

Staff Handbook
March 2022



THE PURPOSE OF THIS HANDBOOK

- To communicate the ethos of the school
- A useful reference tool
- A place to signpost further information

The bulk of this Handbook is set out alphabetically in order to be a useful resource through the year.

Although this is currently up to date, the rate of change in education means that some information will be reviewed throughout the year and this handbook updated accordingly. Should you see omissions that you feel would be helpful to be in the handbook, please let the Headteacher know.

KEY INFORMATION

<p>Address: Bardwell School Hendon Place Bicester OX26 4RZ</p> <p>Telephone: 01869 242182</p> <p>Email: office.7029@bardwell.oxon.sch.uk</p>	<p>Hours: School is open from 7.30am – 6pm term time only.</p> <p>Teachers have a morning meeting at 8.30am daily.</p> <p>Our school day runs from 9am – 3.15pm.</p> <p>Teaching Assistants work from 8.45 – 3.30pm (3.45pm on Tuesdays)</p>
<p>In case of staff absence:</p> <p>Telephone 01869 242182 between 8am and 8.20am. <i>Notice of absence after this time causes significant disruption to the planning of the school day.</i></p> <p>Unless clearly communicated, staff will be expected to return to work the day after an absence, therefore if necessary need to phone in on subsequent days.</p> <p>A member of the leadership team or administrative team may contact staff on the day of absence to determine their plans for the following day. This is to support planning cover arrangements.</p>	<p style="text-align: center;">Local Academy Board (LAB)</p> <p>Chair of Governors: Matthew Willis Vice Chair of Governors: Kelly McKnight Interim Headteacher: Matthew Selsdon Parent Governor: Sarah Stevenson Parent Governor: Melissa Killen Staff Governor: Hayley Laughlin Staff Governor: Theresa Dyer Community Representative: Jacqueline Garside</p> <p><i>The LAB Code of Conduct is available on request.</i></p>

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INTRODUCTION

“To empower our students to go further in learning and life by recognising their strengths and providing a respectful environment that builds confidence, raises aspirations and equips them to succeed.”

Bardwell School Mission Statement

At Bardwell School we consider ourselves to be a ‘values based’ school. This means that our mission, aims and values underpin all developments and processes at the school. They provide the foundation for us to provide a positive, stimulating and challenging learning environment. On the next page of this handbook you will find a summary of our mission, aims and values. Please ensure you understand and act in line with these at all times. The summary is also a useful point of reference should you be reflecting on any aspect of your role and looking for the best way forward.

In 2015, our school team identified 5 Key traits for class-based staff.

Five key qualities for class-based staff:

- Be positive and enthusiastic about all lessons
- Understand learning objectives (and be prepared to clarify if unclear)
- Listen attentively (as part of communicating effectively)
- Recognise your value in the classroom at all times
- Use positive and encouraging tones of voice and be patient

Again these qualities are an essential point of reference for all staff to guide their performance and conduct at all times.

There is a strong sense of community and teamwork at Bardwell School. All staff should understand their right to be a supported member of the team and also the responsibility they have to support other members of the team. We believe that all staff have the right to continuous professional development and therefore, opportunities are continually available for personal development. It is the responsibility of individual staff to seek and take these opportunities.

Throughout this handbook you will find useful information (including some statutory documentation). Please ensure you understand all aspect of this handbook and seek clarification from your line manager, or a member of the senior leadership if necessary.

Our mission is:

To empower our students to go further in learning and life by recognising their strengths, providing a positive environment to build confidence, raise aspirations and equip them to succeed.

