****

**STAFF HANDBOOK**

**2019-2020**

****

**CONTENTS PAGE**

Cover 1

Contents Page 2

Welcome from the Headteacher 3

General Information 4

School vision, mission, motto and philosophy 5

The school day 6

The school year 7

School Structure and Staffing:

Class Groups and Tutor Groups 8

Teaching Staff Roles 8

Specialist teaching and support staff 9

School Meals Supervisors 10

Multi-disciplinary team (therapies) 11

School Business and Support Team 11

Professional Expectations -

Keeping children safe physically and emotionally 12-13

Strive for the highest educational standards 14-15

Promote the values and philosophy of the school 16

Contribute to efficient school systems and statutory compliance

Personal organisation 17

Attendance at work and absence reporting 17-19

Confidentiality and data protection 19-20

Financial procedures and looking after school assets 20

Annual review procedures 20-22

Break and lunch duty rota 22

Communications with parents 22

Diaries/Merits and house points 23

Employee Well-being, Pay and Benefits 24

Privacy notice for employee information processing 25-26

Useful Links 27

**WELCOME FROM THE HEADTEACHER**

Welcome to Belvue School. You are joining a team of hard working, energetic, supportive and passionate practitioners who believe that their role is to provide the very best academic, social and emotional experience for the young people we have the privilege to work with. All our young people have a diagnosis of global learning delay and many have other associated difficulties including ASD, emotional trauma, challenging behaviour and communication difficulties. These difficulties create significant barriers for our young people, particularly in relation to them being able to access opportunities within their community. We therefore have to ensure that the work we do gives our young people every possible chance to succeed when they leave school, by building their confidence and self-esteem and instilling in them skills for life in the community. This means that you will be expected to give 100% to these young people because their future depends on the work you do with them now.

Belvue School enjoys a respectful, creative, reflective, co-operative and mutually supportive environment, where the young people are at the heart of everything we do. The school is a rich learning community for pupils, staff, governors and parents. You will therefore be expected to take responsibility for your own learning, to continually develop your skills and knowledge with regards to the needs of our learners to ensure that you continue to give your very best, to this most wonderful but vulnerable group of young people.

We believe strongly that everyone has a responsibility to be positive about the work of the school and to adhere to all the policies and procedures that support that outstanding work. However if you feel there is a better way of doing something, then please share that with us, as we are always looking to ways of improving our practice.

If you have a question or need help in any way, just ask. I have an open door for any support you might need and the school office is an excellent source of information and advice. If they cannot answer your query, they will certainly be able to point you in the right direction.

This is a wonderful place to work, I hope that as well as giving your very best you will grow and learn here, and enjoy your time with us.

Shelagh



GENERAL INFORMATION

Belvue School is a large and successful special school offering education and therapy to 176 students aged 11-19, who due to their complex special educational needs, require specialist support to succeed academically and achieve their full personal and social potential.

Address: Belvue School

 Rowdell Road

 Northolt

 UB5 6AG

Tel: 0208 845 5766

Email: admin@belvue.ealing.sch.uk

Post 16 Site: Belvue College

 Carr Road

 Northolt

 UB5 4RQ

Tel: 0208 422 0372

Email: belvuecollege@belvue.ealing.sch.uk

Headteacher: Ms Shelagh O’Shea

Deputy Headteacher: Mrs Dawn Carmichael-John

Assistant Head KS3: Mrs Georgia Russell

Assistant Head KS4: Mr Mike Futtit

Assistant Head KS5: Ms Joan Gibson

Head of Business and Finance: Ms Claire Preston

 BELVUE SCHOOL 

**Belvue School’s Vision**

To be a centre of excellence for students with special educational needs

**Mission Statement**

To ensure outstanding outcomes for all students by never underestimating the potential of each young person

**School Motto**

‘A community growing together’

**Belvue School’s Philosophy of Education (ASPIRE Model)**

**A**cademic Progress

**S**upport and Care

**P**ersonalised Pathways

**I**ndependence, Life and Work skills

**R**espect for All

**E**nrichment and Celebration

|  |
| --- |
| **TIMETABLE 2019-2020** |
| **Lesson**  | 0845-0915 | 0915-0945 | **1**0945-1030 | **2**1030-1115 | 1115-1130 | **3**1130-1210 | **4**1210-1250 | 1250-1320 | 1320-1350 | **5**1350-1430 | **6**1430-1510 | 1510-1530 |
| **Monday** | **Team Meeting**  | VT |  |  | Break  |  |  | Lunch 1 | Lunch 2 |  |  | VT |
| **Tuesday**  | **Training**   | VT |  |  | Break  |  |  | Lunch 1 | Lunch 2 |  |  | VT |
| **Wednesday** | **Reflection**  | VT |  |  | Break  |  |  | Lunch 1 | Lunch 2 |  |  | VT |
| **Lesson**  | 0845-09.15 | **1**0915-10.00 | **2**10.00-1045 | 1040-11.00 | **3**11.00-1140 | **4**1140-1220 | 12.20-12.50 | 12.50-13.20 | **5**13.20-14.00 | **6**14.00-14.40 | 14.40-15.00 | 1500-1545 |
| **Thursday**  | VT |  |  | Break  |  |  | Lunch 1 | Lunch 2 |  |  | VT | **Behaviour**  |
| **Friday**  | VT |  |  | Break  |  |  | Lunch 1 | Lunch 2 |  |  | VT | **Planning**  |

