

# STAFF HANDBOOK

SEPTEMBER 2017

ASPIRE  
ACADEMY  
BEXLEY 

ENDEAVOUR  
ACADEMY  
BEXLEY 

HORIZONS  
ACADEMY  
BEXLEY 

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## STAFF HANDBOOK

This handbook has been created to give clear guidance to staff on professional standards, New Horizons Federation procedures and expectations as well as the operational running of the school days across the different sites. It can support induction and ensure clarity over what is expected of staff working across the Federation. The staff handbook should be read in conjunction with the policies of the Federation with which all staff must be familiar, read and sign in acknowledgement of their understanding.

## POLICIES

All staff are expected to read and familiarise themselves with all policies during the first month of employment. New staff will be asked to sign that they have done so and have understood them at the first probation review. It is the responsibility of staff to reflect on policies, seek advice and guidance where there is any confusion and keep up to date with any changes made to policies where a manager has highlighted these.

Policies are contained on the New Horizons website and in offices within each school or department.

## RESPONSIBILITY OF STAFF...

### ...TO PUPILS

Staff are expected to treat all pupils equally and fairly. Although it is not possible to always feel inwardly positive towards a young person who continually verbally abuses you or makes personal comments, it is expected that staff present a professional and positive approach to all pupils. When a pupil feels you like him or her, the chances of you making a positive impact are greater because a relationship will gradually be formed and this is the basis of all work we do. It is worth remembering that our pupils do not expect you to like them and may feel rejected by the education system. They are frequently frightened of yet another failure and we need to support them in overcoming this.

The relationship we form with the pupils must however be appropriate. It is a federation-wide expectation that all staff, whatever their role are addressed as Mr, Mrs, Miss, or Sir. Staff are not their friends. Therefore, it is not acceptable to discuss personal details or share information about what you did at the weekend. Staff should be mindful of forming confusing relationships with pupils and never accept pupils as "friends" on Facebook or other social media sites. Never discuss other pupils with a pupil. Never undermine or comment on other staff. Pupils need to know where they stand and what our boundaries are. They will not feel safe or thrive when staff do not present a consistent, professional approach. Therefore, it is essential that staff model the expected behaviours to pupils (appropriate language, punctuality, reliability, hard work, no mobile phones seen, smart dress code). Staff must not share passwords with pupils to private or school IT accounts or allow them access to staff accounts or systems.

Staff also need to be clear with pupils in relation to their educational plans. Where a pupil is on an intervention placement at the PRU, staff must ensure they are consistent in the messages that are given out around reintegration and the time limit of the placement. Where a pupil is in a long term placement, the messages given out need to be of high expectations and aspirations with a strong message that Horizons Academy Bexley, Endeavour Academy Bexley and Aspire Academy Bexley are schools and not alternatives to education. Messages about attendance

and punctuality expectations, what we expect of behaviour and attitudes to work are of the utmost importance if we are to provide the best service to our pupils..

### **...TO OTHER STAFF**

Working in this environment can be highly stressful. You may not have the same amount of parents' evenings or extra-curricular responsibilities as in mainstream, but you will be dealing with very challenging and complex young people every day. The key to making this type of work both successful for the pupils and enjoyable for the staff is to support each other. Staff must work as a team, following procedures and presenting a united front at all times. Listen to each other and be pro-active when another colleague requires support. Never let anyone deal with a difficult situation alone and be aware of what is going on around you. In Debriefing Meetings, agree a collective approach to situations and stick to it. Don't look for an easy way out of challenging situations or "look the other way" as this type of short-term solution is exactly that and will impact negatively on colleagues. When we all work together and give clear, consistent messages, there is less likely to be challenge and we all feel empowered to deal with difficult situations because you know you will be backed up by your own team.

### **...TO PARENTS/CARERS, STAKEHOLDERS AND THE WIDER COMMUNITY**

All staff should aim for positive collaboration between home and community. Developing a good working relationship with home and supporting families makes significant impact on the likelihood of change happening for the pupil too. In the local community it is vital that we promote a collective and positive message about our school and highlight our successes. We do not work in isolation and our whole purpose and value is driven by our ability to engage our stakeholders. All staff are therefore expected to actively promote the school and work in partnership with home and school, being willing to meet with parents / carers, make contact where needed and do whatever is required to engage the family with education.

Again, clarity of expectations around partnership working with schools are key for the staff in the PRU particularly. The PRU has a defined remit and purpose and is not a "catch all" for all children and young people who are difficult to place or struggling in mainstream school. Staff must ensure they support the purpose of the PRU and avoid any conflicting messages about extended placements, long term possibilities for Key Stages 1-3, suggestions that the PRU is a specialist placement and that it can ever be an "easy option" alternative to school.

We also work in closely with the Local Authority and have to be mindful that we are commissioned by them to provide school places in Endeavour Academy Bexley and Aspire Academy Bexley and a service through the Outreach Team and Horizons Academy Bexley. Good relationships and mutual respect are key. All staff are expected to engage in production and solution-focused dialogue to promote the best outcomes for children and young people through this collaborative working.

Our Governors are supportive and keen to be actively involved in our Federation. Staff should welcome them and be proud of the good work undertaken in our schools and the effectiveness of our services. We operate an "open door" policy to our Governors. Heads of School are expected to publish an annual calendar and to invite Governors to key events.

There is a constant flow of people to our schools which means we are continually on public view. Staff must consider the conversations which are had in public areas and be mindful of the impression created. Keep informal conversations away from reception and entrance areas.

## THE SCHOOL DAY

The timings of the school day for pupils are as follows:

### ASPIRE ACADEMY BEXLEY:

Start and end of school day: 8.55am – 3.00pm Monday to Friday

### ENDEAVOUR ACADEMY BEXLEY:

Start and end of school day: 8.45am – 3.00pm Monday to Friday

### HORIZONS ACADEMY BEXLEY:

Start and end of school day:

|                                |  |
|--------------------------------|--|
| Intervention Students (KS1/2): | 8.30am – 2.30pm (Monday – Thursday)<br>8.30am – 2.00pm (Friday)      |
| Intervention Students (KS3/4): | 8.55am – 2.45pm (Monday – Thursday)<br>8.55am – 2.10pm (Thursdays)   |
| Long Term KS4:                 | 8.55am – 3.10pm (Monday – Thursday)<br>8.55am – 1.40pm (Friday only) |
| Medical Needs:                 | 8.55am – 3.00pm (Monday – Thursday)<br>8.55am – 1.15pm (Friday only) |

All teaching staff should be on site for a morning briefing at 8.30am where plans for the day are outlined following discussion in the previous day's Debriefing Meeting.

