

THE EDITH BORTHWICK SCHOOL



STAFF HANDBOOK

September 2023

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OUR VISION

Enabling everyone to reach and go beyond their potential

OUR VALUES

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RESPECT – we are polite, we understand difference and we are happy to celebrate when others do well.

ENCOURAGE – we help each other and want all members of the school community to do their best and be kind to each other.

ACHIEVE – we work hard to meet our goals and feel proud of our achievements. We show resilience when we face challenges.

CARE – we help each other and look after each other. We keep everyone safe, and physically and mentally healthy.

HAVE FUN – we make sure that we enjoy our learning and our friendships.

The Edith Borthwick School School Improvement Plan 2023/24

Our key priorities this year are:

1. Developing and embedding special school practice, with particular focus on:
 - using communication aids to develop joint communication
 - using The Zones of Regulation to support understanding of emotions and regulation tools
 - use of Universal Strategies document to understand and support therapy needs
2. Ongoing curriculum development, including rolling out and trialing the 'Moving On' curriculum for 16-19 year olds
3. Mental Health – providing tools for learners and staff to understand how to support their mental health needs
4. Metacognition and Scaffolding – understanding the science of learning and teaching

All staff are expected to know and contribute to the whole school vision and improvement plan. All staff will have performance management targets which contribute to this plan.

School improvement works on a cyclical basis:



THE SCHOOL SITE



We moved into our purpose-built new school building in September 2015. The original Edith Borthwick School was purpose-built in Bocking in 1976, and was designated a 'New Model Special School' by Essex Local Authority in 2006.

All staff are issued with an identity badge showing their name and designation. Badges should be worn in school at all times. New staff will be issued a badge by Emma Amos. Staff will also be issued with a fob which enables access through secured doors, and these should be used to check in and out each day. If leaving the school site during school hours, staff should use the fob reader by the staff entrance.



The site is open from 7.30am – 6.30pm from Monday to Friday; staff are required to vacate by 6.15pm. Please check opening times during school holiday periods with the school office, general opening hours are 8.00am - 4.00pm.

ORGANISATION


| | | |
|--|--|--|
| <p style="text-align: center;"><u>Briefings</u></p> <p>Staff briefing takes place on Monday mornings at 8.45am in the staff room.</p> | <p style="text-align: center;"><u>Leave of Absence</u></p> <p>All Leave of Absence requests should be submitted by completing a Leave of Absence request form, available through the school website.</p> <p>Please give as much information as possible on the request, as this will assist the Headteacher in considering the request and making a decision.</p> | <p style="text-align: center;"><u>Meetings</u></p> <p>Scheduled meetings are as follows:</p> <ul style="list-style-type: none"> • Monday - 8.45am - Staff briefing • Wednesday - 3.15pm – 4.15pm - Staff meeting for teachers • Thursday - 11.00am – 12.00pm - Office staff meeting • Thursday - 3.30pm – 4.30pm - SLG meeting • Once a week - 3.00pm – 3.30pm - Class team meeting |
| <p style="text-align: center;"><u>Policies</u></p> <p>School policies are relevant to all staff. Copies are kept on the server and in the main office (room 3).</p> <p>The Whistleblowing Policy can be found on the school website, in the staff room and in room 3.</p> <p>It is the responsibility of each member of staff to make themselves aware of all school policies, guidance and protocols and the content therein.</p> <p>If you have any queries, please speak to Ann Powell in the first instance.</p> | <p style="text-align: center;"><u>Staff Absence</u></p> <p>Staff must always notify the school office between 7.30am and 8.00am and speak to Claire Baker if they are unable to attend school.</p> <p>Staff are responsible for updating the school in respect of any ongoing absence. Please see sickness management guidance (staff room).</p> | <p style="text-align: center;"><u>Staff forms</u></p> <p>All staff forms can be found in the staff room.</p> |
| <p style="text-align: center;"><u>Timekeeping</u></p> <p>Teaching staff are expected to be at school from 8.40am - 3.30pm (other than days when there are meetings).</p> <p>Teaching Assistant working hours are 9.10am - 3.00pm.</p> <p>Midday Assistant working hours are 11.50am - 1.20pm.</p> | <p style="text-align: center;"><u>Whistleblowing</u></p> <p>All staff have a duty to report any concerns about safety or the conduct of a colleague directly to the Headteacher or Deputy Headteachers. This can be done through the</p> <p style="text-align: center;">Low level concerns</p> <p>Electronic form on the school website in the same section as the Leave of Absence forms.</p> <p>The full policy can be found on the website.</p> | |

REPORTING SAFEGUARDING CONCERNS

It is everyone's responsibility and duty to report safeguarding concerns **immediately** to the designated safeguarding lead (DSL - Maggie) or designated deputy safeguarding leads (DDSLs - Lisa, Lucy, Dan and Katie).

As soon as you notice anything that is a cause for concern:

- If you are a member of staff (**ALL staff members**), please complete a CPOMS
- If you are a non-teaching member of staff or volunteer who has not yet had CPOMS training from Lisa, please complete a pink safeguarding form (available from the staff room and reception office) and give it to the DSL/DDSL (please see below).

| THE EDITH BORTHWICK SCHOOL – SAFEGUARDING CONCERN | | |
|---|--|------------------------|
|  | | |
| LEARNER'S NAME: _____ CLASS: _____ | | |
| DATE: _____ TIME: _____ PLACE: _____ | | |
| CONCERN | HOWWHEN PARENTS INFORMED (with initials) | ACTION (with initials) |
| | | |
| PLEASE SHARE IMMEDIATELY WITH DESIGNATED SAFEGUARDING LEAD – MAGGIE OR DEPUTY SAFEGUARDING LEADS – LISA, LUCY, KATIE OR DAN | | |
| NAME OF PERSON REPORTING CONCERN: _____ | | SIGNED: _____ |

Please do not wait for the next break. The DSL/DDSL will act on your concern in an appropriate way. This may include contacting the Essex Safeguarding Team, Social Care line, the LADO or the Police. Please do check back to ensure something has been actioned.