**Belvue Calendar Term Dates 2019/2020**

**Autumn Term 2019/2020**

**Monday 2nd – Tuesday 3rd September Training Days – School Closed**

Wednesday 4th September Year 7 - Term Start

Thursday 5th September Year 8 – 11 Term Start

**Monday 16th September Post 16 – Term Start @ Belvue College, Carr Road**

**Friday 18th October Occasional Day – School Closed**

**Monday 21st – Friday 25th October Half Term**

**Monday 28th October Occasional Day – School Closed**

**Thursday 21st November Transition Evening**

**Monday 25th November Training Day – School Closed**

**Tuesday 26th November Training Day - School Closed**

**Wednesday 27th October Moving Day – School Closed**

**Thursday 28th October Moving Day – School Closed**

Friday 6th December Christmas Bazaar (10.30am – 12.00 noon)

**Thurs 12th December School Show – Pupils stay in school till 7pm**

Friday 13th December Christmas Lunch – Whole School

***Friday 13th December Post 16 End of Term @ 3:00pm***

**Monday 16th – Friday 20th December Post 16 Annual Reviews**

Monday 16th December School Christmas trip

Wednesday 18th December Christmas Carol Concert

***Friday 20th December End of Term – Finish @ 1:30pm***

**Monday 23rd Dec – Friday 3rd Jan Christmas Holidays**

**Spring Term 2020**

**Monday 6th January Occasional Day – School Closed**

**Tuesday 7th January Start of Term**

**Thursday 23rd January Night School/Club – Pupils stay in school till 7pm**

**Tuesday 11th February KS3 & KS4 Transition Meeting**

**Monday 17th – Friday 21th Feb Half Term**

**Monday 9th – Friday 13th March Science Week/Employability Week**

***Friday 27th March Post 16 End of Term @ 3:00pm***

**Monday 30th March – Friday 3th April Post 16 Transition/Learning Conversations**

***Friday 3rd April School End of Term – Finish @ 1.30pm***

**Monday 6th – Friday 17th April Easter Holidays**

**Summer Term 2020**

**Monday 20th April Start of Term**

**Friday 1st May Training Day – School Closed**

**Friday 8th May May Day – School Closed**

**Mon 18th May – Fri 22nd May Arts Week**

**Monday 25th – Friday 29th May Half Term**

**Thursday 25th June Leavers Presentation/Graduation Evening**

***Friday 26th June Year 11 & Post 16 End of Term @ 3:00pm***

**Tuesday 30th June Post 16 Prom**

**Wed 8th July & Thurs 9th July School Show – Pupils stay at school till 7pm**

**Friday 17th July Sports Day**

**Monday 20th July School Day Trip**

**Thursday 23rd July School BBQ**

***Friday 24th July School end of term – Finish @ 1:30pm***

SCHOOL STRUCTURE AND STAFFING

**Class Groups**

Class groups are organised by academic ability in each Key Stage. There are 7 classes in KS3, 5 classes in KS4 and 6 classes in KS5. Teaching and teaching assistants for each group are:

|  |
| --- |
| **Key Stage 3** |
| **3GR** | **Georgia Russell/ Emanuela Crastolla**  | **Nadine Doyle**  |
| **3JO** | **Jacquelyne Ombewa** | **Helen Smith**  |
| **3CO** | **Christina O'Connor** | **Bev George**  |
| **3DN** | **Dirasha Naidoo** | **Ann Connors, Dominic Marecheau**  |
| **3MB** | **Mike Baldwin** | **Umi Patel/Mike Murray**  |
| **3SMc**  | **Sheenac McKenzie**  | **Selina Devine, Hannah Churchward, Amanda McGuire, Ian Harrington, Pamela Reinfold**  |
| **Key Stage 4** |
| **4TOR** | **Tim O’Rourke** | **Marsha Abado/Ray Nicolson**  |
| **4MF** | **Mike Futtit** | **Dawn Bennett** |
| **4FT** | **Finnula Tracy**  | **Emma Haynes**  |
| **4WP** | **Will Prophet**  | **Muna Gella** |
| **4MP** | **Marina Perianez**  | **Bonnie Messitt**  |
| **4CC** | **Chris Chambers** | **Bineta Thiam & Ratti Kingcharoen**  |
| **Key Stage 5** |
| **5PP** | **Phillip Peterson**  | **Sandra Stapleton**  |
| **5BS** | **Ben Shipton** | **Eileen Kennedy & Najia Sarosh**  |
| **5JG** | **Joan Gibson** | **Sara Longman** |
| **5LB** | **Lisa Buchan**  | **Nik Papashvili**  |
| **5FP** | **Flora Petrakou** | **Debbie Powell**  |
| **5AH** | **Amanda Heaney**  | **Emma Spry**  |

