

Heathcote School Staff Handbook

2022-2023

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Introduction

This Staff Handbook is for all teaching and support employees and offers information on a wide range of subjects, related to the school and your employment. All employees should familiarise themselves with its content.

It is designed to help you settle in to the school by telling you a little about our background, objectives, the facilities, amenities and benefits open to staff, the employment policy framework within which we operate and the codes of conduct and safety standards required.

This document will develop and change and we will endeavour to keep it up to date. We reserve the right to vary the terms of the Handbook at any time, and will endeavour to give you one month's notice of any amendments.

The contents of this Handbook do not form part of your contract of employment but you are required to comply with the provisions, rules and procedures set out within it. Where there is any difference between the terms and conditions set out in your contract of employment or offer letter, and the contents of this Handbook, the terms and conditions in the contract of employment will prevail.

We hope that you will read the handbook in its entirety, but the table of contents offers ready reference and will help you quickly locate those subjects in which you are particularly interested. Sections of this handbook are repeated for ease of reference.

Although it is designed to answer many of your questions, please feel free to ask your Line Manager about anything which remains unclear. The Directors will welcome any suggestions you may have to improve the handbook.

In addition to the policies and procedures contained within this Staff Handbook it is important that you also read and are aware of all other policies, rules and procedures applicable to your role at the School, in particular:

- Safeguarding Policy
- Health and Safety Policy
- Acceptable Use Policy
- E-Safety Policy
- Whistleblowing Policy
- Low Level Concerns Policy
- Data Protection Policy
- Staff Privacy Notice

- Equal Opportunities Policy
- Staff Code of Conduct
- First Aid, Accident Reporting and Medications Policy

These policies and procedures can be found on our website or are available to view as a hard copy along with this handbook in the staffroom, or from the Bursar.

Welcome From The Head

I would like to take this opportunity to welcome you to Heathcote and hope that our association will be a long, happy and mutually productive one.

Heathcote is a non-selective co-educational school with an inclusive family atmosphere. It is an exceptionally warm and friendly place to work and learn where excellence is at the heart of all we do. Working as a team our staff regard every child as a unique individual and we pride ourselves on nurturing their all round development, their academic progress, their artistic prowess, their sporting skills as well as their hidden talents. Heathcote aims to provide an education that will take all children on an exciting learning journey where they will be stimulated to learn now and in the future to come.

Our curriculum is carefully designed to ensure that it is broad and balanced but also that individualised learning opportunities are readily available and children are set high but achievable expectations.

Additionally we aim to provide our staff with continual opportunities to develop to the benefit of both the school and themselves. We hope you will respond enthusiastically to the challenges which we will do our best to provide.

Heathcote takes a particular pride in our reputation for providing challenging and purposeful learning experiences, both within the school day and beyond it, which lead to outstanding progress. We recognise that this is built very much on the commitment and skills of our staff. The success of the school and the well-being of its staff depend very largely on co-operation, trust and respect between all levels of staff, and to promote this, the handbook contains information on the standards that must be maintained.

I hope you will find the handbook useful and that it helps you to become an outstanding new member of our team.

Samantha Scott

Headteacher

1. Aims and Objectives of the School

Heathcote is an exceptionally warm and friendly place to learn where excellence is at the heart of all we do. Working as a team we foster a love of lifelong learning whilst at the same time encouraging all our community to be curious, appreciative and respectful towards the world around them. As a small, friendly and happy school we are proud of the warmth, progressive approach and individualised learning every pupil receives. Each day every member of our staff seeks to make a difference to the lives of our children. Our mission is to ensure that every pupil recognises their own self-worth and through their school journey they build character, confidence and compassion as well as a solid academic foundation. Determination, resilience and endurance are fundamental to our ethos.

2. History of the School

Mrs. K. Latham founded Heathcote School in 1935 to meet the growing need for an independent school in the Danbury area. The original school opened at Heathcote House on Danbury Common and moved to its present location around 1940.

Mr. and Mrs. R. H. Greenland, acquired the school from the second owners, Mr. and Mrs. T.J. Heath, in 1977. Mrs. L. Hall was appointed Headteacher in 1998 to lead the school through to the new millennium. Then in September 2004 Mr. K. Gladwin was appointed as Headteacher and led the school until July 2010.

In July 2010 the Prowting Trust purchased Heathcote School from Mr and Mrs Greenland, with Mrs Carn as Principal. Heathcote's story continued when Miss Hannah Petersen took over as Headteacher in April 2012.

In July 2018 the school was sold to its current owners – The Heather Partnership Ltd. Comprising of Mrs Solsberg – the school's Bursar and her husband Mr Mark Solsberg and current parents Mr and Mrs Ablott.

Mrs Samantha Scott is our current Headteacher and has led the school since January 2020.

3. Our Pupils

Our pupils are aged from 2 to 11 and come from a broad catchment area. Our school's primary purpose is to educate and support our pupils and to ensure their wellbeing. All staff will need to

ensure that they are fully conversant with our safeguarding policy and that they know how to report any concerns.

Pupil voice is very important to us and we offer many opportunities for our pupils to have a say in how their school is run. All Year 6 children are given prefect responsibilities. Our Head Boy and Head Girl are supported in their role by their deputies as well as a prefect team with responsibilities such as charity prefect, eco leader, head librarian. Furthermore, the three houses, namely Robins, Nightingales and Swallows each have a House Captain and a Sports Captain who report on their house's progress and achievements during our celebration assembly each Friday.

At the start of each academic year, our children vote for a charity democratically that each houses will support in turn, by running different fundraising events throughout the year. Other opportunities for pupil voice include our school council, our class eco reps and librarians and class leaders.

KS2 children are allowed certain privileges such as visiting the library at break and lunch times. Children should never be left unsupervised in the science room, computer suite or art room. KS1 children should not be allowed into in any classroom during break or lunchtimes by themselves or left unsupervised at any time.

4. Our Uniform

We are very proud of our school uniform and we have high standards where this is concerned. A full uniform list is available on our website. Staff should check at the end of each day that children leaving the school are correctly and neatly dressed wearing ties and hats and with their coats done up. Uniform checks are held from time to time to ensure that the children have the full and proper uniform. Form tutors report any missing uniform to the parents on a uniform check form and children wearing their full uniform are rewarded house stars every day. Lost property is advised on our weekly newsletter.

5. Our School Curriculum

The Nursery forms an integral part of our school. In Nursery children benefit from a full curriculum including phonics, numeracy, art, PE, music and French. Nursery children attend assemblies and take part in school productions as well as enrichment days. Like the main school, Heathcote Nursery opens from 8.30am until 3.30pm but parents can also make use of our full wraparound care facility from 7.30am to 6pm.

Reception children are expected to transition from the Nursery and there are many opportunities throughout the school year for this transition to occur smoothly. Reception and Nursery children often share playtimes as well as free flow activities in the afternoons. As part of the Early Years

programme children in Reception follow a curriculum based on the seven areas of learning but there is also a more academic focus at times such as in phonics or maths. Like Nursery children, they follow a full curriculum and are engaged in whole school activities.

At Key Stage One we begin a formal curriculum which follows the National Curriculum, as well as incorporating our own activities. Children start weekly swimming lessons in Year 1.

Outdoor Learning is an important part of our curriculum across Early Years and Key Stage One where we follow the Forest School model to give our pupils from Nursery to Year 2 the opportunity to enrich their knowledge in the great outdoors.

In Key Stage 2, teaching is more subject based, although pupils are still taught by their form teacher for some subjects including PSHRE. The children continue to follow a broad curriculum including Mathematics, English and Science together with History, Geography, PE, Computing, French, Drama, Music, PSHRE, Swimming and Art. In Year 6 pupils are taught Spanish. In Years 3-5 children have 11+ lessons each week in Maths and English, which includes Verbal Reasoning practice.

Formal assessments in reading, writing, maths and science occur once a term for children in Years 1-6, which are also used to inform teachers' planning as well as tracking children's progress. Interventions in reading, comprehension, maths, handwriting and phonics are put in place through gap analysis of these assessments.

Our well-resourced, purpose-built science, music and art rooms are used by all year groups. Children have weekly computing lessons and all classrooms are equipped with interactive touchscreen boards.

6. The Role of the Form Tutor

The role of the form tutor is an important one and most staff are expected to lead a form combining close pastoral care with academic support. This role ensures a close link with parents and is the daily contact for any parental questions or concerns as well as providing support for pupils. Strong, positive relationships with parents are essential at Heathcote and are developed through frequent informal chats. Parents are invited to attend work-sharing sessions termly, parent consultations in the Autumn and Spring Terms. Parents receive half-termly interim reports with effort grades (Y1-6) and termly reports (Nursery-Y6).

7. Co-Curricular Clubs

A full range of co-curricular clubs are provided for pupils both during lunchtimes and after school. Some outside providers are employed to run more specialist clubs but most activities are run by

staff. All full-time teaching staff run an after-school club. Staff running such clubs are responsible for the children until they are collected by their parents on the front playground.

Where clubs are offered by non-school organisations, form tutors should ensure that their children are registered in the ICT suite and go to the appropriate room for the activity.

8. Beyond the School Day

There are several major functions throughout the year such as Sports Day and Prizegiving, the School Production, the Christmas Carol Service and Open Days. All staff, including teaching assistants, may be required for these functions to ensure their smooth running.

Whenever possible, the Headteacher will arrange a rota for staff to see their own children in performances but the needs of the school must remain paramount.

9. Wrap around Care

Wrap around care includes our breakfast club from 7.30am to 8.30am each day as well as Twilight club from 3.30pm to 6pm each day. They offer a range of activities including board games, craft, construction and 'small world' as well as provision for some support with homework and reading. Two members of staff are always on duty at these clubs and a rota for staff employed to run these sessions is set up at the start of each year. Breakfast Club staff should leave the area neat and tidy for any tours that may occur that day. They are also responsible for filling and turning on the urn and heater if required in the staffroom. Twilight Club staff should leave the area clean and tidy for breakfast club the next morning. Staff are responsible for ensuring the urn and heater are turned off.

10. Our Staff

We depend upon our staff, each one of whom is valued for the contribution he or she makes to the reputation and success of our school. There is a great team spirit amongst our team and our community. Such collaboration is a key strength of the school. It is recognised that we all have different abilities and during busy periods, we will always pull together and help each other out as much as possible.

Our team:

Senior Leadership Team

Headteacher	Mrs Samantha Scott	<i>Teaching and Learning, Assessment, Recording and Reporting, Deputy DSL, SENDCo, EY & KS1 Leader</i>
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Bursar	Mrs Nadine Solsberg	<i>Health and Safety Officer, Lead DSL, Lead First Aid, Compliance, HR, Fire Officer</i>
KS2 Leader	Mrs Linda Barber	<i>Year 6 Form Teacher, Music, Drama, Humanities, Fire Marshall</i>
EY/KS1 Leader	Mrs Tessa Perrett & Mrs Carole O'Brien	<i>Year 2 Form Teachers</i>

Teaching Staff

Nursery Manager	Mrs Kelly Collins	
Nursery Practitioner	Miss Sam Bennett	
Reception Teacher	Mrs Lydia Moule	
Form 1 Teacher	Miss Emily Fisher	
Form 2 Teacher(s)	Mrs Tessa Perrett & Mrs Carole O'Brien	
Form 3 Teacher	Mr Liam Daniels	<i>IT/PE</i>
Form 4 teacher	Mrs Grace Facey	<i>Maths</i>
Form 5 teacher	Miss Georgie Pennycook	<i>Citizenship and Religious Education/ Science/ DDSL</i>
Form 6 Teacher	Mrs Linda Barber	<i>KS2 Lead/Art/Music & Drama/Humanities</i>
MFL Specialist Teachers	Mrs Jenny Plumb Mrs Tania MacWhirter	
Art Specialist Teacher	Mrs Linda Barber	
Computing Teacher	Mr Liam Daniels	
Sports Coach	Mr Liam Daniels	
Teaching Assistant	Mrs Dawn Howles	

Teaching Assistant	Mrs Sue Nicholas	
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Non-Teaching Staff

Cook	Mrs Wendy Ford
Lunchtime Assistants / Wrap Around Care	Mrs Heidi Crystal Mr James Judge Mrs Sally Petersen Mrs Geraldine Rowland Mrs Di White

Administration

Proprietors	Mr & Mrs Solsberg Mr & Mrs Ablott	
Bursar	Mrs Nadine Solsberg	
Office Manager	Mrs Rachel Bayliss	
Office Assistant	Miss Amanda Frost	

Administrative Structures

The Board of Directors (Heather Partnership)

The Management of Heather Partnership comprises Mr and Mrs Solsberg and Mr and Mrs Ablott.

The Heathcote Management Board

The Heathcote Management Board meets at School once a term. This committee comprises of at least two Directors, the Headteacher and our Education Advisor Mr Kevin Wilson.

The Senior Management Team

The Headteacher is responsible for the day to day running of the School in all its departments and also, in conjunction with the Board, for long term planning.

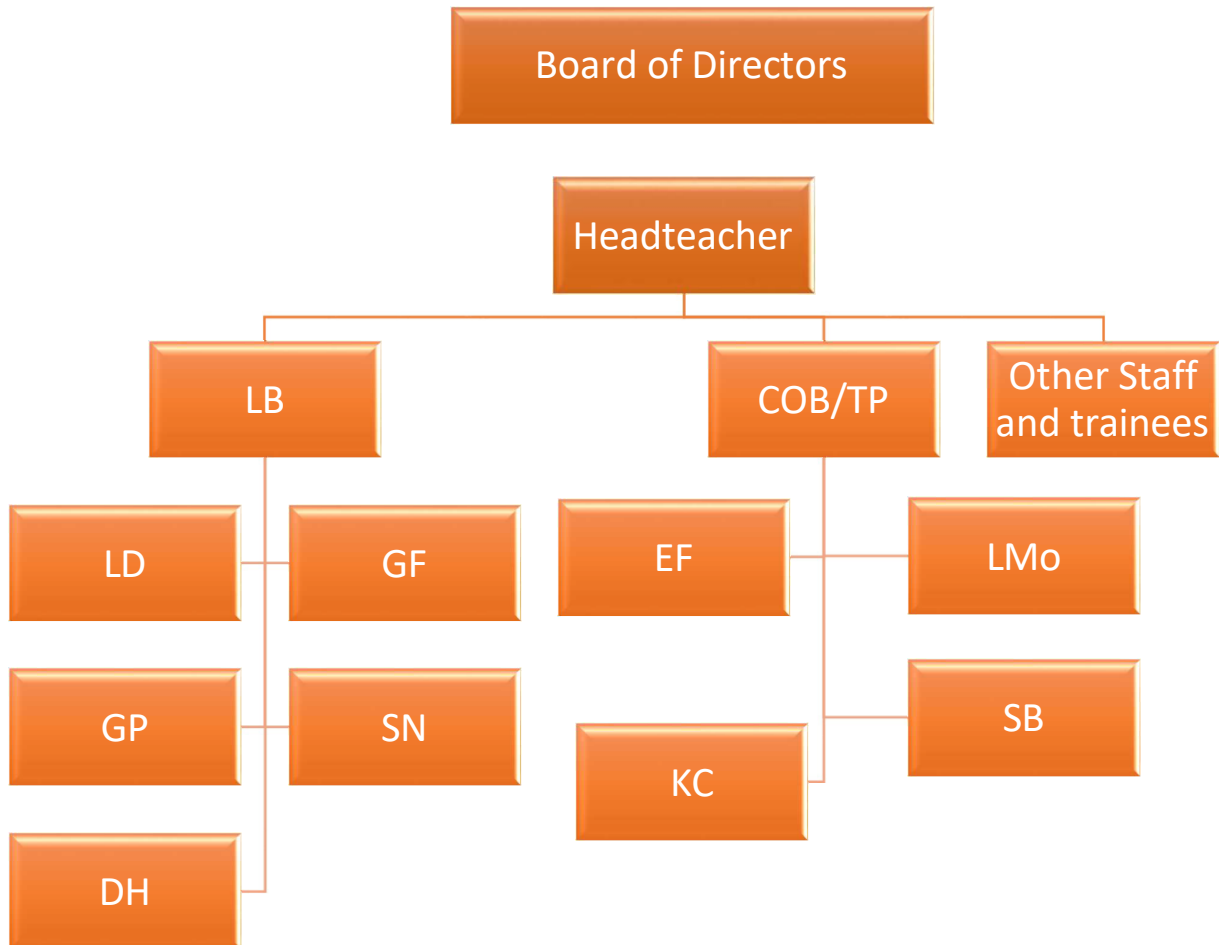
The top level of management comprises the Headteacher– Mrs Samantha Scott, the Bursar - Mrs Nadine Solsberg, Prep Leader – Mrs Linda Barber and Pre-Prep Leaders – Mrs Tessa Perrett and Mrs Carole O’Brien.

