



# Staff Handbook

2022/23 (v1)

Staff member

.....

## Contents

<a href="#">Contact Details</a> .....	3
<a href="#">Roles and Responsibilities</a> .....	6
<a href="#">Term Dates</a> .....	8
<a href="#">Teachers' Standards</a> .....	9
<a href="#">School Policies</a> .....	11
<a href="#">Staff Working Hours</a> .....	12
<a href="#">Staff Absence</a> .....	13
<a href="#">Department Daily Timetables</a> .....	14
<a href="#">The School Day</a> .....	15
<a href="#">Safeguarding</a> .....	17
<a href="#">General Information</a> .....	18
<a href="#">Staff Conduct</a> .....	20
<a href="#">Confidentiality</a> .....	24
<a href="#">Data Security</a> .....	25
<a href="#">Important Dates</a> .....	28

## Contact Details

Lower School Site: Belvoir Road, Bottesford, NG13 0EA

Upper School Site: Jericho Lane, Barketstone, NG13 0HF

Telephone: 01949 844440

### School Reference Numbers

DfE Number: 855/6038

Unique Reference Number: 142939

### Key Contacts

Proprietor:	T. MacDonald-Milner
Headteacher:	C. Hardy
Deputy Headteachers:	J. Whitesides (Lower School) E. Hudson (Upper School)
SENDCO	J. Whitesides
Pastoral Lead	A. George
School Admin	C. Goode
Chair of Governors:	T. MacDonald- Milner

### Edison Young People

2 Lymevale Court  
Lymevale Drive  
Parklands  
Stoke-on-Trent  
ST4 6NW

[www.edison-yp.co.uk](http://www.edison-yp.co.uk)

E. [info@edison-yp.co.uk](mailto:info@edison-yp.co.uk)

T. 01782 345300

## Roles and Responsibilities

2022/23

Name	Role
Adam Wright	Teacher - Teaching Hub 4
Adele Bee	Maths Teacher
Alan Gibson	Construction/Mechanics
Alisha Maycook	TA- Teaching Hub 5
Amy Richardson	Teacher- Teaching Hub 2
Andy George	Pastoral Lead
Carmen O'Connor	TA Teaching Hub 1 & Mental Health First Aider
Catherine Goode	Office Manager
Cathy Harrison	TA- 1:1 Upper Site
Charleigh Collins	TA- Teaching Hub 1
Charlotte Dellaway	TA- Teaching Hub 3
Charlotte Frost	English Teacher
Charlotte Hardy	Head Teacher
Chris Swanston	TA- Mechanics and Construction
Cieran Cole Chambers	TA- Upper Site
Colin Hodgson (Choc)	Site Lead
Danielle Farmer	TA- Teaching Hub 4
Emma Painter- Evans	Assistant SENCO
Emma Walker	Vocational Lead
Hannah East	TA- Teaching Hub 2
Imogen Davey	Teacher- Nurture Hub
Jake Hemstock	PE Lead
James Reeve	TA- Teaching Hub 4
Jordan Mitchell	Science Lead, Secondary Enrichment & Curriculum Lead
Julia Whitesides	Deputy Head- Lower School
Kathy Armes	TA for English Intervention
Kirstie Lindsay	TA
Evie Murray	TA
Lisa O'Dell	Teacher- Teaching Hub 1

Lizzi Hudson	Deputy Head – Upper School
Louise Burn	TA - Teaching Hub 1
Lucy Woolley	TA- Teaching Hub 2
Martyn Rose	Teacher- Teaching Hub 4 & Transition Hub, Primary Curriculum Lead
Mary Webster	TA Upper Site
Nicky Rate	Cook/ Cleaner
Ryan Webster	TA Upper Site
Sam Robbins-Langley	TA – Transition Lead, Mental Health First Aider
Sasha Idin	TA- Nurture Hub
Natilie Muller	Outdoor Education Lead
Vickie Reid	Art Teacher
Wendy Rockley	TA- Teaching Hub 4

## Term Dates

### Nottinghamshire School Holidays 2022-23



September 2022 to July 2023

September 2022						
M	T	W	T	F	S	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2022						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2022						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2022						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2023						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 2023						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2023						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2023						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2023						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

	School Holidays		Public Holidays		Administration Day*		Inset Day
---	-----------------	---	-----------------	---	---------------------	---	-----------

### Total number of term days:

Autumn 1	35
Autumn 2	37
Spring 1	34
Spring 2	25
Summer 1	29
Summer 2	35

Total school days	190
Total inset days	5



## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

## School Policies

You need to be familiar with a range of key school policies. These are available on the school website and you will be asked to confirm that you have read and are aware of the policies at the beginning of the academic year.

