

Parent Handbook



Contact Number:
School e-mail:
School Website:

01202 471410
office@clc.dorset.sch.uk
www.clc.dorset.sch.uk

Staff List

Mr P Gavin	Headteacher/ LAC
Mr G Tostevin	Deputy Headteacher/ DSL
Miss C Conley	Pupil Support Manager/Admin
Miss K Fluskey	Services Support/Admin
Mrs Tomson	Exams/Clerk/Admin
Miss H Trim	Associate Assistant Deputy Head Teacher – Maths
Mr D Roebuck	Associate Assistant Deputy Head Teacher – Maths/PE
Ms C Smith	Teacher – English
Mrs J Howard	Teacher – English
Miss C Young	Teacher – Science
Mr U Schirbel	Teacher – Science/PE
Miss B Green	Teacher – Art
Mrs B Clark	Teacher - PSHEE
Mrs J Legg	UQ Teacher – FoodTech/PSHEE
Mrs A Blissett	Systems and Interventions Manager
Miss B Gill	Outreach Support Worker
Ms T White	Teaching Assistant
Miss Robson	Teaching Assistant

Provision Map
Available Provision

<u>Core</u>	English	Maths	Science	Geography
--------------------	---------	-------	---------	-----------

<u>Additional</u>	PSHEE	Social Skills	Food Tech	Art
	Beliefs & Values	Small Animal Care	PE	ASDAN

<u>Vocational</u>	B&P College	Work Experience		
--------------------------	-------------	-----------------	--	--

<u>Additional Services</u>	ELSA	Educational Psychologist	CAMHS	Outreach Worker
	SENSS	SALT	Careers Advice	Team Around School

Curriculum offers may differ depending on the site that your child's provision is located. Please ask for further information at the induction meeting.

School Timetable

08:30	–	08:45	<i>Staff Meeting</i>
08:45	–	09:00	Breakfast Club
09:00	-	09:45	Lesson 1
09:45	–	10:15	Tutor Group
10:15	-	11:00	Lesson 3
11:00	–	11:45	Lesson 4
11:45	–	12:30	Lunch
12:30	-	13:15	Lesson 5
13:15	-	14:00	Lesson 6
14:00	-	14:45	Lesson 7
14:45	–	15:00	Registration

Uniform

Christchurch Learning Centre endeavours to work collaboratively with its local secondary schools to offer additional support for those pupils struggling to maintain a full-time place at their mainstream setting.

In order to ensure that pupils experience the best opportunities for reintegration we regularly meet with our schools to discuss positive steps forward and identify ways to reduce the gap between expectations at the centre compared to that of school. This is further reinforced by our involvement with the Christchurch Learning Partnership which comprises of all the Christchurch Head Teachers.

With this in mind it is no surprise that all of our schools have voiced concerns regarding the lack of uniform required to attend the centre. For several years this has been a difficult situation to overcome due to the number of different schools referring pupils to the centre and a need to lessen the financial burden on families to buy an additional uniform for their child during their time at the centre.

Some experts believe that, more than in any other area, school uniforms improve the social outcomes in a school environment. Clothing and fashion are often at the root of social conflict. Children are often ridiculed by other children because of the way they dress. Many children use clothing to express themselves and to define themselves. This self-expression and definition often leads to the formation of cliques in the school environment. Many students feel that they are judged according to what they wear by other students, as well as by teachers and administrators. School uniforms remove these factors from the social environment within the school, thus relieving students from the pressure to fit in. Experts believe that, by improving the social environment through mandatory standardised dress, both academic and behavioral outcomes improve.

We have presented our intentions to the school council who have been fully involved and supportive of its inception. Similarly, we have looked to our Management Committee for guidance who also supports the change in policy.

It is expected that you also support this change in policy and encourage your child to follow the mandatory dress code.

Our uniform will consist of the common pieces from all of our schools. Pupils will be required to wear the uniform during any sessions provided by the Learning Centre unless a more appropriate attire is required for the activity such as a PE kit.

BOYS:

Shirt - White/Blue

Trousers - Black/Grey

Footwear - Black

CLC Jumper

GIRLS:

Shirt/Blouse - White/Blue

Trousers/Skirt - Black/Grey

Footwear - Black

CLC Jumper

There are no acceptable additions to the uniform. Personal jumpers, hooded sweatshirts, brightly coloured sweatshirts etc will not be permitted.