Integrity

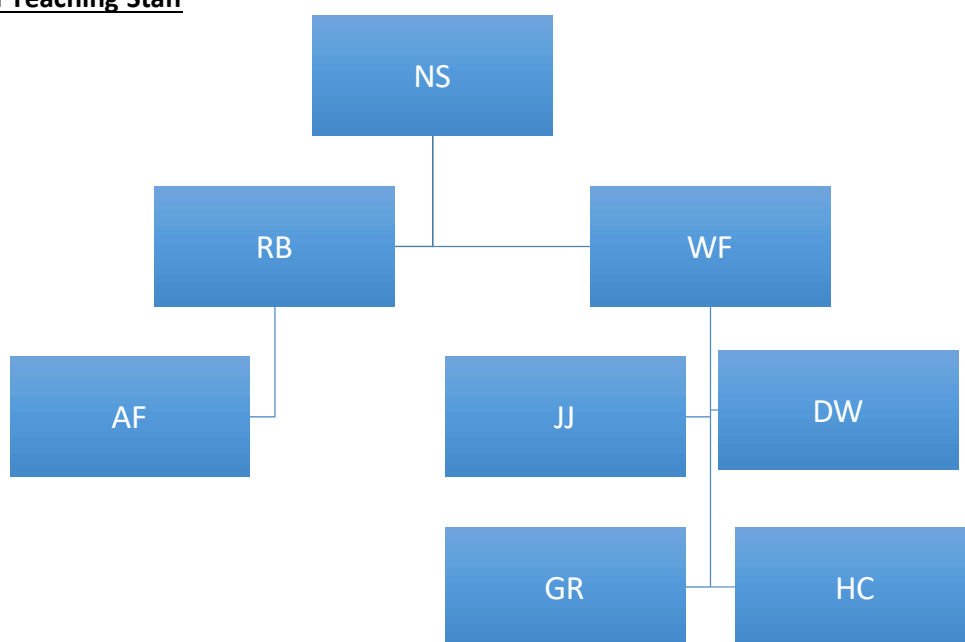
We undertake to demonstrate the highest standard of integrity in all elements of our school.

11. Organisation Charts

Teaching Staff



Non Teaching Staff



12. The School Day

Children arrive between 8.30 and 8.40 except in Nursery where they may arrive up to 9am. Registration occurs for all children in Years R-6 by 8.45am and an afternoon registration at either 1.25 (EY/KS1) or 1.45 (KS2) also takes place.

The school day is as follows:

8.30	Arrival
8.40	Registration
8.45	Lesson 1
9.35	Lesson 2
10.25	Break
10.45	Lesson 3
11.35	Lesson 4
12.25	Lunch for EY/KS1

	ERIC (Everyone reading in class) KS2
12.45	Lunch KS2
13.25	ERIC (Everyone reading in class) EY/KS1
13.45	Lesson 5
14.35	Lesson 6
15.20	Pack up/home time preparation
15.30	Dismissal/end of the school day
15.40-16.30	Clubs

13. Duties

All staff are expected to carry out supervision duties at break, lunchtimes, before and after school. A rota for duties is displayed in the staffroom.

14. Finding Your Way Around

The school is divided into four main parts:

- The House – Offices, Children’s Kitchen, School Kitchen, Wrap Around Care, Staffroom, Medical room, Toilet
- The Early Years, KS1 Classrooms, EY/KS1 Library, Lower Playground
- The KS2 Classrooms, Science/Music room, Science garden, W.C, KS2 Library and Art Room, Quiet Garden, Upper Playground and ICTCT suite
- The Village Hall

1. The House

All offices are in the house. The Bursar and Headteacher’s offices and Boardroom are upstairs. Breakfast and Twilight clubs are also run in the house. Children are served breakfast and tea/snacks in the Children’s kitchen. The main school kitchen is situated next door to the school house kitchen and can be accessed via the interlinking door. The staffroom and w.c. is also in that part of the school.

2. Early Years and KS1

The lower playground is to be used by EY and KS1 children. The KS1 library is situated in the house conservatory. The EY and KS1 classrooms surround the playground and there are suitable toilet facilities in that area.

3. KS2

The KS2 classrooms, the ICT suite, the KS2 library, the art room and science/music rooms are all situated around the top playground and the quiet garden. In the KS2 lobby are kept all the play equipment and the Maths resources in the allocated cupboard. KS2 children have their own cloakrooms and toilets in that area.

4. Village Hall

The Village Hall is used for lunch and at other times during the week for Sports, Assemblies, Drama, workshops and other events. The school has a private direct access to the hall via a side gate.

We also have use of the playing field across the road and St John's Primary School swimming pool (a five minute walk from Heathcote) for lessons on Mondays.

A plan of the school site is in section 16.

15. Heathcote School and the Community

The school endeavours to be a 'good neighbour' through applying our well-developed environmental policies which commit us to taking all reasonable precautions to ensure that our activities have no adverse effects.

Heathcote School is at the heart of Danbury and its community. We acknowledge our responsibility to the community in a tangible way through supporting a range of community activities including encouraging staff to involve themselves in local social and sporting events.

We use the village hall for all our assemblies and on a daily basis at lunchtime. We keep close links with St John's Primary School where our Y1-5 children go swimming every week. Danbury Mission visit the school every term and lead an assembly with a Christian message. We also have strong links with the Parish church of St John the Baptist where the whole school performs its Carol Service at Christmas time. We visit the Danbury library weekly and like to visit other services in the village for different educational purposes.

16. Plan of Heathcote School

Section B – School Facilities and Amenities

17. Catering Services

Lunch is provided free of charge to staff that assist with the supervision of children in the lunch hall. The school provides free tea and milk for any member of staff who would like it. There is a water fountain outside the staffroom.

Staff may not enter the food preparation areas of the school kitchen when they are operational unless properly dressed and with their hair covered. No kitchen utensils, pots or pans may be removed from the kitchen for use in the classrooms without consultation with the Cook.

Staff may use the House/children's kitchen for any classroom cooking. Staff must ensure that, after use, the cooking utensils and the ovens, if used, are returned properly cleaned.

Staff may not clean paint pots or other equipment in the kitchens. There is a sink in the Art room for this purpose.

We are very aware of children's different eating preferences and our school cook works with parents and the staff to help children try new foods, whilst understanding dietary needs and allergies. We endeavour to offer gluten free alternatives and a healthy menu.

18. Personal Property and Vehicles

Staff make choices in what they bring to the workplace, the clothing they wear. These are at the individual's risks and the school is not responsible for accidental damage or loss. As such, staff need to take preventative measures to keep personal belongings safe.

There are no car parking facilities at the school. Staff should park their cars in the free car parks provided by the Parish Council in Mayes Lane or by the Sports and Social Club. The school will not accept responsibility for fines imposed or for damage to staff cars.

Please do not use the Village Hall Car Park or the parking at Eves Corner as this is restricted.

19. Classrooms

Classrooms should be a climate for learning: a climate to flourish in where learners feel safe, are rewarded for effort, achievement, attendance and positive behaviours.

Class Preparation

It is a requirement that all classrooms should appear bright and welcoming when the children arrive each morning. Displays should be changed regularly to reflect the children's current work and the topics studied. At the end of the day tables and chairs should be left neat and tidy with chairs stacked so that cleaning can effectively take place.

Supervision

KS2 children are allowed certain privileges and may be allowed in allocated classrooms unsupervised at certain times i.e. The computer suite or classroom. Children should not be left unsupervised in the Science room and Art room. KS1 children should not be left alone in any classroom or left unsupervised at any time. Children attending after school clubs or music lessons, meet the member of staff on duty, in the ICT room after being registered. Children are then collected by the appropriate member of staff.

20. Cleaning

The school employs cleaners to clean the classrooms at the end of the school day. Staff must leave their classrooms in an acceptable condition for them to be cleaned. During the holidays the classrooms, are given a thorough clean ready for the start of term.

21. Security

All staff have keys to their rooms, to any external doors which lead to those rooms and to the school rear gate so that they may gain entry.

At the end of school all staff must ensure that all windows and doors are secured, computers and heaters are switched off and leave by the rear gate if it is after 4.30 pm. Cleaning is not done immediately after school and unlocked classrooms may be unsecure until early the next morning.

Staff may enter the school via the rear gate with a key and code. During the day this gate is locked and bolted and must not be used to exit the building until 4.30pm.

All doors within the school (except the main entrance door and rear gates) are unlocked all day in case of fire.

If you are a key holder do not, at any time, allow anyone other than school staff to have access to them. **Keep your keys safe at all times.** Lost keys must be reported to the Bursar immediately and staff may be liable for the cost of replacement keys/locks.

22. Pensions

The School abides by all relevant pension regulations and thus, where applicable, staff will be auto enrolled into a suitable pension scheme and make at least the minimum contribution required by the regulations and the scheme. If you wish to opt out, make further AVC's or would like further information please speak to Mrs Solsberg.

23. School Fees Remission

Employees who have children who are eligible to attend the School, and who have satisfied the entry criteria as set out in the School's Admissions procedure and awarded a place, may receive fee concessions in accordance with our policy.

Fee concessions are granted at the absolute discretion of the Directors and are subject to amendment or withdrawal.

24. Outside Interests

You are expected to be loyal to the stated aims and objectives of the School and may not engage in any outside activities or undertake any additional work, whether paid or unpaid, which in the reasonable view of the Head/Bursar, might conflict with the School's interests or might interfere with the efficient discharge of your duties, without the written consent of the Headteacher.

Staff should not give out their personal email addresses or phone numbers to parents, nor should they be 'friends' with current parents on social media.

The Head/Bursar should be made aware of any proposed arrangement with parents or outside work PRIOR to agreement, however, staff should not seek or try to solicit work from parents.

25. Right Of Search

In the interests of security, you are required to agree, on request from any authorised person, to a search of your outer clothing, bag, vehicle, etc. Failure to give such permission may result in disciplinary action.

26. Change Of Terms

The content of this Handbook is for guidance only, although it applies to all employees. It is non contractual (unless stated otherwise) and in the case of conflict, your contract of employment will usually take precedence. The School reserves the right to vary this handbook at any time and will endeavour to give you one month's notice of any variation.

27. Expenses

Any expenses or costs incurred must gain **prior consent** from the Bursar. Reimbursement will be made in accordance with the requirements of the Inland Revenue and the school's auditors and is subject to the production of satisfactory receipts.

28. Travel

Provided it has been cleared with the Bursar first and evidence of adequate insurance cover provided, employees may use private cars for journeys on school business. However, school pupils must not be carried in private vehicles.

- Mileage rates are available from the Bursary.
- Mileages should be based on the distance between the school and destination, or home and destination, if less.
- Rail travel should be by Standard class.

29. Risk Assessments

Risk Assessments are carried out by staff for the following areas of risk:

- Learning Spaces (premises) – teachers complete and are checked by the Head
- Individuals' Risk Assessments – teachers complete and are checked by the Head
- Trips Risk Assessments – teachers complete (Headteacher/Bursar sign off)

Calculated Risk Assessments are created for EVERY child in the school as part of their induction to the school and updated soon afterwards. They should be updated when changes occur and at least annually. These outline the risks associated with the child for:

- Medical reasons
- Behavioural reasons and potential harm to:

- Other children
- Adults
- The environment
- Sexualised behaviour reasons

Calculated Risk Assessments need to be addressed when planning all trips out from school and new activities within school.

30. Educational Visits

Please see the EVC Policy

When a child is registered with the school, parents sign a consent form for their children to be taken off site for local visits e.g. church, local area, etc. All other outings need specific consent forms to be completed by the parent/guardian. All parents need to provide written permission regarding whether they can attend swimming or sports offsite. No child is allowed on a trip unless the parent/guardian's consent has been given.

The Headteacher must approve all visits well in advance of the trip. Staff are responsible for asking for permission for any educational visit they are planning to undertake with their class, costing, budgeting, completing all risk assessments, and drafting the letter to parents. **The Headteacher must approve the letter before it is sent to parents via the school office.** The appropriate forms must be completed. Staff must give due regard to the ratio of adults to children as outlined. All non-staff adults must be DBS checked, and be aware of their role and responsibility. Staff should leave contact details in the office. The teacher must take the school mobile with them, if there are any trips off-site. Before taking a trip out, please ensure you have read the school's Educational Visits Policy and completed the Educational visit form – found in the staffroom and the staff portal on the website.

Staff are encouraged to take children to places of educational interest. Transport, if required, will be organised by the school office when the visit is agreed by the Headteacher along with a risk assessment for the visit. Staff are encouraged to take children on the school minibus using one of the trained members of staff. On occasions, public transport is necessary or by coach when the numbers rise above 16/17. A pre-visit should be made if necessary, risk assessments of the venue should be checked.

A trip register should be taken and marked at least 4 times during the day. It may be more sensible to mark it more frequently if the class breaks and reforms several times. There is a very comprehensive visit policy which should be carefully studied before taking children on any visit

along with the Missing Child Policy. Staff should pay particular attention to the number of adults to children ratio demanded by the activity undertaken.

Staff should ensure they take any special medical requirements for their class i.e. asthma pumps, epipen etc. and a copy of the Crisis Management policy with emergency contact numbers.

Any off-site activities where staff take children out of the school should be logged with the office. The off-site register should be given to the office - this is so that anyone in the office will know who has left the site.

All staff / children should leave the school site via the front door unless they are travelling by minibus then access if required via the back gate.

31. Severe Weather Conditions

The Headteacher will decide whether to close the school due to snow or extreme weather conditions. In taking the decision, the Headteacher will take advice; though make the decision based on the local conditions and the needs of the school pupils and staff.

Staff and parents, along with professionals known to be in the school on the day(s) affected will be contacted by WhatsApp, text, ParentMail and the school website. Where possible a message will be left on the school answering machine.

Staff and parents are to expect the school to be open if they have not had information conveyed in the means listed above.

Staff will be expected to work from home on days of school closure.

32. Report Writing

Effort grades are reported to parents on a termly basis. All children have one full report at the end of the academic year.

The school uses assessment data on a termly basis to track pupils' progress from starting points to outcomes. A range of standardised testing results as well as teacher judgements are reported to parents.

Staff are required to start preparing their reports during the Summer half term. Additionally each class teacher will write a pastoral report for each child which contains positive comments about pupil, summaries about their achievements in both the curriculum and beyond it, the curriculum covered in the year, progress made and future targets.

Report writing to parents:

- You MUST have someone check your reports before submitting them – for errors and content. Calibri 12 point
- Write in full sentences and paragraphs
- Meet the deadlines
- Pupils' comments should be written by the pupil (wherever possible)

33. The School Office

The school office is located by the front door in the entrance lobby.

All visitors to the school must pass through the office so that they can be identified and recorded in the visitors book and are given a school ID lanyard. They are informed of our emergency procedures and safeguarding policy. However, in the interests of security, if you do see someone in the school you are not familiar with, please do ensure you ascertain who they are. The person receiving the visitor will remain responsible for them throughout the visit and will ensure that they have signed out and have returned their visitor badge.

The school has an open door policy to teaching and learning. Please expect and welcome visitors to your classroom and, within the aims and ethos of the school, share the learning taking place in your classroom.

Children who are late should enter via the main entrance with their families to sign in and children leaving early must sign out.

Family of staff members visiting for any reason must have the permission of the Headteacher to be present. They should not be allowed in the staffroom.

34. Medicines and Accidents

Any medicines brought in to school must be logged and stored in the office. Accident report forms for staff, visitors and children can be found in the office – see our First Aid, Accident Reporting and Medications Policy. No staff medication should be present in classrooms. In EY it must be locked in a drawer. In the rest of the school it should be kept in bags and out of sight and reach of all children.

35. Office Equipment and Supplies

Staff can use the photocopier located in the IT Suite. The laminator is located in the office.

Teaching staff are allocated their own laptop.

Any breakdowns or faults with computers or IT equipment should be reported to Mr Daniels in the first instance.

Stationery and office materials can be ordered by completing the request form kept in the staffroom. Mrs Bayliss places orders and will leave items in staff pigeonholes. Requests should be submitted on a Monday to be processed by Wednesday.

Requests for larger items should be submitted to the Bursar on a resources request form found in the staffroom.

All laptops, chargers, adaptors, and any other equipment issued to staff by the school remain the property of the school at all times. Staff are responsible for the proper care and security of any equipment assigned to them and will be liable for any loss, theft, or damage, including accessories such as chargers and adaptors. In the event of loss or damage due to negligence, the cost of repair or replacement will be deducted from the staff member's salary. By accepting school-issued equipment, staff agree to these terms and are expected to take all necessary precautions to prevent damage or loss.

