

Belonging
Responsibility
Excellence

CHACE COMMUNITY SCHOOL

Excellence has no limits

STAFF HANDBOOK

SEPTEMBER 2021



THE ROYAL SOCIETY
Associate Schools and Colleges



Chace Priorities for 2021/22

'Excellence has no limits'

| CP 1 | EXCELLENCE |
|------|--|
| | <p>1a Improve outcomes for all and narrow gaps for boys, most able and disadvantaged students ensuring all benefit from sharply focused teaching and support which addresses barriers to their achievement (RSLs)</p> <p>1b Provide a good quality of education for all by (CU/CLT)</p> <ul style="list-style-type: none"> revisiting the curriculum principles document to ensure that it is focused on building pupils' knowledge over time Ensuring consistency in the implementation of the curriculum across all subjects Plan teaching to stretch and challenge the most able to ensure that they produce work which builds on their prior knowledge and enables them to fulfil their potential <p>1c Implement strategies to overcome the disruption to learning due to COVID 19 (CU/CLT)</p> <p>1d Reviewing the curriculum at each Key Stage to provide the building blocks for students' future aspirations, whilst ensuring financial viability (TD/SLT)</p> <p>1e Develop the strategic role of governors (TD/CoG)</p> |
| CP 2 | RESPONSIBILITY |
| | <p>2a Ensure there is a robust strategy in place to support low attaining readers to catch up quickly and become proficient readers (BT/LMT)</p> <p>2b Teach and promote high standards of literacy, reading and, numeracy (BT/LMT/CLy)</p> <p>2c Promote a culture of excellence through heightened expectations of behaviour and routines (PVe)</p> <p>2d Ensure that all teachers follow the Behaviour Policy so that expectations of pupils are consistent in lessons and around school (PVe)</p> <p>2e Improve attendance and reduce persistent absence – to meet and exceed national average (PVe)</p> <p>2f Strengthen leadership to maintain consistent standards, identify and challenge areas of weakness and reduce the variation in effectiveness of teaching (TD/PVe/CU)</p> <p>2g Implement a strategy to reduce the deficit budget and effective budget management (SF/TD)</p> <p>2h Embed an effective careers strategy to raise aspirations, outcomes and support next steps (Arp)</p> |
| CP 3 | BELONGING |
| | <p>3a Develop a sense of pride and belonging in Chace (TD/PVe)</p> <p>3b Embed Student Leadership with students leading their learning and taking responsibility (PJO)</p> <p>3c Improve parent and community engagement (TD/PVe)</p> <p>3d Continue to engage with staff to take account of workload and wellbeing issues (TD)</p> <p>3e Ensure equality of opportunity for all and to ensure that all discrimination is challenged (JL)</p> |

Chace Vision and Values

To provide young people with an education of excellence that will change their lives and inspire them to be the leaders of tomorrow.

Belonging - we invite everyone to bring their 'whole self' to school. Diversity in people and perspectives is welcome here.

Responsibility - we do the right thing, make good choices and take full ownership of our actions and education.

Excellence - our high expectations and resilience mean we never limit our potential.

Excellence has no limits

Commitment to High Quality Teaching at Chace

Essentials

TS2: Knowing the Students

Teaching a curriculum that engenders belonging, responsibility and excellence and builds on prior learning. Know the students as individuals through their work and ensure their progress

TS3: Subject Knowledge

*Clear explanations.
Modelling.
Key subject vocabulary. Know and address misconceptions.
Recall and retrieval*

TS4: Planning

*Use long and medium department plans. In each lesson break learning into small steps- with instruction and guided practice.
Meaningful home learning.*

TS2: Promote good progress and outcomes

Promote excellence. Be accountable for outcomes using independent practice to monitor.

TS1: Challenge

*High expectations of all including High and Low Starters
Growth mindset*

TS7: Behaviour

*Consistency
Independence
Building relationships.
Responsibility*

Shared responsibility for high quality teaching

TS1: Learning Objectives

Share a challenging objective for all with the class and refer to them during the lesson.

TS4: Seating Plans

Use seating plans with relevant contextual information in CIF to inform planning for access and challenge and improve behaviour for learning.

TS7: Behaviour for Learning

*Meet the requirements of our behaviour policy and make use of common routines. Set a "Do now" task for the start of lessons.
Develop positive relationships and always follow up on issues.*

TS6: Assessment and Feedback

Follow assessment policy using student work to inform planning and ensure student progress. Check for understanding and give feedback during lessons using AfL strategies. Students use green pen to respond to feedback, to improve and correct work.

TS5: Differentiation

Adapt teaching and materials, including scaffolding to ensure access and challenge for all learners. Ensure appropriate challenge for High Starters. Use other adults effectively.

TS6: Questioning

Question students regularly to check and to deepen students' understanding (probing questions). Ensure all students are thinking. Differentiate questions.

TS3: Literacy and Numeracy

Model subject-specific and cross-curricular numeracy and literacy. Develop reading for learning.

TS1: High Expectations

Model and expect high quality work, challenging students to improve when standards are not high enough. Ensure lesson time is used productively.

Every teacher needs to improve, not because they are not good enough, but because they can be EVEN BETTER. Dylan Wiliam

Developing Chace as a Learning Community

| Headteacher | PVe Deputy Headteacher Behaviour and Ethos | CU Acting Deputy Headteacher Curriculum/RSL KS5 | SF School Business Manager | AG Assistant Headteacher Raising Standards Leader KS3 and 4 | ME Assistant Headteacher Operations | PJo Assistant Headteacher Assessment and Data | JL Assistant Headteacher Inclusion (SENCO) |
|--|--|---|--|--|--|---|---|
| Strategic Responsibilities Chace vision and ethos Strategic planning and direction Whole school improvement Deployment of finance and budget Partnership working – LA and external agencies Self-evaluation Recruitment and retention Strong governance Marketing Primary links Support Staff PD | Strategic Responsibilities Securing school ethos through excellence in behaviour Rewards Assembly programme Attendance and punctuality KCUR – quality of pastoral care in form time and Lifeskills Designated Safeguarding Lead Effective KS2-3 Transition COVID Lead | Strategic Responsibilities Quality of Education KCUR Staff Development Performance Management Sixth Form achievement Sixth Form attendance Study Skills and intervention Year 11 to Post 16 transition UCAS and P16 Careers | Strategic Responsibilities Strategic oversight of the budget Site development Income generation inc bidding and lettings Tendering process and securing best value Overall school environment Health and Safety Support Staff PD | Strategic Responsibilities Key stage 3 and 4 achievement Improving outcomes for boys, High Starter and PP students Student interventions | Strategic Responsibilities Timetable and curriculum deployment Key Stage 3 to 4 transition Examinations Communications Stakeholder questionnaires DoE | Strategic Responsibilities Assessment and data analysis Strategies to raise achievement and reduce in school variation including use of PP Data returns to external bodies Forecast reports to SLT and Governors Reporting and in school systems to raise achievement Homework data and analysis | Strategic Responsibilities SEND and LAC achievement Alternative Provision Safeguarding Links with west Lea Whole school careers Equalities Effective KS2-3 Transition |
| Operational Responsibilities Production of CIP and SEF Governing Body committees LA/DfE/ESH/ETSP Trade unions CPD/course bookings Gov T&L | Operational Responsibilities Day to day excellence Safeguarding PTA meetings FAP meetings Multi agency co-ordination Half termly behaviour and attendance reports Gov T&L | Operational Responsibilities HoF meetings Twilight/INSET planning with CLT Action reports from monitoring Sixth Form assessment weeks P16 Bursary | Operational Responsibilities Gov Resources Day to day site management | Operational Responsibilities HoL meetings KS3 and 4 assessment weeks Brilliant Club Intervention calendar | Operational Responsibilities Calendar/Trips/Events School day logistics and duties Examination timetables Extended Learning | Operational Responsibilities School Council/Head Student and charities MIS GDPR Google Pupil Premium Review | Operational Responsibilities TA deployment Access arrangements PEP meetings Annual review preparation and paperwork Multi faith prayer room environment |

| Headteacher | Deputy Headteacher Behaviour and Ethos | Deputy Headteacher Curriculum/RSL KS5 | School Business Manager | Assistant Headteacher Raising Standards Leader KS3 and 4 | Assistant Headteacher Operations | Assistant Headteacher Data, Assessment and Achievement | Assistant Headteacher Inclusion (SEND/CO) |
|---|---|---|---|---|---|---|--|
| Line Management Deputy Headteachers SBM HR Manager AHT Data and Assessment AHT Operations HT PA Maths | Line Management AHT KS3 and 4 PSA AHT SENCO Science | Line Management 2 ic Sixth Form Senior LP Sixth Form Admin English | Line Management Admin Team Finance Team Site Team Chace Diner Student Services | Line Management Behaviour Manager HOLs Year 10&11 Humanities | Line Management HoL Year 9 Vocational Cover manager Expressive Arts Exams officer DoE co-ord | Line Management HoL Year 8 ICT Network Manager Technology | Line Management Student Progress School counsellor HOL Year 7 |
| Policies CIP/SEF School prospectus Pay Policy Complaints Policy Visitor Policy Whistle blowing policy Staff Handbook Staff Professional Learning | Policies Assembly themes and rota Transition booklet and paperwork Behaviour policy inc anti bullying and restraint Attendance Policy Safeguarding PSHE/RSE Policy | Policies Curriculum Principles Teacher appraisal KCUR schedule Sixth Form Prospectus and enrolment documents | Policies 3-5 year budget SFVS Contracts Charging policy Freedom of Information Governors allowance Educational visits Lettings | Policies Intervention programme HOL CIP | Policies KS4 options booklet Exams Policy Curriculum document Extended learning schedule | Policies GDPR Policy Privacy Policy Assessment and feedback policy PP Strategy Statement and annual review Online safety | Policies Equalities policy and report Careers Policy SEND Policy Year 7 catch up LAC Children Accessibility policy? |
| Lead Practioner Maths | | Senior Lead Practioner T&L | | Lead Practioner T&L | | Lead Practioner T&L | |
| Strategic Responsibilities Improve Maths outcomes Whole school numeracy Numeracy policy and principles Catch up funding STEM | | Strategic Responsibilities CLT lead to improve the quality of teaching ITT and ECT oversight Whole school literacy inc policy and reading Whole school PD and staff development Faculty link to improve teaching and coaching Teaching and Learning Policy inc homework MFL line management | | Strategic Responsibilities Improving the quality of teaching Whole school PD and staff development Faculty link to improve teaching and coaching Challenge for High Starters | | Strategic Responsibilities Improving the quality of teaching Whole school PD and staff development Faculty link to improve teaching and coaching Challenge for High Starters Coaching and CPD b4L | |

GENERAL INFORMATION

ABSENCE - PERSONAL LEAVE

Requests for leave of absence, paid or unpaid, for whatever reason, must be made to your line manager and will get final approval from the Headteacher (using an orange request form), giving reasonable notice in advance (ideally a week except in emergencies). There may be rare, exceptional personal circumstances where your request goes straight to the Headteacher. You are required to attach your appointment letter to all requests for medical appointments when requesting time off for medical appointments. **Without this we cannot guarantee paid time off for the appointment.** Tom Warrington, Cover Manager, should also be informed via the 'orange' cover form signed by the Head, so that any cover may be arranged. Work must be set for all classes and the details left within the Faculty/team. Other *Special Leave* for all staff is summarised below:

| Reason for Absence | Details of paid/unpaid leave |
|---|--|
| Serious illness of member of family | Unpaid leave of absence |
| Death of husband, wife, civil partner, partner, parent or child | Up to 5 days paid leave |
| Funeral of member of husband, wife, civil partner, partner, parent or child | Up to 3 days paid leave for attendance at funeral in approved Representative capacity |
| Removal of household effects | 1 working day paid leave |
| To attend interview | Up to 3 working days according to distance and circumstances to attend interview |
| House Removals | Unpaid leave |
| Doctor, Dentist, Osteopath or other medical appointments including blood tests other than hospital appointments | All appointments should be made outside of working time except in cases of emergency. |
| Blood Donor Sessions/ /Hospital/ Cancer/Cervical screening | Paid time off as necessary |
| Your wedding of wedding of member of immediate family/friend | Unpaid leave at request |
| Illness/appointment of child/dependant | Unpaid leave of absence |
| Examination, if it is one that would improve the educational qualifications of the teacher. Study leave | Period necessary to sit for the examination Considered on request |
| Attendance at approved conferences & courses | Duration of course (The period the conference is in session plus reasonable travelling time) |
| Religious festivals | Unpaid leave |
| Reserve training in H.M. Forces | Unpaid leave of absence |
| Duties as a Justice of the Peace | Up to 5 days (or 10 half days) per annum |
| Jury Service | Whilst attendance is required by the court |

| | |
|--|--|
| Attendance at Court as a witness | Whilst attendance is required by the court or parties in proceedings (<i>Loss of earnings must be claimed by the teacher, as deductions equivalent to the standard rate payable by the court will be made from salary</i>) |
| Contesting Parliamentary Elections | Up to 3 weeks' unpaid leave |
| Volunteer Members of Non-Regular Forces/Special Police | Unpaid leave of absence |
| Serving on Committees e.g. Local Authorities, Tribunals, Panels or similar bodies | Up to 5 full days (or 10 half days) per annum paid leave of absence |
| School Governors | Up to 5 full days (or 10 half days) per annum paid leave of absence |
| Other public duties | Unpaid leave of absence |
| <p>Absences not covered above – All staff</p> <p>Salary during absence for other good and sufficient cause may be paid on the authority of the Headteacher for a period not exceeding one working day.</p> <p>Salary during absence for other good and sufficient cause for periods exceeding one working day may be paid on the authority of the Headteacher</p> | |
| <p>Absences not covered above – Headteachers</p> <p>Where a Headteacher may be absent for other good and sufficient cause for a period of one working day or more, salary may be paid on the authority of the Governors.</p> | |

ABSENCE DUE TO ILLNESS

In the event of absence due to sickness or delay in arriving at school it is essential that the school is notified by phone **before 7.15am** (call 020 8352 8202). We also encourage as good practice that you phone or email your line manager if you are absent to help with planning missed lessons or other duties. Please keep the school informed **daily** regarding your absence and notify the school of your date of return. In the event of longer absence, you must notify the school as soon as possible in the usual manner stating:-

- Date of first day of sickness – whether or not this was one of your normal working days.
- The reason for your absence.
- Anticipated length of absence/date of return.

Teaching Staff – Please do not leave detailed messages about your cover work with Tom Warrington but contact the colleague who will distribute your cover work **by 8.00 am**. Clear details of relevant cover work during any absence should be provided.

Reports on all staff will be completed on the relevant absence form. If absence lasts for between one and seven days, on return to school you should complete a return to work form. Should your sickness absence continue beyond seven days, you should obtain a medical certificate from your Doctor and forward this immediately to the school. Further certificates should also be forwarded promptly. These will be recorded on the absence form. When you return from absence you should see your line manager and complete a return to work form in accordance with the procedure – ‘The Reporting and Managing of Absence-Procedure for School Based Staff’.

ABSENCE – STUDENTS

Parents/carers are asked to telephone the school on every day of absence. On return to school after absence every student must give an absence note to their tutor to authorise the absence. The tutor should note this on the register sheet according to the instructions provided in the register folder.

ACCIDENTS – STAFF

Please ensure that you report to Anne-Marie Molden, Welfare Officer, if you have any type of accident in school so that the relevant paperwork can be done and steps taken to prevent reoccurrence. If the accident results in any damage to personal items/clothing, please speak to Simone Fernandez, School Business Manager to discuss.

ACCIDENTS/ILLNESS – STUDENTS

Either accompany the student or send him/her, with a note, to Anne-Marie Molden, Welfare Officer. Please do not send students with minor complaints to the Medical Room during lesson time.

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|---|
| Please familiarise yourself with the students who have Care Plans (list in staff room) |
|---|

Do not send students having an asthma attack to the medical room - send for Anne-Marie Molden, Welfare Officer. **If she is not available, please call one of the qualified first aiders:** (On call or reception will be able to find one for you). The procedures to be followed in the absence of the Welfare Officer can be found in **Appendix 1**.

The Welfare Officer is not expected to deal with injuries that occurred at home, but in the event of illness related to a previous injury, seek advice.

To prevent accidents including scalding and slipping on wet surfaces, Chace now operates a policy that drinks cannot be carried anywhere in the building, other than the staff room and offices.

APPLICATION FOR A POST ELSEWHERE

If a member of staff intends to apply for a post elsewhere, please inform the Headteacher and obtain consent to give his name for reference purposes.

APPRAISAL

Appraisal is a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers as well as meet our priorities as a school. We have adopted an Appraisal Policy for all staff which includes review, interim review, monitoring and support for teaching staff. Alex Christodolou for further information and advice about the cycle for teaching staff and Alison Stanley, HR Manager, for information regarding support staff appraisal.

Teaching Staff Appraisal Timeline

| ACTION | 2021/22 DATE |
|---|---|
| CU/TD establishes list of appraisers/appraisees | July 2021 |
| Training for staff on M6 applying for Upper Pay Range or undertaking a Performance Pay Review from UPR 1□2□3 | July 2021 and on ChacePD |
| Appraisal briefing, process and documentation will be shared. HOFs to discuss possible targets with team. | Wednesday 1st Sept |
| Training for new and existing reviewers to ensure a fair, standardised process. | As needed |
| Teaching staff applying for UPR or undertaking a Performance Pay Review from UPR 1□2□3 need to complete Appraisal meetings and documentation and forward to TD. | Monday 18 th October 2021 3.10pm |
| All other appraisals completed with documentation saved on Google drive to TD | Friday 22nd October 3.10pm |
| Lesson observations completed for all teaching staff. | Friday 22nd October |

ASSEMBLIES/REGISTRATIONS

At Chace a planned programme of assemblies is arranged so that students have fortnightly whole school and year assemblies. HoLs and Form tutors supervise the calm, quiet arrival for assemblies to begin at 12.30pm (KS4 and KS5) and 1.10pm (KS3). Students line up to enter the Hall in silence, with tutors actively supervising

their group during assembly. Assemblies end promptly by 12.50pm or 1.30pm respectively. Students will be dismissed by staff row by row. School assemblies underpin our aims and ethos to be a successful learning community. Assemblies support our curriculum and the Life Skills programme, providing opportunities for the school community to come together to listen, share and reflect. Most assemblies have a moral, cultural or spiritual dimension and encompass our values of **Belonging, Responsibility, Excellence**. Assemblies involve staff and students exploring themes which extend general knowledge, broaden horizons, raise awareness of local, national and global issues, promote participation and active responsible citizenship, allow space for personal reflection and discovery and celebrate achievement.

Students have an opportunity for daily reflection using weekly reflections in registration time. Each of the weekly reflections presents themes from a variety of faiths and across the calendar which promote individual and group responses. The themes link with the weekly school assemblies underpinning our aims and ethos. Our assemblies and reflections embrace the spirit of the collective act of worship through a meaningful planned programme giving opportunities for raising spiritual and moral awareness.

During **registration** students must be silent when the register is called. Students are encouraged to take an active part in discussions about reflections and issues linked to Student Council and form business.

ASSEMBLY TIMETABLE 2021/22

Staff are asked to present a **10–15-minute** assembly interpreting the weekly reflection linked to calendar events, involving students whenever possible to celebrate their achievements and talents. Assemblies aim to promote spiritual, moral and social development, support learning, promote our aims and ethos, raise awareness, broaden horizons and give time for reflection.

| Date | Value | ASSEMBLY THEME and REFLECTION | LEAD STAFF | Key Dates |
|--|----------------------|---|-----------------------|---|
| 6 th September | Excellence | Chace Values & Chace Expectations You will never win if you never begin <i>Helen Rowland</i> | TD & PVe | |
| 13 th September | Responsible citizens | World Afro Week: Multicultural London – London is the most multicultural mixed-race place on earth <i>JJ Field</i> | TD | World Big Afro Hair Day 15.09.21 |
| 20 th September | Belonging | Greatness: The greatest glory in living lies not in never failing, but in rising every time we fail <i>Nelson Mandela</i> | AG | |
| 27 th September | Belonging | Teamwork – Volunteering, Charity Work and being selfless: Do your little bit of good where you are, it's these little bits of good put together that overwhelm the world <i>Desmond Tutu</i> | HOL | European Languages Day 26.09.20 |
| Black History Month 4 th October | Belonging | Equality: I would like to be remembered as a person who wanted to be free.... So other people would also be free <i>Rosa Parks</i> | ARWG | World Mental Health Day 11.10.20 |
| Black History Month 11 th October | Responsibility | Equality: The importance of a positive black history – A people without a positive history is like a vehicle without an engine <i>Steve Biko</i> | ARWG | |
| 18 th October | Belonging | Respect – Bullying: No one can make you feel inferior without your consent <i>Eleanor Roosevelt</i> | Head students and AFG | Anti-Bullying Month |

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|---------------------------|----------------|--|---------|---------------------------------|
| 1st November | Excellence | Punctuality and Attendance: Arriving late is a way of saying that your own time is more valuable than the time of the person who waited for you <i>Karen Joy Fowler</i> | HoL/KB | |
| 8th November | Responsibility | Remembering: Love and compassion are necessities not luxuries. Without them humanity cannot survive <i>Dalai Lama</i> | Hist | Remembrance Day 11.11.20 |
| 15 th November | Responsibility | Community – Poverty and Homelessness: After all a homeless man has a reason to cry, everything in the world is pointed against him <i>Jack Kerouac</i> | HoL | Charity Week |
| 22nd November | Responsibility | Environment: It's our collective and individual responsibility to preserve and tend to the environment in which we live <i>Dalai Lama</i> | Geog | |
| 29 th November | Excellence | Aim High: Travel expands the mind and fills the gap <i>Sheda Savage</i> | CLT | |
| 6 th December | Responsibility | Freedom: We realise the importance of our voices only when we are silenced <i>Malala Yousafzai</i> | PVe | Human Rights Day 10.12.20 |
| 13 th December | Excellence | Rewards: Success is sweet but its secret is sweat! <i>Norman Schwarzkopf</i> | HoL | |
| 5 th January | Belonging | Heroes: I think a hero is any person really intent on making this a better place for all people <i>Maya Angelou</i> | TD | |
| 10 th January | Belonging | Mental Health: Mental health is nothing to be ashamed of, but stigma and bias shame us all <i>Bill Clinton</i> | CU | |
| 17 th January | Responsibility | Healthy Lifestyles Take care of your body. It's the only place you have to live. <i>Jim Rohn</i> | HoL | Martin Luther King Day 21.01.21 |
| 24 th January | Belonging | Holocaust Memorial Day 2021: Education and remembrance are the only cures for hatred and bigotry <i>Miriam Oster</i> | Hum | Holocaust Memorial Day 27.01.21 |
| 31st January | Belonging | LGBT History Month: Don't say anything online that you wouldn't want plastered on a billboard with your face on it <i>Erin Bury</i> | JBo | LGBT History Month 1-28.02.22 |
| 7 th February | Belonging | Head Student Hustings: Education...like democracy, is always in the making, forever incomplete, founded in possibilities <i>Maxine Greene</i> | PJO | Head Student Hustings |
| 21 st February | Responsibility | Social Action – Be the change you want to be: The frog does not drink up the pond in which it lives <i>Chinese Proverb</i> | HoL | |
| 28th February | Excellence | World Book Day: | English | World Book Day 03.03.21 |

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|------------------------|----------------|---|--------------------|---|
| | | I do believe something very magical can happen when you read a good book <i>J K Rowling</i> | | |
| 7 th March | Belonging | International Women's' Day: Women are the largest untapped reservoirs of talent in the world <i>Hilary Clinton</i> | HOL | International Women's Day 08.03.21 |
| 14 th March | Responsibility | Celebrating Science Weeks: Standing on the Shoulders of Giants <i>Isaac Newton</i> | Science | Science Week - Innovations in Science |
| 21 st March | Belonging | Democracy: Democracy is the government of the people, by the people, for the people <i>Abraham Lincoln</i> | Head students & PJ | |
| 28 th March | Excellence | Rewards: I try to avoid looking forward or backward, and try to keep looking upward <i>Emily Bronte</i> | HoL | |
| 19 th April | Excellence | Aim High: If you always put limits on everything you do, physical or anything else. It will spread into your work and into your life. There are no limits. There are only plateaus, and you must not stay there, you must go beyond them <i>Bruce Lee</i> | TD | Stephen Lawrence Day 22.04.21 |
| 25 th April | Excellence | Aspirations and Future Thinking: Careers Week Choose a job that you love and you will never have to work a day in your life <i>Confucius</i> | ARP | |
| 3 rd May | Belonging | Celebrating Diversity: Do more than belong: participate. Do more than care: help. Do more than believe: practice <i>William Arthur Ward</i> | HOL | |
| 9 th May | Excellence | State of the Arts: The arts of the state The arts are essential to any complete national life. The state owes it to itself to encourage them, ill dares the race which fails to salute the arts with the reverence and delight which they are due <i>Winston Churchill</i> | Exp Arts | |
| 16 th May | Excellence | Numeracy: Mathematics is the most beautiful and most powerful creation of the human spirit <i>Stefan Banach</i> | Maths | |
| 23 rd May | Excellence | STEAM: The principle mark of genius is not perfection but originality <i>Arthur Koestler</i> | Tech | |
| 6 th June | Belonging | Hope We must accept finite disappointment, but never lose infinite hope <i>Martin Luther King, Jr.</i> | JBO | Pride month 1-20.06.21 |
| 13 th June | Excellence | Literacy: People don't realise how a person's whole life can be changed by one book <i>Malcolm X</i> | CLT/LW | |
| 20 st June | Belonging | Windrush Day: | ARWG | Windrush Day 22.06.22 |

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|-----------------------|----------------|---|--------------------|---------------------|
| | | The Windrush Generation, and their descendants have made a large contribution to not only Haringey but Britain's cultural, social and economic life <i>Cllr Joseph Ejiofor</i> | | |
| 27th June | Responsibility | No act of kindness, no matter how small, is ever wasted <i>Aesop</i> | Head students & PJ | World Refugee Month |
| 4th July | Excellence | Aim High: An ounce of performance is worth pounds of promises <i>Mae West</i> | CU | |
| 11 th July | Responsibility | SANDS Charity: We never get over great losses, we absorb them and they carve us into different, often kinder creatures #sandsheretosupport https://www.sands.org.uk/finding-words | PVe | |
| 18 th July | Excellence | Rewards: Post praelia praemia: after the battles come the rewards <i>Latin Proverb</i> | HoL | |

ASSESSMENT

Marking and Feedback Policy

Feedback can take different forms: peer, self, teacher marking, or verbal. Teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Written feedback

There are two types of written feedback:

Detailed/Deep and maintenance

- Maintenance marking will identify specific issues such as key words, literacy and presentation issues for students to act upon as well as acknowledge the completion of some tasks. This should take place at least every three weeks. When a year group is involved in an assessment week, the marked assessment becomes the maintenance marking for that three week period. The assessed work is dated and kept in the student's book or folder.
- Detailed/deep marking or feedback will clearly identify the strengths and areas for improvement that students will then act upon. This should take place at least every half term and is most effective when planned mid-way within a unit of work.

