person with parental responsibility will generally be expected to make a subject access request on behalf of younger students. A student of any age may ask a parent or other representative to make a subject access request on his/her behalf.

The rights under the Act belong to the Data Subject. However, the school will in most cases rely on parental consent to process personal data relating to students (if consent is required under the Act) unless, given the nature of the processing in question, and the student's age and understanding, it is more appropriate to rely on the student's consent. Parents should be aware that in such situations they may not be consulted.

Students are required to respect the personal data and privacy of others, and to comply with the school's policies and the school rules.

A GDPR rights overview can be found online at <https://www.gov.im/about-the-government/departments/education-sport-and-culture/information-and-publications/gdpr-rights-overview/>

Reporting a personal data breach

If you know or suspect that a personal data breach has happened you should immediately inform the Data Controller and follow their advice and further instructions.

You must retain all evidence relating to the personal data breach to enable the school to maintain a record of such breaches as required by the data protection legislation.

All data breaches must be notified to the Data Protection Officer who will determine any further action required.

The data protection legislation requires that we report to the Information Commissioner's Office (ICO) any personal data breach where there is a material risk to the rights and freedoms of the data subject and the breach must be reported without undue delay and within 72 hours of first becoming aware of the breach.

Data Security

The school must ensure that appropriate security measures are taken against unlawful or unauthorised processing of personal data, and against the accidental loss of, or damage to, personal data.

The school will endeavour to ensure that all personal data held in relation to an individual is as up to date and accurate as possible. Parents must notify the School of any changes to information held about their children or them.

An individual has the right to request that inaccurate information about them is erased or corrected (subject to certain exemptions and limitations under the Act) and may do so by contacting the School in writing.

Enforcement

If an individual believes that the school has not complied with this Policy or the Data Protection legislation, they should utilise the School complaints procedure or contact the Isle of Man Information Commissioner.

Further advice and information is available from:

Isle of Man Information Commissioner,
P.O. Box 69,
Douglas,
Isle of Man,
IM99 1EQ
Telephone: +44 1624 693260
Email: ask@inforights.im

Reasons for keeping records

They are kept for the following reasons:

- for school administration purposes
- to make returns to the Department of Education Sport & Culture
- to facilitate the payment of staff

Format

Data held is a combination of manual and computer records, which are stored in the office either on the DESC computer management system that is accessed by the administrator, Headteacher's computer or in the filing cabinets which have restricted access.

Staff Records

- Names, addresses, contact details and contact numbers.
- Attendance records.
- Copy of job descriptions.
- Copy of performance management appraisals
- Details of in-service attended

Student Records

Name, address, contact details, parent and date of birth

Names and addresses of parents/guardians and their contact details

Mother's maiden name

Country of birth
Religious beliefs
Membership of minority groups, where relevant
Any relevant special conditions (special needs, health issues etc)
Psychological assessments, where relevant.
Standardised attainment test results
Records of achievement
Attendance records
Dinner records
School reports
Individual Education Plans, where applicable
Learning support records and data such as progress reports, informal tests and targets attained.
Incident books
Red/Yellow card books
Assessment of student levels of attainment.
Any correspondence with home (email/letters).
Detention and suspension records, where applicable
Accident Book - Records of serious injuries or accidents on school grounds or on school related activities
Medical data and doctor details

Format

These are a combination of manual and computerised records and are stored in the school office with restricted access.

Reasons for keeping such records:

- For administrative purposes
- To facilitate contact with home
- To inform better learning outcomes for pupils
- To facilitate returns to the Department of Education and Children
- To provide information for parents and teachers

Data Accuracy

Data held will be as accurate and up to date as is reasonably possible. If a data subject informs the School of a change of circumstances their record will be updated as soon as is practicable.

Data Adequacy and Relevance

Data held about members of the school community will be adequate, relevant and not excessive to the purpose for holding the data.

Retention of data

Data held about individuals will not be kept for longer than necessary for the purposes registered.

PUPILS:

Data relating to pupil attainment and achievement will be collated and passed on to the next cohort teacher each year.

Pupil books will be given to pupils to take home at the end of each academic year.

Assessment notes for pupils will be passed on to the next teacher and will not be kept longer than 1 year after the pupil has left school.

School Accident book – 6 years

Attendance register must be kept for 75 years

Letters from parents – 1 year after receipt

Permission slips – 1 week after the event

Audio, Video, Photographs – 1 year after pupil has left school

STAFF:

Contact details: 1 year after leaving school

Performance management reviews- 3 years

Job descriptions 2 years

Financial data

Reference should be made to current financial regulations and Government policy.