Staff will go straight from the morning meeting to direct work with young people so it is vital that any preparation is done prior to the meeting.

All staff are involved in an end of the day Debriefing Meeting which is minuted and all staff are expected to attend unless they are involved in a designated rota responsibility as directed by the Head of School. This is the same arrangement across all of our schools and satellite centres and is mirrored in the Outreach Team through regular team meetings. This meeting gives everyone the opportunity to discuss the day, raise issues and concerns, celebrate successes and plan collectively for the following day. It is expected that all staff contribute to these meetings to seek creative solutions to problems. Any member of staff involved in other duties who is unable to attend the meeting must ensure they update a colleague where there is important information to be relayed or discussed by the team. Remember, we are a team – no one sits back and waits for others to solve problems, we all have ideas to bring to the table and supporting each other means investing in seeking solutions to difficult situations.

Friday afternoon is a time for staff to make contact with home, update the management information system, meet with parents / carers and prepare for the following week as well as update displays. Phone calls to parents / carers are also made on the day when there are issues to discuss or a pupil has done particularly well in learning or behaviour. These are agreed in Debriefing Meetings to prevent over contact of parents or conflicting messages.

The day ends when the work is done. Teaching Assistants generally finish at 3.15pm but teaching staff and most other support staff are expected to finish when everything is completed. It is certainly not expected that staff leave before 4pm in order to fully meet the business need. Managers are expected to model expected behaviours to staff and remain on site until the work is completed in order that the next day is fully planned.

## ATTENDANCE OF PUPILS

Attendance is everyone's responsibility. We encourage attendance in the messages we give, the language we use and our daily response to pupils. It is an expectation that pupils attend on time every day. It is not different for our pupils and our expectations must not be less than for any other pupil in all schools around the country.

Reduced attendance results in less progress and poorer outcomes. Learning only takes place when children are in school. A sense of balance and reality is needed when considering the reasons sometimes given for absence and challenging poor attendance through discussion with pupils and contact with parents / carers is the responsibility of all staff. Good attendance should be recognised by praise and through internal school systems.

Requests for holidays during term time are never granted.

Registers must be completed twice daily and are a legal document – familiarise yourself with the coding for information on reasons for absence.

The schools work closely with Bexley Education Welfare Service and hold weekly meetings to review all pupils' attendance.

More information on approaches to attendance can be found in the **Attendance Policy**. The key member of staff for attendance is **Jane Baldwin, Inclusion Manager**.

## STAFF CODE OF CONDUCT

Members of staff have a commitment to pupils, colleagues, parents, the community, local schools and the Local Authority. In fulfilling the obligations of professional practice, staff members should behave at all times in such a manner as to demonstrate personal courtesy and integrity and to enhance the dignity and standards of the education and teaching profession.

New Horizons Federation is committed to develop professional skills and expertise in staff through ongoing training programmes and the belief in investing in our own people as the most important resource in the organisation.

### IN DEALING WITH PUPILS, STAFF SHOULD:

- Only contact parents/carers on the authorisation of managers – multiple calls from staff can give an inconsistent message. (BMK)
- Remember who the adult is and consider at all times the spiritual, moral, intellectual and physical welfare of the pupils before anything else.
- Behave with compassion and impartiality, demonstrate calmness and measured decision making. Be sensitive in expressing criticism of pupils and avoid hurtful or damaging comments.
- Be consistent and work in line with the service procedures and values.
- Base all comments on evidence and factual analysis of situations and data when providing reports
- Model the expected behaviours.
- Set the highest standards and promote aspirational goals

### IN DEALING WITH COLLEAGUES, STAFF SHOULD:

- Exercise respect, care and consideration towards them.

- Be aware of the professional needs of others.
- Keep in confidence discussions with colleagues concerning professional problems.
- Behave professionally towards them and ensure professional boundaries are not crossed through inappropriate informal banter.
- Respect the professional standing of colleagues, especially when making any assessment of their work or observations related to managing performance.
- Exercise diplomacy and respect others' privacy when challenging practice.

### **IN DEALING WITH PARENTS / CARERS, STAFF SHOULD:**

- Seek to establish a friendly and cooperative relationship with families.
- Present the team view and not personal views which are at odds to the ethos and values of the organisation.
- Not knowingly distort or misrepresent the facts concerning any aspect of educational development of their children.
- Respect the joint responsibility which must exist between the school and the family for the education of children and young people.
- Be pro-active and open in giving a balanced view of the pupil's development and progress.
- Communicate regularly and ensure parents hear as many positive messages as negative – don't phone home only with problems and issues!

In relation to professional standards and ethics, staff who are associated with, or under supervision of the New Horizons Federation Counselling Psychology Department should adhere to the guidance established with the British Psychological Society's Code of Ethics and Conduct (2009).

## **RECRUITMENT OF STAFF**

Recruitment of staff is a two-way process which involves us selecting staff who are best able to deliver to the Job Description and are equally committed to the role. The process is very much a matching of skills, motivation and commitment to ensure that the person who eventually accepts the post is a best fit.

Our recruitment processes have developed to ensure a thorough and immersive experience over a two day period. Jobs are advertised both internally and externally and agencies only used in exceptional circumstances where all other advertising routes have failed to deliver in spite of three attempts. Visits to the school are always strongly encouraged. All applicants must complete an application form – CVs will not be accepted – and include two referees of which one must be the current or most recent employer. Shortlisting is completed against a grid of requirements which is taken from the role Person Specification and candidates are then invited to interview at the same time as references sought.