Peer and self-feedback

- Effective peer feedback is rigorously structured and modelled by the teacher.
- Students need to be well trained over time to effectively peer assess one another's work. This process will be clearly led by the subject teacher.
- Teachers should share success and/or assessment criteria where appropriate.

Literacy and numeracy feedback

To improve the literacy standards of our students, teachers give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. Students' literacy should be checked in both detailed and maintenance written feedback. Work should be marked for literacy using the following symbols:

sp = Spelling error

// = Start a new paragraph here

p = Check your punctuation

w = Is this the best word choice?

^ = Missing word

C = Capital letter missing or in wrong place

~~~~~ (wavy underline) = this doesn't make sense

Additional symbols are used within the MFL department.

Further information on assessment and feedback at Chace can be found on Chace PD and in the Assessment and Feedback Policy.

## BEHAVIOUR FOR LEARNING

The Behaviour Policy and procedures underpin the school vision and motto that 'excellence has no limits. Detailed information can be found in the Positive Behaviour Policy.

#### Chace expectations

- We are respectful at all times; manners matter
- We respect our uniform and wear it with pride
- We are always punctual and walk calmly and sensibly around school
- We take care of our school environment
- We stay focused, track the teacher and follow instructions in lessons
- We always complete classwork and home learning to an excellent standard

#### Rewards

Staff should use praise wherever possible. For students that earn a positive point for meeting our Values during lesson time, put their names on the smiley face side and log the Value and brief details on Progresso.

| Positive achievement                                                                                                                         | Person responsible                                                                                            | No. of points                                               | Frequency                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| P1 – for anything linked to one of the values (1 point).<br><br>Improved Attendance or 100% attendance                                       | All staff<br><br>Attendance Team/tutors and HOL                                                               | 1 point                                                     | Max 1 P1 per pupil in one lesson for each value - so student could get maximum of 3.<br><br>Weekly to Termly |
| P2 – when students consistently meet any one of the 3 values.                                                                                | All staff                                                                                                     | 2                                                           | Max 1 per lesson for one of the values.                                                                      |
| P3 – for subject nominations/prize giving or for nominations from teachers for expectational reasons for meeting the values or work produced | Middle leaders/SLT/CLT                                                                                        | 3                                                           | Termly or when appropriate                                                                                   |
| P4 - substantial contribution to school/prize giving<br><br>Zero negatives for half term                                                     | RSL/SLT                                                                                                       | 4                                                           | Half-termly and Termly                                                                                       |
| P5 - whole school awards for prizegiving and those nominated for Tea with Ms D.                                                              | Headteacher/Governors                                                                                         | 5                                                           | Weekly and termly                                                                                            |
| Bronze, Silver, Gold and Platinum STARS<br>Awarded to students that gain 50, 100, 150 and 200+ points                                        | All staff points adding to the total (negatives will be deducted for this and for rewards events/experiences) | Bronze – 50<br>Silver – 100<br>Gold – 150<br>Platinum – 200 | On-going                                                                                                     |

## Sanctions

Lesson Relocation: Teachers and staff leading lessons should always use appropriate staging in-between giving students warnings for behaviour that undermines our values and use a range of strategies to prevent the need to relocate. Some of these include knowing your students, planning for need and having positive relationships with students and their families.

|                                                                                  | Lesson Consequences                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First warning                                                                    | The teacher will make it clear that you have received their <b>first warning</b> and the reason, then your name on the board.                                                                                                                                        |
| Second warning                                                                   | The teacher will make it clear that you have received their <b>second warning</b> and the reason, then your name on the board.<br><br>Teacher will call for on-call to talk to any students with additional needs on their second warning.                           |
| Third warning -<br><br>Student sent to relocation & G form filled in immediately | The teacher will make it clear that you have received their final <b>warning</b> and the reason then be sent to relocation for the lesson. <b>30 min same day detention.</b><br><br>MOS will call home, log on Progresso and see the student to resolve in detention |

## **Routines for Excellence**

### **Morning Routine - Line-up**

- Registration on hard courts 8.40 am – 8.50 am. All students in KS3 on tennis courts and hard ground areas outside facing the sports hall in their designated numbers linked to their forms in alphabetical order for a standards and uniform check.
- KS4 will use the hard courts outside Technology facing the building.
- Any students without correct uniforms will immediately go to relocation unless a valid and acceptable reason can be given with a note from home to support.
- Any poor conduct in line-up will result in a same day 30min detention, with higher level consequences for persistent and more severe behaviour.
- Year 7, 8, 9 will be on courts facing the Sport Hall on the far side, then using the width of the sports hall and netball court line. Clear marking will be numbered relating to their forms in all areas Year group, signage on the walls to link form group to the number.
- Staff should set up their period 1 rooms at 8.35 if they wish; ready for the lesson to start at 8.50am. Staff to make HOL aware if they are teaching P1, as those teaching will be able to leave slightly earlier, with others staying until 8.50. SLT will dismiss year groups in an orderly fashion from 8.48am.

### **Student gate will shut at 8.40**

- Students will need to use the main entrance to register and have a uniform and equipment check (30 min same day detention is issued automatically). Persistent issues will be picked up and up to 2 hour detentions will be giving. Holding and uniform checks happen for late students in the main hall using the side door.

### **Students arriving after 8.50am**

- will be extremely late and will use the above system to register (same day 60 min detention). Persistent extreme lateness will result in up to a 2 hour (2nd in a week).

### **Line up timings:**

- SLT lead will blow the whistle approximately 8.42am and students should now be in line and be silent
- Form tutors will take registers and perform uniform checks, with a wider team supporting to ensure students are meeting our standards and expectations.
- Any students not in correct uniform, unless there is a valid medical reason or other serious extenuating circumstances, will immediately go to relocation until the issue is resolved in full.
- Any students not adhering to these expectations will receive a same day detention or for persistent or serious breaches go to relocation in the first instance.
- In most cases this will be for the remainder of the day.
- Students will be dismissed from their respective areas and go immediately to lesson 1.

### **Lesson routines**

#### **Every lesson must include our non-negotiables:**

- Meet and greet on the threshold at the start of every lesson and keep door open throughout the lesson
- Insist that student enter the room in silence, go straight to their seat, take out books/equipment and complete a planned Do Now Task from the board, in silence.
- Take a register every lesson during the Do Now Task
- Plan lessons over time – short, medium and long term
- Use the contextual folder to support planning: different abilities, behaviours and needs
- Have an annotated seating plan
- Develop positive relationships and use the Chace rewards and consequences consistently
- Plan one challenging objective for all (not copied by students) and plan activities to ensure access for all
- Consider the development of literacy, reading for learning and numeracy
- Plan for assessing understanding including questioning
- Use low stake testing and retrieval activities to aid recall of information and memory
- Provide opportunities for students to work collaboratively, creatively, actively and independently
- Plan home learning that is meaningful and extends learning - set on a well organised google classroom
- Mark and give feedback to inform planning and next steps in teaching (mark, plan, teach)
- At the end of the lesson. Ask students to pack away their things and stand behind their chairs. Dismiss students row by row, in silence.

#### **Throughout the lesson:**

S - sit up ready to learn

T - track and follow the teacher

A - ask and answer questions

R - respect everyone around you

## **BREAK DUTIES**

By working together, we can improve break times for all members of the school community. We have a shared responsibility for creating and maintaining a calm and well-ordered purposeful environment. All staff should insist on high standards and challenge inappropriate behaviour.

All staff carry out a 20 minute break duty each week (10.30 to 10.50am). The rota informs staff of the day and exact location of the duty which can be found displayed in the staff room. The Duty Team Leader makes sure that the team is complete and that staff carry out their duties. In the event of absence which cannot be covered, the Duty Team Leader will reschedule duties so that there is effective supervision. There are several duty points around the school, clearly stated on the rota. If any member of staff is unsure of his/her post the advice of the Duty Team Leader should be sought. **Please be prompt to your break duty.**

When on duty:

- Always let your Team Leader know in advance if you are unable to do your duty and organise a 'swap' wherever possible.
- Be prompt to your duty area.
- Have your keys with you in case you need to lock/unlock a classroom as an emergency measure.
- Always patrol your area. Make regular "sweeps" of any toilets/stairs and insist that students leave classrooms as soon as possible.
- Do not allow eating in any classroom. Offer students the opportunity to re-wrap food and go to the hall. If a student refuses this is a disciplinary matter to be referred to HoL.
- Five minutes into break the corridors should be virtually clear of students - they should be in the hall, the Diner or outside. Challenge "wanderers". Keep the foyer clear and calm.
- Students should not congregate outside Student Services at break time.
- Staff teaching after break should support colleagues on duty by being prompt to their lesson, expecting students to line up quietly for an orderly, calm start. Never walk past or ignore bad practice.
- Senior staff will support colleagues with any concerns about any aspect of break duty. Please ask, do not wait for problems to occur.
- Wear your orange tabard so that you are visible to students that may need help or support.

## **BRINGING YOUR OWN CHILDREN INTO CHACE**

Whilst we understand that colleagues sometimes have to juggle their own responsibilities as carers and from time to time changes to routines are unavoidable, staff should not ordinarily be bringing their own children into school, particularly when working. If there is an urgent need for this to happen, please can you email the Headteacher beforehand to ask permission or a deputy in his/her absence.

Children should not be attending work related meetings due to confidentiality and cannot be left unsupervised during this time due to Safeguarding and Health and Safety.

## **BUDGETS**

Budget holders are advised of their allocation in June of the financial year but are authorised to spend up to 75% of their previous year's allocation before receiving this confirmation. The Finance Department will issue monthly printouts to enable budget holders to monitor their spending and query any discrepancies as they occur. We are unable to allow any overspends on budgets as we simply do not have the funds to cover this. Any orders that will take a budget into deficit will not be signed by Simone Fernandez, School Business Manager, and the order will not be placed. Purchase orders must be made on official stationery and dated the day the order is placed. Full guidelines can be found in **Appendix 2**.

## **BULLETIN – PARENTS/STUDENTS**

The CHACE BULLETIN is used to keep parents, students and staff informed of activities at school and celebrate the broad range of learning, visits and activities which go on in school. The CHACE BULLETIN is emailed to parents fortnightly. Tutors are asked to read over the CHACE BULLETIN with their group. Parents/carers will also receive an email to inform them that the Chace Bulletin can be accessed via the website. We positively encourage contributions from all staff. To have an item included, please email your content to Anna Keelan, HT's PA, or email her on keelan@chace.enfield.sch.uk The bulletin is also available on the website: [www.chace.enfield.sch.uk](http://www.chace.enfield.sch.uk)

## **BULLETIN – STAFF**

The weekly staff bulletin is emailed to all staff each Friday. It includes details of meetings, visits, visitors, assemblies and any other general notices or information which staff need to be informed of. Please email contributions/notices to Anna Keelan, HT's PA on keelan@chace.enfield.sch.uk. **This bulletin may contain sensitive information, please do not leave it lying around in your classroom.**

## **CAR INSURANCE and TRAVEL EXPENSE CLAIMS**

Do not use your own vehicle to transport students unless you have:

- valid driving licence
- vehicle road fund licence and MOT certificate
- vehicle insurance valid for carrying students during the course of your professional duties
- informed parents that it is intended to use private transport to convey their children
- completed a risk assessment.

If you intend to use your car for any work related journeys your insurance must include the wording “in connection with their business” not “for business use” and this must be shown to Alison Stanley, HR Manager, or Lauren Regisford, HR Assistant for them to confirm and copy for our records. This is particularly important if you ever transport students. If you want to claim travel expenses after using your car for school business, you need to submit a current MOT, insurance and registration documents **before making the claim**. Claims for reimbursement of fuel must be accompanied by a VAT receipt obtained before your journey. Forward these on to the Alison Stanley, HR Manager.

### **CAR PARKING**

Car parking spaces are automatically allocated to all staff based on length of service. Alison Stanley, HR Manager, deals with these requests.

### **CCTV**

The CCTV screens, located in the site staff office, can only be viewed by members of SLT and the site staff. If any other member of staff needs to/is asked to look at the screens, they **must** have the approval of the Headteacher and details of the viewing logged in accordance with the General Data Protection Regulation and the Data Protection Act 2018.

### **CHACE LEAD TEACHERS' (CLT) TEAM**

We have 3 CLTs: Barbara Terziyski, Louise Legg and Daniel Saunders. The team, line managed by Alex Christodolou, is responsible for leading in-house staff development, INSET, Development Time. They are innovators of best teaching practice and work to create an outstanding teaching force at Chace.

### **CHILD PROTECTION - REMINDER ABOUT PROCEDURES**

**The protection of the child in school is paramount.** LA procedures are in the Policy Section of the handbook - **please reread them**. School needs to tell the LA annually that teaching and support staff know what to do in the event of a concern or a disclosure. The procedures are there to protect us and the LA. They are statutory. They cover both physical and sexual abuse.

You can always ask for advice but if a child discloses there is no time to find out what you are supposed to do so make sure you understand the policy/procedure - before you find yourself in this situation. Staff dealing with Child Protection concerns/disclosure will be supported because of the sensitive/complex nature of the issue. Whole staff training for CP occurs every three years, with training for designated CP staff being continuous. Catch up sessions will be made available for staff who are new to the school or have missed training.

Two areas for staff to be aware of are **Disclosure** or **Suspicion**. We are all **legally bound by both**. If abuse by a member of staff is suspected or disclosed, **report directly to the Headteacher**.

#### **Disclosure – must be reported on the same day**

- Don't promise the child to keep anything secret
- Listen - you don't have to establish certainty
- Listen to what the child says/feels/wants
- Don't question child further to establish truth
- Don't **judge** or surmise with child what will happen. To do so is dangerous
- A comprehensive record of events and conversations is a **legal** requirement. Write everything down **the same day** but if possible not in front of the child.

If the child is distressed stay with him or her.

All records dated and signed are passed to any of the following members of staff: Pritam Vekaria, Alex Christodoulou, Karen Barnham, Ali Findlay, Jenny Linney and Alex Grieg who may then pass on to Social Services or other agencies. A **School Case Team** is formed which consists of: initial reporter, designated teacher and Head of Learning. The designated teacher for “Looked after Children” is Jenny Linney who will liaise with Karen Barnham, Parent Support Manager.

#### **Suspicion**

Follow the same procedures as for disclosure:

- Write a description of injuries to the child and/or any worrying behaviour.
- Note down what the child said.

- Report immediately to a designated teacher.

Chace staff only agree to make parents/carers aware of a disclosure after consultation within the Chace CP team. CP referrals/concerns are monitored at a half-termly meeting attended by the Chace CP team to develop our practice and working together.

## CODE OF SAFE PRACTICE

The following outlines the main aspects of the Chace Code of Safe Practice. (**Appendix 3**)

- Observe confidentiality in respect of discussion with colleagues about any professional problems/difficulties
- In the first instance discuss a concern informally with a colleague confidentially
- If the matter is not resolved satisfactorily, tell the colleague before taking the matter further
- Show a colleague who is the subject of a written report the document before it is submitted and allow the colleague referred to, to take a copy
- Refer complaints from parents to the Headteacher who will consult the colleague before taking any action
- Develop positive relationships with students based on mutual respect
- Do not censure or criticise a colleague to a third party and/or in the hearing of students
- Respect the right of colleague professionals to express a view on a professional matter
- Consult about change with the colleague(s) concerned and communicate information effectively
- Use of mobile phones
- Do not behave in way that is discriminating towards an individual or group on the basis of the following characteristics; disability, gender, race, sexual orientation, marriage or civil partnership, pregnancy or maternity, religion or gender reassignment. Do not harass sexually a colleague or student or engage in harassment of others because of any of the characteristics listed above.

At Chace we also follow the LA Code of Conduct and a copy of this is available to all staff from HR

## COMPLAINTS

We need to keep a comprehensive record of complaints and incidents relating to Chace and these are reported to the Governors each term. All security incidents, concerns, thefts and complaints should be reported, in writing, to either Tanya Douglas or Anna Keelan, PA to Headteacher. This applies to students as well as staff. We are also required to report to the LA all incidents of violence or abuse to staff. The School adheres to the LA's Complaints Policy when dealing and responding to complaints. The Policy can be accessed from the website. Staff are asked to note the following

- 1.1 Records of all conversations and meetings with parents to resolve complaints will be kept. Copies of correspondence and notes will be kept on file in the school's records, separately from individual student records.
- 1.2 If at any stage in the procedure it becomes apparent that for any reason the complaint falls outside of this general complaints procedure, parents will be informed.
- 1.3 There may be rare occasions when, despite all the stages of the procedure having been followed, a parent remains dissatisfied. If the parent seeks to re-open the same issue, the school reserves the right to inform him/her in writing that the procedure has been exhausted and the matter is closed.
- 1.4 Complaints need to be considered, and resolved, as quickly and efficiently as possible. The time limits set within this procedure will be adhered to wherever possible, however where further investigations are necessary, new time limits can be set and the complainant sent details of the extended deadline, with an explanation of the reasons for extending.
- 1.5 If other bodies are investigating aspects of the complaint, for example the police, local authority (LA) safeguarding teams or Tribunals, this may impact on our ability to adhere to the timescales within this procedure or result in the procedure being suspended until those public bodies have completed their investigations.
- 1.6 If a parent commences legal action against the school in relation to their complaint, we will consider whether to suspend the complaints procedure in relation to their complaint until those legal proceedings have concluded.
- 1.7 If a parent has difficulty in writing their complaint, for example where English is not their first language or they have a disability which prevents them from submitting a complaint in writing, assistance will be provided.

- 1.8 It is far easier to find out what happened and to put things right if complaints are received at the time. As time passes it becomes more difficult to investigate events fairly and fully – people’s memories fade, staff who were closely involved may have left the school, or records may no longer be available. For these reasons, the school will normally only accept complaints made within **three months** of the incident or circumstances that led to it. However, if there are exceptional circumstances provided by the parent for the delay in submitting the complaint, the school may make a discretionary decision to consider the matter. If the school receives a complaint and decides not to accept it because it is out of time we will advise the parent and explain why.
- 1.9 Where a complaint is made concerning a student who has left the school, the school will consider those complaints by the means of a management review.
- 1.10 Complaints made against the Head Teacher should be directed to the Chair of Governors. Where a complaint is against the Chair of Governors or any member of the governing body, it should be made in writing to the Clerk to the governing body in the first instance.
- 1.11 There are three stages available to parents seeking to address concerns:
- 1) In most cases the parent should approach the staff member concerned or other appropriate staff member, to discuss the matter informally
  - 2) If the matter remains unresolved, the parent should then bring it to the attention of the Head Teacher or the Chair of Governors (if concerning the Head Teacher)
  - 3) If the parent remains dissatisfied, s/he should write to the Chair of Governors (if not previously involved) or Clerk to the governing body to ask for a panel of governors to hear the complaint
- 1.12 Complaints or concerns should not be raised with individual governors. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 3 of the procedure.
- 1.13 Should this full procedure fail to lead to a resolution of the issues in the parent’s view, s/he can write to the Secretary of State for Education at the DfE. The only situation where the DfE is likely to become involved however is where the governing body is judged to have acted unreasonably or has failed to fulfil its statutory responsibilities. Internal school matters are not in the Secretary of State’s remit.
- 1.14 The Local Authority has no statutory power to intervene in such issues beyond giving advice or making recommendations. There is no right of appeal to the Director of Children’s Services or to Members of the Council. A final recourse for a parent might be to apply to the High Court for judicial review.

## CONFISCATED ITEMS

If a student is breaking school rules wearing **jewellery** the items should be confiscated, put in an envelope stating student’s name, date and description of the item. This should then be handed in to the Student Services Office for safekeeping. Student Services will send a text home informing parents of the incident and the item will be returned to the student on the last day of each half term from the Student Office once school has been dismissed.

If a **non-uniform item** is worn it will be confiscated, labelled and handed to the HOL’s PA in Student Services. The HOL’s PA will send a text sent home informing parents of the incident and the item will be returned to the student at the end of the school day. Please do not put the office staff into confrontational situations by sending students or writing notes to release confiscations earlier.

## COVERING LESSONS FOR ABSENT TEACHERS

It is the responsibility of the absent teacher (or other colleague if this is not possible) to set suitable cover work. Unless separate arrangements have been made with the Cover Supervisor in advance, this work should be:

- Left, clearly labelled, in the classroom, using the Cover Information Sheet
- Sufficient to keep all the students busy for all of the lesson
- Amply differentiated to offer support and challenge for the range of abilities in the class
- Deliverable by a non-subject specialist.

The absent teacher will also indicate on the Cover Information Sheet where Faculty Support is, and where the Cover Teacher or Cover Supervisor should go if any issues arise with the work (e.g. Head of Department).

CHACE COVER AGREEMENT FOR 2020/21 reviewed and agreed by Unions in July 2020. Chace’s cover agreement is reviewed and updated annually in light of changing regulations in the School Teachers’ Pay and Conditions Document (STPCD) so cover arrangements are transparent. During the Autumn term of 2020 the Headteacher and union

representatives will meet to review the allocation of cover to under-timetabled colleagues aiming to fully understand the impact of static PPA periods and to make recommendations to members to try to ensure a fairer distribution of cover.

To enable the Cover Manager (Tom Warrington) to complete cover effectively, efficiently and equitably **STAFF MUST ENSURE THAT THEY FOLLOW THESE PROCEDURES**

Before planning/arranging any visit/trip/event or course etc please CHECK THE CHACE ELECTRONIC CALENDAR AND FILL OUT THE ONLINE TRIPS FORM FOR VISITS/TRIP/EVENTS  
PLEASE DO NOT PROCEED WITH PLANS FOR ANY TRIPS/VISITS/EVENTS/COURSES UNTIL AHT (I/C OPERATIONS) HAS CONFIRMED THE EVENT CAN TAKE PLACE

**COST FOR THE VISIT/TRIP/EVENT** with regard to the staff involved and cover required to ensure minimum disruption to learning of classes being covered

**FULL DETAILS ARE COMPLETED ON EVOLVE** (including letter and risk assessment).

#### **APPLYING FOR A COURSE**

- All proposed courses should firstly be discussed with your line manager and Tanya Douglas (TD) and check the calendar for availability before completing a Staff Development (CPD) request form.
- The Staff Development (CPD) request form is an online form that can be accessed using the start menu – Information and Forms.
- FOR COURSES MORE THAN ONE DAY OR COSTING OVER £300 PLEASE SEE TD BEFORE BOOKING

**(PLEASE NOTIFY TW/TD OF CANCELLATION OF COURSES/TRIPS ETC IMMEDIATELY)**

#### **GENERAL COVER**

- Staff requesting cover/personal leave must discuss their request first with their Line Manager (TD in exceptional circumstances) *in person* and check availability with Tom Warrington. If their line manager and Tom Warrington are happy for the request to be submitted staff need to complete an 'ORANGE' (cover request form) at least 7 days in advance to be agreed and signed by the Headteacher. Please also refer to ABSENCE/PERSONAL LEAVE section.
- Please check the absence tariff in the Managing Absence and Leave Policy implemented in September 2018 regarding paid/unpaid leave.
- Staff must report to their line manager and complete a return from absence form on return from absence (illness)

#### **PHONE IN BEFORE 7.15am EACH DAY OF ABSENCE**

Phone in cover work daily to the department/a tutor should pass details of Life Skills cover to the HoL

#### **CHACE STAFF who are timetabled to allocation WILL COVER**

- 2 or 3 times per term in line with the STPCD 'rarely cover' guidance for unforeseen absence up to and including 3 days (on the 4<sup>th</sup> day priority cover supervisor/supply will be used)
- trips when freed from teaching commitment
- 'one off' events when normal timetable is suspended **with a timetable published in advance and all staff allocated some 'free time' during the event**
- Taster sessions Year 6→7 Year 11→ 12
- emergency Child Protection meetings
- Registration periods as necessary equitably and proportionately
- In addition – Chace staff who are under their allocated teaching allocation could receive up to one cover per week for every lesson they are under

#### **CHACE STAFF TIMETABLED TO ALLOCATION DO NOT COVER**

- for vacancies (unless re-timetabling occurs through full consultation using exam release time and is negotiated in advance with the Head)
- absence due to illness after 3 days
- known absence such as training, unpaid leave, civic duties, meetings (wherever possible staff should NOT arrange meetings during teaching time)
- when public exam classes leave (gained time is used for a limited amount of invigilation and then for planning, preparation, team teaching and to support colleagues)
- meetings (to be arranged in non-contact time via an 'orange' to TW requesting to be kept free)

***If a member of staff is under timetabled, they would have priority cover up to the recommended contact periods according to the allowance and be used in the first instance.***

## CONTACT ALLOCATION 2020/21

|                                                              |                     |                          |                           |
|--------------------------------------------------------------|---------------------|--------------------------|---------------------------|
| Headteacher: <b>2</b>                                        | Deputy HT: <b>6</b> | Assistant HT: <b>12</b>  |                           |
| HoF: <b>19</b>                                               | HoL: <b>19</b>      | 2 i/c faculty: <b>23</b> | i/c subject: <b>23/24</b> |