A file containing all school policies is maintained within school should a member of staff wish to refer to a policy.

We recommend that you prioritise reading the policies as follows, seeking clarification if you are unclear from the relevant member of staff:

- Acceptable Use Policy
- Accessibility Plan
- Admissions Agreement, privacy statement
- Assessment Policy
- Bring your own device Policy
- CCTV Policy
- Complaints Policy
- Curriculum Policy
- Data Breach Policy
- Data Protection Policy
- Data Retention Policy
- Electronics Systems Policy
- Exam Contingency Plan
- Exam Policy
- Exclusion Policy
- First Aid Policy
- Freedom of information Policy
- Health and Safety Policy
- Information Security Policy
- Marking and Presentation Policy
- Medical Needs Policy
- Parental consent/administration of medicines
- Positive Behaviour Support Policy
- Privacy Notice
- Record data processing
- Safeguarding and Child Protection Policy
- SEND Policy
- SMSC Policy



## Staff Working Hours

Directed Time				
Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 4:30	8:30 – 4:30	8:30 – 4:30	8:30 – 4:30	8:30 – 4:30

### Flexible Working

Any requests for flexi working must be applied for using the school policy. This will need to be submitted to the Head teacher.

### Signing In and Out

All staff must sign in on arrival at work each day through the Sign In APP. **If staff leave the premises for any reason or any period of time, they must sign out and back in on their return.**

### Staff Meetings

Staff meetings are held daily at 8.45am each day (staff briefing) and there is staff meeting after school once a week. This day changes in order to keep it fair for staff working part-time.

## Staff Absence

### Absence through illness

Should ill health prevent attendance at school then the following procedure must be followed:

The Deputy Headteacher of the site you work on should be contacted as soon as possible and before 8.00 am to advise them that you are unwell and the reason for your absence. The member of staff should **phone in person** unless you have been hospitalised or there is an emergency. Please make sure you have the number saved and leave a voicemail if you are unable to speak to the Deputy Headteacher. **A text is not appropriate.** The member of staff should provide details of the anticipated length of absence and provide any necessary information (e.g. where work is stored, what pupils are working on, any meetings that need to be cancelled, contacted or attended by another member of staff, etc). Absent staff must keep the Deputy Headteacher informed daily and ring to provide an update of their health by telephone to the Deputy Headteacher by day 4.

Once the absence extends beyond 7 days, a sick note is required from a GP and must be sent promptly to the Head teacher. The Head teacher should be informed that the absentee will be visiting their GP and also informed of the length of time they have been signed off for following their GP visit. The Head teacher should be updated each time the sick note is extended. As part of the schools commitment to staff welfare, home visits will be arranged for long term absences and absences due to stress. Staff are welcome to request visits if they need assistance.

On return to work, the member of staff should report to their Senior link, who will inform the Head teacher and a return-to-work meeting will be held.

### Planned absence

Staff are expected to give as much notice as possible about absences from school. Planned absences include, training courses, appointments that cannot be made out of school time, special leave

requests, etc. A 'Staff Absence Request Form' must be completed (found on the staff shared area) and give to the School Office Manager for approval. Please note that a leave request may be declined in the event of staff shortage or unacceptable notice and approval is granted at the discretion of the Head teacher and may be unpaid. Any time taken without written approval will be unpaid and could lead to disciplinary procedures.

## **Special Leave**

There are times when an employee may require leave of absence and special leave may be granted up to a maximum of 5 days in a year in the following circumstances:

Bereavement - Up to 5 days absence with full pay in the case of a close relative (parent, spouse, partner, child, brother, sister) or a person who may have acted as a parent

Other special domestic circumstances include

- An emergency situation involving a dependent
- Compassionate leave
- An emergency situation at home
- Infertility treatment
- Adoption

Funerals – in the case of non immediate relatives or friends one day may be granted at the discretion of the Head teacher and the time may be unpaid.

## **Appointments**

Routine doctors and dentist appointments should not normally be made during school hours unless there is an emergency. For appointments such as hospital appointments, the letter should be attached to the 'Staff Absence Request Form'.

# The School Day

2022/23

Timetable	
08:20 - 08:40	SLT briefing
08:45- 9am	Staff briefing
9:00- 9:30	Form time/ Breakfast club
09.30 – 10.45	Lesson 1
10:45 – 11:00	Break/ R&R
11:00 – 12:00	Lesson 2
12:00- 12:45	Break/R&R
12:45-1:45	Lesson 3
1:45-2	Break/R&R
2-3	Lesson 4
3-4:30	Staff meetings/ PPA

The daily staff briefing starts at 8.45am, a prompt start is expected, and all staff must attend this important means of communication daily.

After briefing, staff should go to their duty position as directed by their Senior Leadership Link.