<p>We believe that our students learn best when lessons are based on their interests, strengths and abilities and are delivered in a positive, stimulating and challenging environment.</p>	<p>We believe that our students are unique individuals whose qualities, personalities and achievements will be celebrated.</p>	<p>We believe our students achieve best when families and the school work in partnership</p>	<p>We believe that our students should be encouraged and supported to achieve their full potential and to be as independent as possible.</p>	<p>We believe all students should have equal and inclusive opportunities where their learning is tailored to individual needs.</p>	<p>We believe that friendships and relationships are central to happiness</p>	<p>We believe that all of our students should be valued members of their communities and play active roles within them.</p>
<p>Therefore we aim to:</p>						
<p>plan and deliver teaching and learning that inspires our students</p> <p>set targets tailored to each individual</p> <p>reflect on our methods and approaches to ensure we always provide the highest quality education</p>	<p>celebrate their personal qualities and attributes</p> <p>encourage students to express themselves</p> <p>share achievements with their peers and the wider school community.</p>	<p>maintain open and honest communication with parents and carers</p> <p>encourage frequency of contact with parents via parents evening, school events, email, phone calls and Multi Me</p> <p>work with students and their families to set meaningful outcomes that impact their lives in positive ways</p>	<p>structure learning to enable achievement with carefully considered levels of support</p> <p>plan to decrease support at an appropriate rate in order to develop autonomy</p> <p>support students to reflect on their learning</p>	<p>identify small steps to success for all students</p> <p>understand the importance of repeating and consolidating learning</p> <p>build whole class inclusion links with mainstream partners</p>	<p>support students to develop positive relationships with their peers and members of staff</p> <p>provide inclusive learning experiences</p> <p>provide stimulating shared play and social experiences for our students</p>	<p>seek meaningful opportunities for our students to participate in their communities</p> <p>promote the strengths and abilities of our students in the local community and beyond</p> <p>organise opportunities that enable our students to share their talents and skills</p>

Safeguarding and Pastoral Manager and Designated Safeguarding Lead (DSL): Jade Levine

Designated Safeguarding Leads: Craig Clarke, Matthew Selsdon, and Jo Middlewood

Short Breaks Safeguarding Lead: Richard Mills

Safeguarding and Child Protection Governor: Kelly McKnight

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff must have read and understood the following documents:

- Keeping Children Safe in Education (Part 1)
- Code of Conduct
- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Allegations Policy
- Confidentiality Statement

Copies of all of the above documents are displayed in our staff room and are available on request from the School Office.

All staff must complete Generalist Safeguarding Training annually. A new member of staff must complete the courses 'Level 1: Introduction to Safeguarding' and 'Level 2: Awareness of Child Abuse and Neglect', both of which are accessible through the Oxfordshire Safeguarding Children Board's (OSCB) website.

All staff must complete Prevent training. This online training will enable you to:

- Explain how Prevent links to the government's counter-terrorism strategy
- Describe the Prevent process and its purpose
- Identify factors that can make people vulnerable to radicalisation
- Define safeguarding and risk ownership of the Prevent process.

This training can be accessed via:

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

NB – Our 'Child Protection and Safeguarding' display board for staff is found in the Staff Room. Here you will find up to date information and key safeguarding contact details. Each day, we display who is the Designated Safeguarding Lead on site. This information can be found on the display in reception.

HEALTH AND SAFETY

[Further reading: Health and Safety Policy](#)

Health and Safety Lead: David Bryant

First Aid at Work First Aiders:

*These first aiders lead on responding to incidents where staff require first aid treatment. They can be called to support a pupil incident **if** the class first aider does not feel they have received the training or have the expertise to manage the situation.*

Emergency First Aiders:

*Every class has emergency first aiders.
Class first aiders should be the first point of call should emergency first aid be required for a pupil in their class.*

Please see lists in your classroom detailing who is an emergency first aider.

All staff and governors have responsibilities relating to establishing and maintaining a safe and healthy working and school environment. A summary of these can be found in our Health and Safety policy.

Fire Safety and Emergency Evacuation

Each room has Emergency Evacuation Plans close to the door. All staff should know the plan for each room they use.

Fire Drills are held at least 3 times a year and always shortly after class changes/new staff join the school.

The school has both Fire Wardens and Fire Marshals. David Bryant and Matthew Selsdon are the school's Fire Wardens. Craig Miles-Clarke, Jo Middlewood, Jade Levine, Theresa Dyer, Wendy Foster, Di Bradbury and Carly Stephens are the school's Fire Marshals.

