



PARENT/LOCAL AUTHORITY GUIDE



CONTACT DETAILS

AYA College is an Independent Mixed Special School for up to 8 Looked After Children between ages 10 and 18 years who have social, emotional and behavioural needs.

**: AYA College
15 Station Road, London, SE25 5AH
020 8544 5102
020 8544 5110
www.sankofacare.co.uk**

**Office: ayacollege@sankofacare.co.uk
Headteacher: michael@sankofacare.co.uk
Chair of Governors: oliviaoa@sankofacare.co.uk
Vice-Chair of governors: abby@sankofacare.co.uk
Safeguarding Lead: juliet@sankofacare.co.uk**

TABLE OF CONTENTS

Welcome	4
Statement of Purpose	5-6
Our Goals	6
Our Vision	7
Our Values	8
A Typical day At School	9
AYA College Timetable 22/23	10
School Term and Holiday Dates 22/23	11
School Uniform Policy	12-13
AYA College School Uniform Visuals	14
Illness and Absence	15
Homework Policy	16
Behaviour and Self-Management	17
Health and Safety	18
General Data Protection	19-22
Systems Used by AYA College - GDPR	23
Privacy and Confidentiality	24
Social Media and Internet Policy	25-26
Relationships and Sexual Education	27
Special Education Needs	28
Support Staff	29
Equality and Diversity	30
Sankofa Care Limited	31
Complaints Procedure	32
Emergency Contact Numbers	33
Covid-19 Employee Testing Policy	34-35

WELCOME

I am delighted to welcome you to AYA College.

Our tagline, 'Strive, Succeed, Surpass' underpins everything that we do to ensure all our students progress as confident, ambitious and determined citizens.

AYA College is a high achieving special, independent school for students aged 10 to 18 and at its heart, is a school that promotes ambition, self-improvement, and resilience. At AYA, we apply our traditional values in the modern world which forms the foundation and underpins our diverse and inclusive school.

We strive for and achieve high academic and vocational standards, whilst delivering exceptional pastoral care to provide a holistic balance. This leads to the students at AYA College receiving exceptional support from a dedicated team of staff, resulting in well-rounded students who can channel their ambitions to become active citizens, ready to take up positions of responsibility in society.

As Headteacher, I feel privileged to lead such a talented and committed staff team and together we work with care, passion, and determination to realise the potential of all our young people. We have embedded a culture of continual learning and improvement so that students' learning is sparked with engaging lessons within excellent facilities on an attractive and impressive site. We deliver a broad, balanced and challenging curriculum and hold high expectations for behaviour and conduct.

I passionately believe in the values and the culture of high expectations at AYA College and I am committed to securing safety, happiness, and success for all our young people.

Michael Brobbey Buadi
BSc (Hons), PGCE
Headteacher

STATEMENT OF PURPOSE

Our mission is to provide our students with a high-quality educational experience which improves their life chances and helps them to strive to achieve success through self-awareness and self-regulation. This builds the resilience which enables them to surpass societal expectations. Our experienced and supportive staff are aware of this commitment and work hard to maximise opportunities for the young people with whom we work.

We have a moral purpose of meeting the academic, behavioural, therapeutic, and vocational needs of all our young people. Our unique therapeutic model is based around the “Tree of Life” narrative approach.

We provide a bespoke, broad and balanced curriculum for our pupils. This is blended with opportunities for pupils to develop life skills, independence adeptness, executive functioning skills and an aptitude for working life as appropriate in line with the Independent Schools Curriculum expectations. We have high expectations of our pupils and this is evidenced from our investing in all facets of their learning journey at AYA College. Our students have access to specialist support to ensure that all their learning needs are met.

As an independent educational provider, we recognise that a significant proportion of looked after children have special educational needs and may have faced significant barriers to learning due to experiencing severe trauma and mental health challenges. We however encourage every single student of ours to imbibe the culture of striving to achieve success and surpassing their expectations.