36. Friends of Heathcote

'The Friends of Heathcote School ' are a registered charity: They ensure all parents, carers and friends feel welcome as part of the school and, to raise money at a number of events throughout the academic year.

37. Child Protection - Induction and Training

See Safeguarding Policy- available to view in staffroom or in the staff portal on the school website

The School supports its staff and volunteers who work with children in providing them with appropriate training to carry out their individual responsibilities for child protection effectively. New staff will be made aware of the School's arrangements for safeguarding and child protection and their own responsibilities with regard to safeguarding the welfare of pupils at the School.

Induction training for staff will include:

- Definitions and signs and indicators of physical, emotional, sexual abuse and neglect, plus other specific safeguarding issues, for example, so-called 'honour based violence', child sexual exploitation, peer on peer abuse (including child on child sexual violence and sexual harassment), forced marriage, female genital mutilation, radicalisation and bullying, including cyberbullying.
- A copy of the School's Safeguarding Policy (including the Staff Code of Conduct, and the School's Whistleblowing Policy) which will provide staff with the identity and contact details of the School's designated safeguarding lead and his/her deputy, plus information on the School's procedures for reporting abuse and allegations of abuse.
- Part One of the statutory guidance 'Keeping Children Safe in Education' 2020 which all staff must read. All senior members of staff and those staff working directly with children will also be required to read Annex A and Part 5 of Keeping Children Safe in Education in addition to Part One.
- The Staff Code of Conduct, including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media.
- The safeguarding response to children who go missing from education.

Copies of the documents referred to above are provided to all staff during induction, are available to view in the staffroom or in the staff portal on the school website

All staff and volunteers are required to attend regular refresher training in line with advice from the School's local safeguarding children's board. In addition, all staff receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The designated persons will receive training every

two years in order to provide them with the knowledge and skills to carry out their role. In addition to their formal training, the designated persons should update their knowledge and skills (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

38. Disqualification Under The Childcare Act 2006

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (“the Regulations”) provide that a person who is disqualified under the Regulations may not provide relevant childcare or be directly involved in the management of such provision. Further, the Regulations provide that we are prohibited from employing a disqualified person in connection with relevant childcare provision and it is an offence to knowingly employ such an individual.

Disqualification means disqualification from providing childcare. The list of criteria for disqualification is long (the full version can be seen in the DfE guidance which can be accessed via the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719794/Disqualification_under_the_childcare_act_July2018.pdf

The highlights are as follows:

- a. inclusion on the Disclosure and Barring Service (DBS) Children’s Barred List;
- b. being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the Regulations;
- c. certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the Regulations;
- d. refusal or cancellation of registration relating to childcare, or children’s homes, or being prohibited from private fostering, as specified in Schedule 1 of the Regulations;
- e. being found to have committed an offence overseas which would constitute an offence regarding disqualification under the Regulations if it had been committed in any part of the United Kingdom.

The disqualification requirements apply to the following staff:

- Early years provision - any member of staff who provides any care for a child up to and including reception age. This includes breakfast clubs, lunchtime supervision and after school care provided by the school both during and outside of school hours for this early years age range.
- Later years' provision, for children under 8 – save that the Regulations do not apply to education or supervised activity for children above reception age **during school hours or in after school or co-curricular educational clubs**. However, the Regulations **do apply** to before school settings, such as breakfast clubs and after school provision that would constitute childcare.
- The Regulations also apply to staff who are directly concerned in the management of either the early or later years' provision in that setting. We are required to use our judgement to determine who is covered (but it will include the Headteacher and may also include other members of the school's leadership team and any manager, supervisor, leader or volunteer responsible for the day-to-day management of the provision).

In order to demonstrate compliance with the Regulations it is important that we make you aware of the legislation.

With this in mind you must inform the Headteacher immediately of any circumstance that may impact on your suitability to work with children in accordance with the Regulations. You may be required to complete an annual self-declaration form to ensure that the information we hold in this regard is up to date.

Any failure to disclose such information may be treated as a disciplinary matter in accordance with the School's Disciplinary Procedure. If you are unsure as to whether you are covered by the Regulations or whether a disclosure is required you must seek guidance from the Headteacher.

39. Disclosure Of Circumstances Impacting On Your Suitability To Work With Children

In addition staff are required to notify the School immediately if there are any reasons why they should not be working with children. You must immediately disclose to the Headteacher:

- any circumstances in which you are cautioned for, convicted of or charged with a criminal offence;
- any circumstances impacting on your suitability to work with children; and
- any medical conditions or medication that may impact on your suitability to work with children and/or the safety of pupils and/or staff generally.

A failure to make such a disclosure may be considered a disciplinary matter and could lead to dismissal. If you are unsure whether a particular circumstance impacts on your suitability to work with children you must seek guidance from the Headteacher.

40. Data Protection

Please see Data Protection Policy for Staff

Data protection is an important legal compliance issue for Heathcote School. During the course of the School's activities it collects, stores and processes personal data (sometimes sensitive in nature) about staff, pupils, their parents, suppliers and other third parties in a manner more fully detailed in the School's Privacy Notice. It is therefore an area where all staff have a part to play in ensuring we comply with and are mindful of our legal obligations, whether that personal data is sensitive or routine.

The Data Protection Policy for Staff sets out the School's expectations and procedures with respect to processing any personal data we collect from data subjects (e.g. including parents, pupils, employees).

41. Staff Privacy Notice

Please see Staff Privacy Notice

In the course of your employment, engagement or other basis of work undertaken for the school, we will collect, use and hold ("process") personal data relating to you as a member of our staff. This makes the school a data controller of your personal information, and this Privacy Notice sets out how we will use that information and what your rights are.

42. Communications

The School strongly believes in effective communication of information to all employees in order to promote a greater understanding of the School's activities, the issues it faces and the direction it is taking. The School also values the comments and ideas of staff. The methods used for communication are designed to encourage a two-way exchange between management and staff. In order to be truly effective, the full commitment of everyone within the School is essential.

- Staff meetings are held every Wednesday from 3.45
- Line Management meetings are held weekly
- Safeguarding meetings are held with DSLs each term
- SLT meetings are held bi-weekly
- Board meetings and Management Committee meetings are held at least once termly
- We have a full staff WhatsApp group

43. Use of telephone, pigeon holes, e-mail system, internet, WhatsApp & Noticeboards

Mobile phones

Mobile phones can be a ready form of communication during the day but incorrect usage by any member of staff can bring the school into disrepute.

Mobiles phones must be kept out of sight in bags or shut away in drawers. They may be checked at the end of lessons but should never be checked during lessons. **Calls or texts should not be answered during lessons.** Should you have reason to believe that an emergency call is expected, the school office number should be given. This applies to all staff including support and office staff.

In addition, mobile phones must not be used during meetings or at times when their use could be seen as inappropriate.

Mobile phones must not be used for photographing pupils. School I-pads or the school cameras are used for this purpose.

Mobile phones should never be used in Early Years classrooms

Telephone Calls

Staff will be called away from their classes to answer telephone calls only in the case of an emergency. Staff should therefore arrange for telephone calls to be received when they are on break or during their lunchtime. Telephone calls on school business may be made but staff should check with the office to ensure that the telephone is not in use. Staff may not use the school telephone for personal calls except in an emergency and then only with the permission of the Headteacher.

Pigeon holes

Pigeon holes are located on the wall in the first aid room at the rear of the staffroom. Staff should check their personal pigeonholes and registers every day – morning and afternoon, to see whether or not there is information to distribute to the class. Any such information should be given out at once and you must ensure that it goes into children's school bags. Letters etc. for absent children should be NAMED and placed in the class register for distribution when they return. If the letter is time sensitive it should be returned to the office for posting to the parent. Most letters will be sent by the office, via ParentMail.

Email and internet system

Computers are increasingly becoming an integral part of our lives, both working and personal. Use of the Internet and sending and receiving e-mails are very simple operations and their ease of use can be their biggest drawback. Please make sure that you are familiar with and adhere to the following policies:

- Acceptable Use Policy
- E-safety Policy

Notice Boards

Your attention is drawn to the notice boards in the staffroom which provide information of general interest as well as on specific issues relating to the school. Safeguarding information and contact numbers can be found here. Details of any internal vacancies will be posted on these notice boards.

44. Staff Meetings

Staff meetings are held weekly on a Wednesday from 3.45 to 5.15pm and all teaching and support staff must attend. Where a member of staff is not present at a meeting they are required to read the minutes which will be sent to everyone by email.

45. Bring your own device to work

Please see our Acceptable Use Policy

46. Informal Communications

Notwithstanding all the more structured communications systems operated within the school, effective communications depend ultimately upon mutual trust and respect between the parties on a day to day basis to promote positive relationships and to avoid conflict. Your sustained support and co-operation is, of course, encouraged and will produce better relationships and an amicable working environment.

47. Communicating with Parents

All communication to parents must be made via the office either by means of email, telephone or text. We use the ParentMail communication tool. Any letters sent home should be proofread and signed off by the Headteacher before they are sent out. Copies are filed in the office. This way the office staff are aware of communications with parents.

Staff should not contact parents directly via email or personal mobile phones.

48. Communication with the Media

No-one, apart from the Headteacher and the Heather Partnership Ltd, has the authority to speak to any external organisation on the school's behalf. All contacts from any media must be referred without comment to the Headteacher.

The Headteacher may, if warranted, also inform our association, ISA.

You must not speak to or communicate with the media on matters concerning the School's affairs or regarding your position in the School without the prior written permission of the Head. This includes postings on social media, e-petitions etc where you may be identified as an employee of the school.

49. Social Media

Please read the acceptable use policy but to summarise you should:

- Maintain proper professional boundaries with students, parents and carers even when pupils, parents or carers initiate electronic interaction

- Before posting items or communicating in social media, consider seriously whether the item would be said in public or shown in public or written for the public to read. If not, or if there is some doubt then it should not be posted because you may not be able to control who sees the information and how they interpret it
- Be particularly aware of the guidelines when staff have external friendships with parents/carers. Staff should not be friends with parents on social media sites

and you should not:

- Disclose confidential information without express authority especially about pupils, parents or carers, staff, voluntary or other workers at the school nor breach their right to privacy
- Engage in posts or activities which are detrimental to maintaining effective working relationships between individuals 'working' at the school
- Bring the reputation of the school into disrepute
- Engage in activities which compromise, or might be seen to compromise, the professional standards of teaching or the professional standards applicable to support staff
- Share information with pupils or parents/carers in any environment that they would not willingly and appropriately share in a school or school related setting or in the community
- Post comments which incite others to make discriminatory or other professionally unacceptable comments
- Post school logos or similar images that may lead readers of posts etc. to believe the individual is speaking on behalf of the school.

50. Confidentiality

As an employee, you will have access to confidential or sensitive information, particularly with regard to the children at the school. You are responsible for ensuring that any such information will be treated in a professional and confidential manner. You should assume that any information to which you have access is confidential until it is obvious that it is public knowledge. Children may never be discussed except with their parents or other professionals seeking to help a child. General school matters should not be discussed with parents or friends.

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to the Designated Safeguarding Lead.

Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment.

Information must only be stored for the length of time necessary to discharge the task for which it is required. If a member of staff is in any doubt about the storage of sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to the Headteacher. Staff should avoid being 'drawn' into discussions which relate to school matters or matters regarding an individual child, group of children or their families.

Before the end of your employment, you must return all forms of confidential information, parental consultation notes or letters, children's records and test results that belong to the school. Handbooks, keys, stock items, computer programmes, memory sticks and any other property belonging to the school must also be returned.

Confidential information developed with your assistance during your employment that relates to the operation of the school legally belongs to the school.

The law states that where a teacher is facing an allegation of a criminal offence involving a pupil registered at the School, the teacher concerned is entitled to anonymity until the teacher is either charged with an offence, the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation, the anonymity is waived by the teacher or a judge lifts the restrictions in response to a request to do so.

If publication is made on behalf of the School, the School, including senior management and directors could be prosecuted. If a teacher is charged with such an offence, all communication must be directed through the Headteacher who will have authority to deal with the allegation and any enquiries to ensure that this restriction is not breached. If a member of staff is found to have breached (whether intentionally or otherwise) this duty, any accusations will be dealt with under the School's Disciplinary Procedure.

51. Inventions, Patents, Copyright

You are required to inform the School immediately of any invention, improvement, discovery, process, design or copyright which you create or obtain whilst in the School's employ or as a consequence of it. This will become the absolute property of the School except as otherwise stated by statute. You irrevocably waive all moral rights under the Copyright, Designs and Patents Act 1988 in any existing or future works created by you.

52. Principles

Our employment policies are designed to produce a framework within which all staff are treated in a fair and consistent manner. They have been developed to ensure that staff are aware of what is expected of them and what the school, for its part, offers in return.

The objectives are therefore to match the school's needs with staff satisfaction so far as is possible, but also to motivate employees towards the achievement of the school's primary purpose. To achieve this, a number of principles have been adopted in preparing our employment policies and these are as follows:

- To promote the utilisation of knowledge, skill and experience of all employees to ensure the efficient and timely operation of all the school's support services.
- To reflect a sensitivity to the attitudes and views of all employees.
- To offer opportunities for personal development and advancement, where this is possible, to all employees with the necessary ability, ambition and integrity, in order to meet the needs of the school.
- To provide pay and benefits that are fair and competitive for the job they hold.
- To support the good faith with which all employees and their representatives are dealt.

53. Employee Relations

The School places great value on good working relationships between employer and employee and between employees. Efforts are continuously directed towards maintaining a constructive relationship and finding mutually acceptable solutions to workplace problems and issues. To this end the following basic principles apply:

- Achieve high performance standards by encouraging employee commitment and teamwork, and promoting an attitude of trust.
- Maintain a work environment in which the personal dignity of each individual is respected and discrimination and harassment are not tolerated.
- Provide employment conditions that are competitive.
- Communicate regularly with employees about the School's objectives, achievements and significant developments.
- Recognise the right of every employee to present a complaint, to appeal against a decision and to receive a response within a reasonable time.

Many employers set out detailed disciplinary rules which apply to employees. Notwithstanding this, we have attempted to keep such rules to a minimum to demonstrate trust in our staff and confidence that normal standards of behaviour will prevail through self-discipline rather than through a rigid application of rules.

The rules we do have, therefore, are for a practical purpose and are in addition to the expectations which society has regarding acceptable behaviour. The aim is to promote efficient and safe working.

54. Equal Opportunities Policy

Heathcote School is an equal opportunities employer.

We are committed to equal treatment for all Staff and pupils regardless of their race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability (together known as “Protected Characteristics”).

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil.

Bullying, harassment, victimisation and/or discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration which we expect them to reciprocate towards each other, the Staff and the School. Staff should ensure that they are familiar with the School’s Equal Opportunities Policy.

55. Staff Code of Conduct

Application

This policy applies to all Staff and volunteers in the School regardless of their position, role or responsibility. It sets out clear guidance on the standards of behaviour expected from all Staff (as defined below) at the School.

References to “Staff” throughout this policy relate to all of the following groups:

- all members of staff including teaching and support staff;
- governors;

- volunteers;
- casual workers;
- temporary and supply staff, either from agencies or engaged directly; and
- student placements, including those undertaking initial teacher training and apprentices.

Principles

The principles underlying the guidance aim to encourage Staff to achieve the highest possible standards of conduct and minimise the risk of inappropriate conduct occurring.

Staff are in a unique position of trust and influence as role models for pupils and must adhere to behaviour that sets a good example to all pupils within the School.

Staff also have an individual responsibility to maintain their reputation and the reputation of the School, both inside and outside working hours and the work setting.

The School requires that all Staff have read and agree to comply with this policy. Breach or failure to observe this policy may result in action being taken under the School disciplinary procedures including, but not limited to, dismissal.

This Staff Code of Conduct is not an exhaustive list of acceptable and unacceptable standards of behaviour. In situations where guidance does not exist in this policy, Staff are expected to exercise their professional judgement and act in the best interests of the pupils and the School.

This policy should be read in conjunction with the following related policies and procedures:

- Safeguarding Policy;
- Equal Opportunities Policy;
- Acceptable Use of Telephone, E-Mail Systems and Internet Policy;
- Health and Safety Policy;
- Whistleblowing Policy.

Staff should ensure that they have read and are familiar with these policies and procedures.

Equal Opportunities

See the Equal Opportunities Policy for further information

The School seeks to promote inclusivity and values diversity. It also seeks to ensure that the work environment for its employees is supportive, and one where individual respect is shown to all. All members of staff and pupils, regardless of their gender, race, ethnic background, culture, (dis)ability, sexual orientation, age, religion, socio-economic status or any other factor will be supported and encouraged to perform to their potential.