School fund accounts will be kept for 6 years

Invoices and payment runs: keep current financial and previous 2 financial years.

Dinner recording sheets: keep current financial year and previous financial year.

CCTV

Several CCTV cameras record video images of areas surrounding the school building. These images are retained for one month.

Disposal of Confidential Waste

Confidential waste is either shredded in school or disposed of using Storall Confidential Waste Bin Disposal facility.

Subject data requests.

All staff, parents and other users have a right to access certain personal data being kept about them or their child either on computer or in certain files. Any person who wishes to exercise this right should complete the Subject Access Request Form and submit it to the Designated Data Controller.

The School will make a charge of £10 on each occasion that access is requested.

The School aims to comply with requests for access to personal information as quickly as possible, but will ensure that it is provided within 1 month.

Policy review: September 2024

The background of the slide features a repeating pattern of the Royal Coat of Arms, which includes a crown and a lion passant guardant, set within a diamond-shaped frame. The pattern is rendered in a light, faded color.

Scoill yn Jubilee Policy on Keeping and Auditing Child Protection Records

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SCOIL YN JUBILEE SCHOOL

BASIC PRINCIPLES OF RECORD KEEPING IN RELATION TO CHILD PROTECTION AND SAFEGUARDING

Not all child protection information results in a referral – small pieces of information may not be significant on their own, but can help to contribute to a “jigsaw” picture of wider issues related to child protection.

RECORDS REQUIRED

Child Protection forms for individual children will be filed in purple folders and are stored in a locked cabinet. Access to these files is limited to the Designated Teacher. (Please note that there is a difference between multi agency files and child protection files. At Scoil yn Jubilee, multi agency files are orange and are also kept in a lockable cabinet.)

Logging a concern, or reporting an incident should include the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child(ren) concerned
- A factual account of what happened (include the actual words spoken by the child where possible)
- A note of any other people involved e.g. as witness, and what they were doing at the time of the incident
- Action taken, and any further plans e.g. monitor and review
- Printed name of the person making the record
- Job title of the person making the record
- Other agencies if informed
- Signature (Print name alongside it)
- Body map (if applicable)
- If no further action is required this information is stored in the blue safeguarding file (again stored in the locked cabinet)

GUIDELINES

- Notes may be word processed (*but not saved on disc or hard disc unless absolute security can be guaranteed*) or hand-written in clear hand writing
- Identify the source of the information e.g. “Gemma, the holiday scheme worker, informed me the...” or “I saw Fred on the playing field”
- Information should be factual or based on fact – record what you saw, heard etc and try to be specific (e.g. “Kylie was crying and rocking” rather than “Kylie was upset”)
- Opinion is okay as long as you can justify it in some way, e.g. “Bobby ran out of the playroom and hid in the toilets when her stepfather arrived. She appeared to be frightened”
- Make a note of the information and with whom you shared it.
- This information must then be shared with the designated teacher.

SUMMARY OF INFORMATION RECORD KEEPING AND INFORMATION SHARING PROCESS (with colour codes for forms):

Front Cover sheet: child protection concerns	Completed by HT/DHT/SLT
Record of file access	Completed by person accessing file
Designated person log of auditing CP records	Completed by designated teacher
Log of social services meetings attended	Completed by person attending meeting
Copy of interagency referral form	Completed by Designated teacher
Child protection concerns – telephone log	Completed by any person taking phone call
Logging a concern about a child's safety and welfare	Completed by person reporting incident
Checklist for recording child protection concerns	Completed by HT/DHT/SLT and person reporting concern
Note of meetings attended with parent	Class teachers

Child Protection – What form should I use?

I have a 'nagging concern'
I have no firm evidence, but have heard or seen something which I am not 100% happy with.
If in doubt treat as a 'Serious Concern'

↓
Fill in a peach form – logging a concern about a child's safety and welfare and pass to the designated teacher for child protection

↓
Complete a green checklist for recording child protection concerns
This should be done with either the HT, DHT or SLT

↓
Action as required

↓
Give to HT / DHT / SLT/ to file in HT's Office

I have a 'Serious concern'
I have heard or seen something which I think will prevent the child from achieving one of the 5 outcomes

↓
Does child have a Child Protection Front Sheet?
Ask HT / DHT / SLT / School Administrator for this information.

