



**Information**  
**for**  
**Parents and Interested Parties**



As a parent, carer or other interested party in Red Rose School you are statutorily entitled to receive information about our school. Some information **has** to be provided to all parents whilst other information has to be available to parents, carers and interested parties by **request**. This document is provided to all parents and carers (*inc* prospective parents) and contains our contact details, mission statement, school ethos, aims, admissions policy, exclusion policy, discipline and behaviour management policy and our SEN policy.

Information also available by request is:

- The particulars of the curriculum offered
- The particulars of academic performance during the preceding year, including examination results
- The schools policies on bullying, child protection, health and safety
- The schools policies on the promotion of good behaviour and sanctions adopted in the event of misbehaviour
- Details of the schools complaints procedure and how many formal complaints have been made during the previous year
- and - The number of staff (including temporary staff) and a summary of their qualifications.

Once requested the school will compile the relevant information required and provide it to the interested party. Red Rose School aims to compile all requests for information within 20 days; although in the majority of cases information can be provided much sooner. Information will be supplied as either a paper based or electronic document.

## **TABLE OF CONTENTS**

School and proprietor contact details	4
Mission Statement	5
School Ethos	5
School Aims	5
Admissions Policy	6
Exclusion Policy	8
School Discipline and Behaviour Management Policy	9
Policy for Special Educational Needs	16

**School Contact Details**

Head Teacher: Huw James Pockett  
Red Rose School  
Allensbank Crescent  
Heath  
Cardiff  
South Wales  
CF143PR

Telephone:

Email:

**Proprietors Contact Details**

Name: Huw James Pockett  
30 Roath Court Road  
Roath  
Cardiff  
South Wales  
Cf243SB

Telephone: 07960 400 688

Email: [huwpockett@yahoo.co.uk](mailto:huwpockett@yahoo.co.uk)

## **Mission Statement**

Learning from where we are to get to where we want to be.

## **School Ethos**

Red Rose School provides an inspiring, challenging and diverse community; in which young children are encouraged to learn and grow academically, morally and individually, whilst at the same time developing a respect and understanding for the world they live in.

## **Aims**

- To promote a positive attitude towards learning, so that students enjoy coming to school.
  - To enable all students to learn and develop their skills to the best of their ability; and how to work independently and as members of a team.
  - To develop the ability to make reasoned judgements and choices.
  - To teach students the skills of literacy, numeracy and information technology.
  - To enable students to be creative and to develop their own thinking.
  - Develop an enquiring mind with regard to natural sciences.
  - To enable students to develop a geographical, historical and social knowledge of their environment.
  - To enable students to be positive members of our community.
  - To allow students to acquire a set of moral values; such as to understand right from wrong; and the importance of truth and fairness.
  - To enable students to have respect for themselves and others; and to develop a high self-esteem.
  - To enable students to live and work co-operatively with others.
  - To develop a student's physical co-ordination and confidence in and through movement.
- To enable students to know how to apply the basic principles of health, hygiene and safety

## **RED ROSE SCHOOL**

### **ADMISSIONS POLICY**

The admission procedure involves both the parent(s) and child coming to view the school and meeting with school staff. Following this initial meeting each child will be invited to join the other students at the school for a one week period, this will allow all parties concerned to assess both the suitability of the student for the school and the school for the student. Having completed this review week at the school the parent(s) will again meet with school staff to discuss the suitability of Red Rose School for their child. At this stage a conditional offer may be made to the parent(s) of a place at Red Rose School for their child.

Once a place has been offered, parents are sent a copy of the Terms and Conditions together with a form to be signed acknowledging acceptance both of a place at the school for their child and also of the Terms and Conditions.

An up to date psychological assessment report, copy of the child's statement and last statement review, and previous school reports will be required before a formal registration can be accepted.

If parents wish to proceed with entry, they will be asked to complete an Application Form and pay a small deposit.

They will also receive a copy of the Parents Handbook giving information about the following;

- Daily Routines
- Academic Matters
- Uniform
- Absence Routines
- Discipline
- Communication
- Activities and Events
- Health Matters
- Care of Property

Red Rose School will not accept a child from another independent school unless the desired notice has been given at that school and all financial obligations have been fulfilled.

#### **Fees**

As parents will appreciate the operation of any specialist educational school with such a high staff/pupil ratio will be reflected in comparatively high fees. Due to the differing educational and social needs of each student Red Rose School does not have a formal fee structure and will provide parents with precise fee once the individual educational and social needs of their child have been assessed and agreed with the parent(s).

