



COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Thursday 27 January 2022

To be held at 6.00pm

By Teams conference

Membership: C Webb (Chair); Z Andrews (Principal); B Benderli; W Hall; K Tarlow; A Tyrrell; P Williams.

In attendance:

K Goudie – Vice Principal
 Clive Crisford – Assistant Principal
 H McKeand
 A Parker
 E Hadley- DSL

Clerk: Melanie Basson

	Summary of action required	By whom	Status
02.12.21	Final version of the Alternate Provision Audit 3 Nov 2021 to be circulated to the committee	HMc	Complete – Agenda item 4
02.12.21	Astrea School Review to be presented at the next CVC LGC meeting	Principal	Agenda item 6
02.12.21	SIP and SEF to be updated for next LGC meeting. Clerk to add to next agenda	Principal Clerk	Complete - Agenda item 5
02.12.21	Parent and Student survey findings re: Sexual Harassment and Sexual Abuse, to be shared with the committee	KG	Complete - Agenda item 4
02.12.21	CVC Policy review schedule to be shared with the Clerk to diary policy review dates on LGC future agendas	Principal	
02.12.21	First Aid policy – consider changes: <ul style="list-style-type: none"> • Notifying parents in an emergency first aid situation • Remove Appendix 1: List of First Aiders • Terminology and roles to match CVC Publish policy following amendments	TQ	

02.12.21	Publish adopted policies and share with staff: <ul style="list-style-type: none"> • Anti-Bullying policy • Assessment Recording and Reporting policy • Supporting Pupils with Medical Conditions policy • Careers Education and Guidance policy • Privacy Notice Pupils • Privacy Notice Adults 	Principal	Complete
02.12.21	Safeguarding and Behaviour LGC Link Lead visit report to be sent to the Clerk and shared with the committee	PW	
02.12.21	CVC School uniform to be added to the next CVC LGC agenda	Clerk	Agenda item 11

Agenda

Item	Timings	Subject	Format
1	2 mins	Introduction and apologies	Oral item - Chair
2	2 mins	Declarations of interest	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 2 December 2021	Papers attached (p3-10)- Chair
4	20 mins	Principal's Update (pp 11-20) <ul style="list-style-type: none"> • Year 11 mock results – AP • PP strategy – HMc (pp21-31) • Parent/carers survey (pp32-36) 	Papers attached – (pp11-36)-Principal
5	10 mins	CVC SIP 2021-22	Papers attached – (p37) Principal
6	5 mins	Astrea School Review	Oral item - Principal
7	10 mins	Staff wellbeing	Oral item – Chair KG, CC
8	20 mins	Policies to be reviewed: <ul style="list-style-type: none"> • Behaviour policy • Asbestos policy • Safeguarding policy (to note new DSL) 	Papers attached – Chair (p38-48) - CC (p49-57)
9	5 mins	LGC Link Lead roles: Teaching and Learning -CW Safeguarding and Behaviour– PW Pupil Premium and grants - WH Curriculum and Assessment– BB SEND - KT	Oral item - Chair
10	5 mins	LGC member visits <ul style="list-style-type: none"> • Safeguarding visit report PW 	Oral item/report- Chair
11	5 mins	School uniform	Oral item - Chair
12	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: 17 March 2022	Oral item - Chair
13	2 mins	Any Other Business	Oral item - Chair



COTTENHAM VILLAGE COLLEGE
LOCAL GOVERNANCE COMMITTEE
HELD ON

WEDNESDAY 2 DECEMBER 2021

By Teams conference

MINUTES

Members Present:	Cerian Webb (Chair) Zoe Andrews (Principal); Burcu Benderli; Will Hall; Paul Williams; Andrea Tyrrell.
In Attendance:	Melanie Basson (Clerk) Kath Goudie; Hanan McKeand; Kate Tarlow

	Summary of action required	By whom	Status
29.09.21	CVC Anti-bullying policy to be reviewed and presented to the LGC	CC	Complete
29.09.21	Feedback and Marking policy to be published and shared with staff	KG	Complete
29.09.21	Members to arrange link lead visits with SLT leads for the Autumn term	ALL	Complete
29.09.21	Lisa Langley to be invited to present to the LGC regarding peer on peer abuse at the next meeting	LL	Complete
02.12.21 Item 4	Final version of the Alternate Provision Audit 3 Nov 2021 to be circulated to the committee	HMc	
02.12.21 Item 4	Astrea School Review to be presented at the next CVC LGC meeting	Principal	

02.12.21 Item 5	SIP and SEF to be updated for next LGC meeting. Clerk to add to next agenda	Principal Clerk	
02.12.21 Item 6	Parent and Student survey findings re: Sexual Harassment and Sexual Abuse, to be shared with the committee	KG	
02.12.21 Item 7	CVC Policy review schedule to be shared with the Clerk to diary policy review dates on LGC future agendas	Principal	
02.12.21 Item 7	First Aid policy – consider changes: <ul style="list-style-type: none"> • Notifying parents in an emergency first aid situation • Remove Appendix 1: List of First Aiders • Terminology and roles to match CVC Publish policy following amendments	HMc	
02.12.21 Item 7	Publish adopted policies and share with staff: <ul style="list-style-type: none"> • Anti-Bullying policy • Assessment Recording and Reporting policy • Supporting Pupils with Medical Conditions policy • Careers Education and Guidance policy • Privacy Notice Pupils • Privacy Notice Adults 	Principal	
02.12.21 Item 10	Safeguarding and Behaviour LGC Link Lead visit report to be sent to the Clerk and shared with the committee	PW	
02.12.21 Item 12	CVC School uniform to be added to the next CVC LGC agenda	Clerk	

1) Introductions and Apologies

Apologies for absence were received from Lisa Langley and these were accepted by the committee.

The Chair welcomed all attendees and introductions were given.

2) Declarations of interest

There were no declarations of interest for agenda items regarding this meeting.

3) Minutes, Action tracker and Matters Arising

The minutes of the last CVC LGC meeting held on 29 September 2021 were ratified electronically on 26 October 2021 and adopted by the committee.

The committee reviewed matters arising and noted all actions have been completed.

The committee adopted the minutes as a true and accurate record of the meeting.

4) Principal's Update

The Principals update was circulated to the committee in advance of the meeting. The update focussed on:

- Headlines

- Leadership and Management
- Staffing
- Inclusion
- Attendance – 91.9% average for all students up to 15 November 2021
- Safeguarding
- Student destinations
- Site and Operations
- Ofsted Inspection Data Summary Report 12 November 2021

The Principal outlined CVC SLT operational strategies:

- Ofsted readiness
- Policies review schedule
- Behaviour
- FTE and managed moves

Staffing

The committee acknowledged significant change to CVC Senior Leadership Team over the last year. COVID measures continue to cause disruption, resulting in significant staff absence requiring an increase to the use of supply cover teachers. CVC face challenges resiliently, manage staff movements on site and continue to monitor the impact on staff wellbeing.

Behaviour

The committee acknowledged the embedding of CVC Behaviour policy is having a positive impact on student behaviour.

Alternate Provision

The Principal informed the committee that CVC are monitoring the impact on students attending the alternate provision set up to support students with SEMH issues.

The committee acknowledged the findings reported in the draft CVC Alternative Provision audit, 3 November 2021, and questions were invited.

The committee asked questions regarding:

- Curriculum
- Size and categories of the current cohort
- Staff training and support
- Risk to future provision

The Principal informed the committee that CVC are addressing issues raised in the AP audit and implementing a tailor made plan to provide the most suitable provision for each student.

The final version of the Alternate Provision Audit will be circulated to the committee in due course.

Safeguarding Audit

CVC Safeguarding Audit report, 21 October 2021, was circulated to the committee in advance of the meeting.

Mrs Goudie informed the committee in light that Lisa Langley is leaving, a new Safeguarding Officer, DSL, has been appointed, starting in January 2021.

The Chair questioned whether CVC have a date when the Astrea School Review will take place.
The Principal informed the committee that this is scheduled to take place w/c 6 December 2021, to include the Behaviour Audit review, which can be presented at the next CVC LGC meeting.

The Chair questioned what measures are in place to safeguard students when moving between TCS and CVC.

The Principal reassured the committee that students are accompanied by staff at all times when moving between TCS and CVC.

Mr Williams questioned what measures CVC have in place to ensure visitors to the site have the appropriate DBS certification.

The Principal informed the committee that the Site Team mainly use companies whose staff have satisfactory DBS certification. In some cases, where DBS certification is un-obtainable, these visitors are accompanied on site at all times. All visitors must visit reception and sign in to obtain a lanyard, all staff are aware that anyone not wearing a lanyard, must be challenged.

Acknowledging a decrease in students first preference when applying to Year 7 in September 2022, the Chair questioned what CVC are doing to mitigate the risk of a reduction in GAG income.

The Principal acknowledged that local feeder school, Cottenham Primary School, is currently under PAN by 25 students which is expected to have a direct impact on Year 7 admissions in September 2022. To address this, the Principal has met with other local primary Headteachers, offered tours around CVC to potential students, and Mrs Goudie has visited out of catchment schools, with a view to promoting what CVC have to offer.

Where detentions are issued to students for non-completion of homework, the Chair questioned whether these students can catch up with uncompleted work, whilst in detention with other students attending due to behaviour.

The Principal informed the committee that students attending homework detention are given opportunity to complete un-finished homework. Detentions for behaviour take place separately.

The Chair questioned what CVC have in place to support students who have less support at home with a view to avoiding repeated detentions.

The Principal informed the committee that CVC have a Homework Club in place to enable students to complete homework, whilst supported with internet access and resources. During Homework Club, staff can identify and offer support and address reasons and/or patterns to avoid future detentions.

The Principal was thanked for her report.

5) CVC Self Evaluation Form (SEF) 2021-22

The Principal reported the SEF has been updated and circulated to the committee in advance of the meeting.

The Chair questioned how Shine Point Awards are monitored for consistency.

The Principal informed the committee that Clive Crisford is reviewing how Shine Points are awarded, with a view to recognising students hard work consistently across the College. CVC are considering a different approach for Year 11, where Prom points may be achieved.

Clerk was asked to add SIP and SEF to the next LGC meeting agenda, with a view to presenting the updated versions.

The Chair thanked the Principal for their report.

6) Peer on Peer abuse awareness

Mrs Goudie informed the committee that all staff have completed Peer on Peer abuse awareness training through Educare.

In response to the Ofsted report regarding Sexual Harassment and abuse in schools and colleges, CVC have carried out Student and Parent surveys, by which the findings have been shared in assemblies with all students. Understanding and identifying sexual harassment sessions are delivered to students during PSHE lessons and on conference day.

The Chair questioned whether the surveys identified any concerns which require significant action from CVC.

Mrs Goudie informed the committee that, as is reported nationally, CVC identified that sexual harassment and abuse incidents have been experienced by students. And went on to explain that CVC intend to raise awareness of expectations and to encourage students to report their experiences with a view to addressing these issues.

The committee requested that the results and key findings from Parent and Student surveys are shared with members of the committee. Mrs Goudie to arrange.

Mr Williams questioned whether CVC plan to schedule a follow up survey.

CVC have responded to the recent surveys and plan to monitor how incidents are tracked and monitored to identify trends. Follow up surveys may be considered in due course, when impact is measurable to identify improvements as a result of CVC's approach.

7) Policies to be reviewed

The following policies were circulated to the committee in advance of the meeting and reviewed:

- Anti-Bullying policy
- Assessment Recording and Reporting Policy
- First Aid Policy
- Supporting Pupils with Medical Conditions Policy
- Careers Education and Guidance Policy
- Privacy Notice Pupils
- Privacy Notice Adults

The committee were informed that CVC website has been audited for its content compliance with DfE statutory requirements. CVC have drafted a policy schedule to ensure policies are reviewed regularly and presented to the LGC for ratification. The Principal was asked to share the Policy Review Schedule with the Clerk, to diary dates for policies to be presented to the committee.

First Aid policy

The Chair enquired whether the First Aid policy should define at what point we notify the parents in the event their child being involved in an emergency situation.

The Principal to consider defining the First Aid policy regarding CVC procedure of notifying parents/carers an emergency situation, prior to publishing.

The Committee acknowledged that CVC First Aid policy includes a list of first aiders which is updated as necessary, and used by staff to inform as to who are First Aiders are. The committee agreed that the list of staff should be removed as an appendix from the policy, to avoid out of date information as circumstances change.