Staff should ensure children hand in any belongings in line with the most recent Risk Assessment. All children should be directed to the allocated place for breakfast club or form time. Children should then be directed to their classroom.

Any pupils arriving after their agreed start time should report to the main entrance, a member of staff will collect them and escort them to their timetabled lesson.

At the end of the school day, staff should ensure pupils are dismissed at their allocated end time.

## Registration

All staff must complete the register and lunch order as soon as pupils arrive. Any pupils not in school should be recorded with an N in the registers. This will then be picked up by the pastoral support who will contact the parent to find out why the pupil is not in school and the N code will be amended to the relevant code. Hub leads must proactively support and challenge attendance regularly.

If a pupil needs to leave the school for any reason, the relevant member of staff arranging for them to go home must sign the pupil out, recording the reason they are leaving. This will ensure there is an up to date record of what pupils are on site at all times.

## Staff Breaks

Facilities are available for all staff. Staff do get free breakfast and free lunch each day. In the staff room areas, it is EVERYONE'S responsibility to ensure they keep the environment tidy. It is essential that we keep all aspects of the school clean at all times.

Please be mindful of **confidentiality**, particularly about individual children, as there may be visiting professionals. Please also ensure no offensive language is used.

Hot drinks can be taken out of the staffroom but must be in their own hot drink mug with the lid firmly screwed in place.

## Movement Around School

All visitors must sign in on the Sign In APP and **must wear the badge provided at all times. Any visitor who does not present a DBS must be chaperoned at all times and wear a red lanyard.** Staff must not open other entrance doors to visitors during the school day to ensure the safety and security of our pupils and also to ensure we are aware who is on the premises.

Pupils should not be sent out of the classroom alone. A member of staff should accompany pupils if they leave the room and seek additional assistance if necessary. If the pupil is distressed or causing disruption, pastoral support or a senior leader should be informed. If the pupil is likely to abscond if left alone, they should remain supervised and a senior member of staff informed.

## Positive Handling

In times where pupils are considered to be a danger to the safety of themselves, others or the school environment, physical intervention may be necessary. However, this is always a last option. If positive handling is required to move a pupil, the pupil should only be guided/positively handled by a member of staff that has been 'Team Teach' trained. If there are no trained staff available and the pupil or others are at risk of imminent harm, the pupil can be positively held using reasonable force until another trained member of staff arrives. Staff will be asked to complete an incident log to formally record what happened, what positive handling was used and why it was necessary. **Please read this paragraph in conjunction with the most up to date Risk Assessment.**

## Staff CPD Meetings

Unless arranged otherwise, all staff attend staff meetings which occur after school. During these sessions a range of aspects of school life are discussed and CPD is delivered.

## Safeguarding

Please be vigilant about the welfare of pupils at all times. **SAFEGUARDING IS EVERYONE'S RESPONSIBILITY.** If you have any serious concerns about any child, please raise this with the Safeguarding Team:

Designated Safeguarding Lead (DSL)  
**Emma Painter-Evans**

Deputy Designated Safeguarding Lead (DDSL)  
**Julia Whitesides and Lizzi Hudson**

Please make yourself familiar with the Safeguarding Policy and sign to confirm that you are aware of the correct procedure to follow should any safeguarding matter come to your attention.

## Protocols

- It is inappropriate to share your mobile number, email address, social networking address, etc with any pupil or parent as this could compromise your professional standing. *This is for your own protection.*
- All of your social media must be on private so that no child can search for you
- You must not arrange to meet any pupil or parent outside of school
- It is inappropriate to offer lifts to pupils or parents unless this is agreed and approved by the Head teacher
- If it comes to light that a member of staff is in breach of professional behaviour, this will become a disciplinary matter.

## Radicalisation and Extremism

Please be aware that it is your responsibility to be aware of and share any concerns related to radicalisation and extremism. We use the following accepted Governmental definition of extremism which is

*'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs: and/or calls for the death of members of our armed forces, whether in this country or overseas'*

## Bullying

If you become aware of any bullying, please share this with your senior link. Staff will be briefed on any bullying concerns daily during morning briefing.

## Equality

Edison Young People are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender, and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

All incidents and behaviours must be accurately recorded on My Concern.

## General Information

### Child's Uniform

All children should come to school wearing the correct uniform. If a pupil attends without uniform, the Hub Lead or Key Worker should arrange for them to wear uniform provided by the school.

- Polo shirt/jumper (PLACE logo)
- Black or grey bottoms
- Black footwear
- Jumper/ Fleece (PLACE logo)

### Staff Uniform

It is up to staff whether they dress smart/casual or dress in The Place uniform.

### Lost Property

Lost property should be handed into the Office Manager where it can be reclaimed.

