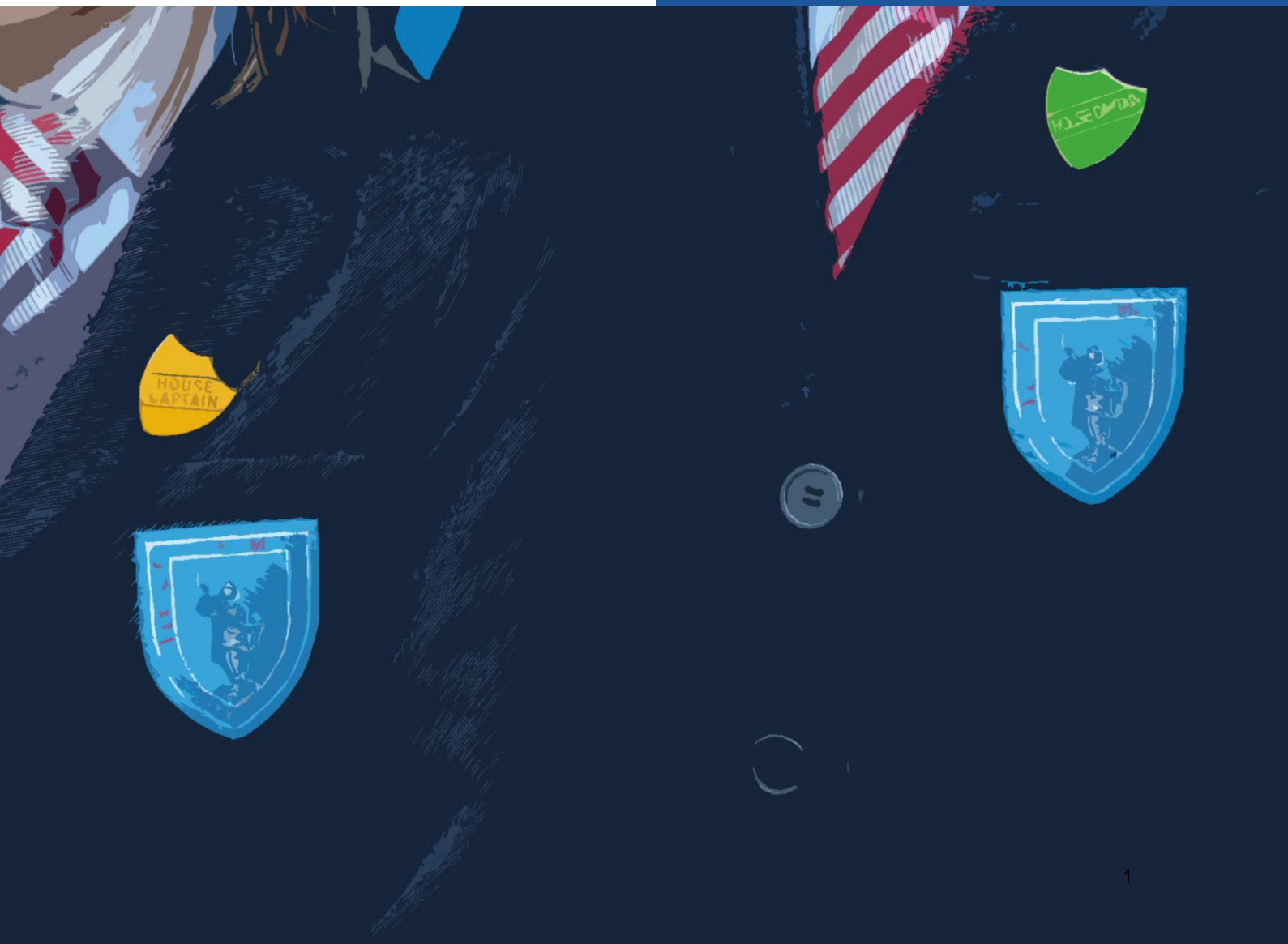


International School of Madrid



Whole School Policies 2022 - 2023





International
School of Madrid

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Pastoral Care & Behaviour Policy

Introduction

The school's ethos policy forms the basis for this policy and should be read alongside it. The school aims to provide a child centred approach to learning in a warm and caring environment. The pastoral care of our pupils is therefore of prime importance and concerns the whole school, staff, pupils and families.

Aims

Through our pastoral care policy we aim to:

- Create and maintain an atmosphere where pupils feel they are well-known, safe, valued, respected and happy
- Promote the ethos of the school
- Promote the school's motto of 'Respect, Loyalty and Friendship'
- Provide a code of practice for behaviour management to be used throughout the school
- Maintain the highest standards of teaching and learning
- Respond in a sympathetic way to the concerns, fears and worries of our pupils
- Build an atmosphere of trust
- Help children to become good citizens
- Promote self-esteem and encourage children to develop and value a respect for themselves
- Encourage pupils to be assertive and to resist negative peer pressure
- Encourage children to celebrate success
- Help pupils to recognise the difference between right and wrong

Implementation

The Head Teachers and SLT will have overall responsibility for pastoral care and will ensure that it is given a high profile in the school. Each member of staff will work to implement this policy.

The following procedures are in place in the school to support pastoral care:

Home/School Communication

Our pastoral care begins with seeing the child as part of a family unit and offering the close links and communication necessary to ensure the child feels the school forms part of that extended family. Parents are encouraged to communicate regularly through the home-school contact books, online portals, and also via email. Parents are encouraged to come and see the teachers about their child whenever they feel necessary. The school holds a yearly open evening where the aims and objectives for the academic year are explained to parents and afterwards parents and teachers socialise together. We then hold an 'Open Classroom' afternoon in Primary during the first term when parents are invited to visit their child's classroom, meet the teachers and see what their children are working on. Individual parent/teacher conferences are arranged twice a year and parents receive reports on their children up to three times per year.

Student Government / Student Council

The student government forms an important part of the school's pastoral care. All students from Year 3 up are in houses and this offers children a chance to form relationships with children from other classes. Students are involved in voting for their captains and later for the president and other representatives. Regular meetings of the student government allow pupils to have a say in the running of the school. The house captains are also involved in talking to children who need to be praised or disciplined. Each colour also has a day when they eat together and arrange a show for the rest of the school.

Listening to Learners

Secondary pupils have their own self-reflection form to fill in once a year (as a Google Form). This form allows the pupils to reflect on their thoughts and feelings about how they behave, how they work and what they have achieved as well as in which areas they need help. It is their chance to assess their own "What Went Wells" and "Even Better Ifs".