The interview process is a two day selection process:

- Day 1 – tour of the school; meeting with key staff; time spent in lessons and with pupils shadowing and observing; informal conversation with staff member in the same or similar job role; written task and observation of end of the day Debriefing Meeting.
- Day 2 – lesson observation (teaching staff); interview by pupil panel; formal panel interview.



For potential management posts, this process will include other tasks undertaken on the second day alongside those already highlighted.

All candidates are marked against criteria drawn from the Job Description and interview questions are based on this and the Person Specification.

Feedback is offered to unsuccessful candidates as part of the process. Following interview, the successful candidate is asked to present their documents to the HR Officer for formal final recruitment processes to be actioned.

## PROBATION PROCESS AND INDUCTION OF NEW STAFF

It is acknowledged that our environment can be very challenging and staff who are new need time to acclimatise and “learn the ropes”. With this in mind, our induction processes are thorough and present all new staff with the opportunity to understand their role, gain knowledge of the school or service in which they are working and learn within a supportive framework.

New staff should present themselves to the HR Officer at the start of their first day to collect their Induction Pack. During this meeting, the key dates and events are highlighted including essential training which all new staff must undertake in the first couple of months in post. New staff are given an Induction Checklist which outlines the programme for the first month and identifies key personnel who will support during this period.

The first two days are spent shadowing a colleague and meeting with key personnel: the Head of School / Service, direct line manager, Head of Department / Coordinator / Curriculum Lead, key staff within the school or service and being introduced to the staff “buddy” who will be the main 1:1 support for the member of staff during their first month of employment.

The first months’ probation review is an opportunity to discuss any concerns or issues, ask questions and gain feedback on how the new member of staff is adjusting to the environment and undertaking their job role. Targets will be set and reviewed during subsequent reviews (month three, month 5 and final probation review) and a “Coaching Mentor” identified to be available as a “listening ear” in supporting the member of staff with any concerns they may have, giving guidance and signposting them as appropriate. The “Coaching Mentor” does not act for the member of staff and is there as an independent guide and support during the remainder of the probationary period. This person will not work within the school or service in which the staff member is based and will be expected to act as a critical friend and guide during the first 5 months following the first month review.

Sometimes there are issues which arise related to performance or attendance and the review process allows for these to be discussed and addressed in a formal manner before any post is finally confirmed.

Probation reviews are overseen by the Heads of School or Heads of Service who will ultimately recommend whether a member of staff is confirmed in post at the end of the period.

## STAFF PROCEDURES

### ABSENCE

#### STAFF ABSENCE DUE TO SICKNESS

All staff are required to phone the **Head of School or for SLT staff and Central Staff the Executive Head Teacher** by **8am** on the first and every subsequent day of sickness absence from work in order that cover can be arranged as necessary. It is **not** acceptable to send a text or email message or to ask another person to make contact on your behalf. The only exception would be if you are physically unable to make phone contact yourself in which case you would be expected to ask a family member to communicate on your behalf until you are able to do so yourself. Every department must ensure there is emergency cover work available or the member of staff must email in work to the appropriate address where this has not been organised previously (admin@oakwood.bexley.sch.uk for Endeavour Academy Bexley / admin@prs.bexley.sch.uk for Horizons Academy Bexley direct to Centre Managers for Year 11 Satellite Centre staff / head@westbrooke.bexley.sch.uk for Aspire Academy Bexley staff. Since all staff are expected to provide weekly lesson plans in advance, there should be no reason why work is not readily available for any short term absence situation.

All calls must be made by the member of staff themselves and staff must state why they are absent, when they first became ill and when they anticipate they will be fit enough to return to work. During extended periods of absence, it is the responsibility of the staff member to engage in regular contact with the Head of School or service.

If you leave work during the school day because of sickness, your absence is recorded as follows:

|                                  |   |                             |
|----------------------------------|---|-----------------------------|
| Leaving work before 10am         | = | 1 day absence               |
| Leaving work between 10am-2.30pm | = | ½ day absence               |
| Leaving work after 2.00pm        | = | not counted towards absence |

If you have not returned to work by the 8th day of sickness, you must obtain a Doctor's Certificate (this includes weekends and Bank Holidays) and send this to the Head of School.

All sickness and other absence is monitored centrally to ensure that there are robust absence procedures in place. **Heads of School must email Yvonne Dye (PA to Jo Southby / HR Link) the daily absences and any return to work information** which is then held centrally. This ensures that accurate records are kept and trigger points adhered to.

#### RETURN TO WORK

On your return to work, you should **report immediately to Bev Evans Head of School (Endeavour Academy Bexley), Phill Collins, Head of School (Aspire Academy Bexley), Barbara Mackenzie, Head of School (Horizons Academy Bexley), Lorraine Reynolds Centre Manager (Welling Centre), Emma Stubbington (all Outreach staff), Paul Dyer (all Intervention staff), Jane Baldwin (Safeguarding and Attendance staff) or Jo Southby (all SLT and NHF middle manager central staff)** who will arrange to see you for a Return to Work Interview within the next 24 hours.

All absence forms must be completed by the designated administrative officer at each school and passed to the Executive Head Teacher's PA who is responsible for Personnel / HR across the Federation and keeps accurate records on attendance and absence.

## SICKNESS MONITORING

All sickness and absence is recorded centrally. Where a member of staff has triggered a review in accordance with the sickness procedure (5 days over a rolling year), sickness monitoring will come into place whereby a meeting will be held with the member of staff to discuss reasons for absence and to consider whether a referral to Occupation Health would be beneficial and, in some cases, to start Performance and Capability Procedures.

A referral to Occupational Health will also be made where a member of staff has been **absent for 4 weeks or more**. Where the reason for absence is **stress or depression**, the referral to Occupational Health will take place from the outset to ensure adequate support is given and a speedy return to work obtained. Following any operation or where the condition may be on-going, a referral to Occupational Health will be made to ensure that we as employers are able to support you appropriately.

## MEDICAL APPOINTMENTS / OTHER TIME OFF

It is expected that staff will make medical and any other appointments **outside of school hours**. Any appointment during a school day should be avoided but, in exceptional circumstances, particularly hospital appointments which only offer one time allocation, time may be agreed with the Head of School at the start or end of the school day. **All appointments during the school day must be authorised by the Head of School or Executive Head Teacher in the case of central NHF staff**. Any member of staff with a planned absence must organise work for students during their period of absence and communicate to SLT the arrangements made for any duty covers.