| whole school co-ordinator: <b>23</b>                         |                     |                          |                           |
| MPS teacher: <b>25</b> ECT: <b>22</b>                        |                     |                          |                           |
| union rep + <b>1</b> non-contact period over base allocation |                     |                          |                           |
| KS Coordinator: <b>24</b>                                    |                     |                          |                           |
| Chace Lead Teacher: <b>20</b>                                |                     |                          |                           |

## CYCLING TO SCHOOL

Please ensure that your cycle is secured during the day and not obstructing pathways. Bikeaway sheds are available. Please see Sean Spink, Site Manager.

## DATA PROTECTION

*Policy Statement – see Appendix 4*

We store essential information about students/staff on a central computer but personal data must only be used to assist staff to carry out their jobs and never given to people who have no right to see them. If asked for any computerised data about staff/students, please check with Data Protection Officer, before passing it on in any format.

## DEFIBRILLATOR

The School has a defibrillator which is mounted in an alarmed cabinet on the wall in Reception. A sign is placed in the window indicating its location. There are two keys for the alarm, one which Anne-Marie Molden, Welfare Officer keeps with her, and the other will be kept with Sean Spink, Site Manager, in the site office.

## DEVELOPMENT TIME

Development Time (DT) sessions take place weekly, after school on Tuesdays, between 3.20 and 4.30 - except where there is another planned event in the week.

Faculty Development Time (FDT) is led by the HoF. The first 15 minutes of FDT may be devoted to 'business' and message-sharing. Thereafter, the time is for colleagues to share best practice, plan collaboratively, and to work on the school's development priorities. Subject Development Time (SDT) is a half termly meeting used to develop subject knowledge and pedagogy. Year Development Time (YDT), led by HoLs, is structured in the same way. Leadership Development Time (LDT) is led by SLT and CLTs, and is attended by all senior and middle leaders. LDT is where we develop our approaches to leading and monitoring high quality teaching and learning. Personal Development Time is for individuals to attend bespoke training linked to their own Performance Development (Appraisal) priorities such as improving marking and feedback and behaviour management. As part of our commitment to continued development we also have 6 twilight sessions across the year to develop teaching and learning. These sessions are from 3.30-5.00pm and themes for the sessions are based on the school priorities and those arising from Keeping Chace Under Review activities.

## DIRECTED TIME September 2021 – NEGOTIATED WITH UNIONS

Please note 5 minutes before and after school is counted in. Staff are required to be available from 8.15am on Mondays and 8.35am on Tuesday - Friday and until 3.10pm every day. Part time teachers' directed time allocation will be calculated pro rata.

## DIRECTED TIME 2021/22

|            |                                                               | Minutes x Day |     | Total (mins) |
|------------|---------------------------------------------------------------|---------------|-----|--------------|
| School Day | Greet students from 8.35am                                    | 5             | 190 | 950          |
|            | AM Registration 8.40am - 8.50am                               | 10            | 190 | 1900         |
|            | Greet students after lunch (KS3) 1.05pm (KS4) 1.25pm          | 5             | 190 | 950          |
|            | PM Registration (KS4) 12.30pm - 12.50pm (KS3) 1.10pm - 1.30pm | 20            | 190 | 3800         |
|            | Lesson 1 to 6 (50 min lessons)                                | 300           | 190 | 57000        |
|            | Break                                                         | 20            | 190 | 3800         |

|                   |     |   |     |
|-------------------|-----|---|-----|
| INSET (Days)      | 300 | 3 | 900 |
| INSET (Twilights) | 90  | 6 | 540 |

|                 |                                                                |     |   |      |
|-----------------|----------------------------------------------------------------|-----|---|------|
| Parents Evening | Parents Evening - Year 7, 8, 9, 10, 11x2 (3 hours per evening) | 180 | 6 | 1080 |
|-----------------|----------------------------------------------------------------|-----|---|------|

|  |                                                         |     |   |     |
|--|---------------------------------------------------------|-----|---|-----|
|  | Parents Evening - Post 16 (3.5 hours)                   | 210 | 1 | 210 |
|  | Open Evening (4 hours)                                  | 240 | 1 | 240 |
|  | New intake Evening (3 hours)                            | 180 | 1 | 180 |
|  | Year 7 Welcome and Year 10 & 11 Q & A Evening (2 hours) | 120 | 1 | 120 |
|  | Presentation Evening (2 hours)                          | 120 | 1 | 120 |
|  | Post 16 Information Evening (2 hours)                   | 120 | 1 | 120 |

|          |                                                            |    |    |      |
|----------|------------------------------------------------------------|----|----|------|
|          | Staff and Year Briefing on Mondays from 8.15am - 8.35am    | 20 | 36 | 720  |
|          | Faculty, Year, Mixed Development Time from 3.20pm - 4.30pm | 70 | 29 | 2030 |
| Meetings | Faculty Briefing from 3.20pm - 3.40pm                      | 20 | 10 | 200  |

|  |                                             |     |   |     |
|--|---------------------------------------------|-----|---|-----|
|  | Performance Management Allocation (4 hours) | 240 | 1 | 240 |
|--|---------------------------------------------|-----|---|-----|

|  |                                                          |     |   |     |
|--|----------------------------------------------------------|-----|---|-----|
|  | Assessment , Data & Reporting (10 hours additional time) | 600 | 1 | 600 |
|--|----------------------------------------------------------|-----|---|-----|

|       |              |                 |
|-------|--------------|-----------------|
|       |              | Hours           |
| Total | 75700        | 1261.7 hours    |
|       | max          | 1265.0 hours    |
|       | under / over | 3.3 hours under |

## DRESS CODE FOR STAFF

All staff are important role models to students and are expected to dress smartly. Denim jeans, shorts, leggings/jeggings, leisure wear, beach wear flip flops and trainers are deemed inappropriate and should not be worn around school. Skirts should be of an appropriate length.

## DUTY OF CARE

We all have a duty of care towards students who are under our supervision and should act as a "reasonable parent". Whilst this is not an easy concept to define, we should exercise vigilance towards students for whom we are responsible and ensure that all reasonable steps are taken to ensure that they remain safe whilst in our care.

In addition to our day to day classroom responsibilities, this duty of care extends to such activities as: school visits; excursions including overnight stay(s); students remaining behind for extra work; students in detention; lunchtime and after school clubs; students preparing for examinations or completing coursework; off and on-site sporting activities; students remaining behind to help teachers; rehearsals and practices.

This is not an exhaustive list. The golden rule is:

**If you have children with you – you have duty of care towards them.**

Further, the same duty of care extends to others: colleagues, adult helpers and parents who may be engaged in one of these activities with us. ***Students should not be left unsupervised.***

## EAL – Procedures for supporting the attainment of EAL learners

On entry a meeting is held with the family, the HoL and the EAL co-ordinator. This is followed by an initial assessment to identify levels of English language acquisition and other relevant information, which is then relayed to all staff via the bulletin and the EAL register in the shared drive/Google Classroom.

At Chace, newly arrived students are 'immersed' into the school system from the outset and integrated into all subject areas with support and intervention as required. The focus is mainly on teaching and learning in the mainstream classroom..

The EAL register which includes thumbnail sketches of all students at Chace who have been in the UK for less than 3 years is regularly updated, showing their progress, and displayed on the staff notice- board. The EAL team regularly advise and support staff with strategies and ideas for differentiation so that each student is enabled to access the

curriculum whilst learning English. 'EAL' related information and resources are also available in the EAL folder stored in the shared drive. Staff also have access to the 'learning village' to help set differentiated work at an appropriate level.

## **EQUAL OPPORTUNITIES**

Chace is an inclusive, diverse learning community. We are committed to ensuring and promoting equality of education and opportunity for students, staff and those receiving services from the school regardless of gender, disability, race, religion, age or sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Learning is organised to ensure access and challenge for all students with individual needs. We are committed to working together to improve learning and teaching, to raise standards and raise achievement to enable each individual student to be a successful learner, now and in future.

We work hard to ensure that no members of the school community are treated less favourably than others in any practices, procedures or aspects of our role as a school working in and with the community. Behaviour that contravenes this commitment is unacceptable and will be responded to promptly. The school's Behaviour Policy embraces the LA's GUIDELINES FOR DEALING WITH RACIAL INCIDENTS IN EDUCATION (1997) which are made explicit within the policy and procedure. The policy also addresses our responsibilities with regard to the Equalities Act (2010). Details of the incident will be logged, parents will be informed and a range of sanctions applied as appropriate. We will work with the perpetrator and the recipient of the behaviour to ensure resolution and improved understanding.

Our Equality Policy is available on the school website. Equality incidents are monitored by Jenny Linney SENCo.

## **ELECTRICAL EQUIPMENT**

Electricity kills quickly and indiscriminately if mishandled. It can also cause nasty burns, fires and other damage. Don't get complacent, follow some simple good practices:

- Switch off appliances that are in daily use at the socket after use
- Switch off and unplug appliances that are used less often
- Do not place items on an electrical appliance that could cause it to overheat or obstruct cooling air supplies
- All electrical items should be PAT tested annually, including items you bring in from home
- Extension leads should only be used on a temporary basis, if additional sockets are required, please speak to Sean Spink, Site Manager
- Position leads, extension leads and plugs carefully to avoid tripping hazards and so that you can reach the socket to switch off quickly if something goes wrong
- If you use a multi-socket extension lead do not overload it and make sure it is fused
- One extension lead is enough! Never add a further extension lead
- Use an extension lead of appropriate length, but always fully uncoil a wind-up extension lead before use
- Report any damaged sockets, light switches or other fittings and do not use them until they have been competently repaired.
- Visually check electrical appliances before use and don't risk using one where you can see something wrong. (95% of faults on portable electrical appliances can be seen)

## **EMERGENCY NUMBERS**

In an emergency a text will be forwarded to all staff. The School Emergency Line is 020 8352 8222.

## **EXAM ENTRY**

At Chace all students are entered for examinations if they satisfy the exam requirements regarding completion of coursework, and/or controlled assessments, and adequate attendance to ensure coverage of the syllabus. Once students are entered for exams they are expected to complete the course and attend all necessary exams. If a student fails to attend an exam without acceptable reason, governors will charge parents/carers for the cost of the exam entry.

If a 6<sup>th</sup> form student wishes to retake an exam the student will be expected to pay the full entry fee. No refund is given.

## **EXAM INVIGILATION**

### **Lead Invigilators**

- must ensure that examination conditions are maintained and that all invigilators follow the correct procedures, as laid out in the JCQ regulations available in the exam folder in all public exams.
- are responsible for completing the attendance register, seating plans, starting the examination(s), writing clearly the start and finish times on the board as well as the centre number (12510).
- at the end of the time allowed, must finish the examination with the minimum of disruption to any candidates sitting other papers.
- are responsible for the collection of the completed papers, placing them in candidate order, checking that all the paperwork is correctly completed and returning them to Sue Dooling, Examinations Officer, immediately.
- should report any problems to Sue Dooling as soon as possible.

### **Invigilators**

- must arrive in the examination room as promptly as possible at the start of their examination period.

- should locate themselves at different positions in the room. On no account should invigilators stand together or at any time have a conversation which is not directly related to the examination invigilation.
- **should not make any announcements to candidates once the examination has started**, unless the Lead Invigilator gives permission.
- should take due care when dismissing candidates from the exam room when other exams are continuing to prevent disturbance to those still working.
- should be conscious of the noise their shoes make when walking and show consideration to the candidates.
- timetabled to invigilate during Break, should ensure that you arrive halfway through, so that those invigilating before you can have some break time.
- should not sit for any length of time during invigilation. The 'golden rule' is that your attention must be on the candidates for the duration of your invigilation period.

The Lead Invigilator will release you when your replacement has arrived.

Responding to concerns voiced by Exam Boards the JCQ Booklet for the Conduct of Examinations now states: 'In the interests of the security of the examination, and to protect teachers from potential accusation of malpractice, access to the question paper within the examination room for teachers unconnected with the administration or invigilation of that examination will only be possible from one hour after the starting time of the exam.' Furthermore, it says: 'Subject staff may be present at the start of the examination for the purposes of assisting with identification of candidates but must not advise on which questions are to be attempted'

This means that:

- Any teacher/invigilator who looks at the question paper (including prior to the exam starting), has to stay in the exam room until one hour after the start of the exam.
- Any teacher/invigilator who is to leave within one hour may not look at the question paper.
- No teacher may give any instruction as to which questions are to be attempted.

## EXAM ARRANGEMENTS – INTERNAL EXAMS

Internal exams and assessment weeks are held throughout the year for all year groups. These exams take place mainly in classrooms however some will take place in the Sports Hall and Main Hall. Internal exams are scheduled and published in the calendar (including assessment weeks). Year 10 students sit mock exams in June, Year 11 students sit their PPE exams in December and Post 16 students sit mock exams in January and May. All external exams are conducted in the Sports Hall or other designated rooms and students line up in the designated playground area prior to the exam to be supervised and seated by staff. In adverse weather conditions, the wet weather protocol will be implemented. All exam grades will be reported to parents/carers. Teachers and support staff invigilate internal exams during released lessons.

## EXAM EMERGENCY EVACUATION PROCEDURE

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

| Emergency evacuation procedure                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions to be taken</b><br>(as detailed in the current JCQ <i>Instructions for conducting examinations section 18, Emergencies</i> )                                  |
| Lead invigilator stops the candidates from writing                                                                                                                       |
| Collect the attendance register (to ensure all candidates are present)                                                                                                   |
| Evacuate the examination room in line with the instructions given by the appropriate authority                                                                           |
| Advise candidates to leave all question papers and scripts in the examination room                                                                                       |
| Candidates should leave the room in silence                                                                                                                              |
| Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination |
| Make a note of the time of the interruption and how long it lasted.                                                                                                      |
| Allow the candidates the full working time set for the examination.                                                                                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination                                                                                                                                                                                                                                                     |
| Make a full report of the incident and of the action taken, and send to the relevant awarding body                                                                                                                                                                                                                                                                                                                      |
| <b>Additional centre-specific actions to be taken</b>                                                                                                                                                                                                                                                                                                                                                                   |
| Treat all fire alarms as if they are real                                                                                                                                                                                                                                                                                                                                                                               |
| Note the time the alarm went off                                                                                                                                                                                                                                                                                                                                                                                        |
| Lead all students out of the Sports Hall doors <b>via the back door</b> (starting at the row nearest to the door) onto the Tennis Courts one line at a time and for students to line up under relevant candidate number board.                                                                                                                                                                                          |
| If you are invigilating in a different venue lead the students out of the nearest fire exit and join the other students on the Tennis Courts when appropriate, not allowing students to cross other students coming out of the building. This may result in them being held on a safe area of the field. However, if in the LRC, students are to line up on the grass next to the bike shed at the front of the school. |
| Students will be lined up on the Tennis Courts an arms width apart. There must be no speaking or communicating at all.                                                                                                                                                                                                                                                                                                  |
| Chris Maunder, Assistant Headteacher, and any other members of SLT available will join the invigilators as soon as possible.                                                                                                                                                                                                                                                                                            |
| When you return to the exam venue note the time the exam started again.                                                                                                                                                                                                                                                                                                                                                 |
| Invigilators of internal exam are to remain with the students in the Tennis Courts until Form Tutors of the year group sitting exams comes and relieves them.                                                                                                                                                                                                                                                           |

#### **EXAM RESPONSIBILITIES – see Appendix 5**

#### **FIRE DRILL – see Appendix 15**

All students and staff must be clear of the building ***within TWO minutes***. All teachers must ensure that when the fire alarm sounds, the drill is carried out with ***an appropriate sense of urgency and calm***. Only the Fire Officers (Anna Keelan, Simone Fernandez, and Sean Spink,) will remain in the building.

|                                                                      |
|----------------------------------------------------------------------|
| <b>All alarms should be considered real until proved otherwise!!</b> |
|----------------------------------------------------------------------|

On hearing the alarm teachers must ensure that in their classroom **blinds are up and windows closed**. The teacher should lead the class out of the room to the nearest exit: **PLEASE REFER TO APPENDIX 15 FOR YOUR NEAREST EVACUATION POINT.** Please ask the last student to **close the door. The door should not be locked**. Students must not take their bags with them, but in inclement weather can wear their coats.

**Teaching staff – please note that your evacuation point may change depending on which classroom you are in. Please make sure you know your nearest evacuation point.** In every classroom, by the door there, is a map which shows you where your nearest evacuation point / staircase is.

If your evacuation point is via the main entrance or back pedestrian gate, form tutors/teachers need to be at the front of their tutor/teaching group and ensure they walk single file along Churchbury Road, Churchbury Lane and Tenniswood Road into the field as quickly as possible. When you return to the building, you will do so across the field and enter via the Student entrance, Technology doors or Sports Hall doors. You will not walk back around the public footpath to the main entrance.

Members of staff must escort their class to the assembly points on the field.

Members of staff not teaching at the time should supervise movement at key points, e.g. stairs, exits and on the field and actively support tutors with supervision.

The following members of staff are asked to take responsibility for checking that these areas are clear of students and staff before leaving the building. Under normal circumstances, they should be the last person to leave the area.

If there is an exam taking place anywhere staff are to follow the Examination Evacuation Procedure (see above). Chris Maunder to oversee evacuation of the sports hall.

|                                   |                                                                                                                                                                                                                                                 |                                                                                                                                                 |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>North wing<br/>(New Build)</b> | Top Floor (inc: CN01, CN02, CN03, CN04, CN15, CN16, CN17, CN18, CN19)<br>Ground Floor & Dining Room (inc: Diner & kitchen, AN1, AN2, AN3, AN4)                                                                                                  | <b>Ayse Yildiz<br/>Russell Brooks</b>                                                                                                           |
| <b>South wing</b>                 | First floor (inc: B1 to B9)<br>Ground floor (inc: A1-A8, M1, M2, M4)                                                                                                                                                                            | <b>Yvette Hawkins<br/>Anne-Marie Molden</b>                                                                                                     |
| <b>East wing</b>                  | C Floor (inc: C11, C13, C14, C16, C17, C18, C19, C21 & prep rooms)<br>B Floor (inc: Gen Office, Att Office, B11, B13, B14, B15, B16, B17, B18, B19, B21, B22, B23)<br>A Floor (inc: A11, A12, A13, A14, A16, A17, A18, A20, A21, A22, A23, A25) | <b>Ollie Kasunmu<br/>Jo Hamilton<br/>Fran Morgan</b>                                                                                            |
| <b>West wing</b>                  | C Floor (inc: C23, C24, C25, C27, C28, C29, C30)<br>B Floor (inc: B24, B25, B26, B28/A, B29/A, B30, B31, B32, B33, B34)<br>A Floor (inc: A26, A27, A29, A30, A31, A32, A33, A34)                                                                | <b>Maria Pilacoutas<br/>Sherif Ozerman</b>                                                                                                      |
| <b>Other areas</b>                | Gym, Sports Hall<br>LRC & Hall<br>A21 stairwell<br>B11 stairwell<br>B22 stairwell<br>B28 stairwell<br>B33 stairwell<br>CN22 stairwell<br>Quadrangle Huts                                                                                        | <b>Androulla Georgiou<br/>Androulla Georgiou<br/><br/>Alison Stanley<br/><br/>Liz Young<br/>Julia Holmes<br/>Anne Clifford<br/>Roger Davies</b> |

#### Administrative staff

Tracy Morter will collect the latest registration printouts (including the absence report) and the receptionist on duty will collect the relevant books/sheets from Reception. A copy of the full support staff list will be taken by Tom Warrington to the field (to include days of week worked) and **all support staff must register with him** once they arrive on the field. Tom Warrington will be aware of any absences that day through cover. Please ensure you register with Tom and stay together, socially distanced and help out if directed to do so.

**Teaching staff** – if you are not a form tutor you must register with the HoL for the year group you are attached to.

**Headteacher** –Tanya Douglas will collect a radiophone and the “Emergency bag” from Reception.

#### Form tutors (or teacher who called the register at the beginning of the morning session)

- Collect your register/absence report from the Administrative staff at the assembly point on the field.
- Call/Check the register promptly.
- Identify any students absent but marked present on the register.
- Inform the Head of Learning of these absentees.

#### PA to Heads of Learning

Ensure each Head of Learning is given a notepad and pencil (from the emergency bag) to list names of absentees reported to them by form tutors. Collect information about students absent from the admin staff. Give information to Heads of Learning who will check it against form tutors information.

#### Head of Learning

Each HoL will be responsible for registering all form tutors and attached staff in their year group. Registers will be pre-printed and placed in the fire drill pack ready for you to use. Please return them to Tom Warrington once completed. When all form tutors and attached staff have reported, inform Tanya Douglas of the status of your year group.

**On returning to the building follow up any absentees as soon as possible.**

#### Visitors, visiting students and support staff

Go immediately to the assembly point on the field and check your name with the Visitors Book held by the receptionist. Once the register has been called, support staff not required to carry registers etc. should help supervise the students until they are back inside the building.

**All staff** (Teaching and Support) who are not form tutors should assist with the year group they are attached to. All other support staff should assist where needed.

**Catering staff – to register with Tom Warrington first and then wait near the student gate.**

**When the all clear is given:**

Tracy Morter, Shirley Pearce and Tom Warrington to return with registers

**The rest of the support staff to remain with their allocated form and help escort them into the building.**

**Dismissal from the field**

When the person in charge of the Fire Drill gives permission, all staff teaching Years 7 – 11 only at the time the alarm went off, should return to their teaching room. All other staff - both teaching and support – should remain on the field to supervise the dismissal of the students (unless they have other defined duties).

The younger students will be dismissed first, two forms at a time. Students should return to the lesson they left via the route used to exit during the fire alarm. – except those who walked around the public footpath, those classes will return via the field to one of the other exits. As teachers of Post 16 classes do not need to return to greet their class, please concentrate on Years 10 & 11 (unless you are with your form group).

**Fire alarm during the lunch break**

Basically, if you are in school, you are on duty. The building should be vacated in the same way as normal and registers will be called. Students who are absent will be marked on the register, so it should be relatively easy to identify any missing students. The procedure may take longer at this time of the day, but it must still be followed.

**Fire alarm after school**

If you have students with you - for whatever reason - you are responsible for them. Consequently, you must not dismiss them from the classroom, you must escort them out of the building and once you are sure they are all out, they can be dismissed.

**Fire alarm during exams**

Refer Exam Emergency Evacuation Procedures above.

**FIRE EXTINGUISHERS**

If you notice that your fire extinguisher has been tampered with, please report it to Sean Spink, Site Manager, immediately. Make sure you know what each extinguisher should be used for.

**FIRST AIDERS**

Anne-Marie Molden, Welfare Officer, is the appointed officer at Chace and should be the first person called when first aid is required. In her absence Fran Morgan is her deputy.

**GOVERNORS**

**Headteacher Governor**

Ms Tanya Douglas

**Appointed by the London Borough of Enfield (Local Authority Governor)**

Mr Chris Hyland

**Co-opted Governors appointed by the Governing Body**

Mrs Tracey Jenkins - Chair

Ms Anna Constantinou

Ms Mandy Hurst

Ms Mumina Wahid

Ms Hilary Ballantine

Ms Sharen Furlong

**Elected by the parents of students attending the school**

Ms Emma Medcalf

Ms Vicky Morgan

Ms Helen Green

Ms Jo Mercer

**Elected by the staff of the school**

Ms Mel Nathan