All staff must read 'Keeping Safe in Education' Section 1 and sign to say they have done so. It is extremely important that all staff have read, understand and follow the school's Safeguarding policy (this can be found on the website). If you are concerned about a learner or colleague report it. Safeguarding updates are included every week in the staff brief.

REMEMBER - DOING NOTHING IS NEVER AN OPTION.

As part of staff induction and ongoing professional development all staff will complete The Key, Child Protection in Schools online training, as well as online PREVENT Duty training. Staff will be regularly updated by the Designated Safeguarding Leader and it is their responsibility to regularly check the noticeboards, weekly brief and screens in the school to ensure they are well briefed.

Our designated safeguarding governor is Heather Hill, she can be contacted via: heatherh@edithborthwick.essex.sch.uk.

GUIDANCE ON REPORTING ACCIDENTS/NEAR MISS

If you experience an accident or near miss at work, it must be recorded and reported. Please send an email with full details to: nearmiss@edithborthwick.essex.sch.uk. Depending on the outcome of the accident, this may be reported to Essex County Council using a Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) form. The school takes accidents and near misses very seriously and will feedback to staff steps taken to further reduce risk through the weekly brief.

If you see anything that you think is unsafe or has the potential to cause an accident, please complete an orange health and safety concern form (found in the office) or email: nearmiss@edithborthwick.essex.sch.uk. This will ensure appropriate action can be taken to reduce or eliminate risk. Action taken will be reported back through the weekly staff briefing.

Our designated Health and Safety governor is Heather Hill, she can be contacted via: heatherh@edithborthwick.essex.sch.uk.

BEHAVIOUR

The Edith Borthwick School aims to be a place:

- Where everyone feels safe and happy at school.
- Where emotional regulation is encouraged and celebrated.
- Where everyone works together.
- Where all members of the school community can develop their full potential.
- Where everyone treats each other politely and with respect and kindness.



Strategies for Supporting Behaviour

All behaviour is meaningful communication. Learners on the autistic spectrum and with a variety of other needs may exhibit behaviours which reflect their differences. All strategies need to be appropriate to the needs and understanding of each learner.

Staff need to recognise that learner's behaviour may be caused by physical discomfort e.g. thirst, hunger, becoming overheated or pain; or sensory overload e.g. noise, light, temperature.

Practical Strategies to support Positive Behaviour

Staff to take every possible opportunity to praise good behaviour both verbally and non-verbally and when appropriate praise learners' who model expected behaviours, through use of The Zones of Regulation.

Communication should be at a level which is understood by the learner and enables them to express themselves in an individual way. Consider how best to support learners understanding and when necessary seek guidance from a Speech and Language Therapist.

We use 'The Zone of Regulation' to support our learners to understand when they are not in the green zone, and what can help them to regulate and return to the green zone. We comment on what we see in a neutral way, to help our learners to understand that all emotional states are normal, but that they may need support when feeling dysregulated.

The curriculum should provide opportunities for learners to develop self-esteem, confidence and understanding of theirs and others emotions. Focused learning: make tasks achievable; ensure clarity and consistency of expectations and communication re: Teaching and Learning Policy.

Promote positive relationships between all members of the school both learners and staff.