Reward Systems

The school recognises that in order to achieve its aims for pastoral care there needs to be a well-structured system of rewarding children and supporting their personal and social as well as academic development. Teachers are required to use positive reinforcement at all times. The following forms of rewarding pupils exist in the school:-

Primary

- **Stickers, stamps or smiley faces** – for whole class or individual children. These rewards are not taken away for bad behaviour. Charts which allow comparisons to be made between individual pupils are not used.
- In EYFS/KS1, **a sun and a cloud** (or similar) are put on the classroom wall. If a child does something that needs to be praised, their name goes on the sun. If they do something that

displeases, their name goes on the cloud. The names on the cloud should be moved off as soon as the child concerned does anything at all worthy of praise and that no name should be on the cloud for more than a morning or afternoon session.

- **House Points** are given as rewards in Key Stage Two. Only 5 or 10 points may be awarded at a time. A record is kept on a chart in each classroom of the house points won for each house group. These are collected each week by the house captains. The progress of each house is reported in assembly.
- **Reward Cards** – these are awarded to whole classes for anything felt to be important – e.g. lining up, being quiet in the dinner hall, working well or being helpful. Each class should have a place in which to collect the reward cards. When a class has collected 10 they may choose a reward (e.g. extra playtime, a class party). Reward cards should not be removed for bad behaviour.
- **Golden Time** - is a time when children may choose what they would like to do (e.g. colouring, playing with toys, dressing up, etc.) Golden Time has a set duration (e.g. 30 minutes) and children can lose minutes from their Golden Time for misbehaviour. Minutes can also be added to Golden Time for good behaviour.
- Pupils can be sent to show their work to other class teachers or assistants as a reward for good work. Excellent work can also be shown to the key stage coordinator who will provide a note to take home (a '**green card**').
- In EYFS/KS1 Teachers choose two pupils to receive a **certificate** in each week. The certificate can be awarded for good work or behaviour. Teachers are careful to reward each child at least once during the year.
- In KS2, children are chosen by teachers to be placed on the **Honour Roll** for doing well both academically or socially. This is announced in a special assembly and children receive a certificate to take home.
- Two children may be chosen as **helpers** in the classroom and around the school each week. They wear a blue bib or a badge to identify themselves as helpers.
- End of year **Prize Giving** is used to praise pupils for effort or attainment during the year in both social and academic areas.

Lower Secondary

- Excellent work, behaviour and kindness are rewarded by staff when they sign a star for students in KS3. These sheets are printed in the student planners. When a KS3 **star sheet** is complete the student receives a postcard to take home.
- The **Daybook** is used in KS3 to reward and encourage students. This is used to assess student participation in every lesson of the day as an individual and as part of a group. We encourage students to consider "What did I do well?" and it would have been "even better if" as two key ways to think about their day. A member of every form group is responsible for the Daybook every week and it becomes a competition between the form groups to see who gains the most points at the end of every half-term.

Upper Secondary

- **Reward and Sanction slips** work in a similar way to the Daybook of Key Stage 3 as they are designed to encourage pupils to reflect on their academic and social progress. Reward slips (green) can be given by a teacher for many reasons. These can be as varied as exceptional effort in an assessment, carefully addressing feedback in a subsequent assessment or even a random act of kindness. All of which count as points.
- Sanction slips require a different kind of reflection on the part of the student. In the case of both types of slip they are based on the school's code of conduct (with exception of correct language use). Therefore, when an element of this code is broken there are sanctions. These will be reviewed with the student and their tutor in the hope that similar issues do not arise again. However, if in one week a student were to receive three sanction slips (red) for the same reason a conduct card, of an appropriate type, will be issued by the Key Stage Coordinator.

Sanctions

There are times when unacceptable behaviour needs to be dealt with and the following methods are used in these situations:

Primary

- **Warning:** Children are given a verbal warning about their behaviour.
- **Name on the Cloud/Written Warning:** The child's name is put on the 'cloud' (see explanation above.) This acts as a written warning. In KS2, a written warning follows a verbal warning.
- **Time Out (in class):** A 'time out' space is used in the classroom where a child can safely calm down for a short period of time. After this time the teacher talks to the child about the behaviour and explains why it is unacceptable and that it should not be repeated.
- **Time Out (out of class):** Other teachers/classrooms are also used as a time out space if necessary.

If it is necessary to take a pupil out of a situation whilst in the playground, or on their way to the playground, the pupil is asked to stand away from the other pupils for 5 minutes.

- **Key Stage Coordinator:** In the case of further inappropriate behaviour, the child is sent to the Key Stage Coordinator and a note will be sent home (a 'red card').
- **Assistant, Deputy and Head Teachers:** The Key Stage Coordinator may choose to refer the child to the Assistant Head (pastoral) or Deputy Head who may decide upon further sanctions. For example, a letter or phone call home, moving to another class for a prolonged period (e.g. a whole afternoon), a behaviour report (where the child's behaviour is monitored in class and in the playground for a set number of days), a behaviour contract, etc. The Deputy Head will determine whether a child should be referred to the Head.

Teachers are asked not to:

- 1) Send children out of the class to stand in the corridor or off the playground to stand in the entrance hall.
- 2) Keep children in for more than 10 minutes of play – they need to let off steam.
- 3) Keep children back from lessons such as P.E., Music, Computing.

Secondary

Full guidance can be found in the section below entitled 'Implementing the Code of Conduct'.

Example - Sanction Slip (Red Card):

- Red cards are given for breach of the school code of conduct - handed to student to be filled in by them and then posted by the teacher who issued it to the correct envelope in the staff room.
- Three red cards in a week will result in a conduct card (tailored to the nature of the sanction), for two weeks - monitored by the tutor in collaboration with the Key Stage Coordinator.
- Conduct cards are filled in during the day - given to the teacher at the beginning of every lesson - and checked by the tutor during afternoon registration. It is then taken home to be signed and returned the next day (email to coordinator acknowledging delivery by the student is also acceptable - with photo of the card).
- Failure to complete a conduct card on a given day will result in after-school supervision of 45 min with either by the Head, Deputy or Key Stage Coordinator (once 24hrs notice has been given).
- Report all issues on the conduct card.
- Conduct cards can be adapted as required.
- Tutors collate sets of three red cards for Key Stage Coordinators by 13:00 on a Friday and keep any others. This can help staff with students who might try to play the system.
- Persistent issues will be escalated to the appropriate level as per the Behaviour for Learning Policy.