**HEALTH & SAFETY MONITORING**

Health & Safety is **everyone's** responsibility. If you see something that concerns you please report it to any of the Site Staff or Anna Keelan, Health and Safety Officer. Health & Safety should be a regular item on agendas. Ollie Kasunmu

is the Staff H&S Representative. The H&S Committee meet twice a term and minutes are shared termly with Governors through the Resources Committee.

## HOLIDAYS

The school is open during most of the holiday periods and staff and students are welcome to work in school during this time. Please ensure you always sign in and out and write down the location you are working in so that the Site Team know where to find you in case of emergency. The same rules of supervision apply during holidays as during school sessions.

**In the interests of safety all visitors to the site - both staff and students - MUST sign in and out at the reception desk.**

## HOME VISITS

**Chace staff must not make home visits without prior approval of the Headteacher.** In all cases staff should indicate purpose and planned duration of the visit. Staff must sign out, have a mobile phone and sign in on return.

## HOME LEARNING

All home learning at Chace should do one or more of the following: embed, practice, extend or apply classroom learning.

The new student home learning timetable for this year can be found below. It indicates the night on which students should complete their home learning in each subject although it may be set by the subject teacher a day or so beforehand, depending on when the nearest lesson occurs.

At Chace, home learning is set via our online platform 'Google Classroom'. This online tool can be accessed 24 hours a day, 365 days per year, in school and at home, through a lap-top, tablet, pc or smart phone. It is used by teachers to set homework, their deadlines, share home learning resources with students and for students to upload or complete homework. It is used by students to access all information about their home learning (by class, teacher and subject), with home learning resources and deadlines in one place ensuring that students can prioritise and organise their time more effectively. It allows parents/carers improved access and monitoring of all the home learning set for their children and support them more easily, as they will have their own unique login identity and password via RM Unify.

In Years 7 & 8, students should receive between 20 and 30 minutes of home learning per week in most subjects. Teachers of subjects with fewer lessons per week sometimes only set home learning fortnightly. Some subjects may set extended projects which run over a number of weeks and require a weekly time commitment of about 20-30 minutes. In Year 9, the length of home learning should increase to 30-40 minutes per subject per week. In Years 10 and 11, it should increase again to around 60 minutes per subject per week. Post 16, the students should receive at least 6 hours per subject per week.

Reading is an important part of independent learning so that students develop vocabulary, which will support learning at all stages. We therefore expect all students to read for at least 15 minutes a day. In year 7, 8 and 9 this will be monitored through the Accelerated reading programme.

Home learning is an integral part of students' learning. At Chace, we aim to encourage students to be independent, self-directed learners. The most successful students take every opportunity to extend their work at home beyond expectation. Regular completion of home learning that is meaningful and relevant to students' courses of study will help to underpin their learning and improve their academic success.

|         | Monday                             | Tuesday                              | Wednesday                              | Thursday                      | Friday                          |
|---------|------------------------------------|--------------------------------------|----------------------------------------|-------------------------------|---------------------------------|
| Year 7  | French<br>RE<br>Reading            | Science<br>Drama<br>Music<br>Reading | Technology/ICT<br>Geography Reading    | Maths<br>English<br>Reading   | History<br>Art<br>Reading       |
| Year 8  | Maths<br>Drama<br>Music<br>Reading | History<br>Geography<br>Reading      | French/Spanish<br>English<br>Reading   | Science<br>Art<br>Reading     | Technology/ICT<br>RE<br>Reading |
| Year 9  | Science<br>Art<br>Reading          | Maths<br>Technology/ICT<br>Reading   | History<br>English<br>Music<br>Reading | Drama<br>Geography<br>Reading | French/Spanish<br>RE<br>Reading |
| Year 10 | Maths<br>Option B                  | Science<br>Option A                  | Option D                               | RE<br>Option C                | English                         |

|         |                     |                      |                    |                   |    |
|---------|---------------------|----------------------|--------------------|-------------------|----|
| Year 11 | Science<br>Option D | Option B<br>Option C | English<br>Science | Maths<br>Option A | RE |
|---------|---------------------|----------------------|--------------------|-------------------|----|

**Post-16 Home learning** – variable but at least 6 hours of extra-curricular study recommended per subject per week, including home learning time.

## ICT

An Acceptable Use policy has been produced and should be adhered to. **See Appendix 6**

All staff will be asked annually as part of the appraisal process to sign to say that they will adhere and follow the Acceptable Use Policy. ICT rooms will be checked regularly to ensure all equipment is working efficiently. Any damage/faults/requests for repair etc to ICT equipment should be emailed direct to [helpdesk@chace.enfield.sch.uk](mailto:helpdesk@chace.enfield.sch.uk).

## INSURANCE CLAIMS

**Please be vigilant about locking away personal property/valuables** but if an item is lost or stolen you must:

- inform the Police immediately
- complete an incident form.
- within 72 hours complete an insurance claim form (obtainable from Simone Fernandez, School Business Manager)
- all claims must be sent to the insurance company as soon as possible

There is an excess of £500 per claim. Cover is not provided for theft from unattended items, items left in the open or from unattended vehicles, e.g. the minibus.

## INVENTORY

Items valued over £100 and small desirables **MUST** be recorded in the inventory register managed by the IT Department. All Faculties and budget holders are responsible for their inventory record and they must ensure that all equipment is listed.. All portable and desirable equipment valued over £100 must be security marked, please see Roger Davies in ICT.

## INITIAL TEACHER TRAINING (ITT) – Trainee Teachers

Chace has successful links with Middlesex, LMU, IoE, Goldsmiths and NELTA for training teachers. Please see the Protocols for working with trainees on ChacePD

## KEEPING CHACE UNDER REVIEW (KCUR) - See Appendix 7

## KEY DATES

Term dates, PCE, Twilights and all other key dates for the year can be accessed on the school electronic calendar available through RM Unify.

## KEYS

New members of staff should be given master keys by their Head of Faculty. Any additional/replacement keys can be obtained from Sean Spink, Site Manager. Please take special care of any school keys in your possession as replacement keys will be charged for.

## LIFESKILLS



### Aims:

Lifeskills is Chace's subject to deliver PSHE and RSE and underpins the 5R values of resilience, resourcefulness, reflectiveness, reciprocity and respect. It aims to be all encompassing and flexible giving learners the opportunity to discuss and learn about issues affecting their present and future lives. A responsive and totally unique course which has been specifically designed for Chace Community School. The course fully adheres to Government and PSHE Association guidance.

The aim is to enrich student's lives by offering:

- Equal opportunities
- Good quality teaching
- Interesting, engaging and thought provoking lessons
- The opportunity to debate challenging topics

- Detailed feedback on progress
- Opportunities to feedback regarding provision including course evaluations and student surveys
- Opportunities for self-reflection through termly self-assessment workbooks

We are proud members of the PSHE Association and the course has been written and designed to adhere to Government PSHE provision guidance and which is fully PSHE Association compatible. The main changes from L4L (Learning for Life: which became obsolete in 2017) are:

- 100% all new content
- Membership of the PSHE Association
- Progress grades and targets are now given on student reports
- Lifeskills will be treated on a par with any other subject studied
- Students will be self-reflective by completing termly work packs in form time
- Engaging and thought-provoking content

#### **Content:**

Years 7-9 see an array of content covering resilience and bullying, all the way through to Careers and British values. The content is lively, fun and engaging with a mixture of discussions, videos, group and individual work and an opportunity to debate issues that affect student's everyday lives. Year 10 receive one Lifeskills 'session' per week for 20 minutes in form time, as will year 11.

For further information on our Lifeskills provision, please see the Lifeskills policy and long-term plans on the website.

#### **LEARNING SUPPORT**

Our Student Progress team aims to work with all staff to address the diverse needs of Chace students and ensure that all children have access, as entitled, to an appropriate curriculum. All teachers in partnership with teaching assistants use a range of teaching approaches, strategies and differentiate materials to ensure work is accessible and challenging across the range of abilities and needs for all students within their classrooms. The protocol for the partnership between teachers and TAs defines responsibilities, emphasises the need for joint planning and seeks to promote learning partnerships as part of the provision to meet all students' needs. The protocol can be found in **Appendix 9**.

Additional support will be necessary for some students to enable them to engage fully in their learning and in the life of the school. The education of the student as a whole person is a partnership between teacher, parents/carers, outside agencies and the student. The student progress team is closely involved in the Transition Programme to support our new intake to adjust and settle at Chace.

The Student Progress faculty, of teachers and teaching assistants, works flexibly with staff to support individual students' learning needs. Through early intervention the team aims to address and prevent disaffection and underachievement, particularly for students with SEN and EAL and those who are Looked After. There are close links with parents/carers and outside agencies to support learning.

Year 7 groups are targeted for support based on reading / CAT test information, primary records and observation.

The new Code of Practice is effective from 1<sup>st</sup> September 2014. Staff will be supported through the changes by the Student Progress team. In the first instance, Jennifer Linney (SENCo) should be approached.

If a teacher has concerns about a student, the first step is to look at the Record of Prior Attainment file to see if the problem is an identified one. If it is, the teacher should look at the student's EHCP or a professionals report to see if the current targets relate to that aspect of the student's needs (the student may be presenting concerns in more than one area). If so, the teacher may try strategies on the EHCP or discuss with the member of the student progress team responsible for the student for advice. If the concern is not identified, the teacher should alert his/her Head of Faculty, then talk to the Head of Learning to see if other staff have identified the concern. If so, the HOL or HOF will discuss the matter with the SENCO. If not, the teacher should approach the SENCO directly. The SENCO will then investigate through a feedback via round robins issued to all staff teaching the student, work sampling, comments from any staff involved in in-class support and discussion with the student. External advice/assessment, e.g. school nurse, visiting teachers for visual or hearing impairments, Behaviour Support Service, EP etc. may be sought.

Suggested strategies will be circulated to teaching staff for their Contextual Information Folder. The new information will inform the writing of any learner profiles or EHCP. The SENCO will communicate with parents and invite them into school to discuss the strategies which staff will be using and ask for their advice and support.

The Education Psychologist attached to the school gives advice and strategies to the staff both through the SENCO link, once students have been met and worked with and through liaison meetings which take place regularly.

Thumbnail sketches of EHCP students are published annually in September and are updated and available on the Google shared drive and Google Classroom.

#### **LEAVING THE PREMISES – STAFF**

Unless required for teaching, invigilation or cover, a member of staff may leave the premises but should **swipe out using their ID pass and sign out at Reception** in the interests of safety and remember to swipe in and sign back in on return. Staff are expected to work on site during PPA time.

### LEAVING THE PREMISES – STUDENTS

Students are not allowed to leave the school premises without the written permission of a parent, HoL, Deputy Head or Headteacher. **Students should not be sent out during lessons to purchase items for teaching purposes, and never on private errands.**

### LETTINGS

The school is available for lettings after 6.00pm on weekdays (term time), all weekend and during the holidays. You should be informed in advance if your teaching area is to be used and any problems relating to the letting should be reported to Simone Fernandez, School Business Manager.

### LITERACY AND READING STRATEGY

Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world. Improved literacy leads to better employment opportunities, health, well-being and even life expectancy. The average reading age needed for GCSE material is 15.7.

The best and easiest way to improve literacy skills is through reading. Reading just 20 mins a day means reading over one million words per year.

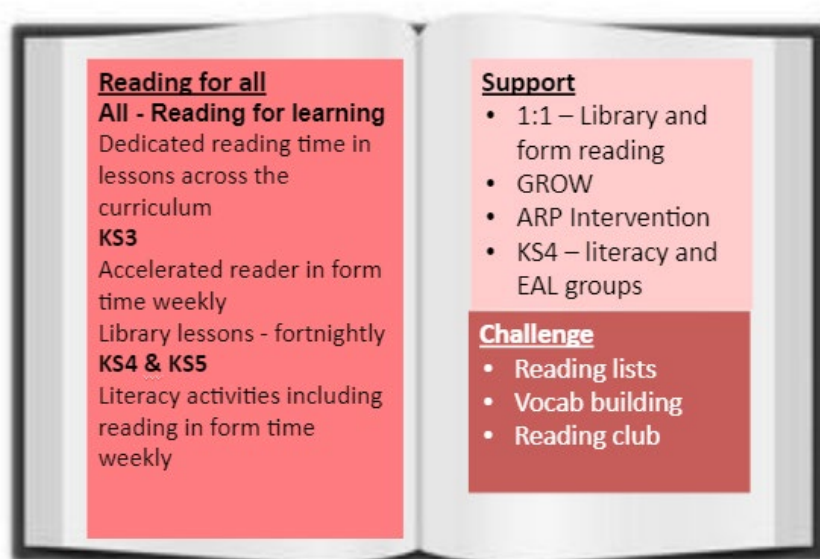
The Chace literacy principles are:

1. We all use standard English in the classroom.
2. We understand, use and can explain key subject vocabulary.
3. Our written work reflects our best effort.
4. We all read regularly.

Teachers give feedback regularly in lessons, including SPAG (see assessment section). When marking books staff use the codes in the Presentation standards to suggest how students need to improve their presentation. (e.g. P5 would indicate that a student needs to underline the titles.)

KS3 are subscribed to the Accelerated reader programme. One afternoon registration per week, these forms have access to IT rooms so the students who have completed a book can answer an online quiz.

In years 7 to 11 form tutors monitor progress in reading ages (standard scores) across the years and intervene to encourage reading for those who are making less progress.



### LOAN OF SCHOOL EQUIPMENT

If you wish to borrow any school equipment overnight or during holidays for use on school related activities only, you must:

- get permission from the relevant Head of Faculty;

- see a member of staff in the ICT Office and complete Vide62 form for insurance.

## **LOST PROPERTY**

Bags and items of clothing are placed in lost property next to the medical room. Anything valuable i.e. purses, keys etc. are left with Tracy Morter in the Attendance Office.

## **LUNCHTIME DUTIES**

All students in school are supervised by SLT, HoLs, non-form tutors, voluntary staff and the Supervisory Assistants at lunchtime. All staff on the premises have a common law duty to assist the Supervisory Assistants if requested to do so. Staff who 'volunteer' to do a 30 minute lunch duty as part of a rota arranged by AHT (i/c Operations) at the start of term will be 'paid' with a free school meal every day per week. Teaching staff that do not have a form group will be on duty or covering absent colleagues during the pm registrations.

## **MEDIA RESOURCES**

Any audio visual requests should be made via email to [helpdesk@chace.enfield.sch.uk](mailto:helpdesk@chace.enfield.sch.uk). Support for assemblies should be booked at least three working days in advance.

## **MEDICAL/TOILET**

Heads of Learning may give certain students permission to go to the toilet/medical room. Otherwise students should not be released from their class to go to either the medical room or the toilet unless it is an emergency. If this is the case, they must carry a "Permission to Leave Class" card.

## **MEETINGS**

Details of all scheduled meetings, organised within the directed time allocation, are printed annually in the school calendar and weekly bulletin.

## **MENTORING**

Guidance on the roles for mentors of ECTs and Student Teachers and School Direct Trainees can be found on Chace PD.

## **MINIBUS**

The operation of the school minibus is now subject to very strict LA, insurance, licensing and Inland Revenue control. Only those qualified to drive the minibus may use it with or without students and always by prior booking and strict journey records which are now subject to external scrutiny. Sean Spink, Site Manager, is responsible for the operation of the school minibus and any matters relating to its use should be discussed with him in detail before the vehicle is used.

**Qualified drivers are listed on the minibus noticeboard. Staff are not to approach Enfield Community Transport to hire vehicles directly, they must see Sean Spink.**

## **MOBILE PHONES**

To safeguard both students and staff regarding the use of mobile phones / devices in school the following points, included in our safeguarding training should be adhered to. Staff will be reminded of these in our regular safeguarding training sessions.

- All Staff who have a phone/tablet/electronic device with camera or video recording function must not take any images or videos of pupils or images or videos in the presence of pupils with their personal devices, both on or off the school site. For pictures or video staff must use school equipment at all times
- On school trips staff are encouraged to make use of school equipment for communication. If they are using their own devices to communicate with other members of staff it should be done discreetly if possible, away from the pupils.
- Staff should only use their personal phone/device in spaces where they are not with students for example the staff room or in office spaces when students are not present.
- Staff should ensure that their device is not used or visible in classroom and corridor spaces when students are or could be present.

## **MOVEMENT AROUND THE SCHOOL**

Good discipline and a well-ordered school result from active co-operation from all staff and students. To this end we have the following procedures for movement around the school:

- Teachers are in their classrooms to greet and seat their class promptly in silence
- Students are supervised at all times and are dismissed at the correct time in an orderly way.
- Teachers should greet students on the classroom threshold – half in half out.
- Teachers ensure that rooms are cleared and locked when not in use.
- Students should not be on corridors during learning time unless they are on their way to relocation.
- Students move on the left hand side on the stairs.

Bells are used to signal the start of the day, lessons, break and lunch times.

## **NOTICEBOARDS – CLASSROOMS AND CORRIDORS**

Display on corridors and in classrooms reinforce learning and celebrate students' achievements. Please update them half termly. Julia Holmes, Display Technician, is available to help staff with display.

## **NUMERACY PRINCIPLES**

### **Rationale**

Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.

Chace Community School is committed to raising the standards of numeracy of all of its students; we want our pupils to be confident and capable in the use of numeracy to support their learning in all areas of the curriculum and to acquire the skills necessary to help achieve success in further education, employment and adult life

### **Numeracy Principles**

At Chace Community School we believe that improving numeracy standards is fundamental to raising student self-esteem, confidence and achievement and are committed to ensuring that students use the opportunities available in order to achieve beyond expectations. To do this we have embedded the following principles:

- We have a positive mindset towards numeracy
- We bring our mathematical equipment including a calculator to school everyday
- We use correct mathematical terminology and notation
- We value numeracy across all subject areas

### **OFSTED – See Chace Improvement Plan (CIP)**

OFSTED Priorities have been integrated into our improvement planning. We work to the highest standards with high expectations every day and are mindful that Ofsted can visit at any time.

## **PARENTS**

We value parents' active involvement to help students make the best use of the opportunities on offer at Chace and to work hard to achieve success. We work together best through early intervention and effective communication between home and school to support students' learning consequently we should respond promptly to all communication. (If necessary an acknowledgement should be made in the first instance pending a fuller response)

### **Contacting and meeting parents**

Parents are welcome to make an appointment to discuss specific concerns with the appropriate staff.

We recognise the importance of parental involvement in learning as a key to raising achievement. If we are to be successful we need the support of parents working in partnership with staff and students.

## **PARENTS' CONSULTATION EVENINGS**

These are always held on Thursdays throughout the school year and run from 4.15 to 7.15pm (apart from P16 and Year 9 which are longer). Refreshments are provided for staff at the end of the day. Students book appointments for parents with teachers. Chace Association provides refreshments for staff during the evening. Shirley Pearce is responsible for the organisation of these events in liaison with the appropriate Head of Learning and AHT RSL.

## **PASSPORT APPLICATIONS and other IDENTITY documents**

Staff are often asked to countersign passport applications. If you are asked to do so, please **DO NOT COMPLETE passport applications** etc, pass the documentation/request to the Headteacher to complete as appropriate. A copy of the application will be kept on file (Sometimes the Passport Office contact us to verify signed applications so a centralised record is essential). Administration charges are as follows:

- Current student no charge
- Leavers £10 per application
- Parents £10 per application
- Payment to be passed to Finance for the Hardship Fund.

## **PASTORAL CARE**

Chace Community School has a pastoral system that supports the learning needs of all students and provide a safe, supportive, challenging, accessible learning environment that raises self-esteem and facilitates effective learning for all. The pastoral system:

- ensures opportunities for Personal Tutoring including the use of Learning Conversations
- creates a partnership between parents, staff and students which encourages every student to achieve
- contributes to the social and emotional development of each individual through a meaningful pastoral age related curriculum (Lifeskills programme)

- provides equal access to all aspects of the school curriculum ensuring individual student needs are met acknowledges and celebrate the achievements of all
- enables students to gain personal and social skills to face challenges, solve problems and become independent learners.

## **PHOTOCOPIERS**

These are accessed by pin numbers which you are advised of when you start your first working day at Chace. The copiers can enlarge, reduce, copy double sided, collate and staple. The reprographic technicians undertake larger scale printing, laminating etc on request. A charge to the faculty is made for printing school resources. Reprographics will undertake jobs with 10+ copies or jobs which need 10+ copies of different originals. Smaller jobs may be requested and will be accommodated by the team. Staff should allow a 24 hour lead time for completion of jobs however the technicians will do their best to accommodate a shorter lead time.

## **PLANNING – TEACHERS**

All members of staff must keep an accurate, up-to-date record of their planning which should be monitored by the HoF/HoD regularly and made available to the Headteacher as requested. Teacher planning can be kept in a teacher Planner (provided annually) or electronically.

Teacher planning should contain a week-by-week record of planned work (e.g. through SOL or individual lesson plans). Records of homework can be found on Google Classroom.

In addition, all staff receive a CONTEXTUAL INFORMATION FOLDER, where seating plans and prior attainment data is kept. This folder should be used in every lesson as part of 'knowing the students' and kept in locked classrooms or in Faculty offices if teachers do not have their own classroom and should be made available for cover lessons. Teachers should update this folder at key points as appropriate.

## **POLICE IN SCHOOL**

We work in partnership with the police and welcome their contribution:

- Safer Schools initiative with PC Dan Tyler based on site.

**Police can only interview students with prior consent from the parent/carer to the Headteacher.**

If a situation arises when an emergency 999 call is necessary, a member of SLT must be informed to make the call and manage the situation.

## **POST-16 STUDIES**

### **Academic programmes**

Most Post 16 students follow an A Level or BTEC level 3 programme, or a combination of these. We also offer a Level 2 pathway for students needing to re-sit English and / or Maths. Students who have not yet attained a grade 4/5 in GCSE Maths and/or English follow a programme of lessons to prepare them for re-sits.

### **Pastoral structure**

Each year group in the 6<sup>th</sup> form is divided into 5 forms (depending on the number of students), with a mixture of BTEC and A Level students. All students follow a tutorial support programme and also have one lesson per week of Key Skills, taught by their tutor wherever possible. This programme develops study skills, active citizenship and prepares students for the next stage of their learning. Level 2 students make up one form in Year 12 and follow a bespoke Key Skills curriculum to meet their needs. Sixth Formers are encouraged to take an active leadership role in the school in activities ranging from peer support in classrooms to leading the Student Council. Voluntary work in the wider community is also encouraged and all students are expected to complete a minimum of 20 hours of voluntary service – in or out of school. All Y12 students are required to register and be in school every morning. Year 12 also attend Form Time at 12.30 each day and one of these sessions is an assembly each week. They can leave after this Form Time if they do not have lessons in the afternoon. Y13 students are only required to be in school when they have lessons and for year assemblies each fortnight. They receive tutorial support in small group meetings with their tutors during registration and Form Time when they do have lessons. They attend the headteacher's assembly if they are at school on that day.

### **Attendance and Punctuality**

The importance of attendance cannot be overemphasised. We expect a minimum of 97% from Sixth Form students. Online registers are taken in the morning and the afternoon and at the start of all lessons. Teachers must address concerns regarding attendance or punctuality with students and form tutors and inform the Head of Sixth Form and parents of more serious or persistent concerns. Sixth formers who arrive late to school or lesson on two or more occasions in one week will be sanctioned with detentions. Lateness to lessons is sanctioned in line with the school policy for years 7-11.

### **Code of Conduct and Dress Code**

Sixth formers are expected to behave as role models for the rest of the school. Whilst we do not have a uniform in the Sixth Form, we do expect students to adhere to our Dress Code. The Dress Code reflects our working and learning environment and also that Sixth Form students are role models for the rest of the school who are in uniform.

- Very short skirts and shorts/skorts, ripped jeans, tracksuits and hoodies are not permitted and low cut tops are not allowed. Midriffs, shoulders and underwear should be covered
- Leggings/jeggings are only permitted if worn with a dress or long tunic
- T-shirts with obscene images, slogans or messages are not permitted
- Hats and caps are not permitted
- Sliders and flip flops are not permitted
- PE students can wear plain black tracksuit bottoms or black shorts and a plain black tshirt or sweatshirt on days when they have practical lessons

The above is a guide; students not dressed appropriately will be sent home to change at the discretion of the Head of Sixth Form or senior leadership team. The use of mobile phones and other electronic devices is not permitted around school apart from in the Sixth Form area and they must wear ID badges at all times. Staff should speak to students about any concerns regarding their conduct and inform the Head of Sixth form of more serious or persistent concerns.

### **Monitoring Progress**

Progress data is entered by teachers each term. Individual student progress is closely monitored by Form Tutors and the Head of Sixth Form and meetings are held with departments following data entries to discuss concerns and action plans. Parents are sent Progress Reports each term.

### **Progression/UCAS**

All Level 3 students are encouraged to apply to university or, if more appropriate, apprenticeship programmes. Subject teachers are asked to complete an internal report in the Summer Term of Year 12 to assist tutors with the reference writing process. Year 13 tutors complete references during the Autumn term of Year 13 for UCAS and as and when needed for jobs/apprenticeships.

### **PRIVATE TUTORING**

Please see the Headteacher if you intend to privately tutor a Chace student to minimise safeguarding and health and safety concerns. Private tuition should not take place on the school site at any time.

### **PUPIL PREMIUM**

We are committed to raising achievement of all students and to 'narrowing the gap' by removing barriers to learning and success. Pupil Premium funding is allocated based on student data as part of the school's annual budget setting process so that funding follows need and addresses underperformance. Funding is used across the school and staff are welcome to make bids for this funding. All staff are made aware of the Pupil Premium students they teach via the prior attainment folder and should ensure that the learning of these students is not disadvantaged in any way.

### **REGISTRATION**

The Form Tutor is legally responsible for keeping an accurate attendance register. The register must be taken at 8.40 am as part of line up and 12.30pm (KS4 and 5) or 1.10pm (KS3) with students seated and silent as the register is called in order. **All tutors are expected to take the register using Progresso.**

Tutors are responsible for collecting their paper register for line up and should ensure it is handed in to be inputted by Tracy Morter, Attendance Officer.

### **Registration using PROGRESSO**

All staff will receive a manual titled 'Getting Started with Progresso Training Guide'. This will give a clear step by step guide on how to:

- take a roll call register
- a lesson register
- View your teaching timetable
- View Cover
- Create a behaviour entry for a learner
- Enter assessment results
- View notifications

Staff in the Attendance Office will update the registers when they receive the absence note via the folder.

Please do not keep keys, lunch passes, spare letters to parents, bulletins, photographs, money etc in the form folder. Absence notes will be removed and dealt with by members of the support staff.

### **Monitoring of attendance**

Progresso is a useful tool to monitor attendance. Form Tutors can use the weekly view to check the Form Group's attendance and also check individual student's attendance. In line with the Attendance Policy the Attendance Officer

