

**SIC Policies**

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**Attendance**

The purpose of Shine Independence College’s attendance policy is to enable the college to provide a consistent practice which encourages and facilitates the regular attendance of all students. Regular attendance at the college is the key to students’ progression as well as the enjoyment of learning, and for this reason the college is dedicated to ensuring its attendance policy is adhered to as much as possible.

**Legal Framework**

The Education Act 1996 states that:

The parent of every student of compulsory college age shall cause him/her to receive efficient full-time education suitable —

1. to his/her age, ability and aptitude, and
2. to any special educational needs he/she may have,

either by regular attendance at college or otherwise.

A person begins to be of compulsory college age —

1. when he attains the age of five, if he attains that age on a prescribed day, and
2. otherwise at the beginning of the prescribed day next following his attaining that age.

Shine Independent College is dedicated to complying with attendance laws set out by the legal framework and has set out the documents accordingly.

**Teachers and Support Staff**

As a part of our college approach to maintaining a high attendance, the college teachers and staff will abide by the following:

1. be active in their approach to promoting attendance to students and their parents, which include positive relationships with families;
2. ensuring that the college’s teaching and learning experiences encourage constant attendance and that students are taught the value of regular attendance for their own personal progression and achievement;
3. making sure that the students are completely aware and up to date with the college’s attendance process, legislation and government guidance, and that they will seek support from our teachers and/or support staff, if the students are unclear how to deal with an attendance issue;
4. contribute to any strategy meetings held, and interventions where necessary;
5. work with external agencies to support pupils and their families who tend to struggle with regular attendance.

**Parents and Carers**

As a part of our approach to maintaining high attendance, we humbly request that parents abide by the following:

1. engage with their children’s education – support their learning and take interest as to what is being done at college and what they have been doing at the college;
2. promote the value of good education and the importance of constant college attendance at home;
3. making sure that their children arrive to the college on time, appropriately dressed and with the necessary equipment;
4. follow the set college procedures for reporting their child’s absences from the college, and include an expected date of return;
5. do anything and everything they can to prevent any needless college absences;
6. use the college as a support when they or their children are having challenges, and work to form a positive relationship with the college so that there is easy communication when an issue does arise;
7. keep the college informed of any circumstances which may tend to affect their child’s attendance

**Students**

As a part of our college approach to maintain a high attendance, we ask that the students abide by the following:

1. to be aware of the college’s attendance rules and regulations, and when and what days they are required to attend;
2. speak to the teachers and/or the support staff, parents and the college lesson timetable;
3. attend all scheduled lessons, with the appropriate learning tools and be in the lesson at least five minutes prior;
4. lesson will be made clear through the college lesson timetable;
5. bring an explanation note form their parents and/or carers to explain any absences that has occurred to be foreseen.

**Authorised absences – only where the college is notified in advance**

1. A hospital appointment (appointment card or an appointment letter must be provided);
2. An orthodontist / dentist appointment (appointment card or letter to be provided);
3. Visit to university to attend an open day / interview; a career related interview (email / letter confirmation to be provided);
4. Practical driving test (confirmation email to be provided).

**Illness**

Most cases of absence due to illness are short term, but parents will need to report an absence with a valid explanation/note on the first day of attendance. Supporting evidence can also be submitted with the absence report.

For any prolonged absences due to illness, parents will be asked to submit to the college an explanation note with medical evidence; such as a note from the doctor or GP.

**Religious Observance**

Shine Independent College recognises that there may be times where the students of different faiths observe religious festivals that tend to fall outside of the normal college/college holidays and weekends and will therefore allow authorised absences for these times. Parents and/or carers will be aware of these dates and should provide the college with a written notification in advance.

**Data Protection**

Our college aims to ensure that all personal data collected about staff, students, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the UK General Data Protection Regulation (UK GDPR) and the provision of the Data Protection Act 2018 (DPA 2018).

**Headteacher**

The headteacher acts as the representative of the data controller on a day-to-day basis.