Holidays during term time will **not** be authorised for staff as school closures mean that almost all staff benefit from 14 weeks holiday per year. Where staff are on full time contracts, it is expected that blocks of leave be taken during school closure time but there is the ability to agree single days leave during the year at the discretion of the Head of School or EHT in accordance with business needs.

Staff on full time contracts are expected to be in work undertaking agreed tasks as usual when the school is closed unless on booked leave. Heads of Service may work from home for some of this time but should be mindful of the management of their team in work.

## COURSES / STAFF DEVELOPMENT

New Horizons Federation actively supports and promotes the development of staff but is conscious of the need for all training to be a strategic action in line with the School Improvement Plan and linked to individual Performance Management targets. Where staff are funded for extended training, a **training contract** must be signed to protect the interests of the organisation and ensure that NHF benefit from their investment. Where a member of staff leaves the organisation less than 24 months after the end of the course or during the course, costs of the training must be paid back at the rate outlined on the contract.

Study leave is granted occasionally to support training but has to be authorised by the executive Head Teacher. Study leave is not granted where there will be an impact on operational running of the schools or a negative impact on the service.

## TIME OFF TO CARE FOR SICK CHILDREN

There is no entitlement in Teachers Pay and Conditions for staff to take paid leave to care for sick children. In these circumstances, it is expected that other arrangements should be made and any absence should be for no more than one day and will not automatically be paid.

For staff on Bexley Range, consideration can be given for up to 5 days carer's leave paid in any one rolling year, but this is at the discretion of the Head of School. However, it is expected that the member of staff take one day to organise childcare if the situation is longer term and that any additional days be agreed with the Head Teacher. Where more than 5 days are taken in any rolling year, the additional days will be unpaid.

Although it is accepted that staff do have pressures outside of work, it must be remembered that the work within the organisation does not go on hold and the business needs remain. This means that other staff will have to take on additional tasks to cover any absent colleague. Any absence impacts on the establishment detrimentally and should be therefore avoided where possible.

## ACCIDENTS

All accidents involving pupils, staff or visitors should be reported to a member of the Senior Leadership Team and recorded in the Accident Book which must be held in a central office.

A qualified first aider should be summoned immediately to make an assessment on whether any further medical treatment is necessary.

If it is decided that a pupil, member of staff or visitor needs hospital treatment, the following action should be taken:

- For pupils, the parents / carers should be contacted and a decision made as to whether an ambulance should be called or, if not urgent, parents to collect and take to the hospital or doctors for further assessment / treatment.
- For staff, either an ambulance to be called or a member of staff to accompany to hospital where this does not affect the operational needs of the centre and the member of staff is not in immediate danger.
- For visitors, an ambulance to be called. Staff should not take visitors to hospital in their own cars.

## REPORTING INCIDENTS TO THE POLICE

We work closely with Schools Police Officers and Community Safety. Due to the sometimes challenging nature of our client group, occasionally it may be felt that there should be police involvement for an alleged criminal offence. All calls to the police must go through the Head of School and no calls should be made by individual staff including other managers without Head of School agreement, unless Head of School has delegated to another manager due to being offsite. Welfare calls fall outside of this guidance.

## BASELINE ASSESSMENTS

All children and young people undertake baseline assessments on entry and exit assessments in the week prior to leaving. Half termly assessments are also completed by teaching staff and meetings held at the start of each term to interrogate progress data and identify pupils who require specific intervention to close the gap in learning or accelerate progress. In the case of respite pupils, baseline assessment is completed on entry and exit with teacher assessments undertaken at the mid-point to inform progress and identify weak areas for intervention work.

## CONTACT DETAILS

At the beginning of the academic year, all staff will be asked to provide up to date contact details and information regarding next of kin for emergencies.

Any changes to details should be immediately notified to the school Office Manager and the Executive Head Teacher's PA.

## AUDIO-VISUAL EQUIPMENT

All audio-visual equipment must be stored in secure areas and booked through the Lead Subject Teacher unless it is specifically purchased for use within a designated subject area. In this case, it is the responsibility of the subject teacher to ensure it is safely and securely stored.

All equipment is logged on the **Asset Register**. Any new equipment should be presented to the Office Manager for inclusion on the Asset Register. IT equipment and mobile phones will be logged on the IT asset register centrally before distribution and must be presented annually to the IT Network Manager as part of the whole Federation system of controls and auditing protocols.

## BEHAVIOUR OF PUPILS

All staff working in the Federation are responsible for addressing the behaviour of pupils. All of our pupils exhibit social, emotional and behavioural problems and it is our main focus to support them in changing their behaviour in order to access education and further opportunities. **No member of staff should ignore poor behaviour.** It is essential that we all work consistently and as a team to address behaviour issues. Never wait for someone else to tackle a problem and always back up your colleagues!

Staff are expected to model the desired behaviours at all times. Therefore, it is not acceptable for staff to be seen using mobile phones or taking calls outside of the office or staff area. Although personal phones may be kept with staff, these should be out of sight of pupils at all times as this is our expectation of the students. Staff behaviour in respect of how they talk to each other and confidentiality are also major considerations as students cannot be expected to turn their own behaviours around where there is confusion, disrespect or distrust.

Every pupil in the school will carry with them a **Daily Credit Sheet** which allows staff, parents and the pupils themselves to monitor behaviour and measure progress against both generic and personalised IEP targets. It is the responsibility of the pupils to look after these sheets and hand them in each session and the responsibility of staff to allocate sufficient time to discuss credits, review progress and hand back to pupils at the end of each session. **Credits are linked to rewards and the monitoring of progress against behavioural targets.**

For further information on managing behaviour, please see **the New Horizons Federation Behaviour Policy**.

## USING THE BEHAVIOUR POLICY

The **Behaviour Policy** is made up of an overarching ethos and rationale document which relates to all schools in the Federation alongside a number of operating documents, one for each school or department in the PRU. The operating documents are a framework to support the management of pupils' behaviour through a tiered system of challenge and sanctions. However, it is essential that staff always use the Credit System in the first instance which should be used to challenge almost all behaviours in terms of de-escalation. Early intervention with low level behaviours is vital and defaulting to sanctions at the outset does not leave staff with appropriate tools to manage in the longer term.