### Monies

If a child gives a member of staff any money (such as for an education visit), they must hand it over to the Office Manager as soon as possible. Money should not be held by a member of staff (for any length of time as all monies received should be locked in the safe on the day of receipt).

### Contacting Parents

If parents would like to see a member of staff, they should ask for a meeting. Other information can be communicated by Seesaw or email.

If staff wish to communicate additional information to parents they can do so via phone at the beginning or end of the school day. If using the phone, staff should use the phones designated to hubs, trips or Senior Leaders. If using the phone in any other area, please consider CONFIDENTIALITY. If the phone call is of a sensitive nature, or about a pupil's behaviour, please arrange to use a phone where your conversation cannot be overheard. It is not good practice to give your personal mobile number to parents. The school advises that staff do not befriend any parents/family members or pupils on social media and appropriate privacy settings should be in place for necessary safeguarding protection. All calls must be logged.

## **Communication**

Good communication is essential at The Place. The majority of communication occurs through informal conversations. It is the responsibility of all staff to maintain an atmosphere of openness and communicate messages, observations and thoughts. Furthermore it is the responsibility of staff to access more formal methods of communication for example attending staff meetings, seesaw and emails. All staff have school email addresses, and these are used as an effective means of communication across the whole school, departments and teams of staff.

If you receive information about a pupil such as change of address, telephone number, staying with relatives, temporary accommodation, moving out of the borough, etc, please inform the Office Manager so that pupil records and emergency contact details remain accurate and up to date. All information received can then be updated on Scholar Pack.

## **Educational Visits**

We welcome the opportunity to take children out on educational visits in order to enhance the curriculum and would encourage you to plan for this.

- Residential visits must be approved in advance
- All paperwork must be completed by staff leading the visit
- All documentation must be passed to the educational visits co-ordinator (A.George) and agreed
- Parents/carers must be informed in advance of any educational visit, in case they do not wish their child to take part. Permission must be sought in all circumstances.

## **Vehicles**

Members of staff who use their own vehicles (including travelling to meetings) must ensure they have business use on their insurance. If a member of staff drives on school related business in their vehicle without business use and is involved in an accident, their insurance company may refuse cover. The school does not accept any liability for members of staff who drive their vehicle on work related business without the appropriate insurance cover. If a member of staff transports a pupil in their own vehicle without appropriate insurance and a full valid driving license, they may be subject to disciplinary action.

## **Photocopying and Printing**

Staff are asked to use the photocopier and printer in moderation and only print out what is necessary, selecting the black and white option where possible unless colour is required. Please avoid wastage and ensure you collect any printouts in a timely manner. If the photocopier is not working, please inform the Ebstar.

## Staff Conduct

### Professional Conduct

All staff have a duty to be professional at work and to ensure that we always demonstrate a high degree of respect for all members of the school community. Staff should be mindful of the language they use when talking to and about pupils and the families we work with. This includes all public spaces as there may well be relatives or family friends present who could be offended by flippant or inconsiderate remarks.

**We must act professionally in every aspect of our roles, what we say to one another and how we speak about colleagues.**

### Dress Code

We expect all pupils to come to school in the agreed school uniform, in return it is expected that all staff are dressed according to the staff uniform section above- stating that staff must either wear smart/casual attire or The Place uniform.

Employees must not wear:

- Low cut tops and tops that reveal midriff and / or have slogans on them
- Above the knee shorts
- Short / miniskirts or dresses
- Open toe shoes or flip flops/sliders

Staff will be supplied with school branded staff uniform.

### Mobile Phones

All staff are reminded that it is not acceptable to have a mobile phone switched on during lessons. Neither is it acceptable for staff to have their phones out whilst walking around the school building during the normal school day. They may be used during break periods when not in contact with or in the same area as pupils. A breach in this protocol could be deemed as a safeguarding concern which may result in a disciplinary procedure.

Staff should take care to keep their mobile phone and other personal possessions safe as the school cannot take responsibility for any losses.

School mobile phones are provided for each hub to use alongside their tablet.

### No Smoking Policy

By law The Place is a no smoking site.

Smoking is not allowed anywhere on the school premises, this includes vapes. Members of staff who disregard this will be subject to disciplinary procedures. Any member of staff wishing to smoke, must leave the school premises at agreed designated times in accordance with your work hours.

### Leaving the School Premises during the School day

Staff must ensure that they sign out and back in whenever they leave the school premises for any reason. This is to ensure the safety of others in the event of evacuation (such as fire evacuation).

Staff are reminded to use the Sign In/Sign Out protocol. Any pupils leaving site must also Sign In/Out so we can quickly assess who is present on site at any one time.