Harassment and Bullying

To secure an environment in which pupils and members of staff are able to flourish and to achieve their full potential, the School is committed to ensuring that everyone is able to work and to participate in the life of the School without fear of harassment, bullying or intimidation. Everyone in the School has a part to play by ensuring that their own behaviour, whether intentional or unintentional, does not constitute harassment. The School will take action against inappropriate behaviour which shows lack of respect for others or which leads people to feel threatened.

Health and Safety

See the Health and Safety Policy for further information.

The School places a high priority on providing a safe working and learning environment and will act positively to minimise the incidence of all workplace risks as required by the Health and Safety at Work Act 1974 and other associated legislation. All activities should be carried out with the highest regard for the health and safety of employees, students, visitors and the public. Our aim is excellence in health and safety, by means of continuous improvement of standards, and the comprehensive use of risk assessments so as to systematically remove the causes of accidents/incidents and ill-health. This, together with more specific aims and objectives, reflects the School's commitment to promote employee wellbeing.

All Staff have a duty to ensure that a safe working environment exists. Fire and evacuation procedures must be adhered to at all times and Staff are required to familiarise themselves with the procedures and their responsibilities set out in the Health and Safety Policy and Fire Evacuation Procedures.

Professional Standards

Relationships with other members of staff and other clients and customers of the School

The School does not concern itself with the private lives of its staff unless they affect its effective operation or its reputation. Members of staff who are relatives or who have a close personal relationship should not normally have a supervisory, assessing or authorising relationship with each other. Employees must inform their line manager if they have a close personal relationship with another employee or a client or customer of the School which could be considered by colleagues, pupils or others, as impacting on the way they conduct themselves at work.

All staff, irrespective of job role, should be polite, helpful and professional towards each other. They should seek to be considerate and courteous at all times, even on occasions when there may be differences of opinion or challenge.

Performance

The School expects individuals to follow all reasonable rules and instructions given by those supervising or managing their activities and/or work areas. Teachers are expected to maintain standards in line with the Governments Teaching Standards.

Use of language

Staff must ensure that they use appropriate language at all times. Staff must:

- avoid words or expressions that have any unnecessary sexual content or innuendo;
- not use language that could be considered racist, sexist or homophobic
- not use language that promotes extreme political ideas or that promotes any form of radicalisation;
- avoid any words or actions that are over-familiar;
- not swear, blaspheme or use any sort of offensive language in front of pupils; and
- understand that the use of sarcasm or derogatory words should be avoided when punishing or disciplining pupils
- unprofessional comments about anyone must be avoided

Smoking

To promote a healthy and pleasant working environment and because of the fire risk, smoking (in any form, including the use of e-cigarettes) is not allowed anywhere on site. You must not smoke on school premises or outside school gates. Any member of Staff wishing to smoke must leave the school grounds. You must not smoke whilst working with or supervising pupils offsite.

Misuse of drugs and alcohol

Staff must not drink alcohol during the normal school working day or when accompanying pupils on a visit or residential trip.

It is a disciplinary offence to be on school premises and/or carrying out official duties when under the influence of non-medically prescribed drugs.

Conduct outside work

The School does not seek to dictate how employees conduct themselves in their personal lives outside work. However, unlawful, anti-social or other conduct by employees which may jeopardise the School's reputation or position will be dealt with through the disciplinary procedure. In particular, a member of staff accused of a criminal offence is expected to inform the School at the earliest opportunity and failure to do so may be a disciplinary offence.

Dress code

The School does not operate a formal dress code for its employees. However, employees must ensure that their dress is appropriate for the situation in which they are working and that they present a professional image and one that reflects sensitivity to customer perceptions. This may reflect their ethnicity and lifestyle, but should not be provocative or cause offence to those with whom they have contact.

Smart dress is a requirement e.g. smart collared shirt and trousers for men. Skirts and dresses must be of a reasonable length and neck lines not revealing. Improper attire may result in you being sent home to change or, in extreme cases, disciplinary action. Jeans, trainers, backless shoes e.g. flip flops and some fashion wear are examples of unsuitable school wear. The Headteacher will advise in the event of uncertainty and that decision is final.

Eating and Drinking

Staff are expected to have food and drink in the staff room or dinner hall (lunch is provided free of charge to staff that assist with the supervision of children in the lunch hall). However if a hot drink is taken beyond the staffroom then it must be in a lidded, insulated cup to ensure safety with hot liquids. Staff are encouraged to drink water throughout the day to maintain hydration; there is a water fountain outside the staffroom. The school provides free tea and milk for any member of staff who would like it. There is a fridge and a microwave in the staffroom for staff use. Staff are expected to wash up their cups after use.

Staff may not enter the food preparation areas of the school kitchen when they are operational unless properly dressed and with their hair covered. No kitchen utensils, pots or pans may be removed from the kitchen for use in the classrooms without consultation with the Cook.

Staff may use the House/children's kitchen for any classroom cooking. Staff must ensure that, after use, the cooking utensils and the ovens, if used, are returned properly cleaned.

Staff may not clean paint pots or other equipment in the kitchens. There is a sink in the Art room for this purpose.

Change of personal details

Staff should ensure that the school is given up to date information regarding their key details such as address, telephone numbers and next of kin details etc. This also includes any criminal prosecutions or driving offences.

Time-keeping

Staff are expected to be punctual for lessons, duties and co-curricular activities. At the start of the day should arrive with sufficient time to set up their classrooms and to greet parents. Staff are required to tick in and out on the attendance sheet in the staffroom.

All staff are expected to be on site by 8.15am until 4pm.

Should a staff member need to be absent or expect to be late for any reason, he/she should request permission from the Headteacher in advance when possible (also completing a leave of absence form from the board in the staffroom). If this is not possible, he/she is asked to contact the Head of Key Stage at the earliest opportunity. This member of the SLT will inform and agree this with the Headteacher and the Bursar.

Mobility and Flexibility

Due to the demands and nature of the School, employees should be prepared to transfer upon request within departments either temporarily or permanently and/or to undertake work of a different nature, providing it is reasonable and safe to do so and the individual is adequately trained.

Communication

Good communication between all members of the School community is vital. All communication between Staff, pupils and parents should take place within clear, explicit and professional boundaries.

Communication with Parents

Form teachers are expected to be the first point of contact between parents and the School, although enquiries will also come through the School Office. Staff can contact parents via the office. Staff should not contact pupils, parents or conduct any school business using personal email addresses or phones.

Staff must inform the Headteacher if they receive an offensive email.

Communication with Pupils

Staff should carefully consider the manner in which they communicate with pupils so as to avoid any possible misinterpretation of their motives or behaviours. Sarcasm can be misinterpreted and therefore should be avoided.

SAFEGUARDING

All staff are required to read the latest version of Keeping Children Safe in Education, including Annex A and our Safeguarding Policy. This lays out the duties of staff to report and refer any safeguarding concerns. Staff are responsible for knowing and understanding all school policies, especially Safeguarding, Health and Safety, Fire, First Aid, Administration of Medicines, Data Protection & Acceptable Use of ICT, Mobile Phones and Photographic Images Policy

Use of Mobile Phones and Cameras and Bring Your Own Device Statement

Photographs will only be taken of children with their parents' permission (provided in writing via consent form). Where photographs are taken by staff to give evidence of children's progress, photos can only be taken on school cameras. They must then be downloaded onto school computers, where they will be monitored. Photos cannot be used or passed on outside the School unless in accordance with the Taking, Using and Storing Images of Children Policy.

Neither staff nor children may use their own mobile phones to take photographs within our School.

Staff should not bring any personal memory sticks, tablets or IT equipment into school for use on our network. Staff are issued with school laptops and Ipads for their use in school and have access to the school one drive.

Guidelines on the prevention of allegations of abuse

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the

incident and circumstances should be recorded as soon as possible, the Designated Safeguarding Lead (“DSL”) informed and, if appropriate, a copy placed on the pupil's file.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to defuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL/Head who will decide what to do next. Where this relates to the School's nursery/EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for Staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Physical contact may be appropriate in the following circumstances:

- when a pupil needs to get comfort or reassurance e.g. following an accident or personal crisis;
- when a pupil needs encouragement to attempt a new challenge e.g. to climb on to a piece of apparatus; or
- when there is a need to take urgent action to avoid an incident or injury.

Staff should use their professional judgement at all times. Physical contact must be appropriate for the age, understanding and sex of the child and must never threaten or be sexually inappropriate. Staff must also be sensitive to an individual's cultural background and any special educational needs.

Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

One to one situations

Staff working individually with pupils should be aware of the potential vulnerability of pupils and staff in such situations. Staff should manage these situations and take reasonable and sensible precautions to ensure the safety and security of the pupil and staff alike.

Staff should:

- avoid meetings with pupils in remote or secluded areas of the School;

- ensure there is visual access or an open door;
- inform other staff of the meeting beforehand, assessing the need to have them present or close by; and
- always report any concerns to a member of the SLT.

Intimate care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken. See the Intimate Care policy.

Changing (Physical Education)

All children have the right to privacy, safety and dignity and therefore when changing for PE, swimming, drama or other such activities they should always be appropriately supervised. Children in KS2 should always use the separate girls and boys changing rooms with a member of staff outside. At KS1 children may change in their own form rooms for PE and Drama under teacher supervision.

Transporting pupils

Staff should not transport pupils in their own cars unless there is an unavoidable emergency and should not be on their own with the pupil.

Whilst transporting pupils in the school minibus there should always be an additional member of staff to the driver who can ensure that the driver is not distracted while the vehicle is in motion for any reason other than an emergency and should also ensure all passengers are wearing correctly fastened seatbelts.

Prior to transporting pupils offsite, consent must be obtained from a pupil's parent/guardian and Staff should be aware that the safety and welfare of the pupils is their responsibility until they are safely passed back to their parent/carer.

Communication with Parents including the use of social media

Staff should not give their personal mobile phone numbers or email addresses to parents, nor should they communicate with them by text message or personal email. If they need to speak to a

parent by telephone, they should use one of the School's telephones and email using the school system via the School Office.

Staff should not be friends or follow current parents on any social media platforms

Contact with pupils out of school

Staff should not:

- arrange meetings with pupils off the School premises without the prior approval of the Headteacher;
- arrange private tuition of any of the School's pupils in school or outside of school whether in term-time or outside of term-time without the prior written approval of the Headteacher;
- arrange private supervision or childcare of any of the School's pupils in school or outside of school whether in term-time or outside of term-time without the prior written approval of the Headteacher; and
- give pupils their home address or any of their personal contact details.

Acceptable use of technologies

Staff should ensure that they are familiar with and comply with the School's Acceptable Use Policy at all times. In particular, staff must:

- not engage in inappropriate use of social network sites which may bring themselves, the School or the School community into disrepute (see Social Media);
- adopt the highest security settings on any personal profiles they have;
- remain mindful of their digital footprint and exercise caution in all their use of social media or any other web based presence they have. This includes written content, videos or photographs and views expressed either directly or by 'liking' certain pages or posts or following certain individuals or groups;
- not make contact with pupils, their guardians or family members, accept or initiate friend requests or follow pupils' or their guardians' accounts on any social media platform.

FINANCIAL PROBITY

Self-employment, other employment or consultancy work

The School understands that these types of opportunities can bring benefits to the School as well as to individual members of staff. All staff proposing to undertake self-employment, other employment or consultancy work must secure the approval from the Bursar and ensure that the proposed work is not in conflict or detrimental to the School's aims and objectives.

Intellectual property

You are required to inform the School immediately of any invention, improvement, discovery, process, design or copyright which you create or obtain whilst in the School's employ or as a consequence of it. This will become the absolute property of the School except as otherwise stated by statute. You irrevocably waive all moral rights under the Copyright, Designs and Patents Act 1988 in any existing or future works created by you.

Financial regulations

The School's financial regulations create a framework of financial controls within which the staff of the School must operate. These regulations are designed to protect the School and individual members of staff. Failure to comply with these regulations may lead to the loss of assets, significant delays in payments to employees and suppliers, and additional work for colleagues.

Employees must not accept gifts or hospitality that could give rise to a suspicion that they have a conflict of interest or have been influenced in a decision. Breaches of the regulations will normally be a serious disciplinary offence.

Conflicts of Interest

The highest standards of behaviour are also expected in all areas of school life, especially where individuals are in positions to make decisions which may have significant impact on others. In all such cases it is important that decisions are taken in a fair and balanced way that can withstand external scrutiny. Conflicts of interest should be identified so that individuals are not involved in decisions where their actions could be seen as biased.

Access to Confidential Information

Although the School strives to conduct its business in an open fashion there will be times when individuals, through their positions as members of committees, selectors/recruiters, line managers etc, become aware of confidential information, either about other individuals or in connection with the School's commercial/academic activities. Individuals should be aware of the need to keep

such matters confidential and to respect the proper channels of communication for such information.

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

For specific guidance on the disclosure of any child protection related issues, please see the Safeguarding Policy.

USE OF EQUIPMENT FOR NON-WORK PURPOSES

The School will allow employees reasonable use of School equipment and facilities, provided that authorisation has been obtained from the Bursar, that the use does not interfere or conflict with the work of the School, and that any costs are met by the individual.

Private telephone calls

Employees may use School telephone facilities to make occasional private calls for essential or emergency matters. Private international calls are not permitted without prior authorisation by the Bursar.

Use of IT equipment, internet and social media

Users of the School's IT and internet facilities must behave reasonably towards other users and in public areas they must behave appropriately. Users who do not behave reasonably and appropriately may be subject to disciplinary action in accordance with relevant procedures. In particular, employees must not use School facilities to create, display, produce, store, circulate or transmit obscene or pornographic material in any form or medium.

Employees must keep the use of School internet facilities for personal matters to a minimum and only during lunch breaks or after contracted hours.

Visiting Speakers

All visiting speakers should be vetted before their attendance to ensure the content of their presentation is suitable and appropriate. Appropriate supervision by staff must be given at all times.

RAISING MATTERS OF CONCERN

Employees have a right and a duty to raise concerns which they may have about breaches of the law or propriety by the School.

The School aims to create an atmosphere in which a diverse range of people can work together openly in the spirit of mutual respect and trust towards a common purpose. Nevertheless, we recognise that it is possible for misunderstandings and disagreements to arise or for mistakes to occur.

Staff Complaints

Complaints should be dealt with immediately and openly and Staff should try to resolve issues informally in the first instance. If this approach is impractical or unsuccessful, Staff may wish to raise their concerns more formally in accordance with the School's Grievance Procedure or Whistleblowing Procedure, depending upon the nature of the concern.

Parental Complaints

Staff must ensure that parental complaints are dealt with in accordance with the School's Complaints Policy.

BREACHES OF THIS CODE

This code of conduct has been drawn up to provide a source of guidance to the School's employees. It is not a contractual document and can be amended at any time by the School. All staff must comply with both the provisions of this code and the School's policies and procedures, breaches of which will be taken seriously and may result in disciplinary action up to and including dismissal.

Staff are also reminded that this code is not exhaustive. The School's primary duty is towards the welfare of pupils and its staff. Individuals are encouraged to take a common sense approach towards their conduct. Any staff member who has a concern or is unsure about an event that has arisen should discuss the matter with a senior colleague as soon as possible.

Office staff should also keep their mobile phones in their handbags - they too can be checked at break or lunchtimes and any emergency calls can be made to the school phone. _

56. Performance Development Policy – Teaching Staff

Purpose

Performance Development (or appraisal) in the School will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff continue to improve and develop in their role.

Application of the Policy

The policy applies to all staff, except those on contracts of less than one term, those in a probationary period or undergoing induction (ie NQTs). It does not form part of your contractual terms.

The Performance Development Period

The period will normally run for eighteen months from 1 September to 31 January in each year. Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Appointing Appraisers

The Headteacher will be the appraiser for those teachers she directly line manages and will delegate the role of appraiser to the relevant line managers or appropriate alternative for other staff. Where a teacher has more than one line manager, the Headteacher will determine which line manager will be best placed to manage and review the employee's performance.

The Head will be appraised by the Board of Directors. The task of appraising the Head, including the setting of objectives, will be delegated to a sub-group consisting of 2 Directors and the Education Advisor.

Setting Objectives

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each performance development period. There will normally be at least three objectives set. The objectives will be specific, measurable, achievable, realistic and time-bound and will be appropriate to the employee's role and level of experience. Objectives will be drawn up by the appraiser normally in consultation with the member of staff. Objectives may be revised if circumstances change.

The objectives set for each employee will, if achieved, contribute to the School's plans for improving the School's educational provision and performance and improving the education of students at the School. This will be achieved by ensuring that the objectives directly relate to the School Development Plan.

The Headteacher may review all objectives to ensure that they have been set appropriately, that they are consistent with the School Development Plan and that they are written in such a way that measuring success can be done objectively. If necessary, the Headteacher will require objectives to be re-considered.

