

RED ROSE SCHOOL PARENTS HANDBOOK

Help Children Achieve More
Whole Child
Education that Adds Value



Personal
Social
Health
Emotional

Values & Attitudes
Citizenship
Community
'Others before Self'
Sustainability

Sex & Relationships
Ethos
Drugs



Safe Recruitment
Staff Training
STOP BULLYING
Trust
Child Protection

PSHE
Relationships
Health & Safety
e Safety

Values & Attitudes
To Keep Safe
Safeguarding
To Guard

AT RED ROSE SCHOOL - IT IS EVERYONE'S BUSINESS

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OUR VALUES STATEMENT

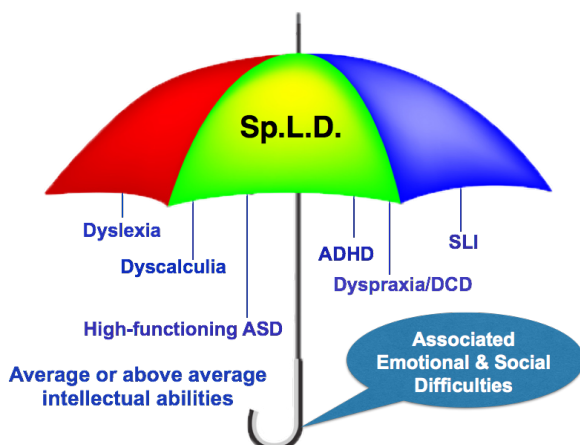
Personal development, including the spiritual and moral development, of our pupils is key to their ability to believe in themselves, where their positive self-esteem will enable them to learn and become valuable members of the school and their wider 'life-circle' communities. The values and attitudes that we instill in our pupils, including our core British and 'radicalize-never' values, the celebration and tolerance of differences and equality will produce 'rounded' young persons who are able to take their place as active citizens who have a yearning to become active 'givers' to society rather than 'takers'.

School Description

The Red Rose School is an independent day special school (DfES Registration: 888/6032).

At the Red Rose School we provide for the educational, emotional and social needs of up to 52 boys and girls, aged between 7 and 16 years, of average and above average intelligence who experience Sp.L.D. and/or experiences which cause them to become delicate and vulnerable in a mainstream setting.

Pupils placed at the Red Rose School, by several Local Education Authorities (LEAs) and also privately by parents, fall within the Sp.L.D. continuum from mild to severe. There are often multiple diagnoses from various medical, social and educational professionals and associated support agencies. In many cases, the complexities and extended timeframes (some over many years) have made the diagnoses very difficult, resulting in cross-over/s (comorbidity) and linkages between the various diagnoses.



The diagram opposite is the 'reality' of pupils placed in the school. All have failed (many over many years) in the mainstream educational environment and this situation has made them delicate and vulnerable. The majority of pupils arrive with a very low self-esteem/self-concept.

It is important to recognise the additional needs of delicate and vulnerable children and we place a high priority on providing a learning environment that caters for the diversity of emotional and learning needs in order to help children achieve their potential.

Our Definition of SP.L.D.

Persons identified as having a Specific Learning Difficulty or Difficulties all show different intellectual and emotional profiles, strengths and weaknesses, learning styles and life experiences. Within this context, Specific Learning Difficulties can be identified as distinctive patterns of difficulties, relating to the processing of information, within a continuum from very mild to severe, which result in restrictions in literacy, language and number and discrepancies in motor function and social and organisational skills.

Unfortunately, within nations and professions there are variations in definitions. However, the key is not the 'purity' of any definition but what professionals do with the labels to facilitate correct strategies to ensure the child's needs are met. This is especially true when co-morbidity of learning difficulties is seen to be **'the rule rather than the exception'**.

Mission Statement

Every child deserves to reach his or her full potential. This potential will be reached by providing each child, within an overriding Christian ethos, with a pastoral and motivational environment where experienced professionals, using recognised up to date resources, can provide individual curriculum differentiation and support in the building of each child's academic progress, self esteem and personal and social development within the setting of a broad and balanced education.