generates weekly attendance data. In addition, Tutors will receive Tutor Group attendance and punctuality summaries weekly that should be shared with students so that targets can be set where attendance is needs to improve. All Tutors should encourage good attendance for school and request for students to bring in absence notes to cover any illness or medical appointments.

### **Pastoral Care**

The Education Welfare Service is developing the role of EWOs working in schools so their work will become more preventative. They will continue to make home visits but will get more involved in counselling students in school in order to reduce lates/absences before they become too serious. As form tutors are clearly best placed on a day-to-day basis to deal with the students it should be their responsibility to speak to any student in their form who is late several times in a week or who seems to be having any 'undue' time off school. A note that the conversation took place should be recorded. If this initial contact fails to achieve the required results, the name of the student should be passed on to the relevant Head of Learning. It is they who will then follow the case up, contact home if necessary or possibly get the EWO involved.

### **Encouraging attendance**

On a weekly cumulative basis, each form will get a print out of its attendance record to put on the noticeboard. It will show for each student their total percentage of attendance in both numerical and graph form. This can be linked in with the reward system and points can be awarded for things such as marked improvement in punctuality/attendance or a clear term with no lates or absences.

The register must be returned to the collection point, as it should be available:

- in case of emergency, e.g. to establish that the building has been cleared if there is a fire.
- for inspection by H. M. Inspectors or the Officers of the Authority.

**Authorised Leave of Absence:** The Headteacher may give Leave of Absence to an individual student where this is clearly in the interests of the child. The circumstances will vary in each case so that no detailed guidance can be given. Each decision must be left to the discretion of the Headteacher acting on behalf of the Governors or the Education Committee.

**Annual Holidays:** Parents who wish to take their annual holiday during the school term may request to withdraw their children for this purpose for a maximum of 10 school days in any educational year **but must make a written request to the Headteacher.**

### **REFERENCES**

If you require a reference, please ask permission of the named person in advance. **If you are asked to write a professional reference, it should be on headed paper and a copy passed to the Headteacher for the personnel file.** Be mindful of what you write in a reference to which a member of staff may have access. For advice see the Headteacher (If it is a personal reference it should not be on headed paper.) **Please do not give any information relating to absence data – Please refer to HR for the appropriate wording.**

### **REPROGRAPHICS**

The reprographic technicians undertake printing, laminating etc on request for jobs with 10+ copies or jobs which need 10+ copies of different originals. Smaller jobs may be requested and will be accommodated by the team where possible. Staff should allow a 24 hour lead time for completion of jobs however the technicians will do their best to accommodate a shorter lead time. A charge to the faculty is made for printing school resources.

**RESTRAINT (From Enfield's 'Physical Contact and Conduct with Pupils - Guidance for Staff 1<sup>st</sup> Edition October 1998' and guidelines from the DfE regarding Use of reasonable force – advice for headteachers, staff and governing bodies – July 2013)**

Teachers are in 'loco parentis' when carrying out contractual duties. They have a duty of care similar to that of a reasonable parent. At Chace we advise all staff to avoid physical contact with students. All staff are authorised to use restraint in the following circumstances:

- in an emergency if a student is at immediate risk of injury or about to injure someone else;
- to defend him/herself against attack provided s/he does not use a disproportionate degree of force to do so.

If it is necessary to restrain a student, it must be consistent with the behaviour of a reasonable parent. It must be minimal as required to protect the student from injuring themselves, others or damaging property. ***If a child refuses to follow instruction but is not at immediate risk or presenting a risk to others, staff are advised NOT TO restrain or prevent a student leaving the area. If restraint is used it should be reported to the Headteacher immediately for action.***

Risk assessments/plans are in place for identified students likely to need control or restraint, a list of these students is in the staff room. Any incident involving restraint or personal contact must be reported immediately to the headteacher and a written summary of the incident provided.

## RISK ASSESSMENTS

An assessment of risk is a careful examination of what, during the exercise of your professional responsibilities, could cause harm to people. A risk assessment will alert you to the areas where more precautions could be taken to prevent, or at least minimise the harm.

Every faculty should have a member of staff trained in risk assessments and all RAs, relevant to the faculty, should be included in the Faculty Handbook. You are expected to have read and understood any faculty related risk assessments with any questions being referred to your HoF. The following RAs can be accessed from Anna Keelan, Health and Safety Officer:

|                      |                             |                              |
|----------------------|-----------------------------|------------------------------|
| Access via low roofs | Break and Lunch Supervision | Car Park                     |
| Fire                 | Hall and Stage              | Power/Hand Tools             |
| Lone Working         | Manual Handling proforma    | New and Expectant Mothers    |
| Temporary Buildings  | Waste                       | Working at Heights – various |

Student Risk Assessments are usually conducted by a HoL and will include a meeting with the parent, the student (if practicable) and any relevant agencies.

## SCHOOL FUND

This voluntary donation is requested from parents at the beginning of the Autumn term. The funds are used in consultation with the Student Council to purchase items to benefit students. This year the contribution requested is £35 per student or £50 per family and if a "Gift Aid" declaration is completed, we can claim back 25% from the Inland Revenue.

## SCHOOL INFORMATION 2020/21

|                             |                                                                                                                         |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------|
| SCHOOL ADDRESS:             | Churchbury Lane, Enfield EN1 3HQ                                                                                        |
| STATUS:                     | Mixed Comprehensive (Community) LA Number: 308 4037                                                                     |
| TELEPHONE NUMBER:           | 020 8363 7321 ( <i>The switchboard is staffed from 8.00 to 4.00pm each school day. There is a 24 hour answerphone</i> ) |
| FAX NUMBER:                 | 020 8342 1241                                                                                                           |
| E MAIL:                     | <a href="mailto:chace@chace.enfield.sch.uk">chace@chace.enfield.sch.uk</a>                                              |
| WEBSITE:                    | <a href="http://www.chace.enfield.sch.uk">www.chace.enfield.sch.uk</a>                                                  |
| CHIEF EDUCATION OFFICER:    | Peter Nathan<br>Enfield LA, Civic Centre, Silver Street, Enfield EN1 3XQ<br>Tel: 020 8379 1000                          |
| CHAIR OF GOVERNORS:         | Mrs Tracey Jenkins                                                                                                      |
| HEADTEACHER:                | Ms Tanya Douglas                                                                                                        |
| CHAIR OF CHACE ASSOCIATION: | Ms Holbrook                                                                                                             |

## SCHOOL IMPROVEMENT PLAN 2021/22

The Chace Improvement Plan gives direction and purpose as we work relentlessly to improve Chace. Our improvement priorities can be found on page 2 of this handbook. A full version of the improvement plan is available to all staff through the Google Drive.

### *Monitoring the School Improvement Plan*

Throughout the year our progress to achieving the priorities in the School Improvement Plan is monitored by governors in the Governing Body committees and School Leadership Team in line management meetings.

## SECURITY

The school has an effective CCTV system in place, both inside and outside the building, the monitors and controls are located in the Site Manager's office. The student and main entrances are fitted with automatic doors that can be controlled from the Site Manager's office and the Reception office. The main entrance is fitted with an intercom/camera that can be operated from either the Site Manager's office or the Reception office. A number of internal doors have been fitted with electronic access control so areas of the school can now only be accessed by members of staff at certain times of the day/holiday periods.

## SOCIAL MEDIA

The social media protocol must be followed by all staff making use of social media in a professional capacity and details of the protocol can be found in **Appendix 8**.

# Checklist for social media

- Check spelling, punctuation and grammar. If in doubt, please check with another member of staff.
- Do not use personal devices to take photographs of students.
- Do not download photographs to personal devices to upload onto social media.
- Check students over the age of 13 have given consent for pictures to be taken. If under 13, the consent needs to come from the parent.
- Do not have students' names with photograph.
- Do not use a student's full name under any circumstances.
- If celebrating a certificate or award, make sure, the name is not displayed on the certificate in the photograph.
- If re-tweeting, commenting or following from a personal social media account, please check your privacy settings are relevant and students are not able to see information and pictures that could damage your reputation or the reputation of the school.
- Faculty tablets should be used for social media purposes. Please do not log into any personal or school email accounts other than the faculty account.



If in doubt, please ask Chris Maunder



## STAFF WELL-BEING

At Chace a range of initiatives are in place to support positive well-being including promoting a praise culture with staff and students, staff ESM cards, Teaching and Learning Legend Awards and gathering staff views regularly to continue to improve our working environment.

In accordance with the LA Policy "Alcohol and Substance Abuse", the school recognises its duty to its employees and will therefore ensure that it:

- Promotes and supports the health and well-being of its employees
- Provides a safe and healthy working environment for staff.

In the event that a member of staff is experiencing alcohol or drug related problems they will be encouraged and supported in obtaining help to overcome them. A member of staff will not be disciplined for seeking help and support. However, where alcohol or substance related problems result in unacceptable conduct or performance, the school will deal firmly with the situation, where appropriate invoking disciplinary/capability procedures.

Staff are expected at all times to present themselves as fit for work and to comply with the standards of behaviour and conduct expected of School staff (see Code of Safe Practice – **Appendix 3**). Staff taking a prescribed course of medication which may potentially affect their work performance should inform the Headteacher.

## STUDENT LEADERSHIP

The Student Council consists of four students from each year in KS3 and KS4. Students have to apply to join the council. The applications are read by the Head and Deputy Head Students who make the final selections. In years 8 to 11 this process takes place in June. In year 7 the council members are selected in September.

The Student Council meets every three weeks to discuss important issues raised by students as well as whole school initiatives. The Head and Deputy Head students attend the meetings and keep the council up to date with the work of the 6<sup>th</sup> from committee. The Student Council are also responsible for running the Head Student election in February each year.

Small groups of Student Council members attend important staff meetings such as SLT, HOFs, HOLs and Governors during the year as part of our commitment to developing student voice at the school.

## SUPPORT STAFF – Breaks, Time Off In Lieu (TOIL) and Overtime

If you are taking a break (excluding TAs who are paid for a 20 minute break then undertake a break duty) or a lunch break this must be recorded on your time sheet as a break/lunch break and that time should be made up that day so that you have worked the correct amount of hours. Any smoking breaks must also be recorded as time taken and then made up.

Any additional hours worked, including ad hoc 5/10 minutes here and there, need to be discussed and agreed first with your line manager in advance of working them. Currently no one should be working overtime or clocking up time unless agreed by your line manager and Tanya Douglas, Headteacher. If agreed and you wish to take this TOIL you must first discuss your request in person with your line manager. TOIL cannot be taken and then accrued so please ensure you already have the authorised time accrued when discussing a request with your line manager.

No member of staff may accumulate and carry forward into a new year (1<sup>st</sup> April) more than the equivalent of a day's hours as per your contract.

## TELEPHONE

All staff are issued with a pin number to enable access to an outside line. To make a telephone call from an extension of the school system, please press 9, Pin number, \* and phone number. With a pin number you can call national and mobile numbers. Each term you will be given a printout of your calls and are asked to pay for your personal calls direct to the Finance office. **If you have voicemail, please remember to check it regularly.**

## TRIPS/VISITS

Before planning/arranging any visits/trips please

1. CHECK THE CHACE GOOGLE EVENTS AND TRIPS CALENDAR.
2. PLEASE DO NOT PROCEED WITH PLANS FOR ANY TRIPS/VISITS WHEN the calendar indicates specific year groups cannot go out because of Controlled Assessments or planned events or if there are 2 mos out already and/or the calendar says 'NO MORE STAFF OUT TODAY'
3. COST THE VISITS/TRIPS with regard to the staff involved and cover required to ensure minimum disruption to learning of classes being covered

Please note that a journey involving an overnight stay, or an overseas visit will need approval by the Chair of Governors prior to the trip being booked. Please complete the booklet, available from Shirley Pearce, PA to HOL's in full so that it can be approved by the chair of Governors.

If the date is available, complete in full the online trip form prior to the start of the new school year. For any additional trips during the year you will need to complete the online trip form before the end of the term, for trips that fall within the following term

**Until full details are completed on EVOLVE the trip will remain provisional.** You must key details onto EVOLVE straight away (including letter and Risk Assessment/s) Instructions on how to use EVOLVE can be found on the shared 'K' drive under 'Trips' and then 'EVOLVE Instructions'. Further information is also outlined in **Appendix 12**.

## UNIFORM

At Chace students are expected to wear the school uniform as outlined in the uniform rules as part of promoting our value of Belonging. Tutors should reinforce the uniform rules at the start of each session. The Chace uniform list can be found in **Appendix 10**.

## USE OF ROOMS OUTSIDE SESSION TIMES

There are several occasions when staff want to use certain rooms after school. To avoid double booking and to ensure the cleaning staff are informed so they can work around the used areas, any rooms, the Hall and/or stage and the Library should be booked through Sean Spink, informing Simone Fernandez of the booking request. All other room bookings are managed by Tom Warrington.

## VALUABLES AND CASH ON THE PREMISES

Staff must not leave money or valuables anywhere in the school. Money should not be collected from students but if the need arises (e.g. non uniform day) then it should be handed to the Finance Office asap for securing in the school safe. Items, phones and valuables confiscated from students must be properly bagged and identified and handed to Students Services or Shirley Pearce, PA to the HoLs, for locking away securely in the HoL's office. There are strict limits to the liability accepted by our insurance company. Lockable lockers are available to members of staff in the staff room. Please see Sean Spink, Site Manager, if you require one.

## VISITORS

Whilst visitors are welcomed to the school, visits do need to be co-ordinated. The headteacher should be informed of any planned visitors so they can be noted in the diary. At Chace, the safeguarding of our students is paramount. We have been informed by OFSTED that it is a requirement for all visitors who may come in contact with our students to be subject to safeguarding procedures. Before any visit you are responsible for completing a visitor form. This form is available from the staffroom. A copy must be forwarded to Alison Stanley, HR Manager, if the visitor is deemed to be 'High risk'. This will enable HR to carry out an enhanced DBS clearance on the individual. Please ensure that your visitor is informed beforehand to bring photographic proof of his/her identity. This must be either a passport or driving licence or some other official documentation. **All visitors including contractors should report to the Reception Office** on arrival, be signed in and issued with a visitor's badge through our electronic InVentry system. **All adults on site, including Sixth form, should be wearing identity badges.**

**It is your responsibility** to ensure that visitors are **never** given unsupervised access to students unless they have received enhanced DBS clearance through HR. DBS clearance certificates from other LEAs or Registered Bodies **will not be accepted**.

## WASTE DISPOSAL

All classrooms and offices should have a waste bin and a recycling bin (for paper, cardboard and plastic). If you have confidential waste to dispose of please use the shredder in Reprographics. Please be careful not to leave any broken glass or items in your waste bins that could cut the cleaners or site staff whilst disposing of it.

#### **WHISTLE BLOWING**

Please see The Whistle Blowing Policy in **Appendix 11** if you have concerns about malpractice or wrongdoing in our workplace.

Section FG1.31 of the School's Finance Manual states "The Governing Body and the staff employed by the school have a duty to ensure that the public funds held by the school are used in an appropriate manner. If a body or individual thinks that there may be an issue, they have a duty to inform the Director of Finance and Corporate Resources (Audit and Risk Assessment). All information will be treated seriously and in confidence.

## **Appendix 1**

### **PROCEDURES TO BE FOLLOWED IN THE ABSENCE OF THE WELFARE ASSISTANT OR IN THE EVENT OF AN INCIDENT OCCURRING OUT OF SCHOOL HOURS**

#### **IF A STUDENT HAS AN ACCIDENT**

Call an ambulance if necessary/inform parents/ take personal details printout Hospital

In the absence of a parent/carer students must be accompanied in the ambulance by a MOS who should stay with the casualty until parent/carer arrives.

If not serious call parent/carer with option to collect student

Ask student to complete an Incident Report and take any witness statements pass to HOL/HOF as appropriate.

If student is being sent home complete signing out slip and pass to Reception

#### **IF THE INCIDENT IS REPORTABLE UNDER “RIDDOR”**

Make an online report using the ANT system

E mail HoL/HoF/Anna Keelan, Health & Safety Officer that a report is online

On completion of accident report take 2 copies. Pass 1 to HoL via Anna Keelan and 1 for Medical Room records

#### **IF A STUDENT IS UNWELL**

If in lesson time students must have a permission to leave class pass from his/her teacher

If any cause for concern call an ambulance and parent/carer (Asthma etc.)

Otherwise inform Parent/carer and if going home sign out at Reception

#### **ENFIELD POLICY FOR ADMINISTERING DRUGS IN SCHOOL**

No medication should be brought into school unless the parent/carer has completed the appropriate consent form.

If parents/carers wish their child to carry or the school to store and administer their child's medication (including painkillers and antibiotics) they must make an appointment with the Welfare Assistant to come into school and agree a procedure for administering it. **(See Managing Medicines Policy)**

#### **IF A STUDENT HAS AN ASTHMA ATTACK**

Do not move casualty but isolate if possible from other students

Give air space/reassure

Loosen clothing

Supervise medication

Do not give water

If the attack is prolonged or does not respond to medication, or casualty is in severe respiratory distress, call an ambulance/parent/carer and get a copy of the students personal details printout. **Enter on student record and pass signing out slip to Reception**

## **Appendix 2**

### **PLACING AN ORDER**

All orders must be on official Chace Community School forms, dated and authorised by budget holder/head of faculty the day the order is placed and be in accordance with the Local Authority Schools' Finance Manual, procurement rules – see guidance on next page. Order forms are available from the Finance Office or shared drive (K) Official Order Forms. Please check ESPO, YPO, HBS & GLS websites to ensure you get best value.

#### ***FILLING IN THE FORM***

You must fill in:

**Messrs:** Full name and address of supplier.

**Please carry out works:** The Head Teacher, Chace Community School, Churchbury Lane, Enfield, EN1 3HQ  
You must get your Budget holder/Head of Faculty to sign and allocate which budget is to be debited.

Details of items/ services or goods ordered and total exclude V.A.T.

**Date:** The purchase order **must be dated the day the order is placed**

If you require the order for a particular department, please state in the **Detail** section of your order. **Only in exceptional circumstances should an order be telephoned. A purchase order number must be obtained from the finance office first and clearly marked 'confirmation'.**

#### ***WHAT HAPPENS NEXT***

You must pass the completed purchase order form to the finance office to be processed.

Once the order has been placed you will receive an email, which you must keep for your records.

Once you receive your order please check your delivery note and if correct keep for your records. If **not** correct please let Finance know A.S.A.P.

You will then receive an invoice with a **yellow slip**. Please complete and sign both the invoice and the yellow slip and return it to the finance office as soon as possible.

If you receive the **invoice** with your order please pass on to the finance office immediately. (If invoice is correct write 'please pay' and sign)

#### ***BE AWARE OF, AND AVOID, INSPECTION OR ON APPROVAL ITEMS***

**Many of you have been caught out by these and have to pay for them from your budgets.**

If you are keeping the items please complete an purchase order form, attach to the invoice, sign the purchase order form and state 'please pay' and pass on to the finance office asap.

#### ***DO NOT HOLD ONTO ITEMS YOU DO NOT WANT***

Please bring along to the finance office and we will make a note of the return date on the invoice and arrange for the return of the goods with proof of postage.

#### ***INVENTORY REGISTER***

All items valued over **£100.00** or deemed to be '**portable and/or desirable**' **MUST** be entered in the electronic Inventory register and must be security marked, please see Roger Davies in IT. The person responsible for it must check equipment listed in the Inventory register physically each year.

#### ***INTERNET ORDERS***

The school does have the facility to pay for goods by business card over the Internet. There is a limit on the card so you must check with Finance first that funds are available before we can place your order.

If purchases are made by an individual please:

#### ***Always ask for a VAT receipt***

Have the receipt made out to the school

Never use your own points/rewards cards when making purchases for the school ie TESCO, Sainsburys, BOOTS cards etc otherwise the whole cost of the goods including V.A.T. will be charged to your budget.

## CHACE CODE OF SAFE PRACTICE

**INTRODUCTION: The guidance aims to support staff and students, keep staff and students safe at Chace and reduce risk of allegations against staff.**

- Staff should always report to a senior member of staff anything of concern about a student's safety or their own on the day that the concern arises.
- All staff have a duty to keep students safe and to protect them from physical and emotional harm.
- All staff must be aware of the school's Child Protection Policy and procedures (Staff Handbook).
- If child abuse is suspected, staff have a duty to pass information without delay to a member of the Child Protection team.
- Staff also have a duty to take care of themselves (Health & Safety At Work Act 1974) and must report any H+S issues appropriately to Anna Keelan, H&S Officer.
- Any concerns about the behaviour of a member of staff or any serious allegations against a member of staff should be reported to the Headteacher or to the Chair of Governors if the concern is about the Headteacher. Where no specific guidance exists, staff are expected to make professional judgements about their behaviour in order to secure the best interests and welfare of students and, in so doing, will be deemed to be acting *reasonably*.

**We have a shared responsibility to support and protect colleagues and students**

- Staff should report to the Headteacher or Deputy in the Headteacher's absence any behaviour by colleagues which gives cause for concern in relation to safeguarding the wellbeing of students in order to protect the student and member of staff.
- If any incident occurs which may result in an action being misinterpreted and/or an allegation being made against a member of staff, then the relevant information should be recorded promptly and reported to the Headteacher.
- Staff who are the subject of allegations are advised to contact their professional association.

**BEHAVIOUR MANAGEMENT:**

- Seek out opportunities to resolve prior issues to develop positive relationships
- Don't use physical intimidation or invade a student's space.
- Don't use force as a form of punishment.
- Don't use sarcasm, demeaning or insensitive comments.
- Always try to remain calm and to defuse situations before they escalate.
- Never try to bar a student's 'way' or to physically prevent a student from leaving a room or a situation, unless of course, they may constitute a threat to themselves or others. Calmly advise them that leaving against your instructions constitutes defiance which is unacceptable.
- Apply rules and sanctions fairly and consistently so as to minimise the risk of students perceiving injustice or victimisation.

**CONFIDENTIALITY:**

- Don't share confidential information about a student with any person, other than on a professional need-to-know basis.
- Never promise complete confidentiality to a student prior to, during or after a disclosure.
- Never pass on confidential information to 'outsiders', press, police, social services etc, without first seeking guidance from a member of SLT.
- All data covered by the Data Protection Act (everything personal/academic/home background etc.) should be treated in accordance with the Act (i.e. with real care!) If you are unsure whether or not the data is covered, please see Phil Jones, AHT and line manager of ICT.
- Child protection needs have priority over data protection, but consult a member of SLT in such circumstances. (Children's Act 2004)

**CONTACT INCLUDING PHYSICAL CONTACT AND SOCIAL NETWORKING:**

- Don't try to establish social contact with students for friendships or a relationship including through online social networks.
- Don't give personal details to students, e.g. home/mobile phone numbers, home or email address, unless checked with and agreed by Pritam Vekaria, Deputy Headteacher and Designated Child Protection Lead.
- Any contact with parents or students by email, must be by school email and copies of correspondence printed and kept in student file. Always copy in another relevant colleague into emails to parents and students.
- Any unwelcome communications to staff, be they written or visual, from students or parents, should be reported immediately.

As a general rule do not touch students, **physical contact** should never be:

- Secretive or for personal gratification.
- Of a type which may be considered indecent.

There are occasions when it is appropriate and proper for staff to have physical contact with students, but you should only touch when it is appropriate and proper to do so in your professional judgement. Physical contact should be in response to a child's needs at the time, of limited duration, and appropriate given their age, stage of development, gender, ethnicity and background.

- Be self-aware, avoid any contact which may be intrusive or open to misinterpretation.
- Tell a colleague if you have offered comfort to a distressed student. In this situation try to ensure that you are not alone and visible. Hugs should usually be avoided and should always be side on.

Some staff (eg PE, music and SEN staff) may need to initiate physical contact, eg in order to support a child so they can perform a task safely, to demonstrate a particular piece of equipment or instrument or assist them with an exercise. This should be done with the student's understanding and their consent, and in an 'open' environment.

- Don't indulge pupils acting immaturely. Reinforce behaviour expectations and role model appropriate behaviour at all times.
- Use extra caution when it is known that a student has suffered previous abuse or neglect. Check the risk assessments held in the Student Services Office.

#### **CONTROL AND PHYSICAL INTERVENTION:**

- Always try to defuse situations without physical intervention.
- We do not expect staff to put themselves at physical risk, but you may intervene to prevent a student from injuring themselves or others. You may only use *reasonable* force. There is no legal definition of reasonable force, but you must be sure that any physical intervention is warranted by the circumstances of the particular incident (i.e. not in response to a trivial action), and that the degree of force used is in proportion to the seriousness of the behaviour, or the consequences it is intended to prevent. Any force used should be the minimum to achieve the desired result.
- **Report immediately, to Tanya Douglas, Headteacher, any restraint and any physical contact which concerns you or which you believe may be misconstrued.**

#### **CURRICULUM:**

- Care should be taken that resource materials are appropriate and relate to the planned learning objectives.
- Sensitive issues (eg relating to sex, race, religion, gender, disability, personal politics) should be handled with care, especially where unplanned discussion arises and parents informed in advance where necessary.
- **Don't show visual material which is inappropriate for the age of the students concerned, taking care over the use of videos.**

#### **DRESS:**

- All staff are important role models to students and are expected to dress smartly. Denim jeans, shorts, leggings/jeggings, leisure wear/beach wear, flip flops and trainers are deemed inappropriate and should not be worn around school. Skirts should be of an appropriate length. Leisure wear is encouraged on days where students are not on site such as staff training days.

#### **FIRST AID AND ADMINISTRATION OF MEDICINES:**

- First aid/administering medication should only be given by trained staff. See the Health and Safety Policy statement in the staff handbook.
- Always report any accident or first aid administration to the Senior Welfare Assistant/Appointed Person as parents must be informed.