Term fees are to be paid in full no later than two weeks prior to the commencement of each of the School's three terms per year. Monthly fees are due on the first Monday of each month.

## **RED ROSE SCHOOL**

### **EXCLUSION POLICY**

#### **Rationale**

This policy deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) The second is to realise the aim of reducing the need to use exclusion as a sanction.

#### **Introduction**

The decision to exclude a student will be taken in the following circumstances:-

- (a) In response to a serious breach of the School's Pupil Discipline Policy;
- (b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Pupil Discipline Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on Staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

### **Exclusion procedure**

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). Regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

Red Rose School has established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.

Red Rose School has established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to Red Rose School as directed in the letter.

A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the school's Senior Management and or other executive staff where appropriate.

A fixed term exclusion will usually take the form of an "internal" exclusion, with the student being excluded from the class room but educated in within the school premises. However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such an exclusion will result in the student being required to remain at home.

During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/care givers.

### **Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist bullying).
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.

The School will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of Red Rose School.

### **General factors Red Rose School considers before making a decision to exclude**

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:
  - Ensure appropriate investigations have been carried out.
  - Consider all the evidence available to support the allegations taking into account the Pupil Discipline Policy.
  - Allow the student to give her/his version of events.
  - Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

### **Exercise of discretion**

In reaching a decision, the Head will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate. In considering whether permanent exclusion is the most appropriate sanction, the Head will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Pupil Discipline Policy and b) the effect that the student remaining in the School would have on the education and welfare of other students and staff.

### **Behaviour Outside School**

Students' behaviour outside School on school "business" for example school trips and journeys is subject to the School's Pupil Discipline Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Head may decide to exclude.

## **RED ROSE SCHOOL**

### **SCHOOL DISCIPLINE AND BEHAVIOUR MANAGEMENT POLICY**

#### **Sanctions**

Schools have a legal right to impose reasonable sanctions if a pupil misbehaves.

Sanctions a school might use include:

- a reprimand
- a letter to parents or carers
- removal from a class or group
- loss of privileges
- confiscating something belonging to your child if it's inappropriate for school (for example, a mobile phone)
- detention

#### **Discipline and physical contact**

Teachers can't punish pupils physically, but can physically restrain them where it's necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious disruption.

Certain members of school staff can search a pupil suspected of carrying a weapon, with or without their consent.

#### **Your child and detention**

Detentions can take place during school hours, at lunchtime, after school or at weekends. If your child fails to attend without a reasonable excuse, the school may give them a more severe punishment.

You are entitled to 24 hours' written notice of a detention that takes place outside normal school hours, so you can make arrangements for transport or childcare. The notice should tell you why the detention was given and how long your child will have to stay at school.

If your child cannot attend the detention, you can explain your reasons to your child's teacher or head teacher. They may reconsider the detention in certain circumstances, such as:

- the detention falls on an important religious day for your family
- you're concerned about the length and safety of the route between school and home
- you can't reasonably make alternative arrangements for collecting your child from school

This policy will make clear the boundaries of what behaviour is acceptable, the hierarchy of sanctions, the 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".

The Head Teacher is responsible for promoting good behaviour and discipline. Good leadership is the key to promoting good behaviour. Effective strategies against bullying are in place.

### **PLANNING FOR POSITIVE BEHAVIOUR**

The behaviour ethos of the School is to reinforce positive behaviour using a whole-school approach based upon 'Circle Time'.

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.

### **DEFINITION OF SCHOOL JURISDICTION**

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when the pupils are the responsibility of the staff.

The policy applies when children are off site on a visit or activity. When pupils are travelling to and from school in uniform they are considered to be representing the school and therefore the school rules apply.

The school reserves the right to take interest in and sanction any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students.

### **TRUANCY**

Parents are asked to ring the school office in the morning of the first day of any absence, and to follow this up with a letter confirming the reason when the pupil returns to school.

### **PERSISTENT LATENESS**

If a pupil is persistently late for registration or to lessons without a valid excuse then the teacher is to discuss the issue with parents/guardian.

### **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**

Girls:

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

## **MOBILE TELEPHONES**

Pupils are not permitted to use mobile telephones within the school premises. Failure to comply will lead to confiscation of the phone until the end of the school day. Repeated use of a phone will lead to the phone being confiscated for one week and a letter home to parents.

## **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 suspension.

## **BAD LANGUAGE**

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

## **DAMAGE TO PROPERTY**

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage should be punished. Punishment will range from detention to suspension for aggravated offences. Pupils parents should be billed for any subsequent costs incurred for replacement or repair.