**Vertical Tutor Groups**

There are 18 tutor groups within Four ‘House’ Groups; Oak, Sycamore, Horse-Chestnut are made up of pupils from Years 7-11 and ‘Ash’ to accommodate our Post-16 pupils are at a second site.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Oak1** | MF/DB | **Oak2** | (GR)EC/ND | **Oak3** | MP/BM | **Oak4** | WP/MG/TMO | **Oak5** | CC/BT/RK  |
| **Syc1** | SMc/HC/SD | **Syc2** | COC/BG | **Syc3** | DN/AC/DM | **Syc4** | TOR/MO |  |  |
| **HC1** | FT/EH | **HC2** | MB/MM/UP | **HC3** | JWB/GC | **HC4** | JO/HS |  |  |

|  |  |
| --- | --- |
| **TEACHING STAFF ROLES** |   |
| Deputy Head (Teaching and Learning Leader) | Dawn Carmichael-John |
| Assistant Head Key Stage 3 | Georgia Russell |
| Assistant Head Key Stage 4 | Mike Futtit |
| Assistant Head Key Stage 5 | Joan Gibson |
| Middle Manager and SLD Leader | Chris Chambers |
| Middle Manager and Assessment Leader | **TBC** |
| Middle Manager and Induction/Mentoring Leader | Tim O'Rourke |
| Middle Manager and Community Partnerships Leader | Phillip Peterson  |
| Science and Technology Leader  | Jagdeep Wadhwa-Brown |
| Therapies Leader | Mike Baldwin |
| Transition Into Belvue / Inclusion | Dirasha Naidoo |
| Transition – Moving On | Joan Gibson  |
| Maths Leader | Tim O'Rourke |
| English Leader | Finnula Tracey  |
| Computing Leader | Jenny Vaughan |
| PE Leader | Christina O'Connor |
| Work Related Learning Leader | Marina Perianez |
| Woodlands Leader | Mike Baldwin |
| RE/Spirituality Leader | Sheenac McKenzie |
| Humanities Leader | Flora Petrakou |
| PSHE Leader | Lisa Buchan |
| French Leader | Lisa Buchan |
| EAL Leader | Chris Chambers |
| Music Leader | Chris Chambers |
| Art/PSHE/Website | Amanda Heaney  |
| Art Leader  | Tabitha Neal  |
| Food Technology Leader | Ben Shipton |
| Drama Leader | Will Prophet |
| Design Technology Leader | Tara O'Reilly |
| Art Leader | Tabitha Neal |
| Unqualified Teacher | Abdi Elmi |
| Unqualified Teacher - DT//work experience | Agi Grogzka-Hinkins |
| Unqualified Teacher/ PSHE/Travel Training | Ailish Byrne  |
| Unqualified Teacher/Extended Schools | Helen Seraphin-Mobbs |
| Unqualified Teacher | Chloe Hopper  |

**Specialist teaching and teaching support staff**

The school has a wide range of specialist teachers and teaching support roles, including higher level teaching assistants. They are led and managed by Dawn Carmichael-John, Deputy Headteacher.

|  |  |
| --- | --- |
| **HLTA staff and specialisms** |  |
| Pauline Lee | PE/Playground organiser/OT support |
| Sarah Grimstone | Food Technology/food order |
| Sukhy Virdee (4 days) | Duke of Edinburgh |
| Renata Korzun | Maths/Intervention  |
| Mark Squire  | Behaviour  |

|  |  |
| --- | --- |
| **Specialist Teaching Assistants** |   |
| Pam Reilly | Communications champion |
| Paige Feutado  | Specific Literacy Difficulties |
| Marian Hillman | Horticulture Specialist |
| Gemma Craven  | Science  |
| Hannah Churchward | PE / OT support |

|  |
| --- |
| **4 x Part Time Teaching Assistants** |
| Jackie Hennessey |
| Rosalie Franklin |
| Beatrice Ferrazi  |
| Angela Melham  |

**School Meals Supervisory Assistants**

SMSA’s provide supervision during the lunch period both overseeing eating arrangements and outdoor play. They are led and managed by Dawn Carmichael-John, Deputy Headteacher. SMSA’s are trained in behaviour management, safeguarding, supporting occupational therapy eating programmes and encouraging active play outside. They work with the head teacher at mealtimes to promote an enjoyable and healthy eating environment.

|  |
| --- |
| **Midday Supervisors** |
| Rosalie Franklin (Senior) |
| Heather Tye  |
| Carol Hulusi |
| Julia Jones |
| Aqlima Mohebzadeh |
| Karen Banks |
| Marzia Amini |
| Jean Dias  |
| Margorzata Sowinska Brunilda Siliaj Natalia Migun  |
|  |

**Multi-disciplinary Team**

The school has a number of different therapists who provide valuable input and support to both the young people and the school team. Referrals are co-ordinated and monitored by Mike Baldwin. Videos and guidance from the therapy team for parents are available on the school website.

|  |  |  |
| --- | --- | --- |
| **Multi Disciplinary Team** |   |   |
| Occupational Therapist | Paula Yard  | 5 days |
| Speech and Language Therapist  | Clare Woodhead | 2 days |
| Speech and Language Therapist  | Victoria Garrott  | 2 days |
| Senior Clinical Specialist Nurse | Vesna Eric-Kovacevic | 5 days |
| Educational Psychologist | Patricia Fallon-Boyle | 1 day |
| Psychotherapist (RESPOND) | Kirstin Leighton-Boyce  | 2 days |
| Counsellor | Charlotte Lawrence | 1 day |
| Music Therapist | Omar  | 1 day |
| Family Workers | Denis O'Brien & Elizabeth Niles  | Full time |