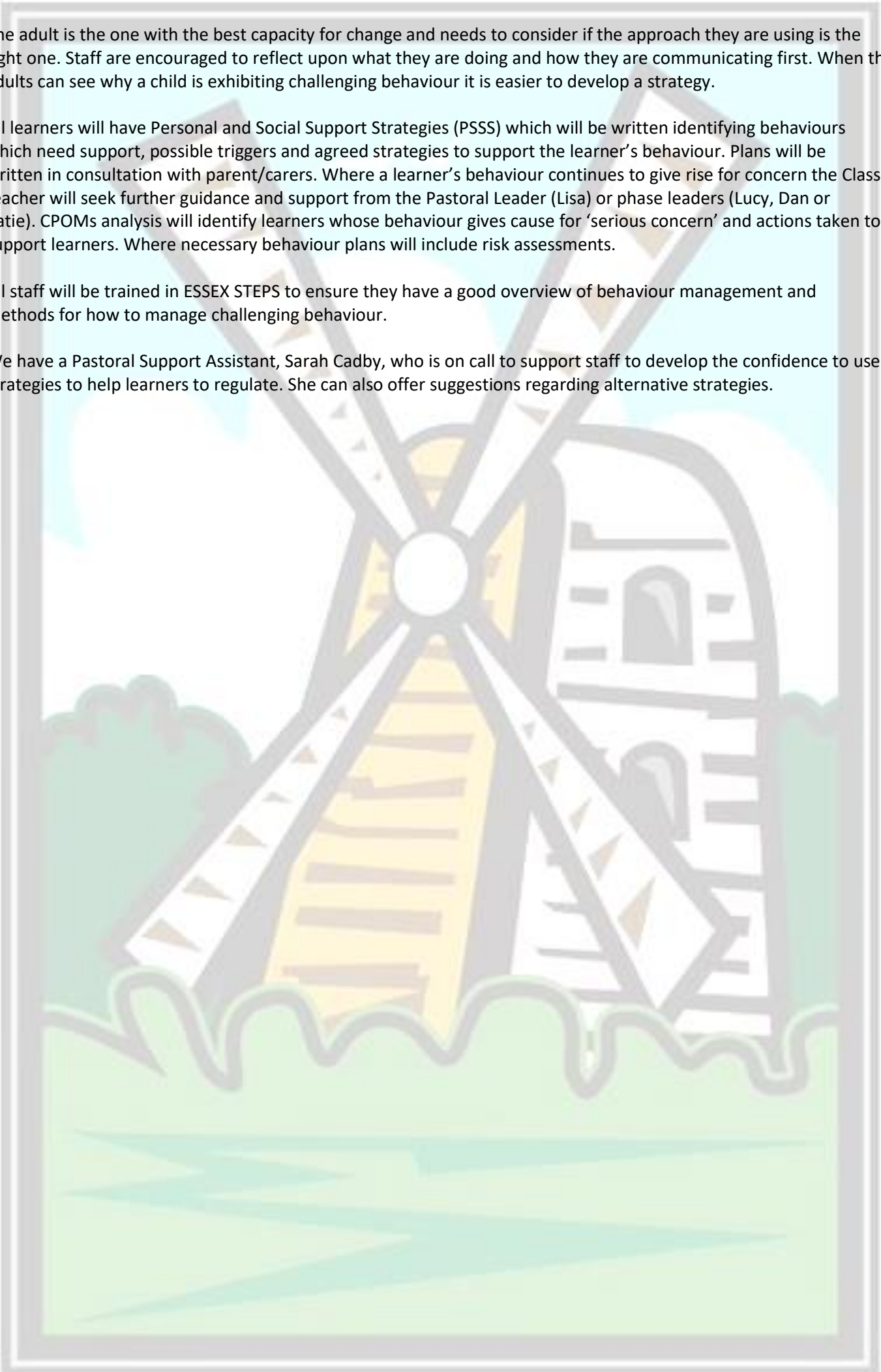
We accept that even with a good support plan things can still be challenging. Staff are encouraged to record and report incidents which are challenging so we can get to the root of the behaviour and change our approach to best support the learner. This is done on CPOMs by class teachers.

The adult is the one with the best capacity for change and needs to consider if the approach they are using is the right one. Staff are encouraged to reflect upon what they are doing and how they are communicating first. When the adults can see why a child is exhibiting challenging behaviour it is easier to develop a strategy.

All learners will have Personal and Social Support Strategies (PSSS) which will be written identifying behaviours which need support, possible triggers and agreed strategies to support the learner's behaviour. Plans will be written in consultation with parent/carers. Where a learner's behaviour continues to give rise for concern the Class teacher will seek further guidance and support from the Pastoral Leader (Lisa) or phase leaders (Lucy, Dan or Katie). CPOMs analysis will identify learners whose behaviour gives cause for 'serious concern' and actions taken to support learners. Where necessary behaviour plans will include risk assessments.

All staff will be trained in ESSEX STEPS to ensure they have a good overview of behaviour management and methods for how to manage challenging behaviour.

We have a Pastoral Support Assistant, Sarah Cadby, who is on call to support staff to develop the confidence to use strategies to help learners to regulate. She can also offer suggestions regarding alternative strategies.



TEACHING & LEARNING

Although we recognise that extensive learning takes place within the classroom, learners should realise that there are opportunities for learning outside the classroom. Teaching and learning permeates all that we do.



All teachers and teaching assistants are also learners and should be striving to evaluate and improve their practice. This means understanding both the teaching and learning process and building on learners' skills, knowledge and understanding. Teachers are encouraged to effectively manage the learning environment to facilitate all learners to reach and go beyond their potential. In order to achieve this, teachers and teaching assistants need to take ownership of their own professional development.

All members of The Edith Borthwick School are committed to:

Ensuring every learner succeeds:

- *Provide a high quality inclusive education within a culture of high expectations.*

Building on what the learners already know:

- *Structure, scaffold and pace teaching so that learners know what they are learning, how and why.*

Making learning real:

- *Develop understanding through enquiry, creativity, e-learning and group learning.*

Making learning an enjoyable and challenging experience:

- *Stimulate learning through matching teaching techniques and strategies to a range of learning styles.*

Enriching the learning experience:

- *Build learning skills across the curriculum*

Promoting assessment for learning:

- *Make learners partners in their learning.*

To provide quality teaching all teachers will:

1. Make their lessons purposeful opportunities for learning.
2. Make lessons interesting and stimulating.
3. Create an orderly environment and manage classes effectively.
4. Personalise learning activities/opportunities to all abilities and preferences
5. Develop positive and productive working relationships with learners and colleagues.
6. Use both formative and summative assessment to evaluate learner progress and to inform future plans.
7. Communicate daily with parents.



CURRICULUM

We aim to provide a curriculum that is enjoyable, motivating and interesting. With experiences that are challenging and fun for learners and staff alike. We fit the curriculum around the learners offering individual programmes to meet the needs of the learners.



Our aim is to give learners the skills to live as independently as possible in their adult life, and learning is focused on developing Functional/Key skills and life skills. Life is not classroom based, so neither is our learning. We reinforce breadth of learning in all settings to ensure transference of skills and progression, with an emphasis on supporting learners to develop their own independence and self-confidence.