Mr Williams questioned whether CVC have a Medical Officer as mentioned in the policy under Off Site Activities.

The academy to check terminology and roles match CVC arrangements in the First Aid policy, prior to publishing.

Supporting Students with Medical Conditions

In view that students carry their own medication, Mr Williams questioned whether CVC hold duplicates in case a student forget theirs.

The Principal informed the committee that we do hold medication centrally for some students, where provided.

Mr Hall questioned whether CVC review student medical arrangement records held by CVC, to take account of changes in circumstance.

The Principal reported that we actively contact parents annually to check their child's medical information is correct and ask that they inform us at any time of any changes to medication or diagnosis, which may affect how we support students in school. CVC inform parents where medication held is out of date.

Mr Hall questioned whether CVC keep a central record for students with a medical plan.

The Principal informed the committee that all staff are aware where to locate individual student medical arrangements and needs, which are kept securely.

Careers policy

The committee acknowledged that Work Experience for Year 10 students is currently recorded in the Careers policy for a one-week term, as opposed to two weeks in previous years. The committee were informed that CVC are trialling a duration of one week this year, but will review it next year.

Mr Williams questioned whether students under the age of 16 were disadvantaged in some areas of work due to Health and Safety limiting opportunities. Mrs McKeand reported that whilst students are attending Work Experience, allowances are in place to accommodate a wide variety of work opportunities.

Amendments considered, the committee agreed to adopt the CVC First Aid policy. Principal to arrange for noted changes to be made to policy and arrange publishing on CVC website and sharing with staff.

The committee adopted the following policies:

- Anti-Bullying policy
- Assessment Recording and Reporting Policy
- Supporting Pupils with Medical Conditions Policy
- Careers Education and Guidance Policy
- Privacy Notice Pupils
- Privacy Notice Adults

Principal to arrange publishing on CVC website and sharing with staff.

8) LGC member visits/Chairs update

Members were invited to organise dates for LGC member visits with relevant CVC SLT members during the Spring term.

The Chair, LGC Link Lead for Teaching and Learning, PHSCE and SRE, visited CVC and met with Mrs Goudie on 3 November 2021. The school visit report was circulated to members in advance of the meeting.

The Chair plans to visit CVC in the Spring term with a view to identifying how CVC are fulfilling their responsibility under the Public Sector Equality Duty, in particular when students are choosing their GCSE subjects.

Mr Williams, LGC Link Lead for Safeguarding and Behaviour visited CVC on 12 November and gave an overview of his visit. Mr Williams to send Safeguarding and Behaviour school visit report to the Clerk for circulation to the committee.

Mrs Benderli, LGC Link Lead for SEND, reported that she had spoken with CVC SENCO, Susan Kean, by way of introductory meeting and gave an overview of the issues discussed and plans for future focus:

- Parental support and the impact on students
- Student access to technology
- To arrange a learning walk for the Spring term

Mr Hall, LGC Link Lead for Pupil Premium and Grants, spoke this week with Mrs McKeand regarding CVC Pupil Premium Strategy and plans to visit in January 2022, with a focus on home support and engagement.

Committee Link Lead members were thanked for their reports and feedback.

11) Member training

Members acknowledged those who have completed the following mandatory annual safeguarding training modules and others who have yet to complete, were reminded to do so:

- Child Protection in Education
- Equality and Diversity
- Sexual Violence and Harassment between children
- Prevent Duty– Safeguarding Lead
- Keeping Children Safe in Education (Part 1)

12) Government policy update: School uniform costs

The committee acknowledged that CVC are obliged to comply with statutory guidance from the DfE ensuring the cost of school uniforms is reasonable and secures the best value for money, issued under the Education (Guidance about Costs of School Uniforms) Act 2021.

The committee identified points for consideration:

- Compulsory CVC badged items to be reviewed
- Competitive Supplier arrangement
- Compulsory items purchase options clearly identified on supplier website
- Uniform Scheme provision for recycled items
- Supporting PP students

The Principal informed the committee that these points will be shared with Clive Crisford for consideration, of which findings will be shared at the next LGC meeting. Clerk to add CVC School Uniform as a future agenda item.

13) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on Thursday 27 January 2022.

Future agenda items:

- PP Strategy
- Behaviour policy
- Mock results
- Staff wellbeing
- CVC School Uniform

14) Any Other Business

Attendees were thanked for their input and left the meeting.

The meeting finished at 7.45pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 4 January 2022

PRINCIPAL'S REPORT JANUARY 2022

Headlines & updates since previous meeting:

- Covid is still a huge issue. Absences affected at the end of the December and the start of the term by positive cases in both student and staff populations.
- This term we have a new MIS system called Bromcom which replaces SIMS. The training day gave some time to support staff training on the new system. Over time, we will develop further use of this.
- The changes in the behaviour module of Bromcom have resulted in some changes to the Behaviour for Learning Policy.
- Chris Cassidy joins us as Vice Principal (Culture) on a temporary basis from the local Astrea team to add capacity to the senior team.
- On Monday 24th January we are hosting interviews for a new Assistant Principal. There were 14 applications and a strong field of candidates.
- We are working on our new curriculum model for 2022. Within this we are considering extending the KS4 week to more hours and will be consulting this term with stakeholders on this.

Leadership and Management

- Dimitris Spiliotis, Deputy Director of Education and Inclusion at Astrea review spent a week at Cottenham w/c 6 December for a school review, which included: meeting with the Principal, behaviour learning walk, Single Central Record check, observing pupils at lunch time, meeting with the pupil premium leads, meeting with PSHE/RSE leads, visiting the on-site AP unit, visiting the reflection room, meeting the attendance lead, observation of lessons and departmental meetings (Maths, English, Science, Geography, RE and Art), meeting with the SENCO followed by work scrutiny of SEND and meeting with a variety of students across the week. The meetings with the behaviour leader and Designated Safeguarding Lead took place in mid-January due to covid absences and, therefore, the report is delayed until these meetings have been processed. The report will be shared at the next LGC meeting.
- The Principal has met with the following this month: ECT (Early Career Teachers), trainees, new staff who started in January and the head students. Feedback about their initial experiences at CVC have been positive.
- Alternative Provision – see appendix 1, which includes the factual errors from the last meeting addressed in red.
- Pupil Premium Strategy Statement – see appendix 2.
- A parent's survey, similar to Ofsted Parent View was shared in early January with 241 responses (on 18.1.21). Results included below in Appendix 3.

Staffing

New starters in January:

- Mr Chris Cassidy joined as Regional Vice Principal for Astrea and will be working with CVC for the Spring and Summer terms.
- Miss Ellen Hadley joined as our new Designated Safeguarding Lead. Ellen has previously worked at another school in a similar role and brings her experience with her.
- Mrs Caitlin Burtonshaw joined as a Teacher of Maths for the Spring and Summer terms. Caitlin is also working on a project for the leadership team: Raising Achievement.
- Mr Jeremy Broomfield joined as a Teacher of Science for the Spring and Summer terms replacing Dr Allouis. We are currently advertising for a Second in Charge of Science to start in September 2022.
- Mrs Lavinia Milea joined as a Cover Supervisor.
- Mrs Tilly Thompson joined as a Pastoral Coordinator.
- Ms Julie Messal joined us as a First Aider and Administration Assistant.
- Leavers: Mr David Pollard, Design Technology Technician and Miss Leah Cockrill, Pastoral Assistant, leave us at the end of January.

We are currently advertising for: Second in Science, Pastoral Assistant and a Design Technology Technician.

Y11 Mock Exams – Overview

Year 11 mock results have now been shared with students and families, and feedback with students took place from December. Percentage results on papers were shared along with the median for the cohort in each subject so that students and parents could see how they had performed against peers. Projected grades were also sent home. Internally, 'working at' grades were also completed by teaching staff to help identify those students who need further targeting and support.

A summary of Year 11 headlines based on the projections and working at grades are below:

	Year 11 Autumn Projections						Year 11 Autumn Working At					
	All	PP	SEN K	EHCP	Boy	Girl	All	PP	SEN K	EHCP	Boy	Girl
Progress 8	0.24	-0.09	-0.28	0.04	0.14	0.39	-0.21	-0.62	-0.5	-0.33	-0.32	-0.06
Attainment 8	55.31	39.06	24.38	20.5	55.6	54.94	50.84	34.06	22.19	17.36	50.98	50.65
English & Maths 4+	85.5	51.9	25	0	87.8	82.7	74.6	40.7	25	0	75.5	73.3
English & Maths 5+	66.5	37	25	0	71.4	60	52	25.9	0	0	54.1	49.3
English & Maths 7+	20.2	0	0	0	20.4	20	16.8	0	0	0	18.4	14.7
Ebacc Standard Pass	50.3	25.9	25	0	85.7	81.3	41	14.8	25	0	36.7	46.7
Ebacc Strong Pass	39.3	14.8	25	0	35.7	44	26.6	7.4	0	0	24.5	29.3
Ebacc 7+ Pass	10.4	0	0	0	8.16	13.3	12.7	0	0	0	0	12
5+ 9-4 including English & Maths	83.8	48.1	25	0	85.7	81.3	72.3	40.7	25	0	71.4	73.3
5+ 9-5 including English & Maths	64.2	37	25	0	68.4	58.7	50.3	22.2	0	0	51	49.3
9-4 in English	89.6	66.7	25	0	89.8	89.3	79.8	51.9	25	0	79.6	80
9-5 in English	78.6	51.9	25	0	78.6	78.7	64.7	44.4	25	0	62.2	68
9-7 in English	35.8	18.5	25	0	29.6	44	32.4	18.5	25	0	29.6	36
9-4 in Maths	87.9	59.3	25	42.9	90.8	84	82.7	51.9	25	28.6	86.7	77.3
9-5 in Maths	72.8	48.1	25	14.3	79.6	64	62.4	29.6	0	14.3	68.4	54.7
9-7 in Maths	30.6	3.7	0	0	34.7	25.3	25.4	0	0	0	28.6	21.3
P8 English Element	0.16	0.01	-0.61	-0.02	-0.07	0.48	-0.22	-0.49	-0.61	-0.36	-0.42	0.06
P8 Maths Element	0.24	-0.17	-0.34	0.58	0.32	0.13	-0.17	-0.75	-0.59	0.25	-0.06	-0.34
P8 Baccalaureate Element	0.41	0	0.2	0.04	0.42	0.4	-0.09	-0.62	-0.17	-0.4	-0.13	-0.05
P8 Open Element	0.13	-0.18	-0.52	-0.3	0.42	0.4	-0.36	-0.61	-0.7	-0.63	-0.64	0.04

Mock examinations are a guide for teachers and students and families, but the most important outcomes from the exams are reflecting on what mocks have revealed about what students can and cannot do. Subject teams have been identifying areas for development to support students to make progress towards the final examinations in the summer. Subject leaders presented their reflections and plans for supporting students to the Principal and Assistant Principal in charge of raising attainment in the first week of the new term in January. These presentations included the topics or key questions in papers that had shown they needed targeted revision and work, the key students

identified as needing more support, and the plans for the department's programme of support for students ahead of February mock examinations and the final exams in May and June.

