



Excellence for All



STAFF HANDBOOK

2021-2022



In partnership with the
Institute of Education



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General information

About your staff handbook

The purpose of this handbook is to give you initial information about Manor Green School and what you can expect from us as your employer and, in turn, what is expected of you during your employment with the school. You should always ensure that you conduct yourself in accordance with the policies and procedures set out by the school (all policies can be found on the school's website).

Address:	Manor Green School Elizabeth Hawkes Way Maidenhead Berkshire SL6 3EQ
T:	01628 513800
F:	01628 513808
E:	office@manorgreenschool.co.uk
W:	www.manorgreenschool.co.uk
Type of School: School	LA Maintained Co-educational Day Community Special
Age Range:	2-19 years
School size:	290 places
Headteacher:	Joolz Scarlett
Deputy Headteacher:	Helen Hannam
Chair of Governors:	Richard Pelly
Head of HR:	Helen Reeves
Head of Wellbeing and Safeguarding:	Warren Griffiths

The School Day*

08:55	- 09:30	Registration and Lesson 1
09:30	- 10:00	Lesson 2
10:00	- 10:30/10:45	Lesson 3
10:30/10:45	- 11:00	Break
11:00	- 12:00	Lesson 4
12:00	- 13:00/13:30	Lunch/Play
13:00/13:30	- 14:00	Lesson 5
14:00	- 15:00	Lesson 6
14:45		First School get ready to go home
15:00		First School out at transport
15:00		Middle/Upper School get ready to go home
15.15		Middle/Upper School out at transport

**Please note that the timing of lessons is notional and that the day is often seamless with the cross-curricular themed delivery planned in a flexible way by the teaching, support and therapeutic team.*

Our values and behaviours

SCHOOL'S VISION

To be the Regional Centre of Excellence for students with special educational needs and/or disabilities

SCHOOL'S AIMS

To ensure outstanding outcomes for all students at Manor Green School

SCHOOL'S MOTTO

"Excellence for All"

MISSION STATEMENT

At Manor Green School we will celebrate diversity in our whole school community and ensure students have equal access to stretching learning opportunities, no matter what their ability. Staff will work collaboratively to pass on their knowledge and give students the skills they need in preparation for adulthood. All students will benefit from a broad and balanced curriculum delivered in a cross-curricular, multi-disciplinary way that we call 'Choose to Nurture Enterprise'. This will promote active learning, which will help them develop knowledge and skills they can generalise across different contexts. Students will gain a range of qualifications or awards that are suited to their needs, which will allow them to succeed on the next step of their lives after Manor Green School.

Golden Rules

At our school we always:

- Treat people kindly
- Listen to each other
- Look after our school environment
- Do our best

Introduction

Manor Green School is a large and highly successful special school educating some 290 students aged 2-19, who, due to their complex needs, require significant specialist support to succeed academically and achieve their full potential.

Our students' needs range from requiring additional pastoral and emotional support, through those with moderate and severe learning difficulties to some having profound, multiple learning and complex health problems.

The school is organised in 3 tiers – First School, Middle School and Upper School. Within this there are clusters of classes working on the same curriculum.

All Departments are supported by our School Business Support (SBS) Department which includes Finance, Operations, Human Resources and Administration. The school also has a wellbeing team which focuses on student wellbeing, safeguarding and behaviour, family liaison and student data.

Organisation

First School

Our First School department comprises of Ladybird Cluster – Which follows the Early Years Foundation Stage curriculum. Leaders for Ladybird Cluster are Rebecca Brosnan, Early Years Leader and Shelley Thomas, Head of First School and Therapies.

We have ongoing age-appropriate links with mainstream nursery and primary schools in the locality. Many of the classes are arranged on a mixed ability basis. Most subject areas are taught on a class basis, but there are specialist withdrawal groups for other specific needs, such as work on a multi-sensory approach, or for hydrotherapy.

Each student has a Progression Plan that forms the basis of teaching and learning, care and therapeutic learning support and enrichment and life skills development priorities. The Progression Plan is reviewed termly. It details very specific targets for the three areas of whole child development.

Parents are required to participate in the setting and review of the Progression Plan targets and any feedback regarding family experiences of home life is taken into account when designing school-based learning.

Middle School

The Middle School Department includes elements of our specialist clusters; Usborne Cluster and Orchard Cluster, together with Puffin and Penguin Clusters. Sarah Fraser-Thwaites is Head of Specialist, Penguin is led by Rhiannon Rimmer - Head of Independence and Puffin is led by Viktoria Kincses - Head of Towards Independence.

Students are taught in the same class group throughout the week, in a primary model of education.

The Upper School Department includes elements of our specialist clusters; Usborne Cluster and Orchard Cluster, together with Oxford and Phoenix Clusters. Sarah Fraser-Thwaites is Head of Specialist, Penguin is led by Rhiannon Rimmer - Head of Independence and Puffin is led by Viktoria Kincses - Head of Towards Independence.

Students have access to all specialist teaching facilities and engage in a range of subject related projects in their Cluster groups.

Students have access to accreditation through either exam-based programmes or skills-based programmes. There are also opportunities for year 10 and year 11 students to participate in selected specialist GCSE exam subjects,

Some students, for whom employment is a future possibility, are able to experience the life of work through work experience. Varying amounts of support and supervision are provided according to the needs of the students. Where appropriate, some students may have extended work experience where they go to a work placement for a day every week.

Manor Green School has an Independent Careers and Enterprise Leader, Sara McKay. The Careers Department at Manor Green, is called Nurture to Grow and as well as giving independent career advice and guidance, offering advice in preparing for adulthood and transitional annual reviews, it also offers, careers' lessons and a careers' evening in the spring term, when various colleges and service providers are invited to help students with their future choices, are organised. Sara helps students find appropriate college courses, transitions and interviews, supports in finding Supported Internships, jobs and work experience placements. Sara is supported in the Department with Job Coaches who support students in work experience placements.

Leaving school or staying on

At the end of year 11 (aged 16+), if students, parents/carers and professionals agree they can thrive in another environment, students may leave the school to attend a college placement. Alternatively, students can stay on at the school for between one and three years in Upper school.

Independence and Towards Independence

The learning for students in the Middle and Upper school students is focussed on preparation for adulthood and improving independence to prepare them for life after school. With this aim in mind, four of our Cluster are also identified as either Independence or Towards Independence.

1. Towards Independence – Puffin and Phoenix
These Clusters focus on key Life skills and therapies to enable the students to be as independent as possible when they transition out of Manor Green. Both clusters are led by Viktoria Kincses who ensures the curriculum builds on the key skills year on year.
2. Independence – Penguin and Oxford
These Clusters focus on Life Skills and Employability. The students in them are likely to seek independent, or minimally supported, living in the future. Both Clusters are led by Rhiannon Rimmer who ensure the curriculum builds year on year and focusses on preparation for employment and independent living.

Many Students in Oxford Cluster benefit from tailored guidance from our Job Coach, part of our Careers Department, who works closely with the students and local employers with a view to helping our school leavers secure paid employment.

Specialist provisions

Our specialist clusters are led by Sarah Fraser-Thwaites. Usborne Cluster is our sensory cluster. Orchard Cluster is a highly structured, total communication environment for students with Autism where we have a higher ratio of adults to students. The curriculum is highly differentiated to meet the needs of the students and assesses student progress with SCERTs framework.

Therapy

Shelley Thomas, Head of First School and Therapies, leads our therapies team. This includes:

- Medication management
- Speech and Language Therapy (SALT)
- Physiotherapy
- Manual Handling
- Occupational Therapy
- Rebound Therapy
- Visual Impairment
- Hearing Impairment
- Multi-Sensory Impairment

- Specialist Nursing Support
- Hydrotherapy

In addition, Warren Griffiths, Head of Wellbeing and safeguarding oversees the following therapies:

- Play Therapy
- Music Therapy
- Art Therapy
- Equine Therapy
- Drama Therapy
- CAMHS (Learning Difficulties and Disabilities)
- Nurture

The above teams, together with the Interventions Team and our swimming instructor are collectively referred to as the **T< (Teaching & Learning Team)**, responsible for the academic achievement, therapeutic support and enrichment of our students.

Daily oversight of **T<** operational matters is undertaken by Heads of Department and the Deputy Headteacher/Headteacher. **T<** Leaders supported by UPS Teachers have responsibility for on-going curriculum and student progress, overseen by the Headteacher.

Interventions

Helen Hannam, Deputy Headteacher also leads the following teams:

- The Intervention Department which has Specialist Teachers in Maths, Literacy, English as an Additional Language, Music and Design Technology.
- The Link
- Student admissions, EHCPs and reviews, provision mapping
- Student Data
- Apprenticeship in partnership with HR

The school has achieved the Nurture Schools Award from NurtureUK and this approach is implemented throughout school. Our Nurture Leader works across the school to embed the 6 principles of Nurture and some of our teachers also have the Nurture qualification. The Nurture approach caters specifically for students with Social, Emotional Mental Health difficulties whose behaviour can be quite challenging. The focus is on emotional literacy and self-regulation as well as learning Maths and English. Amelia King is the Nurture Leader for the school and also provides Nurture outreach to other schools. Her maternity leave is being covered this year by Josie Glover.