Risk Management

Risk Assessment and Management are important aspects of all of our roles. There are two key types of risk assessment. Static and Dynamic

Static risk assessment: This will usually result in a risk assessment form being completed (RA1). Static risk assessments are completed prior to a lesson or activity taking place and document foreseen risks and the management of them. The outcome of a static risk assessment is either that the risk is acceptable, and the activity can continue, or the risk is unacceptable and further action needs to be taken, or the activity does not continue.

Each class will have a risk assessment to account for the following:

- Day-to-day classroom support
- Out and about in the community
- Travel on the minibus

Further risk assessments will need to be completed when going on trips or visits. In these cases, please speak to the Educational Visits Coordinator, Beth Andreis.

Dynamic risk assessment: This is the ongoing risk assessment you make throughout the day, every day. Again, should you judge that the risk is unacceptable and therefore an activity cannot be undertaken you must act accordingly.

THE WORKING DAY

Class teachers are required to attend a morning briefing at **8.30am**, each day. The morning briefing is a chance to run through the school calendar and manage any staff absences.

Support staff start work at 8.45am and finish at 3.30pm and 3.45pm on Tuesdays. Staff should be in class and ready to start their duties by 8.45am (i.e. not arriving in the car park or staff room at this time).

The time before and after school can be used for many functions including:

- Discussing the plan for the day
- Preparing resources for lessons
- Preparing equipment for movement sessions
- Completing administrative tasks.
- Debriefing and discussing incidents.

Support staff have a lunch break either between 12.00-12.30 or 12.30 – 13.00. The school lunch break runs from 11.55 – 13.05. This is to ensure all staff have their full 30 minutes. **Promptness at this time is essential to the smooth running of lunch-times and a positive start to the afternoon lessons.**

THE SCHOOL DAY

9.00am: Pupils arrive (school staff greet pupils from their transport or, if their parents bring them in, in reception)

9.30am: First lesson

10.30am: Break time

11.00am: Second lesson

11.55am: Lunch (pupils should be in the school hall before 12pm ready to start lunch)

1.05pm: Third lesson*

2.05pm: Fourth lesson

2:45pm: Choosing Time

3.00pm: Home time (pupils should aim to arrive in reception at 3.15pm)

** An afternoon drinks break is down to the class teacher's discretion.*

It is important timings are managed so that the whole school activities (i.e. lunch and lunch break) run smoothly.

There two key principles to our school day:

- 1) Lessons should start promptly, with transitions being carefully planned.
- 2) Class staff should be focused and engaged throughout lessons, specifically not joining lessons late or completing other jobs (unless directed by the class teacher).

STAFFING STRUCTURE

Headteacher: Julie Foot

Deputy Headteachers: Matthew Selsdon and Craig Miles-Clarke

Assistant Headteacher: Jo Middlewood

Educational Visits Coordinator: Matthew Selsdon

Inclusion and Volunteers/Placements): Matthew Selsdon and Theresa Dyer

Interim Senior Teacher (Post-14, Qualifications and Accreditation, Other Professionals): Hayley Laughlin

Senior Teaching Assistants

Induction Mentor: Lara Green

Senior Pastoral Teaching Assistant: Gary Honour and Lara Green

Creative and Expressive: Kumiko Ayers

First Aid Management and Enrichment Lead: Katie Bourton

Behaviour Lead: Sharon Lovitt

Pupil Voice: Joss Murray and Cash Cameron (interim)

Other staff

Cleaner: Irene Maynard

Cleaner: Tracy King

Cleaner: Sarah Ward

Special School Nurses: Sue Stevens and Amy Chewter

Hydrotherapy Pool Manager: Wendy Foster

Hydrotherapy Pool Assistant: Katka Bird and Hayley Ellis

IT Technician: Andy Shanahan

Office Manager: Diana Bradbury

HR and Payroll: Theresa Dyer

Site Manager: David Bryant

POLICIES

All staff should be familiar with our school policies. All staff given access to these policies prior to their start date. Policies can be found in the Policies Folder in reception, on OneDrive in the Staff Information folder, and are also available on our school website.