Our Goals

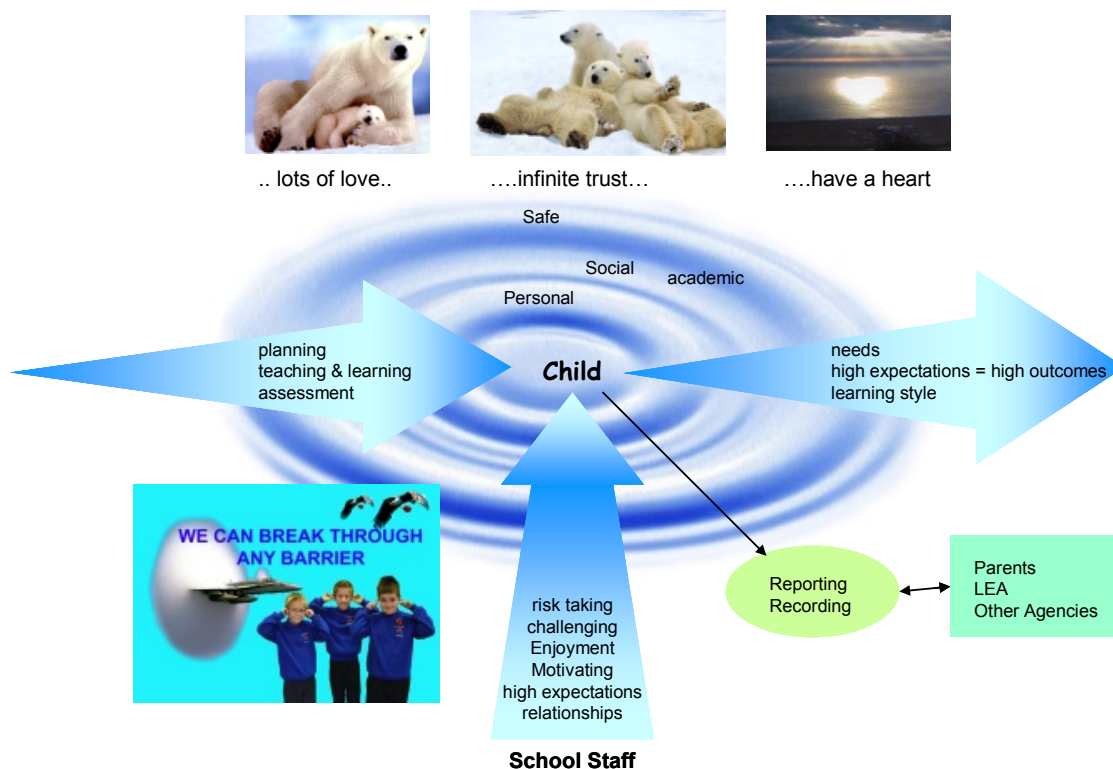
The goals of the Red Rose School are to help each child realise his or her full potential within a pastoral environment through:

- ✓ A small and safe school environment.
- ✓ Small Class numbers.
- ✓ Establishing an ethos of high expectations and a 'can-do' attitude.
- ✓ Establishing trust through exceptional relationships with each child.
- ✓ Continuous building of self-esteem and their ability to learn autonomously.
- ✓ Measured and continuous progress in academic achievement and personal and social development.
- ✓ Provision maps, including appropriate support such as individual academic and movement tuition and counselling.
- ✓ To strive to ensure that positive individual and global citizenship and moral values are embraced to enable each child to reach their true potential whilst at school and after leaving school.
- ✓ Developing the necessary skills through the application of proven educational strategies. Consistency of approach by different teachers is essential.
- ✓ Partnership with parents and other relevant agencies throughout the on-going provision.

THE 'EAGLE' SCHOOL ETHOS & STANDARDS

Drop a pebble in the water:
just a splash, and it is gone;
But there's half-a-hundred ripples
Circling on and on and on,
Spreading, spreading from the
centre,
flowing on out to the sea.
And there is no way of telling
where the end is going to be.

Drop a word of cheer and kindness:
just a flash and it is gone;
But there's half-a-hundred ripples
circling on and on and on,
Bearing hope and joy and comfort
on each splashing, dashing wave
Till you wouldn't believe the volume
of the one kind word you gave.
~By James W. Foley~



Establishing good self-esteem lies at the very heart of how to teach pupils with Sp.L.D. The ethos of the school will be central to setting the enabling environment to improve pupils' self esteem. Based on the foundation of Christian principles and after many years in operation, it was agreed that the school would endeavour to define its ethos, based on the foundation of Christian principles.

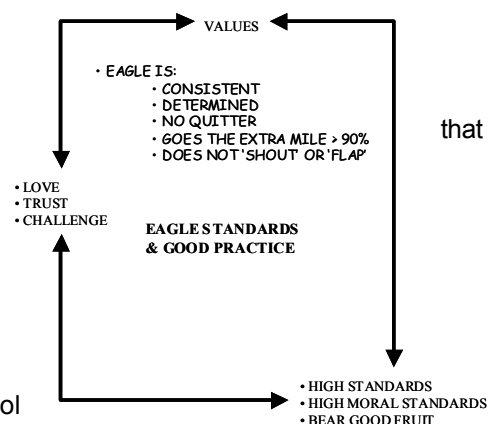
Our Values

The following 'Values' are taught by the school:

Pupils are taught that it is important to have a vision for their life but action is needed to make it a reality. They are taught that love of others is more important than love of self. Also it is important to make life as uncomplicated as possible (don't tell lies or gossip), that it is to be enjoyed and that being unselfish and having a 'giving' heart is better than a 'taking' heart.