The Tree of Life project was created by Ncazelo Ncube-Mlilo & Denborough Dulwich Centre Foundation)



OUR GOALS

The Primary Education Goals of AYA College Are:

- All students will exhibit the ability to properly communicate thoughts, feelings, and concepts verbally, through written communication or kinetically.
- All administrators, teachers and support personnel will support a school-wide behaviour model which patiently models appropriate socially acceptable mannerisms and behaviours that address, redirect and correct attitudes and behaviours which are not conducive to the success of the student and the school.
- All school personnel will be held accountable for the success of the school and each of the students through a “no excuse” educational environment which demands that everyone accepts personal responsibility for each child’s success.
- AYA College promotes the involvement of the Team Around the Child which encourages each member to become an active contributor to school activities and to the child’s success within the academic environment.

OUR VISION

We have high expectations of our pupils and as such we offer a wide range of nationally accredited courses including GCSEs, Entry Levels, and Functional Skills in Maths and English (Edexcel, AQA, NCFE, and WJEC awards). In doing so, our learners achieve national qualifications at the end of a key stage.

Our Method of Learning is designed to help any young person of any ability progress to their maximum potential and become enthusiastic learners. Our model is based on the fact that every young person comes to us at different stages of their development. Hence, through a bespoke learning programme, students work at the 'just-right' level to buildability and fluency in small manageable steps. Students move up through a layered approach to learning which requires skilful planning and assessment at different stages only when comfortable with current work, ensuring they establish solid learning foundations (through assessments) and confidence in their ability.

We are committed to providing a broad and balanced curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the Independent Schools Curriculum core themes. Some subjects are taught discretely while others are covered via a creative curriculum approach.

Images: Classroom layouts at AYA College



OUR VALUES

Our Values

- Supporting and caring
- Belonging and worth
- Fairness
- Respect
- Fulfilling potential

At AYA College we Believe that;

- The individual pupil is at the centre of all that we do.
- Every pupil is an individual and is to be respected, valued, and nurtured.
- Every pupil has a 'voice' and that this voice should be listened to and encouraged.
- We must strive always to make learning successful and we can do this best through skillful teaching (having the highest possible expectations), a relevant, creative, exciting school curriculum (both in and out of lessons), supportive school structures, and by having a real partnership with families.
- We understand that excellent relationships are vital to this happening.
- We believe we need to develop the whole child and encourage confidence and self-esteem.
- We believe we need to recognise and celebrate everyone's achievements.

A TYPICAL DAY AT SCHOOL

- All pupils must arrive at school and have breakfast/snacks with staff from 9:00 am in the dining area of the Kitchen.
- Starting at 9:15 am pupils are settled, and the school day begins with the DEAR reading program or core-academic classes.
- Teaching staff greet pupils and ensure they are safely assisted to their classes.



- Registration is completed no later than 9:30 am each school day.
- Morning lessons start at 9:30 am
- A time for reflection is built into the academic day and through end-of-day journaling.

- Pupils have access to a range of appropriate, leisure and recreational activities that are built into their timetable.
- Staff and Pupils have a 30-minute lunch break between 12 and 12:30 pm.
- Afternoon lessons finish at 3:00 pm.
- Extra-curricular programs are scheduled between 3:30 and 5:00 pm.