**Business and Administration Support Team**

The teaching and learning of the school is also supported by an extremely busy business and administration team over the two sites.

|  |  |
| --- | --- |
| **School Business and Support Team** |   |
| Head of Business, Finance and Operations | Claire Preston |
| Admin and Personnel Manager | Victoria Judd O'Malley |
| Pupil and Personnel Support Officer | Priti Chudasama |
| Reception  | Cecilia Louisor |
| Finance Officer | Nina Yasin |
| Finance Apprentice  | Dhruvina Samgi  |
| Data Manager | Greg Head (1 - 2 days) |
| Exam officer/Clerk to Governors  | Linda Fawkes  |
| Key Stage 5 Admin Manager  | Louise Scarrott |
| Key Stage 5 Admin Apprentice | Lauren Warnock  |
| Premises Manager (Rowdell Road) | Dave Shaw |
| Premises Manager (Carr Road) | Dave Shaw |
| Assistant Premises Manager (AM) Belvue  | David Mitchell |
| Assistant Premises Manager (PM) Ken | Lee Barton  |
| IT Technician (TRUSOL) | Phil Walker (5 half days) |

PROFESSIONAL EXPECTATIONS

**KEEPING CHILDREN SAFE PHYSICALLY AND EMOTIONALLY**

Your first priority as a professional at this school is to keep the young people safe. This means that they not only are safe but feel safe too. In order to do this there are a number of policies in place with the guidance and protocols that must be followed. Support is always available from a member of the senior leadership team.

Statutory Guidance:

*Keeping Children Safe in Education: Information for all school and college staff: updated September 2016*

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf>

School Policies:

Child Protection Policy

Managing Behaviour Policy

Positive Handling Policy

Confidentiality Policy

Self-Harm Policy

Health and Safety Policy

E-safety Policy

Whistleblowing Policy

**Critical information:**

Concerns/Disclosures - Any concerns at all regarding a child’s welfare should be logged on the school child protection software ‘My Concern’ without fail. This will create an alert to the Child Protection lead Dawn Carmichael-John, the safeguarding deputy Denis O’Brien, and the Headteacher. It is not for a member of staff to rationalise or make judgement on a situation, observation or disclosure. Staff members have a duty of care to pass on the information to the designated Child Protection Lead. Full details are in the child protection policy. YOU MUST REFER, YOU MUST NOT INVESTIGATE

Child hasn’t arrived at school - Keeping registers is a statutory requirement in order to keep children safe. If a child has not arrived at school by tutor time it is the responsibility of the lead teaching professional (tutor/cover teacher) to organise for a call home to identify that the child is safe. It is essential to make sure those non-attendance/attendance marks and corresponding notes are recorded immediately so that the appropriate escalation procedures can be engaged once tutor time has finished.

Visitors to the school - The school administration team follow strict safeguarding protocols for school visitors. If they have not been able to verify that the visitor has full current DBS Check clearance than they will be issued with a RED lanyard and must be escorted at all times during their visit. It will be the responsibility of the member of staff they are visiting to supervise for the duration of their visit.

First aid/emergencies – Should a student become ill during a lesson and require first aid, please contact a nearby first aider or ask the office to locate one for you. There are plenty of trained staff and a list in the school office and medical room. In the event of a child being taken ill, the decision to call an ambulance is taken by the most senior member of staff present. As a rule of thumb, we would rather risk calling the paramedics than risk the health of a student. Details of medical conditions are held in the student’s healthcare plan with original forms being held in the medical room. Copies of the medical form may be taken to the hospital, but office staff must be notified.

If a member of staff falls ill and requires medical treatment, the same rules apply. If taken to the hospital, the next of kin and personal medical information should be requested from the office in a sealed envelope.

Concerns regarding school practices - The school’s whistleblowing policy ensure that you are able to raise concerns of any reasonable suspicion of illegal or improper conduct without fear or recrimination. Concerns of illegal and improper conduct include:

* Safeguarding vulnerable people, for example, abuse or neglect;
* Neglect of duty and maladministration
* Fraud
* Health and safety issues
* Anything troubling staff about working practices; and
* Anything else that causes staff worry or concern.

**STRIVE FOR THE HIGHEST EDUCATIONAL STANDARDS**

In order to be a centre of excellence for special needs, every child must achieve their potential and we must never underestimate what each child is capable of. Staff at Belvue should strive to achieve the highest standards through their own continuous professional development continually reflecting on their own practice whilst learning from others, from best practice and from research.

The school has a weekly diet of continuous professional development activities such as meetings, training, joint planning and collective reflection. Over a term there will be further opportunities such as peer observations, moderation, extended training sessions and Inset training days conducted by school partners, local authority and external organisations and universities. The school also warmly encourages staff to undertake practitioner research and post-graduate qualifications and has provided a number of bursaries in the past to support staff.

