



School Prospectus and General Information 2024-2025

SCHOOL DETAILS

'Learning and Achieving Together'

Name: Sir Tom Finney Community High School

Type: Secondary and post 16 Generic Learning Difficulties (11 – 19 years)

Address: Ribbleton Hall Drive, Ribbleton, Preston PR2 6EE

Tel. No. 01772 795749

Email: mailmaster@stfch.lancs.sch.uk

Headteacher: Shaun Jukes (sjukes@stfch.lancs.sch.uk)

Deputy Headteacher: Katy Stringer (kstringer@stfch.lancs.sch.uk)

Chair of Governors: Garry Harper

Website: www.stfch.lancs.sch.uk

Facebook: www.facebook.com/sirtomfinneycommunityhigh

School day: 8.55am - 3.30pm (Monday – Friday)





Sir Tom Finney Community High School
Challenges; Inspires; Empowers and Prepares
OUR learners for adulthood
'Learning and Achieving Together'

BY

Having an inclusive community that develops opportunities to release and build upon an individual's personal, social, emotional, and academic potential; to enrich their quality of life; in an environment that is safe and secure with a climate that supports, celebrates, and values the success, achievements, and attainments of everyone. Where the challenge of diverse individual learning is met by a responsive curriculum and adaptive teaching to ensure access, engagement, and participation.

UNDERPINNED BY CORE VALUES

- A commitment to equality and inclusion
- A broad, rich, relevant, and stimulating curriculum
- High quality teaching and learning
- Personalisation to account for individual needs
- High aspirations and expectations
- Teamwork
- Flexibility, adaptability, and responsibility

Responding positively to developments in SEND provision

School Day

'Learning and Achieving Together'

All groups

Doors open at 8.55am

LOWER SCHOOL

9.00am – 9.15am	Registration
9.15am – 10.00am	Session 1
10.00am - 10.45am	Session 2
10.45am – 11.00am	Breaktime
11.00am – Noon	Session 3
Noon – 1.00 pm	Lunch
1.00pm – 1.10pm	Registration
1.10pm – 1.50pm	Session 4
1.50pm – 2.30pm	Session 5
2.30pm -3.10pm	Session 6
3.10pm – 3.30pm	Tutor Groups

SFX AND UPPER SCHOOL

9.00am – 9.15am	Registration
9.15am – 10.00am	Session 1
10.00am - 10.45am	Session 2
10.45am – 11.00am	Breaktime
11.00am – 11.45am	Session 3
11.45am – 12.30pm	Session 4
12.30pm – 1.30pm	Lunch
1.30pm – 1.40pm	Registration
1.40pm – 2.25pm	Session 5
2.25pm – 3.10pm	Session 6
3.10pm – 3.30pm	Tutor Groups

Department assemblies:

Lower School - Friday morning

Upper school – pastorally based

SFX – pastorally based

Whole School Assemblies – end of term/as required

Admission Procedures

'Learning and Achieving Together'

Placement in the school involves parents/carers making an informed positive decision in light of all the options available to them and **the Local Authority agreeing and acting upon those decisions.**

We actively encourage visits to school once it is understood a special school placement may be one of the options available. This should be discussed with the local authority SEND/INCLUSION Team (South) or with the caseworker assigned by the local authority to ensure that the school is an appropriate placement and then by contacting the school directly by phone or email.

To meet the criteria for placement in specialist provision a student must have an Education Health and Care Plan (EHCP), which identifies a Special Educational Need and/or Disability (SEND) and the required level of educational and/or other support to meet that SEND and what outcomes are expected from the various objectives or targets set. Appropriate funding levels are agreed based upon the required provision to meet the needs as detailed in the EHCP.

This information, along with any other professional paperwork and a consultation form is circulated to school. School will respond to the questions within the consultation form and return to the LA.

The question are:

Is the school unsuitable for the child's age, ability, aptitude and special educational needs?

Is the placement incompatible with the efficient education of other children in the school and there are no reasonable steps the school or LA could take to prevent incompatibility?

Is the placement an inefficient use of the LA's resources?

The school will respond to these questions to accordingly and if there is capacity available

As the gatekeepers of admissions within specialist provision it is the Local Authority who will make the final decision and will inform parents of the outcome of any decisions.

If admission is agreed, then following admission, a student's progress is reviewed throughout the year using:

- Baseline assessment on entry
- Individual Educational Plan targets
- Tracking data based assessment tools which also allow comparative analysis across individuals, cohorts and other schools
- Parent Meetings
- Reports

All the above informs the Annual Review of the Education Health and Care Plan. As part of that process a review of placement can be made.