## **MISUSE OF COMPUTER EQUIPMENT**

The school has a clear policy guiding the appropriate use of school computers. Misconduct in this area, such as "hacking" or improper use of the internet, can result in a range of sanctions.

## **BRINGING THE SCHOOL INTO DISREPUTE**

Pupils are expected to be good ambassadors for the school at all times. Misconduct in this area can result in a range of sanctions.

The following will always be considered to be **major** offences:

- Offensive conduct to other pupils. This includes bullying (physical or verbal, including racial, cultural, gender, disability). Any bullying or harassment will not be tolerated and is always serious. As detailed in the school bullying policy, unacceptable behaviours include:
  - Physical threats and verbal intimidation for fun or gain
  - Repeated and deliberate teasing by an individual or group
  - Physical assault intended to hurt and frighten
  - Pushing, tripping, spitting at any individual
  - Abuse of personal property intended to cause distress

- Writing, whispering and spreading rumours about a person to cause hurt
- Intentional suspension or isolation of an individual - silent treatment
- Insults directed at a person or family on the grounds of race, gender, belief, dress or appearance
- Where student conduct is reckless and dangerous, placing others at risk, serious sanctions may be set even where the student's intent is not malicious
- Use of electronic or telephonic means to harass or hurt others, such as by e-mail, website, or text message, comes within the remit of this policy and would lead to sanction

### **OFFENSIVE CONDUCT TO MEMBERS OF STAFF**

Pupils defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including suspension from school. Harassment of a member of staff or their property or family of any sort, including beyond the bounds of the school day or school term, would be a serious offence and would result in a fixed period of suspension or permanent suspension. Threatening or aggressive conduct or damaging conduct or repeated misconduct of this sort would be aggravating factors which would make more likely application of suspension which may be permanent.

### **MALICIOUS DISCHARGE OF A FIRE ALARM OR FIRE EXTINGUISHING EQUIPMENT**

This is highly dangerous and places others at risk of harm. This will be dealt with by the Head Teacher: the usual sanction will be a fixed term suspension.

### **THEFT**

All cases involving theft (including taking property without permission) should be investigated by the Head Teacher. Pupils caught stealing should return or replace the property. Suspension is the normal sanction for theft, although determination of sanction would depend on factors including the degree to which the offence was premeditated and the value of the item taken. The police may be informed.

### **ALCOHOL AND DRUG RELATED OFFENCES**

All incidents suspected to involve alcohol, drugs or substance abuse should be dealt with as described in the school Drugs Management Policy. Where the substance is not illegal but thought to be a danger to the individual or to others, confiscation will be followed by a detention or fixed term suspension. In cases where illegal substances are involved, the police may need to be informed and the proper procedures for fixed term suspension or permanent suspension will be followed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance, are all serious offences. Any involvement in supply of illegal substances is exceptionally serious and may lead to permanent suspension. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance, or making an arrangement to sell a substance off the school premises, or intent to supply, are also both illegal and of utmost seriousness, and may lead to permanent suspension. The police may be informed.

### **POSSESSION OR USE OF AN OFFENSIVE WEAPON**

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. The weapon will be confiscated and parents will be invited to collect it or the weapon will be disposed of. The pupil will be given detention, fixed term suspension or permanent suspension from school as appropriate. This will depend on the degree to which the item was used to cause alarm or harm to others, the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others and the potential for the item to cause harm and alarm to others. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to sanction. The police may be informed.

### **POSSESSION OF OTHER OFFENSIVE ITEMS**

Possession of pornography, racist or other inflammatory literature or ephemera, is forbidden and will be dealt with by means of sanctions. Suspension would also be used in aggravated cases where the conduct was repeated.

### **REWARDS & SANCTIONS**

High standards of work and behaviour are expected. This expectation is supported by a series of rewards and sanctions. Good work, manners and behaviour is rewarded with praise, as is effort in a particular area or piece of work. Sanctions are used sparingly when effort or behaviour falls below these expectations. Problems are initially discussed with pupils. Consistent under-achievement or poor behaviour is dealt with in consultation with parents.

### **SANCTIONS**

**Physical punishment shall never be used in the School under any circumstances.**  
All staff will be briefed on the sanctions in operation.

### **REWARD SYSTEM**

A reward system will be used to emphasise and reinforce positive behaviour.

### **STAFF - NO SHOUTING POLICY**

The school will operate a general 'no shouting' policy for all staff.

### **RACIAL MONITORING**

It is important that the school's system of sanctions and rewards operates fairly and does not discriminate to disadvantage any racial group. The Head Teacher is responsible for reviewing the operation of more serious sanctions, such as suspension, to determine whether these sanctions have a disproportionate impact on any ethnic minority, and whether there was due cause for any such pattern.