**All staff**

Staff are responsible for the following:

1. Collecting, storing and processing any personal data in accordance with this policy;
2. Informing the school of any changes to their personal data, such as change of address;
3. Contacting the DPO (Data Protection Officer) in the following circumstances:
   * With any questions about the operation of this policy, data protection law, retaining personal data or keeping personal data secure.
   * If they have any concerns that this policy is not being followed.
   * If they are unsure whether or not they have a lawful basis to use personal data in a particular way.
   * If they need too to rely on or capture consent, draft a privacy notice, deal with data protection rights invoked by an individual, or transfer personal data outside the United Kingdom.
   * If there has been a data breach.
   * Whenever they are engaging in a new activity that may affect the privacy rights of individuals.

**Data Protection Principles**

The UK GDPR is based on data protection principles that the college must comply with.

The principles say that personal data must be:

1. Processed lawfully, fairly and in a transparent manner;
2. Collected for specified, explicit and legitimate purposes;
3. Adequate, relevant and limited to what is necessary to fulfil the purposes for which it is processed;
4. Accurate and where necessary kept up to date;
5. Kept for no longer than is necessary for the purposes for which it is processed;
6. Processed in a way that ensures it is appropriately secure.

**Sharing Personal Data**

We will not normally share personal data with anyone else, but may do so where:

1. There is an issue with a student or parent and/or carer that puts the safety of our staff at risk;
2. We need to liaise with other agencies – we will seek consent as necessary before doing this;
3. Our suppliers or contractors need data to enable us to provide services to our staff and students – eg: IT companies, when doing this we will ensure:
   * Only appoint suppliers or contractors which can provide sufficient guarantees that they comply with data protect law;
   * Establish a data sharing agreement with the supplier or contractor, either in the contact or as a standalone agreement, to ensure the fair and lawful processing of any personal data we share;
   * Only share data that the supplier or contractor needs to carry out their service, and information necessary to keep them safe while working with us.

We will also share personal data with law enforcement and government bodies we are legally required to do so, including for:

1. The prevention or detection of crime and/or fraud;
2. The apprehension or prosecution of offenders;
3. The assessment or collection of tax owed to HMRC;
4. In connection with legal proceedings;
5. Where the disclosure is required to satisfy our safeguarding obligations;
6. Research and statistical purposes, as long as personal data is sufficiently anonymised, or consent has been provided.

We may also share personal data with emergency services and local authorities to help them to respond to an emergency situation that affects any of our students or staff.

Where we transfer personal data to a country or territory outside the United Kingdom, we will do so in accordance with data protection law.

**Photographs and videos**

As part of our college activities, we may take photographs and record images of individuals withing the college.

We will obtain written consent from parents and/or carers for photographs and videos to be taken of their child for communication, marketing and promotional materials. We will clearly explain how the photograph and/or video will be used to both the parent and/or carer and student.

Uses may include:

1. Within college notice boards and in college magazines, brochures, newsletters;
2. Outside of college by external agencies such as the college photographer, newspapers, campaigns;
3. Online on the college website or social media pages

Consent can be refused or withdrawn at any time. If consent is withdrawn, we will delete the photograph or video and not distribute it further.

When using photographs and videos in this way we will not accompany them with any personal information about the child, to ensure they cannot be identified.

**Data security and storage of records**

We will protect personal data and keep it safe from unauthorised or unlawful access, alteration, processing, or disclosure and against accidental or unlawful loss destruction or damage.

In particular:

1. Paper-based records and portable electronic devices, such as laptops and hard drives that contain personal data are kept under lock and key when not in use;
2. Papers containing confidential personal data must not be left on office and classroom desks, on staffroom tables, pinned to notice/display boards, or left anywhere else where there is general access;
3. Where personal information needs to be taken off site, staff must sign it in and out from the college office;
4. Where we need to share personal data with a third party, we carry out due diligence and take reasonable steps to ensure it is stored securely and adequately protected.

**Disposal of records**

Personal data that is no longer needed will be disposed of securely. Personal data that has become inaccurate or out of date will also be disposed of securely, where we cannot or do not need to rectify or update it.