Implementation of the Secondary Code of Conduct

- The Behaviour Code of Conduct is communicated and explained to all pupils, staff and parents
- The Behaviour Code of Conduct is prominently displayed around the school
- The Behaviour Code of Conduct is frequently referred to in tutor time, PSHE lessons and assemblies throughout the school year
- The Behaviour Code of Conduct is reinforced by all class teachers their implementation of behaviour for learning during lessons
- The Behaviour Code of Conduct is reinforced by all teachers as they generally work and move around the school and positive behaviour is rewarded

Responsibilities

- The Form Tutor works through the Behaviour Code of Conduct with their tutees at the beginning of a new academic year and sets high standards and expectations of behaviour on a daily basis in tutor time throughout the academic year (“setting the tone for the day ahead”)
- All staff promote high standards and expectations of behaviour in accordance with the Behaviour Code of Conduct
- All staff follow the procedures in the Behaviour Code of Conduct when dealing with discipline incidents
- All staff follow the procedures established for recognising and rewarding positive behaviour
- The Head teacher is ultimately responsible for whole-school discipline

Code of Conduct:

1. **Respect:** Respect all members of the ISM school community which includes students, teachers and other adults working in the school.
2. **Punctuality and Attendance:** arrive punctually to morning school and all school activities, and attend every school day.
3. **Uniform and Appearance:** wear the correct school uniform as stipulated and do not alter your natural appearance.
4. **Books and Equipment:** bring the necessary books and equipment for lessons and other school activities (this includes a laptop or tablet charged as and when appropriate).
5. **Health and Safety:** behave responsibly in school, particularly with regard to the health and safety of others.
6. **School Property:** respect school property keeping it clean and free from damage.
7. **Electronic Equipment:** electronic equipment is not to be misused in the classroom
8. **Staff Instructions:** follow the instructions given by staff and make sure that you are in the right place at the right time when on or outside school premises.
9. **Homework:** do homework on your own and complete it to the best of your ability (acts of plagiarism, from a peer or the Internet, are considered malpractice and show a lack of respect for your own progress and the hard work of your peers and will be treated as a very serious issue). For more information, please refer to the ISM Plagiarism Policy and the appropriate section of the ISM Secondary Student Induction Pack.
10. **Speaking English:** speak English inside the building at all times (with the exception of work in French and Spanish classrooms), and endeavour to speak English in all other areas. *Emphasis is to be placed on rewarding students for their use of English.*

Guidance notes on Level of Misconduct, School Sanctions, Staff Procedures and Good Practice

Minor Misconduct

- Talking out of turn, not following instructions, not engaged, distracting others in lessons
- Not doing homework
- Not bringing correct equipment to lessons
- Not wearing the correct uniform
- Inside school premises without permission
- Loud, disruptive or inappropriate behaviour in corridors and other common areas
- Late to specific lessons

Range of Sanctions

- Verbal rebuke
- Moved to another seat or group
- Spoken to at end of the lesson
- Name written in the Daybook (KS3) / Slip (KS4 and 5)
- Break detention given including on the spot “time out” detentions for inappropriate behaviour at break or lunch

Serious Misconduct

- Deliberately not doing the sanction given for minor misconduct.
- Accumulation of 3 slips or name in the Daybook 3 times in one week for minor misconducts (e.g. repeated lates, incorrect appearance, not doing homework).
- Not signing in or out in the school's signing in and out books when arriving late or leaving school early
- Presenting copied work as their own or cheating in a test or exam (see the ISM plagiarism policy for further clarification)
- Behaviour that is preventing other pupils on several occasions from effectively learning and working
- Damage caused to the property and materials of the school or the property, or possessions, of pupils
- Behaviour interrupting the normal proper functioning of the school
- Using electronic equipment inappropriately

Range of Sanctions

- Conduct card tailored to each student's needs (failure to comply with the expectations of the conduct card will result in after-school supervision by a member of the SLT). In the case of misuse of technology or mobile phone confiscation, an automatic after-school supervision will be given.
- Internal suspension from specific classes or activities
- External suspension
- A qualified academic School Report given in some, or in all subjects, for attendance less than 90%

Very Serious Misconduct

- Deliberately not doing a punishment given for serious misconduct
- Accumulation of several serious misconducts (e.g. repeating problems with electronic equipment)
- Repeating negative evaluations while on School Report
- Serious acts of disrespect towards a member of staff or another pupil
- Acts of discrimination towards other pupils
- Acts of bullying
- Violent behaviour towards staff or other pupils
- Intentional and significant damage to school property, installations and materials
- Recording and disseminating material related to the work and activities of staff or pupils in the school, or bringing the good name of the school into disrepute
- Bringing substances or objects into school which put at risk the health and safety of others

Range of Sanctions

- Internal suspension from specific subject classes or activities
- External suspension from school
- Expulsion from the school

Rewarding Positive Behaviour

The Behaviour Code of Conduct sets out the standards of expected behaviour and conduct in the school and there may be occasions when the pupils display positive behaviour beyond what is expected of them. Pupils can be rewarded for exceptional behaviour or for demonstrating one of our school values of Respect, Loyalty or Friendship as well as:

- Significant improvement in behaviour which previously was unsatisfactory
- Outstanding acts of responsibility related to the safety and security of the school, staff or pupils
- Outstanding behaviour of the whole class or form
- Exemplifying a school value

In these cases staff can reward positive behaviour in the following ways:

- Awarding stars on pupil's postcard star sheet (KS3 only)
- Recording pupils' names in the Daybook (KS3 only)
- Awarding the whole class a 5 in the Daybook (KS3 only)
- KS4/5 pupils can be awarded a green positive slip.
- Verbal public praise in class or in assemblies
- Awarding certificates or medals in assemblies, etc.

How Rewards are Collated:

- **Star Sheets (KS3)**
KS3 students can collect stars throughout the year. On completion, these should be handed to the tutor. At the end of each term, students with completed star sheets will be awarded certificates at assemblies.

- **Name in Daybook**

Teachers can put a student's name in the Daybook for positive behaviour. At the end of each week, tutors will count the number of positive mentions and convert these rewards points. The pupil with the top number of points from each class will be invited to a pizza party at the end of each term and there will be a randomly selected green slip which will win itunes/Amazon vouchers.

- **Green Slip**

Teachers can issue positive green slips for positive behaviour in KS4/5. These should be given to students who are then responsible for placing them in their green folders in their form room. On Fridays, tutors will tally them up and keep a record. The pupil with the top number of points from each class will be invited to a pizza party at the end of each term. Each half term, one green slip will be selected at random and the winner will get a small itunes/Amazon voucher.

- **House Points**

Stars, positive Daybook entries and green slips all equate to one House point which is added to the House points totals.

General Guidance for managing behaviour:

Atmosphere: Create a positive atmosphere in your classroom and try to keep interactions friendly and accepting, remembering to smile often.

Tone: Use a 'storytelling' tone to hold children's attention, rather than a lecturing tone. Children pay less attention to lectures; they may comply verbally, but there is less true engagement, meaning that lectures have little influence on behaviour. Try to avoid shouting or repeating yourself again and again.

Sarcasm: Sarcasm elicits greater shame within a child than a direct expression of brief anger. This is because the child becomes confused as to how genuine his/her teacher's thoughts and feelings are and therefore feels less inclined to trust them.

Success: Provide opportunities for success for all pupils. These must be related to the child's developmental level, rather than chronological age. Be specific when praising children and describe what they have done that pleases you (rather than simply saying 'brilliant' or 'fantastic', etc.)