The Link

The Link is a child and young person-centred provision which is outcome focused to ensure the continued education of students in a supportive and nurturing environment. It caters for students who, because of exclusion or other reasons, would not receive a suitable full-time education in a mainstream setting.

Rachel Goymer, Head of The Link Academic, oversees the curriculum and line manages the Primary and Secondary Link.

Mary Keenan, Head of The Link Pastoral and Safeguarding, manages admissions, finance, safeguarding and therapy. This is a therapeutic based provision where students receive counselling from The Link therapist, Catherine Stewart and Leah Harris as well as a bespoke tailor- made educational package to suit their needs and future aspirations.

Student wellbeing

Our Head of Wellbeing and Safeguarding, Warren Griffiths leads a team responsible for:

- Safeguarding
- Wellbeing
- Behaviour
- Family liaison
- Transition
- Parent and Carer communication

School business support department (SBS)

Manor Green School is a large organisation, requiring significant business support to allow it to run smoothly.

Helen Reeves leads Human Resources, including payroll and training and development.

Tanya Marley leads the Operations team including Facilities, Administration and ICT.

The Finance team is led by Didem Allen.

The Department is relatively small, but it is needless to say that without it, the proper controls of the funding, appropriate HR processes and employment policies, safe buildings and administrative systems, which increasingly require high levels of technology, the school would not be able to prosper and grow into the Centre of Excellence it aims to be.

School forms are available from the school office corridor.



Further information is available from the following members of staff:
Head of Finance – Didem Allen <ul style="list-style-type: none">• Finance matters• Fundraising queries and information
Head of Operations: Tanya Marley <ul style="list-style-type: none">• Health and Safety• Accident and RIDDOR reporting• Premises: layout and use• Site facilities, grounds and transport• Site security• ICT• Lettings
Finance Officer; Expenditure: Rebecca Lloyd <ul style="list-style-type: none">• Budgeting• Accounting• RBWM financial reporting and reconciliations• Cleaning and catering contract management and service level agreements
Finance Officer: Income: Jane Cullimore

- Ordering of goods and equipment
- Petty Cash
- On-line payments
- Free school meals

Senior ICT Technician: Craig Williams

- IT / Network systems

ICT Technician: Jack Sharp

- Frontline ICT support

Head of HR Strategy and Development: Helen Reeves

- HR – Strategic leadership of all matters relating to the school's workforce

HR and Operations Manager: Anna Weir

- HR – all employment related matters

HR Officer: Lindsey Tassi

- Talent development
- Work experience and volunteering
- Qualifications, skills development and training

HR Administrator: Anu Shukla

- Recruitment and training administration
- HR support

HR Administrator: Jane Cullimore

- Payroll and benefits HR support

PA to the Headteacher: Sharon Glover

- Complaints
- Exams
- Policies and procedures (non-employment)
- Website (www.manorgreenschool.co.uk)
- Meetings with the Headteacher

Clerk to the Governors: Sharon Glover

Administration and Reception: Pat Morgan / Kay Bailey

- Communications home
- Internal and external mail
- Minibus keys and booking details
- Postal services
- Registers
- Room bookings
- Staff signing in/out book
- Student Absence
- Student Emergency Contact Numbers
- Student signing in/out book
- Telephone
- Transport
- Visitors book and badges
- Lettings

Working environment

Attendance at Work and Absence Reporting

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.

For staff working directly with children

Any holidays, medical appointments, attendance at your child/dependant's school, personal celebrations, including weddings, anniversaries, birthdays, or any other occasions, must be planned for outside of your working hours.

Term time absence will not be routinely authorised.

There are, however, circumstances outside of your control which may need to be attended to during term time. In such circumstances, the Head of HR (in consultation with the Headteacher as appropriate) will consider your request for special leave. Any such leave would be unpaid. If unauthorised, you will be required to report for work on the day(s) in question. In the unlikely event that you choose to ignore this instruction, a disciplinary hearing will be held to determine your commitment to the school and your future role within it.

The hours of work for Specialist Support Assistants and Care Assistants are Monday and Tuesday 08.45 to 16.30, Wednesday Thursday and Friday 08.45 to 15.15. Higher Level Teaching Assistants usual hours of work are 08.45 to 16.30 Monday and Tuesday, 08.45 to 16.15 Wednesdays and Thursdays and 08.45 to 15.45 on Fridays.

For the Leadership Team

Presence of the senior leadership at school is essential for its smooth operation.

It is, however, recognised that the Leadership Team members are expected to work flexible hours throughout the calendar 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 hours of directed time, frequently 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 LT to attend to matters associated with the above-mentioned special leave during term time.

Any request for special leave will be considered by the Head of HR or 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.

School Business Support Team

Within the School Business Support team there is a mix of working patterns including 52 weeks, term time only and term time only plus 2 weeks. For staff employed to work 52 weeks a year, the above-mentioned rules apply, with an exception of special leave, which could, in some situations, be paid and deducted from the total allowance of annual leave.

Staff in the School Business Support team have the option of varying their start and finish times and accruing and taking hours in accordance with the Flexible Working Hours policy. This arrangement benefits the school as it provides service flexibility.

Staff who work term time only plus 2 weeks, must agree with their line manager on the timing of the additional 2 weeks to be worked during school holiday periods to meet business needs.

As above, the Head of HR or Headteacher will consider individual circumstances and communicate the decision to you.

Absence reporting and return to work

If you are absent or likely to be late for work due to sickness or other unforeseen circumstances, you must report your absence to the HR team as soon as possible and by 8am at the latest. Messages should be left on the HR answering machine by selecting the option for HR on the switchboard message. You must clearly state your name and class and specify the reason for your absence, with an indication of your expected return to work. If your absence is more than one day, you will be asked to telephone on every subsequent day of absence to report your readiness for return to work.

You must remain contactable during your absence so that the Head of HR or 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 and that you will communicate directly with your line manager and your HLTA to pass on all instructions regarding the lessons.

On your return to work, all staff must enter their absence details in the online absence management systems (log in details available from HR). If you are absent for more than 7 calendar days you must obtain a medical certificate (Fit Note) from your GP. Upon your return to work your line manager will meet with you to review your absence and update you on any recent developments within the school.

This must take place on the first day of your return.

You may be referred to the Occupational Health service if there are concerns about your health. If you fail to observe the advice given by any medical professional, you do so at your own risk. For example, you may be advised to refrain from certain work activities for a set period. If you ignore this advice you may put yourself and others at risk which could also lead to disciplinary action.

If you need to leave work during the school day, for example due to illness or a family emergency, you must seek the permission of your Head of Department, or a member of LT before departing and sign out at Reception when you leave. Staff who leave without obtaining such permission will be considered to be absent without leave and such unauthorised absence may result in disciplinary action and/or pay deduction.

Absconding (students)

At school

If you see a student out of lessons or attempting to leave site, try to talk to them but do not 'chase' them. If unsuccessful, please contact the student's class teacher. The pupil's individual Regulation Support Plan will give direction as to what staff should do if they leave site.

If a student is missing (not seen by any staff) without permission a Designated Safeguarding Lead must be notified immediately. An extensive search of all buildings and school grounds should be made by class team with support if needed from facilities. If they remain unaccounted for, the protocol below will be followed:

1. Time and place of the last sighting of the student to be established
2. If more than 30 minutes since the last sighting, the Headteacher to be notified by the safeguarding lead, with a view of calling the Police to report MISPER (missing person)
3. Reception staff to prepare the photos for police if required
4. Parents/guardians are informed by the Headteacher if the police are called
5. Upon return of student, parents/guardian/social services are to be contacted to inform as required
6. Address issues regarding absconding, to be discussed at earliest opportunity with student, their family and staff
7. Regulation Support Plan to be updated/put in place to highlight the risk of absconding.

Off-site

In the unlikely event that a student goes missing during an off-site activity, follow the risk assessment and contact the school who will coordinate contact with:

- Police
- Parent
- LT

If a child is found within 15 minutes, review risk assessment for the day and contact all parties to update them without delay.

If a child is not found, one member of staff must be named as a responsible person and stay near the incident, with a mobile phone to communicate with the group leader and the school. The rest of the group must return to school immediately to ensure that all efforts can be put into supporting the police with finding the missing child, without putting the group at risk of under-support.

All staff present during the off-site trip must remain at work until the child is found to assist with the police investigation.

Alcohol and Drugs Misuse

The school has a Wellbeing Policy which includes substance misuse in the workplace and is aimed at ensuring that all employees are aware of their responsibilities regarding alcohol and drugs at work. Those representing the school are personally liable for their conduct, specifically in relation to consumption of drugs and alcohol.

Annual Reviews

Staff and students are expected to contribute to individual Progression Plans and Annual Reviews. Annual Reviews normally take place in the anniversary month that the original Statement of Special Needs or EHCP was generated. This can change depending on the school year of the student. The class teacher is responsible for reviewing the paperwork carefully before the meeting so that any changes required can be identified and discussed with parents and professionals at this time.