- A member of staff should always accompany a child taken to hospital by ambulance and should stay until the parent arrives.
- If a member of staff has an accident on site, no matter how minor, this should be reported to Penny Curtis, Welfare officer, who can be found in the medical room. The accident will be reported in the accident book.

#### **GIFTS:**

- Don't accept any gift which might be construed by others as a bribe or lead the giver to expect preferential treatment. (Small 'thank yous' are OK, but don't receive gifts on a regular basis or of any significant value) if in doubt seek advice.
- Generally only give gifts to a student as part of our agreed reward systems. In any other context, ensure that any gifts given are of insignificant value and given to all children equally.
- Don't lend money to students. If a student requires an emergency loan (for transport, lunch etc) they should be referred to the Head of Learning/Finance.

#### **INFATUATIONS:**

Report immediately to a senior member of staff any indications (verbal, written or physical) that suggest a student may be infatuated with you or with a colleague.

#### **INTERNET USE/EMAIL:**

- Email/social networking – do not add students as friends on social media or give your personal email address.
- Staff must follow the school policy on the use of IT equipment and the internet (see the Staff Handbook).
- Accessing child pornography, or making, storing or disseminating such materials is illegal and, if proven, will lead to a bar from teaching/working with children. This applies to school or home IT equipment.
- Staff wishing to use Social Networking to communicate /promote Chace must follow the Social Networking Protocol (see Chace Community School Social Media Protocol).
- Personal social media accounts should not put the school or profession into disrepute.

### **MOBILE PHONES:**

To safeguard both students and staff regarding the use of mobile phones / devices in school the following points, included in our safeguarding training should be adhered to. Staff will be reminded of these in our regular safeguarding training sessions.

- All Staff who have a phone/tablet/electronic device with camera or video recording function must not take any images or videos of pupils or images or videos in the presence of pupils with their personal devices, both on or off the school site. For pictures or video staff must use school equipment at all times
- On school trips staff are encouraged to make use of school equipment for communication. If they are using their own devices to communicate with other members of staff it should be done discreetly if possible away from the pupils.
- Staff should only use their personal phone/device in spaces where they are not with students for example the staff room or in office spaces when students are not present.
- Staff should ensure that their device is not used or visible in classroom and corridor spaces when students are or could be present.

### **ONE TO ONE SITUATIONS:**

- Avoid meeting in remote, secluded areas of the school.
- Ensure there is visual access and/or an open door wherever possible.
- Try to ensure that there are other staff around or at least aware of the meeting.
- Don't use 'engaged' or equivalent signs.
- If you have reason to be concerned about a one-to-one meeting in advance, because of a student's previous behaviour or vulnerability, arrange for a colleague to be present.
- Don't pre-arrange meetings with students away from the school premises, except (exceptionally) with the approval of the parent and the headteacher.

### **PHOTOGRAPHIC AND VIDEO IMAGES:**

It is very good practice at times to record photographic and video images of students, or to allow students to record such images of each other, e.g. to assist teaching and learning, to celebrate achievement, for publicity. Because of the potential for images of children to be misused for pornographic or grooming purposes, staff should follow this code:

- **At the start of an event the organiser must tell the audience if photos/video will be taken and ask if any of the audience object to this happening.**
- **A list of students where parents indicate no photography is available from Student Services.**
- Only record images when there is a justifiable need.
- Be clear to students about why the images are being recorded and what will happen to them.
- Ensure that a more senior colleague is aware that you are recording images.
- Ensure that all images recorded are available for scrutiny, in order to screen for acceptability.
- Avoid making images in one to one situations.
- Images of students should not be displayed on websites, in publications or in a public place without checking that the parents of the student has not made a negative response to allowing the use of the images. You can check this information either with Student Services or the Head of Learning. Parents of new intakes/new admissions will routinely be asked to give such general consent.
- If a photo is published, don't name the student, unless you have direct parental consent.
- If a student is named, don't publish the photo, unless you have direct parental consent.
- Where the school has decided that images should be retained for further use, they should be securely stored and used only by those authorised to do so.
- No photos or videos of school events/activities should be taken by parents or others until the event organiser has checked the students' files for the No publicity tag.
- All photographic images must be taken on a school device. School devices can be accessed from ICT.

### **POSITIONS OF POWER AND TRUST:**

- Don't use your position to gain access to information for your own advantage.
- Don't use your power to intimidate, threaten, coerce or undermine any members of the school community.
- Don't engage in sexual activity with any student, sixth form included, or cause or invite a student to engage in or watch any kind of sexual activity. Their consent is irrelevant.

- Be aware how your action may be viewed by others. Do not be seen to be paying special attention to a particular student. Always ask yourself 'are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equitably?'

#### **PROPRIETY:**

- Don't behave in such a manner that would lead any reasonable person to question your suitability to work with children or to act as a role model.
- Don't make sexual remarks to a student (including email, text messages, phone, letter or social media) or behave in any way which could be interpreted as sexually suggestive or provocative.
- Don't discuss your own sexual preferences or sexual relationships with or in the presence of students.
- Don't discuss a student's individual sexual relationships in full class or in other inappropriate contexts or settings.
- Don't make unprofessional personal comments which scapegoat, demean or humiliate students.
- Don't discuss your own personal finances with students and parents.

#### **SHOWERS AND CHANGING AND TOILETS:**

Students are of course, entitled to privacy and therefore:

- Announce your intention of entering the changing room or toilet.
- Avoid visually intrusive behaviour.
- Don't touch a student in a state of undress.
- Don't remain there unless student needs require it.
- Don't change or shower in the same place as students.
- Don't use any student toilets including 6<sup>th</sup> form toilets – use only designated staff toilets.

#### **TRANSPORTING STUDENTS:**

- You should not transport students in your own vehicle, especially one-to-one without the consent of the student, parent and senior manager.
- You must always have valid business insurance for this purpose, a copy of which must first be provided and given to Alison Stanley, HR Manager for her to confirm.
- Never transport a student to hospital in your own vehicle following an accident. Always call an ambulance.

## Appendix 4

## General Data Protection Regulations (GDPR)

As a member of staff not only are you a data subject (i.e. Chace holds information on you) but you are also responsible for complying with the new rules as you handle data about students. There are tougher rules about what data is stored, how it is protected and recording breaches.

Please take a moment to view the following video to get an understanding as to the basic steps that need to be taken [https://www.youtube.com/watch?v=4yPxs4D9u\\_c](https://www.youtube.com/watch?v=4yPxs4D9u_c)

The new rules change the rights that you have in respect of your data. For further information on this, please see the Information Commissioner's Office website <https://ico.gov.uk>. The rights are:

- The right to be informed
- The right of access
- The right to rectification
- The right to erasure
- The right to restrict processing
- The right to data portability
- The right to object
- Rights in relation to automated decision making and profiling.

Chace has appointed a Data Protection Officer (DPO), who you can contact via email or post if, for example, you have an issue with our handling of your data that our school has not been able to assist you with. The DPO acts for a number of schools, so please ensure that you identify our school when contacting to avoid delays:

Schools.Data.Protection.Officer@enfield.gov.uk  
Data Protection Officer Schools  
London Borough of Enfield  
Civic Offices  
Silver St  
Enfield  
EN1 3XA

The council also holds data relating to schools and pupils for their statutory duties. You can find their privacy statement online at <https://new.enfield.gov.uk/privacy-notice>.

### Looking after our School's Data

#### *GDPR – the new law*

The General Data Protection Regulation is law from 25 May 2018. It puts new requirements on organisations to handle personal data better. It also gives people new rights about data we need to respect.

#### *What is personal data?*

Personal data is any information – such as name, telephone number – about any living person. This can be on paper, on a computer or even just talked about.

Some personal data – for example about health, finance, ethnicity – is more sensitive. You can think about this as being things you would be uncomfortable about others who were not close to you knowing.

The GDPR requires that we keep both kinds of data private, that we use it only in the ways that are allowed by law or with consent of the person.

#### *What do I need to do?*

##### **Guard it!**

Make sure you don't let others see it or lose it. Don't leave documents where others could see them or steal them. Don't discuss personal data with anyone who does not have a right to know.

##### **Dispose of it!**

Paper containing personal data must be put in locked confidential waste bins or cross-cut shredded once finished with.

**Protect their rights!**

If someone asks you to give them their or their child's data, for data to be corrected or deleted, or says they are withdrawing consent to processing, these are legal requirements we must fulfil. Make sure you pass these requests to line management to deal with.

**Report it!**

If something goes wrong and data is accidentally lost or exposed don't panic! Please tell your line manager at once, and if they are not available find another senior staff member to inform. You won't be disciplined for an accidental data breach as long as it's reported. Your manager will deal with ensuring that the right people are informed.

## Appendix 4 (cont'd) Chace Community School Privacy Notice

### How we use your information

We collect information about:

- pupils of our school, including prospective pupils
- people that have responsibility for our pupils (such as parents, carers etc.)
- our staff and volunteers, the school's workforce

This information is used to help us:

- deliver education
- contact the right people about issues
- ensure a healthy, safe environment for learning
- carry out our functions as an employer

If we hold data about you, you have rights in respect of your data including:

- the right to be supplied information on our uses
- to see what data we are holding about you
- to request correction or erasure of your data
- to object to processing
- to complain to our data protection officer or the supervisory authority

If you wish to exercise any of these rights, please see the [contact us](#) details later in this document

This Privacy Notice is updated regularly. The latest version will always be on our website, so please check at <http://www.chace.enfield.sch.uk/ccs/> for the newest version.

The Local Education Authority, Enfield Council, also holds data to carry out their functions, and we share data with them. You can read their privacy notice at <https://new.enfield.gov.uk/privacy-notice>

The rest of this document gives further details on our collection, storage and use of data for each type of data we hold. It also provides information on who we share with and how to exercise your rights if you are not happy.

We welcome your comments on how we can improve this notice; please [contact us](#) at the address given for the school.

Last updated: 28 Feb 2018

### Data Usage Regarding Pupils

#### • The categories of information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Educational information (such as lesson plans, test/exam results, learning challenges)
- Health information (such as illnesses that may affect pupil safety in school e.g. allergies, asthma, epilepsy)

### Why we collect and use this information

We use the pupil data:

to support pupil learning  
to monitor and report on pupil progress  
to provide appropriate pastoral care  
to assess the quality of our services  
to comply with the law about data sharing

#### • The lawful basis on which we use this information

We collect and use pupil information under:

- the GDPR Article 6 (c) – for example where we are required to do so by the Education Act 1996
- the GDPR Article 6 (d) and 9 (c) – for example critical health information about pupils that may put them at risk
- the GDPR Article 6 (a) – for example where data has been supplied by the parent for use in the school setting e.g. information about family preferences in respect of religion

Full details of the legal basis for our data use is based on Data Protection Impact Assessments

<https://ico.org.uk/media/for-organisations/documents/1595/pia-code-of-practice.pdf>

Note that Health professionals commonly gather data in school settings for a variety of purposes. This data is **not** held by the school, and is detailed in the Local Authority privacy notice at <https://new.enfield.gov.uk/privacy-notice>.

- **Collecting pupil information**

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to give certain information to us or if you have a choice in this.

- **Storing pupil data**

We store pupil data as detailed in our retention schedule, published at [Retention and Disposal Policy](#)

- **Who we share information with**

We routinely share pupil information with:

- schools that the pupil will attend after leaving us
- our local authority
- the Department for Education (DfE)
- NHS staff working in the school setting

- **Why we share pupil information**

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

- **Data collection requirements:**

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

- **Youth support services**

- **Pupils aged 13+**

Once our pupils reach the age of 13, we also pass pupil information to our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- youth support services
- careers advisers

A parent or guardian can request that **only** their child's name, address and date of birth is passed to their local authority or provider of youth support services by informing us. This right is transferred to the child / pupil once he/she reaches the age 16.

- **Pupils aged 16+**

We will also share certain information about pupils aged 16+ with our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- post-16 education and training providers
- youth support services
- careers advisers

For more information about services for young people, please visit our local authority website.

- **The National Pupil Database (NPD)**

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

- **Requesting access to your personal data**

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, please see the contact details below.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

## **Data Usage Regarding People That Have Responsibility for our Pupils**

- **The categories of information that we collect, hold and share include:**

- Personal information (such as name and address)
- Contact details (such as mobile telephone number or other ways to get in touch)

- **Why we collect and use this information**

We use the data about people that have responsibility for our pupils:  
to contact them, both routinely and in emergencies  
to ensure they are kept aware of pupil's progress as appropriate  
to comply with the law regarding data sharing

- **The lawful basis on which we use this information**

We collect and use this information under:

- the GDPR Article 6 (c) – for example where we are required to do so by the Education Act 1996
- the GDPR Article 6 (a) – for example additional contact information supplied to us above that required by law

Full details of the legal basis for our data use is based on Data Protection Impact Assessments

<https://ico.org.uk/media/for-organisations/documents/1595/pia-code-of-practice.pdf>

- **Collecting information**

Whilst much of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

- **Storing data**

We store data as detailed in our retention schedule, published at [Retention and Disposal Policy](#)

- **Who we share people that have responsibility for our pupils information with**

We routinely share information with:

- schools that the pupil will attend after leaving us
- our local authority
- the Department for Education (DfE)
- NHS staff working in the school setting

- **Why we share information**

We do not share information about people that have responsibility for our pupils with anyone without consent unless the law and our policies allow us to do so.

We are required to share information about people that have responsibility for our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

- **Requesting access to your personal data**

Under data protection legislation, data subjects have the right to request access to information about them that we hold. To make a request for your personal information, please see the contact details below.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at

<https://ico.org.uk/concerns/>

## **Data Usage Regarding Schools Workforce**

- **The categories of school workforce information that we collect, process, hold and share include:**

- personal information (such as name, employee or teacher number, national insurance number)
- special categories of data including characteristics information such as gender, age, ethnic group, vetting and barring information

- contract information (such as start dates, hours worked, post, roles and salary information)
- work absence information (such as number of absences and reasons)
- qualifications (and, where relevant, subjects taught)

### **Why we collect and use this information**

We use school workforce data to:

- enable the development of a comprehensive picture of the workforce and how it is deployed
- inform the development of recruitment and retention policies
- maintain safety of staff and pupils
- enable individuals to be paid

### **The lawful basis on which we process this information**

We process this information under GDPR Article 6 (b) the employment contract and Article 6 (c) e.g. Education Act 1996. Certain special characteristics are processed under GDPR Article 6 (c) and Article 9 (b) e.g. Ethnicity information required by the Equalities Act 2010.

Full details of the legal basis for our data use is based on Data Protection Impact Assessments

<https://ico.org.uk/media/for-organisations/documents/1595/pia-code-of-practice.pdf>

### **Collecting this information**

Whilst much of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with data protection legislation, we will inform you whether you are required to provide certain school workforce information to us or if you have a choice in this.

### **Storing this information**

We store data as detailed in our retention schedule, published at [Retention and Disposal Policy](#)

### **Who we share this information with**

We routinely share this information with:

- our local authority
- the Department for Education (DfE)

### **Why we share school workforce information**

We do not share information about workforce members with anyone without consent unless the law and our policies allow us to do so.

#### **Local authority**

We are required to share information about our workforce members with our local authority (LA) under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments.

#### **Department for Education (DfE)**

We share personal data with the Department for Education (DfE) on a statutory basis. This data sharing underpins workforce policy monitoring, evaluation, and links to school funding / expenditure and the assessment educational attainment.

We are required to share information about our school employees with our local authority (LA) and the Department for Education (DfE) under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments.

### **Data collection requirements**

The DfE collects and processes personal data relating to those employed by schools (including Multi Academy Trusts) and local authorities that work in state funded schools (including all maintained schools, all academies and free schools and all special schools including Pupil Referral Units and Alternative Provision). All state funded schools are required to make a census submission because it is a statutory return under sections 113 and 114 of the Education Act 2005

To find out more about the data collection requirements placed on us by the Department for Education including the data that we share with them, go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The department may share information about school employees with third parties who promote the education or well-being of children or the effective deployment of school staff in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The department has robust processes in place to ensure that the confidentiality of personal data is maintained and there are stringent controls in place regarding access to it and its use. Decisions on whether DfE releases personal data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested; and
- the arrangements in place to securely store and handle the data

To be granted access to school workforce information, organisations must comply with its strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

- To contact the department: <https://www.gov.uk/contact-dfe>

### **Requesting access to your personal data**

Under data protection legislation, data subjects have the right to request access to information about them that we hold. To make a request for your personal information, please see the contact details below

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at

<https://ico.org.uk/concerns/>

### **Contact Us**

If you would like to discuss anything in this privacy notice, contact the school, the data protection officer or the regulator, details are given below.

#### **Contacting the school**

We strongly recommend you contact the school directly with your concerns. The school can be contacted at:

By Email: [chace@chace.enfield.sch.uk](mailto:chace@chace.enfield.sch.uk)

By Phone: 020 8363 7321

By Post: Chace Community School, Churchbury Lane, Enfield, Middlesex, EN1 2HQ

#### **Contacting our Data Protection Officer**

The Data Protection Officer for the school can be contacted as below. Please ensure you include which school is involved:

By Email: [schools.data.protection.officer@enfield.gov.uk](mailto:schools.data.protection.officer@enfield.gov.uk)

By Post: Data Protection Officer, Enfield Council Civic Offices, Silver St, Enfield, EN1 3XA

#### **Contacting the regulator**


We recommend that you try to resolve the issue with the school or the Data Protection Officer in the first instance, To contact the Information Commissioner's Office, please go to <https://ico.org.uk/concerns/>

**Appendix 5 EXAMINATION PROCEDURES - who is responsible for what?**

Reviewed: Jan 20

|                                                                                           | CATS                                            | INTERNAL MOCKS & PPEs             | GCSE                                     | A/AS<br>Extra time students in<br>main exam location | BTEC                                     |
|-------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------|------------------------------------------|------------------------------------------------------|------------------------------------------|
| Providing details of exams and entries                                                    | AHT Transition & AHT Operations                 | HoF with HoD                      | HoF with HoD                             | HoF with HoD                                         | HoF with HoD                             |
| Produce exam timetable / rooming and individual student timetables                        | AHT Operations & Exams Office                   | AHT Operations & Exams Office     | Exam Officer                             | Exam Officer                                         | Exam Officer                             |
| Staffing for exams (including invigilator for Extra time students)                        | AHT Operations                                  | AHT Operations & Exams Office     | Exam Officer                             | Exam Officer                                         | Exam Officer                             |
| Produce timetables for SEND & Extra time students / arrange Staffing (Readers/Scribes)    | n/a                                             | Designated MoS (Student Progress) | Designated MoS (Student Progress)        | Designated MoS (Student Progress)                    | Designated MoS (Student Progress)        |
| Arrangements for students with sudden special consideration (eg broken bones)             | Exam Officer                                    | Exam Officer                      | Exam Officer                             | Exam Officer                                         | Exam Officer                             |
| Ordering / printing of papers                                                             | Exam Officer                                    | HoF with HoD                      | Exam Officer                             | Exam Officer                                         | Exam Officer                             |
| Checking deliveries / printing of papers                                                  | Exam Officer                                    | HoF with HoD                      | Exam Officer                             | Exam Officer                                         | Exam Officer                             |
| Correcting errors / mistakes                                                              | Exam Officer                                    | HoF with HoD                      | Exam Officer                             | Exam Officer                                         | Exam Officer                             |
| Deciding on seating format and producing seating plan (main exam location)                | Exam Officer                                    | Exams Officer / HoF with HoD      | Exam Officer (normally candidate number) | Exam Officer (normally candidate number)             | Exam Officer (normally candidate number) |
| Deciding on seating format and producing seating plan (SEND & Extra time students)        | n/a                                             | Designated MoS (Student Progress) | Designated MoS (Student Progress)        | Designated MoS (Student Progress)                    | Designated MoS (Student Progress)        |
| Taking papers to main exam location                                                       | Exam Officer                                    | Exam Officer                      | Exam Officer                             | Exam Officer                                         | Exam Officer                             |
| Providing dictionaries to the Exam Officer the day before exams for EAL students          | n/a                                             | EAL co-ordinator                  | EAL co-ordinator                         | EAL co-ordinator                                     | EAL co-ordinator                         |
| Collecting papers from main exam for SEND & Extra time students                           | n/a                                             | Designated MoS (Student Progress) | Designated MoS (Student Progress)        | Designated MoS (Student Progress)                    | Designated MoS (Student Progress)        |
| Setting out exam area (main exam location)                                                | Exam Officer                                    | Exam Officer                      | Exam Officer                             | Exam Officer                                         | Exam Officer                             |
| Setting out exam area (SEND & Extra time)                                                 | n/a                                             | Designated MoS (Student Progress) | Designated MoS (Student Progress)        | Designated MoS (Student Progress)                    | Designated MoS (Student Progress)        |
| Lining students up outside exam area, bringing them in and starting exam                  | AHT Transition / AHT Operations / Exams Officer | SLT / HoF or HoD                  | SLT (Ops or / HoL                        | SLT / HoL                                            | SLT / HoL                                |
| Bring students into the exam area and starting exam                                       |                                                 |                                   | AHT Operations & RSLs                    | AHT Operations & RSLs                                | AHT Operations & RSLs                    |
| Completing the exam register, collecting papers at end of exam and return to exam officer | Exam Officer                                    | Lead Invigilator                  | Lead Invigilator                         | Lead Invigilator                                     | Lead Invigilator                         |
| Returning papers / Registers to exam officer (SEND & Extra time)                          | n/a                                             | Designated MoS (Student Progress) | Designated MoS (Student Progress)        | Designated MoS (Student Progress)                    | Designated MoS (Student Progress)        |
| Posting exam papers                                                                       | Exam Officer                                    | n/a                               | Exam Officer                             | Exam Officer                                         | Exam Officer                             |

## Appendix 6

|                                                                                   |                               |                                        |
|-----------------------------------------------------------------------------------|-------------------------------|----------------------------------------|
|  | <b>Name of School</b>         | <b>Chace Community School</b>          |
|                                                                                   | <b>AUP review Date</b>        | <b>July 2020</b>                       |
|                                                                                   | <b>Date of next Review</b>    | <b>July 2021</b>                       |
|                                                                                   | <b>Who reviewed this AUP?</b> | <b>Infrastructure and Data Manager</b> |

|                                                                                                              |
|--------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>Acceptable Use Policy (AUP): Staff agreement form</b></li> </ul> |
|--------------------------------------------------------------------------------------------------------------|

Covers use of digital technologies in school: i.e. email, Internet, intranet and network resources, learning platform, software, equipment, social media and systems.

- I will only use the school's digital technology resources and systems for Professional purposes or for uses deemed 'reasonable' by the Head and Governing Body.
- I will not reveal my password(s) to anyone.