Listening: When a child is upset their emotional brain has taken over – if we try to respond with logic and reason we are unlikely to diffuse the situation. Therefore it is best to respond in an emotional way and use empathic listening.

Stay calm: When very difficult behaviour is happening, stay calm, use descriptive praise or gentle suggestions, where appropriate. Allow the child to calm down before then responding. Once a line has been drawn under the incident, show the child that you have forgiven them and are ready to move on.

Bullying

As stated previously, it is our intention to create within our school a family atmosphere where children feel safe and secure. Therefore we will aim to take all steps necessary to prevent bullying.

This policy applies to students of ISM and relates to all activities during normal school hours and those beyond school hours which are deemed to have a direct impact on school life.

This policy should be read in conjunction with the official guidance from the Madrid regional authority: *'Protocolo para la corrección y sanción de las situaciones de acoso escolar en los centros docentes no universitarios de la Comunidad de Madrid'*.

The UK Department for Education defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

The Spanish Department for Education defines bullying as repeated aggression (verbal psychological or physical), conducted by an individual or group against others. Isolated incidents of aggressive behaviour, which should not be condoned, will rarely be described as bullying. However, when the behaviour is systematic and ongoing it is bullying.

In other words, **'lots of times, on purpose'**.

Bullying can take many forms and may include: name calling, taunting, mocking, making offensive comments, deliberate physical mistreatment, deliberate damaging of property, excluding people from groups and spreading hurtful and untruthful rumours.

It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child's background or home circumstances. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but ISM is aware that emotional bullying can be just as or even more damaging than physical; therefore teachers and managers at the school have to make their own judgments about each specific case.

To prevent bullying we will:

- Actively provide opportunities to develop pupils' social and emotional skills, including their emotional resilience and literacy, including during specific PSHE lessons;
- Ensure the school psychologist in Primary and school counsellor in Secondary are available to consult with students on bullying issues;
- Consider all opportunities for addressing bullying including through the curriculum, through peer support and through the Student Government in Primary and Student Council in Secondary;
- Invite outside speakers and groups to address students and/or parents or provide workshops with regard to relevant themes;
- Be vigilant around the school, including in the playground, and report any behaviour that arouses concern;
- Ensure pupils know how to express worries and anxieties about bullying;
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying;

- Provide support (such as the buddy system in Secondary) to students who join the school during the year to help them integrate and make friends;
- Offer support to pupils who have been bullied;
- Work with pupils who have been bullying in order to address the problems they have;
- Ensure that parents know whom to contact if they are worried about bullying.

Signs and Symptoms for Parents and Staff

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make significantly less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money, starts stealing money or has their own money continually "lost"
- has unexplained cuts or bruises
- becomes short-tempered, aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- gives improbable excuses for any of the above

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Reporting Incidents of Bullying

A student should report an incident of bullying in any way that she/he feels comfortable, for example:

- Speaking directly to their form teacher, a subject teacher or an adult in the school that they trust;
- Writing down his/her concerns and giving it to an adult in the school that they trust;
- Asking his/her parents to report the incident to an appropriate adult in the school;
- Asking a member of the Student Government/Council to report the incident to an appropriate adult in the school.

Pupils who see others being bullied should report this to:

- Their form teacher;
- Any member of staff (Teachers, Teaching Assistants or Administrative).

Members of staff who receive reports that a pupil has been bullied should report this to:

- The form teacher of the child who is being bullied
- A member of the senior management team (Key Stage Coordinator, Assistant Head, Deputy Head or Head.)

Recording Incidents of Bullying

Reports of bullying will be logged by:

The child's form teacher or the member of the management team that the incident was reported to.

All reports will be taken seriously and will be followed up by the class teacher or member of the management team.

The Head teacher will keep a copy of the written record of the incident. The document '*Protocolo para la corrección y sanción de las situaciones de acoso escolar en los centros docentes no universitarios de la Comunidad de Madrid*' provides forms specifically for this purpose. Translated versions of some of the forms are included as an annex to this policy.

Responding to Incidents when they Occur

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place, such as parents being informed about their child's behaviour and a request that the parents support the school with any sanctions that we take (in line with our behaviour policy). Wherever possible, the pupils will be reconciled. In some cases, a process of mediation (such as with the school counselor) may be required.

Sometimes, further sanctions, in line with the school's behaviour policy, may be required. For example:

- Removal from the class for a fixed period;
- Withdrawal of break and lunchtime privileges;
- Detention;
- Withholding participation in school events that are not an essential part of the curriculum.

In extreme cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), fixed or permanent exclusion will be considered.

Supporting children who have been bullied:

Work with children who have been bullied could involve some or all of the following:

We will provide support to pupils who are bullied:

- They will be reassured that they do not deserve to be bullied and this is not their fault.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does.
- We will involve their friends / older pupils in peer support / the buddy system/ mediation

We may then adopt strategies from the following list as appropriate:

- We will interview the pupil (or pupils) involved in bullying separately.
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.
- We will adopt a joint problem solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- We will consider sanctions under our school's Behaviour & Rewards Policy.
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done so.
- When bullying occurs, we will contact the parents of the pupils involved at an early stage.
- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to check that the bullying has not started again.
- We will also work with pupils who have been involved in bullying others to ascertain the sort of support that they themselves need.

Our policy will be to use our discretion to respond flexibly and in an appropriate way to each incident.

Complaints:

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Head teacher's notice. If the Head teacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure, a copy of which may be obtained from the school office.

Policy last reviewed in September 2022.



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Safeguarding & Child Protection Policy

1. Introduction

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. Children who are and feel safe make more successful learners. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection.

Principles:

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity;
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance;
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school, who will follow this policy guidance in doing so.

Ley Orgánica 8/2021, de 4 de junio, de protección integral a la infancia y la adolescencia frente a la violencia, often referred to as **LOPVI**, makes clear your legal obligation to report suspected abuse:

<https://www.boe.es/eli/es/lo/2021/06/04/8>

The legal framework in regard to these matters in Madrid can be found in the following law: *La Ley 6/1995, de 28 de marzo de Garantías de los Derechos de la Infancia y la Adolescencia en la Comunidad de Madrid*:

<https://www.boe.es/buscar/doc.php?id=BOE-A-1995-18545>

The manual with full details of when and how to make a referral to Social Services in Madrid can be accessed here:

<http://www.madrid.es/UnidadesDescentralizadas/ServALaCiudadania/SSociales/EsplInformativos/Especial%20Infancia/Publicaciones/manual.pdf>

2. Key personnel

The school has nominated a **designated safeguarding lead (DSL)** in each building for child protection issues.