For all Year 9, 10, 11 and Post-16 students, an Annual Review includes transition planning, which is the responsibility of the class teacher in conjunction with independent careers advice.

Behaviour Management

At times, students display challenging behaviour and need significant support to be able to return to the point where they can learn. Some students require a Regulation Support Programme which is overseen by Warren Griffiths as Head of Wellbeing and Safeguarding. However, it is the responsibility of the Class Staff Team to create this Plan in conjunction with the pupil (where appropriate), parents, and other professionals.

It is also the class teacher's and support team's responsibility to help that student and to record any incidents resulting in Restrictive Physical Intervention (RPI)/restraint.

The school uses the web-based Behaviourwatch programme to record all incidents of challenging behaviour including low level and those that involve any physical intervention, damage to property or injury to staff/student. Behaviourwatch can also monitor patterns of behaviour. Training will be given to all new staff on how to record incidents using this system.

Please note that as a new staff member, you will only be permitted to use RPI if you have completed Team Teach training, unless in an emergency situation

At Manor Green School, we aim to create an environment in which our students have a strong sense of self-worth and a sense of ownership of the school.

Acknowledging and rewarding good behaviour is an essential part of this. We recognise that young people feel more secure in a learning environment in which parameters are clearly and firmly set. All staff have a responsibility to provide this.

We have high expectations of our students, but acknowledge that there are some young people in our school for whom managing their behaviour is a real challenge. Working closely with parents/carers supports our approach.

We reward all students for keeping the Golden Rules with house points. There are 4 Golden Rules and students can earn 1 house point for each rule each morning and again in the afternoon, giving them the opportunity to get 8 house points per day. It is expected that classes will build reflection time into the class routine for students and staff to decide if they are to be awarded the house points.

Some classes may decide that other rewards are appropriate for some students, wherever possible these rewards should be linked to house points too.

Working with Special Education Needs pupils requires a particular understanding and appreciation of the individual needs such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation. The behaviour of such students is often extremely challenging and is therefore emotionally and physically demanding. In some cases, the nature of the pupils' special needs may result in staff being verbally or physically assaulted.

Any injuries should be entered into the online accident reporting system: EVOLVE. Teams are encouraged to debrief together after incidents and take the opportunity to discuss feelings and any learning points. If you need additional support, please discuss this with your line manager.

Behaviour Management Restorative Approaches

The school advocates a restorative approach rather than an authoritarian approach to applying sanctions and dealing with conflict. This encourages students to take more ownership of and responsibility for their behaviour.

Wherever possible, students should be given the opportunity to focus on 'putting things right' rather than being given a sanction.

If you require any support, please speak to your line manager or Amelia King, Nurture Leader.

Break Times and Lunchtime Rota

You are entitled to one lunch break during the day of 30 minutes' duration.

You will be informed by your line manager about your break and lunchtime duties.

Please make sure you ask for guidance as to the expectations of your conduct and duties during these important sessions.

It is possible (yet not an entitlement) that comfort breaks will be permitted occasionally, but you are asked to remain in the building and on-call for any class-related emergencies.

Please note that hot drinks are not permitted in the presence of students. Cups containing hot drinks should be lidded when being carried around the school.

Charity Fundraising

To avoid putting undue pressure on parents to donate and on staff to organise fundraising events, only 3 good causes are chosen annually. The School Council is responsible for choosing 3 charities each year that the School will support and raise funds for. The school may decide to raise awareness of other national campaigns e.g. Children in Need but will not fundraise for these if they are not one of the chosen 3 charities. Staff may also raise funds amongst colleagues for individual campaigns, for example holding a cake sale in the staff room. These must be approved by a member of LT and must not include the students or parents of the school.

Children's Cash in School

The following procedures are for the safe and accurate collection and processing of all money coming into the school with, or for, the students. These guidelines are for the protection of staff and cover legally required proceedings.

Wherever possible, parents should be encouraged to use Scopay, our online payment system for school meals and school trips.

For legal reasons, no monies should have any deductions taken from them to cover any class or trip costs. All trip costs must be paid via the finance staff either by way of the petty cash system or by booking and paying in advance. Any income towards the cost of the trip must be collected and banked to be offset against any costs.

Monies spent by staff when out of school, for which reimbursement is required, must be claimed via the petty cash system, providing the required receipt(s) and having the budget holder's approval.

Students' spending money for day visits must be collected and stored securely by the class teacher at the beginning of the day. This is likely to be a small sum and it need not be receipted, but any change must be sent home.

Class allocation

Students are assigned to classes depending on age, ability, additional needs and the curriculum.

T< staff may be assigned to work anywhere within the school, with any class, student or age range. Staff preferences, skills and experience will be considered when allocating staff to classes which usually takes place in the lead up to the transition period in July of each academic year. It may not always be possible to accommodate staff preferences due to student need or operational reasons.

It is preferable for staff to remain within their allocated class for the whole academic year so that effective working relationships with colleagues, students and parents/carers can be established and maintained. However, it may be necessary to move staff from one class to another during the academic year to better meet student needs for example. Staff may not refuse to move classes as a move is a reasonable management request and refusal may result in disciplinary action.

Working with Special Education Needs students requires a particular understanding and appreciation of the individual needs such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation. The behaviour of such children is often extremely challenging. Working within any class in the school can be emotionally and physically demanding. Staff who have been medically recommended for light duties may be assigned administrative work away from the classroom until such time they are fully fit to re-join the class. Ongoing medical conditions which impact on staff ability to undertake the role will be assessed by the Occupational Health Service and may be managed in accordance with the Staff Wellbeing Policy.

Close Personal Relationships at Work

The Governing Body and Headteacher will not interfere unduly in the private lives of employees, but with the public interest in mind will take legitimate action when close personal relationships at work have an actual or potential impact on school services. They will regard as wholly unacceptable any close personal relationship between you and a child or young person who under the age of 18 (19 if still at school), whom you meet as a result of your employment. Relationships between previous students of the school (who subsequently become employees) and their peers are not of concern. This applies where they were both originally students around the same time. Close personal relationships between staff at work will be approached sensitively, effectively, fairly and lawfully.

Commercial Practices, Gifts and Hospitality

You should never use your position for personal gain and you should seek to uphold and enhance the reputation of the school by:

- maintaining a high standard of integrity in all professional relationships;
- fostering the highest possible standards of professional competence amongst those for whom you are responsible;
- complying both with the letter and the spirit of:
 - i the law;
 - ii the Governing Board Standing Orders;
 - iii any additional guidance supplied by the Leadership Team or Governing Board;
 - iv the contract of employment, contract for services or engagement, rejecting any business practice which might reasonably be deemed improper.

Non-cash gifts to staff (for example from parents) may be accepted. Unless a specific staff member is named, gifts should usually be shared amongst the relevant staff team. Gifts may not be accepted if they appear to be disproportionately generous or could be construed as an inducement to affect a business/school decision. In the case of any doubt, staff should seek guidance from a member of the Leadership Team.

Gifts from staff to students may only be given as part of an organised event (e.g. Santa) or with the prior agreement of your line manager and the student's parent/carer.

Communication with Parents/Carers

All students have Communication Books. 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 use of the Communication Book does not replace personal contact or talking on the phone with the parents/carers or staff. Please write a brief note to let parents know what positive things their child has been doing that day and any home learning which may be appropriate. If something negative has happened, for example challenging behavior or an injury, please ensure that parents receive a **phone call**, rather than a note in the book. Parents/carers must always be notified if a pupil has been physically restrained.

It is important that the communication is not only professional, but also grammatically correct and spelt without errors. If you feel you are not the best person to achieve this, please arrange for a colleague to write the message.

Daily communication with parents takes place via the communication books, telephone, email or personal contact at the start or end of the school day.

The Head of Wellbeing and Safeguarding is the strategic lead for communication with stakeholders including parents. No formal letters (on headed paper) are allowed to be sent out without his or the Headteacher's authorisation. No paper-based communications (in the form of informal notes etc.) with parents are allowed outside of the communication books without the Headteacher's permission.

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.

Conduct Outside of Work

You must not engage in conduct outside work which could seriously damage the reputation and standing of the school, or your own reputation, or the reputation of other members of the school community. Criminal offences that involve violence, or possession, or misuse of drugs, or sexual misconduct are likely to be regarded as unacceptable and may be dealt with under the school's Disciplinary Policy as gross misconduct. You must exercise caution when using information technology and be aware of the risks to yourself and others.

If at any time during your employment with the school you are arrested, convicted, or receive a caution reprimand, or warning from the police for any reason, you must advise the Head of HR or Headteacher immediately. This includes driving convictions and speeding offences. If you receive visits or support from social services or other agencies with regards to your own children, you must inform the Headteacher or Head of Wellbeing and Safeguarding.

Failure to inform the school of these matters may result in formal disciplinary action which could be considered gross misconduct.

Confidentiality and Disclosure of Information

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.