It is the responsibility of all staff to read, familiarise and utilise the policy consistently. However, daily debriefing meetings offer staff the opportunity to review, "tweak" and develop strategies alongside the framework for the pupils in their care. Agreed strategies and planned interventions are the expected outcomes of all debriefing meetings in successfully managing pupil behaviour.

## CHILD PROTECTION

Each school has **Designated Child Protection Officers**. These are:

- **Beverley Evans – Endeavour Academy Bexley**
- **Phill Collins – Aspire Academy Bexley**
- **Lawrence Davies – Horizons Academy Bexley**
- **Sue Graham – Horizons Academy Bexley Intervention Placement (Primary, Secondary and Medical Needs)**
- **Lorraine Reynolds – Key Stage 4 Welling Centre**
- **Tina Thorley – Key Stage 4 Horizons Academy Bexley**
- **Neil Hazlewood – Long Term KS4 Horizons Academy Bexley**
- **Barbara Mackenzie – Horizons Academy Bexley (reserve)**

The DCPC will collate information, contact Kathy Spillane or Jane Baldwin for advice, telephone Social Care as appropriate and make a referral where appropriate. Their role will also be to inform the parent / carer of any referral where appropriate. Other staff should support the child / young person but be aware of their own role in relation to the responsibility of the DCPC for all child protection issues.

All CP issues must be recorded immediately on incident forms and given to the DCPC who will file them in a locked cabinet separately from general / school files.

Any concerns about how the DCPC has acted should be raised by the member of staff with the **Inclusion Manager, Jane Baldwin**, who has ultimate responsibility for safeguarding. Where designated staff require additional support internally, **Kathy Spillane is the NHF Safeguarding Liaison Officer** who will provide guidance and support for the most complex cases. All training internally is provided through this team and it is expected that all staff will receive an annual refresher to promote the highest standards of practice and knowledge across the Federation schools.

It is a requirement that **all** staff attend safeguarding training as directed including E- Safety, FGM, Gang Awareness and Prevent.

### WHAT TO DO IF A CHILD STARTS TO DISCLOSE:

- Reassure the child that he/she is not to blame.
- Do **not** promise not to tell anyone.
- Do **not** question or prompt the child, just listen to what they want to tell you.
- Explain what you are going to do to the child.
- Write notes with date / time of interview on the recording form and speak immediately to your line manager / DCPC.
- Ensure your notes use the words of the child and are factual – do not give opinions or make judgements.

## ABUSE BY A MEMBER OF STAFF:

Where a child discloses to you or you suspect a member of staff of not acting appropriately, you should report this immediately to the Head of School / Executive Head Teacher. It must not be discussed with the member of staff involved. If the abuse involves the Head Teacher, the Chair of Governors should be informed.

## TYPES OF ABUSE:

- Physical
- Emotional
- Sexual
- Neglect

Further information on the types of abuse may be obtained from the school DCPCs.

## ADVICE FOR STAFF RELATED TO PROFESSIONAL CONDUCT IN RESPECT OF CHILD PROTECTION:

- All records should be made as soon as possible after an event / incident.
- Record all allegations however unsubstantiated as they may then be used as evidence to support false allegations.
- Record all inappropriate sexual touch or talk by the child – pass to DCPC.
- Avoid excess time alone with one child.
- Ensure messages are given out to children regarding appropriate sexual behaviour.
- Never do personal care things a child is capable of doing themselves.
- Take care how you touch children and avoid being over familiar or presenting as a “friend”.
- If you have to restrain a child, ensure where possible that another adult is present and follow the guidelines on **Reasonable Force** plus training on **Team Teach**. All incident reports **must** be completed before the member of staff leaves work for the day and record full factual information.
- Where you are working alone with a child, consider prior information and risk assessments before lone working (refer to the **Lone Working Policy**) – ensure doors and windows are not locked or covered and other staff are aware where you are and who you are working with.

## COMMUNICATION

Clear and respectful communication is key to positive working relationships.

All emails must be acknowledged (responded to / read receipt / followed up verbally). Emails need to be kept clear and brief and should not be used to avoid direct conversation. Although it may be appropriate to follow up on a verbal discussion with a confirmation email. Sharing of information by including relevant parties in email exchanges is appropriate where justification can be made around why the information has been shared. Information sharing to keep everyone aware of systems, agreements and expectations is a responsibility and wise approach.

Internal and informal emails do not require letters, qualifications or anything beyond a name sign off. External emails may, where appropriate, include name, job title and contact details but qualifications are not required.

Staff are expected to share diaries with their manager where they are not included on a school timetable. This is for operational management of the schools and services but also to safeguard staff. Any cancellation of appointments must be notified to the relevant person by phone (preferably) or email.

## COMPLAINTS

New Horizons Federation has a clear **Complaints Policy and Allegations Against Staff Policy**. There is also a **Whistleblowing Policy**. All complaints must be raised in accordance with the advice given on the policy and brought to the attention of the identified manager. Any complaint made externally will be referred directly back to the person identified in the relevant policy. It is essential that staff adhere to these policies and signpost them to external agencies including parents / carers where they themselves cannot resolve the issue presented. An informal conversation or meeting is the first point of contact for any issue which has been raised before any formal route is followed. In order to mutually safeguard internal staff from malicious or vexatious complaints and to encourage an open culture, complaints marked confidential which refer to Federation staff and are made by colleagues will not be able to be addressed. The use of the heading "Confidential" will be understood as meaning between the person identified, the person receiving and the sender. No correspondence will be shared if marked "confidential" without discussion with the sender but it has to be understood that this may present a barrier to resolution in some cases.