Curriculum

'Learning and Achieving Together'

Overview

The whole school curriculum is split into 3 distinct categories:

- a) A formal curriculum – based upon the national curriculum and option choices adapted and differentiated to meet the levels at which the young person is working at. In general, on entry into year 7 new admissions would be working at levels equivalent to that of year 1 into year 2 or lower.
- b) A semi-formal curriculum – based upon a creative themed approach incorporating structured communication and sensory development for those operating cognitively at significantly lower levels than peers of the same age associated with severe and complex additional needs.
- c) An experiential/sensory based curriculum for those operating cognitively at early developmental levels and presenting with profound and multiple learning needs.

There are occasional exceptions and some cross over between the broad offers above may be in the best interest of specific individuals.

The curriculum offer is reviewed year on year to account for changes nationally and locally and to meet the needs of different groups of students as new students are admitted and as they progress through school.

The Formal Curriculum in Lower School (KS3 - Years 7,8,9)

This includes all compulsory national curriculum subjects; English, Maths, Science, Computing, Physical Education, Personal, Social, Health, Citizenship Education, Humanities (history/geography), British Sign Language (modern foreign language), Design & Food Technology, Art, Music, and Drama. Religious Education is delivered through an immersive 'Theme Day' each half term.

Forest Schools and Horticulture are part of the offer to broaden learner's experience outdoors and to provide an opportunity to further develop fine and gross motor skills combined with creativity and having an environmental awareness.

The curriculum is adapted and personalised to meet the individual needs and ability of each learner. We recognise that some of our learners need access to a customized timetable to enable them to make greater progress and reach their full potential. Classes are ability based, both academically and socially, and have a mix of learners in Year 7, 8 and 9.

Interventions are in place for learners who need additional support in meeting their Education, Health and Care Plan outcomes. Sensory Regulation, Hydrotherapy, Physiotherapy and Speech, Language and Communication programmes are followed alongside the formal curriculum for learners who need access to additional provision.

Enrichment activities and days are provided to enable learners to develop their confidence, independence and resilience in conjunction with teaching the importance of keeping physically and mentally healthy. All activities provide extended learning opportunities as well as having fun with peers!

Departmental assemblies take place each week to celebrate the achievements of individual learner's success, however great or small. Lower school is the foundation for preparing our learners to build towards adulthood as they transition throughout school.

The Curriculum in Upper School

The Upper School study programme is tailored to suit needs, abilities, aspiration and preferences. The key subjects of English and Communication, Maths, PSHCE and Computing form the core of the programme along with careers and physical development. Non-core subjects are timetabled accordingly and there is an increase in emphasis on a

personalised suite of accreditation and options, through a model of a 14-19 department. Students are offered nationally recognised qualifications at an appropriate level which may include, (depending upon ability and subject): Unit award, Entry Level, Functional skills, and occasionally and if appropriate GCSE examination in one or two subjects. Option choices can be delivered on or off site. These may include construction, food hygiene and health, horticulture, hair and beauty, Enterprise, Creativity, Performing Arts, Physical Education, Mental Health and Well-Being. (*Options offered differ each year*). The curriculum entitlement will still allow all learners, irrespective of need or ability or disability, to follow a progression pathway linked to academic, vocational, and personal development routes and the outcomes of the EHCP in their preparation for adulthood.

Students in the Upper School also have the prioritised opportunity to access the hydrotherapy pool based upon direction of the EHCP outcomes or if it is seen as beneficial to an individual.

Some subjects or option choices may be delivered on a carousel to facilitate opportunities for a broad and balanced curriculum for all.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

Work placements and work-related learning experiences can be offered both off and on-site including working closely with other local FE providers through a College Links programme to provide students with a flavour of what local college establishments can offer post-16 or 19. Plus, a transitional links programme to support those moving into social care settings.

Semi-Formal and Experiential Groups

The Semi-Formal groups offers a curriculum that combines an element of formal learning specifically linked to English and Communication and Maths, Computing and PSHE alongside themed creative and structured play-based learning suitable for individual development stage.

The Experiential groups offers a themed base curriculum that specialises in a multi-sensory approach and is designed for learners who present with severe, complex and profound and multiple SEND. This personal approach is based upon principles of communication, cognition, social and emotional development and physical movement.

Students in all these groups also have the prioritised opportunity to access the hydrotherapy pool based upon direction of the EHCP outcomes or if it is seen as beneficial to an individual.

Individual students will also have access to additional interventions and activities that support their progress and individual needs, including sensory regulation, vestibular session and additional physical therapies.

Religious Education (RE)

The school does not have any religious affiliation, but does offer a broadly Christian ethos, whilst respecting and valuing all other faith and denominations of students and their families who attend the school.