Admissions

Number on Roll	
Year 7	171
Year 8	179
Year 9	177
Year 10	177
Year 11	173
Total	877

In-year admissions 2021-22	
Year 7	3
Year 8	7
Year 9	8
Year 10	3
Year 11	1

Year 6-7 intake					
Year	PAN	Place Allocated	1st	2nd	3rd
2022-23	180		158	69	30
2021-22	180	170	156	59	29
2020-21	180	178	168	68	33
2019-20	180	181	192	77	37
2018-19	180	180	175	74	29
2017-18	180	180	166	57	30

Leavers

Leavers 2021-22	
Year 7	4
Year 8	2
Year 9	1
Year 10	3
Year 11	1

Managed Moves

Managed Moves 2021-22			
Year Group	In	Out	Taken on roll
Year 7	0	0	0
Year 8	0	0	0
Year 9	0	1	0
Year 10	0	1	0
Year 11	0	0	0

Exclusions

	2021-22 (15 November 2021)			2020-21			National (2018/19)
	No. of exclusions	No. of students	%	No. of exclusions	No. of students	%	
Whole school	49	28	3.19	51	30	9.04	10.75
7	0	0	0	3	3	1.67	
8	8	4	2.23	13	4	2.19	

9	23	14	7.91	15	10	8.15	
10	3	3	1.69	12	6	3.35	
11	15	7	4.05	8	7	3.93	
Multiple exclusions		10	1.14		5	0.55	2.03

Attendance

Attendance	2021/22 17.12.21	PA	2021/22 17.12.21
School	91.3	School	29.9
Year 7	93.2	Year 7	25.8
Year 8	92.3	Year 8	31.7
Year 9	91.2	Year 9	33.1
Year 10	88.1	Year 10	31.1
Year 11	91.6	Year 11	27.6
Disadvantaged	84.6	Disadvantaged	52.7
Non Disadvantaged	92.5	Non Disadvantaged	25.5
SEN Support	81.3	SEN Support	55.1
EHCP	81.3	EHCP	43.9
Non SEN	92.4	Non SEN	27.7

After-school detention numbers since return in January

- Behaviour – 108
- Homework – 33

Pupil Premium

Year group	PP numbers	% of year group
Year 7	32	18.71
Year 8	37	20.67
Year 9	24	13.60
Year 10	22	12.43
Year 11	29	16.76
Whole school	144 out of 877	16.4

	Number of students
KS3	527
KS4	350
SEN K	48
SEN E	40
EAL	52
LAC	4
FSM	103

Safeguarding

Safeguarding Data Return	Sept	Oct	January 2022
No. of Referrals made to Social Care	0	0	2
Cases picked up by Social Care	0	0	1
Early Help Assessments submitted/ cases opened at TAC level (or equivalent)	1	0	1
No. of children open to Child Protection Plan	0	0	2
No. of children open to Child In Need Plan	2	2	0
No. of children with TAC Plan/EHA or equivalent currently in place	12	11	7
New: No. of children on EHCP	34	34	34
New: No. of children on the edge of receiving support from social care or in process of being referred	0	0	0
New: No. of those at risk of NEET (not in employment, education or training)	N/A	N/A	N/A
New: No. in temporary accommodation	0	0	0
New: No. of Young carers	3	4	4
New: No. considered otherwise vulnerable/monitoring	N/A	9	9
Discriminatory incidents	2	10	0
Bullying Incidents	4	25	0
Recorded Restraints	0	0	0
Prevent Concerns	0	1	2
Prevent Referrals	0	0	0
Previous LAC	0	0	0
Current LAC	4	4	4
No. of staff allegation this academic year so far	0	0	0
No. of LADO referrals this year so far	0	0	0

Site & Operations

Tenders are currently being obtained for the roof repairs over drama, music and art departments. These are expected by the end of January with work commencing over February half term. Phase 2 of the electrical rewiring of the science and art blocks is going to plan and expected to be finished by Easter.

The phased return after the Christmas break was successful including on site covid-19 testing for students prior to going back into classrooms. We are continuing to work very closely with the Local Authority and Public Health England. Additional covid-19 prevention measures have been introduced since the start of this term with students (unless exempt) wearing masks at all times whilst indoors which also includes classrooms. Government will review the wearing of masks in classrooms on the 26 January. We continue to have ample supply of covid-19 testing kits on site for all students and staff.



Note of Visit: Wednesday 3 November 2021

School:	Cottenham Village College	Principal:	Zoe Andrews
Focus of Visit:	Development of In-House Alternative Provision		

Context of Visit:

- Meetings with the Principal, the DSL as Lead for Alternative Provision (AP), the AP Coordinator, and the Assistant Principal as the new lead for AP.
- Visits of the AP provision and part observation of an English lesson.

Commentary and Observations:

Leadership

The lead for AP confirmed that the provision has been running for a year and was established in response to the Ofsted inspection of 2019. It was initially led by an Unqualified Teacher and is now run by the Designated Safeguarding Lead, with support from an Assistant Principal who takes responsibility for the strategic direction, including curriculum development. They are supported by a full time Early Career Teacher who is responsible for curriculum delivery and differentiation. This current model has been running since September 2021.

As an Early Career Teacher, the AP Coordinator teaches in mainstream for 2 lessons a week in her specialist subject of PE – this is the minimum allowed to meet ECT requirements. She enjoys her role within AP but feels her career may have started more strongly if she had had the opportunity to develop her subject expertise first, however she applied for the job and understood the expectations of the role on application – she had previously been a TA at the school.

The Assistant Principal has taken on responsibility for AP since September and has no prior experience of the pastoral side of education, including safeguarding, but is very willing to learn. She currently teaches 7 lessons a fortnight within AP and thoroughly enjoys it.

The DSL has recently handed her notice in and will leave the school in December. An advert has not yet gone out to replace this role, but is expected to.

Referral into the provision is 'strict' according to the AP Leads and an AP Panel meets every two weeks to agree any new admissions, which have to be accompanied by 'extensive paperwork to justify the request'. The Panel consists of the DSL as AP Lead, the Behaviour Lead, the SENCO and a representative from the LA.

The LA have not yet reviewed the provision to either quality assure or offer advice and guidance on best practice.

Reflections of the AP Leads

All colleagues within the AP provision have a clear understanding, in the most part, of the strengths and weaknesses of the current provision. They correctly identify that it has been instrumental in improving attendance, reducing behaviour points, increasing Shine points, and increasing the levels of pride students feel about their work. However, they acknowledge that the curriculum has not been developed with the needs of students in mind – rather as a result of under-allocation of staff and that as a consequence, students do not currently experience a curriculum offer that successfully meets need and/or prepares them for the next stages in their education, employment or training.

The AP Leads acknowledge that they currently have no tracking data and so are unable to confirm the progress made by students, which is made problematic by the fact that all Year groups are taught in the same

room. They openly acknowledge that the approach has been to have specialist teachers teach Y11 students and to encourage a more independent approach to the other year groups by necessity.

Finance

The AP Lead understands the following in relation to the budget:

Budget for 2021/22@ £90,000 (received from LA)	
Detail	Annual Spend
Salary for Early Career Teacher as AP Coordinator	£21,000
Pay back for use of teachers to staff provision	£15,855
Dog Therapy provided weekly on a Monday	£3,600
2 x students who attend Olive AP Trust (Subsidised places at reduced rate of £13,000 per pupil)	£26,000
Academy 21 provision for 1 child (delivered in school)	£5,781
Red Balloon Hospital placement for 1 child	£6,000
1 x student placement at The Centre School	£16,000
Music Therapy through TCS	Free of Charge
2 x students attending Equine Therapy	START pays due to EHCP
2 x students medical in-patients due to suicidal ideation	NHS pays

It is not clear whether £90,000 is confirmed as income for AP and/or whether this income is ring-fenced. There is also confusion as to the status of the 'pay back' for staffing who teach in the provision.

Provision

At the moment there are 13 students accessing alternative provision. 5 are placed in the on-site provision and 8 attend external provision as detailed above. In school are 2 x Y9, 1 x Y10 and 2 x Y11. All are based in the same room and taught by one specialist teacher, based on those teachers who are currently under allocation. The AP Coordinator acts as the support teacher and aims to differentiate for different key stages within the lesson.

The cost of external provision, which is offered to 8 students, as listed above, impacts significantly on the AP budget remaining in which to develop the in-house provision.

Curriculum Offer

The curriculum offer currently mirrors the majority of the mainstream offer but is determined by which members of staff are free to teach, rather than starting with the curriculum needs and then staffing. For example, the Y11 students were studying History until they moved to AP, but as there is no History teacher, they now study Geography.

All students currently follow an Entry Level offer in subjects determined by teacher availability. The Year 11 students are studying for GCSEs in maths, English, one Science, INGOTS (IT) and one does Art. There is no entry level.

Where provision is *alternative* is in the offer of Dog Therapy on a Monday delivered by an external Autism specialist, and by the offer of Music Therapy which is provided free of charge through the Centre School. AP Leads would also like to provide off-site provision on Friday afternoons in order to offer 'a change of scenery' and to develop resilience. They are currently looking at Milton Country Park as an option and have, in the recent past, looked at Duke of Edinburgh awards, but this has not yet been considered further.

Purpose and Rationale

As the AP offer is relatively new, the AP Leads are not yet agreed on the purpose and rationale. That is not to say that they are in disagreement in any way – simply that they have not had opportunity to discuss this in any detail either as a group or with the wider SLT, as to *who it is for and for what purpose*.

Last year, provision was offered to those at risk of exclusion and was predominantly boys. Last academic year, there were far more girls than boys. 7 girls to 3 boys. This year, all students accessing the in-house provision are vulnerable girls identified as either Emotionally Based School Avoidant (ESBA) or suffering from extreme anxiety, related to mental ill-health.

Whilst this is a work in progress, the current thinking is that if students join in Y11 they would stay the whole year, but if they are younger then the aim would be to reintegrate into mainstream within 6 weeks.

The Classroom Environment and Engagement in Learning

On first visit to the AP provision, it was noticeably cold, and blankets could be seen at the foot of each desk. It is standard practice for students to wear their coats in class and to bring blankets from home due to the low temperature. It is difficult to understand how students are able to work to the best of their ability under such extreme temperatures, which are exacerbated by the implications of covid and protective measures requiring open windows. The radiator had been fixed, but to supplement it there are three portable heaters that were used last academic year. These had been tidied away but were available as soon as the weather became colder.

The back of the classroom is decorated with plant images and a sink at the back of the room is full of plants, which the students have enjoyed tending to. There is also a display of 'bring your pet to school day', which includes pictures of dogs and a snake, brought in from home.

The English lesson observed was taught by a specialist English teacher from mainstream who taught the two Year 11 students. The Year 10 student was working on something else independently. The two Year 9 students were also working on something else, and which appeared to be independent reading. One of the Y9 students did not have a book and was highlighting a chart.

As an observer, it appeared that two students were engaged in learning (those being formally taught), but the other three were not. It is therefore not clear what (if any) progress the Year 9 and 10 students are making – and the current lack of data, as acknowledged by the AP leads, makes it even harder to ascertain the picture for progress over time. However, the AP Leads acknowledge that if KS4 students are following an Entry Level offer then they are unlikely to be progressing at the level expected and at present there is no rationale or case study to confirm why this approach is appropriate (or not).

The observation was no longer than 20 minutes. Two members of staff shared that the observation was very brief, less than 5 mins long. Therefore, gauging interaction would be difficult in such a short amount of time. but during this time there was no interaction between the teacher and the Year 9 and 10 students. All attention and interaction was aimed at Y11.

All students were wearing coats and two had their hoods up, some had their blankets over their knees.

How the AP Leads Think Provision Should Be Developed Further

As suggested above, the AP is a work in progress, however, the AP Leads do have ideas of how provision should be developed further. These suggestions are summarised anonymously below:

- Would like to focus on progress, as it is not really a focus at the moment.
- Needs targeted staffing and those who want to work with these students (not just those under-allocation as it creates resentment).
- Provision needs a new name.
- Would like an extra room.
- Would like an extra person (even part-time) as full-time staff in the provision lose their PPA and lunch as they are the only constant and leaving the students causes them to dysregulate.
- Would like to develop the off-site offer on a Friday afternoon.
- Would like a Thrive Practitioner to offer emotional and therapeutic support.