## CONFIDENTIALITY

New Horizons Federation respects the confidentiality of staff and pupils. Staff must not discuss other staff or young people with their peers and ensure that all discussions take place in private areas away from public ears. Staff should also be aware of carrying information outside of the school on laptops and memory sticks and to avoid leaving confidential information relating to staff / young people on view. Staff must always consider what information it is appropriate and necessary to share and the audience / person with whom they are sharing this information in order that confidentiality is maintained whilst information which needs to be communicated is done so within appropriate boundaries. Any information which is shared electronically regarding specific children must be password protected and sent via secure email with only initials used in the subject box. It is not appropriate for staff to use personal emails to send work-related information.

## COPYRIGHT

Before copying any material, colleagues should adhere to legal restrictions which are, in brief:

- Some publishers produce lesson material which is explicitly exempt from restriction and can be copied.
- Most publications can be copied but in strictly limited quantities where the purpose is directly educational.
- Some publications can only be copied with specific permission from the publishers which is highlighted on the original.
- Lesson plans, schemes of work and other materials used and developed by staff within the Federation whilst in employment will automatically become the property of the organisation and should not be marked copyright (this cannot be recognised as



materials developed or piloted during or in use with our pupils or for work undertaken as part of our employment is by nature belonging to the federation).

## CORRESPONDENCE

All official correspondence must be checked by a member of SLT prior to being sent out on headed paper which includes the NHF logo. It must also be saved on SIMS as a linked document when linked to a child or centrally by the Admin Staff.

All telephone calls to / from parents must be logged in SIMS at the time the contact is made or received.

## COUNSELLING FOR STAFF

There is a service available for staff, Employee Assistance Programme who provide counselling services for staff. They provide a free confidential service and may be contacted by telephone: 020-3045-3685 – and can also be accessed online or by email.

## DAMAGE

All members of staff must report damage immediately to the Caretaker and Head Teacher.

Any graffiti must be removed immediately by the pupil concerned or the member of staff who sees it where there is no known perpetrator.

All staff are responsible for their own classrooms and must ensure they are always clean, damage-free and tidy before any class enters the room.

Deliberate damage which cannot be rectified by the perpetrator will result in a charge being made to the home and, in severe cases, may involve police prosecution.

## DRESS CODE

Pupils in the school have a uniform which staff are expected to enforce.

Equally, staff are role models for pupils and should therefore ensure that they set a good example through wearing smart attire appropriate to the activities undertaken. Therefore, it is acceptable for staff involved in PE practical lessons to be wearing sportswear but not for a teacher working in a classroom.

Staff represent the school and need to be seen as professional but not too distant that pupils are unable to relate to them. Staff should be able to use their own discretion in determining what is /is not acceptable clothing but the following provides a guide to what is not acceptable:

- Jeans
- Trainers/ Converse style
- Vests / strapless tops / very low cut tops
- Clothes with logos.
- Summer clothes you would wear to the beach.
- Very short or revealing skirts / dresses.
- Shorts (includes PE staff)
- Combat trousers.

- NO flip – flops, backless sandals / Birkenstocks or other alternative beachwear casual shoes. Consideration must be taken for personal safety in our sometimes volatile environment and in the ability to respond to incidents.

Unless staff are involved in PE lessons, it is not acceptable for staff to wear trainers or sportswear in work.

Tattoos should be covered (this does not apply to small, discrete hand, wrist or ankle tattoos).

Piercings are expected to be discrete and staff to be mindful of risk associated with jewellery.

Bright or non – natural colours of hair are not in line with our professional image.

## DUTIES

All staff are expected to be on duty on time and relieve colleagues where requested. It is the responsibility of all staff to check the rota and cover for absent colleagues where highlighted rather than waiting to be asked.

All staff are responsible for the maintenance of sensible standards of behaviour by pupils. Any incident should be dealt with initially by the person who sees what is happening but should then be supported by colleagues.

## E-SAFETY

All staff must undertake E-Safety training during the induction period. Staff are allocated a work email and password and also have access to SIMS and central documents which allow them to do their jobs. Passwords must not be shared with other staff or pupils. No pupil may be given access to staff IT areas or to websites which are not deemed appropriate to pupils. Pupils should not be allowed to listen to music or play on games during lessons and staff are all equally responsible for managing these situations. It is not acceptable to look away or expect other colleagues to address – a consistent approach here is key. Where an unknown or suspect email is received, always proceed with caution and DO NOT OPEN – refer the matter to Jon Hanson, IT Network Manager.

Use of personal emails for sharing information about pupils is not acceptable. Social media must be approached with caution. **Please refer to our E-Safety Policy.**

## EQUAL OPPORTUNITIES

Please see the Equal Opportunities Policy for further information.

## FIRE ALARM ARRANGEMENTS

- The main aim is to evacuate the buildings completely as safely and speedily as possible.
- Should the alarm sound staff must take charge and direct / escort pupils out of the building to the designated area.
- Staff will be talked through Fire Plan instructions as part of their induction by the SLT/ Pastoral Support Staff.
- Staff should ensure that all pupils line up in the appropriate assembly points and a register is taken
- The Heads of School will be responsible for checking staff against the signing in sheet.

- Locations of fire alarm points will be highlighted to staff and any glass broken on an alarm will trigger the alarm sounding.
- Where fire or smoke is seen, all staff should sound the alarm immediately.
- **The Office Manager** is responsible for calling the Fire Brigade.
- Fire Practices must be organised by Heads of School once every term.

## FIRST AID AND MEDICATION

All medication must be kept in a locked medication box. All medication can only be dispensed in line with the **Medication Policy (Supporting Pupils with Medical Needs)**. No medication can be dispensed without parents / carers consent form or letter. This includes Paracetamol and other prescribed short term medication. Written records must be kept in the Medication Log. Staff responsible for the giving of medication must have undertaken training with the School Nurse – **a first aid course completion / certification is not sufficient.**

All injuries must be dealt with by a First Aider and a list of trained staff displayed in the office and central areas in each building.

## HEALTH AND SAFETY

The Office Manager is responsible for Health and Safety at each site and should notify their line manager and / or site staff to raise any concerns or rectify problems.

No electrical equipment from home may be used in the centre as all electrical equipment within the centre is PAT tested annually.