Religious Education includes elements relating to all the world's major religions to aid understanding and respect for each other. Those parents/carers whose belief or non-belief means they find our arrangements for the delivery of RE unsuitable for their child may withdraw their child from taking part.

To do this the Headteacher must be informed in writing.

Assemblies

Assemblies are split into departmental assemblies. Students participate in assemblies at a level matching their ability or a level within which they feel comfortable. Those parents/carers whose belief or non-belief means they find our arrangements for the delivery of assembly unsuitable for their child may withdraw their child from taking part.

To do this the Headteacher must be informed in writing.

Relationships and Sex Education (RSE)

RSE is seen as an essential part of our students' development and is integrated into the Personal, Social and Health Educational (PSHE) curriculum –Each student will be treated as a specific individual and the information will be adapted according to an individual's learning ability and level of understanding. The underlying principle is that we offer the

knowledge and information to keep our young people safe and secure and for them to understand their emotions, physical development, personal responsibilities, and personal safety.

Homework

Homework is available for those students whose parents/carers wish their child to undertake additional study at home. The activities can range from practical tasks, generalising learned skills, reinforcing individual educational targets to specific subject-based homework. Should parents want to discuss homework being set they should contact their child's form tutor.

Education Visits/Residential Experiences

Off-site educational visits or residential visits take place as appropriate to a specific subject or department or whole school offer.

Charging Policy

An agreed principle is to recover the costs of an educational activity taking place over and above that of the standard curriculum and that parents/carers will be asked for a voluntary contribution towards those costs with an assurance that any lack of contribution would not deny any student the opportunity of participation. However, it is also made clear that should insufficient funds be contributed then the activity may not take place. Similarly, some subject activities require expenditure on specific resources such as ingredients for Food Health and Hygiene and contributions may be requested, again a lack of donation would not stop a student accessing the activity. All requests for contributions would be non-profit making and cover costs only.

Those students who are entitled to the Pupil Premium Grant/Bursary funding may have this funding called upon to help towards the contributions required for that specific child.

Out of School Clubs and Extended Activities

These provide appropriate activities to contribute to the enrichment agenda.

We have a wide and varied menu of lunchtime clubs and after school activities including Computing, Art, Bike and Go-Karting, Football, Swimming, Dance, Integrated Sports, Signing and Sensory. As well as residential experiences and one off out of school activities or events.

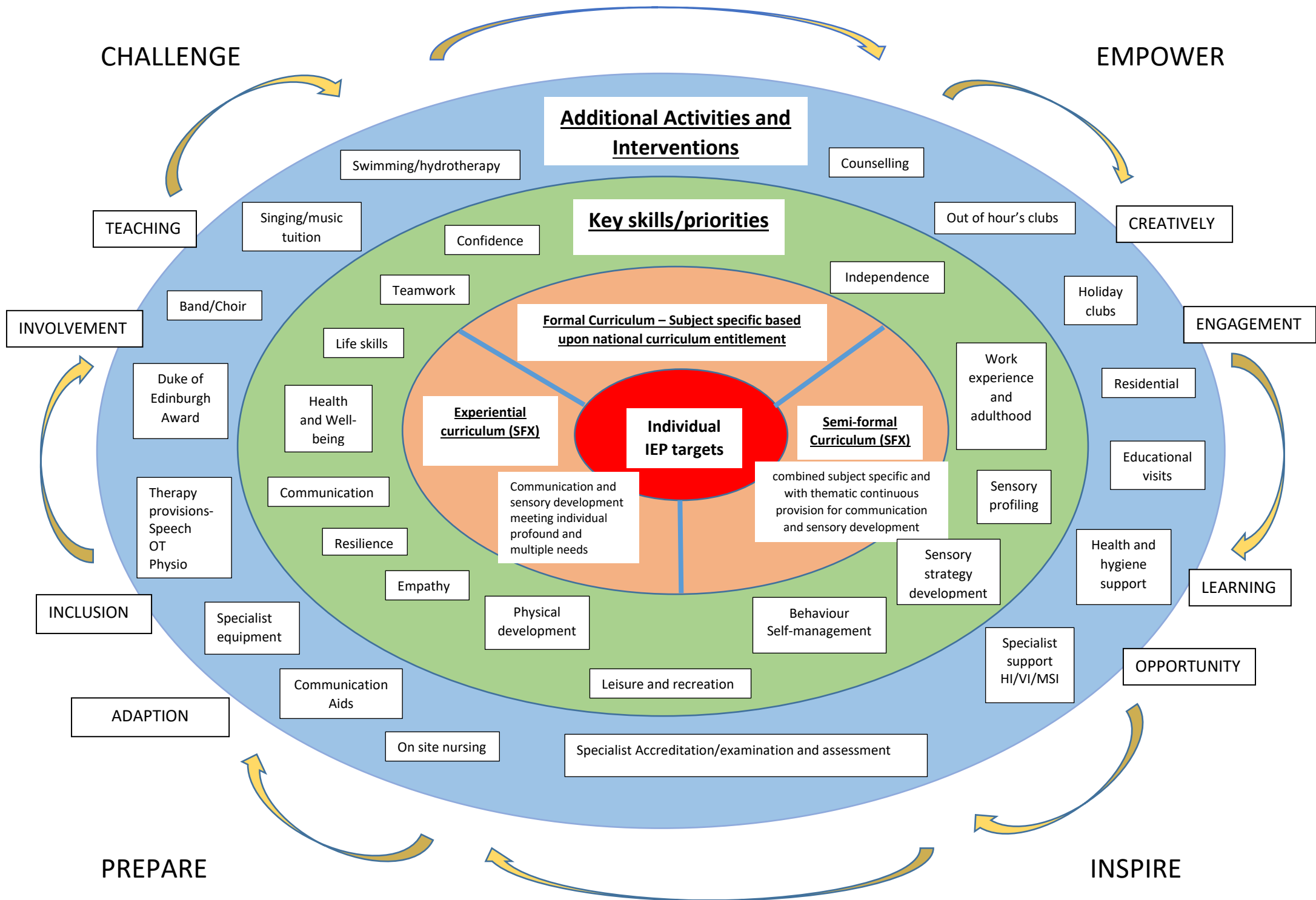
The library collates a range of information and guidance material available to parents/carers about opportunities for activities, family learning and support. Whilst school holds information on a wide variety of Special Educational Needs and curriculum subjects.