The DSL in **Primary** is: **Emma Tohill**

The deputy DSL is: **Therese Donnelly**

The DSL in **Lower Secondary** is: **Clare Bridgewater**

The deputy DSL is: **Sarah Kingston**

The DSL in **Upper Secondary** is: **Huw Mawson**

The deputy DSL is: **Thomas Davies**

The school has ensured that the DSL:

- acts as a source of support and expertise to the school community;
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file;
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with local procedure ;
- develops effective links with relevant statutory and voluntary agencies;
- ensures that the child protection policy is regularly updated and shared.

3. Good practice guidelines

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice;

- treating all children with respect;
- setting a good example by conducting ourselves appropriately;
- involving children in decision-making which affects them;
- encouraging positive and safe behaviour among children;
- being a good listener;
- being alert to changes in child's behaviour;
- recognising that challenging behaviour may be an indicator of abuse;
- reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing;
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language;
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

4. Ethical Practice for School Staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our children. All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

All school staff should:

- place the safety and welfare of children above all other considerations;
- treat all members of the school community, including children, parents and colleagues with consideration and respect;
- adhere to the principles and procedures contained in school policies;
- treat each child as an individual and make adjustments to meet individual need;
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused;
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm;
- encourage all children to reach their full potential;
- never condone inappropriate behaviour by children or staff;
- take responsibility for their own continuing professional development;
- refrain from any action that would bring the school into disrepute;
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

5. Children who may be particularly vulnerable

Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs;
- living in a known domestic abuse situation;
- affected by known parental substance misuse;
- asylum seekers or refugees;
- living away from home;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic, neglectful and unsupportive home situations;
- vulnerable to being bullied, or engaging in bullying;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- unable to communicate in either English or Spanish.

6. Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of help lines, counselling or other avenues of external support;
- cooperating fully with relevant statutory agencies.

7. Complaints procedure in respect of poor practice behaviour

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff and the head teacher.

Complaints from staff are dealt with under the school's usual complaints and disciplinary procedures.

8. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. All concerns about a child's welfare brought about by the behaviour of colleagues should be reported. In these instances it may be directly to the head teacher. Complaints about the head teacher should be reported to the Administration (i.e. María Mialdea or Rafael Mialdea).

9. Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the head teacher. Allegations against the head teacher should be reported to the Administration.

Key Points

Designated Safeguarding Lead learns of an allegation against a member of staff and informs the Head teacher or Administration.

Guidance on the Next Steps

Head teacher or Administrator acts as, or appoints, a Lead Person to try to establish the facts. He/she also seeks advice, as appropriate, from key agencies.

Possible Outcomes

Following on from establishing the facts and seeking advice from key agencies, the Head teacher or Administrator will agree a way forward from the options below.

- Alternatives to precautionary suspension are imposed (in line with the law and advice from key agencies).
 - Allegation is addressed through the relevant disciplinary procedures.
- Precautionary suspension, without prejudice, is imposed whilst a formal investigation takes place.
 - Precautionary suspension is not appropriate and the matter is concluded.

10. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff, in accordance with the law.

Safer recruitment means that all applicants will:

- complete an application form / provide a full CV (that ensures no gaps in employment history);
- provide two referees, including at least one who can comment on the applicant's suitability to work with children. One referee must be the applicant's most recent employer;
- provide evidence of identity and qualifications;
- provide the Spanish 'delitos sexuales' certificate;
- provide a criminal record check from other countries in which he/she has lived worked. Those who have lived or worked in the UK may request an International Child Protection Certificate: www.acro.police.uk/icpc;
- be interviewed.

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy.

11. Extended school and off-site arrangements

Where extra-curricular activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide

services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children attend off-site activities, we will check that effective child protection arrangements are in place.

12. Photography and images

To protect children we will:

- seek consent for photographs to be taken or published;
- never publish a child's full name alongside an image;
- ensure that children are appropriately dressed;
- encourage children to tell us if they are worried about any photographs that are taken of them;
- ensure photographs or video footage of students is only taken using school equipment for purposes authorised by the school. The resultant files must remain on the school premises, always in compliance with data protection laws.

13. E-Safety

The school's ICT policy explains how we try to keep children safe in school in their use of technology and the internet.

Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school.

Advice will be given to children regarding the safe use of the internet.

14. Safeguarding and Child Protection Procedures

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. **It is not your responsibility to investigate or decide whether a child has been abused.**

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;

- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

Taking action

Key points to remember for taking action are:

- report your concern to the DSL.
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are all right or if you can help in any way.

If, following your conversation, you remain concerned, you should discuss your concerns with the DSL.

If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely;
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them.
- Report verbally to the designated person.
- Write up your conversation as soon as possible.

Making a Referral

Staff member discusses concern with the DSL and passes on the Record of Concern.

Making a Referral

Member of staff completes a Record of Concern on what has been observed or shared. Source of concern is notified that the school will follow up appropriately on the issues raised.

DSL consults with the Head teacher and/or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay.

Child Protection referral is not required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services with parental consent, and child/young person’s consent (where appropriate).

Child Protection referral is required

DSL seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm. He/she then telephones social services, or the police if the child is at immediate risk of harm.

Designated Teacher clarifies/discusses concern with child/parent/carers and decides if a child protection referral is or is not required.

Where appropriate the source of the concern will be informed as to the action taken. The Designated teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the relevant authorities.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm.

The manual with full details of when and how to make a referral to Social Services in Madrid can be accessed here:

<http://www.madrid.es/UnidadesDescentralizadas/ServALaCiudadania/SSociales/EspInformativos/Especial%20Infancia/Publicaciones/manual.pdf>

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, head teacher or Administration (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with data protection rules. Information is:

- processed for limited purposes;
- adequate, relevant and not excessive;
- accurate;
- kept no longer than necessary;
- processed in accordance with the data subject's rights;
- secure.

Records of concern and other written information will be stored confidentially and only made available to relevant individuals.

Child protection records are normally exempt from the disclosure provisions, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher.

Data Protection does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

This policy was first written in July 2016.

The first revision was in September 2017.

The second revision was in September 2018.

The third revision was in July 2021.

The latest revision was in September 2022.



Complaints Procedure

1. SCOPE OF COMPLAINTS PROCEDURE

The Administration together with the Head Teachers set the direction and tone of the school in all that they do and are committed to working with parents in the best interests of their children's education.

The purpose of the Complaints Procedure is to address complaints raised by parents/guardians.

The Procedure covers all matters relating to the actions of staff employed in the school and the application of school procedures, where they affect individual pupils.

Where it becomes evident at an early stage that a matter should be dealt with according to other established procedures or appeals mechanisms, this Complaints Procedure will be set aside in favour of the agreed procedure such as Child Protection, Special Education, Admissions, Suspensions and Expulsions, Grievance, Discipline, Bullying and Harassment or Unsatisfactory Teaching Procedure.

The school will not deal with anonymous complaints (except for those concerning child protection matters) and therefore these procedures do not provide for a solution of anonymous complaints.