Any confidential information that is no longer required must be shredded, or put into shredding bin kept in the office, to ensure it has been destroyed.

You may, during your employment become aware of personal or other confidential information, some of which may fall within the scope of the General Data Protection Regulation (GDPR). The Governing Body requires that the confidentiality of this information be respected.

You must not use information obtained during your employment/engagement for personal gain or benefit, nor should you pass it on to others who might use it in such a way unless it is necessary and within the law to do so, i.e. where a police investigation is necessary.

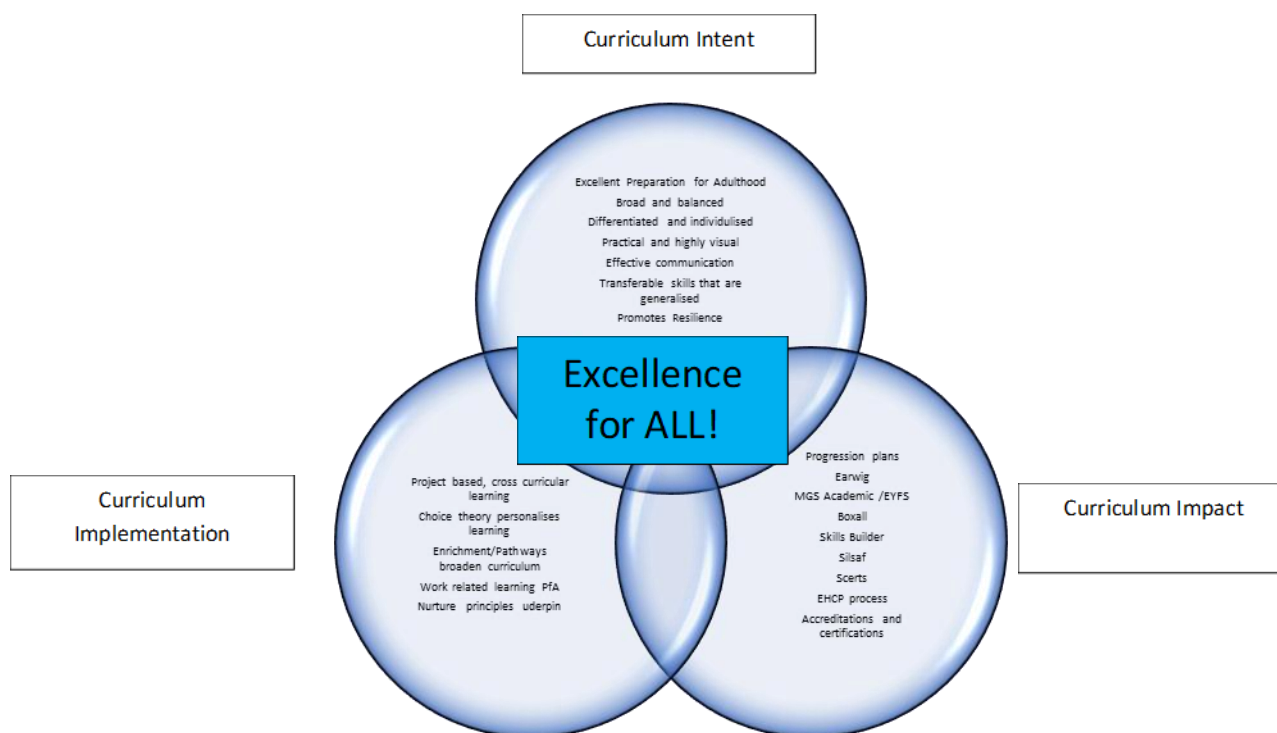
Information concerning an employee's private affairs will not be supplied to any person outside the school unless the consent of the employee is obtained first.

You are expected to treat any student or school data in the strictest confidence. You should not discuss a student with unauthorised personnel, or any person outside the school, unless they are involved in providing support for that student.

You must not take part in any activities or make any public statement, for example in the broadcast or print media or at public meetings, which has any bearing on the business of the school, its staff, students, parents or other stakeholders or which refers to your employed/engaged capacity with the school, without the prior approval of a member of the Headteacher.

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

Curriculum



We recognise the importance of offering a broad, balanced and differentiated curriculum. We intend to balance academic education, while increasingly helping students to develop independence and life-skills. We believe that promoting students' wellbeing alongside this is crucial, now and for their future lives. Our curriculum intent is underpinned by our shared school curriculum vision **Choose to Nurture Enterprise**, a multidisciplinary framework encompassing Choice Theory, Nurture and project based enterprise.

Choose to Nurture Enterprise provides our curriculum with these elements:

- Choice Theory for personalisation,
- Nurture for wellbeing
- Enterprise for preparation for adulthood.

Our curriculum consists of activities designed to promote the academic, personal, social, physical and cultural development of students. It includes some discreet lessons and cross-curricular learning, along with a programme of enrichment activities and vocational learning. We emphasise developing academic, personal and social skills to improve each child's independence, confidence, and resilience.

The curriculum is differentiated and modified for students with complex speech, language and communication, physical and learning needs. We teach using a wide range of practical and highly visual approaches, using learning from experience, signing, pictures and symbols to support understanding.

We have strong processes for assessment, planning, teaching and reviewing to help each student make the maximum progress in learning. Our intervention team targets students whose progress falls behind expectations.

The diverse nature of need, as represented within this school population, naturally dictates a variable balance in the whole curriculum. Some students will, for example, benefit from sensory activities and attention to different therapies, others from greater attention on their social interaction and communication skills.

All students have **Progression Plans** which include individualised targets. These targets are split into the four areas of need from their Education, Health and Care Plans. Progress towards these targets is collected three times a year for data analysis and reporting to school governors.

DBS check and Disqualification declaration

All offers of employment, volunteering and work experience are subject to an enhanced DBS (criminal convictions) check and completion of the Disqualification declaration form.

A further DBS check will be required if you have a break in service of more than 3 months, your role or responsibilities change significantly or if there are relevant concerns.

The Disqualification declaration form is a statutory declaration in line with the Childcare (Disqualification) Regulations 2009 and requires you to declare any child-related offences committed by you.

You must notify the Head of HR or Headteacher immediately of anything that affects, or might affect, your suitability to work in the school, including any cautions, warnings, convictions, orders or other determinations that may render you disqualified from working with children under the Childcare (Disqualification) Regulations 2009, replacement or similar legislation. It is a condition of your employment that you inform your Headteacher of any criminal conviction or caution against you, including motoring offences, whilst in the employment of the Borough. Failure to notify will be a serious matter, considered as gross misconduct under the Disciplinary Policy and could result in summary dismissal.

Dignity

The school respects and values the diversity of individuals and embraces equality and diversity in everything it does. Harassment and bullying is unlawful and failure to comply with required standards of behaviour will not be tolerated or condoned in the workplace. As with all issues, you are encouraged and supported to find an informal resolution wherever possible. Please refer to the Dignity at Work Policy for more information.

Student dignity can be compromised in many ways and staff must be aware of the need to maintain student dignity at all times.

Staff are expected to act in a professional manner at all times when discussing confidential information about students.

Please do not have a casual discussion about a student with another member of staff, where other students, or other members of staff, can overhear you.

Please check your location and have your conversation in a discreet place.

When practical the student under discussion should be present.

Please do not discuss a student in front of other students even if the student is present.

Action will be taken if the emotional or physical dignity of a student is compromised.

As all members of staff are “significant others” to students - **please do not** discuss other members of staff in front of students.

If staff have a concern about a situation, a decision that has been taken, or a comment made by another member of staff, it is expected that they talk to the member of staff concerned in the first instance.

If the situation is not resolved, then the issue should be discussed with your line manager. It is not acceptable to discuss the issue with other members of staff.

Disciplinary Procedure

The school is committed to being a fair and reasonable employer. You are required to demonstrate appropriate standards and at all times conform to our policies, practices and procedures. Wherever possible, we will seek to resolve issues about conduct on an informal basis. In most cases, line managers will identify any shortcomings in conduct or behavior via day to day supervisory performance management processes, providing adequate feedback and support. However, there may be occasions where the issue needs to be addressed formally via the Disciplinary Procedure.

Dress Code and General Appearance

We strive to be a Centre of Excellence for students with special educational needs. Staff working in our school are our “business card”.

In an environment where work with children of different ages, abilities and support needs is at stake, it is important that staff dress safely and appropriately. Clothing must be clean, fresh and presentable to a range of students, staff and visitors in all situations we may encounter.

The dress code for the school is smart casual; this means no writing/print/images, no sports-wear, no ripped, see-through, or overly worn-out fabrics and no hats indoors.

Trousers should be smart, though can be “stretchy” to allow for comfortable working with students; this can at times mean that they are not dissimilar to jeans, but must be in very good condition, dark in colour and not creased/stretched/untidy. No denim jeans or track suit bottoms.

Leggings are not permitted, unless they are used as a form of tights or under-layer, covered with tunics or at least mid-thigh length dresses/tops.

Shorts are permitted but must be smart and knee-length; hot pants are not allowed.