## LEGISLATION

**Fixed Term Exclusions** can only be given by the Head of School. No child may be sent home without following this process without a **Personalised Support Plan** in which this is documented as an agreed strategy in consultation with parents / carers. There is no such thing as an unofficial exclusion or “cooling off period”. Sending pupils home without following proper process may result in safeguarding issues and ultimately challenge externally for unsafe practices. **NO CHILD MAY BE SENT HOME BEFORE THE END OF THE SCHOOL DAY WITHOUT A FIXED TERM EXCLUSION OR PRE-AGREED PSP IN PLACE.**

**Permanent Exclusions** are not given in any school within the Federation.

All pupils are entitled to 25 hours of education every week which can be delivered through both on site and off site approaches including virtual education as long as it can be evidenced that the child is engaging. In almost all cases education should take place on the site of the school. Where a pupil is unable to attend the school site due to risk, extreme behaviours or a medical condition (physical), a **Personal Support Plan (PSP)** may be put in place for a short period of time (no more than 6 weeks with reviews every 2 weeks). PSPs must be used for the shortest time and show planning for increase in hours every week up to 25 hours per week. Where the risk or behaviour is deemed to be longer term, a **Personalised Learning Plan (PLP)** may be put in place which offers the pupil 25 hours of “blended” education. This may include virtual learning, mentoring at home or in an alternative placement, work experience or alternative training. In all instances where a reduced programme is being proposed, the agreement of **both the Head of School and Inclusion Manager** must be obtained. Any further reduction in teaching time on site can only be agreed with their permission. Attendance must be closely monitored and any

reduction in attendance addressed in the review of the programmes. A PSP or PLP cannot continue where there is no engagement and attendance is very poor or reducing.

## MEETINGS

All staff are expected to attend daily Debriefing Meetings at the end of each day.

Morning Meetings should be attended by all teaching staff or those whose start time is 8.30am or earlier. Morning Meetings are at 8.30am each day.

A schedule of meetings for the year are determined and circulated at the start of the academic year.

## PERFORMANCE MANAGEMENT

### TEACHERS

Teachers Performance Management is undertaken annually and is linked to the standards for qualified teachers in England and Wales.

Every teacher is allocated a reviewer and they will coordinate the process which involves both informal and formal meetings as well as data analysis and lesson observations. Details of the annual programme is made available to staff in September/ October each year.

Review records are kept on individual personal files as well as being provided to staff. Targets are reviewed annually and are linked to both the School Development Plan and the core and threshold standards for teachers. Staff need to be aware that standards set to gain different levels of threshold status are not simply to be achieved but require ongoing maintenance in order for the performance to be judged acceptable. For example, Upper Pay Spine 3 would mean that the member of staff would need to be taking on significant whole school responsibilities in order for this to be met and maintained year on year.

### NON-TEACHING STAFF

The Bexley Performance Management Process takes place between January and April each year with staff meeting with their mentor / reviewer to assess progress against targets and to consider the contribution of each staff member to the whole service development plan.

The process may also include observations, data analysis, personal review and informal / formal meetings.

Written records are kept of all reviews and held on individual staff files. All staff receive a copy of the review record and their targets for the year which link to the **School Development Plan**. The process is completed by the end of term 4 for incremental increases to be actioned from April each year.

## PETTY CASH – PURCHASES / RECEIPTS

Authorisation to buy any item must be sought from the Finance Officer before staff incur any expense. It is essential that staff follow the finance systems and adhere to the Finance Policy at all times. No purchases must ever be made without written authorisation and no member of staff will be reimbursed for purchases made on personal cards or undertaken without approval and with evidence of agreement and purchase. Please remember that petty cash is only for the

purchasing of small items and emergencies (eg. Car parking, bread and milk) and the vast majority of spend should be planned and follow the Purchase Order and Invoicing systems.

Please read carefully the finance procedures contained in Appendix A.

## REPORTING DAMAGE, PHOTOCOPIER OR IT FAULTS

All staff must communicate issues and damage to the main reception (Horizons Academy Bexley) or school office (Endeavour Academy Bexley or Aspire Academy Bexley) within an appropriate timeframe (immediately where the damage presents a danger; as and when where the issue relates to an improvement or amendment). Where costs are involved, the Caretaker must raise these with the Head of School for approval. Where staff wish to order IT equipment, any requests must go through the Head of School for discussion with the IT Network Manager to ensure that best value through bulk ordering can be obtained.

## PHYSICAL INTERVENTION AND REASONABLE FORCE

All staff are trained in Team Teach and are authorised by their Head Teacher to use reasonable force as appropriate when managing extreme behaviour. There is an expectation that all staff will employ these strategies in situations where risks of injury and damage are presented or the criteria below met. This expectation is clearly outlined in every job description for staff working directly with children in the Federation. The only staff exempt are office staff and caretakers / site managers. Staff have a duty of care to themselves, their colleagues and the children and young people in their care and must ensure that they are aware of their responsibilities in relation to positive handling. It is not acceptable or supportive of the team for some staff to be “expected” to step in and others to avoid/ leave to their colleagues.

However, staff are advised to use restraint as a last resort and explore all other strategies in the early stages of an incident with the emphasis always on de-escalation. The following criteria must be met if physical intervention is to take place:

- Risk of injury to self or others.
- Risk of serious damage to property.
- Engage in any behaviour prejudicial to maintaining good order and discipline in the school / centre.

Regular training is provided to all staff and it is recommended that SLT re-visit techniques at least every fortnight during Friday afternoon sessions.

Refresher training is provided every two years and new staff will have the opportunity to undertake training as part of their induction. Please refer to these staff for further advice and information:

- Alan Farrell (Behaviour and Team Teach Lead)
- Chelsea Heard
- Neil Hazlewood
- Leanne Michell
- Guled Abdullah
- Nikki Farrell
- Dean Ashby
- Jo Southby

- Lisa Kelsey
- Sam Morton – Hare

Any incident must be recorded on SIMS at the end of the day or before a member of staff involved in the incident leaves for the day. Where a physical intervention takes place, the incident must be documented in the **Positive Handling Record Book**. All staff must ensure that any incident is raised in the end of day Debriefing Meeting and all staff involved complete their paperwork fully with signatures and dates. Recording of physical incidents must also involve recording of communication with parents / carers (same day) and debriefing of the pupil (within 24 hours).