For example, we will shred or incinerate paper-based records, and overwrite or delete electronic files. We may also use a third party to safely dispose of records on the school’s behalf. If we do so, we will require the third party to provide sufficient guarantees that it complies with data protection law.

**Dress Code**

The dress code at Shine Independent College, enables students to set high standards in their personal appearance and conduct. Below is a list of what is permitted to be worn by Shine Independent College students:

1. Smart trousers;
2. Smart skirts of an appropriate length;
3. Smart dress of an appropriate length;
4. Smart shirt with collar;
5. Smart blouse;
6. Smart jumper and/or cardigan;
7. Leather, suede shoes, ankle boots, flats or black trainers

**Please also be aware of the following:**

1. Coats may be worn but are to be removed once inside the classrooms and/or the study areas;
2. A single piercing in each ear is permitted; as well as a single colour nose stud;
3. Hair should be of a natural colour.

Please assume that anything that is specified not listed above is not permitted on the premises. Such as; *denims, visible tattoos and facial piercings* are not included above, hence are NOT permitted. Any clothes with rips, holes or large logos/slogan will not be deemed as being smart and the judgment of the Principal of the College will be final on all of the matters relating to the college’s dress code.

Mobile phones and ear buds maybe used in the College areas but are not permitted around the main areas of the college, ie; the classrooms and in the lessons.

For religious and cultural reasons, students are supported to wear cultural and religious dress. However, there may be times for safeguarding, health and safety issues or security purposes when students are asked to remove or show under the hijab, niqab and burka. This will most certainly be done respectfully, dignified and in a sensitive manner.

Any request to remove religious dress that covers the face in order to check identification should be dealt with in a sensitive manner. However, in circumstances where an appropriate staff member is no, immediately available, the student will be given the option of having their identity checked by another member of staff.

**Assessment Policy**

**The Aims of the Assessments**

Planning and creating assessments are always carried for the purposes with the fundamental aim is to monitor the students’ progress.

The objectives for the assessments are as follows:

1. Ensure there is continuity and progression for the students;
2. Acknowledging the areas of key skill knowledge to the success of the students, henceforth motivating them to progress;
3. Identify the subject/topic areas which require further development to students, which will be used for future lesson planning;
4. Increase the achievement and self-esteem of students by providing them with consistency, quality, diagnostic feedback of their progression.

The assessment at SIC entails:

1. In-college formative assessment – which is used by the teachers in order to evaluate the students’ key skill knowledge and understanding on a daily bases and thereby to inform them of any future learning plan;
2. Standardised assessment – which will ensure students are achieving outcomes and to their fullest potential, at least in line with or above the National Average.

Dedicated improvement and reflection time is a crucial part of the plan, teach and assess model. This planned opportunity provides regular focussed support for students to comprehend what key skills the students have accomplished and what they are yet required to develop.

Formative assessment:

1. Feedback is provided upon marking, such as ‘what went well,’ and ‘topic areas to pay more attention on;’
2. Feedbacks are specific and directly linked to key skills and success criteria shared with students;
3. Students have the opportunity to ask questions and respond to the provided feedback.

Students will be following the assessment pathway for all their subjects which carry out assessments. The mentioned pathways are identified as shown below and can generally be associated with the GCSE grades:

|  |  |
| --- | --- |
| **Pathway** | **GCSE Grade** |
| **Foundation** | **1-2** |
| **Developing** | **3-4** |
| **Secure** | **5-6** |
| **Greater Depth** | **7-8** |
| **Mastery** | **9** |

Students are provided with achievable targets to provide aspirational challenges and motivation to reach the potential.

Progression of each student is measured by how much a student has learned off of the curriculum and what essential knowledge and skills they have developed. Both parents’ and students’ will be provided regular feedback as of the entry to GCSE levels.