We are committed to a person centered approach which puts our learners at the heart of everything we do. Long term goals and short term outcomes are unique to each learner and their parents/carers, and we work hard to create effective relationships so that these can be understood and worked towards together.



The goals and outcomes are based on essential key/life skills which cover the following areas:

- Communication Language and Literacy
- Mathematics and Problem Solving
- Computing and Information Communication Technology
- Knowledge and Understanding of the World (Science, Geography, History)
- Physical Development (PE, Swimming, Sensory)
- Expressive Arts (Art, Music, Technology, Drama)
- Improving own learning
- Personal, Social and Emotional Development including Relationships and Sex Education
- Working together
- Work related learning & Enterprise

As learners progress through the school, activities become increasingly community based so that skills can be reinforced in a real world setting. Many learners will also take part in college links and appropriate work placements to further develop their learning. Going forwards, we will try and introduce opportunities for residential trips at key transition points.

Clubs give our learners opportunities to further their own personal interests, to foster social interaction and to develop friendships in less formal sessions. Due to the fact that the majority of learners are transported to school it is less easy to provide enrichment activities outside school, we are reintroducing a variety of lunch time clubs.

Learners are supported to be as independent as possible and are given choices, and we expect responsibility and positive behaviour in return. We promote an environment of respect and good citizenship; British Values and the Spiritual, Moral, Social and Cultural Development of our learners are implicit at all times. For more details, please see the curriculum policy.

COMMUNICATION

Everyone NEEDS to communicate... Everyone DOES communicate.

Imagine you are a person with severe or profound and multiple disabilities. How would you feel? You may feel alone and confused about what is happening around you. You might not understand what people are saying to you. You might be trying to ask for something, but feel as though no-one is listening. You might feel frustrated and angry. You might feel depressed and give up. Your body language, the noises you are able to make (e.g. crying, screaming), your facial expressions and any gestures you can make (e.g. grabbing people, throwing things, spitting) may be the only way you can communicate, but no-one understands you!



You are most definitely communicating, but the problem is teaching other people what you mean. It would probably be useful to be taught a method of communication which can be more easily understood, e.g. some form of Augmentative and Alternative Communication (AAC).

The Communication Partner

Communication is a two-way process. The person 'listening' (communication partner) is as important as the person speaking. The communication partner is extremely important when working with a child with disabilities as they interpret reactions of the individual to different experiences. Every movement, gesture and vocalisation has a meaning. Understanding these takes time, patience and a positive attitude. The communication partner is also the best possible model of how to communicate more effectively, be that using objects, symbols or sign. The communication partner needs to model and show how to do it.

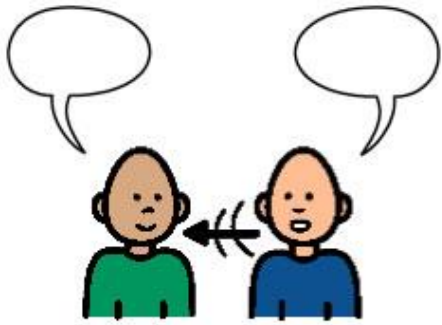


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| <p>Using objects</p> <p>Real objects can be used to encourage people to choose, e.g. holding up a bottle of coke or orange for a choice of drink.</p> <p>They can be used to let people know what's happening, e.g. feeling a swimming costume before going swimming.</p> <p>They can be used as 'Objects of Reference', e.g. a seat belt to explain a person will be going on the bus.</p> | <p>Photos, pictures and symbols</p> <p>These can be used to exchange with a partner to tell them what you want, think or feel.</p> <p>They can be used to share information to enable a person to retain it, e.g. a visual timetable of the day.</p> | <p>Sign & gesture</p> <p>Signs and gesture provide a visual clue to what is being said. Some people with severe speech difficulties also have problems with understanding.</p> <p>Signing and gesturing as well as speaking can help communication. For some people body language, gestures and signs may be the most effective way to express themselves.</p> |

INTEGRATED THERAPY

Speech and Language Therapy

At The Edith Borthwick School, we believe that strong communication skills paramount to leading a rich and fulfilled life. We employ Speech & Language Therapists to support other classroom staff deliver a variety of complimentary therapies into the classroom.



These therapists work very closely with learners and class staff to further develop our communication skills and improve how we teach our learners to develop them. The therapy team are well embedded at Edith Borthwick and offer a range of highly effective, practical support to overcome communication barriers and support our learners to become effective communicators.

The team will support staff to develop an understanding of early communication skills and a knowledge of how to move learners' communication on. They will assess and advocate a variety of Augmentative and Alternative Communication (AAC) systems and strategies, PODD (Pragmatic Organisation Dynamic Display), Communication books, Makaton and high tech devices, such as Proloquo2Go.

Occupational Therapy

We also employ an occupational therapist who focusses mainly on developing sensory integration diets to enable our learners to fully access learning and self-regulate. Many of our learners experience sensory overload in certain settings, e.g. it is too noisy, and so the occupational therapist will support the learner to overcome this using practical solutions, e.g. ear defenders. We also have learners who require a high level of sensory stimulation to self-regulate their behaviour, the occupational therapist supports class teams to develop individual sensory diets which may incorporate a variety of activities, e.g. bouncing, swinging or deep pressure.



The occupational therapist will train class staff to deliver this programme.

Physiotherapy

We do not have a physiotherapist on site, but we work with physios from Provide who will visit learners in school with identified needs.

HOME SCHOOL PARTNERSHIP

At Edith Borthwick, all parents/carers are respected and valued for their insight and knowledge of their child.