Any staff member leaving the site with pupils must have had this previously agreed by a member of SLT and must have the relevant documents. Staff must also have access to a trip mobile phone in case of emergency

### Declaration of Interests

At the beginning of each academic year staff will be asked to complete a pecuniary interest form declaring whether any interests which the Senior Leadership Team and Governors need to be aware

of. Staff must declare any relatives of staff or pupils in the school and declare any relationship with organisations/contractors that does business with the school. This ensures leadership are aware of any interests should decisions be made which could be considered a conflict of interest. Should any changes occur throughout the year, staff must inform the School Business Manager and update their form.

### **Gifts and Hospitality**

If any member of staff receives any gifts or hospitality (i.e., from parents or organisations) with a value of £10 or above, they should record the gift / hospitality within the gifts and hospitality book which is held within the School Business Manager's office. The book will be checked and signed by the Head teacher, ensuring the gift / hospitality is acceptable and appropriate. Gifts and hospitality must not be accepted from the same party on a frequent or regular basis to avoid concern that proper working relationships are being compromised. Gifts and hospitality should be generally low in value, if the gift or hospitality proves to be significantly more valuable than expected, the item should be reported to the Head teacher. Gifts or hospitality that are substantial in value or personal in nature such as holidays, property, loans, etc must be refused.

### **Communication**

At the beginning of each academic year staff will be asked to confirm the personal details that the School has on file, including emergency contact information. A current address and up to date telephone number must be provided. Should these details change throughout the year, staff must inform the Office Manager and update the form.

### **Health and Safety**

Health and Safety is the responsibility of everyone in school. All perceived hazards should be reported immediately to the admin support. A H&S report form must be completed electronically and emailed to the Deputy Headteacher and Head office.

Any situation which is potentially dangerous for staff or pupils, staff must notify the senior leadership team immediately.

Electrical equipment from home must not be used unless PAT tested. The PAT testing sticker must be attached to evidence that testing has been carried out.

### **Mental Health First Aid Team:**

Mental Health is a priority across our school. We invest in wellbeing and the welfare of staff. The below staff are training in Mental Health First Aid.

- Sam Robbins-Langley
- Carmen O'Connor

Across school, we provide the following wellbeing initiatives:

- Late Start or Early Finish if your child has a celebration or event at their school
- Big Birthday gift
- Wellbeing Day (day off of your choice each academic year)
- Free Lunch daily
- Free Breakfast daily
- BUPA offer for support or counselling
- Free Tea/Coffee and refreshments each day
- Free Car Parking
- Free set of Uniform
- Mental Health 1st Aiders on hand each week
- End of term celebration
- Workload audit each year to ensure it's reasonable
- Sign ups for planning and scheme of work websites



## **Fire Drills / Lockdown Procedures**

All staff must be familiar with the procedures and know the correct procedure for all rooms. Particular notice should be taken of exit routes and these exits must be kept clear at all times. All fire alarms should be treated seriously and staff must follow the correct procedure every time the alarm sounds. If a member of staff discovers a fire, they must not attempt to put it out. The alarm must be raised immediately so that evacuation of the premises can occur.

In the event of a lockdown, all staff must make sure they have read the Lockdown Procedure and are aware of the correct action to take. All training must be completed.

### **Fire Marshals:**

- Colin Hodgson- Site
- Charlotte Hardy- Head Teacher
- Julia Whitesides- Deputy Head Teacher
- Martyn Rose- Extended Leadership
- Lizzi Hudson- Deputy Head Teacher
- Jordan Mitchell- Leadership

Notices around school have the following information.

IF YOU DISCOVER A FIRE;

Press the fire alarm nearest to where you are:

The alarm will sound

Students and staff will walk out of school by the nearest safe exit.

Students collate in the Menage area of Lower School or the Car Park of Upper School

Office staff take Attendance Registers and visitors book out. Staff should check that all students in their classes are out of the building.

DO NOT PANIC. Walk quickly and quietly in line, DO NOT return to the classroom to pick up personal belongings.

Await further instruction before returning to the building.

## **Fire Drills**

Fire Drills take place every half term. Details are recorded and notes made of any problems which need remedying.

In the case of a fire, the first requirement is for staff to ensure the safe evacuation of all persons from the building to the assembly points indicated on the fire procedures notices.

The Fire Brigade will be summoned by the Senior Leadership Team but in circumstances where the Senior Leadership team are not at school, any member of staff can ensure that the Fire Brigade is summoned once everyone has safely left the building and moved to a place of safety.

All staff will sweep their designated areas and report to the 'Person in Charge'.

All attendance registers will be properly marked for the morning and afternoon sessions. Members of the office staff will take the registers with them on evacuating the premises.