↓
Yes
Fill in a peach form – logging a concern about a child's safety and welfare and pass to the designated teacher for child protection

↓
Complete a green checklist for recording child protection concerns
This should be done with either the HT, DHT or SLT

↓
Action as required

↓
Give to HT / DHT / SLT /to file in HT's Office

↓
No
HT / DHT / SLT to complete a Front Cover Sheet: child protection

↓
Fill in a peach form – logging a concern about a child's safety and welfare and pass to the designated teacher for child protection

↓
Complete a green checklist for recording child protection concerns
This should be done with either the HT, DHT or SLT

↓
Action as required

↓
Give to HT / DHT /SLT to file in HT's Office

1. Information and Records

1.1 Recording Specific Concerns

- 1.1.1 Any member of staff who has a concern about a child should make a written note. This must be passed on to the designated person. (You may keep a copy for yourself provided it is kept secure and confidential). The note should be timed, dated and signed, with your name printed alongside the signature. See section 2.5 for further information.
- 1.1.2 **Notes must be made as soon as possible, and certainly within 24 hours of the incident giving rise to the concern.** (This is important, in case the note is needed for submission to court).
- 1.1.3 The flow chart included here on page 3 may be helpful to reproduce for staff, but notes do not have to be officially (or beautifully!) presented: the important thing is that they are:
- factual
 - using a child's own words where possible
 - a record of what you saw and heard.
- 1.1.4 Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

1.2 Nagging Doubts about a Child's Safety and Welfare

- 1.2.1 Sometimes, things that seem to be insignificant or trivial at the time, turn out to be vital pieces of information later. Much of this information may not appear to be very significant on its own, but it could contribute to a 'jigsaw' picture of abuse that should not be ignored. (You may also keep a copy for yourself provided it is kept secure and confidential.)
- 1.2.2 Even if there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried.
- 1.2.3 Date, time and sign the note. Print your name alongside your signature.
- 1.2.4 Pass the note to the designated person. You may keep a copy in a secure place.
- 1.2.5 Monitor the child. Record observations as factually as possible.
- 1.2.6 If several notes have been made about the child, the designated person should seek advice from the Department of Education and Children . (Director of Services for Children 693833, Head of Legal and Administrative Services 685828)

**SCOILL YN JUBILEE*****Logging a Concern about a Child's Safety and Welfare***

Pupil's Name:		D.O.B.	
Date:		Time:	
Your Name:			
..... Print	 Signature	
Position:			
Note the reason(s) for recording the incident.			
Record the following factually:	Who?		
	What?		
	Where?		
	When?		
(Continue overleaf if necessary)			
Offer an opinion where relevant (how and why might this have happened?)			
Substantiate the opinion. Note action taken, including names of anyone to whom your information was passed and why.			

Check to make sure your report is clear now - and will also be clear to a stranger reading it next year.

PLEASE PASS THIS FORM TO YOUR DESIGNATED PERSON FOR CHILD PROTECTION

RECEIVED BY.....
 DATE..... TIME.....
 ACTION TAKEN.....
 PROPOSED ACTION BY THE DESIGNATED PERSON (continue overleaf if necessary)

Designated Person Record Keeping

1.1.5 The purpose of this section is to enable the designated person to ensure that all child protection information is kept in an appropriate and useful manner.

1.1.6 Good record keeping is essential in child protection, particularly with regard to children who are subject to a child protection plan or who are identified as vulnerable. For this reason, it is advisable to carry out a regular audit of all child protection information kept in school, to ensure that procedures are being followed correctly.

1.1.7 **This section seeks to answer the following questions:**

- What kind of information should be recorded?
- How should notes and reports be made?
- Where should child protection information be kept?
- Who should have access to child protection information?
- How long should information be kept?
- What should happen to the information when a child leaves the school?
- What records need to be kept when making a referral?
- What would an auditor look for in a good child protection file?

1.2 What kind of information should be recorded?

1.2.1 If a child protection record is started for an individual child, the record should have a front sheet in the file which records the child's full name, date of birth, address and information about family members. (See next page for a standardised sheet that can be used). It is good practice to cross-reference files, for example, if John Smith has a sister called Jane Brown, make clear on the file what their relationship is.

1.2.2 If more than one file exists in relation to an individual child, then this should be recorded on each file. Each file should be dated and indicate the number of volumes e.g. January 2011, Vol. 1 of 3.