The School will set reasonable and objective standards it expects staff to achieve.

Reviewing Performance

Lesson Observation

The observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observations will be carried out in a supportive fashion.

Lessons will be regularly observed but the amount and type of classroom observation for performance development purposes will depend on the individual circumstances of the teacher (particularly if concerns have been raised about their performance) and the overall needs of the School. The total number of lessons to be observed for performance development purposes will normally be one teaching period each year. Where evidence emerges which gives rise to concern about the teacher's performance, additional observations may be arranged.

In addition to formal observation, the Head or other leaders with responsibility for teaching standards may carry out "drop-in" observations in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The notice period, length and frequency of "drop-in" observations will vary depending on specific circumstances. Feedback on observations will ideally be given as soon as possible.

Teachers (including the Head) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and support

Performance development is a supportive process which will be used to inform continuing professional development. The School wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to School Development Plan priorities and to the ongoing

professional development needs and priorities of individual teachers. In the case of competing demands on the School budget, priority will be given to the training and support which will help to achieve the School Development Plan objectives.

Feedback

Teachers will receive constructive feedback on their performance as soon as practicable after observation has taken place or other evidence has come to light.

Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress; and
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the performance development process will continue as normal, with any remaining issues continuing to be addressed through that process.

If the appraiser is not satisfied with progress, the employee will be notified in writing that their performance will be addressed under the Capability Procedure.

Annual Assessment

The performance of all employees will be formally assessed in respect of each performance development period.

This assessment is the end point to the annual performance development process, but performance and development priorities may be reviewed and addressed at interim meetings throughout the year if necessary.

A meeting will be arranged with you to discuss your performance and following this you will receive a report including;

- details of the objectives for the performance development period in question;
- an assessment of performance of your role and responsibilities against these objectives;

- an assessment of the performance of your role and responsibilities against your Job Description;
- an assessment of your professional development needs and identification of any action that should be taken to address them;

The assessment of performance and of professional development needs will inform the planning process for the following performance development period.

Transition to capability

Where concerns are highlighted as a result of the performance development process they will usually be raised informally in the first instance and support and training offered. However, if this does not lead to the required improvement or if the concerns are sufficiently serious, they will be addressed under the Capability Procedure.

57. Performance Development Policy – Support staff

Your performance will be reviewed on a regular basis throughout your employment. However, in each year you will have a meeting with the Bursar to formally consider your performance during the preceding year and to agree on future work objectives to assist both you and the School to improve work performance and to assist the School to achieve our objectives. One further objective of the performance development interview is to identify any particular training needs you may have to assist your future development.

You will be given a copy of the performance development form prior to the meeting and you are encouraged to discuss in an open and honest manner any issues which you believe need to be discussed. You and your Head of Department or the Bursar should complete the performance development form during the course of the meeting. After the meeting, you will be given a copy which you should review and sign if you are satisfied it accurately reflects the discussions. You will retain a copy and the completed copy will be placed on your personnel file.

58. Planning Policy

Staff at Heathcote School are expected to plan all the lessons that they teach. These plans must be completed in advance of the beginning of that week and saved to the planning folder on the school's One Drive. The school's planning format should be utilised for long term and medium term plans. However, teachers may choose the format and presentation of their own weekly planning for short-term use. It must include certain key elements: learning objective, differentiated success criteria e.g. must, should, could, a clear teaching section, differentiated tasks/activities and where appropriate a plenary.

59. Marking and Feedback

Please also refer to Marking policy

Staff are expected to mark all work in exercise books and to follow the marking code. Children should receive high quality feedback to ensure that any learning gaps are closed and any possible extension is given to extend the child's understanding and attainment. At Heathcote School, we use pink pen for positive feedback and praise and green pen for 'growth' e.g. next steps and worked or modelled examples. When self-marking or peer correcting and giving feedback the pupils are also encouraged to use the mark scheme/code and pink and green pens. Staff must ensure that the teacher gives quality, thorough feedback regularly to all pupils.

60. References

All requests for references should be communicated to the Headteacher or the Bursar. No reference should be given on behalf of the School by an employee other than Mrs Scott and Mrs Solsberg

Mortgage, rent or legal references will only be given in response to a specific written request and no information will be supplied without your permission.

61. Inset

The school seeks to ensure that staff are continuously and consistently enriched and engaged with learning around their own experience and personal development as part of their roles at Heathcote. We attend weekly meetings to train together to support the school's priorities, aims and goals. These meetings are usually held by a member of the SLT but all staff will contribute throughout the academic year.

During non-pupil days, staff meet to engage with training and improvement according to school development and improvement aims. **All staff are expected to attend.**

62. Continuing Professional Development (CPD) Policy

Structured training and development at all levels within the school is essential to the efficient and effective operation of the school's support services and the development of the individual.

The School aims to ensure that all employees have the knowledge, skills and experience to meet satisfactorily the required standards of job performance. In order to meet its requirements, the school will provide opportunities for personal development and advancement to those employees with the requisite ability, aspirations and characteristics. The objectives of the CPD Policy are as follows:

- To provide an effective induction programme for each individual ensuring an understanding of the school, department and the individual's duties and responsibilities and this will include training/instruction on health and safety and any legal requirements, such as may arise through the charitable status of the school, associated with his or her job.
- To provide introductory and 'on the job' training to enable new employees to reach the required performance standard.
- To identify the current and future training needs of the individuals and match these to cost effective training programmes.
- To provide training to ensure improvements in skills, knowledge and attitude.
- To encourage and support employees to undertake further studies in the areas which are of benefit to themselves and their role in the school.

The performance development process involves line managers in reviewing the attributes of their staff with a view to matching them with the school's requirements. The development of individuals is a two way process; departmental heads will discuss the performance of the individual and provide information on available opportunities, whilst employees will have the responsibility of informing their departmental head of their aspirations and co-operating with actions designed to maintain and improve their abilities. This process supplements the informal observation and contact between the line manager and the employee.

From time to time the School may pay for you to attend training courses. In consideration of this, the School may ask that you enter into a separate agreement that if your employment terminates after the School has incurred liability for the cost of you doing so you will be liable to repay some or all of the fees, expenses and other costs. If this is the case then you will be informed before you start the course of your liability and an agreement will be drawn up between you and the school.

On completion of a training course a form describing the course and observations upon it must be completed as soon as possible, this is available from the Bursar. Safety/first aid training given by staff to children or other members of staff should also be recorded in the training log (please see the blue file).

63. Disciplinary Procedure

The Staff Code of Conduct and the Disciplinary Procedure, with which all employees have a responsibility to familiarise themselves, are designed to promote fairness and consistency in the treatment of all employees and to assist the school to function effectively. This procedure will apply to any disciplinary situation which includes misconduct and also cases of poor performance

that result from misconduct. It is not contractual but applies to all employees (save for those in their first two years of service) who should familiarise themselves with its provisions. Performance issues that do not relate to misconduct will be dealt with in accordance with the Capability Procedure. However, the two procedures may be run in parallel at first in order to investigate the underlying cause of the concern.

The Staff Code of Conduct sets standards of required conduct at work.

This Disciplinary Procedure is designed to ensure that these standards are adhered to and provides a fair method of dealing with any alleged failures to observe them. The procedure does not preclude minor disciplinary situations from being dealt with informally.

In cases other than gross misconduct or in the first two years of employment (as noted above), an employee whose conduct does not meet the standards will normally first be counselled in an attempt to achieve the required improvement. However, the School reserves the right to commence the procedure at any stage if the circumstances warrant such action.

No disciplinary action will be taken until the case has been investigated and the employee has had the opportunity to respond to the allegations in accordance with the procedure set out below. All disciplinary situations will be dealt with without unreasonable delay.

In the event of absence of any of those involved, except for the employee who is the subject of the procedure, a deputy may take their place provided that this will not jeopardise the likelihood of a fair outcome.

Suspension

Where an employee is accused of an act of serious or gross misconduct, or where the circumstance otherwise warrant it, after careful consideration he/she may be suspended from work on full pay pending the outcome of the disciplinary procedure. Such suspension is not a form of disciplinary action.

Formal Disciplinary Procedure

Investigation

When a disciplinary situation arises a senior member of staff will, as soon as reasonably practicable, carry out an investigation into the matter. The investigation will be confined to establishing the facts and gathering any relevant documentation. Where necessary, the investigating officer will obtain statements from any relevant individuals. An investigatory meeting with the employee may take place if considered appropriate by the investigating officer.

Notification

If, as a result of the investigation, it is decided that there is a disciplinary case to answer, the employee will be invited to attend a disciplinary meeting.

The employee will be informed in writing of the nature of the complaint and where appropriate, will be provided with copies of any written evidence gathered during the investigation.

Where either party intends to call any relevant witnesses at the disciplinary meeting, advance notice of their intention to do so must be given.

Disciplinary Meeting

A disciplinary meeting will be conducted by the Headteacher or Bursar (or an appropriate senior member of staff appointed by them, who has had no prior involvement). The employee may be accompanied by a trade union representative or colleague if desired. The employee and their companion should make every effort to attend the disciplinary meeting. In the event that the employee fails to attend the disciplinary meeting this will usually be rearranged once, but should they fail to attend the rearranged meeting then a decision may be reached in their absence.

The employee will be given the full opportunity at the disciplinary meeting to explain the matter and respond to the allegations.

A note taker will usually be present but will not be involved in the decision making process.

If, following the disciplinary meeting, it is decided that disciplinary action is warranted, the employee will be advised of the decision in writing and will specify the details of:

- the failure to meet the required standard
- any action required by the employee to remedy the situation
- any relevant review period /duration of warning and the consequences of continued or subsequent failure to reach and sustain the required standard of performance or conduct
- the right of appeal

In the event that disciplinary action is warranted one of the sanctions below may be issued. A sanction may be imposed at any level including summary dismissal depending on the circumstances.

Written Warning

In the case of a first act of misconduct, or a repetition of earlier minor offences or a failure to improve, the employee will be given a written warning, setting out the precise nature of the offence, the likely consequences of further offences and specifying, if appropriate, the improvement required and over what period.

Final Written Warning

In the case of a sufficiently serious offence, or a repetition of earlier offences the employee will be given a final written warning, setting out the precise nature of the offence, the likely consequences of further offences and specifying, if appropriate, the improvement required and over what period. This may include a statement that any recurrence or no improvement may lead to a dismissal or to some other action short of dismissal.

Dismissal

This stage will normally result from continued failure by the employee to act on previous warnings or an act of gross misconduct. In the case of gross misconduct the employee will normally be dismissed without notice or payment in lieu of notice. If the decision to dismiss is made the employee will be informed in writing of the reason for dismissal, the date on which the contract between the parties will terminate and the appropriate period of notice.

Alternatives to Dismissal

In exceptional circumstances, the following actions short of dismissal may be considered as an alternative to dismissal:

- suspension without pay
- demotion
- transfer

Gross Misconduct

In exceptional circumstances, employees may be dismissed without notice if it has been established, after investigation and after hearing the employee's explanation at a disciplinary meeting, that there has been an act which constitutes gross misconduct.

Examples of actions which constitute gross misconduct include (but are not limited to):

- gross insubordination
- serious breach of health and safety rules
- serious breach of the School email and internet use policy

- theft or fraud from either the School or co-workers or deliberate damage to School property or that of co-workers
- being under the influence of drink or illegal drugs at work
- disorderly or threatening conduct on school premises
- contravention of the equal opportunities and discrimination policy
- negligence resulting in serious loss, damage, or injury
- assault or attempted assault
- falsification of records
- conviction on a criminal charge
- acceptance of a police caution
- breach of School policies or procedures
- bullying or harassment of colleagues, pupils or parents
- abuse or suspected abuse of your position of trust in relation to pupils at the School
- bringing the School into disrepute

Appeals

An employee may appeal against a disciplinary decision within five working days of receipt of the written decision. Such appeals are to be made in writing to the Headteacher.

The appeal hearing will be convened as soon as is reasonably practicable. The appeal hearing will be held by the Headteacher or Bursar, or a Director or panel of up to Senior Managers/Directors (who have had no prior involvement). The Headteacher or Bursar will not hear the appeal if they held the disciplinary meeting. Where new evidence arises prior to or during the appeal the employee will be given access to any relevant information or evidence and will have the opportunity to make representations. The employee will have the right to be accompanied at any appeal hearing by a colleague or trade union representative. The employee will be informed in writing of the decision of the appeal hearing following the conclusion of the hearing. Such decision will be final. In the event of an unsuccessful appeal against a decision to dismiss the original dismissal date shall stand.

Record Keeping

A copy of all formal warnings will be retained on an employee's personnel file but will be considered spent after a period of twelve months subject to satisfactory conduct and performance. However, the School reserves the right to extend the validity of the final written warning to a maximum of five years in cases of very serious misconduct or where the employee has a history of misconduct issues.

64. Capability Procedure

This procedure applies where a member of staff is failing to carry out their responsibilities or duties in a satisfactory manner, due to a lack of ability, experience or qualifications or on health grounds.

This procedure aims to ensure fairness and consistency throughout the School and provides for warnings to be given for failure to meet our standards of job performance. The procedure is non-contractual in nature, but applies to all members of staff except that this procedure will not apply during the first two years of employment. All members of staff should familiarise themselves with its provisions.

Most performance improvement procedures will follow the course set out below. However, we may vary the process to suit individual circumstances; such a variation will not amount to a breach of this procedure. The procedure will be invoked when performance issues arise or are identified either following an performance development process or otherwise.

The School will normally address performance informally, and offer appropriate training and support to an employee before progressing under this procedure.

The procedures set out in this document aim to ensure that there is:

- Openness and awareness for staff when they are not meeting the required levels of performance.
- A means of monitoring performance and establishing performance criteria.
- A degree of consistency in how staff are given opportunities to attain satisfactory levels of performance.
- Assistance in identifying the most appropriate form(s) of support and providing that support

The School will consider what training and support it can give the employee to help them meet the performance requirements.

Suspension

Where you are accused of an act of serious or gross negligence, you may be suspended from work, on full pay and benefits, pending the outcome of the capability or disciplinary procedure.

Formal Meeting

If we consider that it is necessary to invoke the formal capability procedure we will inform you in writing. In so doing, we will give you reasonable notice of a capability meeting and set out details of the alleged shortfall or failure in performance, together with any evidence relied upon if practicable and available.

At all stages of the procedure, you will be allowed to attend a capability meeting with a colleague or a trade union official as a representative and you will be given an opportunity to state your case. You must take all reasonable steps to attend the hearing. In the event that you fail to attend the meeting this will usually be rearranged once, but should you fail to attend the rearranged meeting then a decision may be reached in your absence.

Following the meeting, we will write to you to confirm our decision. You will also be informed of your right to appeal the decision if you are not satisfied with it.

Appeal

An employee may appeal against a decision within five working days of receipt of the written decision. Such appeals are to be made in writing to the Bursar.

The appeal meeting will be convened as soon as is reasonably practicable. The appeal meeting will be held by the Headteacher or Bursar, or a Director or panel of up to three Senior Managers (who have had no prior involvement). The Headteacher or Bursar will not hear the appeal if they held the capability meeting. Where new evidence arises prior to or during the appeal the employee will be given access to any relevant information or evidence and will have the opportunity to make representations. The employee will have the right to be accompanied at any appeal meeting by a colleague or trade union representative. The employee will be informed in writing of the decision of the appeal meeting following the conclusion of the meeting. Such decision will be final. In the event of an unsuccessful appeal against a decision to dismiss the original dismissal date shall stand.

If your performance shortfall or failure is dealt with under the formal capability procedure, a record will be kept of the shortfall or failure, your defence or mitigation, minutes of the capability meeting, the action taken and reasons for it, whether an appeal was lodged, its outcome and any subsequent developments. These records are confidential and will be retained on your personnel file in accordance with the prevailing data protection legislation.

Performance Warnings

Written warning

In the case of serious shortfall, or failure or a repetition of earlier shortfall or failure, you will be given a written warning, setting out the precise nature of the shortfall or failure, the likely consequences of further shortfall or failure and specifying, if appropriate, the improvement required and over what period. Objectives, timescales and measures for the performance improvement should be set. Your Head of Department should offer help with training and supervision as required. A written warning will be kept on your record but will be considered expired after 12 months. Your performance may be appraised, at intervals to be determined by your Head of Department, at any time during this period.

Final written warning

In the case of a further repetition of earlier shortfall or failure, if you still fail to improve or if the shortfall or failure, whilst falling short of gross negligence, is serious enough to warrant only one written warning, you will be given a final written warning setting out the precise nature of the shortfall or failure containing a statement that any recurrence or failure to improve will lead to dismissal or whatever other penalty is considered appropriate and specifying, if appropriate, the improvement required and over what period. A final written warning will be kept on your record but will be considered expired after 12 months. Objectives, timescales and measures for the performance improvement should be set. Your Head of Department should offer help with training and supervision as required. Your conduct and performance will be appraised, at intervals to be determined by your Head of Department, at any time during this period.