2. AIMS

In operating this Complaints Procedure we aim to:

- encourage resolution of problems by informal means wherever possible;
- allow swift handling of a complaint within established time-limits for action;
- ensure a full and fair consideration of the complaint;
- have due regard for the rights and responsibilities of all parties involved;
- respect confidentiality;
- address all the points at issue and provide an effective response and appropriate redress, where necessary; and
- provide information to the school's Administration and Senior Management Team so that services can be improved.

3. WHAT TO EXPECT UNDER THESE PROCEDURE

3.1 Your rights as a person making a complaint

In dealing with your complaint we will ensure that you receive:

- fair treatment;
- courtesy;
- a timely response;
- accurate advice;
- respect for your privacy – complaints will be treated as confidentially as possible allowing for the possibility that we may have to consult with other appropriate parties about your complaint; and
- reasons for our decisions.

Where the complaint is upheld we will acknowledge this and address the complaint you have raised. If, after consideration, it is judged there are no grounds for your complaint, you will be advised accordingly.

3.2 Your responsibilities as a person making a complaint

In making your complaint we would expect that you:

- raise issues in a timely manner;
- treat our staff with respect and courtesy;
- provide accurate and concise information in relation to the issues you raise; and
- use these procedures fully and engage in them at the appropriate levels.

3.3 Rights of parties involved during the consideration

The process is non-adversarial and does not provide a role for any other statutory or non-statutory body.

Person making the complaint

The complainant may be accompanied by another person where it is accepted, by the Head and Administration, that this will assist the consideration and resolution of the complaint.

Staff

Staff may seek the advice and support from their professional body or trade union and may also be accompanied by another person where it is accepted, by the Head and Administration, that this will assist the consideration and resolution of the complaint.

A member of staff who is directly referred to in a complaint will be provided with a written copy of the complaint and details of any information brought by the parent/carer before being required to respond to the matters raised.

Legal Representation

Legal representation or representation by person(s) acting in a professional capacity **is not** permitted within this procedure. This procedure does not take away from the statutory rights of any of the participants.

4. WHO WILL DEAL WITH YOUR COMPLAINT?

At the informal stage your complaint should be raised and dealt with by the class teacher if appropriate, Key Stage Coordinator/Head of Department, Deputy Head or Head Teacher.

If the complaint does not relate to a teacher in the school, but to a member of the non-teaching staff, it should be referred to the Head Teacher.

If you proceed to the formal part of the process, the Head will assume responsibility for the process, unless s/he is the subject of the complaint, in which case the Administration will assume responsibility.

5. TIMESCALES

Every effort should be made by all parties to resolve complaints in a timely manner.

The entire procedure, should a complaint proceed right to the Appeals Stage, should be dealt with in 40 working days, where possible.

6. MAKING A COMPLAINT

6.1 Informal Stage: Step 1 – Speaking with the teacher concerned

In the first instance a complaint should normally be raised verbally with the teacher concerned so that s/he may have an opportunity to address the issue(s).

Please observe the school's existing protocols for arranging and conducting such meetings and follow the school's policy with respect to access to members of teaching staff.

This approach would not prevent you from choosing to enter the formal process at a later stage, if you believe that to be an appropriate course of action.

6.2 Informal Stage: Step 2 – Contacting the Head Teacher

If your complaint is against a member of the non-teaching staff or if your complaint remains unresolved following Step 1 you should arrange a meeting with the Head Teacher to discuss the issue(s). In advance of this meeting you should inform the Head Teacher of the nature of your complaint so that s/he may be in a position to resolve the problem without further delay.

In some circumstances the Head Teacher may not be able to deal effectively with your complaint immediately and s/he may require some time to consider and prepare a response. If further time is required you will be informed of the likely date by which a response will be issued.

6.3 Formal Stage: Step 3 – Making a formal written complaint to the Head Teacher or Administration

Sometimes it will not be possible for you to have your complaint resolved through the informal processes proposed at Steps 1 and 2, or indeed it might be more appropriate to initiate the procedures at Step 3.

You should write to the Head Teacher or the Administration and state the grounds for your complaint as concisely as possible addressing specifically the issue(s) that are of concern to you.

If your complaint is against the Head Teacher you should write directly to the Administration (this can be done via the school office.)

You will then receive a written acknowledgement of your letter from the Head Teacher or the Administration. This will confirm that your letter has been received, and either:

- Provide a response to the issue(s) you raised, or
- State who is considering your complaint and indicate when you can expect a response to be issued.

6.4 Formal Stage: Step 4 – Formal Investigation

Where an investigation is required, the Head or Administration, as appropriate, will decide who will investigate. In some cases you may be required to meet the person investigating and due notification will be given of such meetings. The investigator/s may also talk to the parties relevant to the complaint.

You should then expect a written response. This will indicate the findings of the investigation, the reasons supporting its decisions and any recommendations, if applicable.

6.5 Formal Stage: Step 5 – Appeals to the Administration

If you are dissatisfied with the response and reject the decisions made, you may write to the Administration appealing the decision. Your written request should be as concise as possible and set out specifically the grounds for your appeal.

The Administration will appoint someone not involved in the consideration of the original complaint to investigate.

You will receive a written acknowledgement of your letter. Then, following the appeals investigation, you should expect a final written response. This will indicate the findings of the investigation, the reasons supporting its decisions and any recommendations, if applicable.

The decision of the Appeals Investigator is final. At the end of the process the Administration will inform you, in writing, that the Complaints Procedure has been exhausted and that the matter is considered closed.

7 RECORD KEEPING

The school shall maintain a confidential record of all correspondence concerning your complaint. All such records will be destroyed three years after the date of the last correspondence on the issue.

8 MALLICIOUS OR VEXATIOUS COMPLAINTS

Where the Administration consider the actions of a parent/group of parents to constitute frivolous or vexatious behaviour, they will seek advice from the relevant authorities in order to protect staff from further such actions.

What makes a good lesson?

We believe that children learn best when learning is:

- Stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive and enjoyable. It should build on experience and have built in success for all. It should be based on our good knowledge of the children so that it engages them. It should have high expectations of learning outcomes and it should always be purposeful and relevant.

We believe that a good lesson demonstrates:

- Thinking skills that are developed throughout the lesson allowing children to be actively involved. The children are encouraged to be independent learners and make decisions and choices for themselves.
- Continuous assessment that makes the lesson flexible and responsive to the children's learning needs.
- Objectives that are clearly understood by the children and adults. These objectives are reinforced throughout the whole lesson.
- Resources that are well organised and in good condition.
- Teaching assistants that well prepared, allowing them to support, reinforce and extend the lesson effectively.
- Learning styles, visual, auditory and kinaesthetic (VAK) are all planned for and children are enthused and excited throughout the lesson with ICT being used where appropriate to support learning styles used in the lesson.
- Expectations that are high for work and behaviour and which support the school aims and ethos. The lesson encourages adults to support children and children to support each other.
- Differentiation throughout the lesson challenges all the children, including SEN, and encourages creativity and reflection.
- A positive school and classroom climate is created through genuine constructive praise, rewards and self-assessment.
- Subject knowledge is extensive to allow the teacher to pick up any misconceptions and answer any of the children's questions.