Love, Trust & Challenge

Just as the eagle shields and cares for its young, the school shields and cares for the pupils in its charge. Due to their learning difficulties, all of our pupils have felt previous 'failures' or have been bullied and, as such, it is essential that they feel safe and unthreatened in their new school environment. Just as importantly, our pupils must learn to trust again – this can only be done by staff establishing a loving and caring relationship with each child in their charge.



When the eaglet reaches maturity the mother eagle '*stirs up its nest and hovers over its young, spreads its wings to catch them and carries them on its pinions*'. In reality, she takes the nest out from under her eaglet and pushes it over the cliff face. Having never been out of the nest before, the eaglet tumbles towards the ground but before it hits the ground she catches it and carries it back to the cliff face. However, before the youngster has a chance to say 'thanks mum', it is once again pushed over the cliff face. This process is repeated until nature takes over and the eaglet spreads its wings and flies for the first time. This analogy epitomises the challenges we must set for our pupils. Once they feel safe and 'strong', we will start to stretch (challenge) them until the time comes when they can 'fly' on their own – this done, our job is finished and they can either reintegrate back into mainstream school or go on to college.

Set Positive Boundaries

As such our pupils must be set 'boundaries' that they understand. In many cases, past school experiences have set boundaries based on the 'don't do this & that' set of negative rules. We will set boundaries based on positive attributes where we will tell our pupils that we 'love' and value them. We will be a school who 'goes the extra mile' to trust, listen and understand. We will be a school who believes in the potential within each pupil. Within this positive framework we will be a school who 'labels the act and not the child'.



Just like the eagle we will be consistent and determined. We will not quit but, as a consequence, we will expect our pupils to set themselves high standards and expectations. And like the eagle we do not expect either our staff or pupils to shout or flap about aimlessly like chickens.

The Red Rose School is 'training eagles' capable of soaring above adversity and making good out of any difficulties facing them.

COLLECTIVE WORSHIP

The Red Rose School is a school with a religious character, defined as being a Christian School.

Collective Worship at Red Rose places Jesus and our relationships with Him at the centre of school life. It is a reference point from which all our activities, thoughts, feelings and school ethos are developed.

Collective Worship will be:

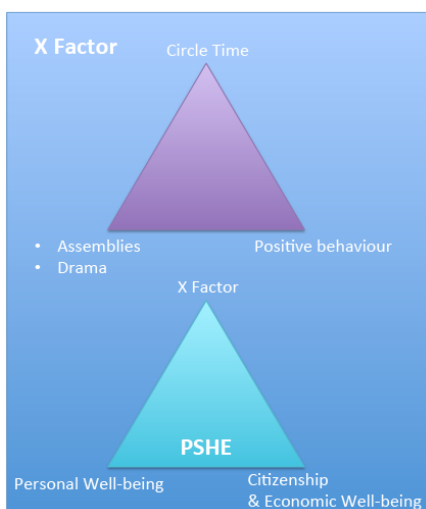
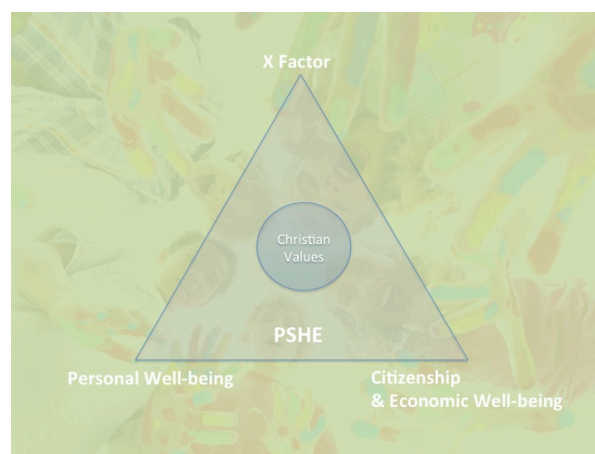
- inclusive and should provide the 'cornerstone' of our pupils social and moral development.
- educational – providing learning experiences of quality
- pragmatic - responding to the needs of individual pupils and staff;
- reflective - on values that are of a broadly Christian nature and pupils own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues
- an opportunity for pupils to pray for their families, the school, local community, Government and leaders and Great Britain and the world

Daily collective worship will be in assembly held during the school day but generally at the start of the day. The worship will relate directly to the youth culture of the day and a variety of media, performing arts and visiting speakers will be used. A theme will be established for each week.