Upon induction you will be provided with a CLC jumper which has the school log embroidered. Any additional or replacement jumpers can be purchased through the school office at a cost of £14. For those pupils in receipt of Free School Meal and/or Pupil Premium, this cost may be subsidised.

List of Outlets:

	Trousers / Skirts	Shirts / Blouses
Supermarket	£5 - £10	£4.50 - £10
Specialist Uniform Shop	£10 - £20	£8 - £15

If you have any concerns regarding this matter, staff are available to discuss concerns with you at your convenience.

Supervised Visits

The Centre looks to the local community to develop learning opportunities and give positive experience within the local area.

On a number of occasions, subject staff plan activities off-site which are fully risk assessed and appropriately staffed.

E.g:

- English - Local theatres/shows/drama activities
- Maths - Data analysis in Christchurch Town Centre
- Science - Experimental exercises in the locality/beaches/Science museums
- Art - Galleries/landscapes/photography
- PSHEE - Colleges/training providers
- Geography - Environment based project work/beach projects
- PE - 2Riversmeet/Littledown/Avon Tyrell/Snow Track

These activities and visits support classroom based learning and reinforce a positive attitude towards our local community.

For further information, please feel free to contact the centre on 01202 471410.

If you would like your child to access these activities, please sign the consent form at your induction meeting. Your signature will also give consent for our qualified first aiders to administer any necessary treatment should the need arise.

PE Activities

Physical Education is an integral part of a full and varied curriculum. PE enables pupils to develop their skills, knowledge and understanding of a healthy and active lifestyle.

The centre utilises local facilities to deliver a variety of sporting activities.

Sports:

Football, Basketball, Rugby, Badminton, Tennis, Volleyball, Trampolining, Swimming, Gym, Rock Climbing, Abseiling, Archery, High Ropes, Horse Riding, Skiing, Snow Boarding, Surfing amongst other sports.

Facilities:

2Riversmeet Leisure Centre, Littledown Leisure Centre, Snow Trax, Parley Equestrian Centre, Boscombe Surf Reef and Avon Tyrell Outdoor Education Centre.

All of the facilities used are subject to Service Level Agreements and hold appropriate risk assessments and liability insurance. All instructors hold accredited qualifications to instruct young people.

Those activities which are conducted without an external instructor are conducted under the supervision of centre staff and are also fully risk assessed in accordance with appropriate regulations.

If you would like your child to access these activities, please sign the consent form at your induction meeting. Your signature will also give consent for our qualified first aiders to administer any necessary treatment should the need arise.

Parent/Carer Acceptable ICT Use Agreement

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

The school will try to ensure that pupils will have good access to ICT to enhance their learning and will, in return, expect the pupils to agree to be responsible users. A copy of the Pupil Acceptable Use Policy is available in the parent handbook. Parents / carers should be aware of the school expectations of the young people in their care. Parents are requested to sign the permission form to show their support of the school in this important aspect of the school's work.

Use of Digital/Video Images

The use of digital / video images plays an important part in learning activities. Pupils and members of staff may use school approved digital cameras to record evidence of activities in lessons and out of school. These images may then be used in presentations in subsequent lessons.

Images may also be used to celebrate success through their publication in newsletters, on the school website and occasionally in the public media. It is not appropriate for pupils to take pictures of staff using their own devices as the use of these images is difficult to monitor / police outside of school.

The school will comply with the Data Protection Act and request parents / carers permission before taking images of members of the school. We will also ensure that when images are published that the young people cannot be identified by the use of their names unless consent is given.

By signing the agreement, you give permission for the use of digital images of your child as described above.

Pupil Acceptable ICT Use Agreement

School Policy

This Acceptable Use Policy is intended to ensure:

- That young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- That school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

The school will try to ensure that pupils will have good access to ICT which includes a Hotmail e-mail account, to enhance their learning and will, in return, expect the pupils to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users.

For my own personal safety:

- I understand that the school will monitor my use of the ICT systems, email and other digital communications.
- I will treat my username and password like my toothbrush – I will not share it, nor will I try to use any other person's username and password.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not disclose or share personal information about myself or others when on-line.
- If I arrange to meet people off-line that I have communicated with on-line, I will do so in a public place and take an adult with me.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.

I understand that everyone has equal rights to use technology as a resource and:

- I understand that the school ICT systems are primarily intended for educational use and that I will not use the systems for personal or recreational use unless I have permission to do so.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school ICT systems for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (e.g. YouTube), unless I have permission of a member of staff to do so.