**Key focuses on assessments:**

1. All assessments are conducted in a fair unbiased manner.
2. The students are often given sufficient time to prepare for assessments.
3. Assessments tend to cover the materials taught in class and align with the curriculum.
4. Assessments are graded objectively and transparently.
5. Make-up assessments are offered for students who have missed the assessments, given that valid reasons are provided.
6. Necessary adjustments are provided for students who require extra time or require any other modifications.

**Behavioural policy**

1. **Promoting Positive Behaviour**
   1. Vision for Positive Behaviour

Shine Independent College is an environment where we treat one another with respect and fairness; bound by a common set of values which allows for outstanding learning to take place. All of the College members demonstrate exemplary behaviour which enables everyone to achieve their full potential. All feel safe and confident in supporting one another; contributing positively to the College community.

1. **Aim**
   1. Our aim is to support every student throughout their time at the College and to promote positive behaviour across the College at all times. We believe such behaviour will produce a climate conducive to learning for all students.

Excellent teaching, learning and assessment can only take place in an atmosphere of calm and order in which students are prepared and ready to learn.

Students must be clear about their rights and responsibilities as members of the College community; they must know what is expected of them as well as the consequences of not meeting College expectations.

All of the College community; staff, students, parents, and/or carers need to be aware of the policy and be committed to its principles, purpose and how it is applied in everyday College life.

1. **Objectives**
   1. To ensure that students understand that our expectations are a part of their preparation for employment and life outside the College.
   2. To ensure students know and understand what the College expects of them.
   3. To help students meet College expectations.
   4. To provide a transparent, workable and realistic framework for the consistent
   5. management of all behaviour-related issues.
   6. To support the re-engagement of students who have not met College expectations.
2. **Principles**
   1. An understanding and acceptance of the policy by every member of the College is important if the aims of the policy are to be achieved.
   2. An understanding and acceptance of the importance of its underpinning core values.
   3. The Positive Behaviour Policy is trauma informed.
   4. The Positive Behaviour Policy reflects a partnership between all members of the College.
   5. The Positive Behaviour Policy is positive in nature and seeks to be preventative rather than punitive in approach and to maximise re-engagement.
   6. Integral to the policy is the promotion of self-awareness, self-discipline, accountability, personal responsibility, and respect for self and others.
   7. College expectations will only be achieved by all students if the Positive Behaviour Policy is implemented consistently.

In addition, the College will provide:

1. A safe environment where everyone feels secure.
2. A commitment to fairness, equality of opportunity and respect for all members of the College community.
3. Clear processes for listening to students views, handling complaints and addressing any problems we may have in delivering these commitments.

**Anti-Bullying Policy**

This policy is based on the Department of Education guidance; *Preventing and Tackling Bullying[[1]](#footnote-1)* July 2017 and supporting documents.

**About this Advice**

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at college does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, colleges can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

This document has therefore been produced to help colleges take action to prevent and respond to bullying as part of their overall behaviour policy.

It outlines, in one place, the Government’s approach to bullying, legal obligations and the powers colleges have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in colleges. It also lists further resources through which college staff can access specialist information on the specific issues that they face.

**The Equality Act 2010**

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

1. eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
2. advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. foster good relations between people who share a protected characteristic and people who do not share it.

Maintained colleges and Academies are required to comply with the PSED. In addition Part 6 of the Act makes it unlawful for the responsible body of a college to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained colleges and Academies and to other independent colleges.

In addition to the duties in relation to pupils with disabilities under the Equality Act, colleges also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the college together with children who do not have special educational needs.

**Safeguarding children and young people**

When there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the college staff should discuss with the college’s designated safeguarding lead and report their concerns to their local authority children’s social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, colleges may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

**Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If college staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

**Bullying which occurs outside Premises**

College staff members have the power to discipline pupils for misbehaving outside the college premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a college’s disciplinary powers can be used to address pupils’ conduct when they are not on college premises and are not under the lawful control or charge of a member of college staff, but only if it would be reasonable for the college to regulate pupils’ behaviour in those circumstances. This may include bullying incidents occurring anywhere off the college premises, such as on college or public transport, outside the local shops, or in a town or village centre.