The school accommodates a local Scout Troop specifically targeting our student population.

Personal Development

Implicit within the school's teaching and learning at both structured and unstructured times are aspects of personal development often only accounted for anecdotally yet form a major aspect of an individual's **preparation toward adulthood**. We aim for all our individual students to become rounded, well-ordered and positive young people as they grow into adulthood. We want them to be confident and optimistic; build resilience; emotional and social intelligence; to participate, engage and enjoy their learning and lives; to have self-control, self-regulation and coping strategies; to be independent, flexible and adaptable to change. All of this at whatever level an individual's ability can sustain.

For a diagrammatic summary and narrative of all the above refer to the following pages.



Whole School Curriculum Model 2024-2025 – to be read in conjunction with diagrammatic model

1. At the centre is the young person with individual educational plan targets focussing specifically on English, Maths, PSD and any other that highly relevant e.g., Behaviour or physical needs... and feeding into EHCP outcomes.
2. Outside that, assessed attainment within national frameworks determine which model of curriculum delivery individuals are placed.
3. The next ring highlights all those other key skills or aspects of learning many of our students require to be taught - representing that it does not matter which model of delivery they are part of they may need to learn these.
4. The final ring are all the other things/interventions we provide, again anyone, in any model of delivery from any age can require elements of these at some point.
5. The key words around the outside following the arrows are to be read in a way that points 1-4 above happen as part of teaching, creatively to get engagement and learning opportunities delivered in an adapted way that includes and involves the young people which then feeds back into our teaching.
6. The arrows are showing a circular route but bend inwards on purpose to represent that all the phrases in point 5 run right through every aspect of the 'model diagram'.
7. The 4 focussed words in each corner come from the 'vision' element that the model provides - we offer **challenge** to **empower** to **inspire** and to **prepare** ALL our young people through to adulthood whatever that might look like for them as they leave school.

ENGAGEMENT – ADAPTION-DIFFERENTIATION-INCLUSION-INVOLVEMENT–CREATIVITY - LEARNING

Experiential Sensory Curriculum

SEN code of practice: key areas of assessment

- Cognition and learning

Split into:

1. Responsiveness
2. Curiosity
3. Discovery
4. Anticipation
5. Persistence
6. Initiation
7. Investigation

- Communication and interaction
- Social, emotional and health needs
- Sensory and/or physical

assessment cycle via IEP and EHCP outcomes

Delivered in non-subject specific learning
With the 'Engagement tool' supporting anecdotal judgment of 7 areas

Semi-Formal Curriculum

SEN code of practice: key areas of assessment

- Cognition and learning
- Communication and interaction
- Social, emotional and health needs
- Sensory and/or physical

assessment cycle via IEP and EHCP outcomes

Assessment links to all above via a combination of:

Thematic/Sensory and communication-based learning	Subject specific learning
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With the 'Engagement tool' used to support anecdotal judgments

Formal Curriculum

SEN code of practice: key areas of assessment

- Cognition and learning
- Communication and interaction
- Social, emotional and health needs
- Sensory and/or physical

assessment cycle via IEP and EHCP outcomes

Subject specific learning

RANGE OF ACCREDITATION, QUALIFICATION AND EXAMINATION

'Learning and Achieving Together'

OFSTED (March 2023): Sir Tom Finney Community High School continues to be a good school

'Students are proud of their school.....no matter what their needs they are valued and included.'