AYA College 2022/23 Timetable and Term Dates

Days per Weeks	Staffing	AM Reg	Session	Session	Break	Session PHSE	Lunch	Session	Session	Mindfulness	PM Reg	
								14:00-15:00	Hobby Time			
	08:45-09:00	09:00-09:15 09:15-09:30	09:30-10.15	10.15-11.00	Session 1	Session 2	11.15-12.00	Session 3	12:30 – 13.15	13.15 – 14.00	Session 4	Session 5
Mon	Staff Briefing	Reg. and breakfast SSS Time	English	Maths	PHSE	PHSE	Art	Hobby Time TA led				
Tue	Staff Briefing	Registration, Breakfast	RSE		PHSE	PHSE	Science	Hobby Time TA led				
Wed	Staff Briefing	Registration, Breakfast	English	Maths	PHSE	PHSE	P.E	CPD for Staff/Therapy Support Services-(As needed) 14:00-15:00				
Thu	Staff Briefing	Reg. and breakfast SSS Time	Citizenship		PHSE	PHSE	Science	Hobby Time TA led				
Fri	Staff Briefing	Reg and Breakfast SSS Time	English	Maths	PHSE	PHSE	P.E	End of Day				

AYA College Term Dates

• Autumn Term

- First day of term
- Thursday 1st September 2022
- Half Term
- Monday 24th October 2022 - Friday 28th October 2022
- Last day of term
- Tuesday 20th December 2022

• Spring Term

- First day of term
- Thursday 5th January 2023
- Half Term
- Monday 13th February 2023 - Friday 17th February 2023
- Last day of term
- Friday 31st March 2023

• Summer Term

- First day of term
- Monday 17th April 2023
- Half Term
- Monday 29th May 2023 - Friday 2nd June 2023
- Last day of term
- Friday 21st July 2023

SCHOOL UNIFORM POLICY

The Governors of AYA College have decided that there is an expectation that all pupils will wear school uniforms for the following reasons:

- To foster respect and pride in their appearance
- To help establish a positive attitude to school
- To differentiate between leisure and school time and associated expectations;
- To help reinforce the sense of belonging and corporate identity;
- To encourage children to recognise what the outside world expects.
- The basic and other acceptable items of school uniform are listed below.

Boys

- Jumper/Sweatshirt in royal blue
- Grey or dark trousers
- Shirt, Polo or T-shirt (white/blue)

Girls

- Jumper/Sweatshirt or Cardigan in royal blue
- White/blue blouse, polo shirt or T-shirt
- Grey or dark skirt, or trousers

The following items are NOT considered appropriate school wear:

Jeans, football shirts/shorts, designer shoes or clothing, e.g. crop tops, strapped tops, etc.

Shoes

- Outdoor Black Shoes for both boys and girls
- High heeled shoes, platform-soled shoes, or thigh length boots are not suitable for wearing in school.

SCHOOL UNIFORM POLICY (CONTINUED)

- PE Kit and Outdoor Activities (We shall keep a small stock of Book Bags and PE bags in school)
- White 'T' shirts are expected for PE together with black shorts or jogging bottoms, lightweight waterproof jacket or tracksuit top for outdoor activities.
- Trainers are required for outdoor exercise. If appropriate, these can be the shoes that the child wears generally for outdoors.

Jewellery

- If possible, pupils should not wear jewellery of any kind for PE, games or swimming.
- Wrist watches are permitted.
- Other forms of jewellery, e.g., necklaces or rings, may constitute a safety hazard and, therefore, will not be permitted.
- Children with pierced ears may wear post and simple stud type earrings only.
- All ear decorations and watches must be removed for Physical Education lessons.

AYA COLLEGE SCHOOL UNIFORM VISUALS



Student Jumper



Student Blazer



Staff Jumper



**White Polo Shirt
(Field Trip/PE)**

Notes: Further details are available to students and parents in AYA College's school uniform policy guidelines.

ILLNESS AND ABSENCE

All pupils must inform the school of the reason for absence on the day they return. The Headteacher monitors absence patterns and may arrange a meeting to discuss specific patterns or concerns.

Future attendance targets will be set. If these are not met a review meeting will be held with named governors, which could lead to the dismissal.