SCOILL YN JUBILEE

Front Sheet: Child Protection Record

Name of child	
Any other names by which child is known, if relevant	
Date of birth	
Address	
Other family members (include full name, relationships e.g. mother, stepfather etc. For U18s, include age if known)	
Are any other child protection files held in school relating to this child or another child closely connected to him/her	YES / NO
If yes, which files are relevant?	
Name and Contact number of key worker (Social Care), if known	
Name, address and contact number of GP, if known	
Name, contact details and designation of any other agencies involved	

Complete sheet for record of file access



SCOILL YN JUBILEE

Record of File Access:

Name of Pupil:

DOB:

[illegible]

1.3 How should notes and reports be made?

- 1.3.1 At the time of making a child protection note, it is impossible to say who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your establishment may need to read your record at some stage in the future. It is therefore essential that written records are accurate and clearly distinguish between fact, opinion and hearsay.
- 1.3.2 Ideally, logs of incidents should be typed. Hand written notes should be clearly legible and written in ink. All notes and reports must contain the following:
- Date of the incident
 - Date and time of the record being made
 - Name and date of birth of the child(ren) concerned
 - A factual account of what happened, and the location where the incident took place (include the actual words spoken by the child where possible)
 - A note of any other people involved e.g. as witnesses
 - Action taken, and any future plans e.g. monitor and review
 - Any other agencies informed?
 - Printed name of the person making the record
 - Job title of the person making the record
 - Signature (print name alongside)
- 1.3.3 The source of the information should be identified e.g. 'Mrs Bell, a midday supervisor, informed me that....' Or 'I saw John in the playground at break time...'
- 1.3.4 Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset').
- 1.3.5 Opinion is acceptable provided that you can give some justification for holding it (e.g. 'Sam ran and hid under the table when his mother arrived to take him home, and clung to me when I tried to get him out. He appeared to be frightened.')
- 1.3.6 Make a note of what you have done with the information (e.g. 'I consulted the Headteacher, Mr Wilson, and he said he would...')
- 1.3.7 Try to avoid specialist jargon (e.g. 'he is on SEN School Action Plus'), which someone from another agency would not necessarily understand.
- 1.3.8 A simplified checklist for recording information is on the next page. This information is included in our Child Protection guidelines for staff.



SCOILL YN JUBILEE

Checklist for Recording Child Protection Concerns

Date and time of incident (DD/MM/YY and time)	
Name and address of child(ren) and d.o.b.	
Factual account of the incident or information, attached on separate sheet. (Who? What? Where? When?)	
Opinion (substantiated), if appropriate. Add to separate sheet.	
Your name (printed) and job title	
Names and job titles of any other staff involved	
With whom has the information been shared?	
What action has been taken, and by whom?	
Your signature	
Date and time of log	
Where is the information to be filed? Any cross-references?	

Where should child protection information be kept?

- 1.3.9 Child protection information is confidential and **should not be kept on the child's school file**. We have a separate, secure filing system for child protection concerns. This filing system is easily accessible by the designated person but is secure from other members of staff.
- 1.3.10 Each child protection file contains all relevant reports, notes and correspondence referring to the child. Files on extended family members are kept together and cross-referenced.
- 1.3.11 The cover of the file for the child does **not** indicate that there is a child protection file relating to the child. Where any child protection concern arises, staff raise that concern with the designated person.
- 1.3.12 Information is not removed from a child protection file, but if in exceptional circumstances information is removed then, a card is placed indicating where the information has gone, and who has it. A record of file access form must be completed (see page 8).

1.4 Who should have access to child protection information?

- 1.4.1 Access to the information in any child protection file is determined on a need-to-know basis by the designated person on a case-by-case basis. Anyone who accesses the file is logged on the Front Cover Sheet.
- 1.4.2 The confidentiality of the child and family is respected as far as possible, but the welfare of the child is paramount. It is unlikely that every member of staff needs to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case.
- 1.4.3 Child protection files form part of a child's "educational record"¹ and as such the child or a parent has a right of access to that record. Access can only be denied in exceptional circumstances, for example, where there is a likely risk of significant harm. Therefore, unless there is a valid reason to withhold information, all information is shared with the child and/or parent, for example, an education report to a child protection conference is shared with the parent(s) before the conference takes place.
- 1.4.4 Conversations between designated personnel at different education establishments are perfectly acceptable (e.g. sharing concerns or asking for information about sibling groups). Unless there is risk of significant harm, the child and/or parents are informed before any conversation takes place. Any relevant child protection information coming to light is carefully logged.

¹ "Educational Record" is defined in the Data Protection Act 2002

- 1.4.5 Where there is concern that a child is at risk of significant harm, information is shared with Social Care and/or Police and Health. In all instances the Department of Education and Children is advised.
- 1.4.6 Child protection information is not ordinarily shared with other persons, for example, information should not be released to solicitors, etc. If a request for such information is made, seek the advice of the Head of Legal and Administrative Services at the Department of Education and Children, 685828.