I will act as I expect others to act toward me:

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:

- I will only use my personal hand held / external devices (mobile phones / USB devices etc.) in school if I have permission. I understand that, if I do use my own devices in school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment.
- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any attachments to emails, unless I know and trust the person / organisation who sent the email, due to the risk of the attachment containing viruses or other harmful programmes.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings.
- I will only use chat and social networking sites with permission and at the times that are allowed

When using the internet for research or recreation, I recognise that:

- I should ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not try to download copies (including music and videos)
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

I understand that I am responsible for my actions, both in and out of school:

- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community (examples would be cyber-bullying, use of images or personal information).
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the school network / internet, isolation, exclusions, contact with parents and in the event of illegal activities involvement of the police.

By signing the Acceptable Use Agreement you are indicating that you have read, understood and agree to the rules included in the agreement.

If you do not sign and return the agreement, access will not be granted to school ICT systems.

Careers Advice and guidance

Ansbury are an independent information, advice, guidance and support service for all young people aged 13 to 19 (and up to 25 in certain circumstances).

Staff are professionally qualified and receive regular training to keep their skills and knowledge up to date. They will provide impartial advice and guidance which means that they will help your child find opportunity or support that's right for your them regarding post 16 destinations.

Advisors have a depth of knowledge regarding further education, employment and training, and will work collaboratively with you and your child to help plan the next steps in education, training or employment.

Services include:

- Careers advice and guidance to students in those schools which buy our bespoke service packages, including 1-1 and group sessions
- Careers advice and guidance to adults - we also work alongside employers to provide careers advice in times of redundancy
- Advice on job hunting, CV and interview preparation, employability skills, labour market information, funding for learning and applying to university
- Support for adults to upskill their digital or online skills

The following information can be used to contact a member of the team.

Tel:

01202 677557

E-mail

info@ansbury.co.uk

Website

www.ansbury.co.uk/

Within the Centre we have allocated staff with particular experience, knowledge and skills to help support pupils when investigating post 16 destinations. Pupils in KS4 can request support in this area through their tutors or their PSHCEE teachers

Behaviour Policy

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Failure to follow instructions
- Non-completion of classwork or homework
- Misuse of resources
- Poor attitude
- Incorrect uniform
- Failure to hand in mobile phone

Serious misbehaviour is defined as:

- Repeated breaches of the school behaviour expectations
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Violence
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Use of foul language
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The Management Committee

The Management Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Management Committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Management Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

5.3 Senior Leadership Team

The SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The senior leadership team will support staff in responding to behaviour incidents.

5.4 Associate Assistant Head teacher – Stour Road

- Teaching & Learning Strategy
- Assessment – Doodle
- Deputise in the absence of SLT

5.5 Associate Assistant Head teacher – Stour Cottage

- Mental Health Awareness Strategy
- Deputise in the absence of SLT
- TLC oversight.

5.6 Pupil Support Manager

- Attendance
- Provision/Timetables
- Pupil Reviews

5.7 Support Interventions Manager

- Tutor Management
- Behaviour Watch Lead
- Reintegrations
- Behaviour Interventions
- Parent Liaison – Uniform, Behaviour concerns

5.8 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents effectively using Behaviour Watch software.
- Distributing Behaviour Points effectively and consistently
- Ensuring that learning experiences take into account SEN advice and guidance

5.9 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the appropriate member of staff promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move orderly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Behaviour & Attainment points
- Phone calls home to parents
- Positive postcards home
- Subject specific rewards
- SLT rewards
- Certificates
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to an identified area/room
- Expecting work to be completed at home
- Detention from 2:15 or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents

- Agreeing a behaviour contract
- Targeted 1:1 support
- Timetable alterations
- Exclusion

7.2 Off-site behaviour

Pupils and activities will be assessed to identify any risks before offered off-site provision is put in place. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. (See appendix 4)

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Modelling positive behaviour expectations

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Mobile Phones

Mobile communication devices must be handed in upon entry to school. These are returned at non-contact time. Devices will be held if safe guarding reasons are identified.

Failure to comply will result in action from senior staff. This may include, but is not exclusive to, inclusion with senior staff/exclusion. Repeated issues may invoke provision adjustment or termination.

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint which is provided by an external training provider.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the full Management Committee every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Management Committee every year.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Physical Intervention: Use of Reasonable Force

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Management Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Management committee every year.

