



# **Procedures for Boarding Students to attend local community club**

**2020**

Signed:

A handwritten signature in black ink, appearing to read 'H. L. L.', is written over a light grey background.

Headteacher

|                            |                                |
|----------------------------|--------------------------------|
| <b>Date of Policy</b>      | 1 <sup>st</sup> September 2020 |
| <b>SLT Lead</b>            | Director of Boarding           |
| <b>Date of next review</b> | July 2021                      |

## **SCHOOL ETHOS AND VALUES**

Our Christian values are at the heart of the ethos of the school and through these, we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

## **COVID-19 RESPONSE**

During the period of time that schools are operating in a way that is different to pre-COVID-19 we will make certain adjustments to policies and procedures. Any adjustments will be made will have these key principles:-

- Reduce the risk posed to all members of the school community due to COVID-19
- Focus on staff and students well being
- Maintain a strong focus on consistently high teaching and learning inside and outside the classroom
- Students are not disadvantaged by experience, opportunity or resource
- Commitment to embedding the 7 core values of the school

This policy has been reviewed and aligned to the whole school response to COVID-19

## **RATIONALE**

Sexey's School has a commitment to providing young people with exceptional experiences. We do not believe that Boarders should be disadvantaged by experience or opportunity due to being a Boarder. Therefore, where it is possible and appropriate we will facilitate Boarding students accessing local community clubs.

There will be a staged procedure that must be completed prior to a student attending a club.

## **PROCEDURE**

### **Stage 1 – Club identification**

Once a student, parent, or member of staff has identified a club that a Boarding student would like to attend the House Parent must notify the Pastoral Manager who will undertake the risk assessments and checks in the same way that a school undertakes the appropriateness of Alternative Provision providers for a student.

## **Stage 2 – Parental Consent**

The House Parent must seek written parental permission for the student to attend the club. This, once gathered must be stored in the students boarding file and shared with the Pastoral Manager.

## **Stage 3 – Appropriateness of the Club**

The Pastoral Manager will undertake the necessary checks and risk assessment on the club to ensure it is appropriate for the student to attend. This will include gathering key information like:-

- Risk assessment
- Details of Coaches and DBS details
- COVID Response / policy
- Name of Safeguarding Officer for the club
- Training times and location

## **Stage 4 – Liaison between Boarding House and Club**

Once the Pastoral Manager has approved the club they will notify the House Parent and Director of Boarding. The House Parent will liaise with the Coach and ensure practical arrangements are in place to support the student attending the club.

House Parent to ensure club registration documents are completed by the students' parent. Documents should be sent to Club with the House Parent as an emergency contact.

These details are to be recorded in the daily handover book to ensure all staff on duty on training nights are aware of the arrangements.

## **Stage 5 – Attending the club**

The student is to be briefed by the House Parent on expectations around attending the club, these are to include:-

- Signing in and out procedures
- Behaviour
- Reporting back to House Parent on duty once back in the house
- Equipment needed
- Supper arrangements if affected by training times
- Work / prep expectations on training evening
- Ensuring student has the House number saved into their phone and the staff mobile number
- Ensuring the student is aware of what to do in the event of an emergency

## **Stage 6 – Monitoring**

House Parent to review arrangements in place with student on a half-termly basis to ensure there are no issues. House Parent to notify Director of Boarding of any issues.

## **SAFEGUARDING**

Pastoral Manager to liaise with Club Safeguarding Officers as is appropriate. The club is to have the details of the Designated Safeguarding lead including their mobile number.

If there are any concerns raised by the student that are safeguarding related concerns the staff member the student shares the concern with must record the details on My Concerns and notify the DSL immediately.

## **FIXTURES**

If the student is invited to take part in fixtures, providing their Parent has given consent the House Parent may liaise with the club to facilitate this.

## **EMERGENCY**

In the event of an emergency and the student, being injured at the club the House Parent is to be contacted and ensure a staff member accompanies the student to A&E as appropriate.

## **APPROVED CLUBS LIST**

All approved clubs are to be reviewed annually by the Pastoral Manager and once approved will be placed on the Approved Community Club Register held by the Pastoral Manager, Director of Boarding and HR Team.

## **MONITORING AND REVIEW**

This is to be reviewed annually by the Director of Boarding.

## Appendix 1

### Quality Assurance Check – Alternative Provision

|                         |                                   |
|-------------------------|-----------------------------------|
| <b>Provider:</b>        | <b>Person Responsible for QA:</b> |
| <b>Visit Report by:</b> | <b>Date:</b>                      |

| Baseline Essential Criteria  |                              |                                      |                 |
|--|------------------------------|--------------------------------------|-----------------|
| ITEM   | Y/N<br>(Where<br>Applicable) | EVIDENCE + Covid 19 where applicable | Date<br>Checked |
| Adoption of essential elements of QA (Partnership agreement; programme schedule(s); contractual agreement)           |                              |                                      |                 |
| Insurance details (£5 million in Public Liability and Employer Liability insurances)                                 |                              |                                      |                 |
| Business class Insurance (if transporting young people)  |                              |                                      |                 |
| Vetting by a competent person (with relevant knowledge, experience & training)                                       |                              |                                      |                 |
| Risk Assessments and Action Plans in place - Fire Risk Assessment  |                              |                                      |                 |
| Personal Protection Equipment (PPE) available (if appropriate) - Provide details of first aid arrangements           |                              |                                      |                 |
| Comply with minimum requirements of The Management of Health and Safety at Work <b>Regulations 1999</b> (MHSWR 1999) |                              |                                      |                 |
| Safeguarding policy in place   |                              |                                      |                 |
| Disclosure and Barring Service checks  |                              |                                      |                 |
| Delivery staff have knowledge, experience qualifications & training to deliver subject area                          |                              |                                      |                 |
| Paperwork and reports to track, monitor & evaluate learner progress  |                              |                                      |                 |
| Incident book to record notable events or issues and outcomes  |                              |                                      |                 |
| Welcome pack/Learner Induction Process/ Records/   |                              |                                      |                 |

|  |  |  |  |
|--|--|--|--|
| Attendance Data collected (am & pm) and shared (in a consistent and timely manner)   |  |  |  |
| Evidence of Parent/ Carer Consent Forms (including work placement)   |  |  |  |
| Essential policies – Teaching & Learning, Attendance, Confidentiality, Equality & Diversity, Data Protection & ICT acceptable use, Behaviour |  |  |  |
|  |  |  |  |
| Quality Assurance Policy and Self-Assessment Report  |  |  |  |
| Recommended policies eg Anti-Bullying, Drugs, Trips, Positive Handling, Environment, IAG, Travel, Supervision/ Leaving the Premises          |  |  |  |
| Third Party reports/ certificates e.g. OFSTED (if applicable)  |  |  |  |
| A complaints Procedure   |  |  |  |
| Records of Data Collection (attendance, punctuality, retention, achievement and progression)   |  |  |  |
| Lesson Observation Schedule<br>Lesson Observation Pro-forma  |  |  |  |
| Records of CPD   |  |  |  |
| ILP/ IEPs that include SEAL targets and reviews of learner progress and assessment tracking  |  |  |  |
| Procedure for students to appeal against qualifications assessment decisions   |  |  |  |
| Learner course reviews/ feedback for induction, mid-course and end-of-course, self-evaluation  |  |  |  |
| Tutor Course Reviews   |  |  |  |
| Policy and examples of risk assessments for offsite visits   |  |  |  |
| EV Reports and follow-up procedures  |  |  |  |