- Each pupil will have an EHCP Review. A report will be prepared for this review and sent to Placing Authority. The review generally takes place in school and may include all adults who care and work with the child. The child may be present where appropriate. This is revisited and updated at each subsequent review until the student leaves school.
- Every class teacher and teaching assistant should be familiar with the medical needs of each pupil in their group. A list of pupils who take medication is kept in the medical room.
- If the child is out of school on an educational visit, the class teacher or responsible adult according to guidance will administer medicines provided.
- The drug cupboard must always be kept locked. Medication given to pupils shall be recorded on a drug chart list kept in the medical room.
- If the child is likely to have an anaphylactic (severe allergic) reaction the classroom staff must always have EpiPen within close reach.
- If a member of staff is concerned about the health of a child, they should consult the Head or a member of the leadership team. The Health lead seek advice, assess, and then plan for the child to be taken into their respective Home.

HOMEWORK

Homework / Home learning

Homework is set for those pupils who can benefit from it. In addition, learning objectives and strategies are shared regularly to assist Key and Support workers' supporting learning at home.

Governing board

Outline the members of the governing board. Note their responsibilities (e.g. the clerk)

Chair of governors: Olivia Osei-Asibey

Vice Chair of governors: Abby Osei-Asibey

Governors: Del Attah

BEHAVIOUR AND SELF-MANAGEMENT

Students placed with us show a rapid improvement in their behaviour due to the high levels of support available to meet their needs. The school provides a secure environment and students are made to feel safe and are encouraged to take risks and learn from their mistakes.

Each student has an individual behaviour plan and experienced staff work with students to give them the skills and strategies to manage their own emotions and behaviour. This is put into practice both on the school site and whilst the young person is out in the community with specialist support. We identify strategies of support with an emphasis on the development of new skills, specifically communication, social skills and the self-management of behaviour.

Behaviour Management and Emotional Wellbeing

We believe that our educators, multi-disciplinary care team and our foster parents, can provide effective placements in their work. Firstly, we believe that management of behaviour, and helping children recognise and regulate their own behaviour, is the basis of success. Secondly, enabling the child to establish and develop a coherent narrative of their lives is important. Thirdly, our collective team approach to help children and young people develop aspects of emotional wellbeing is central for healthy functioning and forming secure attachments to develop positive relationships with others.

HEALTH AND SAFETY

We have an important responsibility for ensuring that our pupils are protected against any form of abuse or bullying whilst in school or outside, and we take this responsibility very seriously. All staff are trained and will deal with any health and safety issues according to the policies and procedures guidelines that have been put in place for the protection of our students.

Safeguarding

- Safeguarding Child Protection Policy
- AYA College E-safety Policy 2020

General Data Protection Regulation (GDPR)

- Data Protection Officer:
- Data Protection Policy (GDPR) 2018
- General Data Protection Regulation - Data Protection Act

How we use Pupil Information- Below are links to our policies and privacy notices which have been updated for GDPR.

- Data Protection Policy
- Privacy Notice for Parents/Carers
- Privacy for Notice for Staff
- Privacy Notice for Pupils
- Privacy Notice for Governors
- Records Management Policy
- Records Retention Schedule
- Subject Access Request Form

GENERAL DATA PROTECTION REGULATION (GDPR)

- Data Protection Officer:
- Data Protection Policy (GDPR) 2018
- General Data Protection Regulation - Data Protection Act

How we use Pupil Information- Below are links to our policies and privacy notices which have been updated for GDPR.

- Data Protection Policy
- Privacy Notice for Parents/Carers
- Privacy for Notice for Staff
- Privacy Notice for Pupils
- Privacy Notice for Governors
- Records Management Policy
- Records Retention Schedule
- Subject Access Request Form

Who we share data with and why:

Department for Education (DfE)- We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013. To find out more about the data collection requirements placed on us by the Department for Education go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

Some of this information is then stored in the National Pupil Database (NPD). The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

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

The DfE may also share pupil-level personal data that we supply to them, with third parties. This will only take place where legislation allows it to do so and is in compliance with GDPR.