Policies and guidance critical to classroom practice:

Teaching and Learning Policy

The Framework for Teaching – Charlotte Danielson 2013 Edition - <http://www.teachscape.com/frameworkforteaching/home>

Assessment Policy

Expectations for Subject Leader Guidance

Behaviour Management Policy

Positive Handling Policy

Behaviour at this school is outstanding. At times, students display challenging behaviour and need significant support to be able to return to a point where they can learn. The strategies and guidance in the behaviour management policy and positive handling policy are to be engaged. If you require any support with the principles and practice of the guidance, please discuss this with your line manager as a matter of urgency. The behaviour/safeguarding meeting takes place every Wednesday at 3pm and all staff, teaching and non-teaching are required to attend. Minutes of the meeting are recorded electronically and circulated after the meeting to all staff. Staff who have not been able to attend a meeting through absence are expected to read the minutes so that they do not miss out on vital information that has been shared.

The school’s educational model ASPIRE provides a framework to ensure the young people achieve the best education for their needs and to bring out the best in each child. Professionals at this school are expected to continually improve their own area of expertise and share this across the team. A broad curriculum is an entitlement for all the students we teach. The diverse needs of our students require a variable balance in the curriculum. Some students will for example, benefit from sensory activities and attention to different therapies, others great attention on their social interaction skills. Teachers and tutors should consult, receive guidance and attend training from therapists and school partners in order to ensure each child in their group receives a curriculum tailored to their needs.

Staff are informed of the school development plan (SDP) priorities at the opening Inset training day of each year. The SDP priorities for this year are as follows:

**School Priorities:**

**What we intend to achieve in the next five years:**

* To create opportunities; partnership and a curriculum within Post 16 that ensures that all young people can maximise adult life and report being meaningfully engaged in their community when they are 25+
* To create a school that is deemed ‘outstanding’ by service users, their families and Ofsted
* Develop funding streams to support the ambitious work of the school and ensure that long-term funding matches expenditure
* To develop a school building that is fit for purpose for the education of young people with learning difficulties.
* To achieve the UNICEF Level 2 accreditation - Respecting Rights of Children
* Active members of Ealing Learning Partnership

**Our next two year’s priorities are:**

Priority 1: Quality of Education - To raise the standard of progress and attainment through delivering good and outstanding lessons with a particular focus on utilising teaching assistants to maximise their input in the learning process

Priority 2: Leadership and Management - To complete the building of our new school and ensure that it is fit for purpose and meets the academic, social and emotional needs of our young people

Priority 3: Leadership and Management - Governors are better prepared to hold the school to account because they are fully and systematically involved in evaluating the work of the school

Priority 4: Quality of Education - To improve the capacity of leaders at all levels to use a range of monitoring opportunities including classroom monitor to extrapolate data to effectively support School Improvement and identify any pupils falling behind expected levels of progress.

Priority 5: Behaviour and Attitude - To develop the capacity of school staff to manage pupils with more complex challenging behaviours so that these pupils are able to maximise the learning opportunities within school.

Priority 6: Quality of Education - To develop a middle school system to reduce the stress and challenge of transition often faced by Year 7 pupils thus facilitating a positive start to their life in secondary school that ensures their academic, social and emotional needs are maximised from the start and challenging behaviour is negated.

Finally all subject leaders need to make sure that their curriculum plans and any policies for which they are personally responsible for are up to date on the school website. After approval from the Headteacher they should be submitted to Amanda Heaney to be put on the website.

All staff should also ensure that information for the news section of the website, with any photos, are sent to Amanda Heaney who will be doing a weekly news update for parents. You must check that the young people in the photos have parental permission for their photos to be published before forwarding to Amanda. An up to date list of photo permissions is held and circulated regularly by the office.

**PROMOTE THE VALUES AND PHILOSOPHY OF THE SCHOOL THROUGH OUR OWN CONDUCT AND RELATIONSHIPS WITH OTHERS**

The way that we interact with the young people, their parents and families, and with each other as a professional community defines us. The foundations of trusting and supportive relationships ensure that we are indeed “A community growing together”. The vertical tutoring policy is at the very heart of how the school is organised and how we care for our young people.

All staff should therefore reflect the principles within:

* Code of Conduct – see policy on school web-site
* Vertical Tutoring Policy
* Autism Policy (includes flexibility of thought statement)
* SEN policy

The school has many partnerships and professionals involved in the well-being of the students and therefore each staff member is responsible for maintaining strong and effective channels of communication and relationships within the multi-disciplinary team and between professionals and families.

Learning conversations and the home school diary provide regular opportunities to develop meaningful relationships between tutor and families which are supportive to the education and welfare of the young person.

## CONTRIBUTE TO EFFICIENT SCHOOL SYSTEMS AND STATUTORY COMPLIANCE

**PERSONAL ORGANISATION**

This is a much larger than average special school requiring a large staffing team and efficient systems to deal with the complexities and demands of each day. This requires an enormous amount of research, strategic planning and operations organisation to bring such a broad and high quality offer of education to the students. Each member of staff needs to understand how essential their own organisation is in order to contribute to, rather than hinder the efficiency of school systems and therefore school effectiveness.