1.5 How long should information be kept?

- 1.5.1 The Department of Education and Children and Department of Social Care keep information about the child for many years, so anything reported to Social Care and copied to Education will still be available. There is no need to keep a copy of material sent to a new school unless, at the discretion of the designated person, there are exceptional reasons for doing so.

1.6 What should happen to the information when a child leaves the school?

- 1.6.1 If there is a current or ongoing child protection concern and the child moves establishment, then the file is sent to the new school. The information is sent **under separate cover to the school file**, in a sealed envelope to the Headteacher, marked 'Strictly Confidential' by recorded delivery.
- 1.6.2 The advice of the Department of Education and Children is sought with regard to the transfer of information when a child moves and there was a previous child protection concern or other information such as "nagging doubts" had been recorded.
- 1.6.3 If a child leaves the school and we have not been informed where the child's new school will be, we monitor this carefully. If the child is subject to a child protection plan, we inform the key worker. If the child is not subject to a plan but there are current child protection concerns, we contact the duty social worker.
- 1.6.4 Even where there are no child protection concerns, if there is no request for the school file within 21 days, inform the Head of Legal and Administrative Services at Hamilton House, 685828.
- 1.6.5 If the file is not transferred to a new school then the file is retained at school until the year of the child's 25th birthday.

1.7 What records need to be kept when making a referral?

- 1.7.1 Where possible, prior to making a referral to Social Care, we discuss our

concerns with either the Director of Services for Children 693833 or the Head of Legal and Administrative Services 685828.

- 1.7.2 If a referral is made to Social Care, the school keeps a written note of all actions taken together with a copy of the completed interagency referral form and all other information passed. Copies should also be sent to the Department of Education and Children.

2 Auditing Child Protection files kept by the school

- 2.1.1 The designated person, as good practice, carries out an occasional audit of the child protection files to ensure that adequate records are being kept in an appropriate manner. The Department of Education and Children may be able to assist with this task if requested.

- 2.1.2 The check should cover the following:

- Cover sheet with name, address, d.o.b., family members and name, address and contact number of Social Care (if the child is subject to a child protection plan, this should be the key worker).
- Note on child's regular school file.
- File cross-referenced with other family members, if appropriate.
- Cross reference to additional files, if appropriate.
- Records and notes typed or written in legible handwriting.
- Incident date (including year!), time, place.
- Name, address and d.o.b. of child(ren) concerned recorded on each sheet.
- Factual outline of incident /concern/allegation/disclosure.
- Opinion substantiated, if given.
- Clear names, job titles of staff involved.
- Signature, printed name, job title of person making record.
- Note of action taken, and with whom information was shared.
- Note of copy sent to Social Care and to the Department of Education and Children, as appropriate.



SCOIL YN JUBILEE L: AUDIT OF CHILD PROTECTION FILES KEPT BY SCHOOL

(TO BE COMPLETED BY BY HT/DHT/SLT)

PUPIL

DATE OF BIRTH: __/__/__

Date of Audit									
File has front cover sheet with all parts completed									
File has been cross referenced with other family members									
Records and notes are typed or written in legible handwriting									
Incidents have date, time and place									
Factual outlines of incident/concern/allegation/disclosure									
Opinion is substantiated									
Clear names, job titles of staff involved									
Signature, printed name, job title of person making record									
Note of action taken, and with whom information was shared									
Note of copy sent to Social Care and to the Department of Education and Children, as									

<i>appropriate</i>									
--------------------	--	--	--	--	--	--	--	--	--



SCOILL YN JUBILEE
FRONT OF FILE RECORD
LOG OF SOCIAL SERVICES MEETINGS HELD REGARDING -
PUPIL:
DATE OF BIRTH:

NB: regarding security around transporting confidential notes from out of school when meeting are held off site.

[illegible]

Child Protection Concerns – Telephone Record

Date and time of phone call (DD/MM/YY and time)	
Phone call from	
Your name (printed) and job title	
Name(s) of child(ren) and d.o.b.	
Factual account of the information given. (Who? What? Where? When?)	
Opinion (substantiated), if appropriate.	
With whom has the information been shared?	
What action has been taken, and by whom?	
What advice have you given?	
Your signature	
Date and time of log	
Where is the information to be filed? Any cross-references?	



Meetings with Parents

Once completed please photocopy for parent and file original

nature of concern	tick to indicate	action
SEN		copy to SENCO/SEN file
Behaviour		put in child's file
Attendance		copy to headteacher
CP		copy to designated teacher - follow CP guidelines

PUPIL:

Date:

Present:

Points discussed (bullet points):

Actions to be taken:

Signed (all present at meeting)

Body map