Decisions on whether DfE releases this personal data to third parties are subject to a robust approval process and are based on a detailed assessment of who is requesting the data, the purpose for which it is required, the level and sensitivity of data requested and the arrangements in place to store and handle the data. To be granted access to pupil-level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements and retention and use of the data.

For more information on how this sharing process works, please visit: <https://www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract>.

For information on which third party organisations (and for which project) pupil level data has been provided, please visit: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>.

Primary Care Trusts (PCTs)- We are required, by law, to pass certain information about our pupils to PCT's. PCT's use information about pupils for research and statistical purposes, to develop, monitor and evaluate the performance of local health services. These statistics will not identify individual pupils. It is necessary for certain health information about children (for example; their height and weight) to be retained for a certain period of time (designated by the Department of Health) and requires these PCTs to maintain children's names and addresses for this purpose. PCTs may also provide individual schools and Local Authorities (LAs) with aggregated health information that will not identify individual children.

Local Authority- We are required, by law, to pass certain information about our pupils to local authorities.

The LA holds information about young people living in its area, e.g., about their education and training history. This is to support the provision of their education up to the age of 20 (and beyond this age for those with a special education need or disability). Education institutions and other public bodies (including the Department for Education (DfE), police, probation and health services) may pass information to the LA to help them to do this.

The LA shares some of the information it collects with the Department for Education (DfE) to enable them to; produce statistics, assess performance, determine the destinations of young people after they have left school or college and to evaluate Government funded programs.

The LA may also share information with post-16 education and training providers to secure appropriate support for them. They may also share data with education establishments which shows what their pupils go on to do after the age of 16.

For children under 16, a parent or guardian can ask that no information other than their child's name, address and date of birth (or their own name and address) be passed to a local authority. This right transfers to the child on their 16th birthday. Pupils and/or a parent/guardian will need to inform the school/LA if this is their wish. If you want to see a copy of the information about you that the LA holds, please contact the Croydon MBC Data Protection Officer: dpo@croydon.gov.uk

Local Authority – Social Services

In order to comply with our statutory safeguarding duties we are required, by law, to pass certain information about our pupils to local authorities. Information will only be shared where it is fair and lawful to do so.

If you want to see a copy of the information about you that the LA holds, please contact the Croydon Data Protection Officer: If you wish to contact the Data Protection Officer, Sandra Herbert, please email DPO@croydon.gov.uk or telephone on 0208 726 6000.

Police, Fire and Rescue Service, Ambulance Service and other emergency or enforcement agencies

In order to comply with our duty of care to pupils, our statutory safeguarding duties and our obligations in respect of the prevention and detection of crime, we may also share personal data with other statutory and partnership agencies.

SYSTEMS USED BY AYA COLLEGE WHERE PERSONAL DATA IS SHARED

Retention Periods

Personal data will be retained by the school in accordance with our Records Management Policy and Records Retention Schedule.

Photographs

As part of our recording of events, celebrations and achievements, Wood Bank School may wish to take photographs of activities that involve your child. The photographs may be used for displays, publications and website(s), by the school, Local Authority (LA), local newspapers, Twitter and other approved partners, such as the charities we support.

Photography and/or filming will only take place with the permission of the Principal and under appropriate supervision. When filming or photography is carried out by the news media, children may be named but home addresses will not be disclosed. Images that might cause embarrassment or distress will not be used, including images associated with material on sensitive issues. When a student joins the school parents are asked to indicate whether they are happy for photographs of their son/daughter to be used on school, local authority or press websites; inside school only; or do not want any photographs of their son/daughter to be published at all.

All students will have a photograph taken and stored internally, in order to identify them for safeguarding purposes.

PRIVACY AND CONFIDENTIALITY

Cameras and Camera Phones

Digital cameras or camera phones are not allowed in the classroom so, photos cannot be taken when you are in class unless authorised.