Depending upon the seriousness of the matter and all the circumstances, any of the above stages may be omitted.

Dismissal

In the case of gross negligence, or if all of the appropriate stages of the warning procedure have been exhausted, you will normally be dismissed.

We reserve the right to consider other possible formal action, including (but without limitation): demotion or transfer; loss of seniority or salary increment; suspension (without pay).

If you are dismissed, you will be provided with a written statement detailing the reasons for dismissal, the date on which employment will terminate and the right of appeal.

Examples

The following are non-exhaustive and non-exclusive examples of the sort of performance shortfalls or failures, which will normally lead to action being taken.

Minor offences (informal oral warning)

- Occasional poor job performance involving sub-standard work or application.

Serious offences (written or final written warning)

- Consistent poor performance or application.
- Failure to improve performance following an performance development meeting or performance review, within the timescale specified within such a meeting or review.
- Failure to perform duties or roles to an acceptable standard for reasons which it is within your power to rectify.

You should be made aware that if there is no adequate improvement following the issue of warnings, such issues may result in dismissal.

Capability and consistent performance offences (dismissal with notice)

- Incapable and/or unsuitable of performing role or main job functions/duties as set out in job description and which could not be rectified by training or coaching.
- Consistent failure or unable to improve performance to required or reasonable standards or to the level of other members of staff carrying out the same, similar or equivalent work.
- You are unable satisfactorily to do or do not have the qualifications, aptitude and/or ability for the job.

Gross negligence (dismissal without notice)

- In the most serious cases of gross negligence, normally (but not necessarily) resulting in significant financial loss or loss of reputation to the School, where our continued trust and confidence in you has been destroyed as a result, dismissal may be without notice or payment in lieu of notice.

Long term sickness absence

Where an employee's underperformance is as a result of long term sickness absence then the School will always seek medical advice prior to making a decision about an employee's ongoing employment. The School will also consider whether there are any reasonable adjustments which can be made to assist the employee to perform their role. In cases where the School has concerns about the employee's long term ability to perform their job as a result of health grounds the School will normally move to dismissal stage without prior warnings.

Relationship with Disciplinary Procedure

The Capability Procedure is not intended to apply to cases where poor performance results directly from misconduct, in which case the Disciplinary Procedure should normally apply. It may not, however, always be immediately clear whether poor performance results from misconduct or capability and the procedures may, initially, be run in parallel whilst the concerns are being investigated.

You may be dismissed following exhaustion of the formal capability procedure and have no separate right to have the disciplinary procedure followed prior to dismissal, and vice versa.

Live warnings issued under the disciplinary procedure may, if appropriate, be taken into consideration when considering the level of warning to be given under the capability procedure, and vice versa.

65. Grievance Procedure

Should an employee at any time have a grievance connected with his or her employment it will be the school's intention to consider and resolve it at the earliest opportunity and to the satisfaction of all concerned wherever possible. The procedure is not contractual but applies to all employees who should familiarise themselves with its provisions. All stages of this process will be dealt with without unreasonable delay.

Informal

An employee who has a grievance with any aspect of his or her employment should raise it initially with his or her line manager and the matter will be discussed informally and resolved where possible. If the employee feels unable to speak to their manager, for example, because the complaint concerns him or her, then they should speak informally to a more senior manager or the Headteacher. If this does not resolve the issue, you should follow the formal procedure set out below.

Formal

If no satisfactory resolution is possible or the employee considers they have not been fairly treated, they may raise their grievance in writing to their Line manager and it will be treated as a formal grievance. If the grievance concerns the Line manager it should be raised with either the Headteacher or the Bursar. If the grievance concerns the Headteacher or Bursar the matter should be referred to the Mrs Catherine Ablott in the first instance.

When an employee raises a formal grievance a meeting will be arranged as soon as possible. At the meeting the employee will have the opportunity to explain their grievance and how they think it may be resolved. Depending on the circumstances, the meeting may be adjourned in order for an investigation to take place. Where the matter needs to be investigated and/or the meeting adjourned, the employee will be given an indication of the likely timescale for receiving a response.

At the meeting, the employee may be accompanied by a colleague or trade union representative of their choice. The employee must tell the person holding the grievance meeting who their chosen companion is, in good time before the meeting.

The employee will be informed in writing of the outcome of the grievance and the reasons for the decision. If any action is to be taken as a result of the grievance, the employee will, where possible, be informed.

The decision will be issued as soon as possible following the conclusion of the meeting. Where the matter needs to be investigated and/or the meeting adjourned, the employee will be given an indication of the likely timescale for receiving a response.

Appeal

If the employee feels that his or her grievance is not satisfactorily resolved, or feels they have been unfairly treated, he or she may, within five working days of the written decision, appeal in writing to the Headteacher or Bursar.

An appeal hearing will be convened as soon as is reasonable practicable, and will be heard by either the Headteacher, Bursar, a Director or a panel of up to three Senior Managers.

At the appeal hearing, the employee may be accompanied by a colleague or a trade union representative of their choice.

Whenever possible, a decision of the appeal and the reasons for it will be given within ten working days of the hearing. This decision will be given in writing and will be final.

66. Retirement Policy

The School currently has no default retirement age applying to all staff although this will be reviewed from time to time by the School to reflect our business needs. We acknowledge that retirement is a matter of choice for individuals.

It may be that for certain posts within the School, a default retirement age is necessary. If this is the case, it will be specified in your contract of employment or notified to you in writing. We will review whether any fixed retirement age remains necessary from time to time and will let you know if we consider this needs to change.

We are proud to employ people of all ages and consider that age diversity is beneficial to the organisation. We are committed to not discriminating against employees because of age and adhere to the principles set out in our Equal Opportunities Policy.

Employees are free to retire whenever they choose. Employees may wish to ask the School to consider alternative roles or working patterns, which may be agreed solely at the School's discretion. If eligible, they may make a formal request to work flexibly in accordance with the Flexible Working Policy.

Purpose of the policy

This policy aims to create a framework for workplace discussions, enabling you to express your preferences and expectations with regard to retirement and enabling us to plan for our business.

This policy does not form part of your contract of employment and we may amend it from time to time as we consider appropriate.

Discussing your future plans

You or your manager or Headteacher may want to discuss your short, medium and long-term plans, as the need arises. For example, a promotion opportunity may arise, or, if your circumstances change, you may want a different working pattern or to stop work altogether. We need to plan ahead, and so may indicate to staff from time to time that it would be helpful to know what their plans are. There is no obligation for us or you to hold workplace discussions about your future plans, but it may be mutually beneficial to do so.

We will not make generalised assumptions that performance will decline with age, whether due to competence or health issues. Regardless of age, if we think there are problems with your performance or ill-health, these will be dealt with in the usual way, through the Capability Procedure.

If a workplace discussion takes place for the purposes above, we will aim to make it as informal as possible.

During any workplace discussion:

- we will not assume that you want to retire just because you are approaching a certain age, such as state pension age; and
- we will not make discriminatory comments, suggesting that you should retire due to age.

If you indicate that you are thinking of retiring, you are free to change your mind at any time until you have actually given notice to terminate your employment.

Your employment or promotion prospects will not be prejudiced because you have expressed an interest in retiring or changing work patterns.

If you express an interest in moving to a more flexible working pattern or changing role, we will confirm that this is what you want before any action is taken which could affect your employment, such as a change to your role or responsibilities.

Giving notice of retirement

If you have decided to retire, we would appreciate as much notice as possible. In any event you must give the School at least the notice you are obliged to give under your contract of employment.

Pension Arrangements

If you decide to retire or would like the School to consider alternative working patterns, you should take pension advice from your pension provider or a pension adviser. The School cannot give advice on the effect on your pension of either retirement or of amending your hours of work.

67. Trade Unions

The School does not recognise a Trade Union as having representative rights and relies upon the existing management structure for communication between employee and employer.

Section G – Family Friendly Leave Entitlements

68. Maternity Leave and Pay

Maternity Leave

All pregnant employees regardless of length of service or hours worked are entitled to take up to 52 weeks maternity leave, of which 26 weeks is Ordinary Maternity Leave (OML) and 26 weeks is Additional Maternity Leave(AML). Additional Maternity Leave follows Ordinary Maternity Leave and there can be no gap between the two.

All pregnant employees must take a minimum of 2 weeks' maternity leave immediately following the birth. This is compulsory maternity leave.

You may start your maternity leave any time from the 11th week before the expected week of childbirth (EWC), provided that you notify the School by the 15th week before the EWC, of:-

- the fact that you are pregnant;
- the date of the EWC;
- the intended start date of maternity leave;

and submit a Form MAT B1 which is a certificate from your GP or midwife confirming the EWC.

The School will reply to you within 28 days to inform you of the date by which you are expected to return to work if you take your full leave entitlement.

You can change the start date of your maternity leave providing you give the School 28 days' notice. If it is not reasonably practicable to give this much notice, for example if the baby is born early and leave must start early, then you do not have to give the above notice but should give the School as much notice as possible.

Maternity leave cannot start any earlier than 11 weeks before the EWC, unless the baby is born early and maternity leave starts automatically.

A pregnancy related illness during or after the 4th week before the EWC automatically triggers maternity leave.

Statutory Maternity Pay (SMP)

To qualify for SMP you must:-

- be pregnant and have reached the start of the 11th week before the EWC or have had your baby by then;
- have been continuously employed for at least 26 weeks by the end of the Qualifying Week (which is the 15th week before the EWC);
- have had normal weekly earnings at a rate not less than the lower earnings limit for National Insurance contributions for a period of 8 weeks immediately preceding the Qualifying Week;
- have stopped actually working for the School;
- give 28 days' advance notice of your absence and submit Form MATB1.

The SMP period lasts for a maximum of 39 weeks.

There is no distinction between part-time and full-time employees for SMP purposes.

If you are entitled to SMP, you will receive 9/10ths of your usual salary for the first 6 weeks and the current weekly SMP rate, from time to time in force, for the remaining period, (usually 33 weeks) subject to the usual deductions.

If you earn less than the weekly SMP rate, you will receive SMP at 9/10ths of your salary for the whole 39 week period.

If you are entitled to maternity leave, you will be able to receive SMP for the 39 weeks that you are away from work, unless you return to work earlier in which case your entitlement to SMP will stop on your return.

If you do not qualify for SMP, you may be entitled to the Maternity Allowance which is payable by the Department for Work and Pensions.

Return to Work

If you wish return to work before the end of the full 52 weeks' maternity leave, you must give the School at least 8 weeks' notice of your intention to return to work early. If you decide you would like to change the date of your return to work, you can do so providing you give the School at least 8 weeks' notice.

You have the right to return to your current job at the end of OML. If you take AML, you can usually return to your current job. If this is not practicable, the school will offer you a suitable alternative position with terms no less favourable than those of your previous role.

If you do not wish to return to work following your maternity leave you should provide the School with sufficient notice, and at least the amount of notice required by your contract of employment. If you confirm that you will not return to work after having the baby, you will still be entitled to 39 weeks' SMP if you qualify.

Maternity returnees are entitled to any salary increases or enhanced benefits that are introduced in their absence.

“Keeping in Touch Days”

During the maternity leave period the School may make reasonable contact with you. The School will keep you informed of promotion opportunities or information relevant to your job.

During the maternity leave period, by agreement with the School you may do up to ten days' work. These are known as Keeping in Touch days. You will be paid for any Keeping in Touch Days at a rate agreed with the School, in addition to any SMP. The type of work you may carry out will be a matter to be agreed between you and the School, and may include attending training or team meetings. Keeping in Touch days may not take place within two weeks after the baby is born.

Keeping in Touch days are not compulsory and you will not suffer any consequence if you decline the offer of a Keeping in Touch day. Similarly, you do not have a right to Keeping in Touch days and the School is under no obligation to agree to a Keeping in Touch day.

69. Antenatal Appointments Policy

Time off for pregnant women

All pregnant employees are entitled to paid time off to attend antenatal appointments. Please confirm your appointment times with your Line Manager or Headteacher giving as much notice as possible. You may be asked for your appointment card.

Parent craft classes or relaxation classes should be attended out of core working hours wherever possible (unless they are on medical advice). Where this is not possible please discuss with your Line Manager or Headteacher giving as much notice as possible

Time off for accompanying a pregnant woman: eligibility

You may take unpaid time off to accompany a pregnant woman to an antenatal appointment if you have a "qualifying relationship" with the woman or the child. This means that either:

- you are the baby's father;
- you are the pregnant woman's spouse, civil partner or are living with her in an enduring family relationship and she is not your sister, mother, grandmother, aunt or niece; or
- you are one of the intended parents in a surrogacy arrangement and expect to obtain a parental order in respect of the child.

Time off for accompanying a pregnant woman: how to book time off

Please give us as much notice of the appointment as possible and complete an absence request form found in the staffroom. You must provide us with a signed statement providing the date and time of the appointment and confirming:

- that you meet one of the eligibility criteria set out above;
- that the purpose of the time off is to accompany the pregnant woman to an antenatal appointment; and
- that the appointment has been made on the advice of a registered medical practitioner, registered midwife or registered nurse.

Time off for accompanying a pregnant woman: amount of time off

You have the right to take time off to accompany a pregnant woman to up to two antenatal appointments in relation to each pregnancy.

You must not take more than six and a half hours off for each appointment, including travel and waiting time.

Time off to attend these appointments is unpaid. Further time off for antenatal appointments is in the School's absolute discretion.

70. Paternity Leave And Pay

If you are the biological father of a child, or the husband, civil partner or partner of the mother, or in any case have parental responsibility for a child's upbringing, you may be entitled to paternity leave.

You will only be entitled to paternity leave if you have worked continuously for the School for 26 weeks leading into the 15th week before the baby is due.

Paternity Leave

If you are eligible, you can take 2 weeks paternity leave. To claim entitlement to paternity leave you will need to give the School notice, in the form of a certificate which can be obtained from the Bursar, by no later than the 15th week before the baby is due. Providing false information on a certificate in order to claim paternity leave will be a disciplinary offence.

Paternity leave must be taken within 56 days of the birth (or, if the birth is early, any time between birth and 56 days after the date the baby is due). You can take either one week or two weeks, but not odd days. If two weeks are taken they must be consecutive. A maximum of two weeks' paternity leave is permitted per pregnancy, regardless of how many children are born.

You can change your mind about the date on which you want your paternity leave to start providing you tell the School at least 28 days in advance. If you are unable to give 28 days' notice, you should give the School as much notice as possible.

Paternity Pay

If you take paternity leave in accordance with this policy, you will be eligible for Statutory Paternity Pay (SPP), provided your weekly earnings are over the lower earnings limit for National Insurance purposes.

If you are entitled to SPP, you will receive the current weekly rate from time to time in force or 90% of your average weekly earnings, whichever is the lower.

An employee who is not entitled to SPP may be entitled to Income Support from the Department of Work and Pensions.

General

Normal terms and conditions of employment continue during paternity leave except for terms relating to salary.

There are a number of other related areas such as shared parental leave, ordinary parental leave, time off for dependants and the right to request flexible working. Please see separate policies in this Handbook for details.

You are entitled to return to the same job following paternity leave.

71. Shared Parental Leave

This policy outlines the arrangements for shared parental leave and pay in relation to the birth of a child.

This policy applies to employees. It does not apply to agency workers or self-employed contractors. It should be read in conjunction with related areas such as maternity leave, adoption

leave, parental leave, time off for dependants and flexible working. Please see separate policies for details.

This policy does not form part of any employee's contract of employment and may be amended at any time.

Frequently used terms

The definitions in this paragraph apply in this policy.

Expected week of childbirth (EWC): the week, beginning on a Sunday, in which the doctor or midwife expects your child to be born.

Parent: One of two people who will share the main responsibility for the child's upbringing (and who may be either the mother, the father, or the mother's partner if not the father).

Partner: spouse, civil partner or someone living with another person in an enduring family relationship, but not a sibling, child, parent, grandparent, grandchild, aunt, uncle, niece or nephew.

Qualifying Week: the fifteenth week before the expected week of childbirth.

What is shared parental leave?

Shared parental leave (SPL) is a form of leave available to working parents following the birth of a child.

SPL allows parents to take up to 52 weeks' leave in total on the birth of a child. They may be able to take this leave at the same time or at different times.

Entitlement to SPL

You are entitled to SPL in relation to the birth of a child if:

- you are the child's mother, and share the main responsibility for the care of the child with the child's father (or your partner, if the father is not your partner);
- you are the child's father and share the main responsibility for the care of the child with the child's mother; or
- you are the mother's partner and share the main responsibility for the care of the child with the mother (where the child's father does not share the main responsibility with the mother).