As a school, we provide a number of opportunities for home school partnership:

- FOEBS - Friends of Edith Borthwick School, our school charity, fundraises to support enrichment opportunities for our learners.
- Monthly coffee mornings – Held on the first Friday of each month (term time only). These provide a social opportunity but also an opportunity to share key information about school practices such as therapy and the Zones of Regulation.
- Parent training sessions – In school and after school, in person and via Zoom.
- New parent training – Offered to parents/carers of children who are new to the school.
- Meet the Team Day – A chance for parents/carers to meet their child's class staff at the start of each academic year.
- In school enrichment activities – Such as Arts Week and Christmas events.
- Annual review meetings – All parents/carers are invited to a yearly meeting where we look at their child's EHCP and update the outcome from discussions and progress.
- Parents' Program Sessions – 'Parents' Evenings'. An opportunity outside of the annual review to discuss progress in learning.
- Family Workers – Please see 'Family Workers' in this document.

PARENTAL COMMUNICATION

All our daily parental communication is now done electronically. This was changed following COVID, and feedback from parents/carers and staff.

We are in the process of introducing DOJO. In the future, all information will be sent either via DOJO or Parentmail either from your child's teacher or from the administration account. We still use telephones to make outgoing or receive incoming calls to/from parents/carers. We can also receive emails via outlook.

For environmental and practical reasons, we have moved away from paper letter unless the letter contains a form that needs to be returned (e.g. for a trip).

Teachers are expected to communicate **daily** with every parent/carer using DOJO.

We have a respectful communication policy to ensure that our school community feels safe and valued.

FAMILY WORKERS



For a majority of our children and young people here at The Edith Borthwick School, consistency and routine are important factors needed to progress and achieve their individual goals and outcomes. If strategies used at home are similar to those used at school this gives a more holistic and consistent approach making it more understandable for our children/young people.



The Edith Borthwick School offers parents the option to have additional support for their child/young person in the home environment by offering a Family Worker. The Family Worker Team currently consists of two full time workers and an after school worker. Staff have knowledge and experience of working with children/young people with Additional Needs and ASD and are able to offer parents strategies to support children/young people's understanding and communication to achieve the best outcomes for them.



The role of the Family Worker is to work with the family, teachers and other professionals to action the shared goals which are agreed during the Annual Review process. It is not within the Family Worker role to accompany children in the community or take on a personal assistant role.

Family Workers support parents to enable their children to achieve these goals which are commonly based upon Communication, Independence and Behaviour.

TRANSITION & WORK EXPERIENCE

The school is aspirational around getting young people into paid employment and giving them the skills to lead rich, fulfilled lives. As a team we challenge perceptions about our amazing learners and aim to increase the National percentage of young people from special schools moving into paid employment (currently just 6.8%).



We aim to support learners to make informed decisions about what they do with their lives after Edith Borthwick. We are passionate about ensuring our learners make a success of their lives and reach and go beyond their potential. We work with Preparing for Adulthood Advisors (PFAA), families and colleges to make sure that our learners have as much choice as possible.



Gary Brown leads our work experience team. They work tirelessly to secure bespoke work experience opportunities for all learners within the school. They are always open to new settings and welcome making new contacts and creating new, exciting opportunities for our learners.