'Students work well together to enjoy an exciting range of subjects.'

'Teachers choose activities that will engage students, fire their imagination, and deepen learning. They are creative and innovative in the ways they bring learning to life.'

'Students get on well with each other. They have warm and trusting relationships with staff. Staff help students to understand the impact of unkind words and help them to resolve differences. Students learn to understand each other and respect and accept each other's uniqueness.'

'The Focus on personal development, communication and independence allows students to achieve well. Many exceed their education, health, and care plan targets.'

'Staff know the sensory, emotional, physical and behaviour needs of each student very well.'

'Students are happy and settled. They thrive in school. Leaders have high expectations.'

'Leaders design the curriculum to ensure that all ...experience a broad and rich range of subjects that meet their needs and interests.... Making sure they are well prepared for the next stage in learning'.

'School is a safe place...students know they have adults they can talk to...students know that staff will keep them safe.'

These are some of the standout highlights of our most recent OFSTED inspection (March 2023).
A copy of the full report is available via the school website.

www.stfch.lancs.sch.uk or www.ofsted.gov.uk

General Information

Annual Reviews/Reports/IEPs

Parents/carers will be notified of dates of reviews to identify when each year group or individual reviews are to take place.

Individual Educational Plans (IEPs) are completed each term; sent home for parents to comment should they wish to and follow up meetings can be arranged on request.

Progress assessment information is updated 3 x per year as part of the school's tracking information and is underpinned by other statutory assessment criteria to support reporting on progress from baseline entry and starting points.

Lunchtime Arrangements

12.00 – 1.30pm with 3 sittings

Students come to the hall and sit at tables, they are called up a table at a time to collect meals, buffet style to make own choices. Some students will need adult support to do this. Those students who may take longer eating their lunch should be first in the queue alongside staff collecting food for those who have specific feeding programmes or support. Rotas will be drawn up within departments for supervision arrangements in the hall; to supervise, to support feeding and supervision in playground areas.

Uniforms

Uniforms

Lower School (11-14 years)

Uniforms will consist of a red sweatshirt, cardigan, or 'V'-neck sweater with the school logo. A white shirt or polo shirt and black trousers or skirt. Black shoes or specialist footwear.

Upper School (14-19 years)

Uniform is optional but preferable between ages 14-16 yrs. Between 16-19 yrs there is no 'fixed' uniform. However, students should consider the appropriateness of their clothing. Any obscene or offensive messaging on clothing will not be tolerated.

SFX

Uniform is consistent with above but school is mindful and flexible to issues students with sensory needs, physical needs and emotional needs may have.

PE Kit

Will consist of a red 'T' shirt or polo shirt, black shorts and pumps or trainers that **do not have a black sole** or appropriate specialist footwear.

Clothing can be purchased from:

Bang Bang
Old Kerr Bridal Shop
91 Lancaster Road
PRESTON PR1 2QJ
tel. 01772 556100

Mobile Phones

Mobile phones and other electronic devices are not acceptable in school unless by prior arrangement for specific reasons, e.g. independent traveller or supporting minibus transportation. In these cases, phones should be stored with the pastoral teacher or in a locker and not to be used or accessed during the school day.

Please refer to full policy available from school.

Premises and Buildings

If you have any concerns or information regarding the building or the surrounding premises, in the first instance please contact school.

Security

Please ensure that you pass through reception and sign in/out appropriately. All doors must be kept closed after use, especially external doors. Visitors will be given an ID pass and should wear this at all times.

Insurances

School is covered by Local Authority insurance policy and details can be obtained via the school office. Please note volunteers and pre-arranged visitors or supply staff are covered by the insurances.

Transport

Should you have any concerns regarding transport, escorts or drop offs contact the local authority transport office in the first instance – 01772 646829.

Online Safety

There is an online safety policy which **MUST** be adhered to. Reports of internet usage are checked and follow up takes place for any that are deemed an 'inappropriate use of school network' or 'are suspicious'. Students who breach the rules will have sanctions imposed including internet use withdrawn for a period. For any severe breach the police and social care will be informed.