OUR PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION

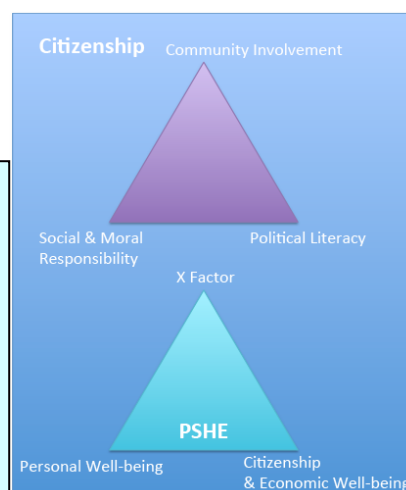
Our PSHE will take a three-pronged curricular approach: the 'X' factor; Personal Well-being and Citizenship & Economic Well-being. All will be set within the framework of Christian values.

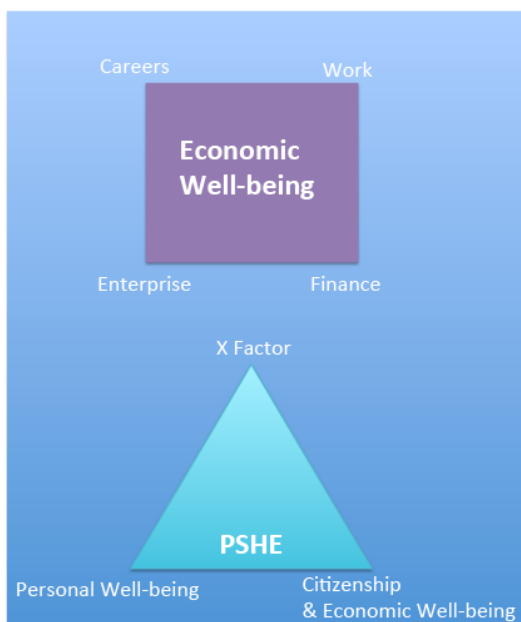
PSHE reflects whole school aims to provide a caring Christian community in which our pupils can learn to respect themselves and others, as well as take responsibility for their own actions.



The 'X' factor includes the use of circle time, including conflict resolution, positive behaviour strategies and assemblies/drama. Each teacher will be expected to follow approved, age appropriate schemes of work for circle time.

Citizenship has 3 strands: social and moral responsibility; political literacy and community involvement. There is a school policy and curriculum organisation for citizenship. Teachers will follow approved schemes of work appropriate to the ages of their pupils. The school will operate and implement a community action programme called 'Bridging the generation gap'. In addition, the School will take part in international projects with schools within Europe and Africa.





Economic Well-being has 4 strands:

- careers education;
- work-related learning;
- enterprise education; and
- financial capability

All aspects of economic well-being are addressed within the framework of citizenship. All add the whole school approach of helping to create positive attitudes and values.

Sex & Relationship Education

Effective Sex and Relationship Education (SRE) is crucial to developing and maintaining emotional and physical health.

The DFE states that Sex and Relationship Education (SRE) should be firmly rooted within the framework for PSHE. The most crucial factor in the delivery of effective SRE is how it is done. Teachers should know about policy, procedures, relevant content, facts and issues.

Drugs, Alcohol & Tobacco

We have to prepare our pupils to lead confident, healthy, safe and independent lives. Education about drugs, alcohol and tobacco is crucial, increase their knowledge and understanding and the effects they produce thus helping them make safe and informed decisions. It helps pupils to explore their own and other people's attitudes and to develop skills such as assertiveness, communication, risk assessment and problem-solving. Drug, alcohol and tobacco education is an integral part of PSHE.



Emotional Health & Well-Being

All pupils should be made aware of the emotional health issues that we all face, and should be encouraged to support their peers. Within a healthy school the emotional well being of staff is equally crucial. We encourage our pupils to express and understand their feelings by openly addressing issues of emotional health and well-being.

Nutrition & Pe

A healthy balance of foods provides the energy and nourishment everyone needs to survive and to enjoy life. Eating too little soon leads to illness, but eating too much or the wrong balance of foods can lead to problems in the long term. So it's important to get the balance right - both in the amount and in the type of foods eaten. A

healthy and balanced diet in childhood can reduce the risk of anaemia and dental decay. In the longer term, it can help to prevent ill health later in life. For example, it can reduce the risk of heart disease, obesity, stroke and some cancers. Participation in Physical Education (PE) and sport can be key to encouraging children and young people to maintain a healthy lifestyle. It can also help combat youth crime, drug abuse and play a part in the regeneration of local neighbourhoods and communities.