Team-Teach

Due to the challenging and disaffected behaviours exhibited by some of the pupils attending Christchurch Learning Centre, staff participate in regular training in de-escalation skills and positive handling techniques in order to reduce risk and harm to members of the school community.

Team-Teach is a recognised training provider and staff are only permitted to utilise these skills if they have successfully completed the required training and have achieved certification. *Please feel free to visit the website www.team-teach.co.uk for further information.*

Team-Teach is designed to reduce reliance on restraint and restriction by expanding the toolbox of positive behavioural support. Reducing risk involves giving staff the confidence to take decisive action when necessary, in order to keep people safe, whilst at the same time encouraging better assessment, planning and communication to enable staff teams to anticipate foreseeable hazards and avoid them.

The term “Team-Teach describes a broad spectrum of risk reduction strategies. Team-Teach is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. Restraint is only a small part of the framework.

Pupils are risk assessed throughout their time at the Centre in order to effectively safeguard. For those pupils who demonstrate a high risk level, plans will be put into place to reduce these risks where possible and identify actions as required, this may include a positive handling plan. There are also occasions where staff are required to make ‘dynamic risk assessments’ which involves making informed decisions based on an immediate action or incident.

The Centre utilises the skills learnt from Team-Teach training in conjunction with DfE and other guidance to manage behaviour and conduct, and reduce risk of harm. The Centre’s Positive Handling Policy and DfE guidance is also available on the school website.

Points

As part of our 'Rewards and Sanctions' process the centre is committed to a points system. This is a simple system in which pupils work towards achieving a number of points per lesson based on their behaviour and attainment.

A maximum of 15 points can be achieved for behaviour and 15 points for attainment. The amount is dictated by the member of staff leading the lesson and will be directly linked to the lesson objectives and outcomes.

<p>Awarded to</p> <p>For achieving lesson targets / objectives</p> <p>In..... On.....</p> <p>By.....</p>

If and when pupils achieve 15 for behaviour and 15 for attainment within a lesson they are entitled to a Golden Ticket. These tickets may be redeemed at the admin office for rewards or saved to redeem larger rewards at a later date.

Pupil progress against behaviour and attainment is then monitored in conjunction with attendance and plotted on a central notice board. Those pupils that achieve the highest results per term are eligible for a termly treat trip to celebrate their success and hard work.

We would appreciate parent support to encourage their children to work hard within their lessons and praise achievements at home.

Safeguarding

At Christchurch Learning Centre we are committed to safeguarding children. Our first priority is your child's welfare and we will usually discuss any concerns we might have about your child with you. There might be rare occasions, however, when we have to provide information to or consult with other agencies such as Children's Services Social Care & Health Team before we contact you. Our responsibility to do so is determined by the Inter-Agency Safeguarding Procedures, which can be found on the Dorset Safeguarding Children Board website.

If you would like to know more about safeguarding and/or the school's child protection procedures, or have a concern that you would like to raise, please contact the Centre and speak to:

- | | | |
|----------------------|---|--------------------------------------|
| Mr G Tostevin | - | Designated Senior Lead |
| Ms C Smith | - | Deputy Designated Lead |
| Mr D Roebuck | - | Deputy Designated Lead |
| Mr P Gavin | - | Deputy Designated Lead |
| Ms F Coffin | - | Designated Governor for Safeguarding |

Attendance

Christchurch Learning Centre recognises that regular school attendance is crucial if pupils are to achieve their potential.

The centre will strive to provide a welcoming environment for all pupils, and staff will work with pupils and their families to ensure each pupil attends all timetabled provision, on time, unless the reason for absence is unavoidable.

The centre will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide information, advice and guidance.

Why regular attendance is important:

Any absence affects the pattern of a child's education and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring a child's regular attendance at the centre is a parents/carers legal responsibility and permitting absence from education without good reason creates an offence in law and may result in prosecution.