KEY STAFF CONTACTS AND RESPONSIBILITIES

Maggie Loveday

Headteacher

maggiel@edithborthwick.essex.sch.uk



Lisa Solvey

Deputy Headteacher - pastoral

lisas@edithborthwick.essex.sch.uk



Lucy Peters

Deputy Headteacher - curriculum

lucyp@edithborthwick.essex.sch.uk



Katie Pilgrim

Assistant Head – EYFS, KS1 & KS2

katiep@edithborthwick.essex.sch.uk



Dan Horscroft

Assistant Head KS3, KS4 & KS5

danielh@edithborthwick.essex.sch.uk



Amanda Moreno

Business and Estates Manager

amanda.moreno@edithborthwick.essex.sch.uk



Gary Brown

Careers

Garyb@edithborthwick.essex.sch.uk



Sharon Clark

First Aid Coordinator

sharonc1@edithborthwick.essex.sch.uk



Tasha Holdaway

Family Worker Manager

tashah@edithborthwick.essex.sch.uk



Sarah-Jayne Pipe

Therapy Lead

sjp@edithborthwick.essex.sch.uk



Tony Baker

Caretaker

estates@edithborthwick.essex.sch.uk



Darryl Lidford

IT Manager

ictsl@edithborthwick.essex.sch.uk



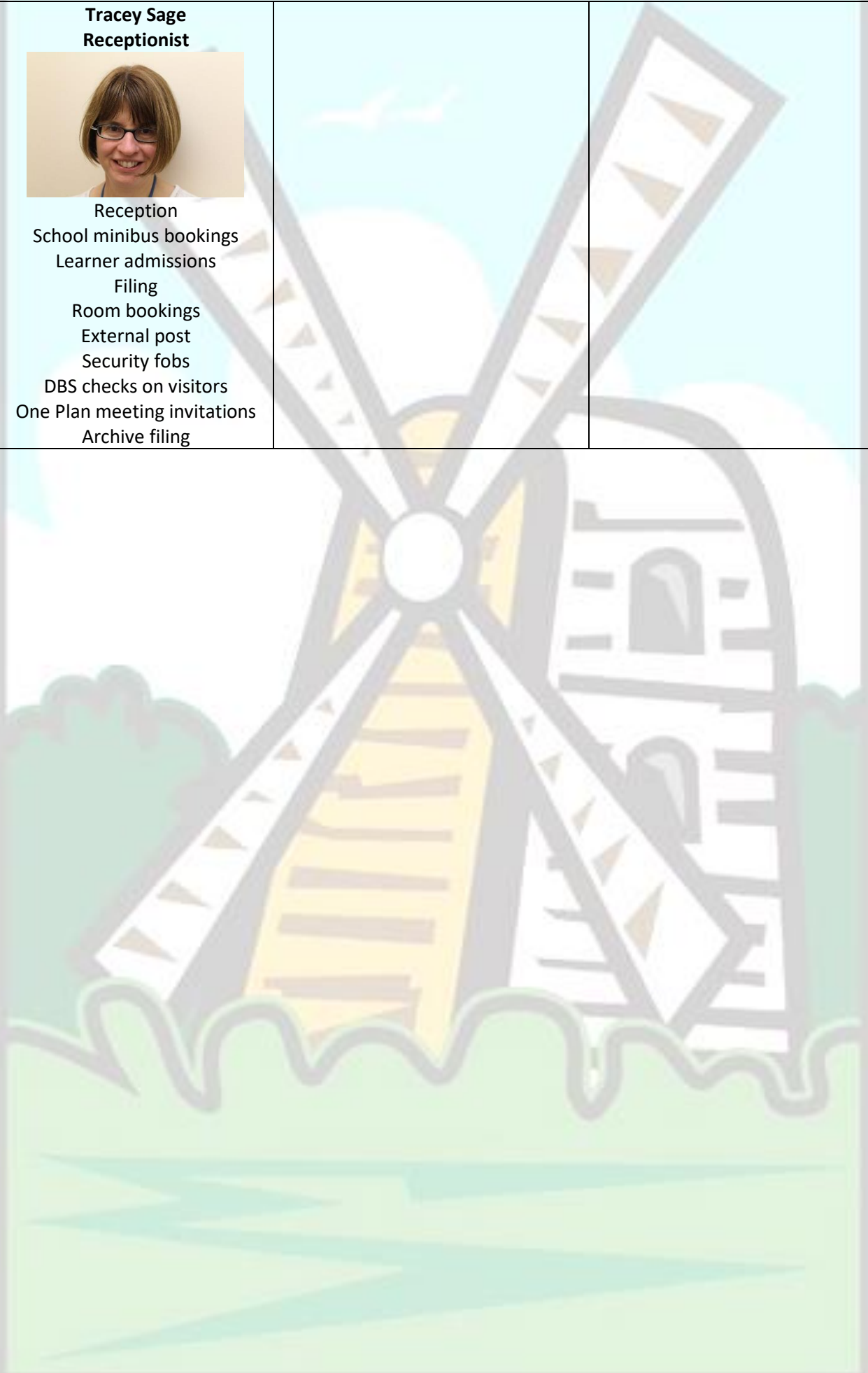
ADMIN STAFF

| | | |
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| <p>Claire Baker Personnel Manager</p>  <p>Personnel management Employment Contracts Training course bookings Recruitment Staff absences Overtime claims Mileage claims Workforce census DBS checks/ administration New staff tours Staff risk assessments Management of Cleaning Team</p> | <p>Amanda Moreno Business and Estates Manager</p>  <p>Budget Setting Payroll Reconciliation Line Management – Admin, Catering & Premises teams Formula Capital Grant Funding FSM Vouchers GDPR Health & Safety Minibus repairs & maintenance School Fund Management Accident reporting for learners & staff (behaviour related to Lisa Solvey) School Census</p> | <p>Gill Clarke Attendance Assistant</p>  <p>Learner attendance reporting and monitoring Learner Travel Expenses One Plan's Learner data e.g. Data Collection Sheets Register of Business Interests Class lists</p> |
| <p>Debbie Sharpe Finance Assistant</p>  <p>Orders Invoice payments Petty cash payments School fund administration Internal and external provider bookings School Trip bookings/ external coaches Catering Returns</p> | <p>Ann Powell Admin Assistant</p>  <p>Cash collection/ParentPay School dinner bookings Medical bookings School policies Updating Website – Policy & Governor Info Governor administration Milk – learner & staff Incoming post School Communication (when Emma not in) School photos</p> | <p>Emma Amos Admin Assistant</p>  <p>Reception cover Deliveries Meeting preparation Noticeboards/forms Updating website – heads update, calendar, term dates & dinner menus etc. Induction/ Staff ID badges School communication/ Parentmails/Letters/meeting prep Swimming</p> |

**Tracey Sage
Receptionist**



Reception
School minibus bookings
Learner admissions
Filing
Room bookings
External post
Security fobs
DBS checks on visitors
One Plan meeting invitations
Archive filing