- I will follow 'good practice' advice in the creation and use of my password. If my password is compromised, I will ensure I change it. I will not use anyone else's password if they reveal it to me and will advise them to change it.
- I will not allow unauthorised individuals to access email / Internet / intranet / network, or other school / LA systems.
- I will ensure all documents, data etc., are saved, accessed and deleted in accordance with the school's network and data security and confidentiality protocols.
- I will not engage in any online activity that may compromise my professional responsibilities.
- I will only use the approved, secure email system(s) for any school business. (This is currently: gmail/egress)
- I will only use the approved school email, school Learning Platform or other school approved communication systems including social media with pupils or parents/carers, and only communicate with them on appropriate school business.
- I will not enter into social media relationships with students or past students under the age of 18.
- I will not browse, download or send material that could be considered offensive to colleagues.
- I will report any accidental access to, or receipt of inappropriate materials, or filtering breach to the appropriate line manager / school named contact.
- I will not download any software or resources from the Internet that can compromise the network, or are not adequately licensed.
- I will not publish or distribute work that is protected by copyright.
- I will not connect a computer, laptop or other device (including USB flash drive), to the network / Internet that does not have up-to-date anti-virus software, and I will keep any 'loaned' equipment up-to-date, using the school's recommended anti-virus, firewall and other ICT 'defence' systems.
- I will not use personal digital cameras or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home without permission.
- I will use the school's Learning Platform in accordance with school protocols.
- I will ensure that any private social networking sites / blogs etc that I create or actively contribute to are not confused with my professional role.
- I agree and accept that any computer or laptop loaned to me by the school, is provided solely to support my professional responsibilities and that I will notify the school of any "significant personal use" as defined by HM Revenue & Customs.
- I will access school resources remotely (such as from home) only through the LGfL / school approved methods and follow e-security protocols to access and interact with those materials.
- I will ensure any confidential data that I wish to transport from one location to another is protected by encryption and that I follow school data security protocols when using any such data at any location.

- I understand that data protection policy requires that any information seen by me with regard to staff or pupil information, held within the school's information management system, will be kept private and confidential, EXCEPT when it is deemed necessary that I am required by law to disclose such information to an appropriate authority.
- I will embed the school's e-safety curriculum into my teaching.
- I will alert the school's named child protection officer / relevant senior member of staff if I feel the behaviour of any child I teach may be a cause for concern.
- I will only use LA systems in accordance with any corporate policies.
- I understand that all Internet usage / and network usage can be logged and this information could be made available to my manager on request.
- I understand that it is my duty to support a whole-school safeguarding approach and will report any behaviour (of other staff or pupils), which I believe may be inappropriate or concerning in any way, to a senior member of staff / named child protection officer at the school.
- I understand that failure to comply with this agreement could lead to disciplinary action.

**PLEASE NOTE:**

A copy of these conditions is maintained on the school network available to all registered users.

The school reserves the right to alter or otherwise amend these conditions at any time in the light of changing circumstances. At least TWO WEEKS notice will be given using the weekly Staff Bulletin and the school network.

|                                                                                                              |
|--------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>Acceptable Use Policy (AUP): Staff agreement form</b></li> </ul> |
|--------------------------------------------------------------------------------------------------------------|

**User Signature**

I agree to abide by all the points above.

I understand that it is my responsibility to ensure that I remain up-to-date and read and understand the school's most recent e-safety policies.

I wish to have an email account; be connected to the Intranet & Internet; be able to use the school's ICT resources and systems.

Signature .....Date.....

Full Name..... (printed)

Job title .....

School .....

**Authorised Signature Head/Deputyteacher**

I approve this user to be set-up.

Signature ..... Date .....

Full Name ..... (printed)

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## Appendix 7

### Keeping Chace Under Review 2021/22

| Date     | Monitoring, self-evaluation and review activity                | Led by              | Findings to inform   |
|----------|----------------------------------------------------------------|---------------------|----------------------|
| 01.09.21 | Teacher appraisal joint observations begin (deadline 22.10.21) | Appraisers          | Appraisal objectives |
| 06.09.21 | SEF/CIP review meetings begin                                  | MLs/SLT             | CIP deadline 17.9.21 |
| 13.09.21 |                                                                |                     |                      |
| 20.09.21 |                                                                |                     |                      |
| 27.09.21 | Work scrutiny 1 – All year groups                              | HoDs/HoFs           | FB 18.11.21          |
| 04.10.21 |                                                                |                     |                      |
| 11.10.21 | Form Time learning walk 1                                      | HoLs/RSLs           | YB 8.11.21           |
| 18.10.21 |                                                                |                     |                      |
| 25.10.21 | Half Term                                                      |                     |                      |
| 01.11.21 | Year 11 and 13 data analysis and intervention fortnight        | MLs/RSLs            | Line management      |
| 08.11.21 |                                                                |                     |                      |
| 15.11.21 |                                                                |                     |                      |
| 22.11.21 | Staff, student and parent questionnaire                        | ME                  | Self-evaluation      |
| 29.11.21 | Challenge Partners Review                                      | MLs/SLT/CLT         | LDT/SDT 7.12.21      |
| 06.12.21 | Work scrutiny 2 – KS3, KS4, KS5 (mindful of Yr 11 PPEs)        | SLT/CLT/MLs         | FDT 13.12.21         |
| 13.12.21 |                                                                |                     |                      |
| 20.12.21 | Christmas Holidays                                             |                     |                      |
| 03.01.22 | KS3, Year 10 and 12 data analysis and intervention fortnight   | MLs/RSLs            | Line management      |
|          | Coaching fortnight: Session 1                                  | DS/All teachers/TAs | Appraisal            |
| 10.01.22 |                                                                |                     |                      |
| 17.01.22 | Year 13 data analysis fortnight                                | MLs/RSL             | Line management      |
| 24.01.22 | Form Time learning walk 2                                      | HoLs/RSLs           | YB 28.2.22           |
| 31.01.22 |                                                                |                     |                      |
| 07.02.22 |                                                                |                     |                      |
| 14.02.22 | Half Term                                                      |                     |                      |
| 21.02.22 | Year 11 data analysis fortnight                                | MLs/RSL             | Line management      |
|          | Coaching fortnight: Session 2                                  | All teachers/TAs    | Appraisal            |
| 28.02.22 |                                                                |                     |                      |
| 07.03.22 | Learning walk 2 (including Life Skills)                        | MLs/SLT/CLT         | FDT 28.3.22          |
| 14.03.22 |                                                                |                     |                      |
| 21.03.22 | Work scrutiny 3                                                | MLs/SLT/CLT         | FB 18.4.22           |
| 28.03.22 |                                                                |                     |                      |
| 01.04.22 | Easter Holidays                                                |                     |                      |
| 18.04.22 | KS3, 4 and 5 data analysis and intervention fortnight          | MLs/RSLs            | Line management      |
|          | Coaching Fortnight: Session 3                                  | DS/All teachers/TAs | Appraisal            |
|          | Staff, student and parent questionnaire                        | ME                  | Self-evaluation      |
| 25.04.22 | Form Time learning walk 3                                      | HoLs/RSLs           | YB 9.5.22            |
| 02.05.22 |                                                                |                     |                      |
| 9.05.22  | Learning walk 3 (including Life Skills)                        | MLs/SLT/CLT         | FDT 5.7.22           |
| 16.05.22 | Pupil Premium Review                                           | PJo                 | Self-evaluation      |
| 23.05.22 |                                                                |                     |                      |
| 30.05.22 | Half Term                                                      |                     |                      |
| 06.06.22 |                                                                |                     |                      |
| 13.06.22 | Coaching Fortnight: Session 4 (Next steps planning)            | DS/All teachers/TAs | Appraisal            |
| 20.06.22 |                                                                |                     |                      |
| 27.06.22 | Work scrutiny 4                                                | HoFs                | FDT 5.7.22           |
| 04.06.22 |                                                                |                     |                      |
| 11.07.22 |                                                                |                     |                      |

## Chace Community School Social Media Protocol



# Checklist for social media



- Check spelling, punctuation and grammar. If in doubt, please check with another member of staff.
- Do not use personal devices to take photographs of students.
- Do not download photographs to personal devices to upload onto social media.
- Check students over the age of 13 have given consent for pictures to be taken. If under 13, the consent needs to come from the parent.
- Do not have students' names with photograph.
- Do not use a student's full name under any circumstances.
- If celebrating a certificate or award, make sure, the name is not displayed on the certificate in the photograph.
- If re-tweeting, commenting or following from a personal social media account, please check your privacy settings are relevant and students are not able to see information and pictures that could damage your reputation or the reputation of the school.



- Faculty tablets should be used for social media purposes. Please do not log into any personal or school email accounts other than the faculty account.



If in doubt, please ask Chris Maunder

Management teams at Chace make use of Social Media platforms (Twitter, Facebook, Instagram etc) to communicate with staff, parents and students to provide information about news and events, celebrate success and signpost useful web-based information to inform learning.

All staff wishing to make use of Social Media at Chace should gain the permission of the Headteacher. A signed copy of this protocol is kept by the Headteacher, Line Manager of the area of the school to which the account is related, the School Network manager and the Online Safety co-ordinator.

### Expectations of Social Media Administrators

- Accounts should be set up using the member of staff's @chace.enfield.sch.uk account
- All account access information including logins and passwords are shared with a copy of this protocol
- Administrators are responsible for controlling access to the feed/group, ensuring that only community members/trusted accounts have access
- Administrators ensure that the content and use of the account complies with Chace's Safeguarding and E-safety policies, Chace Code of Safe Practice and Acceptable Use Policy
- Administrators should encourage all followers to comply to the relevant age requirements to the social media platform (Twitter and Facebook members users must be 13+)
- Administrators must ensure that images of students will only be used if permission has been granted by a Parent/Guardian. The name of a student must not appear with their image (See Safeguarding policy for more detail.)

- Administrators must monitor contributions and ensure that all comments/tweets meet expectations outlined in the Acceptable Usage Policy for both staff and students
- **Administrators will take action (including de-registering users) for inappropriate usage and must share all concerns with Line Manager/ SLT**

### Content

The Administrator overseeing an account may choose to 'follow' other feeds or group, to bring their posts to the attention of our community. These decisions should be based on relevance and usefulness to the school but will not mean we necessarily endorse any individual or organisation or any comments they make on Social Media platforms.

Chace's Twitter feeds will ordinarily, be updated and monitored during normal school hours. Responsibility for each 'feed' lies with a named member of staff.

Most online communities have their own rules and guidelines, which we will always follow. We reserve the right to remove any contributions that break the rules or guidelines of the relevant community.

Name of Social Media Group/Twitter Feed .....

Name of Staff Administrator .....

Login information.....

Signed

Headteacher

Social Media Administrator

Date:

### A PROTOCOL FOR THE PARTNERSHIP BETWEEN TEACHERS AND IN-CLASS SUPPORT

'Learning partnerships in classrooms are more likely to be effective if they offer forms of support and challenge to each partner. Learning itself means that some individuals have to take risks. They are more likely to take those risks if they have someone at their side to learn with them. A teacher and teaching assistant are in an ideal position to form a learning partnership as they work together, as part of the provision to meet students' needs. The two people in partnership will benefit from two key elements. These are **support** and **challenge**. The challenge provides forms of motivation and interest, while support helps the two partners to provide forms of moral, theoretical and practical help to one another. In addition there is recognition that whether they are a teacher or a TA they can learn from one another as well as together.' (Help in the classroom, 1999)

The successful deployment of support staff lies in understanding the nature of support that they can provide. This can be divided into four strands:

- Support for the student
- Support for the teacher
- Support for the curriculum
- Support for the school.

**Support for the student** is support for all students with whom support staff come into contact. Many staff are given specific responsibilities to work with individual children who have additional educational needs. Others support more generally within a classroom. Good practice is defined as:

- Fostering the **participation** of students in the social and academic processes of a school.
  - Supervising and assisting small groups of students in activities set by teachers
  - Developing students' social skills
  - Implementing behaviour management policies
  - Spotting early signs of bullying and disruptive behaviour
  - Helping the inclusion of all students
  - Keeping students on task.
- Seeking to enable students to become more **independent learners**
  - Showing interest
  - Assisting individuals in educational tasks
  - Freeing up the teacher to work with groups
  - Working with outside agencies
  - Modelling good practice
  - Assisting students with physical needs.
- Helping to **raise standards** of achievement for all students.
  - Being involved at whole class level
  - Helping implement lesson plans
  - Making possible more ambitious learning activities
  - Providing feedback to teachers.

**Support for the teacher.** The teacher plans lessons and directs learning. The support staff provide support to the teacher and through this to students and to the teaching of the curriculum. Support staff could be involved in starter and plenary sessions, assessing literacy and numeracy performance, and in supporting group work.

**Support for the curriculum** involves support staff supporting across the entire school curriculum. This enables support staff to gain a deeper knowledge of the successes and difficulties of the students they support. It also means that the teachers will need to support the staff by giving them the information needed to access the curriculum.

**Support for the school.** Support staff are not just part of the school, but are part of a team, and as such their remit includes translating school policies into practice and furthering the ethos of the school.

These four forms of support provided by the support staff are not separate but interdependent, and at any time staff may be involved in an activity in which two or more forms of support are being given.

### **Professional Ethos**

Teachers should set an ethos of professional regard for the support staff. Students quickly “pick up” on this. Support staff should always be introduced by name to the students. Support staff should feel positively welcomed into the lesson by the teacher, so setting the tone – a cue for students to follow. As part of the dialogue between staff, teachers should acknowledge the skills and training of support staff. Support contracts should be written by October half term, and updated as necessary.

### **Discipline**

It is the responsibility of all staff to enforce school rules and support the ethos of the school. Within the classroom, discussion should take place between the class teacher and support staff regarding methods of disciplinary intervention, and this should form part of the contract between those staff. Emphasis is therefore placed on the relationships between all members of staff.

### **Lesson Planning**

Lessons should be planned with support presence in mind. However, support staff have duties outside the classroom (eg exams, annual reviews, school trips etc). Support staff should inform the teacher if they know they are going to be absent from a lesson. Support staff should all have a copy of the current scheme of work. (Weekly lesson plans are thought to be impractical.) Time for liaison with the teaching staff to try to plan for greater inclusion is important before, during, and after the lesson.

### **Differentiated materials**

Best practice is to differentiate materials at point of planning, rather than at point of delivery. TAs could work with students with work that has been differentiated in advance by the teacher. Experienced TAs and support teachers should be able to differentiate the work themselves, according to the learning needs of the student. This would mean that work would need to be passed to them in advance of the lesson. Support staff should be able to work flexibly at different stages of the lesson. This could be part of the support contract.

### **Independent working**

Teachers should encourage support staff to ‘stand back’ from time to time to encourage independent working. This would, of course, depend on the nature of the task. Support staff could also work with/observe small groups of mixed ability students usually within the main classroom. Support staff will usually make a judgement about how long a task should take, and may only intervene when the student is running over time. Only tasks that remain difficult for the student to accomplish are carried out by the support staff as a matter of routine. Contracts are written between teachers and support staff, negotiating levels of support needed and independence possible.

### **Developing feedback mechanisms**

The aim of the partnership is to enhance the learning of our students.

Use of support staff will be monitored and deployed by the SENCo and Student Progress Manager. As part of the contract written between teacher and support staff, support is usually targeted specifically for up to four students in each class. Contracts should be regularly reviewed to check that the level and type of support remains appropriate. Support staff monitor students in a variety of settings – both formally and informally. Support strategies should be shared with all teachers. Good teamwork enables support staff to contribute fully to information held on students, including the nature of the difficulties that hamper students’ progress. Support staff feedback provides information that is valuable in planning future work.

### **Health and Safety**

Support staff must have health and safety training where appropriate.





|                             |                                                                                                                                                                                                                                                        |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Blazer                      | Compulsory— Black with School Badge                                                                                                                                                                                                                    |
| Skirt                       | Black, white and red check kilt – below the knee length.                                                                                                                                                                                               |
| Trousers                    | Full length black tailored trousers NOT LEGGINGS, STRETCH MATERIAL or SKI PANTS & NO HIPSTERS OR DENIM. If a belt is worn, it must be plain and black.                                                                                                 |
| Black Tailored Smart Shorts | Black tailored shorts in a trouser material, knee length can be worn in the Summer term only.                                                                                                                                                          |
| Tie                         | School tie – For Year 7 starting in September 2021 a red stripe will be below the ‘Enfield’ emblem.                                                                                                                                                    |
| Shirt                       | Plain white shirt type only                                                                                                                                                                                                                            |
| Jumper                      | Black v-neck with red “Enfield” emblem. Hooded and other sweatshirts are strictly forbidden and will be confiscated if worn to school.                                                                                                                 |
| Cardigan                    | Plain black                                                                                                                                                                                                                                            |
| Socks & Tights              | Plain white or black. If tights are worn they should be black, not leggings, and 30 denier or above.                                                                                                                                                   |
| Shoes                       | Black leather-look lace-ups or loafers in a traditional style, without decoration. Maximum heel height is 1 inch. <i>Boots (over the ankle), trainers, open back shoes and canvas shoes are not acceptable and must NOT be worn to school.</i>         |
| Hair                        | Hair should be of a natural colour. If hair is tied up or back, this should be with plain black, white or red fastenings. Long hair must be tied up for PE, Science and Technology. If head-scarves are worn they should be plain black, red or white. |

| <b>UNISEX PE KIT</b>                                                                             |                                                    |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Short Sleeve PE top                                                                              | Compulsory - Black with red piping with Chace logo |
| Shorts or skort                                                                                  | Compulsory - Black with silver reflective piping   |
| Football socks                                                                                   | Compulsory - Red                                   |
| Trainers                                                                                         | Suitable for indoor and outdoor use                |
| Gumshield                                                                                        | For rugby                                          |
| <b>THE FOLLOWING ARE OPTIONAL</b>                                                                |                                                    |
| ¼ Zip Tracksuit top                                                                              | Black with red piping with Chace logo              |
| Tracksuit bottoms                                                                                | Black with silver reflective piping                |
| Football boots                                                                                   | For football and rugby lessons                     |
| <b>ALL ITEMS OF SCHOOL UNIFORM AND PROPERTY SHOULD BE CLEARLY MARKED WITH THE STUDENT'S NAME</b> |                                                    |



**Commitment to Learning  
High Expectations  
All Can Succeed  
Confidence and courage  
Everyone valued equally**

## **WHISTLEBLOWING POLICY**

**(The Reporting of Malpractice and Improper Conduct)**

**FOR EMPLOYEES AND WORKERS IN MAINTAINED SCHOOLS, PRUs,  
ACADEMIES AND OTHERS**

**3rd Edition October 2017  
(Replaces September 2013 [revised May 2017] Edition)**



**INVESTOR IN PEOPLE**

# **WHISTLEBLOWING POLICY AND PROCEDURES**

## **(The Reporting of Malpractice and Improper Conduct)**

**FOR EMPLOYEES AND WORKERS IN MAINTAINED SCHOOLS, PRUs, ACADEMIES AND OTHERS**

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# **WHISTLEBLOWING POLICY AND PROCEDURES**

## **(The Reporting of Malpractice and Improper Conduct)**

### **FOR EMPLOYEES AND WORKERS IN MAINTAINED SCHOOLS, PRUs, ACADEMIES AND OTHERS**

#### **IMPORTANT NOTE RELATING TO TERMINOLOGY USED IN THIS DOCUMENT**

This policy and procedure document may be adopted by maintained schools, PRUs, Academies, Free schools and/or other independent schools. Therefore, where the words '**Headteacher**', '**Governing Body**', '**Governors**' or '**school**' are used in this document, this should also be interpreted (and can be adapted) to mean, or read, Principal, Chief Executive, Head of School, Proprietor, PRU Management Committee, Members, Directors, Board of Trustees, Local Governing Body, Governing Board, PRU, Academy or Academy Trust etc., as relevant to the type of school and structure in place.

Words shown in *italics* throughout this document may, therefore, be replaced by the relevant terminology from the above, or otherwise adapted appropriately.

## **1. INTRODUCTION**

Employees or workers bringing information about serious malpractice or wrongdoing to the attention of their employers or a relevant organisation are protected in certain circumstances under the Public Interest Disclosure Act (PIDA) 1998. This is commonly known as 'blowing the whistle'.

The law that protects whistleblowers is for the public interest – so people can speak out if they find malpractice in an organisation. Blowing the whistle is more formally known as 'making a disclosure in the public interest'. For a disclosure to be protected by the provisions of the PIDA 1998, as amended, and including also provisions implemented under the Enterprise and Regulatory Reform Act 2013, it must relate to serious matters that 'qualify' for protection.

*The Governors* are committed to developing and maintaining the highest possible behavioural standards and a culture encouraging openness, probity and accountability of all employees, workers and contractors. This Whistleblowing Policy provides a framework to enable and encourage you to raise and report, or 'disclose', genuine concerns regarding any relevant aspect of the *school's* work. The Policy aims to reassure you that you will be protected from possible reprisals or detriment if you have a reasonable belief that any disclosure you make is true.

## **2. WHO THE WHISTLEBLOWING POLICY APPLIES TO**

This Whistleblowing Policy applies to all employees, inc. apprentices, trainees and work experience placements, *governors* and volunteers. It also covers contractors working for the *school* on *school* premises, for example, agency workers and consultants, as well as suppliers and any organisations providing services under a contract with the *school* on their own premises.

Note that workers who are not employees cannot claim unfair dismissal due to blowing the whistle but, because of the protection afforded, they can claim 'detrimental treatment'.

The Policy does not cover other persons such as members of the public or parents. The *school* has a separate Complaints Procedure in place for use by those persons not connected with the *School* through their own employment, work, training or provision of services.

## **3. MATTERS COVERED BY THE WHISTLEBLOWING POLICY**

The Policy is intended to cover the most serious concerns about malpractice that fall outside the scope of other procedures.

'Qualifying Disclosures', i.e. disclosures or the reporting of serious concerns that afford an employee/worker protection in law, are disclosures of information where the employee/worker reasonably believes that one or more of the following is either happening, has taken place, or is likely to happen in the future and that disclosure is in the public interest:

- The unauthorised use, or misuse, of public funds
- A failure to comply with a legal obligation
- Conduct which is an offence or breach of the law
- Possible fraud and corruption (e.g. financial fraud or mismanagement, public examination fraud)
- Possible acts of bribery
- Serious Health and Safety risks, including risks to pupils and the public, as well as other employees/workers
- Damage to the environment
- Safeguarding or Child Protection matters
- Any conduct which may damage the *School's* reputation
- Miscarriages of justice
- Other unethical conduct
- Deliberate concealment of information relating to any of the above.

*This list is not necessarily exhaustive. (See also 4. below).*