## PHOTOCOPYING

Materials to be copied for lessons must be prepared in advance. It is not acceptable for staff to leave their class to complete photocopying or to ask the TA to undertake this task and leave their group unsupported.

The cost of copying is high and staff are reminded to limit the number of copies to the actual number required for the lesson. Colour copies should only be used when necessary.

Staff are responsible for managing pupil access to printers and to ensure they do not abuse printing rights.

## PARENT REVIEW MEETINGS

All pupils attending Aspire Academy Bexley, Endeavour Academy Bexley or long term provision at Horizons Academy Bexley have a review meeting every old term (three times per year) with intervention placement pupils' meetings taking place at weeks 2, 6 and 11 during their placement. This promotes effective and focused behavioural work, rigorous monitoring of outcomes and partnership working between home, school and the young person. A report is produced and provided to parents / carers on the day during their meeting with the Form Tutor/ TA/ Progress Coach. All documentation is updated along with Positive Handling Plans, risk assessments and IEP targets.

Pupils at Horizons Academy Bexley have a series of meetings as part of the Intervention Placement process – a planning meeting, mid-placement review, reintegration meeting and review meetings during the reintegration process. Parents and school representatives are expected to attend these meetings alongside staff from the PRU. Reports are provided to schools which encompass academic, social and behavioural updates and strategies.

For long term KS4 pupils at Horizons Academy Bexley, termly meetings will follow the same pattern as for pupils at Endeavour Academy Bexley and Aspire Academy Bexley with attendance from school essential as the pupils still remain on their roll and a joint responsibility shared with the PRU.

## RISK ASSESSMENTS

All adults and pupils have a responsibility for their own and others' safety and well-being.

Risk assessment is ongoing and a visual risk assessment should be carried out before all teaching and non-teaching activities are carried out. Written risk assessments are required for all practical activities and as part of planning any off-site visit.

All pupils will have their own **individual risk assessment** which is completed during the initial induction meeting and reviewed through formal meetings or in response to changing level of risk and need. Information for this should be collated from previous school information, the referral form and initial observations used to amend as necessary. Risk assessments are a working document.

## REQUISITION FOR GOODS / ORDERING RESOURCES

All departments have their own budget and are required to complete a requisition form and seek approval before making any order. No budget may be overspent.

All orders should be made from **approved companies** and where this is not possible the company must be set up first before any order can be placed. This should be referred to the **Finance Officer** in the first instance. No orders may be placed in December, March, April or July to fit in with the financial and school terms calendar.

Upon delivery, the office will check the goods and return the delivery note to the Finance Officer for payment approval. Please ensure you are familiar with the Finance Policy and adhere to the systems within the Federation with regard to placing orders, purchasing items and use of petty cash. If you are unsure, please contact the school finance officer for advice or **Julie Garside, NHF Business Manager**.

## SCHOOL VISITS

**No visits may be undertaken without the agreement of the Head of School. Therefore, agreement must be obtained in principle before any plans can be made. The Head of School must keep the Executive Head Teacher informed of any off site trips and activities.**

All visits which involve any outdoor pursuits must have an appropriate LA approval form **completed 6 weeks in advance** (minimum) for approval to be granted. A risk assessment and information must be completed by the visit leader and advice sought from the **Educational Visits Coordinator**. The schools all use Evolve for approval of any off-site visit or activity.

Please contact the above to discuss and seek guidance on any visit you may wish to undertake.

## SECURITY

Please bear in mind the following points:

- Do not leave cash, mobile phones or handbags unattended and avoid taking these items into classrooms (staff mobile phones must be switched off and out of sight during lesson times).
- Please pass any money from pupils into the office as soon as possible.
- Classroom and cupboard keys are the responsibility of staff and should not be left unattended.
- All new equipment must be marked and recorded on the Asset Register.
- All portable equipment of value must be stored in a lockable cupboard or store room out of school hours.
- Staff cars and school cars should always be securely locked.

## SMOKING

Our schools have a no smoking policy across all its sites and within its property including vehicles. No staff member should be seen smoking by pupils or engage in socialising with a pupil who is smoking on or near the school site. This includes the use of electronic cigarettes.

Smoking near the school site does not present a favourable image of our school whether it be staff or pupils so discretion is required of staff who go off the school site during a break and are smoking. Timings of staff breaks for smoking may not interrupt the operational management of the school and must be within reason.

The Local Authority may impose fines on staff or pupils smoking on any school property or within sight of its boundary.

## TELEPHONE CALLS

Messages will be taken on behalf of staff if they are received during the school day.

It is expected that staff will not make private telephone calls except in an emergency as lines must be kept free for school business.

Staff using their own mobiles must be done in their own time and away from all pupils. Mobile phones must be switched off and out of site during lessons.

Staff must not give personal phone numbers to students / parents or use personal email addresses in any work-related correspondence.

## TRANSPORT/ CLAIM FORMS

All minibuses and cars must be booked through the Office Manager weekly for use by staff undertaking trips or visits to pupils. The car log must be taken to record mileage and to allow checks to be signed off as part of health and safety procedures.

Where staff use their own cars to transport pupils, a copy of insurance documents must be passed to Yvonne Dye (PA) along with MOT certificate and current driving licence. Pupils may only be transported by staff in their own cars if they possess Business Users Insurance. A risk assessment should be undertaken first.

A **mileage allowance** is payable for authorised journeys and a claim form completed every month. Receipts for fuel and public transport must be attached.

Any Claim Forms for additional hours must be completed and hours agreed in advance of the work being undertaken. Payment is at the flat rate. The hours must be estimated and authorised, passed to the Finance Department and then accompanied by the signed claim form. Any additional hours must be agreed in advance by the Executive Head teacher and notified to the School Business Manager, Julie Garside.

## VISITORS

All visitors must report to the school office or reception, be asked to sign in and provided with a Visitors Badge. The Visitors Book must be signed on arrival and departure. Visitors who intend to undertake work with a pupils in any of the schools must agree this in advance with the Head of School and present a current DBS certificate on arrival.



# DOCUMENT REVISION

| Date | Who | Description |
|------|-----|-------------|
|      |     |             |