GENERAL INFORMATION

| | | |
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| <p style="text-align: center;">Catering</p> <p>The school is responsible for providing school dinners for learners and staff. Alison Coppin is the Catering Manager and is assisted by 3 members of staff.</p> <p>Learner meals are booked through the dinner registers. All staff meals need to be booked by emailing Ann in the office a day in advance and paid for at the time of booking. Meals should be collected from the kitchen during lunchtime.</p> <p>Classes who are going on educational and residential trips need to request FSM packed lunches via the School Trips & Bus Bookings a week in advance of the trip at the very latest.</p> | <p style="text-align: center;">Headteacher Update</p> <p>The Weekly Update is sent home every Friday via Parentmail and DOJO, and is also available on the school website.</p> <p style="text-align: center;">Weekly Brief</p> <p>The weekly brief is sent home on Monday. It is the responsibility of all staff to read this document, as it contains safeguarding updates and important information.</p> | <p style="text-align: center;">ICT support</p> <p>Darryl Lidford is the ICT/Data Network Manager, with responsibility for hardware and data.</p> <p>Daniel Rendel is the ICT Technician and Heather Fairhurst is timetabled to instruct some classes.</p> <p>If there are any problems with ICT, please contact Darryl or Daniel on extension 324 or Heather in the ICT room.</p> |
| <p style="text-align: center;">Letters</p> <p>All letters being sent out should be sent via the 'Office Admin Request Form' on Teams. Letters are formatted and sequentially numbered, and then returned to the relevant member of staff for checking and signing. Emma Amos will copy and distribute as required.</p> <p>A hard copy is kept in a file in the main office, and an electronic copy is also saved. In many instances, a previous letter can be used as a template and could save time re-writing a letter from scratch – please see Emma if you require assistance.</p> | <p style="text-align: center;">Minibuses</p> <p>The school has 5 minibuses ranging from 14 – 17 seats. Minibuses must be booked through Tracey Sage in the school office. The minibus keys are kept in the school office.</p> <p>Tracey Sage is responsible for the organisation of the minibuses; please see her to resolve any problems/queries. For school trips, please book via the School Trips & Bus Bookings' form on Teams.</p> | <p style="text-align: center;">Ordering procedure</p> <p>Budget holders are responsible for placing orders for their individual budgets. All budget holders are issued with a 'Finance Procedures for Budget Holders' pack which explains the ordering procedure. A copy is available from Amanda Moreno if required. If there are any queries relating to orders please see Amanda Moreno or Debbie Sharp.</p> <p>Blank order forms are kept in the Staffroom – one for catalogue orders and one for internet orders.</p> |
| <p style="text-align: center;">Petty cash claims</p> <p>Purchasing items outside of the usual ordering procedure should be avoided wherever possible. Petrol <u>cannot</u> be reimbursed with cash, and must be claimed via the mileage and expenses system.</p> <p>Please speak to Amanda Moreno before purchasing anything outside of school to see if there is an alternative payment option.</p> | <p style="text-align: center;">Reporting repairs/Ordering replacements</p> <p>If you have any problems or repairs relating to classrooms/equipment/minibuses, they must be reported to Tony Baker.</p> <p>Please log the issue by sending an email to: estates@edithborthwick.essex.sch.uk</p> | <p style="text-align: center;">Trips/Events</p> <p>All trips or events need to be requested through the School Trips & Bus Bookings' form on Teams.</p> <p>Risk Assessment must be completed/given to Lucy two weeks before the trip.</p> |

DRESS CODE

Staff need to consider the manner of dress and appearance appropriate to their professional role in school, which may be different to that adopted in their personal life, e.g. clothing and piercings.

This means that adults should wear clothing which:

- Promotes a positive and professional image.
- Is appropriate to their role (class staff will need comfortable clothes which are easy to move in)
- Is not likely to be viewed as offensive, revealing, or sexually provocative.
- Does not distract, cause embarrassment or give rise to misunderstanding.
- Is absent of any political or otherwise contentious slogans.
- Is not considered to be discriminatory.

In this connection please do not wear the following items of clothing in school:

- Revealing tops
- Tops with thin straps
- Backless tops
- Short shorts (no shorter than just above the knee)
- Low slung trousers/jeans
- Flip flop or backless sandals, or anything flimsy (for reasons of health and safety). We recommend that you wear shoes that are flat & offer full protection to the foot.
- Maxi dresses and maxi skirts (for reasons of health and safety due to trip hazards)

Staff must take personal responsibility for items such as piercings, jewelry and scarves, and be mindful of the learners that they work with, and whether those items could cause injury if pulled.

Please see the Deputy Headteachers if you are in any doubt about what is suitable to wear.

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| <p>Additional Hours/Travel Expenses If you work authorised extra hours you must complete an 'Additional Hours' Form (pink for TAs and Yellow for Instructors) and give to Claire Baker, Personnel Manager in the downstairs office.</p> <p>Senior managers will approve any additional hours being claimed. If you need to claim travel expenses you must complete a 'School Business & Training Journey' claim form (yellow) and attach a train/bus/car park ticket or petrol receipt as appropriate and pass to Claire Baker.</p> <p>Both forms are available from the staff room and staff will be notified of the deadline for submission each month.</p> <p>Lunches can no longer be claimed apart from very specific circumstances – see Claire Baker for exceptions.</p> | <p>Confidentiality All staff are required to read and sign the Confidentiality Agreement. The school has a Facebook page but does not participate within online chat room sites. Staff are therefore not allowed to comment on any online social networking sites referring to their job and/or duties, and to provide no linkage to the school whatsoever. Staff are requested not to participate in such activities that may, by nature, implicate or name either the school or current learners.</p> <p>Potential difficulties in maintaining acceptable professional standards are huge and we request that all staff do not enter any information into Facebook that could identify and compromise either your own identity and professional standing or that of the school.</p> <p>If you have any concerns please see the Headteacher.</p> | <p>Handling Money There are strict systems which must be complied with when dealing with learner's/learner's money.</p> <p>Staff must contact Amanda Moreno for advice on this matter. All invoices and receipts must be issued from the school office, not classes.</p> |
| <p>Identity Badges/Security fobs All staff are issued with an identity badge showing their name and designation.</p> <p>Badges should be worn in school at all times. New staff will be issued a badge by Emma Amos in the main office.</p> <p>New fobs are issued by Tracey on Reception. Lost fobs must be report immediately.</p> | <p>Mobile Phones Due to safeguarding, mobile phones are not permitted to be used on school premises during school hours.</p> <p>Staff may use their phones during their lunch breaks but no photos should be taken during school hours.</p> <p>All staff should make sure that their emergency contact number during school hours is the school number (01376 529300) – no-one should have their mobile on them or using it, except for their break times.</p> <p>Staff should not be friends with parents on social media. Staff need to be mindful of their profession when posting on social media.</p> | <p>Parking Cars may be parked in marked parking areas at the rear of the school at owner's risk; you must not park in the allocated bus parking areas. Drivers should be aware of restricted access to the car park at learner/learner arrival and departure times, especially between 9.00am to 9.30am and 2.30pm to 3.45pm and consideration must be given to pedestrians at all times. All staff who drive to school are allocated a parking permit which must be displayed at all times when parked in the car park.</p> <p>If there are no spaces in the staff car park, please do not double park as this causes access issues for emergency services if they are needed. If parking off site, please park responsibly and do not obstruct any neighbouring offices, driveways, gates or vehicles.</p> |