Thorough preparation is vital.

Expected Practice in Secondary

Our expectations are that:

- Every lesson is prepared in the context of a well-structured scheme of work
- Every lesson is effectively planned with clear objectives and high expectations for all pupils
- Every teacher has a clear and up-to-date knowledge of their subject
- Every teacher ensures all pupils are aware of targets and goals for progression through thorough diagnostic feedback and feed-forward targets both in verbal and written formats
- Adequate tracking is used at to check that pupils are making progress and developing understanding

- Key data indicators such as end of KS3 targets, KS4 targets and during KS5 targets based on performance data, are analysed and used as part of performance monitoring
- Every lesson uses a good range of teaching methods and resources to stimulate and challenge learning
- The conditions for good learning are established through good working relationships with pupils' behaviour effectively overseen
- The work and activities are planned to meet the needs of every pupil including those with additional learning needs
- Assessment 'of' and 'for' learning is a key aspect of every lesson and includes opportunities for pupils to review their own learning
- Pupils receive both oral feedback in class and effective marking
- Pupils are actively involved in formative assessment, including using assessment criteria to set their own targets and undertake self and peer assessment
- Modelling is used to demonstrate to pupils the skills, attitudes and qualities they should aim to achieve
- Homework, self-supported study and extra-curricular activities are used to complement, reinforce and enhance formal learning
- There are good quality displays inside and outside the classroom, reflecting progress in learning and stimulating interest
- Teaching spaces and equipment contribute positively to the learning environment. New technologies are used to engage learners and promote independent and collaborative learning skills
- Pedagogy and classroom practice is monitored and enhanced by staff reflection
- The quality of teaching and learning is to be reviewed and monitored on a regular basis.

Outstanding Teaching and Learning

Inspection guidance for independent schools provides the following criteria for teaching and learning to be rated as outstanding:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- In the Early Years Foundation Stage, a highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences. Teaching is highly responsive to children's needs. Assessment is accurate and based on high quality observations. Provision across all areas of learning is planned meticulously. Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration.

What Does An Effective Learning Environment Look Like?

An effective learning environment has the following features:

- Displays are interactive and stimulating. They value and reinforce learning across a range of curriculum areas. They are regularly changed.
- Resources are organised, respected, relevant and accessible. They are well maintained and labelled.
- Curriculum areas are well constructed and organised and contain quality resources and clear labelling as to their purpose.
- Classroom layout promotes learning and safety, so that children can move around the room, see central areas and work collaboratively.
- Rules, rewards and targets are clearly displayed and accessible.
- Information for parents and children is up-to-date and accessible.
- Health and Safety is promoted and the environment is welcoming and fun and shows that the adults and children respect each other.

Teaching Strategies in Secondary

Teachers implement a variety of strategies to engage learners. All teachers focus on the acquisition of literacy and numeracy skills. Digital competency and awareness of best practice IT skills are demonstrated and effective usage is encouraged in lessons.

In every lesson, teachers are expected to

- Introduce it in the context of previous work – recapping prior learning
- Set out explicit learning objectives and opportunities for assessment
- Set challenging yet accessible differentiated learning objectives
- Give pupils time to think and to explain the thinking behind an answer (known as metacognition).

- Provide pupils with opportunities to learn through visual, auditory and kinaesthetic approaches
- Provide pupils with models of good practice, scaffolding, writing frames, success criteria and examination requirements, as appropriate at Each key Stage
- Use lesson starters to focus pupils
- Ensure time is given to reviewing learning throughout the lesson and at the end. i.e. at the start of the lesson, mid-point and in the plenary aspect of the lesson.

Differentiation for Learning

The key purpose of differentiation is to challenge and raise standards of learning for pupils of all abilities. It is a process of inclusion, not exclusion. It enables pupils with different backgrounds and abilities to be successful learners and to demonstrate what they know, understand and can do.

At ISM we differentiate to:

- Ensure every pupil has access to the learning objectives of the lesson
- Ensure that every pupil receives their full curriculum entitlement c.
- Ensure activities are fit for purpose, after careful consideration of the needs, abilities and aptitudes of individual pupils or groups of pupils
- Assist assessment by enabling every pupil to show what they can achieve and to inform future planning
- Raise standards of achievement and pupil performance
- Encourage future learning and develop positive attitudes by ensuring that every pupil achieves success and values the learning experience

Criteria for Monitoring of Teaching

All monitoring of teaching is to be done in a supportive way designed to reflect the mutual respect that is vital between colleagues and professionals. It is done with the aim of encouraging the sharing of good practice, individual professional development and overall school improvement.

Teaching is monitored by the management team through classroom observation, reading teacher's plans, staff appraisal, monitoring of books and talking to children. All classroom observation by staff will follow the "Staff Appraisal policy".

Criteria for Monitoring Learning

When monitoring quality of learning, there should be evidence that pupils:

- Acquire new knowledge or skills, develop ideas and increase their understanding
- Apply intellectual, physical or creative effort to their work
- Are productive and work at a good pace
- Show interest in their work, are able to sustain concentration and think and learn for themselves
- Understand what they are doing, how well they have done and how they can improve.

Policy last revised in October 2022.



Special Educational Needs Policy

1) Introduction

The International School of Madrid is committed to offering an inclusive curriculum to ensure the best possible progress for all students, whatever their needs or abilities. Every child's contribution is valued and diversity celebrated. Providing for different pupils' needs is a matter for the whole school and the school will do its best to evaluate and make known these needs in order to meet them effectively.

Students have special educational needs or disabilities (SEND) if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

Students have a learning difficulty or a disability if they:

- have a significantly greater difficulty in learning than the majority of students of the same age;
- have disabilities which prevent or hinder them from making use of educational facilities of a kind generally provided for students of the same age.

There are four broad categories of SEN:

- Communications and interaction needs (C&I)
- Cognition and learning needs (C&L)
- Social, emotional and mental health needs (SEMH)
- Sensory and/or physical needs (S&P)

2) Objectives

ISM is committed to providing, for each student, the best possible environment for learning by:

- ensuring the identification of SEND as early as possible
- monitoring progress
- working collaboratively with parents/carers and outside agencies
- involving students, where possible, in the making of plans and setting of targets
- personalising learning for students
- promoting independence
- removing barriers to achievement and success
- providing a positive and active approach from all school staff to ensure that children feel valued.

ISM aims to be an inclusive school. Therefore we adhere to an equal opportunity admission policy. However, on the rare occasions that the school or parents recognise that ISM is unable to meet the pupil's needs effectively, either before or after admission, we will endeavour to offer families help and advice in finding another more appropriate school.