Where bullying outside college is reported to college staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While college staff members have the power to discipline pupils for bullying that occurs outside college, they can only impose the disciplinary sanction and implement that sanction on the college premises or when the pupil is under the lawful control of college staff, for instance on a college trip.

More detailed advice on teachers’ powers to discipline, including their power to discipline pupils for misbehaviour that occurs outside college, is included in ‘Behaviour and discipline in colleges – advice for headteachers and college staff’ – see further sources of information below.

**What is Bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a college’s first priority but emotional bullying can be more damaging than physical; teachers and colleges have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn’t acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well college leaders tackle low-level disruption was included in Ofsted inspections.

**Cyber Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside college. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all colleges and there is no need to have parental consent to search through a young person’s mobile phone.

If an electronic device that is prohibited by the college rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of college discipline.

For more information on how to respond to cyber-bullying please refer to the ‘further resources’ section of this document.

**Dealing with Bullying**

Successful colleges have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly. However a college chooses to define bullying for the purposes of its own behaviour policy, it should be clearly communicated and understood by pupils, parents, and staff. Successful colleges create an environment that prevents bullying from being a serious problem in the first place. College staff, headteachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all colleges.

**College’s accountability**

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. Ofsted hold colleges to account for how well they deal with behaviour and bullying. The Ofsted Inspections Framework includes 5 criteria for inspections, one of which is personal development, behaviour and welfare, which covers bullying.

Colleges should be able to demonstrate the impact of anti-bullying policies. Ofsted will not routinely mark a college down where it has recorded incidents of bullying. Inspectors are interested in the impact of the actions a college has taken, i.e. how effectively colleges prevent or deal with any incidents.

**Prevention**

A college’s response to bullying should not start at the point at which a child has been bullied. The best colleges develop a more sophisticated approach in which college staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Colleges which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the college staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the college gates including travel to and from college. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole college environment and are reinforced by staff and older pupils who set a good example to the rest.

Successful colleges also:

1. involve parents to ensure that they are clear that the college does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the college will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home involve pupils. All pupils understand the college’s approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
2. regularly evaluate and update their approach to take account of developments in technology, for instance updating ‘acceptable use’ policies for computers;
3. implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
4. openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities. Colleges can also teach children that using any prejudice-based language is unacceptable;
5. use specific organisations or resources for help with particular problems. Colleges can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying;
6. provide effective staff training. Anti-bullying policies are most effective when all college staff understand the principles and purpose of the college’s policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Colleges can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils;
7. work with the wider community such as the police and children’s services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful colleges also work with other agencies and the wider community to tackle bullying that is happening outside college;
8. make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside college including cyber-bullying;
9. create an inclusive environment. Colleges should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination celebrate success. Celebrating success is an important way of creating a positive college ethos around the issue.

**Intervention – Support for Pupils who are bullied**

In all cases colleges have a responsibility to support children who are bullied and make appropriate provision for a child’s needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children’s services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

**Vulnerable Pupils**

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. College staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in college are more likely to be bullied out of college, for instance either on their way to or from college or through cyberbullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help colleges to develop strategies to prevent bullying from happening. It will also help colleges be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

**Complaints Policy[[2]](#footnote-2)**

**Purpose**

Shine Independent College is committed to delivering high quality services to all students, staff, and parents / carers. This procedure outlines the College’s approach to handling complaints, making sure that they are dealt with fairly, objectively, and promptly.

The purpose of this procedure is to provide a clear and structured approach to handling complaints from students and members of the public, guaranteeing they are resolved efficiently and effectively.

**Scope**

The procedure applies to complaints related to academic and support services, staff behaviours, and any misleading information about the college services. Whistleblowing, student discipline and academic assessment appeals are covered by separate policies.

**Definitions**

Complainant – the person making the complaint.

Respondent – the person or department against whom the complaint is being made.

ED & I – Equality, Diversity and Inclusion

**Responsibilities**

Deputy Principal – overall responsibility for the Complaints procedure.