PROFESSIONAL DEVELOPMENT

The school aims to provide high quality professional development to all staff appropriate to their role. We have five in service training days that offer whole school training, such as safeguarding, Essex STEPS and Speech and Language. The details of these days are published in advance and all teaching staff and teaching assistants are expected to attend. As appropriate MDAs, other support staff and admin staff can attend these training sessions.



We are also committed to developing each individual and therefore details of training courses are published in the staffroom and PPA room, if you are interested in any of these please do see the Headteacher or Deputy Headteachers to register an interest.

Professional development is your own responsibility, but one that the school is committed to supporting. If you find appropriate training and development opportunities please do speak to your line manager to see how the school can support you.

Informal professional development is offered throughout the year, such as ICT support, opportunities for professional discussion and showcasing best practice.

'Learning never exhausts the mind' Leonardo da Vinci

GENERAL DATA PROTECTION REGULATION (GDPR)

As a school we must demonstrate compliance to the general data protection regulation, which came into place on 25/5/18. As a staff member in this school from time to time you will come into contact with sensitive data relating to learners or staff. It is your responsibility to treat this data respectfully and confidentially.



We have a clear data protection policy and confidentiality agreements which all staff must adhere to at all times and sign to acknowledge this responsibility.

The school works hard on treating all personal data sensitively and endeavours only to retain what is necessary and only to share information when there is a very good reason to do so. This ensures all personal information in the school is safe.

If you are made aware of data being shared inappropriately, please let Amanda Moreno know.

HEALTH & SAFETY

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| <p style="text-align: center;">Health and Safety (H&S)</p> <p>The H & S Officer is Amanda Moreno, Estates Manager. She can be approached directly by any member of staff over matters relating to H&S. The School's statutory H&S policies are displayed in the staffroom, and other policies and Codes of Practice relating to H&S are kept in the main office. If any member of staff would like to consult these documents, he or she should contact the H&S Officer.</p> <p style="text-align: center;">If you have a H&S concern, please email: amanda.moreno@edithborthwick.essex.sch.uk</p> | <p style="text-align: center;">Fire Procedures</p> <p>An 'In Case of Fire' notice is displayed in each area of the school, usually next to the exit. Staff should familiarise themselves with the fire/emergency procedure. The school has an Evacuation policy in case of a Fire/Emergency, and all staff should make sure they have a copy. A planned fire alarm test is carried out every week.</p> <p>Staff leaving the site during the school day MUST sign out using the staff register.</p> |
| <p style="text-align: center;">First Aid</p> <p>There are a number of staff who are trained First Aiders – lists are displayed in every room around the school. If a learner is injured or unwell, a member of the Senior Leadership Group will decide whether a learner should be sent home or receive further medical attention.</p> <p>If there is not a First Aider in class, the staff member should ring Reception to find a First Aider.</p> <p>In the instance of a life threatening event, dial 999 immediately, report to the relevant SLG member of staff and inform reception and the office.</p> | <p style="text-align: center;">Risk Assessment</p> <ul style="list-style-type: none"> • All trips and activities outside school are to be risk assessed and be in line with the school EVC Policy. • Every offsite activity needs to be risk assessed and signed by the school EVCs (Deputy Headteachers). • External activities of a potentially hazardous nature such as residential or activity based requires LA notification and approval with reference to the school EVC. |

USEFUL CONTACTS

| Position | Name | Internal line | Email |
|------------------------|----------------|---------------|---|
| Headteacher | Maggie Loveday | 318 | maggie1@edithborthwick.essex.sch.uk |
| Deputy Headteachers | Lisa Solvey | 359 | lisas@edithborthwick.essex.sch.uk |
| | Lucy Crisp | 362 | lucyp@edithborthwick.essex.sch.uk |
| Assistant Headteachers | Katie Pilgrim | 363 | katiep@edithborthwick.essex.sch.uk |
| | Dan Horscroft | 364 | danielh@edithborthwick.essex.sch.uk |
| Reception | Tracey Sage | 300 | admin@edithborthwick.essex.sch.uk |
| Estates | Amanda Moreno | 319 | amanda.moreno@edithborthwick.essex.sch.uk |
| Personnel | Claire Baker | 323 | claireb@edithborthwick.essex.sch.uk |