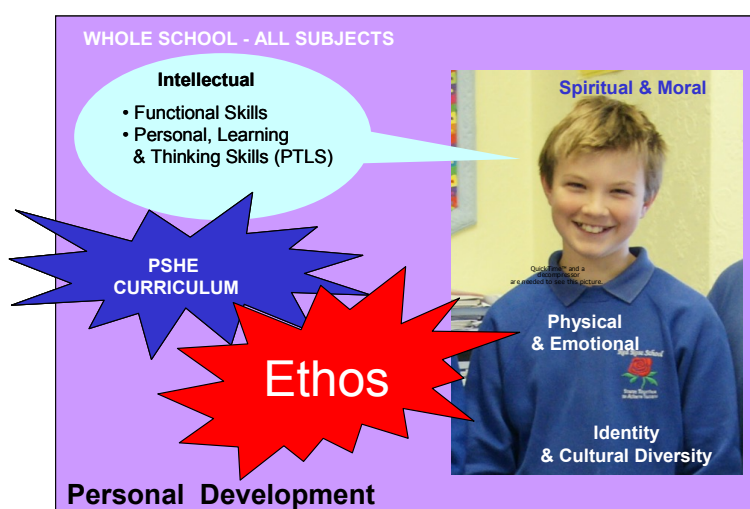
Safety

Pupils should be able to keep themselves safe in the home, at school, while travelling, at work, in play, in sport and in leisure. Safety education helps them to recognise potential risks. Accidents are the main cause of death for children and young people, and also put more children in hospital than anything else. eSafety, being safe online and responsible use of social media are embedded within the PSHE/ICT curriculum.

IMPORTANCE OF PERSONAL DEVELOPMENT

It is the responsibility of every member of the school's staff to contribute to the personal development and therefore to the wellbeing of each of our pupils. Using a coherent and planned approach across the whole curriculum we are able to promote high expectations, attainment and the personal development of all our pupils. Spiritual and moral development is at the heart of our ethos and the school community that transpires.

Personal development in our school is the means by which our pupils are supported in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs, and regardless of their social and/or economic backgrounds. It promotes their wellbeing and enables them to develop their potential as healthy, enterprising and responsible citizens in our society. It provides our pupils with a sense of identity in a diverse world and informs their academic and Personal Learning and Thinking Skills (PLTS).



Spiritual And Moral Development

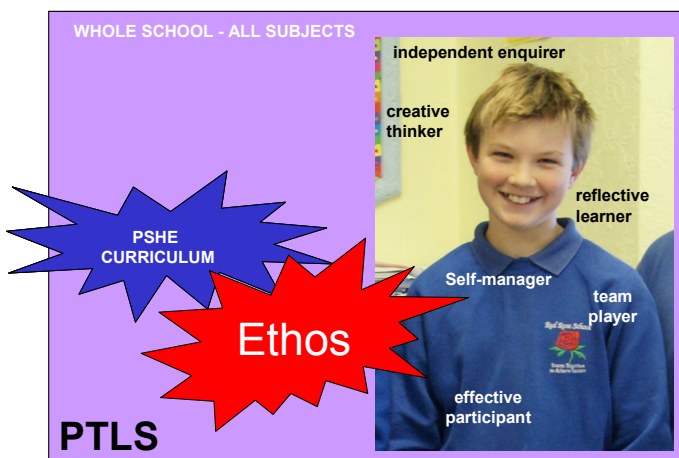
Spiritual and moral development is an essential part of personal development. Spirituality includes beliefs, whether religious or not, the search for meaning or purpose, relationships, creativity, a sense of otherness, wonder and awe, self-knowledge, and feelings and emotions. Spiritual development can be the process by which people acquire not only knowledge, understanding, skills and attitudes about spirituality, but also the disposition to foster their own inner spirit, and to recognise it in others.

Morality includes values and principles, attitudes and behaviour, knowledge of social conventions and codes of conduct, and the ability to make decisions about right and wrong. Moral development can be the process by which people develop the knowledge, understanding, skills and attitudes they need in order to make responsible moral decisions and act on them, and also the disposition to do what is right as a point of principle.

Identity & Cultural Diversity

Learning about identity and cultural diversity can help young people to live and work together in diverse communities, both in this country and the wider world. It can also help them develop their identity and sense of belonging which are fundamental to personal well-being and the achievements of a flourishing and cohesive society.

Personal, Learning & Thinking Skills (PLTS)?



If young people are to be prepared for the future they need to develop essential skills and qualities for learning, life and employment. These include skills that relate to learning in subjects as well as other more generic, transferable skills.