Policy and Procedures

All statutory policy, procedure and guidance material undergo periodical review and are available on the school's website or via the school office.

Educational Visits/Risk Assessments

Please note any trip or visit out of school is accompanied by the appropriate risk assessment signed off by either the Educational Visits Co-ordinator or the Headteacher.

Health

The specialist school nursing team have a presence in school most days and will offer appropriate guidance, information and advice. They will produce care plans and specific details linked to medication.

Medicines in School

The guidelines are taken directly from Lancashire County Council document 'Supporting Pupils with Medical Needs in School'.

Receipt of medicines:

- Parents are responsible for supplying complete information regarding a child's condition and medication.
- All medicines should be transported by escorts or parents and not children.
- Written and signed instructions must be delivered with the initial dose.
- Any change in medication should be informed in writing.
- Each medicine should be delivered in separate **original** containers.
- Each container should be labelled with –
 1. Name of medicine
 2. Patient's name
 3. Dosage
 4. Dosage frequency
 5. Date of dispensing
 6. Storage requirements/shelf life
 7. Unlabelled medication will not be used.

As and when necessary, medication will be administered providing consent to do so has been obtained.

All medication information will be recorded as part of a care plan and signing in and out systems are in place.

Illness

PLEASE DO NOT SEND ANY STUDENT INTO SCHOOL WHO MAY BE SUFFERING FROM AN INFECTIOUS ILLNESS AS SOME OF OUR STUDENTS ARE VERY VULNERABLE TO INFECTION.

For some of our more vulnerable or medically fragile children, what seems like a minor infection can be extremely serious and result in hospitalisation in some cases. **Anyone with sickness or diarrhoea should remain at home for at least 48 hours after the symptoms have ceased.** Please do not send any child into school if you suspect they are unwell. Please inform school if a child is diagnosed with a contagious disease.

If a child becomes ill or has an accident in school, the school will contact parents/carers. Should a child be required to go home then the school will ask for them to be collected. If it is necessary to go to hospital a member of staff will accompany the child and remain until parents/carers can attend.

Absence

School should be notified of any absence giving the full reason for the absence. The school monitors absence closely and information is shared both with local authority and the DFE. National policy and guidance have been updated (summer 2024) and school will be taking account of this. The focus is for ALL students to attend school EVERY DAY. Should a concern be raised the school has a duty to inform the appropriate services.

School strongly urges and encourages parents not to take children out of school for holidays during term time periods.

Regular attendance at school is essential for our students to maximise their progress. Irregular attendance disrupts the continuity of learning and undermines progress, achievement and attainment. All students are expected **by law** to attend school for 190 days per academic year. **The expectation nationally is for an individual to maintain a 95% or above attendance rate. It is the parent/carer's legal responsibility to ensure regular attendance and school strives to encourage the maximum possible attendance for each student.** The importance of attendance is stressed throughout school and regularly reinforced. Absences are investigated and where necessary home will be contacted, and actions follow. A full copy of the attendance policy is available from the school office.

Therapy Provision

Therapy provision is managed by the health authority; they dictate the level of provision for schools and individuals. School liaises with therapy professionals closely and a student accesses services via direct contact or through advice, monitoring and support and will have specific programmes in place as required.

Child Protection and Safeguarding

'Learning and Achieving Together'

The school is duty bound by the Local Authority to report any obvious or suspected signs of abuse or neglect, be that physical, emotional or sexual to social care. It is a sensitive area, but forms part of the local arrangements regarding safeguarding and many high-profile cases indicates the need for vigilance and to be safer rather than sorry.

The Deputy Headteacher acts as the Designated Senior Leader (DSL) with responsibility for child protection/safeguarding issues in school. Should they be unavailable additional members of staff are also trained and will act as DSL should others be unavailable or absent.

All staff undergo annual safeguarding update training at the start of the school year and are requested to sign a code of conduct. Staff have signed to state they have read part1 of 'Keeping Children Safe in Education' and it is included in induction processes.

The school has policies and procedures in place that follow the local authority guidelines and documentation that link into the safeguarding agenda.

There is a Link Governor for Child Protection and Safeguarding.

The Senior Leadership Team have all had safer recruitment training and any staff employed to the school undergo rigorous checks on background, qualifications and records.

All staff have been checked with the Disclosure and Barring Service (DBS) and the Prohibited from Teaching List with the school keeping a single central record of those checks.

The school has an open ethos and ensures any actions that may cause harm are reported and investigated thoroughly.

We work closely with all other agencies from health, social services, young people's service and the police to ensure a multi-agency approach in relation to safeguarding is adopted.

All policies and procedures are updated regularly and are available on the y drive and website, with hard copies kept with the DSL. The school CPOMS system is a method of recording any concerns.