Complaints Officer – Person appointed by the Deputy Principal to handle complaints.

Principal – deals with complaints involving senior management.

**Procedure**

1. Complaints will be addressed fairly, quickly, constructively and impartially.
   1. Stage 1: Informal resolution – Immediate resolution through a discussion.
   2. Stage 2: Formal procedure – written complaint, investigation and outcome within 15 working days.
   3. Stage 3: Appeals Procedure – Appeal to the Deputy Principal for review.
   4. Stage 4: Conduct of appeal – Further escalation if required to the principal.
2. The College ensures confidentiality, no retaliation for complaints, and that

complaints do not negatively impact the complainant.

1. Heads of College will act as investigating officers and work closely with the Deputy Principal who guides them on the policy and gives them direction on how the policy should be implemented and the timeframes for each case.
2. All complaints should be treated equitably, respecting the College’s commitment to equality, diversity, and inclusion.
3. Complaints about the courses or services are initially handled by the relevant management/heads, except when the complaints is in relation to the management/heads.
4. Complaints about courses or services are initially handled by the relevant area's manager, except when the complaint involves that manager.
5. The Deputy Principal is responsible for overseeing the Complaints Procedure and may delegate investigation duties to avoid conflicts of interest.
6. Complaints against the Principal or Senior Management Team are handled by an appropriate member of the Audit Committee, Safeguarding Governor, Governor overseeing ED&I, or Staff Governor, unless they are the subject of the complaint.
7. Appeals against complaint outcomes are overseen by the Deputy Principal or another senior manager if the Deputy Principal is involved in the complaint. Where there is a complaint that needs to be escalated to an appointed Governor this will be coordinated by the Principal in consultation with the Chair of Governors.
8. Outcomes will be communicated to both the complainant and relevant staff.
9. Malicious complaints may lead to disciplinary actions.

**Appendix A: Complaints Procedure**

How to submit a complaint

To submit a complaint at Shine Independent College, the following steps are to be adhered to:

**Stage 1: Informal Resolution of Complaints**

Initial complaints should be discussed directly with the staff member involved or their line manager. A response is expected within 10 working days.

**Stage 2: Formal Procedure**

If the complaint is not resolved informally, a formal complaint can be submitted. A formal complaint should be submitted in writing to the Deputy Principal within 5 working days of the initial response.

The Complaints Officer will investigate and produce a summary report within 10 working days of the complaint assessment. Feedback to the complainant should be communicated within 15 working days.

**Stage 3: Appeals Procedure**

Dissatisfaction with Stage 2 can be appealed in writing to the Deputy Principal within 5 working days of receiving the outcome. The final decision will be communicated within 15 working days of the appeal receipt.

The appeal must be made in writing to the colleges Executive Assistant who will liaise with the Deputy Principal in coordinating the appeal review process.

Grounds for appeal are based on any dissatisfaction with the way the investigation or complaint was handled this includes meeting the outlined timelines.

**Stage 4: Conduct of Appeal**

If the appeal process conduct is questioned, the Principal will review the procedure's execution. If the Principal finds the process was not followed as per the College procedure, then a new complaints officer will be assigned and stage 2 will be re-started.

If the complaint remains unresolved to the satisfaction of the complainant, further external options can be explored. This includes contacting relevant external agencies or regulatory bodies for further investigation and resolution.

Education and Skills Funding Agency or Complaints Team

Cheylesmore House Quinton Road Coventry CV1 2WT

**Section 1 – Personal Details**

**Address:**

|  |  |
| --- | --- |
| **First Name:** |  |
| **Surname:** |  |
| **Date of Birth:** |  |
| **Telephone:** |  |

**Email:**

**Do you and/or representative require any reasonable adjustments, as part of the complaints process?**

Yes No

**Section 2 – Complaint Details**

**Details of Complaint:**

**Suggested actions / outcomes:**

.

**Signature: Date:**

**Curriculum Plan for GCSEs**

The examination boards predominately for used at Shine Independent College for GCSEs are AQA, OCR and Edexcel.