Staff should access school emails at least once a day to address any urgent issues.

**STAFF ATTENDANCE**

Your presence at work is fundamental to the delivery of education and care to the students at our school. It is, therefore, essential that you attend work every day, in line with your contractual agreement.

**All Term Time Staff**

Wherever possible, any medical appointments, attendance at your child/dependant’s school, personal celebrations, anniversaries, birthdays, or any other occasions, must be planned for outside of your working hours. Term time absence will not routinely be authorised.

There are, however, circumstances outside of your control which may need to be attended to during term time. In such circumstances, the Headteacher will consider your request and determine if such leave can be authorised and whether paid or unpaid as per the Local Authority guidance. All requests must be completed on a ‘Leave of absence form’ from the school admin office. There are occasions where a member of staff would like to speak to the Headteacher about the leave request in more detail. Before doing so please ensure that the leave request form is completed in full ready to hand to the Headteacher during that discussion. The Headteacher is unable to agree to leave requests on the spot as the school calendar, impact and cover arrangements need to be considered before approval.

If unauthorised, you will be required to report for work on the day(s) in question. In the unlikely event that you chose to ignore this instruction, a disciplinary hearing will be held to determine your commitment to the school and your future role within it.

Administration staff are contracted to work one additional week in the school holidays.

**For Senior Leadership Team**

The presence of the Senior Leadership at school is essential for its smooth operation.

It is, however, recognised that the Senior Leadership Team members are expected to work flexible hours throughout the year to ensure smooth running of the school. It is routinely expected that they will work beyond the 195 days a year and the 1265 of directed time, attending breakfast and evening meetings and providing out-of-hours on-call response and working during the holiday periods. In recognition of that, it is appropriate for a degree of flexibility to be allowed for the SLT to attend to matters associated with the above-mentioned special leave during term time. Any request for special leave will be considered by the Headteacher, who will decide whether the leave should be treated as time-in-lieu of worked hours, flexible working with an expectation of working the time back, or unpaid.

**Full time staff (52 weeks a year)**

Full time staff who are contracted to work 52 weeks a year, are also expected to organise any appointments, special occasions etc. outside of working hours, with the exception of special leave, which could, in some situations, be paid and deducted from the total allowance of annual leave.

Annual leave, for all-year round therapists in particular, should only be taken out of term time. This is to maximise the available contact time with students over the year. Only exceptional circumstances will be considered by the Headteacher.

Annual leave should be booked online using the Itrent system. Victoria Judd-O’Malley the Admin manager will give guidance on how to use the system. All leave requests are subject to approval by the Headteacher and considered in the context of other staff already on leave, the needs of the school and individual circumstances.

**Absence reporting**

If you are absent due to sickness or other unforeseen circumstances, you must report your absence to the school office as soon as possible and **by 8am at the latest**. Messages should be left on the answering machine, clearly specifying the reason for your absence or type of illness, with an indication of your expected return to work. If your absence continues for more than one day, you will be asked to telephone on every subsequent day of absence to provide an update on when you expect to return to work. If you have a sick certificate the certificate dates must be communicated and then posted into the school straight away.

You must remain contactable during your absence so that your immediate line manager can contact you. Please note, it is not acceptable to ask a third party to phone on your behalf, except in exceptional circumstances.

If you are **an absent teacher, there is an expectation that work will be set for your classes.** Admin and Personnel manager Victoria Judd O’Malley is responsible for the day to day cover arrangements, monitoring staffing levels and individual class needs and deploying staff accordingly. Therefore it is critical that information comes through Victoria, or she is at least cc’d in by email if you are contacting a covering member of staff directly.

**Return to work**

On your return to work, all staff must immediately complete a sickness self-certification form. This is completed for the first 7 days of any sickness absence. For absence periods over 7 days the GP/Hospital certificate must be attached or will be attached by the office if received during the absence.

It is essential that you have a return to work interview on your first day back in order to confirm that you are fit to work and so that the school can ascertain if there are any working adjustments or support that may be needed or can be provided. You will also be asked if you are on any medication in the event you require any medical assistance. Even if you feel that you do not need any assistance or support, the return to work interview is a compulsory activity as part of the schools health and safety responsibilities. You must therefore ensure that you arrive at work early to organise this. The interview must take place on the first day of your return and as early in the day as possible.

All support staff, HLTA’s, therapists and midday supervisors will have their return to work interview conducted by the Admin and Personnel manager Victoria Judd O’Malley. She will liaise with line managers as appropriate if there are any adjustments or support required.

Teachers and senior leaders should report to their direct line manager for their return to work interview. If however your line manager is out that day, you should report to the Admin and Personnel manager who will undertake it in their absence.

**Confidentiality and Data Protection**

All staff are expected to treat any student or school data in the strictest confidence. No staff member should discuss a student with unauthorised personnel, or any person outside the school, unless they are involved in providing support for that student.

Any documentation or other relevant information must be filed as soon as possible. Student files can be accessed through the school office. Administrator Pritima Chudasama is responsible for retrieving and signing out the file required. You are not permitted to take photocopies of any documents in the file without permission from the Headteacher or business manager. If copies are authorised for a meeting or event then the copy must be shredded after it has taken place. Confidential shredding should be undertaken using the industrial shredder in the main school office.