Pupil Files

Information about children are kept in a file. The files are locked in the Headteacher's office. Only the child, social worker, their parents if appropriate or AYA College staff are allowed to look at the file. Children are not allowed to look at each other's files.

Talking to Staff

It is important for children to talk to staff if they are upset or unhappy about something. Staff cannot always keep what children say privately. If a child's safety or well-being is at risk, staff must report the problem to someone who can help.



Staff in AYA College will respect children's right to privacy. Staff will encourage children to respect the privacy of others. This will help to build trust and positive relationships between everyone in the college.

SOCIAL MEDIA POLICY AND INTERNET ACCEPTABLE USE AGREEMENT

An Introduction to e-Safety

Students interact with technologies such as mobile phones and the Internet on a daily basis and experience a wide range of opportunities and situations.

The social interaction and learning opportunities are greatly beneficial but can occasionally place young people in danger.

They need to learn ways they can take care of their own safety and security.

As a school, we endeavour to develop skills and attitudes that equip students for our increasingly technological society. To do this we all have to work within a framework, which allows for safety and security and raises awareness of issues affecting our school and the wider community.

Internet use is a part of the curriculum and a necessary tool for the school community. Students will learn how to locate, retrieve and exchange information using ICT.

Here are some very useful websites for parents and students.

Facebook Safety

www.facebook.com/safety

This link leads to the safety policy for Facebook and tips for staying safe while using the network.

Internet Safety: Facebook

www.surfnetkids.com/tech/facebook

This site provides links to various articles/posts on issues pertaining to Facebook. These topics range from safety strategies to the pros and cons of social networking.

Internet Safety

• www.safekids.com

This site contains links, discussion boards, and articles on children and internet safety.

www.ikeepsafe.org

This is a site that provides families with all the tools, education, and resources they need to stay safe online and to implement an Internet safety strategy in their homes.

If you are being bullied online – let us know and we will help

RELATIONSHIPS AND SEX EDUCATION (RSE)

As an Independent School, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At AYA College, we teach RSE as set out in this policy.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

SPECIAL EDUCATIONAL NEEDS (SEN)

Definition of Special Educational Needs {Taken from Section 20 of The Children and Families Act 2014}.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age: or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- All pupils on the SEN record should expect to have dedicated time on, at least, a weekly basis to have one-to-one support to help meet targets on their Support Plan.

Support Staff should familiarise themselves with the relevant Support Plans in order that their in-class support for pupils can take into account individual needs.

OUR SUPPORT STAFF

Our staff will ensure there is good attendance at all education reviews including PEP reviews and EHC plan reviews. They will ensure they prepare for reviews by completing any required reports and consulting the child about their views and wishes prior to the meeting. Any changes will be incorporated into the child's education care plans. AYA College works in close partnership with external professionals and agencies in providing tailored support for each child or young person. This includes the school SENCO, educational psychologists, teachers and mentoring staff.

AYA College has access to our own internal Specialist support but works in partnership with the placing authorities and the SEN team based at Croydon Council offices. An assessment of need will be undertaken for each individual child who is placed at AYA College and specialist advice will be taken to best meet their needs. Children who have special needs, including moderate learning difficulties, maybe accommodated if, on assessment, the risks presented to them and to the other young people are manageable.

EQUALITY AND DIVERSITY

Sankofa Care (the parent organisation) is an Equal Opportunities employer. Any behaviour displayed by staff believed to be against the spirit of Equal Opportunities, whether for reasons of age, disability, ethnic origin, gender, religion or sexual orientation will be unacceptable and should be brought to the attention of the Head Teacher.

The AYA College Equalities Policy and Plan is available on the School intranet and from the Head Teacher's office and covers the following protected characteristics: Race, Disability, Gender & Gender Reassignment, Pregnancy & Maternity, Age, Religion and Belief, Sexual Orientation, Special Educational Need and Community Cohesion.