Inappropriately short skirts, low cut tops and T-shirts, or halter neck tops, are not appropriate in this environment. Tops must not be see-through, low cut or in any way revealing (including off the shoulder or cut away shoulder) and vests, camisoles and strapless tops are not permitted.

Underwear (male/female), including bra straps must never be visible.

Footwear must be smart, safe and comfortable. Trainers, if preferred, may be worn, but must be dark in colour, with no “fluorescent” print/pattern/writing/logos. No flip flops, sandals or other open toe/heel shoes to be worn at any time for staff working directly with students.

PE kit must be appropriately fitting, clean and tidy outfit and sports shoes. To help with time management, if you have a PE lesson with your class in the morning, you may arrive at school in your PE kit and then change into your work clothes during lunch time. Similarly, if you have a PE lesson in the afternoon, you may change into the PE kit at lunchtime and continue until the end of the school day. Every effort should be made to create time for a quick change of clothing as soon as possible after the PE activity.

Spare swimming kit is available for staff who forget to bring their own. Staff will be offered to go home and collect their own kit during break time or use the spare kit available. Forgotten kit is not an acceptable excuse to avoid swimming.

Jewellery and/or body tattoos must be either discreet or covered. Jewellery must not be dangling; ear studs are preferable. Body jewellery is not to be exposed to students. Long hair must be tied back and safe.

Nails must be short (level with top of finger tips) and smooth to ensure that students and other colleagues do not get hurt if a need for physical support arises. This applies equally to personal hygiene support and behavioural support.

It is not permitted to eat, or chew gum, during lessons.

School's branded items, whilst more relaxed in style, are permitted. School branded clothing is available from the school uniform provider – Goyals in Maidenhead:

<https://goyalsmaidenhead.co.uk/>

The Headteacher reserves the right to be the ultimate judge in any matters relating to the above and may request that a staff member leaves the premises to change their appearance before returning. Any such request will result in unpaid leave of absence being recorded for part of the day.

Electrical equipment

For health and safety reasons staff other than the Facilities team must not adjust electrical equipment such as changing plugs, replacing fuses or lamps. You must inspect electrical items before using them and any defective equipment must not be used and must be reported as soon as possible to the Facilities team. Annual formal testing of electrical equipment will be carried out by qualified persons. You must not bring in to school any electrical equipment and plug it in or use it without it being tested by the Facilities team first.

Electronic communications and social media

Whatever you write relating to your work or using work systems, whether via an email, on a web forum/extranet, by text or within a letter means that you are corresponding on behalf of the school and the school is considered to be the publisher.

Such correspondence can be produced as evidence in Court or at an employment tribunal or other recognised authority and can be disclosed under the GDPR or Freedom of Information Act.

If you are writing about an individual it is likely to be considered personal information under the General Data Protection Regulation (GDPR) if contains identification details such as name, age, gender, address and phone numbers, bank account details or nationality. If disclosed without permission, it could cause distress or damage and breach the person's privacy or human rights. Whatever you write may be disclosable.

Anything you post to external social media sites could reflect on the school and its work by virtue of your employment here. You should carefully consider what is posted in a personal capacity on, for example: Twitter, YouTube, Facebook, LinkedIn.

Including a statement saying that the views expressed are your own does not absolve you of your responsibilities in relation to this. You must also refrain from making any reference to others in their capacity as employees or students (and parents) of the school and you should not befriend parents or students on social media.

The school could be considered “vicariously liable” (i.e. responsible) for anything that you write using school systems or by any method that identifies people connected to the School.

Do not use, communicate, download, upload or access anything that could damage the school’s, or your own, reputation or could be considered a breach of confidentiality, defamatory or harassment.

Staff should not contact parents/carers or students outside of the school’s formal or agreed communication methods, for example staff should not text or WhatsApp message these.

Please remind yourself of the school’s Code of Conduct and Data Protection Policy (on the school’s website) and the confidentiality provision in your contract of employment.

To summarise:

- Don’t write anything about students, parents or staff of the school on social media (Facebook etc.)
- Don’t use apps such as WhatsApp to communicate about students, parents or staff of the school
- Be careful what you send by email and text – everything you write has the potential to be shown to/seen by others. Texts should not include names or personal details about staff, students or parents/carers
- Writing inappropriate comments or giving personal information could get you and the school into trouble
- If in doubt, don’t write it

If you should have any concerns, please raise them with a member of LT.

All staff are required to check their school email accounts and read the weekly staff newsletter Enews on a regular basis for updates and important information.

Teams may set up WhatsApp groups for informal messaging. Formal school business should not be communicated via WhatsApp. School email should be used to communicate formal school business.

Some team members may not wish to be part of a WhatsApp group; it is important that they don’t miss out on any essential team information – alternatives are email and a text informing them that an email message has been sent. All team members should have access to the same information on school-related matters and line managers are to ensure that this happens through appropriate channels. Messaging out of hours can also disrupt work/life balance which all staff are encouraged to be mindful of.

Employment benefits

Employees of the school qualify for the following benefits:

- Teachers' or local authority pension scheme – you will be enrolled into the relevant scheme automatically when you join the school unless you decide to opt out
- Annual leave – the school year is 39 weeks. Term time only staff get paid 45.2 weeks a year to include holiday pay. Staff who work 52 weeks a year are entitled to 28 days holiday a year
- Cycle to Work scheme – a tax-efficient loan scheme to buy a bike and safety equipment for your commute to work
- IT equipment scheme – a tax-efficient loan scheme to buy IT equipment for personal use for support staff (non-Teachers)
- RBWM Advantage Card – discount card for people living or working in the borough. Discounts include attractions, restaurants, shops and parking
- Healthcare scheme – employee funded affordable healthcare scheme provided by Benenden Healthcare which can also include your family members with no age limit or exclusions for existing health conditions. Enables diagnostic tests and treatment at private hospitals
- Thank you gift vouchers – gift vouchers awarded to staff as an instant thank you from the school to recognise extra effort and contribution. Staff can nominate colleagues to receive vouchers
- Employee Assistance Programme – free and confidential staff advice and counselling service provided by Lifestyle Support
- Family related benefits including maternity, paternity adoption and parental leave
- Occupational sick pay scheme
- 'Flu vaccination vouchers and a contribution towards vaccination against hepatitis B
- Perkbox Corporate discounts scheme.

Details of employment benefits are available from the HR Officer – Payroll and benefits.

First Aid

Should a student become ill during a lesson and require first aid, please contact a first aider. There is a first aider in each class.

In the event of a child being taken ill, the decision to call an ambulance is taken by the first aider and reception is contacted by ringing 2222 to arrange the ambulance.

Generally, we would rather risk calling the paramedics unnecessarily than risk the health of a student.

Details of medical conditions are held in the students blue medical file, with original forms being held in the medical room.

Copies of the medical forms may be taken to hospital, but the office staff must be notified.

Additional first aid supplies should be collected from the Operations Manager; it is the first aiders responsibility to ensure first aid boxes are refilled.

If a staff member falls ill and requires medical treatment, the same rules apply. If taken to the hospital, the Head of HR and Headteacher must be notified.

Grievances

The school encourages open communication between you, your colleagues and your manager to ensure any issues are resolved quickly and to the satisfaction of all concerned. If you have any grievance relating to your employment you are entitled to pursue it through the school's Grievance Procedure. Please contact the Head of HR in the first instance.

Health and Safety Risks

All staff have a responsibility to manage and reduce health and safety risks.

Most often these are general common sense decisions, e.g.: ensuring the area in which they work is suitable for the purpose for which it will be used; ensuring they have been trained on equipment before using it and following basic safety management principles e.g. not storing large quantities of materials (particularly combustible materials) in corridors; ensuring cables on equipment are undamaged; supervising children's behaviour etc.

To enable staff to feel confident they are dealing appropriately with such matters, they must ensure they read and obey the Health and Safety Policy and discuss any issues of concern with their colleagues and relevant Head of Department.

If you see an item or situation that is, or might be dangerous, you must report it immediately to reception so that it can be resolved.

Hygiene Rooms

In order to keep the environment safe, it is important that the support areas and support rooms are well maintained. Please ensure that:

- Floors and surfaces are left clear, clean and tidy
- All equipment is returned to its correct place
- If supplies are low, or have run out, they should be replenished

IT Systems and Security

All staff will have a username and password set up for them on their arrival, which will include access to email and the Manor Green Conference facility. All staff are expected to log in to the email system at least once a day to pick up messages.

School equipment such as PCs and the Internet should not be used for personal use during working hours. Reasonable and limited personal use is allowed during break periods.

Any portable equipment e.g. laptops taken from school premises are the responsibility of the person using the item. Any items should be kept as safe and secure as possible at all times. This includes keeping them out of sight in a locked boot of a car. Staff are responsible for ensuring that they use portable equipment in an appropriate environment when working at home and do not allow their family members and/or friends to use work equipment.

Staff are also responsible for ensuring that their household insurance covers the replacement of school equipment in case of loss.