Due care must also be taken with regards to electronic data. Passwords for school systems must remain private to that member of staff and be changed on a regular basis in line with school policy. Student documents should not be emailed to any external sources. In the event that any student documents do need to be shared externally this should be authorised by the Headteacher and will be undertaken using a secure encrypted email system such as egress or by recorded delivery in the post.

Staff who are issued laptops or other devices need to read the guidance provided in the school finance policy which contains the acceptable use policy and the terms and conditions for signing out and using school equipment at home.

Any breach of school or student confidentiality will be treated as a disciplinary offence and may lead to legal prosecution under data protection laws.

**Complying with school financial procedures and looking after school assets**

All staff are required, upon joining and thereafter on an annual basis, to read and sign the schools finance policy. This is to ensure that all staff are aware of their role and responsibilities in protecting the schools assets, financial security and reputation. School financial systems and procedures are in place in accordance with legislation and local authority guidance in order to comply with external audit requirements.

No individual should remove school property and equipment offsite without the permission of the Headteacher. Equipment must be signed out using the appropriate form in the appendices of the finance policy.

Any breakages or damage should be reported to the business manager immediately as failure to do so could prevent an insurance claim from being made.

**ANNUAL REVIEWS – Completing an annual review process for an Education, Health and Care Plan**

It is the local authority’s statutory duty and therefore the schools to complete an annual review for every child/ young person with an Education, health and Care Plan.

They must be reviewed, as a minimum, every 12 months. In some circumstances reviews might have to be carried out earlier (for example due to significant change in needs)

Reviews should:

- Focus on and monitor progress towards outcomes and longer term aspirations

- Consider if outcomes and supporting steps remain appropriate

- Gather information about strength and needs across education, health and care (as relevant)

- Assess effectiveness of provision

- Consider

- The continuing appropriateness of the EHC plan in the light of the child/young person’s progress or changed circumstances

Note: During the year the educational setting will monitor progress towards outcomes specified in the EHCP. Smaller steps helping to achieve the outcomes will be regularly monitored. The frequency of these reviews will be agreed for individual children/young people and will depend on their individual circumstances.

**Review process**

1. Before the meeting:

The Vertical Tutor supported by the school office is responsible for

- Organising and coordinating the meeting

- Inviting attendees

- Sending out reports and any other written contributions; these should include child/young person views, parental contributions, educational setting report and any other reports from professionals involved in supporting the child/young person.

Child /young person – must give their views about their dream and aspirations. The views should be presented either by the child/young person during the meeting or if they do not wish to attend the meeting by a presentation that they have prepared before the meeting. See Appendix C of the ANNUAL REVIEW FORM

Parents/ carers – Parents/ carers should be encouraged to complete Appendix B or write their own contribution which will express their views.

Educational staff and other professionals involved with the child/ young person – should complete analysis, evaluation and investigation into the success of the provision put in place. If needed, additional assessments or observations may have to be carried out.

Attendees to be invited to the annual review meeting:

- The child/young person

- The child’s parents/ carers (if the child is looked after by the local authority the child’s social worker and the residential care worker or foster parents should be invited, as appropriate)

- A relevant teacher, who may be the child’s class teacher or form/year tutor, the SENCO, or some other person responsible for the provision of education for the child

- A representative from the placing LA (in Ealing SEND coordinator)

- Any other person who the child/young person, the parent, educational setting or the LA consider appropriate.

2. The Annual review meeting

Person Centred Planning practice recommends that the voice of the child should be considered first in the meeting. Other aspects of the meeting can then be discussed with the context of the child’s wises.

All present at the meeting, especially young person and the parents/ carers should be given opportunities to express their views about all aspects of the review.

3. After the review meeting

Annual review report should be completed by the Vertical Tutor as soon as possible and send to the school office who will copy the report and send to the SEN Assessment Service.

- Al relevant documents should be attached

- Report should be fully completed, signed and dated

- For all young people in Year 9 and above the annual review report must contain information about planning for adulthood.

|  |  |
| --- | --- |
| Summary of the annual review timeline Activity  | Timeline  |
| Reports circulated before the AR meeting  | 2 weeks before the meeting date  |
| Invitations sent out  | 2 weeks before the meeting date  |
| Annual review meeting  | Arranged within the 10th month of the date of issue of the EHC plan or previous review)  |
| Annual review submitted to the Local authority  | 1 week after the meeting date  |
| Parents informed about the local authority decision  | 4 weeks after the date of the review meeting (and within 12 months of the date of issue of the EHC plan or previous review)  |
| If amendment agreed, amendment notice issued  | 4 weeks after the date of the review meeting (and within 12 months of the date of issue of the EHC plan or previous review) Parents have 15 days to consider  |
| Final amendments agreed, final amended EHCP issued **Transition Meetings – New pupil intake**  | 8 weeks from the amendment notice  |

At the beginning of an academic year or when we have a new pupil intake, as a way of making pupils transition to Belvue high school as easy as possible, a meeting will be held between head teacher, pupils Vertical Tutor, Class Teacher and our family social worker.