SANKOFA CARE LIMITED

Sankofa Care Ltd. is a Family owned Agency and as the Sankofa Bird, we should reach back and gather the best of what our past has to teach us so that we can achieve our full potential as we move forward. "Whatever we have lost, forgotten, forgone, or been stripped of can be reclaimed, revived, preserved, and perpetuated." Or for some children, it will be to go back and reclaim our past and move forward and upwards.

It is this wisdom in learning from the past which ensures a strong future. So, for all adults who teach and care in the School and Home, pupils' starting points in life and their social and economic background should not define how successful they can become in life.

With the above promise in mind, AYA College was set up as a result of the Directors' long-term commitment to ensuring that young people who are looked after, are afforded equal opportunities to achieve their full potential as their fundamental equal rights. They also believe in the idea that both adults and children learn new things every day. For this reason, our pupils must be given every opportunity to flourish, to develop their talents to the fullest and enhance their future potential. For this reason, we encourage our pupils to believe in the phrase we use often 'Watch Me Soar.'

COMPLAINTS PROCEDURE

If you are unhappy about something, you have a right to be heard. If you can, try to discuss your complaint with an adult first. This could be your supporting staff, teacher, the headteacher, your social worker or another adult you trust. If this doesn't sort out the problem, you can complain either through The School Governor or your Local Authority, Your Social Worker or Independent Reviewing Officer. *You could also complain to OFSTED on 0300 123 1231*

At times some children and young people feel unable to express or share their fears and worries with those around them and they do not know who they can turn to or trust.

Here is a list of some of the organisations that are there to help and support children and young people.

Useful Telephone Numbers:

To contact the Chief Inspector OFSTED - 03001231231
or enquiries@ofsted.gov.uk
Address: Piccadilly Gate Store Street,
Manchester M1 2WD

To contact the Children's Commissioner - 0800 528 0731
Name: Anne Longfield
Office of the Children's Commissioner
Sanctuary Buildings
20 Great Smith Street
London SW1P 3BT

EMERGENCY CONTACT NUMBERS

- Childline (confidential help for young people) - 0800 1111
- Kidscape (help to stop bullying) - 020 7730 3300
- NSPCC (campaigners for child protection) - 0808 800 500
- Brook Advisory Service (advice about pregnancy) - 0800 0185 023
- Children's Rights Office - 020 7278 8222
- National Youth Advocacy Service - 0800 616 101
- Mind (information about mental health) - 0300 123 3393
- Samaritans (confidential helpline) - 08457 90 90 90
- Frank (information about substance misuse) - 0300 123 6600

COVID-19 EMPLOYEE TESTING POLICY

AYA College Policy for 2021-2022

To ensure the safety of all employees, their families and our community, AYA College is enforcing measures designed to prevent the spread of COVID-19. This policy applies to all employees, full-time and part-time. If you have any questions, please reach out to **daniel@sankofacare.co.uk**

Testing for COVID-19

All employees who work at AYA College are required to conduct twice weekly tests for COVID-19. These tests will be conducted each Monday and Thursday until further notice. These tests will occur prior to work hours when possible and be conducted by each employee who has been provided with testing kits by AYA College.

The testing will be shared (negative or positive) with **<https://www.gov.uk/report-covid19-results>** and the relevant employee is responsible for reporting these details to this government site. Additionally, these results must be shared with the Head of Education for appropriate record keeping and safety.

All testing costs will be covered by AYA College. Testing will be applied in a consistent, non-discriminatory manner, in accordance with all laws and regulations established by the government of the United Kingdom, OFSTED and DFE.

Failure to comply with testing requirements will disqualify an employee from working at AYA College and as such will be considered an unexcused absence.

If an employee is found to have a positive test. The employee will immediately inform the Head of Education and Sankofa Care of the positive results. The employee will remain in isolation based on health needs and government requirements and expectations.

Returning to Work after COVID-19

Employees who return to work after a positive test for COVID-19 are required to show evidence of a subsequent negative test.