A roll call will be taken when all have reached the place of safety.

Visitors/contractors report their presence on site to the School Office and sign the appropriate 'Visitors Book' and ensure they are familiar with the fire precautions. Office staff must remind visitors to read the emergency arrangements.

Staff or others taking after school clubs must ensure they are familiar with the fire precautions.

All access routes will be maintained in a safe condition and be free from obstructions. So far as reasonably practicable any hole, slope, uneven or slippery surface which is likely to cause a person to slip, trip or fall preventing them getting out of the building safely will be repaired

## **Fire Evacuation Procedure**

Upon hearing the alarm, staff are to ask pupils to remain calm and to put everything down on the table in front of them.

Staff will then calmly escort the pupils to the nearest safest fire exit (front or back door on the ground floor) and calmly make their way to the Fire Assembly Point.

Staff will ensure that on the way out of the room, once it is empty, the door is CLOSED.

The Fire Assembly Point is identified on the car park by a sign which is visible and is located towards the front of the car park near the Entrance Gate.

Pupils will remain with their teacher (who is responsible for supervising pupils in their lesson at the time of the alarm) until they have been told it is safe to return to the building.

Once it has been indicated it is safe to return, pupils will do so in an orderly and calm manner.

## **First Aid**

First aid box is located in the medical room. If a person requires first aid, staff are to contact one of the first aiders and do not administer first aid themselves other than applying a cold compress before seeking advice from the first aider. Pupils must not administer medication themselves.

If a person is seriously ill or injured, staff should send for another adult immediately and also send for a first aider. If a pupil is less seriously injured, staff should ask another member of staff to seek a first aider. All head injuries must be reported to the first aider immediately or in a timely manner. Any child who has bumped or cut their head must be monitored after they have been treated. Parents must be phoned as soon as possible, regardless of how minor the bump seems and advised to seek medical support. If the pupil returns to class in the interim, the class teacher must be informed so that they can monitor the pupil carefully. The pupil should then be sent home with a slip explaining how the injury was dealt with.

If staff are concerned about a pupil with an infection, please refer to the Health Protection Agency website for the current guidance on infection control in schools.

If a pregnant woman comes into contact with another person with an infection, please refer to the Health Protection Agency website for advice.

**Please see the latest Risk Assessment regarding first aid.**

**First Aid Team:**

- Lizzi Hudson
- Linda Bonnor
- Emma Walker
- Lucy Woolley
- Imogen Davy

**School Closure Due to Severe Weather**

If necessary, staff will be contacted if the school is to close through severe weather or unusual circumstances. If no contact is made, staff are expected to do their utmost to get into school unless travel is deemed unsafe. In the event of school closure, staff may be asked to undertake work at home or to attend school later in the day if travel is deemed safe. In the event of staff taking time off when no school closure is in place, the time will be unpaid.

Parents will be contact by seesaw. Those parents that are not on seesaw will be rang by the hub lead.

## Confidentiality

**All staff need to be aware of the needs for discretion and sensitivity at all times in their work with children, parents and colleagues**

In accordance with GDPR requirements everyone has the right to privacy and so information shared should be on a 'need to know' basis in accordance with the data protection policy (please ensure you are aware of the contents within this policy)

**Special Educational Need (SEN)**

All staff need to be aware of the learning, behavioural or emotional needs of the pupils in order that pupils can be taught / treated appropriately. SEN information can be shared with the pupil's parent/guardian but information shared with other professionals must be in accordance with the data protection policy, except in the case of child protection.

**Children Who are Looked After (LAC)**

Information regarding looked after children will be kept by the designated teacher with responsibility for LAC who will be responsible for the PEP (Personal Education Plan). Class teachers will be kept informed about LAC pupils on the Child Protection Register and kept up to date with relevant information from external agencies. Nominated staff agreed by SLT will attend reviews and strategy meetings and report back to the designated teacher.

**Staff**

Information shared by staff, whether professional or private, must be treated as confidential. Staff must be discrete in the presence of visitors, including visiting professionals in order that no information about pupils or colleagues is overheard and repeated inappropriately. Staff must not discuss information about colleagues or pupils outside of school, other than with appropriate external agencies on a need to know basis and in accordance with the data protection policy.