Hard copies can be requested from reception. Please allow 48 hours from your request being made to being provided with a hard copy. Requests can also be made via members of the SLT or teachers.

For ease of reference a summary of our key policies can be found below in alphabetical order:

ALLEGATION OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF

Further reading: [Bardwell School's Child Protection and Safeguarding Policy](#)

Oxfordshire County Council has a comprehensive policy and procedure to follow if there are Allegations of abuse made against teachers or other staff.

All allegations are reported to the Local Authority Designated Officer for Safeguarding.

BEHAVIOUR MANAGEMENT

Further reading: [Behaviour Policy](#), [Positive Handling Policy](#), [Behaviour Principles Statement and Individual Support Plans](#)

One of the school's aims is to nurture self-confidence combined with sensitivity and respect towards others, through an understanding of rights and responsibilities. We recognise that the school cannot do this in isolation but is pivotal in making a huge difference to the lives of its pupils. Therefore, we expect all members of the school community to celebrate pupils' success and achievements and to recognise the importance of positive shared values about behaviour. In order to ensure that all staff working in the school adopt a common approach towards pupils' behaviour whole school training communicating this policy is delivered annually.

We believe that all children feel more secure and learn more successfully if clear boundaries, based on high expectations, have been set for their behaviour. This is particularly crucial when working with children with learning difficulties who need consistency and clear, unambiguous messages in order to understand what is expected of them.

Generally, the schools policy on everyday management of pupils' behaviour is based on rewarding and celebrating achievement. Some examples of this are:

- making the pupils aware of success throughout the lesson
- pointing out achievement and success to other members of the group, staff or visitors

- sharing achievements with parents and carers through notes in home-school diaries
- using assemblies to celebrate success
- displaying work and using photographs, videos, the school website and MultiMe

CHILDREN MISSING FROM EDUCATION

[Further reading: Children Missing from Education Policy](#)

The Children Missing From Education policy has been developed to support children's entitlement to a full time education which is suitable to their age, ability, aptitude and any special needs they may have.

A child missing education from school due to repeated and unexplained absence, or by leaving the school unexpectedly is a potential indicator of abuse or neglect, or where a family may be in need of additional support.

This policy applies to children who have significant absence from school without good reason, including persistent absentees (90% and below attendance) and those that go missing unexpectedly.

The school has drawn up this policy to deal with children who miss schooling in these circumstances, particularly on repeat occasions and for those children who leave school without clear indications of where they will be continuing their education. It also aims to prevent the risks of their going missing in the future.

All staff should understand the procedures within this policy.

CONFIDENTIALITY

[Further reading: Code of Conduct and Confidentiality Statement](#)

Whether you are a permanent or temporary employee you are likely to have access to sensitive information. Information is deemed sensitive if it is either of a personal nature, is commercially sensitive, or where its disclosure would be problematic for the council or the person who is the subject of the data.

You may have access to sensitive information through records or reports, either on a computer system or in hard copy, or you may overhear comments. This information may or may not be connected with your specific duties.

You must treat all such information as strictly confidential and you must not discuss anything you learn with anyone who does not have a need to know. If you do not need to access such information in the first place, **don't** - even if you have physical access via, for instance, a staff or client database – as doing so may be regarded as an offence if you do not have a need to know.

Confidentiality must also be considered by staff that work for parents of our pupils (i.e. respite carers). There are clear communication channels for home school communication and it is essential staff do not blur these. When completing any

other role school staff should not discuss pupils (including the pupil they are caring for) or staff from school. Even a passing or flippant comment can be misinterpreted and cause difficulties at a later point.

All staff must sign the Confidentiality Statement.

CODE OF CONDUCT

[Further reading: Code of Conduct and Confidentiality Statement](#)

The school has its own code of conduct which complements existing professional procedures, protocols, policies and guidance which relate to specific roles, responsibilities or professional practices.

All staff must have read and understood the Code of Conduct.

CURRICULUM: THE BARDWELL CURRICULUM

Teaching and learning is at the heart of our work at Bardwell School and the curriculum is central to this. Therefore, staff meet after school every Wednesday to improve and develop the school's curriculum and its delivery. Although this is primarily for teachers, all staff are encouraged to join.