Usernames and passwords are personal and must not be shared with anyone under any circumstances.

School class iPads may not be taken off site and must remain in the school at all times.

Medication

Any student who requires medication whilst at school must have the appropriate form completed by their parents before this can occur. All medication must arrive at school in the original packaging, labelled with the student's name and dispensing instructions.

Medication must be stored in the locked storage units in each cluster area.

Only specific staff can give medication and details must be recorded in the log of the amount used and the amount remaining. This log must be signed and countersigned at the time by a person witnessing medication administration. Please refer to the Administration of Medication Policy.

Staff medication, including over the counter pain killers, should not routinely be brought into school. It should be left in staff vehicles where possible. For staff who need to take prescribed medication during the day and have this close to hand, a locker or other secure storage facility will be provided. Staff requiring this should contact the Facilities team. Staff medication should not be stored in class-based medicine cupboards used to store student medication.

Minibus Use

In order to drive the minibus, you must hold a MIDAS certificate. If you wish to take this qualification you can ask the HR Officer –Training and Development to book you on the next available course. You must be over 21 and hold a full UK driving license.

As a minibus driver you will be responsible for:

- the booking of the vehicle (at reception);
- the checking of the vehicle before driving it;
- securing all passengers, including wheelchairs, purchasing fuel and returning the vehicle in a clean state (inside the minibus.)

You will be expected to drive in accordance with the Highway Code (any speeding points will be put on your license). You must park using the blue badge, or in areas to avoid parking fines.

The minibus keys are kept in reception and need to be signed out and back in. The minibuses are expensive and valuable resources for the whole school, and it is the driver's responsibility to take care of the vehicle and return it ready for use by the next group.

Mobile Phone Use

Staff may use their mobile phones during staff break periods but are not permitted to use them during lessons or in the playground. We ask that you do not use your phone in view of the students, even during a break, as this gives students a false impression that it is acceptable in school. Mobiles should be placed on silent mode during the working day and kept in your bag/locker. Family members may use the main school number to leave messages; notification of these will be sent via email unless it is an emergency.

Personal mobile phones should not be used to contact parents/carers.

Mobile phones, tablets and other electronic devices should not be used to take photographs or film students.

If any of your contact details change, including telephone numbers, you must inform the HR Officer – Payroll and Benefits

The school does not accept any responsibility for the loss, theft, damage or unauthorised calls on staff or students' mobiles.

School based staff will be made aware of the security implications of using personal devices to access work emails and will be advised on how to ensure security is maintained.

Off Site Educational Visits

The off-site educational visit forms are kept online.

There must be an appropriate risk assessment (of any offsite activity) attached. Without this, the form will not be approved.

Basic risk assessments examples are available online. The trip leader is responsible for ensuring these are adjusted appropriately during the planning stage of the trip to cover all risks that may arise and to create new ones as necessary. Risk assessments for regular trips should be resubmitted for approval on a termly basis.

Pigeon Holes

The pigeon holes in the staff room are used to hold external mail and internal communications such as notification of telephone messages. Staff are expected to check their pigeonhole a minimum of twice a week and dispose of any unwanted items on a regular basis.

Policies and Procedures

The school policies and procedures can be found on The School Bus or website: www.manorgreenschool.co.uk on the About Us page. Please refer to these on a regular basis and do not rely on paper copies, as these can quickly become out of date. Any queries should be directed to the Head of HR or the Headteacher's PA.

PPE (Personal Protective Equipment)

PPE will be provided by the school as necessary. For Facilities & DT staff this will include appropriate safety items particular to the task (e.g. safety goggles, gloves, work boots). For staff who work directly with students this will routinely include disposable gloves, aprons and hand sanitiser. Staff must read the Covid-19 Operating Protocol regarding PPE during Covid-19.

Prayer

As an equal opportunities employer we recognise that some religions require their followers to pray at specific times during the day. We have designated the small room behind the staff room in the main school building as dual purpose for prayers. Praying should not cause disruption to the students, which may occur if praying is done in the classroom – hence the provision of a room for this purpose.

Prevention of Fraud & Corruption

The Governing Body is committed to ensuring the highest standards of propriety in the delivery of its services and management of its resources and assets. You are expected to act with integrity at all times and to comply with legal requirements, rules, procedures and good practice. You have a duty to safeguard any public resources for which you are responsible. You must act with propriety in the use of resources and in the handling and use of public funds whether these are cash or payment systems, receipts or dealing with suppliers or contractors.

Private use of School Facilities

You are not to use official stationery for private purposes and you must not carry out private correspondence during working time. You are allowed to make private essential telephone calls that cannot be made outside working hours, but this must not be abused and the duration of all calls must be kept to a minimum. Where it is felt that employees are abusing the use of school telephones the matter will be investigated and, where appropriate, dealt with under the school's Disciplinary Policy.

You must obtain prior approval from your manager to borrow school property for use to work at home, e.g. laptop, printer, etc. When removing school property from the building you may be asked to show evidence of your manager's consent.

Staff will act appropriately in terms of the views they express (in particular political views) and the use of school resources at all times and will not use school resources for party political purposes.

Professional Boundaries at Work

Relationships with parents of our students should be welcoming and friendly. However, this does not mean that professional boundaries do not exist. It is important that as staff we do not make the mistake of trying to be a friend to parents rather than a friendly professional.

This is an important distinction: part of a professional mental attitude is not getting emotionally involved to the extent that we forget the need to put the child first. As professionals we need to be able to focus on other's needs rather than their own and respond rationally and helpfully. For instance, when a parent becomes distressed or angry, or makes negative comments about the school, it is not helpful to them, us or the school to collude or agree with them or cry with them.

We must also be aware of the need for confidentiality and be mindful of information we are sharing with parents and discussing in front of parents and students. Highly sensitive or personal information about others attending or working at the school should not be routinely shared with parents or students. Likewise, sensitive information or disagreements about the operation of the school should remain internal to the school and should not be shared externally. Such actions may cause damage or distress to individuals or the school as a whole.

We have a number of parents and relatives working at the school as part of our staff team. Such staff may have access to information about the school that is not routinely shared with parents and other relatives and so should keep this confidential within school.

Professional boundaries and neutrality are an essential part of our roles at the school.

Staff are reminded to read the sections in this staff handbook which give guidance on confidentiality, close personal relationships at work, communication with parents, dignity and use of electronic communications and social media.

Remember: you are a friendly and neutral professional who maintains confidentiality.

References

Only the Head of HR or Headteacher are authorised to give references or testimonials on behalf of the school. Reference or testimonial requests should be sent to the Head of HR. This includes references of any kind such as employment, training, mortgage/rental references.

Registration

It is a legal requirement that a register of students is taken twice a day, once in the morning and again at the start of afternoon lessons. The register should be marked in SIMS at the beginning of each morning and afternoon session. All late students must report to reception.

Registration times are: 9.00 – 9.30am and 1.15-1.30pm.

Retirement

We believe that employees of all ages have valuable contributions to make to the organisation and, for this reason; we do not enforce a specific retirement age to allow people to continue to work for as long as they are willing and able. There are also options if you want to retire early or ease into retirement gradually.

Safeguarding Children/Child Protection and Children in Care/Looked After Children

All children should feel safe and protected. It is the responsibility of all staff to safeguard and protect the welfare of the children in our care

Students have the right to personal safety and the staff have a duty to protect that right.

Any member of staff who has a concern about the welfare of a child has a duty to pass that concern on to the Head of Wellbeing and Safeguarding or a Designated Safeguarding Lead (DSL).

If a child is disclosing information about possible abuse, the staff member needs to listen and provide reassurance but avoid asking leading questions or “putting words into the child’s mouth”.

Concerns should be written on a concern form, which can be found in the school office corridor and handed personally to the Head of Wellbeing and Safeguarding or DSL for the department or any other member of the safeguarding team in their absence.

Concerns, are not limited to, but may be about a number of issues such as:

- Verbal disclosures/accusations
- Physical Injury
- Neglect or failure to thrive
- Inappropriate behaviour- with sexual or suggestive overtones
- Unusually withdrawn behaviour
- Sudden changes in behaviour
- On-Line safety

It is the duty of the Head of Wellbeing and Safeguarding or DSL to collate all information and make a judgement about any necessary action and feedback to the member of staff reporting the concern.

Confidentiality should be respected at all times.

You will be offered a session during your induction to the school which will follow this crucial topic in more detail. We provide all our staff with Introduction to Safeguarding training as well as other training resources on safeguarding related topics

Please see the Safeguarding Policy for full detailed guidance.

Designated Safeguarding Leads:

- Whole school: Warren Griffiths, Head of Wellbeing and Safeguarding

Deputy Designated Safeguarding Leads:

- Joolz Scarlett Headteacher
- Helen Hannam, Deputy Headteacher

Additional Designated Safeguarding Leads:

- Victoria Kincses
- Sarah Fraser-Thwaites
- Rebecca Brosnan
- Rhiannon Rimmer
- **Josie Glover**
- Rachel Goymer
- Shelley Thomas
- **Sian Lewis**

Designated teacher for Children in Care/Looked After Children:

- Viktoria Kincses

Designated Governor for Child Protection and Children in Care:

- Simon Calvert

Domestic Abuse Co-ordinators

- Joolz Scarlett
- Sharon Carrigan, Family Adviser

It is our policy to safeguard the welfare of all learners by protecting them from physical, sexual, emotional abuse and neglect.