## Important Dates

2022/23

Autumn A	
WC 12/09/2022	<ul style="list-style-type: none"> <li>• IEP's completed / Smart targets</li> <li>• Long term planning / curriculum overview</li> <li>• Baseline assessments (Pira and Puma/ AR)</li> <li>• Individual Risk assessment (as required)</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 19/09/2022	<ul style="list-style-type: none"> <li>• Medium term planning for Autumn A/ schemes of work</li> <li>• One page profile</li> <li>• SPOT updated</li> <li>• Student Support Plan (My Plan) updated or initiated for new CYP</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 26/09/2022	<ul style="list-style-type: none"> <li>• Quality assurance - Book Look</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 03/10/2022	<ul style="list-style-type: none"> <li>• PM meetings with LM/HT</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 10/10/2022	<ul style="list-style-type: none"> <li>• PM meetings with LM/HT</li> <li>• Cold write</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 17/10/2022	<ul style="list-style-type: none"> <li>• PM meetings with LM/HT</li> <li>• Exam access arrangements, teacher referrals</li> <li>• Data entry</li> <li>• Writing moderation</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> <li>• Subject reviews</li> </ul>
Autumn B	
WC 31/10/2022	<ul style="list-style-type: none"> <li>• Medium term planning Autumn B/ schemes of work</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 07/11/2022	<ul style="list-style-type: none"> <li>• Progress tracking statement (solar data)/ action plans</li> <li>• Lesson observations</li> <li>• SPOT updated</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 14/11/2022	<ul style="list-style-type: none"> <li>• Lesson observations</li> </ul>

	<ul style="list-style-type: none"> <li>Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 21/11/2022	<ul style="list-style-type: none"> <li>Mock exams</li> <li>Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 28/11/2022	<ul style="list-style-type: none"> <li>Exam access arrangement evidence</li> <li>Quality assurance – Book Look</li> <li>Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 05/12/2022	<ul style="list-style-type: none"> <li>Data entry – onto Share point grid</li> <li>Quality assurance – pupil progress meetings</li> <li>Cold write</li> <li>Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 12/12/2022	<ul style="list-style-type: none"> <li>Subject reviews</li> <li>Writing moderation</li> <li>Parents evening</li> <li>Quality assurance - Pupil progress meetings</li> <li>Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
Spring A	
WC 03/01/2023	<ul style="list-style-type: none"> <li>Medium term planning Spring A / Schemes of work for each hub</li> <li>Pira/ Puma / AR assessments</li> <li>Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 09/01/2023	<ul style="list-style-type: none"> <li>Progress tracking statement (solar data)</li> <li>SPOT updated</li> <li>Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 16/01/2023	<ul style="list-style-type: none"> <li>Careers action plan / work experience arrangements – BUS</li> <li>Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 23/01/2023	<ul style="list-style-type: none"> <li>IEPs updated if required</li> <li>Risk assessments updated if required</li> <li>Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 30/01/2023	<ul style="list-style-type: none"> <li>Quality Assurance – Book Look</li> <li>Level 1/GCSE exam entries</li> <li>Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 06/02/2023	<ul style="list-style-type: none"> <li>Exam access arrangements</li> <li>Cold write</li> <li>Data entries – on to Share point grid</li> <li>Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 13/02/2023	<ul style="list-style-type: none"> <li>Writing moderation</li> </ul>

	<ul style="list-style-type: none"> <li>• Subject reviews</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
Spring B	
WC 28/02/2023	<ul style="list-style-type: none"> <li>• Medium term planning Spring B / Schemes of work for each hub</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 06/03/2023	<ul style="list-style-type: none"> <li>• Progress tracking statement (solar data)</li> <li>• Lesson observations</li> <li>• SPOT updated</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 13/03/2023	<ul style="list-style-type: none"> <li>• Quality assurance – Book Look</li> <li>• Lesson observations</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 20/03/2023	<ul style="list-style-type: none"> <li>• External moderation</li> <li>• Parents evening</li> <li>• Cold Write</li> <li>• SPOT updated</li> <li>• Quality assurance pupil progress meetings</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 27/03/2023	<ul style="list-style-type: none"> <li>• Writing moderation</li> <li>• Data entries – on to Share point grid</li> <li>• Quality assurance – pupil progress meetings</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
Summer A	
WC 17/04/2023	<ul style="list-style-type: none"> <li>• Assessments – Pira/Puma/AR</li> <li>• External exam dates to be confirmed</li> <li>• Medium term planning Summer A / schemes of work for each hub</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 24/04/2023	<ul style="list-style-type: none"> <li>• BTEC coursework deadline</li> <li>• Pupil Profiles and career action plans/ work experience initiated - BUS</li> <li>• IEP's / Risk assessments updated as required</li> <li>• SPOT updated</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 02/05/2023	<ul style="list-style-type: none"> <li>• Performance Management</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 08/05/2023	<ul style="list-style-type: none"> <li>• Quality Assurance – Book Look</li> </ul>