All staff must be familiar with the school curriculum policies as detailed in the 'The Bardwell Curriculum'.

DIGNITY AT WORK

[Further reading: Model Schools' Anti-Bullying, Harassment and Discrimination Policy](#)

We are committed to providing a safe, healthy and productive working environment, free from harassment, bullying and victimisation.

Staff should always remember that first and foremost they are part of a whole school team. A key aspect of this is being proactive in ensuring staff members are supported at all times and a willingness to be flexible in relation to duties being performed.

The Senior Leadership Team is committed to ensuring that everyone is treated with dignity and respect and:

- encouraged to meet their full potential
- treated without favouritism
- spoken to with courtesy
- accorded due professional trust
- recognised for their achievements
- consulted about any changes in their role
- given adequate time and resources for the successful discharge of their duties
- provided with appropriate training and development opportunities
- accorded respect for their individual privacy

It is the responsibility of all employees and members of the relevant body to maintain appropriate standards of behaviour and to ensure they support a positive working environment where affronts to dignity, bullying or harassment are not tolerated.

DRIVING AT WORK

[Further reading: Driver Policy](#)

Every September, anyone who drives for work purposes must provide the following evidence to our Site Manager (who has Health and Safety responsibility). In practice this can be handed in at reception.

- the employee's insurance cover with the required level of business use
- a valid MOT certificate
- the employee's driving licence, including whether any penalty points have been awarded that have not previously been reported (see below for action in these circumstances).

It should be noted that this does not apply for normal journeys to and from work.

The policy details both school and employee responsibilities.

Transporting pupils or students in a personal vehicle

It can sometimes support the running of a trip, or the school day for a student to travel in a staff member's car. This is particularly true in The Lodge.

Where possible, students must always travel in the back of the car.

Signed parental permission must be given for a pupil or student to travel in a staff member's car. Where this may be a regular arrangement permission can be gained by class teachers at the start of the year.

ACCEPTABLE USE AND E-SAFETY POLICY

[Further reading: Acceptable Use and e-Safety Policy](#)

This policy informs staff and parents about our approach to e-safety and also gives direction with regards to acceptable use of ICT and the Internet when in school. Staff should remember that only appropriate use of the Internet is permitted (i.e. not accessing offence or illegal material).

Staff must not use social media for any school related communication, even if this may seem discrete.

MOBILE PHONES

[Further reading: Mobile Phones and Smart Devices Policy](#)

Staff should ensure that personal mobile phones are turned off or on silent when on school premises. They should not keep them on their person during the school day. Smart watches should not receive notifications throughout the school day. Personal

mobile phones must not be used to support learning and should not be seen in corridors or classrooms (i.e. not even to check the time).

When off-site, personal mobile phones can be used as the primary and emergency contact. Should staff incur direct costs due to the use of a mobile for this purpose, this can be claimed via the usual expenses route.

Personal mobile phones **must not** be used as a recording device to take photos or videos of children.

Additional OCC guidelines regarding the use of mobile phones in early years should be adhered to in Class 1.

PHYSICAL INTERVENTION

[Further reading: Positive Handling Policy](#)

Physical intervention implies restriction of a person's movement maintained against resistance. It is, therefore, qualitatively different from forms of physical contact such as manual prompting, physical guidance or simply support.

The circumstances in which staff can physically intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard for the health and safety of themselves and others.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The school has a separate policy on the use of physical intervention which must be abided by.

Physical Intervention should always be a last resort; this is a crucial and legal principle. It is important however to understand that within an Individual Support Plan physical intervention may be an early planned response in the best interests of the child or if there is evidence that the low level behaviour will escalate to higher level behaviour.

Restrictive Physical Intervention (RPIs) must be recorded, in line with Team Teach training. These are recorded electronically via CPOMS, the school's software for monitoring safeguarding.

All regular or planned RPIs must be agreed in an Individual Support Plan, which are signed by class staff, the senior leadership team and parents.