This meeting would also be used for Belvue School to set out what the school’s expectations are and what a parent’s expectations of Belvue School are also, these meetings are to enable the parents and school to build relationships also.

**Other school routines and expectations**

**Break Times and Lunchtime Rota**

You are entitled to one lunch break during the day, one hour for teachers and thirty minutes for support staff.

A break and lunch duty rota is managed by Dawn Carmichael-John, the schedule of duties is revised and updated by Sukhy Virdee and then displayed on the hall door. Staff must turn up **on time** for their duty and should not swap duties around unless authorised by Sukhy or Dawn directly. If an individual is out on a trip or training they should contact Sukhy to have the break duty swapped/covered. If you have a 121 duty and the 121 pupil is not present then staff must report to Victoria Judd-O’Malley who will redeploy to another duty. Staff should not be eating, drinking or chatting on their mobile when on break duty, they should be engaging the young people in appropriate activities as per the playground policy.

**Communication with parents/carers**

**School Diaries**

All students have a diary. These are for the use of parents/carers and staff to share useful information on a weekly or daily basis, dependent on the individual needs of each student. The diary keeps a record of the student’s individual learning intentions (soft targets). It also records merit points and house points which is insightful for parents to follow who well their child is doing in these areas. It is also important that detentions are recorded in the diary for parent’s information.

Please write a brief note to let parents know what their child has been doing that day and any homework. The use of the diary however does not replace personal contact or talking on the phone with parents/carers or staff. It sits within a package of communication with parents/carers and provides essential updates between learning conversations.

It is important that communication is not only professional, but also grammatically correct and spelt without errors.

**Other communications**

No formal communications (on headed paper) are allowed to be sent out without the Headteacher’s authorisation.

All letters to parents, including items about school trips and events, as well as about individual students, should be sent out via the school office.

**Diaries/Merits and House points;**

Pupil’s individual school diaries are the main, daily source of communication between home and school and within school. Each young person has two individual learning intentions (soft targets) that identify their learning needs over and above the curriculum which are recorded in the young person’s diary. The class teacher is responsible for identifying these targets which must be shared with the young person and their family. At the end of each lesson, teachers are expected to give feedback to each child on their targets and their behaviour and attitude in the lesson. This must be entered into the diary by completing the merit section. Where a child has demonstrated exceptional hard work and attitude, they can also be awarded a house point at the back of the diary.

**EMPLOYEE WELL-BEING**

As your employer we have a duty of care to you. We will take all steps reasonably possible to ensure your health, safety and wellbeing. This is done in many ways for example;

* Clearly defining jobs and undertaking risk assessments
* Ensuring a safe working environment
* Providing adequate training and feedback on performance
* Protecting staff from bullying, harassment, either from colleagues or third parties
* Protecting staff from discrimination
* Providing communication channels for staff to raise concerns
* Consulting employees on issues which concern them
* Providing employees with opportunities to be creative within their own areas
* Occupational health unit support to provide guidance, support and adjustments for employees with health needs
* Promotion of healthy lifestyles across the school community
* Continuous professional development opportunities for all staff
* Emotional and practical support to staff during times of personal difficulty

We want our all of our staff team to be healthy and happy individuals. If an employee is feeling overwhelmed in the workplace, whether linked to circumstances at work or at home, they should not be afraid to discuss this with their line manager. Stress can cause serious health problems and there may be a number of ways in which the school can either directly or indirectly help to address an issue or support you through a difficult time. Some individuals will not want to voice their feelings however if you are worrying excessively at work or feeling very emotional you must share this with your line manager so that you can receive valuable support rather than potentially (and unintentionally) impacting on the students education and welfare.

The school also subscribe to an employee support service called Workplace Options. They operate a 24 hour helpline providing practical information, resources and counselling on a whole range of work, family and personal issues, for example work-life balance, child care, relationships, health and well-being, debt, disability and illness, careers, bereavement and loss, stress, elder care, life events, immigration, anxiety and depression, family issues, bullying and harassment, education, consumer rights and workplace pressure. There is no limit to the number of issues you can call for support with. Employees and immediate family can ring the free helpline on 0800 243458 or email: assistance@workplaceoptions.com .

**EMPLOYEE PAY AND BENEFITS**

Employee pay and increments are set in accordance with the schools Pay Policy. Teacher pay increases are performance related and linked to the schools Appraisal Policy. If you have any queries regarding your pay or the policy please discuss this with your line manager.

Information regarding employee benefits including childcare voucher schemes, credit union membership and loans, gym discounts, and other discounts in the local area can be found at: <https://www.egfl.org.uk/human-resources/staff-discounts-and-schemes>





Useful Links

Itrent employee system for payslips, P60S and personnel changes

<https://lbealli.webitrent.com/lbealli_ess/ess/index.html#/login>

Logging IT issues

1. Go to <http://trusol.vivantioservicedesk.com/> (but DO NOT use Chrome.  Windows Explorer and Firefox are best)
2. Log on using: Belvue@trusol.com, “belvue”
3. Click on “New Incident”
4. Complete the form\* as fully as you can

If you are the member of staff that witnesses or deals with an Incident/Accident, it is your duty to report it online at the following link:

 <https://ealing.info-exchange.com/SchoolIncidents>,