## **RED ROSE SCHOOL**

### **POLICY FOR SPECIAL EDUCATIONAL NEEDS**

#### **Introduction**

At Red Rose School we create a learning environment that provides for the education and social needs of children with Special Educational Needs (SEN). We operate a policy whereby all prospective pupils are assessed, prior to entry. This confirms the child's ability to access the curriculum provided by the school.

Each child is carefully assessed by their prospective teacher, and discussions are held with the parents and other agencies, as appropriate. Statements of special educational needs (where applicable) are reviewed in order to gain a full understanding of the history, the problems and the needs of the child concerned. The purpose of this procedure is to establish clearly whether or not Red Rose School is the right environment for the child and whether our type of provision is adequate to meet her needs.

Red Rose School operates an equal opportunities policy for its children and each child irrespective of their special educational need is afforded the same rights.

A more illustrative account of how Red Rose School provides for pupils with SEN is outlined below:-

#### **Identification of children's SEN and making appropriate provision**

It is expected that the majority of children who come to Red Rose School will already have in place a Statement of their educational needs. However, where this is not the case parents in conjunction with the school will be expected to have an up to date assessment of their child's needs completed. This may be either a psychological, clinical, social or educational assessment; or a combined assessment depending on their needs. It is expected that these assessment be funded by the parents of the child.

Prior to and following entry into the School, children are also assessed within school on all areas of their development, including but not exhaustively:

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and/ or physical needs

#### **Strategies for Educational Provision**

The strategy for the provision of education will depend upon the needs of the learner.

#### **Differentiation and support within the class**

All children will be provided with differentiated work, as appropriate, within the context of our curriculum. Learning styles will be taken into account when adopting an appropriate method for lesson delivery.

### **Graduated responses to meeting Special Educational Needs**

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment / resources
- Alternative teaching strategies including the use of ICT
- Use of outside agencies

### **Group Education Plans**

When children in the same group, class or subject lesson have common targets and hence, common strategies, a group learning plan will be drawn up rather than producing IEP's for each child.

### **Individual Education Plans**

The majority of children at Red Rose School are likely to have an individual education plan (IEP) which sets out the strategies for further supporting a particular child's progress.

An Individual Education Plan (IEP) builds on the curriculum that a child is following at Red Rose School and is designed to set out the strategies being used to meet each child's identified needs.

An IEP at Red Rose School will set out:

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the IEP is reviewed)

The IEP will record only that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children at Red Rose School. The IEP will be crisply written and focus on 3 or 4 key targets, chosen from those relating to the key areas of communication literacy, mathematics and behaviour and social skills that meet the child's needs. The IEP will be discussed with the child wherever possible, and the parents.

Progress will continue to be reviewed regularly and records maintained of all IEPs, IEP reviews and specific interventions.

### **Special Educational Needs Assessment**

It is expected that the majority of children who come to Red Rose School will already have in place a Statement of their educational needs. However, where this is not the

case parents in conjunction with the school will be expected to have an up to date assessment of their child's needs completed. This may be either a psychological, clinical, social or educational assessment; or a combined assessment depending on their needs. It is expected that these assessment be funded by the parents of the child.

On occasion it may be appropriate for the parent or school to request that the child be assessed by the Local Education Authority (LEA) so that the child's need may be identified.

***Request for Statutory Assessment*** : Code of Practice - Special Educational Needs "Schools (*including independent schools*) and relevant nursery education providers have a statutory right to ask the LEA to conduct a statutory assessment or reassessment of a child's educational needs"

Clearly from the above, if the school or the parents feel that the extent of the child's difficulties and lack of progress are such as to warrant it, then either or both may approach the LEA to request a statutory assessment to determine the child's needs.

The LEA will decide whether or not it is appropriate to make a statutory assessment (**6 weeks time limit**). If they do proceed with a statutory assessment, then they will gather further information in order to decide whether or not to make a statement (**10 weeks time limit**).

Full cooperation will be given by the school at each stage to providing the LEA with evidence of the school's assessment of the child's difficulties and with details of IEP's, reviews of progress, specialist input and outcomes up to the present time. The draft of the proposed statement (if one is to be made) or the note in lieu (informing parents why a statement is not considered necessary) will then be prepared by the LEA (**2 weeks time limit**).

The final statement will be issued, after consultation, within a further **8 weeks time limit**.

**The time limit for the whole process is therefore 26 weeks.**

Before a request for statutory assessment is made, the school will discuss with the parents the possible outcomes should a statement be made.