SPECIAL LEAVE AND APPOINTMENTS

Further reading: [Emergency, Discretionary and Special Leave Policy](#)

The policy covers:

- Emergency Leave: taking time off to deal with unforeseen emergency events involving a dependent
- Other discretionary leave: time off for other urgent or personal events
- Special Leave: Public Duties, Jury Service, Volunteer Reservists, Election Duties

Dental or Medical Appointments

There are 195 days in school each year (including Inset) and 170 non-school days. The school day finishes at 3.30pm and there is time therefore for routine medical or dental checks or treatment outside of working hours, either during the latter part of the afternoon or holidays.

Agreement may be given for employees to take paid time off during the school day for emergency medical treatment or hospital appointments but each case will be judged according to its circumstances and urgency. Permission must be agreed in advance with the Headteacher. The Headteacher may ask to see the medical appointment card where this is felt to be appropriate.

Staff members should complete a Special Leave Request Form and hand these to the office.

Particular consideration will be given to those employees with disabilities who need to attend medical appointments that fall within the school day.

STAFF ABSENCE

Further reading: [Managing Sickness](#)

Bardwell School have adopted the OCC policy on Managing Sickness Absence. This was drawn up following consultation with all the recognised trade unions and associations: ASCL, ATL, NAHT, NASUWT, NUT and Unison.

The policy details guidance relating to long-term and short-term absence, the role of Occupational Health and GP fit notes.

For fairness and consistent the time scales and stages of this policy will be applied to all staff absences, without bias.

STAFF WELL-BEING

At Bardwell School, we recognise that not only can the job be stressful at times but also that there may be circumstances outside of school that are having an impact on how staff feel. We want staff to know that they will not be judged or treated

differently because of this and that there are systems in place to support them. They should know that there are people within school who they can speak to and that they do not have to cope alone.

We recognise that a member of staff who is experiencing mental health problems may exhibit behaviours that are different from their normal self. They may lose confidence, gain in confidence, and appear demotivated or uncharacteristically agitated. Without exception, they will not be judged on this, but will be offered support from within school and then externally by professionals. This would be a staged process and a member of staff knowing that they are being supported internally may be enough. Each person will be treated as an individual and the support they require will be led by them.

This policy details a flowchart of action to take should you have concerns for the well being of another member of staff.

WHISTLEBLOWING

[Further Reading: Whistleblowing Policy](#)

'Whistleblowing' is defined as 'raising concerns about misconduct within an organisation or within an independent structure associated with it' (Nolan Committee on Standards in Public Life).

This policy clarifies what a 'concern' is and details 'How to Raise a Concern' ('Whistleblowing').

FURTHER POLICIES

All staff have a responsibility to ensure they understand and conduct themselves in line with all school, Trust and OCC policies. Digital copies of these can be found on One Drive and hard copies requested from your line manager.

OTHER USEFUL INFORMATION AND GUIDANCE

The following has been prepared to support staff in understanding all aspects of the school and their role throughout the school day.

ABSENCE: REPORTING AN ABSENCE

All staff must report absences by phoning school (01869 242182) before 8.20am at the latest. Notice of absence after this time causes significant disruption to the planning of the school day.

Unless clearly communicated, staff will be expected to return to work the day after an absence, therefore if necessary need to phone in on subsequent days.

A member of the leadership team or administrative team may contact staff on the day of absence to determine their plans for the following day. This is to support planning cover arrangements.

CLASS STRUCTURES

The school is organised in 3 distinct sections:

- a) Early Years and The Primary School (Nursery, Classes 1, 2, 3, 4 and 5)
- b) The Secondary School (Classes 6, 7, 8, 9 and 10)
- c) The Lodge (Post-16)

CONSISTENCY

Consistency is a crucial aspect of working at Bardwell School. Our pupils will learn better, both academically and socially when they are supported consistently.

Whilst staff are encouraged to use their initiative and judgement, these should always be applied in line with school values and expectations.

To ensure you are being consistent, a useful self-test is to ask yourself: 'How would a colleague respond?' in a given situation.