Promoting regular attendance:

Helping to create a pattern of regular attendance is everybody's responsibility – parents, pupils and all members of centre staff. Our aims are:

- to continue to raise levels of achievement and participation by maintaining high levels of attendance and punctuality
- to implement a system of reward and sanctions related to attendance
- to develop a framework which defines agreed roles and responsibilities
- to develop a systematic approach for gathering and analysing attendance related data
- to promote effective partnerships with LSW and with other support agencies
- to recognise the needs of the individual pupil when planning re-integration following significant periods of absence

To help us all to focus on this, we will:

Centre

Centre will ensure:

- pupils are registered accurately and with consistency
- attendance targets are set for individual pupils
- parents and carers are contacted on the same day of an absence when reasons for absence are unknown or unauthorised
- they make full use of standard letters to keep parents/carers informed
- pupil attendance and lateness is monitored on a weekly basis
- attendance statistics are reported
- attendance issues are discussed within scheduled LSW meetings, staff meetings and pupil review meetings
- a high profile is established for attendance and punctuality which relate directly to the centre values, ethos and curriculum

Pupils

Pupils will be expected to:

- attend the centre and other activities regularly
- inform staff if there is a problem that may lead to absence
- ensure that they are punctual for lessons

Parents

Parents or Carers will:

- encourage good attendance at the centre and other activities
- communicate with the centre where attendance/punctuality concerns arise
- inform the centre on the first day of non-attendance
- attend meetings and be involved in planning
- discuss planned absence with the centre in advance (e.g. family holidays, special occasions)
- ensure that the centre has up to date contact details

Lateness

Poor punctuality is not acceptable. If a child misses the start of the day or lesson they can miss crucial information which supports their learning and progress. Late arriving pupils also disrupt lessons for others, which is unacceptable.

If a pupil has a persistent late record they will be asked to meet with the Deputy Head and Pupil Support Manager to resolve the problem.

Privacy notice for pupils

2020 - 2021

1. Introduction

You have a legal right to be informed about how our school uses any personal information that we hold about you. To comply with this, we provide a 'privacy notice' to you where we are processing your personal data.

This notice explains how we collect, store and use personal data about **pupils at our school**, like you.

We, Christchurch Learning Centre 29 Stour Road, Christchurch BH23 1PJ. Tel: 01202 471410, are the 'data controller' for the purposes of data protection law.

Our data protection officer is Ms Cheryl Conley (see 'Contact us' below).

2. The personal data we hold

We hold some personal information about you to make sure we can help you learn and look after you at school.

For the same reasons, we get information about you from some other places too – like other schools, the local council and the government.

Personal information that we may collect, use, store and share (when appropriate) about you includes, but is not restricted to:

- personal identifiers and contacts (such as name, unique pupil number, contact details and address)
- characteristics (such as ethnicity, language, and free school meal eligibility)
- safeguarding information (such as court orders and professional involvement)
- special educational needs (including the needs and ranking)
- medical and administration (such as doctors information, child health, dental health, allergies, medication and dietary requirements)
- attendance (such as sessions attended, number of absences, absence reasons and any previous school attendance)
- assessment and attainment (such as key stage and phonics results, post 16 courses enrolled for and any relevant results)
- behavior information (such as exclusions and any relevant alternative provision put in place)

We may also collect, use, store and share (when appropriate) information about you that falls into "special categories" of more sensitive personal data. This includes, but is not restricted to:

- information about your characteristics, like your ethnic background or any special educational needs
- information about any medical conditions you have
- photographs and CCTV images

3. Why we use this data

The personal data collected is essential, for the school to fulfil their official functions and meet legal requirements. We use the data listed above to:

- a) get in touch with you and your parents when we need to
- b) to support your learning
- c) check how you're doing in exams and work out whether you or your teachers need any extra help
- d) track how well the school as a whole is performing
- e) look after your wellbeing
- f) to keep you safe
- g) to meet statutory duties placed on the school by the Department of Education

3.1 Use of your personal data for marketing purposes

Where you have given us consent to do so, we may send you messages by email or text promoting school events, campaigns, charitable causes or services that you might be interested in.

You can take back this consent or 'opt out' of receiving these emails and/or texts at any time by clicking on the 'Unsubscribe' link at the bottom of any such communication, or by contacting us (see 'Contact us' below).

3.2 Use of your personal data in automated decision making and profiling

We don't currently put your personal information through any automated decision making or profiling process. This means we don't make decisions about you using only computers without any human involvement.

If this changes in the future, we will update this notice in order to explain the processing to you, including your right to object to it.

4. Our lawful basis for using this data

We will only collect and use your information when the law allows us to. We need to establish a 'lawful basis' to do this. Under the General Data Protection Regulations (GDPR), the lawful basis we rely on for processing pupil information are listed in section 3 above are:

For the purposes of **a), b), c), d), e), f), g)** from section 3 above, in accordance with the 'legal obligation' basis – we need to process data to meet our responsibilities under law as set out here:

For the purposes of **e), f)**, from section 3 above, in accordance with the 'vital interests' basis – we will use this personal data in a life-or-death situation

Where you've provided us with consent to use your information, you may take back this consent at any time. We'll make this clear when requesting your consent, and explain how you'd go about withdrawing consent if you want to.