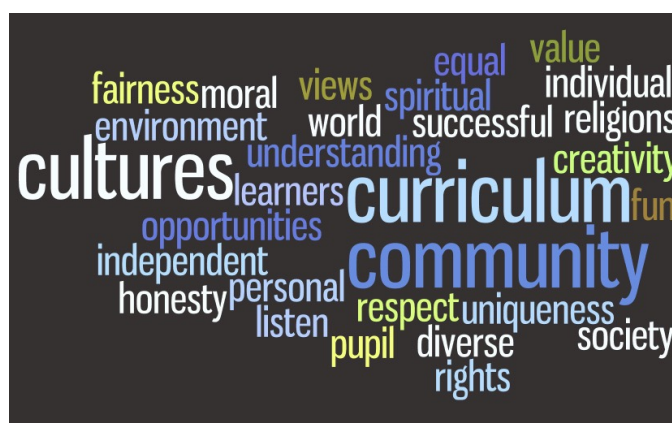
The framework comprises six groups of skills: independent enquirers; creative thinkers; reflective learners; team workers; self-managers and effective participants.

OUR CURRICULUM

All pupils receive a broad and balanced education with complete access to the curriculum at each child's level of academic, social and emotional ability.

Prior to placement in the Red Rose School all pupils have failed within the mainstream setting. In many cases, even with additional SEN resources, pupils have not been able to access the mainstream curriculum and, as a consequence, not received a broad and balanced education.

In particular, many pupils have had emotionally damaging experiences with testing, some arriving with a real fear of all test situations. Therefore, we have created a robust non-threatening specialised curriculum and performance evaluation and monitoring system to ensure that progress can be proven. In addition, our staff also use the National Curriculum Attainment Targets as a bench mark tool to facilitate reintegration assessment.



The School's priorities within the curriculum are:

- ✓ to provide a broad and balanced specialised curriculum meeting the needs of the individual pupil.
- ✓ continuous building of self-esteem and the ability to learn autonomously.
- ✓ high expectations.
- ✓ to measure and show continuous progress in academic achievement and personal and social development, ensuring that each child develops a true understanding of his/her potential and embraces the coping strategies to overcome his/her difficulties.
- ✓ where appropriate, to improve each child's motor control difficulties.
- ✓ for Statemented pupils, to meet the Statement objectives.

Our Hidden Curriculum

- ✓ To develop awareness within each individual that they are unique, special and have strengths and talents which should be developed and nurtured to prepare them for the future.
- ✓ To develop awareness in our pupils of their difficulties and strategies to overcome problems which may occur in the future.
- ✓ To encourage an atmosphere of mutual support where pupils are sympathetic to each other and stronger through the unity of the group.
- ✓ To help our pupils develop an appetite for learning which will remain with them when they leave.
- ✓ To develop independence

STAFFING AND STAFF RESPONSIBILITIES

Our School is served by a Head Teacher who is also a Chartered Educational Psychologist, Specialist Teachers, and Team Teachers (Classroom Assistants). All staff have undergone the required security checks to ensure that they are appropriate people to be working with children. The level of staffing meets the statutory requirement for special schools.

Mr Colin Lannen	<ul style="list-style-type: none"> ▪ Principal ▪ Health & Safety Co-ordinator ▪ Deputy Designated Senior Person (DSP) for Child Protection ▪ Educational Visits Co-ordinator (EVC)
Dr Sionah Lannen	<ul style="list-style-type: none"> ▪ Headteacher ▪ Chartered Educational Psychologist ▪ DSP for Child Protection
Mrs Wendy Jackson	<ul style="list-style-type: none"> ▪ Assistant Head Teacher ▪ Cognitive Behaviour Therapy (CBT) Counsellor ▪ Risk Assessment Co-ordinator ▪ Drugs Management Co-ordinator
Mrs Carole Dorrance	<ul style="list-style-type: none"> ▪ Assistant Head Teacher ▪ Learning Support Co-ordinator
Mr Peter Reed	<ul style="list-style-type: none"> ▪ ICT Co-ordinator – eSafety ; Use of ICT
Mrs Stacey Dee	<ul style="list-style-type: none"> ▪ First Aid Co-ordinator
Mr Craig Kennerley	<ul style="list-style-type: none"> ▪ Team Teacher Co-ordinator ▪ Safe handling Instructor
Mr Craig Jackson	<ul style="list-style-type: none"> ▪ Facilities Manager

HEALTH & SAFETY

We are committed to providing:

- Clear, effective leadership in our statements of Health & Safety Policy.
- Clear direction and purpose in our chosen structure and strategy for carrying out Health and Safety Policy.
- Appropriate information, training and development of staff to enable them to carry out their duties healthily and safely, including advice on policy, relevant health and safety issues and welfare facilities such as first aid requirements.
- A mechanism for regular audit of Health & Safety together with a reporting procedure to enable regular monitoring and evaluation.

DAILY ROUTINE

08:45	Arrive at school
08:50	Register
09:00	Assembly
09:15	Lessons in Main Class
10:30	Break
10:45	Lessons in Main Class
12:15	Break
13:00	Lessons
13:50	Lessons
14:40	Back to Main Class
15:00	School Ends

SAFEGUARDING

To Keep Safe & To Guard



Safeguarding the pupils in our care is of utmost importance. To achieve this we provide a safe, welcoming, supporting and listening and telling environment. Our Safeguarding policies and guidelines are on the school website and are available on request. We are committed to enabling members of staff to carry out their safeguarding responsibilities by providing appropriate training, supervision and support to staff engaged in safeguarding work, whilst also providing staff with a level of training which will enable them to identify, prevent and respond appropriately when faced with safeguarding issues.