Suggested Actions:

What	Why	Who
Separate teaching of KS3 and KS4 with KS3 accessing curriculum offer remotely, using the computers in the room and KS4 formally taught by specialist teachers.	<p>Key Ofsted risk of a category as confirmed by DS in conversation with NC on 08/11.</p> <p>The provision will not work with 3 x year groups being taught by one teacher and poses a significant Ofsted risk. Advice sought from HMI, Dimitris, who agrees the suggestion made is the better option should an inspection happen before Christmas, as any changes now will not have had sufficient time to evidence impact.</p> <p>Imperative that vision, purpose and rationale of AP is secured asap and that by Christmas, at the latest, this is made clear and KS3 are taught elsewhere with the AP potentially being used as a KS4 provision only.</p>	Principal and SLT supported by Regional Director and Dimitris
Secure heating in the AP room.	It is too cold to work productively.	Principal / Regional Director
Develop back-office space in AP room.	It either needs to be a proper office or an alternative independent study room – it currently looks like a cupboard.	Principal / Regional Director
Separate the room so that there is a section with the vinyl floor and a carpeted section.	This will offer you more variety in teaching options and allow you to move from formal teaching (carpet) to therapeutic / independent skills (vinyl and kitchen) with ease, thus helping engagement and purpose.	Principal / Regional Director
Review the AP budget against pupil need and staffing.	You need to have clarity of income and expenditure so that you can appraise whether the current spend is appropriate in meeting need as well as offering value-for-money. Once this is done you can formulate a plan of how an in-house provision will provide both – and do it better than an external provider.	Principal / Regional Director
Ensure like-for-like replacement of DSL.	Trust approach is for full-time non-teaching member of SLT due to high level of risk associated with Safeguarding – this is enhanced further due to Ofsted window at CVC and links to safeguarding highlighted in previous inspection.	Principal / Regional Director
Meet with Marie Tamou of the LA.	To confirm terms of reference of provision and what the role of the LA is. This cannot really happen though until you have established in your own minds what the purpose and rationale is.	Principal / Regional Director
Have a Deep Dive into AP.	In preparation for Ofsted and to ensure all AP Leads are able to talk with confidence under scrutiny.	Principal / Regional Director supported by Dimitris
Source DSL training for Assistant Principal.	Just so that she has an overarching understanding of what operational safeguarding should look like, thus enabling her to QA with confidence.	Principal / Deputy Director for Safeguarding

Engage in an SLT Strategy Day or half day.	To confirm what the vision, purpose and rationale of the AP provision is. This also needs to confirm the curriculum offer and be directed by the needs of the students and not driven by the under-allocation of teaching staff.	Principal and SLT
Link with the Centre School and review their curriculum offer as a starting point.	This gives you a starting point for discussion as to whether their model is what you want – or something very different.	Principal and SLT
Ensure appropriate staffing for Y11 male student anticipated to join.	He is expected to cause significant disruption and as of yet, there is no plan for the deployment of additional staff to support.	Principal and AP Leads
Implement attainment tracking.	At present it is unclear what progress has been made.	Principal, Data Lead and AP Leads
Source grant funding for Thrive training.	It would be beneficial to have a Thrive practitioner in-school, as this will allow for therapeutic support to be delivered as needed and the Thrive approach provides statistical data of progress over time, as well as clear action plan.	National Leader of Inclusion and Head of Fundraising
Write case studies for students attending both in-house and external AP.	In order to celebrate clear successes and explain any individual cases which do not look successful on the surface.	AP Leads supported by SENCO
Develop a post-16 transition plan for students.	Students need structured support for careers guidance – particularly as the current curriculum offer does not allow them to progress to their choice of post-16 course.	AP Leads
Review risk assessments for activities.	If pets are to be brought in from home, health and safety requirements necessitate an understanding of any risk.	AP Leads
Visit another AP centre to evaluate their purpose and rationale.	To inform your own thinking and development.	AP Leads
Update displays in the room.	The room looks dishevelled and uncared for, and this is not conducive in reinvigorating already disengaged students.	AP Leads
Talk to students about the experience in AP so far.	You need to understand how it meets their pastoral and academic needs and so that if there are any gaps in provision (or even in their own understanding of how it supports their next steps) these can be addressed.	AP Leads

Additional Resources:

Duke Of Edinburgh for Alternative Provision:

<https://www.dofe.org/wp-content/uploads/2019/06/Alternative-education-flyer-2019.pdf>

Details of the Thrive Approach for Adolescent-Trained Practitioners:

<https://www.thriveapproach.com/courses/practitioners/237/>

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cottenham Village College
Number of pupils in school	880
Proportion (%) of pupil premium eligible pupils	15.23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (2021-2024)
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024 (plus annual review Dec 2022)
Statement authorised by	Zoe Andrews
Pupil premium lead	Hanan McKeand
Governor / Trustee lead	Will Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,600 (+LAC)
Recovery premium funding allocation this academic year	£56,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£170,800

Part A: Pupil premium strategy plan

Statement of intent

Cottenham Village College is a successful and fully inclusive 11-16 school. Alongside high expectations of behaviour, we provide an ambitious curriculum that aims to foster pupils' curiosity, unlock their potential and raise their aspirations, as well as ensure that pupils achieve high levels of attainment that will open doors for their future. In order to tackle educational inequality, high quality teaching is at the heart of our strategy. Ensuring effective teaching in all classrooms, along with support to improve and develop, is the key factor to a successful approach.

We have identified the four main areas that we wish to focus on to support disadvantaged pupils with. Therefore, the main principles driving the strategy are increasing attendance to maximise learning, the use of targeted academic support to narrow the gap in attainment, to continue to develop high standards of behaviour and to support with pupil well-being.

All pupils, regardless of their background, are encouraged to pursue not only their academic aspirations but also to participate in extra-curricular activities. Opportunities for enrichment helps to foster positive educational experiences, gain wider skills and provide shared experiences.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our attendance data over the last three years indicates that there is a significant difference between disadvantaged and non-disadvantaged students, leading to underachievement by disadvantaged pupils.
2	The behaviour of disadvantaged pupils needs to improve, leading to improved outcomes. For the academic year 2020-21, the average number of detentions issued for a disadvantaged pupil was higher than non-disadvantaged. A disadvantaged pupil at CVC is more likely to receive an exclusion compared to their non-disadvantaged counterparts.
3	Attainment of disadvantaged pupils needs to improve. Year 11 results for the academic year 2020-21 indicated that the average grade attained for non-disadvantaged pupils was 5+, whereas the average grade attained for disadvantaged pupils was 3+. The gap between the attainment of disadvantaged pupils and their peers mirrors the national pattern and is a priority for focus and improvement. The impact of the pandemic and lockdown learning is increasingly evident - gaps in knowledge due to C-19 presents challenges that we need to address if we are to reduce the gap in attainment.
4	We have identified an increase in social and emotional issues from more pupils, especially in light of the pandemic. These challenges particularly affect disadvantaged pupils leading to a reduction in engagement with education and school.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved attendance for disadvantaged pupils.	To increase attendance of disadvantaged pupils so that it is in line with PP nationally, and to work towards closing the attendance gap with non-PP pupils.
2. Improvement in behaviour – to seek to minimise disadvantaged numbers for suspensions and detentions. Increased positive rewards.	Decrease in detentions for PP pupils as a result of HW and pastoral support. Increase in parental engagement to encourage a partnership in learning. Weekly reports on exclusion/suspension data will trigger support work by the pastoral team.
3. Improved attainment outcomes for disadvantaged pupils, especially in maths and English.	<p>Key data points in the academic year will be analysed for attainment progress – this will be measured against target grade and comparisons made between average attainment for non-disadvantaged pupils versus disadvantaged pupils. HoDs will analyse data with a sharp focus on the progress and attainment of disadvantaged pupils. Through Line Management discussions and in reflection with SLT, HoDs will regularly review and amend, where needed, the curriculum to ensure inclusion and access for all. In addition, HoDs will review strategies needed to support individual pupils. The effectiveness of strategies used to support individual pupils will also be regularly viewed.</p> <p>Pupils with the greatest attainment gaps will be offered extra support to help them to narrow it. All catchup and lesson 6 attendance data will be monitored to ensure that disadvantaged pupils are making good use of this opportunity – with a particular focus on maths and English attendance.</p> <p>MyTutor catch up sessions will be offered to all disadvantaged pupils in maths and English.</p> <p>Reading ages for disadvantaged pupils will be analysed – where they do not match chronological age, intervention and reading support will be put in place to ensure a reading age improvement and support pupils to access the curriculum as fully as possible and make progress in English.</p> <p>Direct Instruction in maths will be used and the progress of disadvantaged students taking part analysed. This will support pupils to access the curriculum as fully as possible and make progress in maths.</p> <p>As a result of these undertakings, we hope to achieve a narrowing of the disadvantaged gap and for all pupils to make broadly the same advances in progress (relative to their starting positions). If we are successful in this, then we will also improve engagement as well as opportunities for further studies and aspirations to pursue higher education.</p>
4. Greater sense of well-being – increase in self-esteem and engagement with learning and school.	Improved pupil attitude to school and implementation of strategies to promote resilience and improve decision making. Participating in extracurricular opportunities and greater family engagement with the school.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – support teachers so that the quality of teaching and feedback within the school is consistently good	<p>External evidence</p> <p>In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Investing in CPD for teachers and support for early career teachers, along with recruitment and retention will make a significant difference to all students. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is vitally important for success and a priority for PP funding. https://d2tic4wv01iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Quality first teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged students. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>High quality feedback is an effective way to improve attainment and feedback studies suggests significantly high effects on learning. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Internal evidence</p> <p>Before Covid-19, staff training focused on effective feedback and, as a result, departments have spent considerable time in developing effective feedback strategies and approaches in their planning and incorporating this into lessons.</p> <p>Effective, focused senior and middle leadership of T&L through curriculum development time, professional development (subject-specific and pedagogical) at both a whole-school and departmental level will be monitored through lesson visits,</p>	2, 3, 4

	including book looks and pupil voice. Regular sharing of best practice will also be used to develop staff, again both at a whole-school and departmental level. These methods will target the continuing improvement of T&L which will lead to continued improvement of attainment at the college.	
Whole school reading focus CPD	<p>External evidence</p> <p>Evidence suggests that reading is crucial in supporting students to access the curriculum and to, therefore, make progress:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading/?utm_source=/news/eef-blog-whole-class-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>The planning of how to deliver reading in the classroom, based on the purpose of the reading is crucial. The pedagogical choices surrounding whole class reading and shared reading versus independent reading must be considered in teaching and learning and lesson planning:</p> <p>https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading/?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>Internal evidence</p> <p>The overarching focus for CPD established at the start of the academic year 2021-22 has been on reading. The September training days have focused on exploring how to select appropriately challenging texts, how to support all students to access texts, how to choose the appropriate reading strategy based on the purpose of the reading activity and how phonics works to support weaker readers to make progress and learn to read fluently. A continuing focus on reviewing how reading is implemented in the curriculum and the purpose of extended reading will be ongoing this academic year and beyond. Training, twilight, curriculum development time, line management and quality assurance will monitor the careful use of reading in lessons to support the progress of all students. High-quality planning and delivery as well as selection of texts will be crucial in supporting disadvantaged students to make progress in line with their peers.</p>	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English intervention lessons</p> <p>Small group tuition and 1:1 sessions</p>	<p>External evidence:</p> <p>Evidence suggests that teachers, TAs and tutors can have a positive impact on academic achievement where they support small groups or individual pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	3

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>The EEF has researched Catch Up Numeracy and found this to have a positive impact on outcomes.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</p> <p>The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report recommends the use of structured interventions to provide additional support https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ - Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups.</p> <p>Internal evidence</p> <p>Targeted catch-up sessions after school last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content. Adopting a more formalised set of period 6 lessons, however, will ensure better coverage of the disadvantaged pupils (as well as the non-disadvantaged).</p>	
<p>Period 0 for both Y11 English, and maths intervention.</p> <p>Period 6 – My Tutor, teacher led revision</p>	<p>External evidence</p> <p>Evidence that extending the school times makes a positive impact on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Internal evidence</p> <p>Targeted catch-up sessions after school last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content. Adopting a more formalised set of period 6 lessons, however, will ensure better coverage of the disadvantaged pupils (as well as the non-disadvantaged).</p>	3
Fresh start phonics reading programme	<p>External evidence</p> <p>Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ - Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>	3, 4