DRESS CODES

Staff: Staff should dress in a practical, comfortable way. All jobs are active and when selecting clothes to wear for work staff should bear in mind the individual risks (including accidental and purposeful damage to clothing) within their class/areas of work. For example, not wearing a new expensive jumper.

To ensure consistency across the school, flip-flops or open toe sandals should not be worn. Items of clothing that could be deemed by others as too revealing should be avoided.

With the above in mind, we do encourage staff to dress in their individual style. The principle behind this is to promote diversity amongst the school community and to support our pupils in understanding their own style and identity.

Teachers are expected to dress professionally for all external meetings (i.e. parents evenings), unless class responsibilities before or after the meeting make this impractical.

Each member of staff (teachers and teaching assistants) should wear PE clothes/at least trainers when teaching or supporting PE and Games lessons. To be consistent with the expectations for the children, staff should change into these for the morning or afternoon period whenever the lesson is taught.

Pupils: There is an optional school uniform that consists of a white t-shirt and blue jumper. Pupils are welcome to wear their own clothes. This is encouraged as our students become young adults, to support students in developing their own identity and self-confidence.

All pupils should provide swimming kits and PE kits. Swimming kits are sent home after every lesson to be washed.

EDUCATIONAL VISITS AND OFF-SITE LEARNING

Educational Visits form a crucial aspect to our pupils' learning journeys. To be effective and safe they need to be carefully planned and risk assessed.

The school is committed to providing an annual programme of residential trips for the students at Bardwell School.

Educational visits are anything that involves taking pupils/ students off school premises, on foot or in a vehicle, for a structured learning activity.

ANYONE going off site during school hours MUST sign out/in at reception.

Our Educational Visits Coordinator is Beth Andreis. Information, guidance and forms are available through OneDrive.

EMAIL COMMUNICATION

Teachers are expected to check their emails at least once every working day and advised to check a couple of times a day.

All school staff should check their school email accounts at least once a week.

Work emails should not be sent before 7am or after 7pm. (The exception to this is urgent emails between members of the Senior Leadership Team).

INDIVIDUAL SUPPORT PLANS

Within every class there is an Individual Support Plans (ISPs) folder. This contains support plans for pupils in the class. When staff cover in a new class it is their responsibility to ensure they have read the latest ISPs.

Support plans are written to ensure all staff know how to support a pupil. They can be written to instruct managing behaviour or personal care processes.

ISPs are only necessary for behaviour management if the strategy requires restrictive physical interventions or it has been decided that a specific individual approach is appropriate (i.e. a specific reward system or sanction).

If the general approach to support a pupil is to praise and give attention to positive behaviour and not reinforce undesirable behaviours then it is likely the strategy is covered by our behaviour policy and that an ISP does not need to be written.

KEYS

Keys (rooms and buses) are kept in the Key Cabinet behind the main photocopier. All keys are numbered and correspond to areas of the school. If you borrow a key please ensure you replace it with your class's key fob on the hook.

MONEY (HANDLING MONEY)

[Further reading: Finance Policy](#)

Bardwell School uses ParentMail to ensure that all money received is handled and accounted for correctly.

MULTI ME

Multi Me is an exciting technological tool that is used at Bardwell School. Its primary purpose is to record and store multimedia evidence of pupils' learning.

Each term, teachers record summative assessments on Multi Me for each sequence of lessons. These are available for parents to review and comment on and for some pupils are accessed by an online circle of support.

Multi Me also has potential as an excellent information-sharing tool, for example to share physiotherapy programmes. This usage is being developed within school.

PARENTS: WORKING WITH PARENTS

Parents know their child best and working effectively with parents is crucial in supporting pupils to achieve their potential.

Teachers are responsible for all communication with parents. The most common form of communication is through the home school folders. Whilst parents will

appreciate a comment every day, in many classes a comment 3 – 4 times a week may be more realistic.

Teachers need to prioritise when there are important messages that need communicating.

Some tips:

- Invest in your relationships with parents promoting open two-way communication.
- Respond to communication from parents, acknowledging or thanking them for contributions that come to school.
- Phone a parent with particularly good news.
- Phone a parent if you have an unusual or significant message (i.e. a child has been hurt in school).