BEHAVIOUR

A Statement of Intent

Red Rose School is committed to providing a caring, friendly and safe environment for all its pupils so that they can learn in a relaxed and secure environment. Red Rose School takes seriously its responsibility to protect its pupils from bullying and abuse. Pupils who have information about possible abuse are encouraged to tell a responsible adult.

Principles

The Behaviour Policy supports the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community. In developing strategies for the management of behaviour we make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Rewards are used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others. Sanctions are used to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; and to deter other pupils from similar behaviour. In most cases, sanctions will be applied to individuals not groups. In support of the school's values of mutual respect, the policy supports restorative justice, repairing harm done to relationships and people, to encourage pupils to take responsibility for their actions.

We will need to balance both collective and individual needs. The application of rewards and sanctions has regard to the individual situation and the individual pupil and the school is expected to exercise discretion and sensitivity in their use. The Behaviour Policy makes clear the rights and responsibilities of all the school community – pupils, staff, and parents. The policy's framework of rules, rewards and sanctions will be made clear to all those involved. The policy includes a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It also includes provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably.

ANTI-BULLYING

Purpose & Background

Red Rose School aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and make progress. Bullying of any kind prevents this from happening. As a school, we take bullying seriously. Pupils, parents and carers should understand that reporting bullying is essential, and be assured that the school will support them fully whenever bullying is reported. It is the responsibility of all members of the school community to implement the Anti-Bullying Policy.

Objectives

- ✓ To build and maintain an anti-bullying ethos in the school
- ✓ To ensure all staff, pupils and parents and carers have a clear understanding of what bullying behaviour is
- ✓ To ensure all governors and staff know and understand the school policy on bullying and follow it when bullying is suspected or reported
- ✓ To ensure that all pupils, parents and carers know the school policy on bullying and feel confident to activate the anti-bullying systems
- ✓ To challenge attitudes about bullying behaviour
- ✓ To increase understanding for pupils who are bullied

DISCIPLINE

We will make it clear the boundaries of what is acceptable, the hierarchy of sanctions, arrangements for their consistent and fair application, and a linked system of rewards for good behaviour. It will promote respect for others, intolerance of bullying and harassment, the importance of self-discipline and the difference between "right" and "wrong".

Aims

- Pupils will be responsible, articulate, courteous, compassionate young people of integrity, able and willing to contribute to, and lead in, our future society.
- Each pupil will be guided and supported throughout their time in school by the highest standards of pastoral care.

Planning For Positive Behaviour

The behaviour ethos of the School is to reinforce positive behaviour using a whole-school approach based upon 'Circle Time' administered by teachers and overseen by the School's Head Teacher/Educational Psychologist as an integral part of the curriculum.

We have very clear expectations of student conduct, and students are clear on what action to expect if they break those expectations. We reward and encourage those who do as we expect. This policy defines those behaviours, which are unwanted, and fortunately rarely seen.

All pupils are aware of the Red Rose School Code of Conduct:

RED ROSE SCHOOL CODE OF CONDUCT

The Code of Conduct is based on a need for mutual respect. All members of the school community have the right to expect a well ordered environment that is conducive to study.

This right can only be provided when all members of the community accept their obligation to honour the Code of Conduct. The two main principles are:

- Everyone has the right to be treated with respect and to work in a clean, calm and safe environment.
This means:
 - treating everyone with courtesy, respect and consideration.
 - showing respect for others by working sensibly in lessons, and not disrupting the learning of others.
 - caring for all members of the school community, for the buildings and equipment, and for the quality of the environment.
 - showing consideration for others by moving around the school quietly and carefully.
 - showing respect for the property of others.
 - not saying or doing anything that encourages bullying.
- Everyone is expected to make the most of their time at Red Rose; all are asked to be punctual and well prepared for both lessons and other activities.
This means:
 - coming properly dressed, and bringing everything you will need for lessons.
 - arriving in plenty of time for the start of lessons.
 - completing all work and homework on time, and to the best of your ability

Uniform

Uniform must be properly worn at all times in school, on the way to and from school and at any event when representing the school.

Jewellery

Boys:

- ✓ shall not be permitted to wear any form of metal or hard material jewellery.
- ✓ Shall not be permitted any form of earring/s or visible body piercing.

Girls:

- ✓ Shall not have visible jewellery
- ✓ may only wear ear studs
- ✓ Shall not be permitted any form of visible body piercing.