	<p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</p> <p>Internal evidence</p> <p>Reading programmes such as Lexia have been used in the past and supported short-term progress for students; however, this phonics-based programme has an established record of progress and will support disadvantaged students with a low reading age to progress and access the curriculum more fully (alongside and complemented by the whole-school CPD focus on reading).</p>	
The Scholars Programme	<p>External evidence:</p> <p>For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective - https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</p> <p>Internal evidence:</p> <p>Before Covid-19, The Scholars Programme had run successfully for 3 years. Working with the English department, PhD students from Cambridge University worked with a small cohort of students (between 15 and 20) including a high proportion of disadvantaged students. There was a 100% success rate for all students who took part and completed the programme – producing an extended piece of analytical writing. The experience of working with PhD students and producing the extended writing both developed the literacy skills of students and also raised aspirations. The graduation ceremony in Norwich at UEA was pivotal in this feeling of achievement and aspiration.</p>	3
Academic residential	<p>External evidence</p> <p>Evidence that extending the school times makes a positive impact on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>The EEF has researched Catch Up Numeracy and found this to have a positive impact on outcomes. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</p> <p>The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</p> <p>Internal evidence</p> <p>The focus on extending the amount of teaching time that students have to support their academic success is the basis of a planned academic residential this academic year. 40 Year 11 students will be offered the chance to go for a weekend</p>	3, 4

	residential where they will revise key English and maths elements ahead of GCSE exams and also take part in some fun enrichment activities. All Year 11 disadvantaged students will be invited to attend the residential. The combination of extended school time and enrichment activities will support students and allow even better coverage and support of disadvantaged students in addition to the Period 6 and MyTutor programmes each week.	
Monitoring and reviewing of PP achievement using appropriate data analysis	External evidence The Ofsted summary recommends that achievement data is regularly analysed to check whether interventions or techniques are working and adjust if needed. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring of PP attendance including contact home.	External evidence Nationally, and in school, PP attendance is below 'All Pupils.' Higher attendance increases learning time and aids achievement. The barrier to learning this priority addresses: research shows that low PP attendance is closely linked to underperformance. Strategies to promote good attendance are also listed in the top approaches for disadvantages pupils by the government in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Good attendance is also listed in the top 10 approaches for disadvantaged pupils in this report. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473978/DFE- RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf Internal evidence Students who have a good or excellent attendance on average make higher levels of progress throughout the academic year.	1,3, 4
Development of HW	External evidence Using Show my Homework as a platform to set meaningful HW (three Es – extending, embedding and enhancing knowledge) that also allows parental/carers engagement.	1, 2, 3, 4

	<p>Development of HW Club and continued monitoring of HW completion rates. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Internal evidence</p> <p>Data collection – HW set on Show My HW, attendance at HW club, HW detentions, QA of HW in book looks.</p>	
Develop and implement a behaviour policy to support an improved school culture including a new rewards programme	<p>External evidence</p> <p>The senior leadership team will implement new behaviour strategies. Data analysis followed by appropriate intervention can have a positive impact on PP progress in terms of attainment, attendance, behaviour and well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Internal evidence</p> <p>Recognition of PP contribution demonstrated by an increase in rewards for disadvantaged pupils.</p>	1, 2, 3, 4
Well-being support available during the school day	<p>External evidence</p> <p>Use of Trust appointed counsellor and school bought BACP registered counsellor. Increase in non-teaching pastoral staff to support pupils' needs. TA led form time well-being session and a nurture breakfast club group led by PP co-ordinator.</p> <p>Use of alternative therapies - canine and music.</p> <p>Interventions for social and emotional learning (SEL) in education have been shown to improve SEL skills which in turn supports disadvantaged pupils in a variety of ways.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Internal evidence</p> <p>Pupil feedback, pupil implementation of strategies learnt, staff feedback</p>	1, 2, 3, 4
Access to resources for pupils.	<p>External evidence</p> <p>Equipment and academic resources to be made available so that disadvantaged pupils have equal opportunities to non-PP peers. Use of technology can be an effective approach for disadvantaged young people to access intensive support and catch up with their peers. Technology is best used as an addition to normal teaching rather than as a replacement.</p> <p>https://d2tic4wvo1usb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</p> <p>Digital technology is associated with moderate learning gains (EEF: on average an additional 4 months) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p>	1, 2, 3, 4

Uniform and transport assistance to support PP well-being and to reduce low self-esteem, isolation and to develop further school engagement.	<p>Internal evidence</p> <p>Uniform assistance is available to PP students. This allows for students to feel part of the CVC community and be visibly equal to their peers. This will develop confidence and self-esteem, as well as ensuring a positive start to their school day.</p> <p>Financial support for out of catchment PP bus passes and free after school buses for pupils who require transport, thereby removing a barrier for non-attendance at extra-curricular clubs / after school revision.</p>	
Develop engagement with disadvantaged parents/carers in the community	<p>External evidence</p> <p>The EEF report states that home plays a crucial role in supporting children's learning, and levels of parental/carer engagement are consistently associated with improved academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Internal evidence</p> <p>Engagement with information evenings, parent forum, parents' evenings and pastoral meetings</p>	1, 2, 3, 4
Ensure all PP students have access to enrichment activities	<p>External evidence</p> <p>Research suggests that providing pupils with access to a full range of educational experiences can reduce the gap in outcomes.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Internal evidence</p> <p>Pre-Covid, outside classroom opportunities (e.g. Activities week, work experience, subject trips) have been effective for cultural capital and providing shared experiences.</p>	3, 4

Total budgeted cost: £170,800

Part B: Review of outcomes in the previous academic year

This details the impact that CVC's pupil premium strategies had on pupils during the academic year 2020-2021.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on disadvantaged pupils in the academic year 2020-21. Disruption due to Covid-19 meant that some strategies did not run or were severely affected, and as such, evaluating our approach has been challenging given the limitations.

Desired outcome	Success criteria	Impact
Improved numeracy and literacy for disadvantaged pupils in Year 7	NGRT to show progress GL assessments from summer term to show improvement	<p>Year 7 disadvantaged students made progress in their reading. Reading ages from the start of September 2020 compared with July 2021 showed that all students bar 5 students (of 27 students) were reading at a higher age by the end of Year 7 than at the start. Of those 5 students, 4 stayed at the same reading age and 1 saw their reading age lower. The number of students who moved from reading at primary school age to secondary school age was 6. 13 students were reading at an age higher than their chronological age by the end of July 2021 (13 years – 17+). On average, the reading age of disadvantaged students rose by a year (from 10 years 5 months, to 11 years 5 months).</p> <p>GL summer assessments were carried out in July 2021 in English, maths and science. The median performance for students overall was 56% in English, 57% in maths and 60% in science. Disadvantaged students, on average, made progress in all three subjects.</p>

CVC Parent/Carer Survey Jan 2022

244 Responses 10:54 Average time to complete Active Status

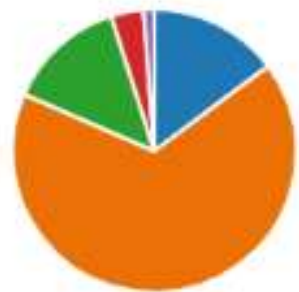
1. In which year groups do you have children at the school?

Y7	60
Y8	65
Y9	64
Y10	44
Y11	60



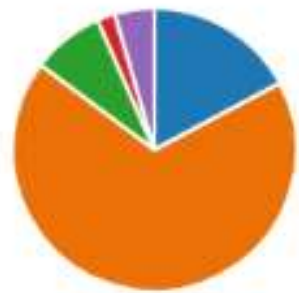
2. My child is happy at this school

Strongly agree	36
Agree	163
Disagree	33
Strongly disagree	9
Don't know	3



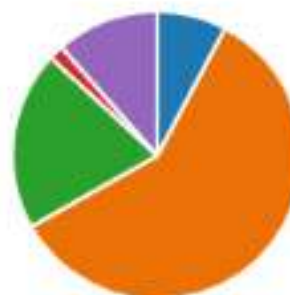
3. My child feels safe at this school

Strongly agree	42
Agree	166
Disagree	20
Strongly disagree	5
Don't know	11



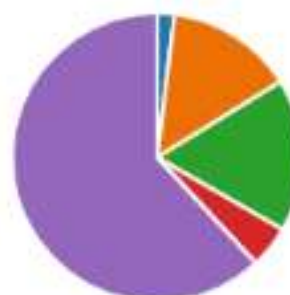
4. The school makes sure its pupils are well behaved

Strongly agree	19
Agree	144
Disagree	49
Strongly disagree	4
Don't know	28



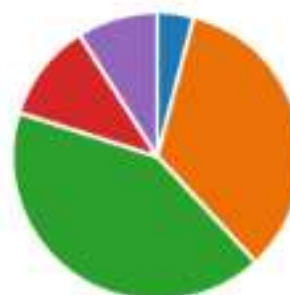
5. My child has been bullied and the school dealt with the bullying quickly and effectively

Strongly agree	4
Agree	30
Disagree	36
Strongly disagree	10
Don't know	130



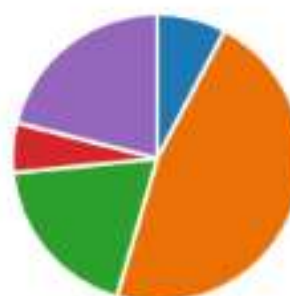
6. The school makes me aware of what my child will learn through the year

Strongly agree	10
Agree	83
Disagree	102
Strongly disagree	27
Don't know	22



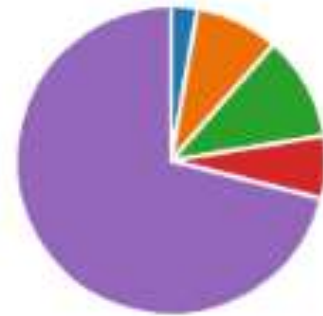
7. When I have raised concerns with the school they have been dealt with properly.

Strongly agree	18
Agree	109
Disagree	44
Strongly disagree	13
Don't know	49



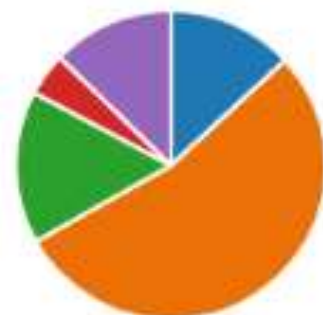
8. My child has SEND, and the school gives them the support they need to succe

Strongly agree	5
Agree	16
Disagree	20
Strongly disagree	12
Don't know	130



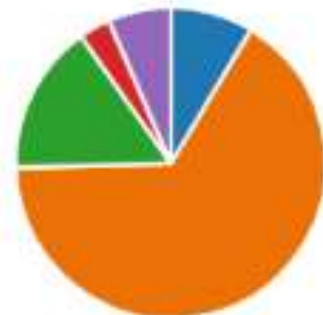
9. The school has high expectations for my child.

Strongly agree	32
Agree	131
Disagree	39
Strongly disagree	11
Don't know	31



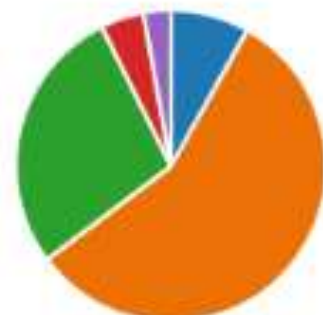
10. My child does well at this school.

Strongly agree	21
Agree	161
Disagree	38
Strongly disagree	8
Don't know	16



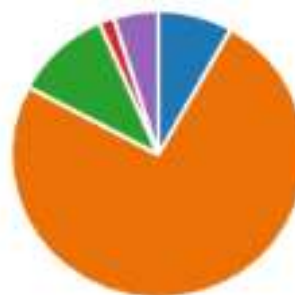
11. The school lets me know how my child is doing.

Strongly agree	20
Agree	138
Disagree	68
Strongly disagree	11
Don't know	7



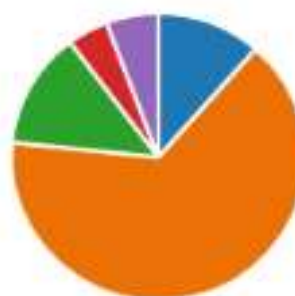
12. There is a good range of subjects available to my child at this school.

Strongly agree	20
Agree	182
Disagree	26
Strongly disagree	4
Don't know	12



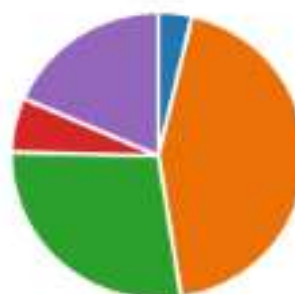
13. My child can take part in clubs and activities at this school.

Strongly agree	28
Agree	159
Disagree	32
Strongly disagree	11
Don't know	14



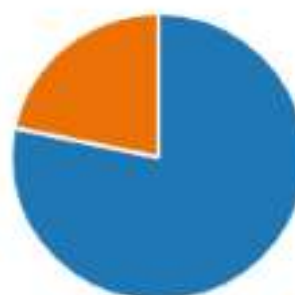
14. The school supports my child's wider personal development

Strongly agree	9
Agree	107
Disagree	68
Strongly disagree	15
Don't know	45



15. I would recommend this school to another parent.

Yes	191
No	53



College Improvement Plan 2021-22



Shared vision 2021-22

- Improve academic outcomes with the target for student attainment being in top 10% nationally, with an ambition of 70% of students achieving grade 5+ in English and maths (2021:60% %+ E/M)
- For a calm, friendly and purposeful working environment that supports all students to learn by creating a positive climate for learning.
- For the staff culture to have CPD, professional challenge and wellbeing at the heart of all decision making to support the development and growth of all members of the team.