#### **4. MATTERS NOT COVERED BY THE WHISTLEBLOWING POLICY**

The wrong doing, or malpractice, being disclosed **must be 'in the public interest'**. There is no specific definition of what is meant by 'in the public interest'. However, the matter cannot relate solely to the individual who is raising it. It must adversely affect, or threaten, others. This could mean pupils, parents or the public in general, for example. It could also be interpreted as including other employees/workers depending on all the factors involved. This may be the case only if a significant number are affected and will depend also upon the nature of the interests affected, the nature of the wrongdoing disclosed, even the identity of the alleged wrongdoer may be relevant - the more prominent s/he is, the more likely it is that the disclosure will be in the public interest. All the circumstances of the case would need to be considered to decide if the matter is in the public interest generally.

However, a **Disclosure may not be made for purely private matters, such as a problem with the individual's own employment terms or contract.**

##### **Other matters the Whistleblowing Policy does NOT normally cover**

- **The general behaviour of another employee** (i.e. behaviour that does not fall within the types of malpractice listed in 3. above). Employees should refer a complaint about another employee's behaviour to his/her Line Manager or otherwise pursue the matter through the *school's* Grievance Procedure.
- **Concerns relating to another employee's/worker's performance or capability.** There are other, more appropriate, procedures in place for management to address such issues.
- **Matters relating to the abuse or neglect of an adult at risk.** Such concerns should be referred to the Enfield Adult Abuse Line: Telephone 020 8379 5212. (Note that ***Child Protection concerns*** are covered in the next section of this document. See 5. (a) and (b) below).

- Matters that would normally be dealt with by the *London Borough of Enfield's/the school's collective bargaining arrangements* with its recognised Trade Unions/Professional Associations. These should be reported, as appropriate, to:
  - the **GMB** 020 8379 6138/3147 or email: [branch@gmbenfield20.org.uk](mailto:branch@gmbenfield20.org.uk)
  - **UNISON** (schools) 020 8379 4047 or email: [schools@enfieldunison.co.uk](mailto:schools@enfieldunison.co.uk)
  - **UNITE** (North London District Office) 020 8800 0151
  - \*\*The National Education Union (NEU) **NUT** Section (Enfield) 020 8443 7072 or email: [office@enfieldnut.org.uk](mailto:office@enfieldnut.org.uk) or [secretary@enfield.nut.org.uk](mailto:secretary@enfield.nut.org.uk)
  - \*\*The National Education Union (NEU) **ATL** Section (Enfield) 020 8961 2251
  - **NASUWT** (Greater London) 020 7490 6130 or email: [rc-london@mail.nasuwt.org.uk](mailto:rc-london@mail.nasuwt.org.uk)
  - **VOICE** (Head Office, Derby) on 01332 372 337 or email: [contact@voicetheunion.org.uk](mailto:contact@voicetheunion.org.uk)
  - **NAHT** (General Enquiries) on 0300 30 30 333 or email: [info@naht.org.uk](mailto:info@naht.org.uk)
  - **ASCL** (Head Office, Leicester – General Enquiries) on 0116 2991122 or email: [info@ascl.org.uk](mailto:info@ascl.org.uk)

Alternatively, you may wish to contact your Professional Association/Trade Union's local School or Branch Representative in the first instance.

*\*\* The NUT and ATL merged to become the National Education Union (NEU) with effect from 1<sup>st</sup> September 2017.*

- **Complaints from the public that relate to the standard of service delivered by the school or the school's Contractors.** These should be reported through the *school's* Complaints Procedure.

## **5. HOW TO RAISE A CONCERN**

### **(a) PRIOR to raising a concern**

- (i) **Where there are concerns relating to a child protection matter**, action should be taken in accordance with the Child Protection Policy and any other advice and guidance set out by the Local Safeguarding Children Board (LSCB) and the Department for Education (DfE).

Statutory guidance issued by the **DfE** includes '**Working Together to Safeguard Children**' and '**Keeping Children Safe in Education**' (KCSIE). The relevant DfE website page can be located at: <https://www.gov.uk/government/collections/statutory-guidance-schools#safeguarding-children-and-young-people>

The website for the local **Enfield Safeguarding Children Board (ESCB)** can be visited at: <http://www.enfield.gov.uk/enfieldlscb/>. Advice and policies specifically for professionals and volunteers can be located at the link: [http://www.enfield.gov.uk/enfieldlscb/info/8/professionals\\_and\\_volunteers/21/protocols](http://www.enfield.gov.uk/enfieldlscb/info/8/professionals_and_volunteers/21/protocols)

#### **Specifically in relation to making a disclosure under this Whistleblowing Policy:**

**Where any concerns you may have are about the behaviour of another employee/worker in relation to a child protection matter**, you should raise them as described under **(b)** below.

#### **OR OTHERWISE**

**For other concerns that are NOT about the behaviour of another employee/worker in relation to a child protection matter**, you should raise them under **(c)** below.

- (ii) **If you are a member of a Professional Association or Trade Union**, it may have in place a Code, or rules, which set out how members should act in relation to raising concerns involving colleagues and/or in relation to dealings with colleagues in general. You are advised, in these

circumstances, to familiarise yourself with any such Code or rules or contact your Professional Association or Trade Union for further advice before taking action. In any event, you may wish to consult your Professional Association/Trade Union for advice and support prior to raising a concern.

**(b) How To Raise a Concern about the Behaviour of another Employee/Worker in relation to a Child Protection Matter**

Part One of the statutory DfE guidance 'Keeping Children Safe in Education' (KCSIE) provides advice on what school staff should do if they have concerns about another staff member. (For this purpose, this should also be taken to include any other trainees, workers, volunteers, governors or others providing services to the *school*). In these circumstances:

- Any employee, worker or other person to whom this policy and procedure applies who has a concern(s) about another member of staff/worker/trainee at, or providing services to the *school*, should immediately, or at the earliest possible opportunity, refer the matter to the *Headteacher*.

Where it is decided that it meets the threshold of harm/risk of harm and is, therefore, an allegation, the *Headteacher* will report to the Local Authority Designated Officer (LADO)<sup>1</sup> – sometimes just known as the Designated Officer (DO) - within one working day. (If appropriate, the Police should also be notified within one working day – or immediately, if necessary).

- If the concerns relate to the *Headteacher*, the matter should instead be reported to the *Chair of Governors*. The *Chair of Governors* will then report to the LADO (and Police, as appropriate) in the above circumstances.
- *In the event of an allegation being made against the Headteacher, where the Headteacher is also the sole proprietor of an Independent school, allegations should be reported directly to the LADO.*

Employees/workers or any other persons to whom this policy and procedure applies may consider discussing any concerns with the *school's* designated safeguarding lead and make any referral via him/her.

Following the raising of a concern under this heading, further action will be taken in accordance with the procedures in place for addressing child protection matters. The referrer of the matter will be informed as appropriate.

It is hoped that concerns raised can be dealt with through these channels other than in exceptional circumstances. However, where you consider that your genuine concerns have not been satisfactorily resolved, or are not being addressed, other whistleblowing channels set out in 13. below, 'Taking Your Concerns Further – External Contacts'. (Note that *Ofsted* will normally address whistleblowing referrals about a Local Authority's general safeguarding arrangements. However, *Ofsted* does not have the authority to investigate or follow up whistleblowing concerns relating to individual cases, except where they provide evidence of more widespread or systematic failure).

**(c) How To Raise a Concern that is NOT about the behaviour of another Employee/Worker in relation to a Child Protection matter**

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<sup>1</sup> The role of the LADO is set out in the statutory guidance 'Working Together to Safeguard Children' and governed by the Authorities duties under section 11 of the Children Act 2004. The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has behaved in a way that has harmed, or may have harmed, a child or possibly committed a criminal offence against or related to a child; or behaved towards a child or children that indicates he or she would pose a risk of harm to children. The LADO is responsible for managing and overseeing individual cases from all agencies, providing advice and guidance to employers and voluntary organisations around allegations and concerns, chairing strategy meetings (known as 'Allegations against staff and Volunteers' [ASV] meetings in the London Child Protection Procedures), ensuring a fair and consistent process, monitoring progress of cases to ensure they are dealt with as quickly as possible and ensuring the child's voice is heard and that s/he is safeguarded.

**When raising your concern** you may wish to take advice on the matter from any of those listed in the section below or discuss your concerns with a colleague first. It is advisable that you report your concern as early as possible. A significant delay in reporting the matter may make the subsequent investigation difficult to pursue.

## **Step 1**

As a first step, you should normally report any concerns to **your Line Manager or his/her Manager**.

**It is always preferable for concerns to be raised in writing.** Where this is the case, the following details should be included wherever possible:

- Name and contact details
- Background and history, names and relevant dates and the reasons why you are particularly concerned about the situation
- Whether you wish your name to remain confidential (see also Page 10 below, 'Your Confidentiality')
- Whether you want feedback
- The names and roles of any employees or others who may support your concern(s).

**If you feel hesitant about putting your concerns in writing at this stage**, you should speak to the manager to whom you wish to make the report and arrange to meet with him/her. However you may be asked to put the details in writing at a later stage.

## **Step 2**

If you feel the matter is extremely serious, sensitive or involves your Line Manager or their Manager, you may report the matter, in the manner set out in Step 1 above, directly to **the Headteacher or the Chair of Governors**, as appropriate.

## **Step 3**

If these channels have been followed and you still have concerns, or if you feel that the matter is so serious that you cannot discuss it with any of the above, then you should contact:

| Contact for Employees/Workers in Maintained Schools                         |
|-----------------------------------------------------------------------------|
| Tony Theodoulou, Executive Director of Children's Services on 020 8379 4610 |
| Contact for Employees/Workers in Academies/Free/Other Independent Schools   |
| <i>Academies and others to insert relevant contact details</i>              |

## **Step 4**

If you are not confident in approaching any of the named persons in steps one to three then, in order to raise your concern, you can at any stage contact:

| Contacts for Employees/Workers in Maintained Schools                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jayne Middleton-Albooye, Acting Assistant Director, Legal and Governance Services, Chief Executive's Service on 020 8379 6431 or e-mail <a href="mailto:Jayne.Middleton-Albooye@enfield.gov.uk">Jayne.Middleton-Albooye@enfield.gov.uk</a> |
| <b><u>OR</u></b>                                                                                                                                                                                                                           |

Christine Webster, Head of Internal Audit and Risk Management on 020 8379 5837  
or e-mail [Christine.webster@enfield.gov.uk](mailto:Christine.webster@enfield.gov.uk)

**Contacts for Employees/Workers in Academies/Free/Other Independent Schools**

*Academies and others to insert relevant contact details*

**NOTE RELEVANT TO COUNCIL OFFICERS RECEIVING A DISCLOSURE FROM EMPLOYEES/WORKERS IN MAINTAINED SCHOOLS** - Officers receiving a report under this section should notify the Audit and Risk Management Service of the report as soon as possible so that the Council meet their requirements to keep a central record of whistleblowing concerns raised.

**NOTE FOR ACADEMIES (inc. Free Schools [and others as relevant])** – Academies must be aware of any related requirements set out in their Funding Agreements and the Academies Financial Handbook. They also have a specific responsibility for notifying the Education and Skills Funding Agency (ESFA) of certain instances of fraud, theft and/or irregularities.

## **6. HOW THE MATTER WILL BE HANDLED**

Once you have raised your concern, an initial assessment will be made to determine what action needs to be taken. This may involve an internal inquiry or a more formal investigation. Do not forget that testing out your concerns is not the same as either accepting or rejecting the concern.

**Where appropriate, the concerns raised may:**

- be investigated internally by management, inc. *Governors (or by Officers from the London Borough of Enfield, where appropriate)* and/or through the disciplinary process;
- be referred to the Police or another appropriate agency such as Her Majesty's Revenue and Customs (HMRC) or United Kingdom Visas and Immigration (UKVI);
- be referred to the external auditor, or ESFA in relation to an Academy; or
- form the subject of an independent inquiry, or investigation by Ofsted.

(NB. Concerns raised under 5. (b) above will be dealt with in accordance with the relevant Child Protection procedures)

**When you raise your concern you may be asked how you think the matter might best be resolved.** You will also be required to disclose any personal interest in the matter at the outset.

**Any concerns that should be dealt with through another procedure, such as the Grievance Procedure, will be redirected.** Some concerns may be resolved by agreed action without the need for investigation. If urgent action is required this will be taken before any investigation is conducted.

**You will be advised of the person responsible for handling the matter,** how you can contact them and whether further assistance is required. Where requested, you will receive a letter summarising your concern and proposed actions to be taken.

Whilst the purpose of this Policy is to enable possible malpractice to be investigated and to take appropriate steps to deal with it, **you will be given as much feedback as permissible.** Please note, however, that it may not be possible to tell you the precise action being taken where this would infringe a duty of confidence owed to another party.

**It should be noted that where a concern raised is linked to a potential redundancy, disciplinary and/or other managerial issue these processes will continue in parallel with the investigation of the alleged wrongdoing** and will not prevent any subsequent action being pursued through to conclusion. This principle is not intended to prevent employees/workers from raising concerns.

**Where employees/workers have genuine concerns about potential wrongdoing they are expected to raise these concerns at the earliest opportunity** and not raise these in response to other managerial actions being instigated.

**In all cases, when a concern is raised, the responsible person will write to you:**

- Acknowledging that the concern has been received
- Indicating how we propose to deal with the matter
- Providing an estimated timeframe to provide a final response
- Advising whether any initial enquires have been made
- Supplying you with information on staff support mechanisms, and
- Informing you if further investigations will take place and, if not, why not.

**In circumstances where you are asked to attend any meeting(s) relating to the concern(s) you have raised, you may find it helpful to be accompanied by:**

- a local area or regional official of a Trade Union/Professional Association;
- a workplace Trade Union/Professional Association Representative, as long as s/he has been reasonably certified in writing by their union as having experience of, or having received training in, acting as an employee's companion at such meetings. Certification may take the form of a card or letter; or
- a work colleague.

## **7. IF YOU ARE DISSATISFIED**

Whilst it cannot be guaranteed that you will receive a response to all matters in the way that you might wish, the matter will be handled fairly and in accordance with this policy. If you are dissatisfied with the response you receive it may be appropriate to seek external advice (see 13. below).

## **8. ASSURANCES TO YOU**

*The Governors* are committed to the Whistleblowing Policy and recognise that the decision to report a concern can be a difficult one to make. If you raise what you reasonably believe to be a genuine concern under this Policy, in the public interest, you will be protected from possible reprisal or victimisation. In these circumstances, it does not matter if you are mistaken, no action will be taken against you. Of course, we do not extend this assurance to someone who maliciously raises a matter they know is untrue. If you make an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against you.

## **9. STATUTORY PROTECTION**

The Public Interest Disclosure Act 1998, as amended, and including provisions implemented under the Enterprise and Regulatory Reform Act 2013, establishes your right to speak out about malpractice. The legislation provides individuals with protection from victimisation by others, dismissal or any other detriment, provided they follow the correct procedure, they reasonably believe that what they have reported is either happening, has taken place, or is likely to happen in the future and that disclosure is in the public interest.

An employee/worker will have to show three things to claim Public Interest Disclosure Act protection:

1. That s/he made a disclosure
2. That s/he followed the correct disclosure procedure
3. That s/he was dismissed or suffered a detriment as a result of making the disclosure.

A tribunal has the power to reduce any compensation by up to 25% if it thinks the disclosure was made in "bad faith".

Please be aware that, if you report your concerns to the media, in most cases you will lose your whistleblowing legal rights.

## **10. VICTIMISATION, BULLYING OR HARASSMENT**

Employees/workers need to be aware that they must not in any way mistreat a whistleblower by subjecting them to detriment, victimisation, bullying, or harassment. The *Governors* will not tolerate any form of victimisation, bullying or harassment (including informal pressures) from your colleagues, peers, managers, or from external sources, and will take appropriate action to protect you when you raise what you believe to be a genuine concern in the public interest.

If you consider that you have been, are being, or are likely to be victimised, dismissed, made redundant or made to suffer some other detriment as a result of making a report under this procedure, you should report your concerns as set out under any of the Steps 1 to 4 above, as appropriate to the circumstances. The matter will then be dealt with as a new referral under this procedure.

Any investigation into allegations of malpractice will not influence, or be influenced by, any disciplinary, capability or redundancy procedures that already affect you.

## **11. YOUR CONFIDENTIALITY**

It is recognised that you may want to raise a concern in confidence under this Policy. If you ask for your identity to be protected, it will not be disclosed without your consent. If the situation arises where the concern cannot be resolved without your identity being revealed (for example where you are needed to come forward as a witness or to give evidence in court), it will be discussed with you about whether and how the matter can proceed.

## **12. ANONYMOUS ALLEGATIONS**

Concerns expressed anonymously are much less powerful but will be considered at the discretion of the *Governors or the London Borough of Enfield*, as appropriate. In exercising this discretion, the factors to be taken into account would include:

- the seriousness of the issues raised;
- the credibility of the concern; and
- the likelihood of confirming the allegation from attributable sources.

Remember - if you do not state who you are, it will be much more difficult for the matter to be investigated, for your position to be protected or for you to receive feedback. Please note that neither the *Governors nor the London Borough of Enfield* will respond, or provide feedback, to unattributable email addresses.

## **13. TAKING THE MATTER FURTHER – EXTERNAL CONTACTS**

The aim of this policy is to provide an internal mechanism for reporting, investigating and putting right any wrongdoing in the workplace. **It is hoped that, in the majority of cases, you will not find it necessary to refer the matter to an external contact. You are strongly encouraged to seek advice before reporting a concern to an external body.** However, if the steps within this policy do not provide a suitable resolution, there are other whistleblowing channels available to you provided that you have supporting evidence. There are also organisations that can provide general advice. As appropriate to the circumstances, such organisations include, for example, those listed overleaf.

| EXTERNAL CONTACT                                                                                             | TYPE OF ISSUE  |
|--------------------------------------------------------------------------------------------------------------|----------------|
| <b>Public Concern at Work (PCAW)</b><br>Website: <a href="http://www.pcaw.org.uk">http://www.pcaw.org.uk</a> | General Advice |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Whistleblowing Advice Line 020 7404 6609; General Enquiries 020 317 2520<br>Email: UK Advice Line <a href="mailto:whistle@pcaw.org.uk">whistle@pcaw.org.uk</a>                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                    |
| <b>Citizens Advice Bureau</b><br>There are various ways to contact Citizens Advice. Visit the website to find out more details: <a href="https://www.citizensadvice.org.uk/about-us/contact-us/">https://www.citizensadvice.org.uk/about-us/contact-us/</a>                                                                                                                                                                                                                                                                                                                                | General Advice                                                                                                     |
| <b>NSPCC</b><br>Whistleblowing Helpline 0800 028 0285 (8am to 8pm Mon-Fri)<br>Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a><br>Write to: NSPCC, Weston House, 42 Curtain Road, London. EC2A 3NH                                                                                                                                                                                                                                                                                                                                                                          | Child Protection and Welfare                                                                                       |
| <b>Ofsted</b><br>Whistleblowing Hotline 0300 123 3155 (8am to 6pm Mon-Fri)<br>Email: <a href="mailto:whistleblowing@ofsted.gov.uk">whistleblowing@ofsted.gov.uk</a><br>Write to: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester. M1 2WD<br><br>**Policy and guidance document can be located at:<br><a href="https://www.safeguardingschools.co.uk/wp-content/uploads/2015/04/Whistleblowing_to_Ofsted_about_Safeguarding_LAs_April_2014.pdf">https://www.safeguardingschools.co.uk/wp-content/uploads/2015/04/Whistleblowing_to_Ofsted_about_Safeguarding_LAs_April_2014.pdf</a> | Local Authority general Safeguarding Arrangements**                                                                |
| <b>Health and Safety Executive (HSE)</b><br>Tel 0300 003 1647<br>Visit the website for further information and ways to contact HSE<br><a href="http://www.hse.gov.uk/contact/whistleblowers.htm">http://www.hse.gov.uk/contact/whistleblowers.htm</a>                                                                                                                                                                                                                                                                                                                                      | Health and Safety Matters                                                                                          |
| <b>Environment Agency</b><br>Incident Hotline 0800 80 70 60 (24 hour service)<br>For more information and details of incidents covered, visit the website:<br><a href="https://www.gov.uk/report-an-environmental-incident">https://www.gov.uk/report-an-environmental-incident</a>                                                                                                                                                                                                                                                                                                        | Environmental Matters                                                                                              |
| <b>Information Commissioners Office (ICO)</b><br>Helpline 0303 123 1113 Email: <a href="mailto:casework@ico.org.uk">casework@ico.org.uk</a><br>For further information visit the website at: <a href="https://ico.org.uk/concerns">https://ico.org.uk/concerns</a>                                                                                                                                                                                                                                                                                                                         | Data Protection matters                                                                                            |
| <b>Her Majesty's Revenue and Customs (HMRC)</b><br>Write: HMRC Fraud Hotline, Cardiff CF14 5ZN Tel: 0800 788 887<br>Website: <a href="http://www.gov.uk/government/organisations/hm-revenue-customs/contact/reporting-tax-evasion">www.gov.uk/government/organisations/hm-revenue-customs/contact/reporting-tax-evasion</a><br>General contact information can be located at the website:<br><a href="https://www.gov.uk/contact-hmrc">https://www.gov.uk/contact-hmrc</a>                                                                                                                 | Financial Irregularities                                                                                           |
| <b>The Comptroller and Auditor General</b><br>To make a disclosure to the Comptroller and Auditor General 020 7798 7999<br>Write to: The Comptroller and Auditor General, National Audit Office, 157-197 Buckingham Palace Road, London. SW1W 9SP<br>The website page can be located at:<br><a href="https://www.nao.org.uk/contact-us/whistleblowing-disclosures/">https://www.nao.org.uk/contact-us/whistleblowing-disclosures/</a>                                                                                                                                                      | The Conduct of Public Business, Value for Money, Fraud and Corruption relating to the provision of Public Services |
| <b>Grant Thornton (The London Borough of Enfield's Appointed Auditor)</b><br>General Number 020 7383 5100; Email: <a href="mailto:website.enquiries.general@uk.gt.com">website.enquiries.general@uk.gt.com</a><br>Write: Grant Thornton House, Melton Street, Euston Square, London. NW1 2EP;<br>Website: <a href="http://www.grantthornton.co.uk/">http://www.grantthornton.co.uk/</a>                                                                                                                                                                                                    | Public Sector Finance matters or Financial Irregularity                                                            |
| <b>The Police</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Criminal Offences                                                                                                  |
| <b>Education and Skills Funding Agency (ESFA)</b><br>Cheylesmore House, 5, Quinton Road, Coventry. CV1 2WT<br>Tel: 0845 377 5000                                                                                                                                                                                                                                                                                                                                                                                                                                                           | In relation to Academies, intervenes if there is risk of failure or mismanagement of public funds                  |
| <b>Other relevant Professional Bodies or Regulatory Organisations; Relevant Voluntary Organisations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                    |

**NB.** See link overleaf for a full list of prescribed persons and bodies for making a disclosure.

**IMPORTANT NOTE:** If you decide that you need to make a disclosure to a prescribed person other than your employer, you must make sure you have chosen the correct person or body for your issue.

**A full list of prescribed persons and bodies that you can make a disclosure to** can be found on the following link: <https://www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies>

October 2018



## **EVOLVE - User guide for 'Staff' user**

### **Purpose of this document**

This document is aimed at new 'Staff' users to EVOLVE. Please note, Evolve forms must be completed and submitted with all the necessary attachments before letters can go out to students.

Log in with your username and password (as issued by the Finance Office) at

[https://evolve.edufocus.co.uk/evco6/evchome\\_public.asp?domain=enfieldvisits.org](https://evolve.edufocus.co.uk/evco6/evchome_public.asp?domain=enfieldvisits.org)

### **How to complete a Visit Form (i.e. enter a visit).**

1. Click the "Visits" link on the home page or the main menu at the top of the screen.
2. Click "Add New Visit"
3. Enter a name for the visit, and then click "Continue"
4. A blank visit form has now been created within your account
5. You can now start to fill in the Visit Form. The sections of the form have been arranged into a logical order, simply fill in the details on the screen and then click "Continue" to save the section and move directly to the next relevant section. **Please ensure that an 'LOtC' badge is held by the venue you wish to use for any adventurous activities. If the venue does not hold this badge you will not be able to proceed.**
6. Documents that must be attached: Completed Generic Risk Assessment & Event Specific Risk Assessment, itinerary and letter to Parents.

### **How to add details of qualifications/awards held.**

1. Click on the "My Details" option in the main menu at the top of the screen
2. Click on the "Awards" button
3. Click on the "+ Award" button
4. A list of awards (qualifications) will be displayed. Click on the name of the qualification that you want to add to your account, or click on the top option to add a qualification that is not listed.
5. Enter the name of the qualification and the award/expiry dates.
6. Click "Continue".
7. The award has now been added to your account.

### **Uploading a copy of a qualification**

1. Click on the "Upload" button for the appropriate qualification.
2. Enter a suitable title for the qualification that you are attaching.
3. Click on the "Browse" button and locate the copy of the qualification.
4. Click "Continue" to upload the file.

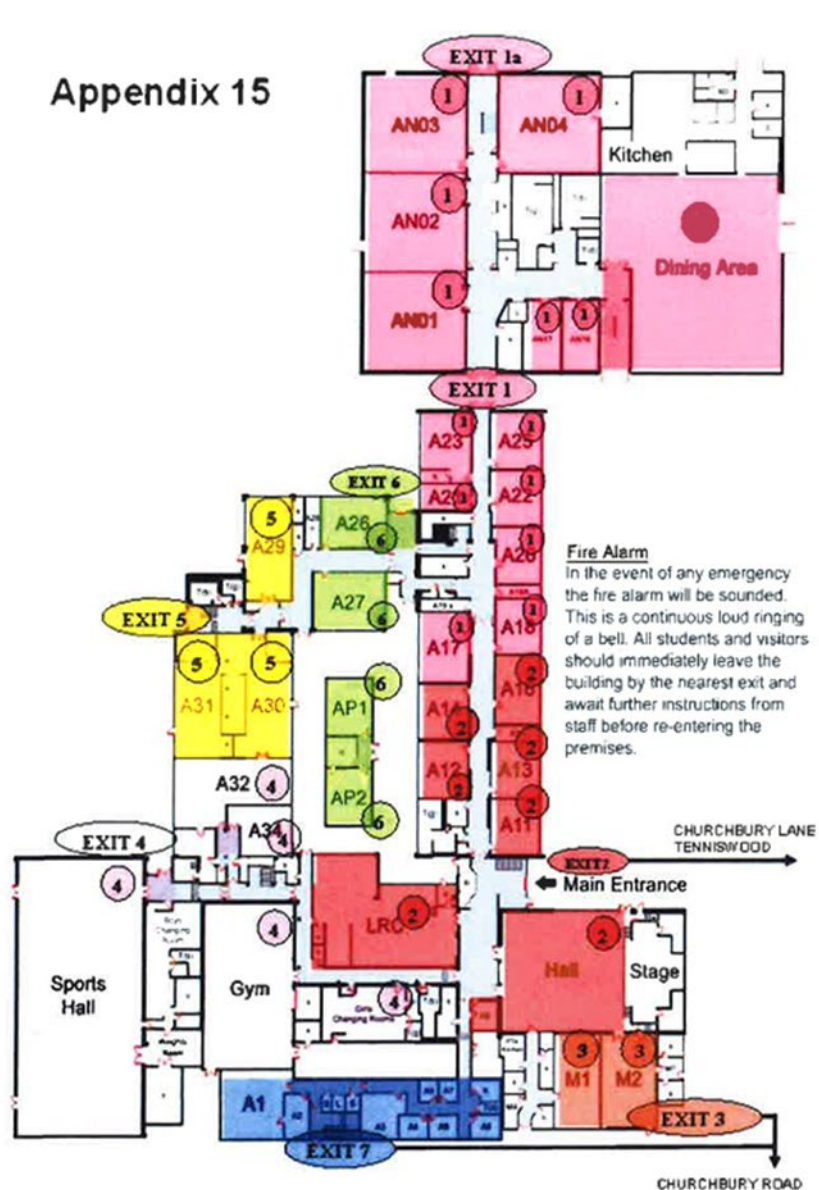
### **Removing a Qualification from your account**

1. Click on the "Remove" button for the appropriate qualification .
2. Click "Remove" to confirm that you want to remove the qualification and all of its attachments.

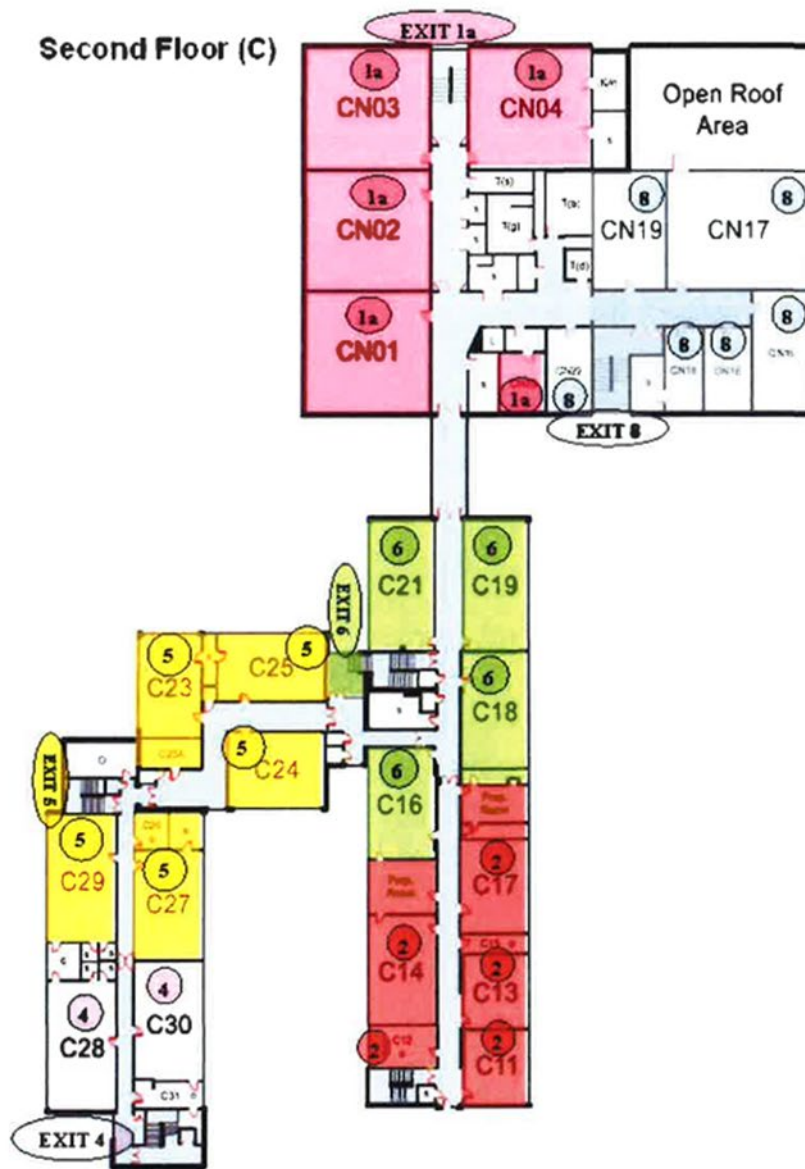
For all other topics refer to the **[Help]** pages on EVOLVE or contact the Finance Office.



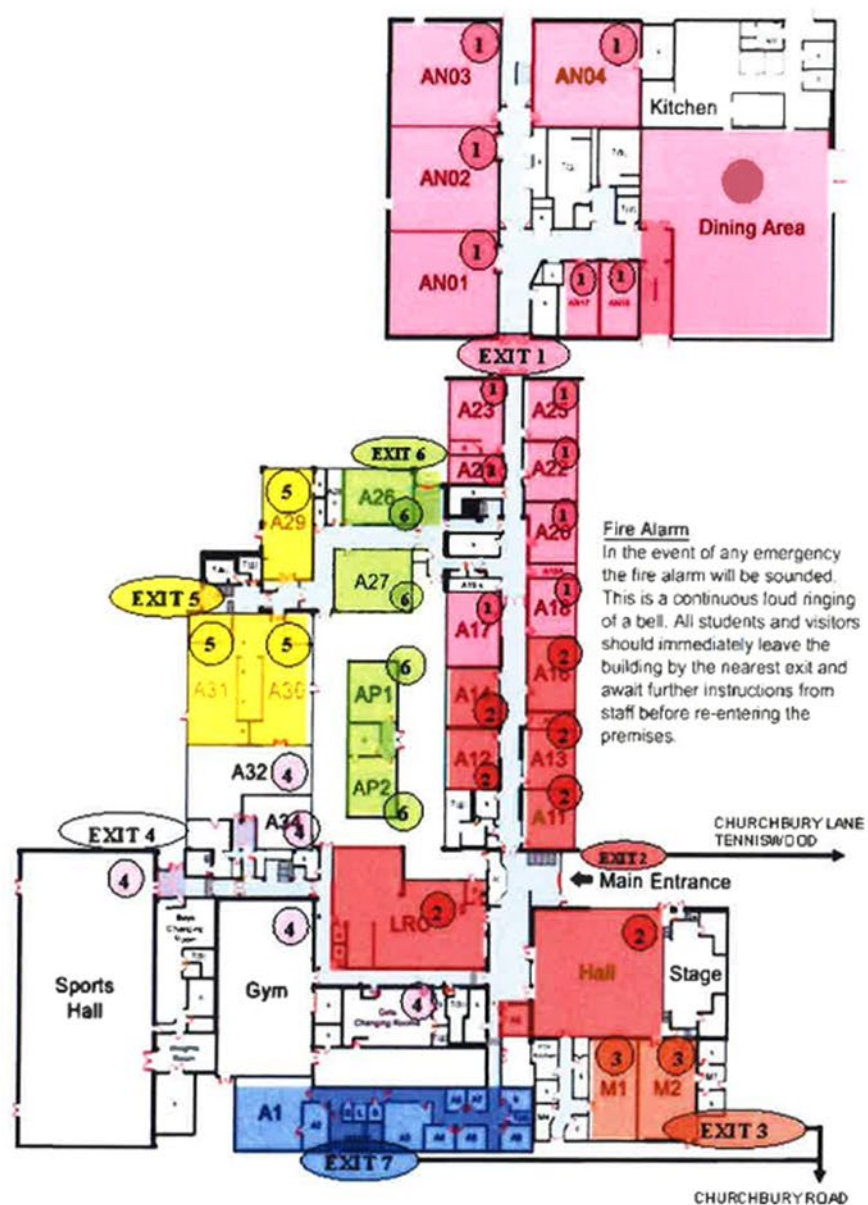
## Appendix 15



## Second Floor (C)







**First Floor (B)**