The following conditions must also be fulfilled:

- you must have at least 26 weeks' continuous employment with the School by the end of the Qualifying Week, and still be employed by the School in the week before the leave is to be taken;
- the other parent must have worked (in an employed or self-employed capacity) in at least 26 of the 66 weeks before the EWC and had average weekly earnings of at least £30 during 13 of those weeks; and
- you and the other parent must give the necessary statutory notices and declarations as summarised below, including notice to end any maternity leave, statutory maternity pay (SMP) or maternity allowance (MA) periods.

The total amount of SPL available is 52 weeks, less the weeks spent by the child's mother on maternity leave (or the weeks in which the mother has been in receipt of SMP or MA if she is not entitled to maternity leave).

If you are the mother you cannot start SPL until after the compulsory maternity leave period, which lasts until two weeks after birth.

If you are the child's father or the mother's partner, you should consider using your two weeks' paternity leave before taking SPL. Once you start SPL you will lose any untaken paternity leave entitlement. SPL entitlement is additional to your paternity leave entitlement.

Opting in to shared parental leave and pay

Not less than eight weeks before the date you intend your SPL to start, you must give the Bursar a written opt-in notice giving:

- your name and the name of the other parent;
- if you are the child's mother, the start and end dates of your maternity leave;
- if you are the child's father or the mother's partner, the start and end dates of the mother's maternity leave, or if she is not entitled to maternity leave, the start and end dates of any SMP or MA period;
- the total SPL available, which is 52 weeks minus the number of weeks' maternity leave, SMP or MA period taken or to be taken;
- how much of that will be allocated to you and how much to the other parent. (You can change the allocation by giving us a further written notice, and you do not have to use your full allocation);
- if you are claiming statutory shared parental pay (ShPP), the total ShPP available, which is 39 weeks minus the number of weeks of the SMP or MA period taken or to be taken;

- how much of that will be allocated to you and how much to the other parent. (You can change the allocation by giving the Bursar a further written notice, and you do not have to use your full allocation);
- an indication of the pattern of leave you are thinking of taking, including suggested start and end dates for each period of leave. This indication will not be binding at this stage, but please give as much information as you can about your future intentions; and
- declarations by you and the other parent that you meet the statutory conditions for entitlement to SPL and ShPP.

Ending maternity leave

If you are the child's mother and are still on maternity leave, you must give the Bursar at least eight weeks' written notice to end your maternity leave (a curtailment notice) before you can take SPL. The notice must state the date your maternity leave will end. You can give the notice before or after you give birth, but you cannot end your maternity leave until at least two weeks after birth.

You must also give the Bursar at the same time as the curtailment notice, a notice to opt into the SPL scheme (see above) or a written declaration that the child's father or your partner has given his or her employer an opt-in notice and that you have given the necessary declarations in that notice.

The other parent may be eligible to take SPL from their employer before your maternity leave ends, provided you have given the curtailment notice.

The curtailment notice is usually binding and cannot be revoked. You can only revoke a curtailment notice if maternity leave has not yet ended and one of the following applies:

- if you realise that neither you nor the other parent are in fact eligible for SPL or ShPP, you can revoke the curtailment notice in writing up to eight weeks after it was given;
- if you gave the curtailment notice before giving birth, you can revoke it in writing up to eight weeks after it was given, or up to six weeks after birth, whichever is later; or
- if the other parent has died.

Once you revoke a curtailment notice you cannot submit a second curtailment notice, unless the revocation was given in the circumstances outlined in bullet point two above.

If you are the child's father or the mother's partner, you will only be able to take SPL once the mother has either:

- returned to work;

- given her employer a curtailment notice to end her maternity leave;
- given her employer a curtailment notice to end her SMP (if she is entitled to SMP but not maternity leave); or
- given a curtailment notice to the benefits office to end her MA (if she is not entitled to maternity leave or SMP).

Evidence of entitlement

You must also provide on request:

- A copy of the birth certificate (or if you have not yet obtained a birth certificate, a signed declaration of the child's date and place of birth); and
- The name and address of the other parent's employer (or a declaration that they have no employer).

Notifying us of your SPL dates

Having opted into the SPL system you will need to give a period of leave notice telling the Bursar the start and end dates of your leave. This can be given at the same time as your opt-in notice, or it can be given later, as long as it is given at least eight weeks before the start of your leave. You must also state in your period of leave notice the dates on which you intend to claim shared parental pay, if applicable.

Continuous Leave

If your period of leave notice gives dates for a single continuous block of SPL you will be entitled to take the leave set out in the notice.

You can give up to three period of leave notices. This may enable you to take up to three separate blocks of shared parental leave. In exceptional circumstances we may agree to accept more than three period of leave notices.

Procedure for requesting split periods of SPL (“Discontinuous Leave”)

In general, a period of leave notice should set out a single continuous block of leave. In those circumstances you will be entitled to take the leave set out in the notice as detailed above.

You may also submit a period of leave notice where the SPL is split into shorter periods (of at least a week) with periods of work in between (“Discontinuous Leave”). We may, in some cases, be willing to consider accommodating a period of Discontinuous Leave but it is best to discuss this with the Headteacher in advance of submitting any formal period of leave notices. This will give the School more time to consider the request and hopefully agree a pattern of leave with you from the start.

You must submit a period of leave notice for Discontinuous Leave, setting out the requested pattern of leave, at least eight weeks before the requested start date. If we are unable to agree to your request straight away, there will be a two-week discussion period. At the end of that period, we will confirm any agreed arrangements in writing. If we have not reached an agreement, you will be entitled to take the full amount of requested SPL as one continuous block, starting on the start date given in your notice (for example, if you requested three separate periods of four weeks each, you will be entitled to one 12-week period of leave). Alternatively, you may:

- choose a new start date (which must be at least eight weeks after your original period of leave notice was given), and tell the Bursar within five days of the end of the two-week discussion period; or
- withdraw your period of leave notice within two days of the end of the two-week discussion period (in which case it will not be counted and you may submit a new one if you choose).

Changing the dates or cancelling your SPL

You can cancel a period of leave by notifying the Bursar in writing at least eight weeks before the start date in the period of leave notice.

You can change the dates for a period of leave by giving the Bursar at least eight weeks' notice before the original start date and the new start date.

You do not need to give eight weeks' notice if you are changing the dates of your SPL because your child has been born earlier than the EWC, where you wanted to start your SPL a certain length of time (but not more than eight weeks) after birth. In such cases please notify the Bursar in writing of the change as soon as you can.

A notice to cancel or change a period of leave will count as one of your three period of leave notices, unless:

- the variation is a result of your child being born earlier or later than the EWC;
- the variation is at the School's request; or
- we agree otherwise.

Shared parental pay

ShPP of up to 39 weeks (less any weeks of statutory maternity pay or adoption pay claimed by you or the other parent) may be available provided you have at least 26 weeks' continuous employment with the School at the end of the Qualifying Week and your average earnings are not less than the lower earnings limit set by the government each tax year. ShPP is paid at a rate set by the government each year.

Other terms during shared parental leave

Your terms and conditions of employment remain in force during SPL, except for the terms relating to pay.

Keeping in touch

We may make reasonable contact with you from time to time during your SPL although we will keep this to a minimum. This may include contacting you to discuss arrangements for your return to work.

You may ask or be asked to work (including attending training) on up to 20 "keeping-in-touch" days (KIT days) during your SPL. This is in addition to any KIT days that you may have taken during maternity leave. KIT days are not compulsory and must be discussed and agreed with your line manager.

You will be paid for any KIT day at a rate agreed with the School, in addition to any ShPP.

Returning to work

If you want to end a period of SPL early, you must give the Bursar eight weeks' prior notice of the return date. It is helpful if you give this notice in writing.

If you want to extend your SPL you must submit a new period of leave notice at least eight weeks before the date you were due to return to work, assuming you still have SPL entitlement remaining and have not already submitted three period of leave notices. If you are unable to request more SPL you may be able to request annual leave or ordinary parental leave, which will be subject to business need.

You are normally entitled to return to work in the position you held before starting SPL, and on the same terms of employment. However, if it is not reasonably practicable for us to allow you to return into the same position, we may give you another suitable and appropriate job on terms and conditions that are not less favourable, but only in the following circumstances:

- if your SPL and any maternity or paternity leave you have taken adds up to more than 26 weeks in total (whether or not taken consecutively); or
- if you took SPL consecutively with more than four weeks of ordinary parental leave (under our Parental Leave Policy).

If you want to change your hours or other working arrangements on return from SPL you should make a request under our Flexible Working Policy. It is helpful if such requests are made as early as possible.

If you decide you do not want to return to work you should give notice of resignation in accordance with your contract.

72. Adoption Leave And Pay

The school follows the statutory provisions for adoption leave and pay, including in relation to attendance at adoption appointments. Information concerning adoption leave and pay entitlements may be obtained from the Bursar.

73. Time Off For Dependants

You are entitled to take a reasonable period of time off work to deal with an unexpected disruption in your care arrangements or an emergency involving a dependant.

This may include, but is not limited to;

- If a dependant falls ill or has been injured or assaulted;
- To deal with an unexpected disruption or breakdown in care arrangements e.g. when the child minder or nurse fails to turn up;
- To deal with an incident involving your child during school hours.

A dependant is your husband, wife, child or parent or someone who lives with you as part of your family. It does not include tenants or boarders living in the family home or someone who lives in the household as an employee.

In case of illness or injury or where care arrangements break down, a dependant may also be someone who reasonably relies on you for assistance, for example an aunt who lives nearby who you look after outside work falls unexpectedly ill.

In the event of an emergency or unexpected disruption in care arrangements involving a dependant you are entitled to a reasonable amount of time off. For most cases 1 or 2 days should be sufficient to deal with the problem.

There is no limit on the number of times which you can be absent from work under this right.

Any time off under this right is unpaid.

On the first day of absence you must inform your line manager before 8.00am or as soon as possible of the reason for your absence and if possible, the likely length of its duration.

Upon return to work you will be required to complete an Absence request form provided by the Bursar for absence recording.

Abuse of this right will be dealt with in accordance with the School's disciplinary procedure.

74. Other Leave

The School will recognise other statutory rights to take paid time off work, for example:

- Recognised union and accredited safety representatives may take reasonable time off to attend to their duties and undergo training.

Employees under notice of redundancy, who have at least two years' service, may take reasonable time off to seek work or arrange training.

The holders of certain public offices may have the statutory right to take reasonable unpaid time off to fulfil their duties and the School recognises such rights.

The School may also at its discretion allow time off work in other circumstances, including time off to attend court as a witness, to carry out jury service and study leave. If you need to take time off work for any reason you should speak to the Bursar or the Headteacher as far in advance as possible.

Employees should schedule appointments for the doctor, dentist etc outside of School hours wherever possible. Where this is not possible, they should be arranged at the start or the end of the working day to minimise disruption. Advance permission to attend appointments during working hours should be obtained from the Headteacher.

Any time taken for these appointments will be unpaid.

75. Compassionate leave

Compassionate leave will be granted to all employees following the death of an immediate family member which is defined as parents, children, spouse, siblings, grandparents and grandchildren. Up to 5 days paid compassionate leave may be taken in respect of the death of an immediate family member. Additional time off or time off for family members who do not fall within the definition above is given at the sole discretion of the Headteacher or Bursar and will be unpaid. The Headteacher or Bursar must approve any compassionate leave in advance, whenever possible.

Compassionate leave may be granted with or without pay at the absolute discretion of the School.

76. Flexible Working Policy

Introduction

This Flexible Working Policy gives employees an opportunity to formally request a change to their working pattern in accordance with the statutory procedure for such requests.

The law does not provide an *automatic* right to work flexibly as there may be circumstances when the School is unable to accommodate the employee's desired work pattern. However, the policy and procedure set out below aims to facilitate discussion and encourage both the employee and the School to consider flexible working patterns.

Prior to making a request we rely on you to think carefully about your desired working pattern and the implications for both you and the School when making an application. In return, the School will follow a specific procedure to ensure that all requests are given full consideration and facilitated unless they cannot be accommodated for business or operational reasons.

Eligibility

In order to make a request for flexible working you must:

- be an employee (as opposed to an agency or contract worker);
- have worked for the School continuously for 26 weeks at the date the application is made; and
- not have made a formal request to work flexibly during the last twelve months.

Scope of a Request

You will be able to request:

- a change to the hours or days you work;
- a change to the times when you are required to work; and/or
- to change your place of work.

This covers changes to working patterns such as annualised hours, compressed hours, flexitime, home working, job-sharing, self-rostering, shift working, staggered hours and term-time working.

Applications for a change in working pattern need not always require a significant alteration. For example, you may simply wish to start work half an hour later to take your child to school and make up the time later in the day.

Procedure

You will only be able to make one application within a 12-month period and an accepted application will mean a permanent change to your own terms and conditions of employment. Therefore, it will be important that, before making an application, you give careful consideration to making the request and any financial implications a change in your working pattern might have on you if the new arrangements involve a drop in salary. It would be sensible to discuss flexible working informally with your line manager before submitting a formal request.

1. The procedure for submitting a formal request will be as follows:
2. Any employee interested in flexible working should complete the flexible working request form annexed to this policy and present it to the Headteacher.
3. Your application should be submitted in good time and ideally at least two months before you would like the changes to take effect. The application should:
4. State that it is a flexible working request;
 - a. Explain the reasons for your request, especially if you think the School's Equal Opportunities Policy may be relevant, for example, if your request concerns childcare or other family commitments, religious or cultural requirements, or adjustments because of a disability;
 - b. Provide as much information as you can about your current and desired working pattern and give the date from which you want the changes to take effect;
 - c. Identify the effect the changes to your working pattern will have on the work that you do, that of your colleagues and on service delivery. If you have any suggestions about dealing with any potentially negative effects, please include these in your written application; and
 - d. Provide confirmation that you meet the eligibility criteria set out above.
5. If it is felt that your request can be granted immediately, then a meeting may not be necessary. We will inform you of this in writing. Otherwise, we will arrange to meet with you to discuss the request as soon as possible, normally within 28 days. This will provide us with the opportunity to discuss the request. It will also provide an opportunity to consider other alternative working patterns should there be problems in accommodating the desired work pattern outlined in your application. You may, if you wish, bring a colleague to the meeting. We will try to arrange the meeting at a time and place that is convenient to everyone. If it is not possible to meet in person, we may discuss the request with you by telephone.
6. We will consider your request carefully against the following criteria:
 - a. burden of additional cost
 - b. inability to reorganise work amongst existing staff

- c. detrimental effect on our ability to meet customer demands
 - d. inability to recruit additional staff
 - e. detrimental impact on quality or performance
 - f. will there be enough work to do during the periods you want to work?
 - g. planned structural changes.
7. We will notify you of the decision as soon as possible, usually within 14 days of the meeting. We will write to you to either agree to a new work pattern and a start date; or to provide clear business ground(s) as to why your application cannot be accepted and the reasons why the ground(s) apply in the circumstances. We will also remind you of your right of appeal against the decision. If we need to take further action before notifying you of our final decision we will let you know at this time and try to agree a timescale with you. This may be necessary, for instance, if we cannot agree to your initial request, but a compromise may be possible which we need to discuss with you further.
 8. We will aim to complete the procedure within no more than three months from the date on which you submit the formal request. There may be exceptional occasions when this will not be possible. In such an instance, we will seek to agree an extension of time with you and confirm this in writing.
 9. In some circumstances, we may agree to offer you the new working arrangements on a trial basis. This will give you and the School the opportunity to review the working arrangements and decide whether they should be made permanent.
 10. You have the right to appeal the decision within 14 days of it being notified to you. Any appeal should be made in writing to the Headteacher, setting out the reasons and grounds for your appeal. The Headteacher will arrange a meeting with you, usually within 14 days of receiving notice of your appeal, to consider your appeal. You can be accompanied by a colleague at the appeal meeting if you wish. You will be given a final decision in writing as soon as possible, usually within 14 days of the appeal meeting, giving detailed reasons for the decision. If it is felt that your appeal can be granted immediately, then an appeal meeting may not be necessary. The decision of the appeal will be final.

You may withdraw your request at any time before it is granted. If you do choose to withdraw the request, you will not be eligible to submit a further request for a further twelve months.

It is important that you communicate with us about your request and attend meetings to discuss it. If you repeatedly fail to attend meetings or respond to communications, the School has the right to assume that you have withdrawn your request, and may write to you to confirm this fact. This will mean that you cannot make another request for flexible working arrangements for a further year.

Where an employee works either part time or a flexible working pattern, pay and benefits will be calculated on a pro-rata basis.