School Priorities 2021-2024

Over the next 3 years, our improvement plan focuses on driving up educational standards to improve outcomes for students with some key priority areas outlined below.

1. Quality of Education	2. Behaviour and Attitudes	3. Personal Development	4. Leadership and Management
1.1 Extended reading and writing Integrate appropriately challenging and subject-specific choices of extended reading texts across KS3 and 4. Promote a culture of reading more widely across the school.	2.1 Establishing and maintaining routines to support behaviour for learning Define and establish expectations to improve consistency around the school site, in particular for entry and exit to the classroom, transitions, break and lunch times and with dialogue between students and teachers.	3.1 Wider Curriculum & new statutory RSE Planning and assessment of new PSHE/RSE curriculum in Y7 and 9 will reflect best practise nationally.	4.1 Senior leadership Establish effective working routines to enable the new SLT to redress the balance between strategic and operational responsibilities during the working week.
1.2 Students' active participation Establish and embed strategies that encourage students to actively listen and pay full attention during lessons and make confident and fluent contributions to whole-class discussions.	2.2 Teaching behaviour, setting clear expectations Communicate what is meant by good behaviour based on developing a shared understanding of social norms and values to support students to develop habits for a calm, safe and positive learning environment for all	3.2 Sexual abuse & harassment - school strategy in response to Ofsted review Build a curriculum that contributes to a school culture where all forms of sexual abuse and harassment are recognised and addressed in an appropriate and timely manner.	4.2 Role of line management in supporting whole-school improvement Establish and embed a model for line management conversations that support the leader to focus on their core aspects of their role.
1.3 Curriculum development Improve the clarity by which all subject teachers can share the rationale for the subject curriculum			4.3 Curriculum leadership Leaders co-construct a model for regularly evaluating the quality of the taught curriculum in order to identify and address areas to develop.
1.4 Effective use of data to identify and close educational gaps Introduce a new MIS to enable centralized sharing of data and use regular reviews of this data to identify trends and appropriate responses in order to raise attainment.			4.4 Operational leadership Review and evaluate revised operational management of the school to ensure that the school day runs smoothly, skill sets are shared amongst multiple colleagues and systems allow efficient use of time.
1.5 Alternative Provision Review and enhance the taught curriculum in AP so that it meets individual student needs to ensure all make academic and personal progress			

Behaviour for Learning Policy

2021-24

Date	January 2022
Written by	Behaviour Lead - CVC
Adopted by CVC Local Governance Committee	27 January 2022 - TBC
Review Date	January 2024

Introduction

At Cottenham Village College we are determined that every student should succeed and leave us after having worked hard, been kind to others and achieved their best. Our behaviour procedures are designed to ensure that all students leave CVC not only with the best examination results they can achieve but also as well-rounded citizens who can contribute positively to society.

In our classrooms the teacher is the authority figure and students are expected to follow all instructions, first time, every time, to ensure a positive environment for learning. Strong relationships and well-planned lessons are the key to a positive learning environment. We expect our students to be focused on their learning 100% of the time as this will enable them to do their best. The clear expectation of following instructions also extends beyond the classroom and in response to all adults in the organisation.

Where students choose not to demonstrate excellent behaviour we implement sanctions which must be applied **fairly and consistently**. Students are rewarded for demonstrating excellence in behaviour and learning. We expect parents/carers to support our rewards and sanctions, we communicate behaviour and house points to parents on a daily basis via the Astrea App. We also believe it to be a priority that we all have a role in teaching our students what excellent behaviour looks like in order to support them in being successful. Demonstrating excellent behaviour is a necessary precursor to success in life and the habits students enact each day form the people they become.

Aims of the Policy

Our behaviour policy and plans are aimed at improving educational outcomes for all students by promoting and supporting their engagement with education.

We aim to develop good relationships, based on mutual respect. Our staff model the behaviour we want to see and our students must allow teachers to teach by behaving appropriately at college so that all students can reach their full potential. We encourage students to take responsibility for their behaviour, both in college and when in the wider community, and want them to feel supported as an integral part of our college community.

Achieving Excellent Behaviour in the Classroom

Clear expectations and routines are key to excellent behaviour. Teachers consistently model high expectations (Please see Appendix 1) of student behaviour and explicitly teach the routines they expect students to follow in their classrooms and around the college. These messages about high expectations of student conduct are reinforced regularly through assemblies. Excellent behaviour is clearly defined and communicated to students (Please see Appendix 2) Where students choose not to meet these high expectations, teachers respond to correct these behaviours in a warm, but firm, manner.

Rewards for students

Rewards play a key part in ensuring that high expectations are met and students take a pride in their college. Encouragement and praise are vital tools in the development of a young person, in particular in supporting positive mental well-being and also in building strong relationships between students and staff. It is important they are applied consistently with all students. (Please see Appendix 3)

Sanctions for students

Our Behaviour Tariff will be used to identify the appropriate sanctions and then recorded on the college database (Bromcom). Examples that must be recorded are listed in the Behaviour Tariff (Please see Appendix 4).

Cottenham Village College will not tolerate any behaviour which might disrupt the learning of others. Equally, behaviour that might cause offence or harm to another person will be considered as a serious breach of our behaviour policy. Every child and staff member in our college deserves to feel safe, happy and able to enjoy their time in college.

Any child who chooses not to meet our expectations will be issued with a sanction. In the majority of cases we use a simple system of same day detentions which are swift and transparent. Parents / carers are notified that their child is in detention at lunchtime to enable them to change end of day arrangements if necessary.

Sanctions are issued as behaviour points which link to a centralised detention system and reflection facility to ensure students have the opportunity to consider and correct their behaviour. Where students are finding it particularly difficult to meet expectations, we work more closely with students and their families to ensure they have every opportunity to succeed and conform to our expectations.

Teachers will implement a range of behaviour strategies to ensure a positive learning environment. If a child then chooses not to meet our expectations they will be clearly instructed that they have a 'C1 – Verbal Warning'. If they continue to fail to meet expectations following the C1 they will be issued with a 'C2 – Behaviour Point'. This will be clearly communicated to them with a reminder of the detention at the end of the day and placed on the student's Bromcom record. If the inappropriate behaviour continues they will be issued with a 'C3 – Removal' and the teacher will request support to remove them from the classroom to be placed in the reflection room. Support is available primarily through requesting help through the on-call system. SLT are also on call to support colleagues and can be contacted via radio. Only one C2 can be issued per lesson unless the student fails to complete their homework **and** chooses not to meet our behaviour expectations in that lesson.

If a student has been issued a C2 detention prior to lunchtime they should go, at the end of the same day, to room 6020 if it is for homework or to the main college hall for behaviour where they will be met by a member of the HOY/ HOF team or SLT. They will be required to work in silence from 3.10-4.10pm. If the C2 detention has been issued after 1.30pm then it will carry over to the following day.

If a student is removed from a lesson (C3) a successful restorative meeting should take place with their teacher before they are permitted to return to lessons in that subject (or to tutor time). This will be co-ordinated by the Pastoral Administrator along with the member of staff who issued the C3. If a restorative meeting is not able to take place in time for the next lesson, the student will be required to go to the Reflection Room for that lesson until such a time as the meeting can take place. Students will be expected to reflect upon the choices they made and the reason for their isolation.

Further details outlining additional sanctions can be found in Appendix 5.

Detentions

Teachers have a specific legal power to impose detention on pupils aged under 18. The following staff have been authorised by the Principal to impose detentions:

- all teachers including trainee teachers
- supply teachers
- cover supervisors
- any other paid employee

The Education Act of 2011 removed the obligation to give parents/carers 24 hours' notice of an after college detention, so that same-day after-college detentions may legitimately be imposed. In the

interests of student safety, however, we send out an email communication during lunchtime to inform parents/carers that the detention has been set, so that appropriate arrangements may be made to ensure that the student is able to get home safely afterwards. Page 7 Detentions set during Period 5 will be carried over to the next day to ensure that parents/carers have enough time to make arrangements for their child/ren to be collected if necessary.

Suspensions

There is no list of set behaviours for which a student can and cannot be suspended, and the decision to exclude lies with the Principal (or Vice Principal in the Principal's absence). A student can only be suspended for a disciplinary reason (e.g. because their behaviour violates the college's behaviour policy). They cannot, for example, suspend a student for academic performance/ability, or simply because they have additional needs or a disability that the college feels it is unable to meet. A student can be suspended for behaviour outside of college, or for repeatedly disobeying reasonable instructions.

We will take reasonable steps to set work for students during the first five days of a suspension. From the sixth day of an suspension, suitable full-time education must be arranged for students of compulsory college age (primary and secondary school age), except for Year 11 students (final year of secondary school) whose final exams have passed.

For the first five college days of any suspension, parents/carers must ensure that their child/ren of compulsory school age is not in a public place during college hours without very good reason. Parents/Carers must also ensure that their child/ren attends any new full-time education provided from the sixth day of exclusion (unless they have arranged suitable alternative education themselves).

The power to discipline beyond the college day

College disciplinary measures may legitimately be applied in response to any non-criminal bad behaviour and bullying which occurs off the college premises and which is witnessed by a member of the staff or reported to the college by a member of the public, even out of college hours, especially:

- when on the way to and from college;
- when participating in work experience placements, educational visits or sporting events;
- when wearing college uniform, or being otherwise identifiable as a member of the college;
- if the behaviour poses a threat to another student, member of staff or member of the public (which may be a physical threat, or a threat to emotional well-being, such as abusive use of internet, text or social media), especially when there is a link to being a member of the college or the Trust as a whole;
- when the behaviour could adversely affect the reputation of the college.

Partnership with Parents/Carers

Effective home-school liaison is one of the best means of ensuring that each individual student can work happily and successfully and that the college as a whole can function well. The principles of this are embodied in the Home-School Agreement). Day-to day communication between parents/carers and college is facilitated by the availability of email and text messaging, the Astrea App and Bromcom. Form Tutors and the Student Services team work together with parents/carers, for example in the formulation of PSPs (Pastoral Support Plans).

It should be noted, however, that the Education and Inspections Act 2006 makes it clear that the right to regulate students' conduct and impose sanctions does not depend on individual parental permission. The right derives from being a member of the college staff or being an authorised volunteer on college business such as trips and visits and may extend to students' behaviour beyond

the college itself. Parents/Carers also have a duty to encourage their children's good behaviour at college.

Supporting Behaviour

Where a student is causing significant concern in terms of their behaviour we aim to support them in improving their behaviour to enable them to meet our expectations. This is a staged approach and could include:

- Being on report to their Tutor
- Being on report to their Head of Year
- Issuing a "Time-Out Card" which students can use to spend a short amount of time with a designated member of staff to 'cool-off'
- Restorative meetings between students and staff or students and other students
- Meeting with parent/carer
- Sharing good practice between staff during meetings and via email, with a focus on strategies to support individuals
- Specific subject support from the teacher or Head of Department
- Meeting with the in college pastoral support team
- IBP – Individual Behaviour Plan
- PSP – Pastoral Support Plan
- Referral to district services
- Referral to a counsellor
- Referral to Alternative Provision provider
- 'Post-Suspension Meetings', which take place after a suspension, aimed at preventing further suspensions

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

- CVC's special educational needs co-ordinators will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

Each teacher should be clear about the prior attainment and individual needs of each student and should be particularly aware of those with:

- Education, Health and Care Plans (EHCP) / Individual Student Plans (ISPs) for students with special educational needs or disabilities
- Personal Education Plans (PEPs) for students who are looked after by the Local Authority
- Pastoral Support Programmes (PSPs) for students who are at risk of suspension
- Student-focussed risk assessments or Health Care Plans for students with complex medical needs.