	<ul style="list-style-type: none"> <li>• Performance Management</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 15/05/2023	<ul style="list-style-type: none"> <li>• Subject reviews</li> <li>• Deadline of coursework to exam boards</li> <li>• Cold Write</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 22/05/2023	<ul style="list-style-type: none"> <li>• Writing moderation</li> <li>• Data entries on to Share point grid.</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
Summer B	
WC 06/06/2023	<ul style="list-style-type: none"> <li>• Medium term planning Summer B / schemes of work for each hub</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 12/06/2023	<ul style="list-style-type: none"> <li>• Progress tracking statement (solar data)</li> <li>• SPOT updated</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 19/06/2023	<ul style="list-style-type: none"> <li>• Quality assurance Book Look</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 26/06/2023	<ul style="list-style-type: none"> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 03/07/2023	<ul style="list-style-type: none"> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> </ul>
WC 10/07/2023	<ul style="list-style-type: none"> <li>• End of Year reports</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> <li>• Cold write</li> <li>• Quality assurance - Pupil progress meetings</li> </ul>
WC 17/07/2023	<ul style="list-style-type: none"> <li>• Subject reviews for 2023/24</li> <li>• Weekly moderation BUS/TPIS – see schedule/ email for hubs dates</li> <li>• Writing moderation</li> <li>• Quality assurance - Pupil progress meetings</li> </ul>
<b>*Quality Assurance</b>	
<p>Marking, Quality of Workbooks, Learning Environment, Lesson observations, Planning, Curriculum overview, IEP's, Subject reviews, Progress Interventions, Progress Tracking Statements, Pupil Profiles, Use of SOLAR, Use of internal comms systems and Outcomes</p>	



## Important Documents - Curriculum

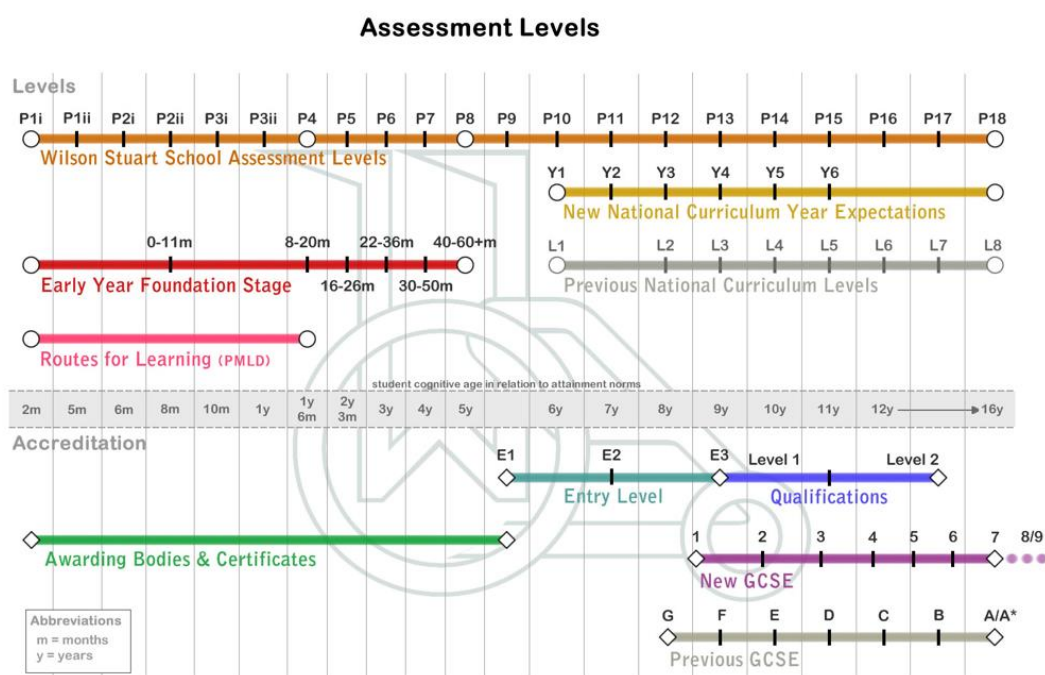
The curriculum at The Place follows 3 stems across the whole school. We teach a skills focussed curriculum.

- Stem 1: Social and Emotional.
- Stem 2: Academic (English, Maths and Science).
- Stem 3: Vocational.

Lessons at The Place follow the below structure. These are highlighted through medium term planning.

- Are the children **Recalling** previous learning?
- Are the children **Learning** something new?
- Are the children **Practising** the new learning?
- Are the children **Applying** the new learning?
- Are the children **Mastering or Overlearning**?

Feedback and Progress is done throughout the lesson in the form of continually verbal feedback. This is shown by the stick it at the top of each piece of work where the smaller steps to success are highlighted against. Therefore feedback is specific and supports progress over time. Children in real time are correcting misconceptions, having check and correct opportunities, and achievements are recognised immediately.





## Admissions and Transition Flow Chart