The Designated Senior Leader (DSL) is: Katy Stringer– Deputy Head

Additional DSL support are:

Shaun Jukes – Headteacher

Karen Brown, Lee Toulson, Charlotte Pilkington, Assistant Headteachers, responsible for each department in school.

It is these colleagues who are responsible for acting where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection/safeguarding' then a discussion with the DSL/line manager will assist in determining the most appropriate next course of action.

School procedures are in place to ensure that children and young people are always monitored. If staff are concerned about students, then they will be forwarded to the DSL or back- ups in their absence.

The DSL will follow up the issues with parents or guardians in the first instance by phone, unless it is detrimental to the child or the are advised otherwise by social care or the police.

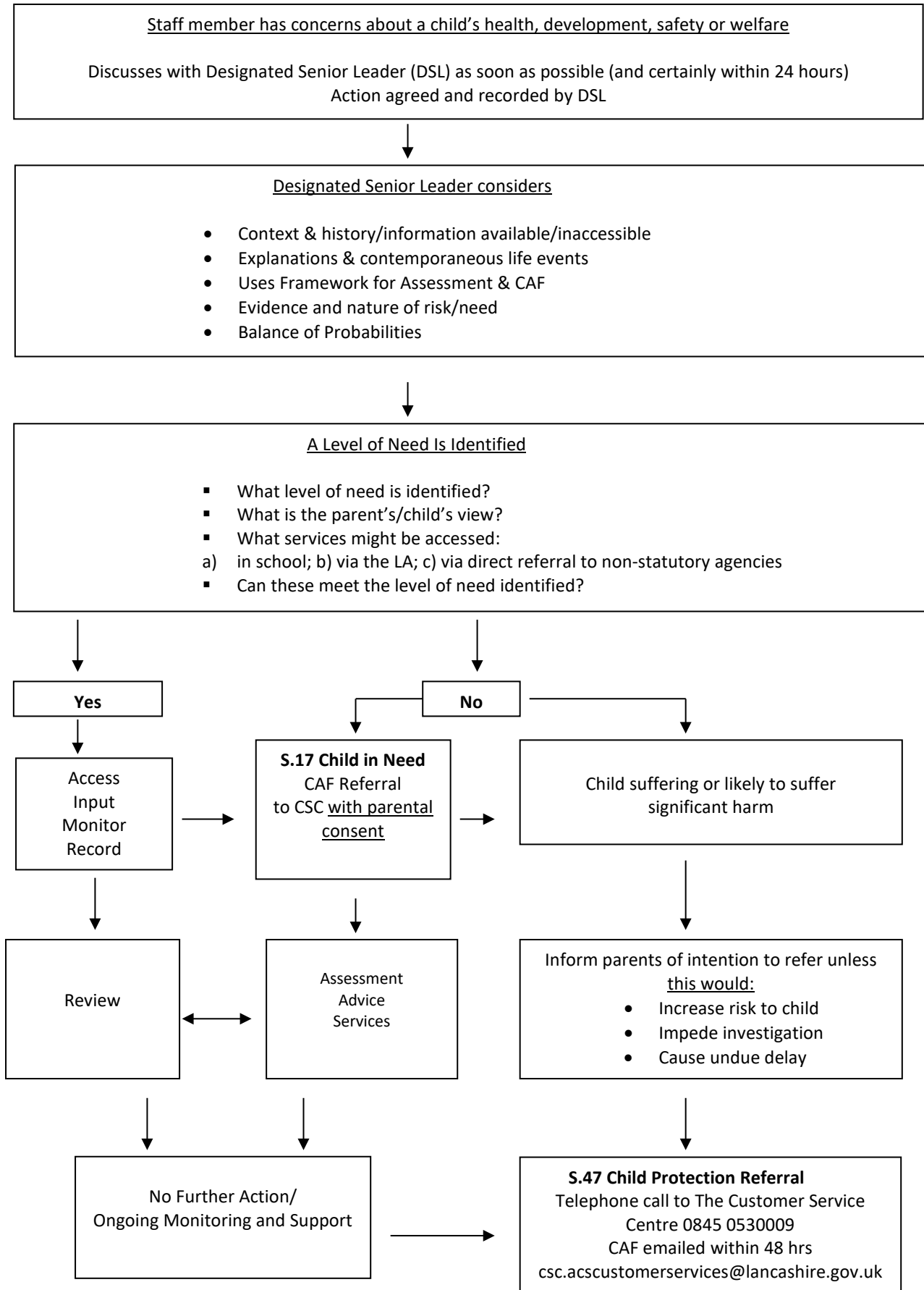
Staff in schools have a duty of care for students and as such are a reporting agency to ensure the safety and welfare of young people at all times.