The Power to Confiscate or Search

Section 550ZA of the Education Act 1996 and the Schools (Specification and Disposal of Articles) Regulations 2012 give teachers the power to search students without consent for a number of 'prohibited items'. For the purpose of this policy, these include:

- Knives and weapons
- Laser pens
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, vape pens and liquid
- Any food/products that may contain cannabis oil, referred to as 'edibles'
- Fireworks
- Pornographic images
- Aerosol spray
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Where appropriate, items will be returned at the end of the college day. However, other arrangements may be made or imposed according to particular circumstances, e.g. times when an individual or all students have already been warned about items that could be confiscated. College staff can search students for any item which is banned by the college rules. Mobile phones, other devices with internet connectivity (e.g. smart watches) and ear/headphones will be confiscated until the end of the day and should be collected by the student's parent/carer if they are used seen or heard during the college day. They may be used after the end of the college day or within the premises following the completion of an extra-curricular activity after 4pm.

Where possible all student searches will be carried out in the presence of at least two members of staff, including one of the same gender as a student and one who is a member of the Senior Leadership Team. In some circumstances, the police will be asked to give assistance. The search may proceed without the presence of the police in accordance with the Violent Crime Reduction Act 2006. Weapons and knives will be handed over to the police. Parent/carers will always be contacted should any 'prohibited items' be found during the search.

At CVC, the safety and wellbeing of every student is an absolute top priority, and we take great care to ensure that our academies are safe and enjoyable environments for everyone. We, therefore, have a robust policy of immediate suspension of any child who brings offensive weapons, including knives, into college; this is highly likely to be permanent. All searches will be recorded on our internal Safeguarding records (CPOMS).

Consideration will be given to all of the circumstances, including motivation and intent, surrounding a breach of the behaviour policy.

Physical intervention

See DfE guidance: Use of reasonable force in schools (Please see Appendix 6)

Guidance and other relevant policies

The following guidance and policies work alongside our 'Behaviour for Learning Policy' to help us achieve the aims of this policy and our wider college aims:

- The most up to date government guidance on behaviour in schools can be found here: Behaviour and discipline in schools – DfE - January 2016 (<https://bit.ly/391SZYA>).

- The college takes a firm stand on offences affecting individuals, including bullying. Please see our Anti-Bullying Policy for more information.
- Persistent breaches of our Uniform Policy will result in intervention, consistent with this Behaviour for Learning Policy.
- All lessons should be well-planned in accordance with the guidance given in the Teaching and Learning Policy.
- When enforcing any of the details of this policy, account will be taken of the range of individual student needs in determining the appropriate use of sanctions in accordance with the Equality Act 2010.

APPENDIX – 1

Achieving Excellent Behaviour in the Classroom

Clear expectations and routines are key to excellent behaviour. Teachers consistently model high expectations of student behaviour and explicitly teach the routines they expect students to follow in their classrooms and around the college. These messages about high expectations of student conduct are reinforced regularly through assemblies. Where students choose not to meet these high expectations, teachers respond to correct these behaviours in a warm, but firm, manner.



High Expectations in the Classroom are defined by:

1. READY TO LEARN BY

- Being organised; have the right equipment everyday
- Wearing the correct uniform in the correct way
- Arriving on time and settling quickly
- Sitting in your seating plan
- Using the toilet and filling water bottles before school or at break and lunch times – NOT during the lesson

2. MAXIMISE LEARNING BY

- Being positive, doing your best and keep trying
- Following all instructions from all staff
- Listening to each other
- Being responsible for your own learning
- Completing homework with care and handing it in on time
- Responding to your teachers' feedback

3. SHOW RESPECT BY

- Being respectful towards everyone in the school community
- Remembering that manners matter
- Showing respect to others and understanding their feelings
- Being a good role model to others
- Always placing litter in bins
- Responding to requests and instructions appropriately

4. SHOW RESPONSIBILITY BY

- Listening to adults and other students
- Taking responsibility for your own actions
- Making the school a safe place
- Playing your part in school life
- Taking pride in yourself, others and our school

APPENDIX – 2

Excellent Behaviour

Excellent behaviour at CVC is where students demonstrate that they can:

- Arrive at college and all lessons on time
- Wear full college uniform and look smart at all times
- Have the correct equipment for all lessons
- Move around the site quietly, sensibly and with purpose
- Refrain from conflict or physical contact with others
- Be kind, polite and treat others with respect
- Work hard and remain focused on the task in all lessons
- Listen to and always follow all instructions from all staff
- Take responsibility for their own actions
- Take care of the buildings and resources
- Behave appropriately on the way to and from college
- Be ambassadors for CVC on college trips and when out in the community
- Make a significant contribution to the life of the college and their local community
- Complete all homework tasks on time and to the best of their ability



Students should expect to be rewarded for demonstrating excellent behaviour but equally must expect sanctions to be applied if they fail to do so.

APPENDIX – 3

House Points and Rewards

Rewards play a key part in ensuring that high expectations are met and students take a pride in their college. Encouragement and praise are vital tools in the development of a young person, in particular in supporting positive mental well-being and also in building strong relationships between students and staff. It is important that colleagues try to ensure that the number of house points awarded exceed the number of behaviour points, though this should not discourage colleagues from sanctioning a student using a behaviour point (as a guide last year the ratio of SHINE (now house) points to behaviour points was 5:1).

The principal way of rewarding students on a day-to-day basis is through awarding house points which are recorded on Bromcom. It is important that house points are awarded for excellence, not simply for meeting our expectations.

Staff may wish to award house points for the following:

Excellent piece of classwork	Helping someone else
Excellent piece of homework	Trying hard before asking for help
Full marks (or high score) in a test	Making an excellent contribution to discussion
Demonstrating resilience	Looking after someone else
Representing the college	

Students are rewarded for the number of house points they have collected. In each weekly assembly the Head of Year will congratulate students who have been awarded the highest number of house points. In the final week of each half term a celebration assembly is held to congratulate students who are deserving of recognition. Rewards are presented in assemblies each half term and are cumulative throughout each college year:

No. of achievement points	Reward	Presented in assembly by
10	TBC	Tutor
25	TBC	Tutor
50	TBC	Head of Year
75	TBC	Member of SLT
100	TBC	Principal

APPENDIX – 4

Behaviour Tariff

Level	Incident * This is by no means an exhaustive list but it gives an indication of the behaviour incidents that may occur	Immediate Consequences	Staff Responsible	Follow-up Consequences
CO	Communication Log			
C1	C1 – Verbal Warning – 1 Behaviour Point Lack of equipment/PE Kit/Books Uniform issue Dropping litter Chewing gum Lateness to school Lateness to lesson Disruption to Learning Refusal to work / lack of effort Refusal to follow reasonable instructions	C1 behaviour may result in: Verbal warning Change seating plan Time out to access learning (no more than 2 minutes) Lunchtime litter pick	All Staff should record the behaviour event on Bromcom the same day as the behaviour event.	Form tutor to track the number of C1 behaviour points, particularly looking at Low Level Disruption. Low Level Disruption is not tolerated. If a student receives 3 or more C1s in a DAY a 1 hour same day detention is allocated and recorded as C2 - Disruption to Learning.
C2	C2 – Behaviour Point – 2 Behaviour Points Disruption to Learning Refusal to work / lack of effort Refusal to follow reasonable instructions Mobile phone used, seen or heard Failure to complete homework Verbal abuse/Rudeness – adult Verbal abuse/Rudeness – pupil	Continued C1 or C2 behaviour may result in: Change seating plan Time out to access learning (no more than 2 minutes) A 1 hour, same day centralised detention	All Staff should record the behaviour event on Bromcom and select appropriate immediate and follow up actions.	Notes on Bromcom to inform tutor, parents/carer of the incident. Reflect, repair and restore Appropriate educational consequence
C3	C3 – Removal from lesson – 3 Behaviour Points Disruption to Learning Refusal to work / lack of effort Refusal to follow instructions Inappropriate language (swearing) Missed Detention Failed Detention Verbal abuse/Rudeness – adult Verbal abuse/Rudeness – pupil	Continued C1-C2 or C3 behaviour may result in: Removal to the IER to the same point in the day, the following day Internal Exclusion the following day A 1 hour, same day centralised detention Internal Exclusion the following day and a A 1 hour, same day centralised detention	All Staff should record the behaviour event on Bromcom and select appropriate immediate and follow up actions. Follow up actions/investigations will be completed by HOY/SLT.	Notes on Bromcom to inform tutor, parents/carer of the incident. Letter sent home to parent/carer via school communications system. Reflect, repair and restore Appropriate educational consequence. If a student receives 2 or more C3s in a week then a parental meeting with the HOY is completed.
C5	C5 – 5 Behaviour Points Failure to complete time in IER Serious disruption/persistent disruption to Learning Refusal to work / lack of effort Refusal to follow instructions Verbal abuse/Rudeness – adult Verbal abuse/Rudeness – pupil Drug/alcohol/smoking related incident Physical Violence – adult Physical Violence – pupil Bringing a dangerous or prohibited item on site Unsafe Behaviour Damage to school/other's property Theft Throwing items Truancy – internal Truancy – external	Continued C1-C3 behaviour may result in: A 1 hour, same day centralised detention Internal Exclusion the following day and a A 1 hour, same day centralised detention Removal to the IER for the remainder of the day Internal Exclusion the following day Suspension (1-5 days) Permanent Exclusion	All Staff should record the behaviour event on Bromcom. Follow up actions/investigations will be completed by HOY/SLT. Suspension (1-3 days) This decision will be made by the Principal or members of the Senior Leadership Team deputising for the Head Teacher. This is an official exclusion and will be recorded on the student's record. Permanent exclusion This decision will be made by the Principal.	Notes on Bromcom to inform, parents/carer of the incident. When recorded on Bromcom event should be left open, HOY and SLT should be notified. Letter sent home to parent/carer via school communications system. Reintegration meeting with Head of Year or Senior Leadership Team. Reflect, repair and restore.

Appendix 5:

Interventions and Sanctions

Sanction	Notes
Behaviour Points	Recorded on Bromcom by the teacher/cover supervisor in the lesson where any level of action has been taken to modify behaviour that does not meet expectations. The points are centrally monitored by Form Tutors, HoY and the Pastoral Team.
After-college detention	<p><i>The Education and Inspections Act 2006</i> gives legal backing to the detention of students on disciplinary grounds at the end of a college session, without the consent of parents; <i>The Education Act 2011</i> removed the obligation to give 24 hours' notice to parents, but it is good practice to ensure that parents are notified of the detention in the case of a <i>same-day detention</i>.</p> <p>Detentions will be reasonable and proportionate to the offence. In the event of dispute, the Principal or another member of the Senior Leadership Team is authorised to issue a ruling. There is no legal right of appeal against detentions.</p> <p>Where there is particular difficulty about transport home, the timing and date of a detention may be the subject of negotiation between parents and teachers but this does not remove the right to detain.</p> <p style="text-align: right;">Duration: 60 minutes – 3.10 – 4.10pm</p>
Internal exclusion	Students may be withdrawn from lessons, breaks or lunchtimes in order to work on their own or in the internal reflection room. There is no legal right of appeal against internal exclusion. Students may also be suspended from one college's learning community and placed in the reflection room of the partner academy/school/college. This ensures that learning is uninterrupted and restorative work can be conducted.
Behavioural Reports Pupil Support Programme (PSP)	<p>Aspects of progress and conduct, including attendance, homework and behaviour, are monitored by use of a variety of targeted reports, including Departmental, Head of Year, and SLT reports.</p> <p>These are intended primarily as forms of support which give students additional opportunities to demonstrate responsibility. There is a strong expectation that students on report will make significant improvement in the area or areas being monitored.</p> <p>A PSP is a more formal document, available for use with students identified to be at risk of significant underachievement and/or permanent exclusion. It records the behavioural improvement required and sets deadlines for review. In normal circumstances, a PSP will be drawn up at a meeting involving staff, parents and the student. A multi-agency assessment may be considered for students who display continuous disruptive behaviour.</p> <p>Failure to meet the targets set in a PSP is a serious matter that could warrant suspension or permanent exclusion.</p>
Suspension or Permanent Exclusion	<p>Serious incidents of indiscipline or repeated lower level misconduct may result in:</p> <p><i>Suspension</i> from college. A student may be suspended for up to 45 days in any one college year. Where a student has been suspended for 15 days or more in one college term we are required to complete a PEAP document (Pre-suspension assessment plan) to ensure we are doing everything we can to help and support the student to modify their behaviour.</p> <p><i>A Managed Move</i> (or alternative provision) will be arranged in partnership with the District Team. A full risk assessment will be completed before any move is finalised.</p> <p><i>Permanent Exclusion</i> may be imposed in response to the most serious forms of misconduct, including proven malicious allegations against staff, and/or in situations where suspensions have not brought about a required change in a student's conduct.</p> <p>Only the Principal or the Vice Principal, may suspend students. In practice, suspensions are usually considered and recommended to the Principal by other senior staff. There is a legal right of appeal against all forms of suspension and permanent exclusion. This is restated in letters to parents</p>

	concerning suspensions and permanent exclusion. Further details are readily available from the local authority The Trust receives termly reports on suspensions and deals with matters of appeal and review through members of the Procedures Committee.
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Appendix - 6

Physical intervention

See DfE guidance: **Use of reasonable force in schools**

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Any physical intervention should only be used as a LAST RESORT. Students should be made verbally aware if you are intending to do so, although, some instances may require immediate physical intervention to reduce risk of harm or injury to themselves or others.