YOU MUST REFER, YOU MUST NOT INVESTIGATE

School Calendar

Key dates throughout the school year, can be found on the MGS website:
www.manorgreenschool.co.uk

Staff Meals and Refreshments

Sandwiches, salads and hot meals can be purchased at lunchtime from the Dining Room. Drink making facilities are available in the staffroom. A cold drinks and snacks vending machine is also available in the staff room.

Smoking, including use of E-cigarettes and vapor devices

Smoking is strictly forbidden anywhere on site for all students, staff and visitors. This includes the school driveway, car parks and smoking inside vehicles parked on school property.

There is a smoking zone just outside the outer gate, on the left-hand side of the driveway. There is a special cigarette bin provided which must be used by smokers at all times.

There are restrictions on the use of the smoking zone and these are:

- a) No smoking at all during the following times:
8:30-11:30am
2:00-3:30pm;
- b) No driving to the smoking zone is permitted;
- c) No loud conversations or music to be used in the smoking zone at any time;
- d) No smoking at all during public community or social events, unless permitted explicitly by the Headteacher.

The Headteacher has the right to allow or disallow use of special smoking zones on site, as she sees fit without a need to explain the reasons behind any such decision and with no prior notice.

Swimming Pool

All staff must be prepared to take part in swimming lessons to support the students in the water. Staff must wear a plain T-shirt over their swimwear whilst in the pool. Spare swimming kit is available for staff who forget to bring their own.

A register of all students who are attending a swimming lesson must be taken before the lesson can begin. The register must then be checked again at the end of the lesson to ensure that all students are present.

The register must also be used in the event of an evacuation of the pool area, to ensure that all students have left the building safely.

Whistleblowing and Raising Concerns

The school's Whistleblowing Policy ensures that you are able to raise concerns of any reasonable suspicion of illegal or improper conduct without fear of recrimination.

Concerns of illegal or 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.

You should report any significant concerns you may have about any aspect of service provision, or the conduct of employees, Governors, or others acting on behalf of the school without fear of victimisation. In the first instance, concerns should be raised with a member of the Leadership Team.

If you have a concern regarding your own employment you should initially raise this with your Head of Department and if the matter is unresolved you may raise it in accordance with the school's Grievance Policy.

Work for Other Employers

Applicants for employment with the school will be asked to disclose as part of their application, any employment they may have with other employers. Failure to do so could result in the withdrawal of the offer of appointment, or dismissal if already appointed. If you undertake other employment whilst working for the school, you are required to notify the school. This is because of possible conflicts of interest and also health and safety in terms of the total number of hours you work each week and ensuring that you get adequate rest.

The Working Time Regulations 1998 restrict the average number hours that you can work in a week and state that minimum rest breaks must be taken. If you work long hours or have another job in addition to working at the school, you may need to sign an "opt out" agreement. Voluntary work is not covered by the Regulations.

If you undertake other work outside of the school, you must complete the "Other employment and working hours' declaration form" and give this to the Head of HR.

Continuous Professional Development (CPD)

Induction

All new staff are required to attend the school's induction programme which is usually held during the first term after appointment. The induction programme provides more information about the school and some essential training such as health and safety and safeguarding.

Manual/People Handling

This accredited training is provided by special arrangement with approved trainers who are members of the school staff; refresher training is required. It includes performing risk assessments of the needs that occur in school and the practical skills to safely handle people.

Team Teach

This training in positive handling strategies is through a whole setting holistic approach to managing difficult, disturbing, and sometimes dangerous behaviours. Training is provided by trained, accredited staff within Manor Green School. All staff are offered training and refresher training is required every two years.

Performance Management

Manor Green School's performance cycle is an annual (autumn term) supportive target setting and completion review process. Usually the reviewer is the staff member's Line Manager. Interim reviews taken place at the mid-year point and regular one to one meetings are held with staff throughout the year to discuss progress. The Guide to Performance Management should be read to ensure staff are aware of the process and prepared for their meetings. Teachers must also read the Career Stage Expectations document. Staff are encouraged in their performance management meetings to identify their training needs or development goals which are collated and help inform the school's training plan for the year. Performance Management records are maintained electronically in the SIMS database.

Safeguarding

All staff will be expected to undergo safeguarding training on an annual basis.

Other

All staff will be encouraged to engage in ongoing professional development based on their own research, professional reading and reflection.

Professional qualifications

The school will support the study of relevant professional qualifications and works in partnership with Schools Direct for teacher training programmes. Requests to study for professional qualifications will be considered on an individual basis and consideration will be given to the benefits to the school as well as the staff member. Staff should contact the HR Officer – Training and Development for further information.

Late arrival and non-attendance at training sessions

Staff are expected to arrive promptly for training sessions. If you arrive more than 5 minutes after the planned start time of the training, **you will be turned away** and will miss the training. The training session you have missed will be added to your PM targets and you will be required to attend at a later date.

This means for example, that if you arrive for after-school (Carousel) training late, you will be refused entry after 3.35pm, as the training session will have already started at 3.30pm.

Only members of the Leadership Team (LT) can excuse staff from attending scheduled training. If you are unable to attend a scheduled training session you must **speak to a member of LT in advance** with an explanation of why you are unable to attend.

LT members will be notified of late arrivals and non-attendance and will be asked to report reasons at the weekly LT leadership meetings.

Appendix – Staff Responsibilities

Staff who work directly with students form the **Teaching & Learning Team**.

Headteacher (HT)

The Headteacher has overall responsibility for the leadership of the school.

The HT, supported by the Governing Board develops and delivers the school's vision, aims and objectives, as set out in the School Development Plan. This is achieved by providing strategic leadership and direction to the **T< (Teaching & Learning Team)** and the **SBS (School Business Support)** team.

The HT works in accordance with the *National Standards of Excellence for Head teachers* and also ensures safeguarding policies and procedures are in place and rigorously implemented to secure the safety and wellbeing of all students.

Together with the Leadership Team (LT) and other stakeholders, the HT leads on the development of school's policies and procedures and ensures the implementation of all of the policies in daily practice.

The Headteacher ensures the continuous improvement of the standards of teaching and learning, as well as quality assuring the self-evaluation of the school's effectiveness and reporting to the governors and a wide range of stakeholders.

Deputy Headteacher (DHT)

Under the overall leadership of the Headteacher, the Deputy Headteacher has and promotes a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community.

The Deputy Headteacher leads and is responsible for the continuous improvement of the standards of teaching and learning.

The Deputy Headteacher leads Teacher Training in the school and mentors NQTs, trainee teachers and work experience students.

As for all Leaders, the Deputy Headteacher promotes the safeguarding of children and young people within the school at all times.

The Deputy Headteacher takes full responsibility for the leadership of the school in the absence of the Headteacher.

The Deputy Headteacher is also the strategic leader for The Link and Outreach, Admissions and EHCPs, and Data Management

Head of Department (HoD)

The role of the **T<** Heads of Department is to offer inspirational strategic leadership and consistent operational management to two Clusters of Manor Green School.

They work in line with the School Teachers' Pay and Conditions Document and the school's own policies. They are responsible for the quality of education for all students in their department including monitoring of student progress, data analysis and teachers' performance. They proactively manage staff and resources. They take on the responsibilities of the Deputy Head teacher in the absence of the Deputy Head teacher and Headteacher. They carry out the professional duties of a teacher as required and take responsibility for child protection issues as appropriate.

EYFS Leader

The EYFS Leader leads the Early Years department, including developing and implementing the Early Years Development Plan and extending outstanding Early Years support to the wider community.

The EYFS Leader leads the development of the Early Years provision at the school and with partnership schools and the wider community to ensure that barriers to learning are reduced to give students the best start in their Early Years learning.

The EYFS Leader has duties commensurate with a member of the Leadership Team, including planning and preparation, delivery and evaluation and reporting.

Teacher

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

Teachers at Manor Green School provide outstanding quality education and therapeutic learning support to students with a wide range of special educational needs. Through that, they prepare students for adulthood ensuring they are well equipped to lead healthy, happy and fulfilling lives. They lead staff in line with school's vision and mission statement and always promote school's core values and philosophy of education.

Higher Level Teaching Assistant (HLTA)

HLTAs complement the professional work of teachers by taking responsibility for learning activities under a system of supervision agreed with the Teacher. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. HLTAs are responsible for the management of other teaching assistants including allocation and monitoring of work, appraisal and training.

Senior HLTAs have additional responsibilities, often across the whole school.

Specialist Support Assistant (SSA)

SSA's work with the classroom teacher to support pupils' effective independent learning and progress in accordance with the national curriculum and with behaviour management strategies. They prepare resources and the classroom for planned activities. They provide support for all pupils' learning and care needs (intimate care when appropriate) and having due regard to the health, safety and wellbeing of pupils and colleagues.