Please see the chart below that outlines the course of action that may take place.

Sir Tom Finney Community High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Child Protection Policy Summary Flow Chart

TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL



'Learning and Achieving Together'

The school has a policy and guidance for Positive Behaviour. It can be obtained in full on request to the school office.

At Sir Tom Finney Community High School, we promote a safe and orderly community. Negative and inappropriate behaviour affects learning and the quality of life in school. Our aim is to have a safe and happy environment where students can value learning and achieve together. By doing so we can:

- Provide opportunities and experiences for students to develop a sense of independence, self-discipline and responsibility towards themselves and others.
- Apply a whole school approach to promoting positive behaviour and managing negative behaviour consistently.
- Implement procedures for early identification of any difficulties or relevant support required for individual students.
- Develop partnerships with families, carers, and other agencies to support the development of positive behaviour.
- Encourage restorative practise and positive relationships
- Teach appropriate behaviour and behaviour to support learning

School rules exist to provide a caring and ordered environment. Students have been consulted upon these rules and values. Appropriate standards of behaviour will be reinforced through the curriculum, in assemblies, by the organisation of and supervision arrangements for breaks and dinnertimes and in general through the daily life of school. High standards of behaviour will always be rewarded.

Any incidents of violence, aggression, intimidation, bullying, racism, sexism are taken seriously and will be investigated and acted upon using a variety of sanctions available to school, including as a last resort, exclusion. Should a student display behaviour that challenge staff, other students or property; individual behaviour support plans will be introduced in consultation, where appropriate, with the young person involved, their parents/carers and other professionals.

Staff are updated regularly, and training takes place in relation to positive behaviour. In line with Lancashire Local Authority the school has a policy of positive handling. As such, staff are trained in 'TEAM-TEACH,' an approach to positive handling and/or restraint in order to ensure the safety of an individual and others. Physical intervention is only used when all other methods to alleviate a situation have been tried. Any physical intervention will only take place using trained staff and carried out with the principle of 'minimum force, maximum care'. All such incidents are recorded and documented.

Should anyone want to know more about 'TEAM-TEACH'; restorative practise and positive relationships they can contact one of our staff trainers.

Complaints Procedures

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Whilst we hope that there are no reasons for a complaint to arise, the school aims to ensure all concerns are dealt with swiftly and to the satisfaction of all.

In the first instance, should you have a concern about your child or matters associated with activities in school then contact the child's pastoral tutor. If the problem is not resolved, then the matter should be brought to the attention of the Assistant Head responsible for the Department. If the matter is still not adequately resolved, then it should be brought to the attention of the Deputy Head and ultimately the Headteacher.

If the matter results in an official complaint school will take every reasonable step to address the complainant's needs and set out its own position clearly and in writing.

The school will follow Lancashire County Council complaints procedures, a copy of which can be obtained via the school office or via the website

Data Protection

Reference to the required documentation is issued at the start of the school year. Should extra copies be required then contact the school office.

Persistent or unreasonable complainants are those who:

- Refuse to articulate the complaint or specify the grounds of complaint and the outcomes sought
- Refuse to co-operate with a complaint's investigation, whilst still wishing it to be resolved
- Refuse to accept that certain issues are not within scope of the complaint's procedure
- Insist complaints are dealt with in ways incompatible with adopted procedures or good practice
- Introduce trivial or irrelevant information outside the scope of the complaint, insisting they are dealt with as part of the complaint
- Makes unjustified complaint about those dealing with the issue and wishes them replaced
- Changes the basis of the complaint
- Repeatedly makes the same complaint despite an outcome already having been delivered via investigation
- Refuses to accept findings of an investigation where procedures have been properly implemented, including referral to DFE if necessary
- Seeks an unrealistic outcome
- Makes excessive demands on school and staff by frequent, lengthy, complicated and stressful contact whilst an investigation is underway
- Makes aggressive, abusive, offensive, personal and professional threats about individuals or the school.
- **Publishing unacceptable or false information in a variety of media, including social media about individual staff or the school; which may result in actions involving the police and LA solicitors.**

In the most serious of cases of the above persons may be barred from school and its immediate premises as school has a duty to ensure it remains a safe place or its students, staff and other members of its community.

This decision would be reviewed taking into account representations and either confirmed or lifted. If the decision is to maintain the bar, then parents would be notified in writing the length of this.

Complaints about barring should go to the Headteacher/Chair of Governors in writing but cannot be escalated to the DFE.

Once the school's own complaints procedure has been completed the only avenue of appeal is through a court of law and independent legal advice should be sought.