In some circumstances, staff may use reasonable force to intervene with a student to prevent them:

- Causing significant disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Recording of physical intervention:

The following should be included in a record of intervention. This can be completed using CPOMS:

- What triggered the behaviour
- What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any

Physical restraint would be applied appropriately trained staff where possible.



Cottenham Village College

ASBESTOS POLICY

PROCEDURES & GUIDANCE

Date	October 2019
Written by	Head of Estates
Adopted by Executive Board	October 2019
Review Date	July 2022, for implementation from September 2022

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APPENDICES - to this Asbestos Policy, Procedures and Guidance are detailed on the last page. Copies of the relevant forms are available.



INTRODUCTION

As the employer of staff Astrea Academy Trust has the overall responsibility for the health, safety and welfare of all staff and pupils in the academies. Astrea Academy Trust recognises that decisions about workplace health and safety should consider the views/priorities of the workforce and the management.

Astrea Academy Trust will support its academies in putting in place clear policies that focus on the key risks and in checking that control measures have been implemented and remain appropriate and effective.

Although overall accountability for health and safety lies with Astrea Academy Trust, the Principal is responsible for the day-to-day health and safety of staff and pupils in individual academies. The Principal will then delegate some functions to other staff, in particular the School Business Managers/School Site Managers/Supervisors/Caretakers etc.

The following Asbestos Policy, Procedures and Guidance is required for adoption by all Astrea Academy Trust academies.



ASBESTOS POLICY

STATEMENT

Astrea Academy Trust acknowledges the health hazards associated from exposure to asbestos and their duty and commitment to manage Asbestos and to protect employees, pupils, contractors, visitors and any other persons with the potential to be exposed to Asbestos Containing Materials (ACMs) and to reduce to the lowest level '*reasonably practicable*' the spread of asbestos from any place where work under the Principal of the academy's control is carried out. Signature:

Principal: Zoe Andrews

Academy name: Cottenham Village College

Date: January 2022

Review date due: September 2022

What is asbestos?

Asbestos is a term used for various forms of naturally occurring fibrous silicate minerals, which were extensively added to building materials used in the UK from the 1950's to 1980's. Any building built before 2000 can contain asbestos. The most hazardous Asbestos Containing Materials (ACMs) were used to insulate or fire protect.

The three most common asbestos types used were CROCIDOLITE (blue), AMOSITE (brown) and CHRYSOTILE (white).

All ACMs should be controlled regardless of type. ACMs can be found in under floor services, floor, ceiling tiles, pipe covering, Artex ceiling and heat deflection materials as well as many other forms.

Legal Duty

When asbestos fibres are inhaled, they can cause serious diseases and the increased risk of lung cancer for workers who smoke. To ensure that risks from asbestos in places of work are managed, the **Control of Asbestos Regulations 2012** place duties on those responsible duty holders for the maintenance or repair of work premises.

Responsibilities

- **Trustees/Principals** are the **duty holders** for Asbestos management at each Academy and have an overall legal responsibility for the safe management, maintenance and repair of the Academy buildings under their control.
- **Business Managers** are responsible for ensuring the day-to-day requirements for health and safety in the workplace under their control.
- **The Principal/Business Managers** are responsible for identifying *an*



- **Appointed Person** (APs) responsible for the management of Asbestos.

Training

A Principal, Business Managers and Site Managers / Supervisors from every Academy must complete Astrea Academy Trust mandatory Asbestos Awareness and Management Training whether or not the academy building is pre 2000. The training will include:

- identifying asbestos
- asbestos health risks
- legislation
- dealing with asbestos
- emergency procedures
- risk assessments

The attendance at the Asbestos Awareness and Management Training face-to-face delivery or on-line Asbestos Awareness training does not mean that the person completing the course is deemed competent to review the asbestos register or make an assessment of ACMs.

Management of Asbestos

- All academies, that were built before 2000 **must** have a current Management Survey (which complies with up to date asbestos regulations).
- If the academy is planning either a demolition or refurbishment, then a Demolition and Refurbishment survey must be carried out before work commences.
- The above surveys must be carried out by Licensed Contractors with UKAS Accreditation.
- The survey must include locations of any potential ACMs. E.g., storerooms, yards, outbuildings, under floor services, pipes, ceiling voids, corridors etc.
- Each Academy must prepare a **written plan** before any work on asbestos is carried out, including details of the work and the appropriate actions to control risk and prevent harm.
- A **register** of location(s) of any ACMs must be recorded and include:
 - Date of inspection
 - Date of next review
 - Should be supported by a marked floor plan and photographs.
 - Type of asbestos
 - What products it is contained in
 - The condition

The environment around the ACMs is a significant risk factor. ACMs can deteriorate due to age, fire, flood, wear and tear, damage, therefore the register should be reviewed every 12 months by a Licensed Contractor with UKAS Accreditation.



A copy of the register must be provided to **any person** who will be planning to undertake work on the building(s) or any groundworks which may be contaminated.

It should always be assumed that there are ACMs present when undertaking any work on the fabric and structure of the building, even if/where it has not been identified and included on the register.

- An **assessment** of potential risk from the ACMs must be completed by a Licensed Contractor who is UKAS Accredited.
- Consideration should be given to the condition of the ACMs whether they are likely to be disturbed and what action is necessary to manage the risks.
- From the outcome of the assessment, prioritise and rationalise an Asbestos Management Action Plan.

a) Managing asbestos left in place

If the material is in good condition, well protected either by its position or physical protection e.g., encapsulated, reducing the likelihood of damage, and is unlikely to be worked on regularly or otherwise disturbed, it is usually safer to leave it in place and manage it.

This information should be entered on to the record/register including locations and the information kept up to date.

ACMs can be identified easier by e.g. a sticker placed on the location with a number which should cross reference the identify on the register.

- Monitor arrangements
- Emergency Procedures in the event of any person dealing with uncontrolled release of asbestos and spread of contamination need to be in place (refer to Astrea Asbestos Emergency Procedure in section 10)

b) Removal of Asbestos Containing Materials (ACMs)

Any contractor used for the removal of ACMs must have a current HSE License. The current 'Asbestos License Holders List' can be found on the www.hse.gov.uk.

<http://webcommunities.hse.gov.uk/connect.ti/asbestos.licensing/view?objectId=8516>

On completion of an assessment of potential risk, if it is necessary to remove the ACMs, Astrea Head of Estates Jennifer Chaggar, must be informed immediately: 0114 4783830 / 07388997127 estates@astreaacademytrust.org Appropriate actions will be taken in line with this Policy.

Great care must be taken to ensure that ACMs are not brought onto the Academy site e.g., in the form of industrial or residential products, vinyl floor tiles, partition wall panels, loose fill insulation, pipe lagging, roofing felt etc.



Communication

All information regarding ACMs must be recorded and easily accessible. It is recommended that an Asbestos Register is kept by the AP and this can be provided to any relevant persons who potentially could release asbestos e.g.,

- In house staff - who may undertake maintenance work. The Asbestos Awareness and Management training is **not sufficient** for any staff to carry out any work on ACMs.
- Licensed Contractors used (refer to No. 8 below) – should provide the academy (on request), information relating to the work to be completed, e.g., risk assessments, methods statements, safety systems of work including barriers, signage, Incident Management Procedure.

No one must work on any ACMs unless all of the requirements of the current up to date Asbestos Regulations are complied with.

Contractor H&S Policy and Pre-contract checks to be made

All Contractors completing surveys must be UKAS Accredited and contractors undertaking the removal of ACMs must hold a current HSE License, these must be checked by the AP to ensure that they are in currently in date.

A Contractor H&S Policy and Pre-contract Checks form must be completed by the contractor and evidence provided by the contractor should include: Health and Safety Policy, Risk Assessments, Method Statement, Emergency Procedures.

The above information along with a copy of the Asbestos Policy and associated documentation (*see Appendices*) must be provided to relevant authoritative agents when requested e.g., Emergency Services.

Causes of Damage to ACMs

ACMs can be damaged in a number of ways, including:

- Accidental or malicious damage to the building fabric, fixtures or fittings; e.g. by moving furniture and hitting walls, pipework etc., or by deliberately causing damage, e.g. vandalism, or an act of violence.
- By building contractors or maintenance personnel where 'hidden' ACMs may be present e.g., behind sealed ducts and within voids. By fire, flood, or severe weather

Emergency Procedures - for dealing with uncontrolled release of asbestos and spread of contamination.

a) Planning – for emergency procedures

- Name of AP, each incident should have only one single point of contact from the list of AP(s). A list of more than one AP is recommended to allow for annual leave, sickness of the main AP, so that they can be called upon to take control if/when required.



- Appointed person(s) contact number(s):
 - o Daniel McGinty (Site Manager) – 07540 721912
 - o Tony Quinn (Operations Manager) – 01954 288759
- Contact details of APs to be recorded and distributed to all relevant persons e.g., Contractors, Principal, Business Manager, and Astrea Estates Team.
- Contact details of all of the above to be distributed amongst all relevant people and updated as and when required.

b) Appointed Person (AP) Management of Emergency Procedures

The AP is responsible for managing the incident. Management must include:

- A 'call-off' contract with an Asbestos Removal Contractor (specialist please refer to No. 8) for every case of suspected, (if in doubt, presume it is ACM) uncontrolled release of asbestos and spread of contamination.

If in doubt, it must be presumed to be an ACM. This should be easily accessible to the APs in case of an emergency.

Action Plan

A procedure to review the plan every 12 months, or earlier if there has been any incident involving ACMs.

To be completed by AP to include e.g., all items, which require action, should be noted and listed within a timetable with target dates set. These should include dates when the inspection programmes will be complete, dates when contractor consultation will be complete, dates for training etc.

Audit and Review

The system should be regularly audited i.e., every 12 months to ensure that it remains compliant with the current regulations. Audits will also identify whether the process is effective and appropriate actions can be taken.

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

Under the above regulations any of the following diseases occurring from an activity involving the working or handling of asbestos or any admixture of asbestos is reportable:

- Mesothelioma
- Lung Cancer
- Asbestosis

If you are concerned about possible exposure to asbestos from work activities, you are advised to consult your GP and ask for a note to be made in your personal record about possible exposure, including date(s), duration, type of asbestos and likely exposure levels (if known). In some circumstances, your GP may refer you to a specialist in respiratory medicine.



HSE does not advocate routine X-rays for people who have had an inadvertent exposure to asbestos. Asbestos-related damage to the lungs takes years to develop and become visible on chest X-rays. X-ray examinations cannot indicate whether or not asbestos fibers have been inhaled.

Any exposure to ACMs must be reported to Astrea Academy Trust as soon as possible.
estates@astreaacademytrust.org 0114 4783830.

Appendices for Asbestos Policy, Procedures and Guidance

Appendix form number and name	Section/heading Numbers	Rolled out
Astrea Asbestos Register – Important Information	8	<input type="checkbox"/>
Astrea Asbestos Register – Trusts Approach & Priorities	6, 10	<input type="checkbox"/>
Astrea Asbestos Register – Notification of Change	6, 11	<input type="checkbox"/>
Astrea Asbestos Register– Asbestos Emergency Procedure	6	<input type="checkbox"/>
The current 'Asbestos Licence Holders List' can be found on the www.hse.gov.uk . http://webcommunities.hse.gov.uk/connect.ti/asbestos.licensing/view?objectId=8516	6	<input type="checkbox"/>
Any of Astrea Academy Trust H&S forms must not be amended in any way, either to add to or delete any part of the form. If required, an additional form can be attached to any one of the above forms so long as it is clearly stated that this is in addition to the Astrea form.		