4.1 Our basis for using special category data

For 'special category' data (more sensitive personal information), we only collect and use it when we have both a lawful basis, as set out above, and one of the following conditions for processing as set out in data protection law:

We have obtained your explicit consent to use your information in a certain way

We need to use your information under employment, social security or social protection law

We need to protect an individual's vital interests (i.e. protect your life or someone else's life), in situations where you're physically or legally incapable of giving consent

The information has already been made obviously public by you

We need to use it to make or defend against legal claims

We need to use it for reasons of substantial public interest as defined in legislation

We need to use it for health or social care purposes, and it's used by, or under the direction of, a professional obliged to confidentiality under law

We need to use it for public health reasons, and it's used by, or under the direction of, a professional obliged to confidentiality under law

We need to use it for archiving purposes, scientific or historical research purposes, or for statistical purposes, and the use is in the public interest

For criminal offence data, we will only collect and use it when we have both a lawful basis, as set out above, and a condition for processing as set out in data protection law. Conditions include:

We have obtained your consent to use it in a specific way

We need to protect an individual's vital interests (i.e. protect your life or someone else's life), in situations where you're physically or legally incapable of giving consent

The data concerned has already been made obviously public by you

We need to use it as part of legal proceedings, to obtain legal advice, or to make or defend against legal claims

We need to use it for reasons of substantial public interest as defined in legislation

5. Collecting this data

While most of the information we collect about you is mandatory, there is some information that can be provided voluntarily.

Whenever we want to collect information from you, we make it clear if you have to give us this information (and if so, what the possible consequences are of not doing that), or if you have a choice.

Most of the data we hold about you will come from you, but we may also hold data about you from:

Previous schools – CTF/Secure Transfer Files

Local councils

Government departments or agencies

Police forces, courts, tribunals

6. How we store this data

We keep personal information about you while you're attending our school. We may also keep it beyond your attendance at our school if this is necessary. Our record retention schedule/records management policy sets out how long we keep information about pupils.

To request a copy of the schools record retention/records management policy, please contact Ms Cheryl Conley, 01202 471410

We have security measures in place to prevent your personal information from being accidentally lost, used or accessed in an unauthorised way, altered or disclosed.

We'll dispose of your personal data securely when we no longer need it.

7. Who we share data with

We don't share information about you with any third party without your consent unless the law and our policies allow us to do so.

Where it's legally required, or necessary (and it complies with data protection law), we may share personal information about you with:

Our local authority, BCP Council – to meet our legal obligations to share certain information with it, such as safeguarding concerns and information about exclusions

Government departments or agencies

Our youth support services provider

Our regulator, Ofsted

Service providers – Alternative Provision

Health authorities

Health and social welfare organisations

Professional advisers and consultants

Charities and voluntary organisations

Police forces, courts, tribunals

7.1 Youth Support Services

Once our pupils reach the age of 13, we also pass pupil information to our local authority and /or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- Youth support services
- Careers advisers

A parent or guardian can object to any information in addition to their child's name, address and date of birth being passed to their local authority or provider of youth support services by informing us. This right is transferred to the child/pupil once they reach the age of 16.

Appropriate security measures are implemented when sharing data with these eservices.

7.2 Department for Education

The Department for Education (DfE) collects personal data from educational settings and local authorities via various statutory data collections. We are required to share information about our pupils with the Department for Education (DfE) either directly or via our local authority for the purpose of those data collections, under:

school census: regulation 4 of The Education (Information About Individual Pupils) (England) Regulations 2013.

All data is transferred securely and held by DfE under a combination of software and hardware controls, which meet the current [government security policy framework](#).

For more information, please see 'How Government uses your data' section.

7.3 Local Authorities

We may be required to share information about our pupils with the local authority to ensure that they can conduct their statutory duties under

- the [Schools Admission Code](#), including conducting Fair Access Panels.

National Pupil Database

We have to provide information about you to the Department for Education (a government department) as part of data collections such as the school census.

Some of this information is then stored in the [National Pupil Database](#), which is managed by the Department for Education and provides evidence on how schools are performing. This, in turn, supports research.