Inappropriate Haircuts

Hair must not be extreme in style, colour or length. We recommend it should not be cut shorter than a "number two" and must not be shave-patterned. This also applies to shaved eyebrows. Facial hair is not permitted in Years 7 to 11. Hair must be a natural colour. Only plain, functional and safe hair accessories are allowed: senior staff can give guidance. Immediate responses to changes in hair fashions may require staff to apply their judgements to ensure appearances are acceptable and reasonable.

Mobile Telephones, Personal Computers/Tablets & Electronic Devices

Pupils are not permitted to use mobile telephones within the school premises.

At the start of lessons pupils are to hand over all mobile phones and other electronic devices to their teacher. Such technology will only be permitted to be used by the Class Teacher. Failure to comply will lead to confiscation of the

technology until the end of the school day. Repeated failure to comply will lead to a ban on the pupil's technology, initially for one week, then 1 month and finally for an unspecified period.

Smoking

Pupils with an addictive smoking habit will not be given a school place. If caught smoking or in possession of smoking materials on site or in school uniform off site:

- ✓ First offence - £5 fine to be paid next school day.
- ✓ Second offence - £5 fine and parents invited into school to discuss the issue.

Persistent offenders may face a fixed-term exclusion.

Bad Language

Any pupil caught swearing should be reprimanded by the teacher at the time. Persistent offenders will be more severely punished.

Prohibited Items

Prohibited items include knives or anything that staff perceive can be used as a weapon, illegal drugs, any medication/drugs that a pupil is not meant to possess, alcohol, glue or sniffing solutions/agents and tobacco.

COMMUNICATION BETWEEN HOME & SCHOOL

We pride ourselves in having good communication with parents through the Home/School Diary (on a daily basis) and also through newsletters, telephone and email. Please do not hesitate to contact us if you are unhappy with any aspect of communication or if you require a visit to the school outwith parents evenings or reviews.

I have asked my staff to make sure that there is a telephone call to each parent at least once every 2 weeks – if you are not getting this call please let me know so that it can be rectified immediately.

MEDICAL NEEDS

Red Rose School recognises its legal obligations to provide a first aid service for all its staff and pupils. The school is committed to providing a first aid service which satisfies the school's needs in terms of the requirements of the Health and Safety (First Aid) Regulations 2009.

As a parent you are responsible for:

- providing the school with sufficient information about your child's medical condition and treatment or special care needed at school
- jointly with the Headteacher:
 - reaching agreement on the school's role in helping with your child's medical needs
 - reaching agreement on passing information about your child's health to other school staff

COMPLAINTS PROCEDURE

Stage 1 - Informal Resolution

It is hoped that most complaints and concerns will be resolved quickly and informally. If the complainant has a complaint they should normally contact the school through the appropriate Class Teacher. In most cases, the matter will be resolved straightaway by this means to the complainant's satisfaction. If the Teacher cannot resolve the matter, it may be necessary for the complainant to consult the Head Teacher.

Concerns relating to child protection must be referred directly to the Head Teacher. The Teacher/Head Teacher will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within 7 working days or in the event that both parties fail to reach a satisfactory resolution then the complainant will be advised to proceed with their complaint to the next stage of this procedure.

Stage 2 - Formal Resolution

If the complaint cannot be resolved on an informal basis, then the complainant should put their complaint, in writing, to the Head Teacher, who will decide, after considering the complaint, the appropriate course of action to take. In most cases, the Head Teacher will meet with or speak to the complainant concerned, normally within 7 working days of receiving the complaint, to discuss the matter. If possible, an agreement will be reached at this stage. It may be necessary for the Head Teacher to carry out further investigations. The Head Teacher will keep written records of all meetings and interviews held in relation to the complaint.

Once the Head Teacher is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and the complainant will be informed of this decision in writing. The Head Teacher will also give reasons for his decision. If the complainant is still not satisfied with the decision, they should proceed to the final stage of this Procedure.

Stage 3 - Panel Hearing

If the complainant seeks to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to the Principal, who has been appointed to call hearings of the Complaints Panel.

The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. The Panel members will be appointed by the Principal and the Panel will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within working 14 days. If the Panel deems it necessary, it may require that further particulars of the complaint or any related matters be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 3 working days prior to the hearing.

Parents/Carers may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

If possible, the Panel will resolve the complainant's complaint immediately without the need for further investigation. Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 7 working days of the Hearing. The decision of the Panel will be final. A copy of the Panel's findings and, if any, recommendations will be given electronically and in writing to the complainant and, where relevant, the person complained about. A copy of the Panel's findings and, if any, recommendations will be available for inspection on the school premises by the proprietor and the head teacher.

The complainant can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school; where disclosure is required in the course of the school's inspection; or where any other legal obligation prevails.