Annex – Request for Flexible Working

Personal Details

Name:

Staff or payroll number:

Line Manager:

National Insurance No:

To Heathcote School

I would like to apply to work a flexible working pattern that is different to my current working pattern under my right provided under section 80F of the Employment Rights Act 1996. I confirm I meet each of the eligibility criteria as follows:

- I have worked continuously as an employee of the School for the last 26 weeks.
- I have not made a request to work flexibly under this right during the past 12 months.

Date of any previous request to work flexibly under this right:

If you are not sure whether you meet any of the eligibility criteria, please ask the [Head/Bursar/Head of Department].

Describe your current working pattern (days/hours/times worked):

Describe the working pattern you would like to work in the future (days/hours/times worked):

I would like this working pattern to commence from:

Date:

Impact of the new working pattern

I think this change in my working pattern will affect the School and my colleagues as follows:

Accommodating the new working pattern

I think the effect on the School and my colleagues can be dealt with as follows:

Name:

Date:

Please pass this application to the Headteacher

Section H – Holiday And Sickness Absence

77. Holidays

Public Holidays

Where a public holiday falls within the School term and the School is working, you will be required to work and will not be entitled to a day off in lieu.

Annual Holidays

At Heathcote the school is usually in session for 35 weeks of the year. Staff are required to take their annual leave during the school holidays.

In certain circumstances you may be required to undertake some work during the school holidays for example to assist with the running of Holiday Club, in respect of pupil recruitment processes, events to promote the school or to co-operate with disciplinary, competency and/or grievance procedures. We will always endeavour to provide you with reasonable advance notice of any requirement to work during school holiday periods.

78. Sickness Notification and Certification

Staff requiring sick leave must inform their line manager by 8:00am by telephone – NOT TEXT - on the first day of absence or as soon as possible afterwards. If they are unable to make the call themselves they should ask a dependant/relative/friend to do so.

Absences of up to seven calendar days may be self-certified but beyond seven calendar days a doctor's certificate must be provided. In the event of a protracted illness further doctor's certificates will be required on a regular basis to cover the entire period of absence.

You should expect to be contacted during your absence by the Headteacher or the Bursar who will want to enquire after your health and be advised, if possible, as to your expected return date. Such contact is intended to provide reassurance and will be kept to a reasonable minimum. If you have any concerns while absent on sick leave, whether about the reason for your absence or your ability to return to work, you should feel free to contact the Headteacher or the Bursar at any time.

If your doctor provides a certificate stating that you "may be fit for work" you should inform your line manager immediately. We will discuss with you any additional measures that may be needed to facilitate your return to work, taking account of your doctor's advice. This may take place at a

return-to-work interview (see below). If appropriate measures cannot be taken, you will remain on sick leave and we will set a date to review the situation.

Where we are concerned about the reason for absence, or frequent short-term absence, we may require a medical certificate for each absence regardless of duration. In such circumstances, we will cover any costs incurred in obtaining such medical certificates, for absences of a week or less, on production of a doctor's invoice or receipt.

79. Return To Work Interviews

If you have been absent on sick leave for more than 5 days we will arrange for you to have a return-to-work interview with the Headteacher.

A return-to-work interview enables us to confirm the details of your absence. It also gives you the opportunity to raise any concerns or questions you may have, and to bring any relevant matters to our attention.

Where your doctor has provided a certificate stating that you "may be fit for work" we will usually hold a return-to-work interview to discuss any additional measures that may be needed to facilitate your return to work, taking account of your doctor's advice.

80. Medical Examinations

The School reserves the right to require you at any time to have a medical examination with a medical professional of its own choice and at its own expense. The purpose of such medical examinations are to determine whether there are any matters which might impair your ability to perform your duties and accordingly you will give such authority as is required for the School's nominated medical professional to disclose to the School the findings.

The School reserves the right to submit an employee for examination by the school medical officer/occupational health practitioner at any time and in particular, but not limited to, the following circumstances.

- Before or after resuming work following an accident due to an industrial accident.
- During or after a prolonged or regular absence due to illness.
- Prior to transferring to another occupation within the school.

- In order to comply with statutory regulations.
- At the request of management when there is doubt regarding the validity of periods of self-certified absence.

81. Sick Pay

You may be entitled to Statutory Sick Pay (SSP) if you satisfy the relevant statutory requirements. For the purpose of calculating your entitlement to SSP qualifying days are those days on which you are normally required to work. The rate of SSP is set by the government in April each year. No SSP is payable for the first three consecutive days of absence. It starts on the fourth day of absence and may be payable for up to 28 weeks.

After one full years' employment , subject to compliance with the provisions within your contract of employment and the provisions of this policy, you will be entitled to occupational sick pay as follows:

The school will use the Bradford Scale to assess long term or continued instances of absence. Payment over 15 points will be at the absolute discretion of the Directors.

The School at all times reserves the right to withhold or discontinue payment of School sickness benefit at its discretion:

- If it is satisfied that there is/has been abuse or misrepresentation.
- If injury from an accident at work was caused by the employee's own misconduct.
- If an employee has failed to follow the school's absence rules and procedures.
- If, in the opinion of the employee's doctor or the school medical officer/occupational health practitioner, the employee behaves in a manner likely to delay recovery.

The School reserves the right to change the provisions of the School sick pay scheme at any time and in particular if there are alterations to the State scheme or to the statutory sick pay scheme.

All statutory sick pay payments will be deducted from the School's sick pay.

Employees excluded or transferred from SSP must claim all social security benefits to which they are entitled as such benefits will be deducted from School sick pay, including benefits for dependants where applicable.

Should the Headteacher (when completing the school's absence report with the employee on return) not authorise payment, deduction of monies already paid for the period concerned will be made at the next convenient pay period. Should SSP be part of this payment the matter will be discussed between the Headteacher and Bursar before action is taken.

82. Unauthorised Absence

Absence from work without leave or adequate explanation is a breach of discipline and may lead to disciplinary action. Unauthorised absence will be unpaid and the School reserves the right to make deductions from salary in respect of such absence on the basis of a day's pay calculated as set out in your contract of employment.

83. Monitoring and Absence Management Procedure

Levels of absence need to be contained because, not only is everybody's work important, but persistent absences place an undue load on your colleagues. With this in mind, absence is monitored on a regular basis by the Bursar. Nevertheless, the school's approach as an employer, in cases of ill health, will always be one of sympathy, compassion and understanding.

We may apply the following procedure whenever we consider it necessary, including, for example, if you:

- have been absent due to illness on a number of occasions;
- have discussed matters at a return to work interview that require investigation; and/or
- have been absent for more than 5 days.

Stage 1: First Sickness Absence Meeting

In the first instance you will be invited to a meeting with the Headteacher and, if necessary, the Bursar. The purposes of this first meeting may include:

- discussing the reasons for your absence;
- if you are on long term absence, determining how long the absence is likely to last;
- if you have been absent on a number of occasions, determining the likelihood of further absences;
- considering whether medical advice is required;

- considering what, if any, measures might improve your health and/or attendance; and
- agreeing a way forward, action to be taken and a timescale for review.

Stage 2: Further Sickness Absence Meetings

Depending on the matters discussed at the first meeting and the extent to which attendance improves, a further meeting or meetings may be necessary.

The purposes of further meeting(s) may include:

- Discussing the reasons for and impact of your ongoing absence(s).
- Where you are on long-term sickness absence, discussing how long your absence is likely to last.
- Where you have been absent on a number of occasions, discussing the likelihood of further absences.
- If it has not been obtained, considering whether medical advice is required. If it has been obtained, considering the advice that has been given and whether further advice is required.
- Considering your ability to return to/remain in your job in view both of your capabilities and the School's needs and any adjustments that can reasonably be made to your job to enable you to do so.
- Considering possible redeployment opportunities and whether any adjustments can reasonably be made to assist in redeploying you.
- Where you are able to return from long-term sick leave, whether this is to your job or a redeployed job, agreeing a return-to-work programme.
- If it is considered that you are unlikely to be able to return to work from long-term absence, whether there are any benefits for which you should be considered.
- Agreeing a way forward, action that will be taken and a timescale for review and/or a further meeting(s). This may, depending on the steps we have already taken, include warning you that you are at risk of dismissal.

Stage 3: Final Sickness Absence Meeting

Where you have been warned that you are at risk of dismissal, we may invite you to a meeting under the third stage of the sickness absence procedure.

The purposes of the meeting will be:

- To review the meetings that have taken place and matters discussed with you.
- Where you remain on long-term sickness absence, to consider whether there have been any changes since the last meeting under stage two of the procedure, either as regards your possible return to work or opportunities for return or redeployment.
- To consider any further matters that you wish to raise.
- To consider whether there is a reasonable likelihood of you returning to work or achieving the desired level of attendance in a reasonable time.
- To consider the possible termination of your employment.

Any termination on grounds of ill health will normally be with full notice or payment in lieu of notice.

Arrangements for sickness absence meetings

Unless it is impractical to do so, we will give you written notice of the date, time and place of a sickness absence meeting. We will put any concerns about your sickness absence and the basis for those concerns in writing or otherwise advise you why the meeting is being called. A reasonable opportunity for you to consider this information before a meeting will be provided.

The meeting(s) will be conducted by the Headteacher and, if necessary, the Bursar. You may bring a trade union representative or colleague to any meeting or appeal meeting under this procedure. You must give your companions details to the Headteacher, in good time before the meeting is due to take place.

You must take all reasonable steps to attend a meeting. Failure to do so without good reason may be treated as misconduct. If you or your companion are unable to attend at the time specified you should immediately inform the manager who is conducting the meeting who will seek to agree an alternative time.

Confirmation of any decision made at a meeting, the reasons for it, and of the right of appeal will be given to you in writing as soon as possible following a sickness absence meeting.

If, at any time, it is considered that you may have taken or are taking sickness absence when you are not genuinely unwell, the matter may instead be dealt with under our Disciplinary Procedure.

The full circumstances of the employee's situation will be taken into account. Those with a serious illness or disability will continue to be treated sympathetically in accordance with the school's policies.

Where the school's doctor finds that an employee is incapable of continuing with their duties on a permanent basis, because of ill health, the school will endeavour to offer redeployment, subject to vacancies and suitability for alternative work. However, this may not always be possible and, when all possible, practical alternative options have been explored, termination of service on the grounds of ill health or incapability will be considered.

Appeals

You may appeal against the outcome of any stage of this procedure and you may bring a trade union representative or colleague to an appeal meeting.

An appeal should be made in writing, stating the full grounds of appeal, to the Bursar within five working days of the date on which the decision was sent to you.

You will be provided with written details of any new information which comes to light before an appeal meeting. You will also be given a reasonable opportunity to consider this information before the meeting.

Where practicable, an appeal meeting will be conducted by a manager senior to the individual who conducted the sickness absence meeting(s).

The final decision will be confirmed in writing, as soon as possible after the appeal meeting. There will be no further right of appeal.

84. Health and Safety

Please see Health and Safety Policy

Heathcote School places the greatest importance on health and safety matters and undertakes to conduct its operations in such a way as to ensure the health and safety of all its pupils, employees, visitors and the general public.

To this end, the School will endeavour to create and develop a working environment in which there is an awareness of the vital importance of health and safety and which encourages all employees to participate in developing and practising safe working methods and to have regard for the welfare of themselves and others.

Our Health and Safety Policy covers the organisation and arrangements for meeting the specific needs of the school, a copy can be found in the staffroom, on the website or from the Bursar who is responsible for health and safety.

We are confident that all employees will comply with their obligation to act in a safe manner and will fully co-operate with the School's management in matters of health, safety and welfare.

All staff are responsible for the Health and Safety while in school Regular risk assessments of classrooms and outside areas should highlight any concerns. Any issues that arise on a day to day basis should be reported to the Bursar.

85. First Aid, Accident Reporting And Medications

See our First Aid, Accident Reporting and Medication Policy

First Aid

First Aid boxes are available and are looked after by Mrs Solsberg who is a qualified first aider and is also responsible for taking control in the event of an accident or injury. Notices are placed around the school advising the location of the nearest First Aid box and the First Aiders.

Accident Reporting

- All pupil accidents, however minor, must be recorded in our accident books and parents asked to sign at the end of the day.
- Any head injuries should be recorded in the same way and children given a "bumped head" sticker and a note home to parents with information about bumps to the head.
- Any staff or visitor accidents or injuries should be recorded on an adult accident form available from the office

- All accidents (near misses, potential hazards and damage) will be investigated by the Bursar who will be responsible for ensuring that corrective action is taken where appropriate to prevent a recurrence.
- The Bursar- responsible for health and safety will notify the appropriate authorities when necessary.

Medications

Any prescribed medications should be stored securely in the office for the medical staff to administer as appropriate. Parents sign the consent to administer the medication and also at the end of the day to acknowledge their child has been given the medicine.

Staff should keep any medicines securely in their personal belongings

86. Emergency Procedures

See Fire Safety and Evacuation Policy and Lockdown Procedures

Discovering a Fire or other emergency

1. If you discover a fire, ring the nearest fire bell (or ask a member of staff to do so)– located in the front foyer, top lobby and lobby to Nursery. Leave the building by the nearest exit.
2. If the school bell sounds continually this indicates a fire – Leave the building by the nearest exit.
3. Make your way to the assembly point at the top playground if it is appropriate to do so. If there is a fire in this area the reserve Fire Assembly Point will be in the front playground. This may mean exiting the school via the back gate and walking round to the front playground.
4. If you are in the Village Hall, stay there until you have been informed it is safe to exit.
5. Do not take anything with you. Shut doors and windows behind you if it is safe to do so.
6. The School Office or the Headteacher will summon the Emergency Services if the alarm sounds.
7. Remain at the assembly point with your pupils until the all clear is given.

DO NOT RETURN TO THE BUILDING until the all clear has been given and until instructed by your fire warden.

Never assume the evacuation is a drill.

87. Fire Wardens

The fire wardens are Mrs Solsberg and Mrs Barber.

The fire wardens will ensure that the premises are evacuated and will take a roll call. They will endeavour to arrange for the emergency services to be met on arrival and will advise them of anyone suspected of remaining in the building.

88. Lockdown Procedures

A Lockdown will be signalled by a continual intermittent bell. Staff should lock the external doors to the rooms where they are teaching and ask the children to hide as much as possible. See our Lockdown Procedure for more information.

89. Display Screen Equipment

- Adapt the furniture to fit your body. The lower back needs support; adjust the backrest if necessary. Place feet flat on the floor or use a footrest and use a document holder if necessary.
- Adjust the VDU to increase your comfort. The top should be just below eye level. Contrast and brightness may be adjusted for your individual preference. Position the VDU at a 90° angle to windows if possible.
- Dim the lights or adjust blinds/curtains if necessary but do not make the room too dark.
- Avoid wearing light coloured clothing which can reflect light on to the screen.
- Look into the distance periodically – at something at least 20 feet away.
- Vary your routine. Take a few minutes away at regular intervals to organise materials or files or to deliver completed work.
- Do some stretching exercises during the day (neck, shoulder, back, wrists, hands and fingers)

90. Information And Training

New Employees

On joining the school, all employees will be informed of the general health and safety aspects of their employment and of any specific information appropriate to them.

All Employees

All employees will be informed about, and trained in, health and safety matters including exposure to any identified risks. Such information and training will be given in the event of there being a change in circumstances affecting health and safety, and otherwise will be adapted and repeated periodically where appropriate. Training will be conducted during working hours.

91. Risk Assessment

Regular and systematic inspections and risk assessments of all potential hazardous substances and work activities will be made by, or under the authority of, the executive responsible for health and safety and will take into account all the relevant legislation, guidance and codes of practice. Specialist advice will be obtained as required and the risk assessment will be reviewed periodically and at any other time as required by legislation. The significant findings will be recorded and appropriate preventative and/or protective measures taken as necessary to comply with legislation.

92. Temporary Staff, Contractors and Visitors

Temporary staff, contractors and visitors will be required to conform to all health and safety requirements whilst on the school's premises. They will EITHER be accompanied by a responsible permanent employee at all times OR will be issued with the relevant rules, procedures and specific hazard .

93. Smoking

This is a non-smoking site.

Smoking constitutes a fire hazard and can be unpleasant and dangerous for the smoker and colleagues. Smoking on the premises (in any form, including the smoking of e-cigarettes) is against the Staff Code of Conduct and therefore an offender will be subject to the disciplinary procedures.

Employees discovered smoking in an area where there is a particular fire risk will be liable to dismissal without notice.

Further reading

The following policies must be read in conjunction with this handbook:

1. Acceptable Use Policy
2. Anti-Bullying
3. Anti-bribery policy
4. Anti-fraud policy
5. Data Protection policy
6. E-Safety Policy
7. Fire safety policy
8. Health and Safety policy
9. Safeguarding policy
10. Staff Code of Conduct
11. Whistleblowing policy