**AQA:** https://www.aqa.org.uk/

**Edexcel:** https://qualifications.pearson.com/en/about-us/qualification-brands/edexcel.html

**OCR:** <https://www.ocr.org.uk/>

All students who follow the GCSE courses in the following: Biology, Chemistry, Physics, Mathematics, English Language, English Literature, History, Geography. In addition, students must study at least one modern language from French, German and Spanish.

**Biology**

1. **Cell Biology**
   1. Cell Structure
   2. Cell Division
   3. Transport in Cells
2. **Organisation**
   1. Animal tissues, organs and organ systems
   2. Plant tissues, organs and organ systems
3. **Infection and response**
   1. Infection and response
   2. Monoclonal antibodies
   3. Plant disease
4. **Bioenergetics**
   1. Photosynthesis
   2. Respiration
5. **Homeostasis and response**
   1. The human nervous system
   2. Hormonal coordination in humans
   3. Plant hormones
6. **Inheritance, variation and evolution**
   1. Reproduction
   2. Variation
   3. The development of understanding of genetics and evolution
   4. Classification of living organisms
7. **Ecology** 
   1. Adaptations, interdependence and competition
   2. Organisation of an ecosystem
   3. Biodiversity and the effect of human interaction on ecosystems
   4. Trophic levels in ecosystem
   5. Food production

**Chemistry**

1. **Atomic structure and the periodic table**
   1. Structure of atoms
   2. Relation of elements
   3. The periodic table
   4. Mixtures
2. **Bonding, structure and the properties of matter**
   1. Ionic substances
   2. Molecular substances
   3. Gian covalent substances
   4. metallic substances
   5. overview of types of bonding and structures
   6. nanoscience
   7. the different forms of carbon
3. **Quantitative chemistry**
   1. Relative mass and moles
   2. Conservation of mass
   3. Reacting masses
   4. Yield and atom economy
   5. Gas volumes
   6. The concentration of solutions
4. **Chemical changes**
   1. Reactions of metals
   2. Extraction of metals
   3. Reactions of acids
   4. Making salts
   5. Electrolysis
5. **Energy changes**
   1. Exothermic and endothermic reactions
   2. Chemical cells and fuel cells
6. **The rate and extent of chemical change**
   1. Rate of reaction
   2. Reversible reactions and dynamic equilibrium
7. **Organic chemistry** 
   1. Crude oil and alkanes
   2. Cracking and alkenes
   3. Alcohols, carboxylic acids and esters
   4. Polymers
   5. Biochemistry
8. **Chemical analysis**
   1. Purity, formulations and chromatography
   2. Identification of common gases
   3. Identification of ions by chemical and spectroscopic means
9. **Chemistry of the atmosphere**
   1. The composition and evolution of the Earth’s atmosphere
   2. Greenhouse gases
   3. Common atmospheric pollutants and their sources
10. **Using the Earth’s resources**
    1. Using the Earth’s resources
    2. The use of water
    3. Metals and other materials
    4. Making fertilisers
11. **Formulae and equations**
    1. Writing formulae
    2. Classifying substances
    3. Common reactions
    4. Balancing equations
    5. Ionic equations
    6. Half equations

**Physics**

1. **Energy**
2. **Electricity**
3. **Particle model**
4. **Atomic structure**
5. **Forces**
6. **Forces – observing and recording motion**
7. **Waves**
8. **Magnetism and electromagnetism**
9. **Space physics**

**English Language**

1. **Exploration in creative reading and writing**
2. **Writers’ viewpoints and perspectives**
3. **Non – examination assessment: spoken language**
   1. Presenting
   2. Responding to questions and feedback
   3. Use of Standard English

**English Literature**

1. **Shakespeare and the 19th century novel**
2. **Modern texts and poetry**

**Mathematics**

**History**

**Geography**

**Religious studies**

**French**

**German**

1. https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing\_and\_tackling\_bullying\_advice.pdf [↑](#footnote-ref-1)
2. https://www.oiahe.org.uk/students [↑](#footnote-ref-2)