The database is held electronically so it can easily be turned into statistics. The information it holds is collected securely from schools, local authorities, exam boards and others.

The Department for Education may share information from the database with other organisations, such as organisations that promote children's education or wellbeing in England. These organisations must agree to strict terms and conditions about how they will use your data.

You can find more information about this on the Department for Education's webpage on [how it collects and shares research data](#).

You can also [contact the Department for Education](#) if you have any questions about the database.

7.4 Transferring data internationally

Where we transfer your personal data to a country or territory outside the European Economic Area, we will follow data protection law.

In cases where we have safeguarding arrangements in place, you can get a copy of these arrangements by contacting us.

8. Your rights

8.1 How to access personal information that we hold about you

Under GDPR, parents and pupils have the right to make a 'subject access request' to gain access to personal information that we hold about you.

If you make a subject access request, and if we do hold information about you, we will (unless there's a really good reason why we shouldn't):

Give you a description of it

Tell you why we are holding and using it, and how long we will keep it for

Explain where we got it from, if not from you

Tell you who it has been, or will be, shared with

Let you know whether any automated decision-making is being applied to the data (decisions made by a computer or machine, rather than by a person), and any consequences of this

Give you a copy of the information in an understandable form

You may also have the right for your personal information to be shared with another organisation in certain circumstances.

If you would like to make a request, please contact us (see 'Contact us' below).

8.2 Your other rights regarding your data

Under data protection law, you have certain rights regarding how your personal information is used and kept safe. For example, you have the right to:

Say that you don't want your personal information to be used

Stop it being used to send you marketing materials

Say that you don't want it to be used for automated decisions (decisions made by a computer or machine, rather than by a person)

In some cases, have it corrected if it's inaccurate

In some cases, have it deleted or destroyed, or restrict its use

In some cases, be notified of a data breach

Make a complaint to the Information Commissioner's Office

Claim compensation if the data protection rules are broken and this harms you in some way

To exercise any of these rights, please contact us (see 'Contact us' below).

9. Complaints

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concerns about our data processing, please let us know first.

Alternatively, you can make a complaint to the Information Commissioner's Office:

Report a concern online at <https://ico.org.uk/make-a-complaint/>

Call 0303 123 1113

Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

9.1 Last update

We may need to update this privacy notice periodically so we recommend that you revisit this information from time to time. This version was last updated on: 06.10.20

10. Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our **data protection officer**:

Ms Cheryl Conley - office@clc.dorset.sch.uk

Christchurch Learning Centre

29 Stour Road

Christchurch

BH23 1PJ

01202 471410

How Government uses your data

The pupil data that we lawfully share with the DfE through data collections:

- underpins school funding, which is calculated based upon the numbers of children and their characteristics in each school.
- informs 'short term' education policy monitoring and school accountability and intervention (for example, school GCSE results or Pupil Progress measures).
- supports 'longer term' research and monitoring of educational policy (for example how certain subject choices go on to affect education or earnings beyond school)

Data collection requirements

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

The National Pupil Database (NPD)

Much of the data about pupils in England goes on to be held in the National Pupil Database (NPD).

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the department.

It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

Sharing by the Department

The law allows the Department to share pupils' personal data with certain third parties, including:

- schools
- local authorities
- researchers
- organisations connected with promoting the education or wellbeing of children in England
- other government departments and agencies
- organisations fighting or identifying crime

For more information about the Department's NPD data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

Organisations fighting or identifying crime may use their legal powers to contact DfE to request access to individual level information relevant to detecting that crime. Whilst numbers fluctuate slightly over time, DfE typically supplies data on around 600 pupils per year to the Home Office and roughly 1 per year to the Police.

For information about which organisations the Department has provided pupil information, (and for which project) or to access a monthly breakdown of data share volumes with Home Office and the Police please visit the following website:

<https://www.gov.uk/government/publications/dfe-external-data-shares>

How to find out what personal information DfE hold about you

Under the terms of the Data Protection Act 2018, you are entitled to ask the Department:

- if they are processing your personal data
- for a description of the data they hold about you
- the reasons they're holding it and any recipient it may be disclosed to
- for a copy of your personal data and any details of its source

If you want to see the personal data held about you by the Department, you should make a 'subject access request'. Further information on how to do this can be found within the Department's personal information charter that is published at the address below:

<https://www.gov.uk/government/organisations/department-for-education/about/personal-information-charter>

To contact DfE: <https://www.gov.uk/contact-dfe>