Note that as a private British school in Spain we are not entitled to any help from the Spanish or British government in meeting children's physical or learning needs.

3) Teaching and Learning

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In most cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

At ISM we set out to ensure that:

- All efforts are made to overcome individual pupils' barriers to learning
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- A range of teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated through the school's reward systems
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
- A range of different organisational settings are planned to provide class, group, paired and individual work
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

4) Identification, Assessment and Record Keeping

All teachers are responsible for identifying students with SEND and, in collaboration with the SENCo, will ensure that those students requiring differentiated or additional support are identified at an early stage.

Assessment and observation of whether or not pupils are making progress is a significant factor in considering the need for SEN provision. The school ascertains student progress through:

- Evidence obtained by teacher observation/assessment
- Student progress in relation to objectives in the National Curriculum
- National Curriculum test results or results from other internal or external exams
- Standardised screening or assessment tools
- Information from parents
- Reports from outside agencies

- Records from previous schools, etc.

When a teacher identifies that a child is experiencing difficulties they should complete the brief 'referral form' and pass this to the SENCo. This can be done at any point during the year.

In addition, the SENCo will meet with each form tutor individually, once at the beginning of the autumn term and once at the beginning of the spring term, to discuss children that they are concerned about. The SENCo will then determine, if necessary, whether there is any additional assessment and/or observation that can be done.

At ISM we have access to a variety of basic screening tools that can be used, without direct parental consent, unless a parent has specifically requested that we do not carry out such assessments. These include COPS, LASS, CAT4, PROLEXIA, etc.

In addition to the SENCo, the SEND department at ISM consists of two psychologists and one speech therapist. An external occupational therapist visits several times a year to observe pupils in Year 1. These specialists may be asked to observe pupils for whom a concern has been raised and asked to provide their professional opinion about any difficulty the child may be suffering.

Following observation and/or screening, we may recommend to parents that a full assessment is undertaken. This may be with the specialists employed by the school or with an external agency. There must always be parental consent before such assessments take place and the parents always have the right to determine who they would like to carry out the assessment.

When it has been agreed that a child has SEN, the following procedure should be followed:

1. The SENCO will include these children on the Special Needs register and enter the information into the school's management information system (Engage).
2. Teachers, in liaison with the SENCo, will write an Individual Education Plan (IEP) for each child on the Special Needs register.
3. Targets from the IEP will be discussed with parents during the parent-teacher consultations or, where necessary, in specially arranged meetings.
4. At the next SEN meeting staff will review the targets, determine whether the child should remain on the SEN register and, if so, write a new IEP for them. If the cause for concern has increased, then the option of having the child assessed by an outside agent (if not already done so) is discussed by all staff concerned and then with the parents.
5. If the child is evaluated by an outside agent the staff concerned will subsequently meet with both the outside agent and parents about how effective provision for the child's needs can be provided within school and/or by the outside agent. Common targets must be set to ensure continuity.

In summary: **Assess; Plan; Do; Review.**

Assess

The teacher identifies pupils with learning needs in the class; this is through observation, analysis of assessment data, as well as the views and experience of parents (and advice from external support agencies, where appropriate).

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are

required will be recorded on the child's Individual Education Plan (IEP). All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of the support.

Review

Reviews will usually be undertaken twice per year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The review process can also be used to identify whether outside assessments may be beneficial.

5) Support

Stage 1 support may include:

- providing different learning materials or special equipment
- introducing some group or individual support
- introducing small group or 1:1 support from the SEND department
- devoting extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- seeking advice from a specialist or external agency or undertaking staff development related to effective strategies to use in particular cases

Stage 2 support:

This is characterised by the involvement of external services (or internal, where available in school) such as speech therapists, educational psychologists, neurologists, occupational therapists, etc.

At this stage external support services will usually see the child, so that they can advise staff on fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Note that when assessment or intervention by an external agency is required, the cost of this must be met by the parents. Therefore the following procedure should be followed:

- Before any specialist assesses a pupil, permission must be sought from his/her parents'. This can only be obtained by the Head or SEND department.
- If parents wish for this assessment to be carried out in school, they must first be informed of the cost. This will be invoiced to them by the school (money is never paid directly to the specialist). Parents have the right to decide whether to proceed with the assessment, seek their own external agent to complete the assessment away from school, or not to undertake an assessment.

- Once an assessment has been completed, if necessary, parents will be offered the opportunity for the specialist to work on an individual basis with their child during school time. Before agreeing, parents will be informed of the cost of this per hour and what they would therefore be charged per term. Again, where support takes place on the school premises, all costs should be paid through the school and never directly to the specialist. The parent once again has the right to determine whether or not they wish for this 1:1 support to take place.

6) External Exams

The school aims to ensure that any child who is entitled to extra time or other types of support during external exams has access to that support.

Policy last reviewed in November 2022.

- 2) Each member of staff will then have a meeting with a member of the senior leadership team or a key stage coordinator at the end of the Autumn term or at the beginning of the Spring term. The appraisal form that they completed shall be used as a starting point for the meeting. Where staff identified areas in which they are successful, they will be asked if they wish to share these skills by organising Inset for a staff meeting or by allowing others to observe and partake in their work in the school. In relation to areas for development, they will be asked if they wish to include any of these in their targets for the current school year.
- 3) Prior to setting new targets, staff will be asked to review targets from the previous year. The person leading the meeting will help staff to do this and will have relevant data available, where appropriate, (such as exam results). Once previous targets have been reviewed, between three and four new targets should be set.
- 4) In addition to the appraisal meeting, each teacher will be observed by a member of the leadership and management team. A written record of the observation will be kept, using the school's observation form. Appropriate feedback sessions will also be provided, offering staff and management a chance to reflect and comment on the outcomes of observations made.
- 5) Following the appraisal meetings and observations, staff may be given the opportunity to observe and partake in the work of others in the areas identified as being for improvement.
- 6) Inset will be organised for areas that are identified as causing general concern or in areas the school has chosen to focus on for that year. These maybe whole school sessions or sessions involving smaller groups, as appropriate. Whole school Inset is organised at the end of each academic year, led by specialists from the UK.
- 7) Staff members will be given the opportunity to attend the NABSS Annual Conference, and the NABSS regional training courses, if the talks are relevant to them and where the financial support given allows.
- 8) Staff will be encouraged to use the online platforms to which the school subscribes (*Optimus* and *Educare*) to undertake training courses that are relevant to them.

Record Keeping

The following written records will be kept by the Head:

- 1) A copy of the self-evaluation form.
- 2) A written record of the appraisal meeting, containing the review of the previous year's targets and the new targets for the current year.
- 3) Any observations made by the management team, of teachers or other staff members, will be recorded and this record kept on file as part of the staff development profiles.

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