Below is a summary of communication with parents:

Description	
Home School Communication Folders	Daily communication of essential information and to share achievements.
Termly Reviews	Termly meetings to review a child's progress across the curriculum and in relation to their EHC Plan Outcomes.
Annual Reviews	At the end of the Spring term to review progress against EHC Plan outcomes and set new targets.
Phone calls	As required to share success or a significant/unusual incident in school.

Parents must always be informed if their child has been held in an Unplanned Restrictive Physical Intervention (RPI). When an RPI has been agreed within a child's Individual Support Plan, they do not need to be contacted on each occurrence. The frequency/nature of such communications should be agreed with the child parents (i.e. a summary at parents evening).

We recognise that some members of staff will communicate with parents and carers at the school gate. Furthermore, some may also support children outside of the school day (e.g. respite care arrangements). When interacting with families in these different contexts, staff should always follow school policies and uphold the professional standards expected of them.

SHARED AREAS

It is the collective responsibility of all staff to maintain a clean and tidy learning environment. If you see something out of place, or untidy, please take action to resolve it.

The school day is busy and often, after working in a shared room, staff focus on supporting pupils back to the classroom. Under the direction of the class teacher, class staff should ensure the shared area has been left ready for the next class to use.

The shared room rota is displayed on doors around the school. This should be adhered to. If two classes plan to use the shared room at the same time, the rota should be referred to and determines who has access to the room.

Each class has responsibility for one or more areas of the school. The class responsible for each area should monitor this and complete a half-termly thorough clean and tidy, including checking on the quality of resources.

STAFF ROOM

We believe the staffroom should be a relaxing place for all staff to use during their breaks.

Please ensure you help to keep the staff room clean and tidy by ensuring you wash up and put items used away. Each week a class team has responsibility for the staff room. This should involve, switching the dishwasher on, emptying it in the morning and wiping down the sides.

Tea and coffee is provided free of charge and there are plenty of cups, glasses, plates and cutlery.

The fridges are available for storing food. All items should be labelled when it is placed in the fridge. Please ensure you help to keep the fridges, microwaves and cupboards clean and remove all out-of-date items.

It is important that professionalism is maintained at all times. All staff should be supportive of their colleagues.

TEA, COFFEE, AND MILK

Tea and coffee is provided for all staff and volunteers within the school.

Milk is only for tea and coffee and not for general consumption (i.e. not for cereal or glasses of milk). It is only for staff, volunteers and visitors. Classes must arrange their own milk for students and lessons.

VOLUNTEERS (INCLUDING STUDENTS)

We are very fortunate in receiving a lot of voluntary and student help. Matthew Selsdon and Theresa Dyer are responsible for coordinating the timetabling of all placements, therefore, any request for assistance **must** be channeled through them.

For the safety of our pupils and the helpers please observe these few rules:

- . When student or voluntary helpers are on the premises, they must sign in the Visitors Book and wear a lanyard according to their DBS status
- . No student or voluntary helper should be left in charge of any children without Bardwell staff supervision
- . No student should toilet pupils without Bardwell staff supervision (this will only be appropriately if specifically agreed for the student)
- . No student should manually handle any pupils without proper training – this includes supporting pupils who are developing walking skills
- . Please ensure that any student or voluntary helper knows about any procedures (behaviour strategy and physical support etc) before they work with a child.

If you have any difficulties, concerns or problems with a particular placement, please see Matthew or Theresa.

WORKING WITH OTHER PROFESSIONALS

Working with other professionals is a fundamental aspect of the role of the class teacher in a special school. It is the role of the class teacher to process advice and guidance from therapists and transfer this into their classroom in a manageable way, with the resources available.

All pupils who have physiotherapy should feature on a Movement Timetable. This details their positions and movement sessions throughout the week.

Teachers are also likely to be required to attend multi-agency meetings for pupils. A decision needs to be made as to the significance of an education professional attending the meeting, or whether providing a written review will suffice. The headteacher and assistant headteachers will support on this judgement. In such meetings it is important that professional, not personal judgements are shared.