Lunchtime Support Worker

Lunchtime Support Workers assist students with care, feeding and breaks during the middle of the School day (11am-2.15pm). They also help with lunchtime activities and provide support and encouragement to enable students to have a happy lunchtime.

Care Assistant

Care Assistants assist students with care, feeding, changing, and therapies and support the class team

Apprentice SSA

An Apprentice SSA works with the classroom teacher to support students' independent learning and progress in accordance with the national curriculum and with behaviour management strategies. They help prepare resources and the classroom for planned activities.

An apprenticeship gains knowledge, skills and experience needed to apply for a job in the area they have trained in.

Therapies

The school works with a team of Berkshire Healthcare Foundation Trust (BHFT) Therapists to support students in achieving positive outcomes and maximising their potential. The Manor Green Therapy Team includes:

Physio and OT Assistant.

The Physio and OT Assistant- works alongside the BHFT OT and physiotherapists to help implement training to staff and to be able to support students with occupational and physio needs.

Medication

The Head of First School and Therapies together with the Communications Specialist manage medication practices in the school including:

- delivering initial medication training for new staff
- delivering annual refresher training to all staff
- co-ordinating the transfer of medication and the archiving of storage of all medication records during our annual transition days
- answering and assisting with any day-to-day queries re medication from classroom staff or LT
-
- producing and supplying documentation for our students who have seizures, require insulin or to use our Respite Medication in Transit service
-

Swimming

The Swimming Teacher is responsible for swimming for across the whole school both onsite and offsite. Responsibilities include; risk assessments, timetabling, assessment of students and planning, organising of training for pool evacuation procedure and life guards.

SSA Communications Tools

This is a specialist role assisting classes (and where appropriate parents) with the use of AAC tools implemented by the SALT team, and providing basic training where required to help develop communication.

Hive

The Teacher, Senior HLTA and SSA working in the Hive team support our most medically vulnerable students who can't attend school site with learning in their own homes.

Wellbeing and Safeguarding

The Head of Wellbeing and Safeguarding is a member of the Senior Leadership Team and is responsible for student wellbeing, safeguarding and behaviour.

Communication Specialist

Provides advice and guidance provided to staff and parents on best practice and strategies in communicating to students with speech and language difficulties e.g. creating Social Stories

Family Adviser

Support and advocacy provided to parents regarding managing challenging behaviour, accessing services, and applying for benefits.

Careers and Enterprise Leader

Leading on developing and delivering our work experience programme for our students and ensuring that all relevant students have a Careers Plan. The Careers and Enterprise Leader is supported by a specialist SSA.

Nurture Leader

Operational lead for behaviour management and ensuring that all classes adhere to Nurture Principles in their management and communication with students. The Nurture Leader is a member of the Leadership Team.

SSA Food Technology

Practical organisation of our Food Technology curriculum therefore allowing all classes to have necessary equipment and ingredients.

Interventions

The Intervention Team is a multi-disciplinary school team that serves to provide the necessary educational support to promote individual student success. The Intervention's manager is Katie Gear. Included in the team at MGS are:

Literacy Specialists

The Literacy team is responsible for raising the standards of literacy teaching, learning and attainment for students across the whole school, with some class based work and also managing the Library service.

EAL

The EAL team is responsible for raising the standards of teaching, learning and attainment for students with English as an Additional Language (EAL) and communicating with their families and carers.

Maths Specialist

The Maths Specialist is responsible for raising the standards of maths teaching, learning and attainment for students across the whole school, with some class based work.

Design and Technology Specialist

The DT specialist leads pathways and Laser qualifications as well as enrichment sessions for classes

Music Specialist

The Music specialist leads pathways and Laser qualifications as well as enrichment sessions for classes

EHCP Manager

The EHCP Manager manages the EHCP process for Manor Green students and supports Teachers in the preparation of EHCPs.

They are an associate member of the Leadership Team, advising and reporting on all EHCP-related matters and contributing to the overall effective operation of the school.

School Data Manager

The School Data Manager supports the school by taking the lead in providing statistical information to the Leadership Team and manages and advises on the school's assessment, recording & reporting systems.

The School Data Manager ensures the school meets its statutory obligations by completing: School Census, School Workforce Census, Key Stage returns, Pupil Premium recording, attainment data for LAC and any other statutory information required by the DfE timely and accurately.

The School Data Manager oversees the use of Let's Localise, a funding, communication and marketing platform for the school, supports the Leadership Team in the use of Inspection Coach and is the school's expert in SIMS.

The Link

The Link is a specialist team which ensures the continued education of children and young people in Key Stages 1, 2, 3 and 4 in a supportive and nurturing education environment. It caters for students who, because of exclusion or other reasons, would not receive a suitable full time education.

Staff working in the Link support students to address any emotional and behavioural difficulties which affect their development and to help them develop emotional resilience. This includes developing access to a range of behaviour support, counselling and therapeutic interventions to address these difficulties.

The aim of the Link is to reintegrate all children and young people into mainstream education wherever possible. The Link team will either directly provide the education and support service, or put suitable arrangements in place where alternative or off site packages are required to best meet a student's needs.

The Link team provides training for schools in order for them to build capacity to meet students' needs.

Roles include SSA, HLTA, Teacher and Head of Department as above for main school. There are also 3 school therapists in the Link team.

Therapist

Our Therapists provides therapeutic and psychological support to Primary and Secondary aged disengaged or excluded and Medical/Vulnerable students both within school and in other settings. They provide personalised intervention to support the child to be reintegrated back into mainstream education or other appropriate placement. The Link therapists upon referral also work with Manor Green Students.

School Business Support Team (SBS)

The SBS team provides support services to the school including HR, Finance, and Operations: Facilities, Reception, Administration, Catering and Cleaning.

PA to Headteacher

The PA to the Headteacher provides administrative support and undertakes secretarial duties for the Headteacher and Leadership Team. They are also the school's Examinations' Officer and deal with all exam related procedures and statutory requirements. The current PA also carries out the role of Clerk to the Governing Board under the leadership of the Chair of Governors.

Human Resources (HR)

The HR Team is responsible for all matters relating to the schools' workforce.

Head of HR Strategy and Development

The Head of HR Strategy and Development is responsible for the strategic leadership of all matters relating to the school's workforce. This includes: Staff recruitment, induction, development and retention, organisational compliance and effectiveness legal compliance. The Head of HR Strategy and Development is part of the Strategic Leadership Team.

The HR Operations Manager

The HR Operations Manager manages operational matters relating to the school's workforce and a key point of contact for staff.

HR Administrators

The HR Administrators provide administrative support to the HR team and provide a generalist HR service to the School.

HR Officer – Training and Development

The HR Officer, Training and Development provides Training and Development services to staff working within Manor Green School and delivers training courses to other schools. Also leads on wellbeing initiatives on the school's Wellbeing Hub on SharePoint.

Finance

Head of Finance

The Head of Finance manages the school's budget, funding and procurement process on behalf of the Headteacher and Governing Board (GB) as part of the Leadership Team (LT) and an associate member of the Senior Leadership Team (SLT).

The Head of Finance works closely with the Headteacher and the Senior Leadership Team (SLT), to ensure Manor Green is a financially strong, learner focussed educational establishment.

Finance Officers

The Finance Officers play an integral part of the efficient and secure administration of the school's finances on a day to day basis, reporting to and in liaison with the Head of Finance. They co-ordinate and complete administrative routines relating to orders, invoices, cheques, income and the receipt and distribution of goods and services

Operations

The Operations team is focused on maintaining our facilities and ensuring they are excellent and comply with all aspects of Health and Safety regulations. The roles include:

Head of Operations

The Head of Operations supports the Headteacher in the strategic management of Manor Green School by leading the non – academic operations functions of the school encompassing Facilities, Health and Safety, ICT, Data, Lettings and Front of House services. The Head of Operations is an associate member of the Senior Leadership Team.

ICT Manager

The ICT Manager is responsible for the school's ICT services and works in conjunction with the external ICT provider. The ICT Manager also, enables the school's effective information management by, for example, providing technical support to SharePoint and to maintain the SharePoint infrastructure.

The ICT Technician

The ICT Technician provides IT support to staff and students to help students learn, achieve and progress.

Receptionist

The Receptionist provides a high standard receptionist/telephonist service to the school, is responsible for student transport co-ordination and general car parking matters. The Receptionist also provides support to building lettings and room bookings.

Administrator (School Business Support)

The Administrator provides administrative support to the School Business Support team and also provides receptionist/telephonist cover. The Administrator also oversees student registers and attendance information.

Cleaning Manager

The Cleaning Manager is responsible for the school's cleaning service and for ensuring the school's premises are cleaned to a high standard.

Facilities Team

Under the direction of the Head of Operations, the Facilities Team undertakes general maintenance and cleaning duties in order to ensure that school buildings and the school site are maintained to a high standard and are secure.

Catering Manager and Assistants

The Catering Team is responsible for the food and food service at MGS.