

# **SHENFIELD HIGH SCHOOL**



## **2021 - 22 CONCISE STAFF GUIDE**

*This Staff Guide is relevant only to Shenfield High School.*



## **Headteacher's Introduction to the Concise Guide 2021-22**

The Shenfield High School Staff Guide gives you all the day-to-day information you need in one place! Please familiarise yourself with its contents and refer to it for guidance. Please also note:

- a full set of our policies and procedures can be found on the  
W:\1Whole School\Administration Documents\Adopted Policies

Our school is a complex organisation. To run smoothly it is essential that all colleagues know what is expected of them and that we follow agreed procedures.

If you are unsure of the way things should be done, please ask.



**Carole Herman**  
**Headteacher**



## **Contents**

Core Principles: Leading with our Values .....	<b>4</b>
Academic Staff .....	<b>6</b>
Form Tutors.....	<b>11</b>
Support Staff .....	<b>12</b>
2021-22 Calendar .....	<b>14</b>
Key Dates.....	<b>15</b>
Internal Exams and Parents Evenings Calendar.....	<b>16</b>
Staff Conduct – being a Role Model .....	<b>18</b>
Absence .....	<b>18</b>
Cover .....	<b>19</b>
Safeguarding Code of Practice .....	<b>21</b>
Principles of Safeguarding .....	<b>22</b>
Whistleblowing.....	<b>24</b>
The School Day & Travel Arrangements .....	<b>25</b>
Break and Lunchtime Arrangements .....	<b>26</b>
Role of Form Tutors.....	<b>28</b>
Behaviour Management.....	<b>29</b>
Celebration Points .....	<b>29</b>
Stepped Intervention .....	<b>31</b>
Time Out.....	<b>33</b>
Electronic Devices.....	<b>33</b>
The Interventions Team .....	<b>34</b>
The Keeping of Registers by all Staff .....	<b>35</b>
Marking and feedback to students about their work .....	<b>36</b>
PREP Policy.....	<b>36</b>
PREP Common Language .....	<b>36</b>
Presentation .....	<b>37</b>
Finance .....	<b>39</b>
Mini Bus Procedures .....	<b>41</b>
Health & Safety.....	<b>42</b>
Fire Drill .....	<b>43</b>
IT Support.....	<b>45</b>
The Site Team .....	<b>46</b>
Duty Expectations.....	<b>47</b>

## **Core Principles: Leading with our Values**

**The core principles that underpin our school are:**

Respectful  
Responsible  
Ready  
Challenge  
Contribution  
Collaboration

## **Learning for Life**

Each element communicates a concept of importance to the school's vision and the way it operates. Together, the six elements create a narrative of our journey in support of Learning for Life, which is the school's mission statement. Relationships are at the heart of the school's way forward: students with each other, students with staff, learners with their learning and the school with its community. Led by a strong and coherent vision and supported by robust policies and practices, our school has already been recognised as a good school by Ofsted. We know many aspects of our practice are outstanding.

We adhere to the following principles:

- we will enable all our students to develop their full potential by acquiring skills, knowledge, understanding and attitudes, including personal, social and emotional skills, to enable them to become economically, socially and personally active citizens and lifelong learners
- we will promote a culture of social inclusion and respect for diversity, particularly through developing the wellbeing of learners and personalising their learning
- we will establish strong professional interaction, collaboration and coaching in our school so that practitioners can develop and share their professional knowledge on learning and teaching
- we will offer students a curriculum that engages and motivates them to learn and to achieve their potential
- we will provide a learning community for all engaged in school life, with students and their families at the centre, and including governors, teachers, other school staff and adults training to work in schools
- we will work with other schools and partner service providers in planning and delivering integrated services for children and young people to improve their wellbeing

Shenfield High School is committed to ensuring sustainable improvement and development. The greatest successes are achieved where developments are contextualised, home-grown, evolved and embedded and this principle will be applied in the school's development of pedagogy, collaborative practice, the curriculum, personalised learning and community interaction. These areas will be addressed simultaneously so that they complement and support each other.

Underpinned by rigorous self-evaluation practices and intelligent accountability, Shenfield High School's Strategic Headlines are designed to continue the School's journey and to take forward a number of key developments essential to the School's future success.

## School Improvement Plan Headlines 2021-22

In addition to the on-going maintenance of previous development, the School Improvement Headlines for 2021-22 are:

- 1 embed the newly developed school House system, promoting student leadership, participation and the embracing of school values:
  - Be **Respectful**
  - Be **Responsible**
  - Be **Ready to Learn**
  - Seek **Challenge**
  - Make your **Contribution**
  - Develop your **Collaboration** skills
- 2 Supporting literacy:
  - Providing specific intervention for students entering Y7 and Y10 two or more years below their chronological reading age, and support for others who have fallen behind with their reading, ensuring that they read confidently with the aim that all students should read at their chronological age or better.
  - Intervention for Y8 pupils who are significantly below their chronological writing age with the aim to improve their writing skills in all lessons.
- 3 Supporting numeracy:
  - providing a numeracy transition programme for Y7 students significantly behind with numeracy.
- 4 To further develop academic and other support for disadvantaged students
- 5 Re-establish and extend the school's wide range of extra-curricular activities.
- 6 To ensure that staff professional development is prioritised with compulsory, directed and optional CPD provided.
- 7 To review and re-set our equality objectives and determine how identified issues can be progressed.

### Each of these strands to be supported by:

- Action plans for specific elements, as appropriate
- Team Improvement Portfolio (TIPs) to support departmental developments
- Performance Management (PM) areas of focus to support professional development in support of team and school priorities.

## Academic Staff

Part me	Title	Surname	Forename	Code	Main Subject	Management	House
	Mr	Acquah	Isaac	IAC	English	Head of Year - 8	N
	Miss	Andre López	Olga		Modern Foreign Languages		P
*	Mrs	Arnold	Fiona	FAR	PE / School Games Organiser		H
	Miss	Arnold	Trudy	TAR	History	Head of Year - 9	P
	Mrs	Ballington	Jo	JBA	Maths		N
	Mr	Barron	DJ	DBA	Sociology	Assistant Headteacher Safeguarding	A
*	Mrs	Bellworthy	Clare	CBE	Business Studies		P
*	Mrs	Bhimjiyani	Sital	SBH	Business Studies	Level 3 BTEC Programme Leader	P
	Mr	Bishop	Thomas	TBI	Sociology	Assistant Team Leader Social Sciences, Head of Year 12	H
	Mr	Carter	Christopher	CCA	Music	Team Leader Music	H
	Mr	Chapman	Paul	PCH	PE	Head of Year - 10	P
	Mr	Clayton	Luke	LCL	PE and Social Sciences		A
	Mr	Clifford	Ben	BCI	English	Assistant Headteacher English and Literacy	A
	Mr	Cooke	Andrew	ACO	Business Studies	Assistant Headteacher Head of Sixth Form	H
*	Mrs	Cosentino	Gemma	GCO	PE	Assistant Team Leader PE	H
	Mr	Dennehy	Neville	NDE	Mathematics	Team Leader Mathematics	H
	Mr	Drew	Richard	RDR	Mathematics	Assistant Headteacher Assessment	P
*	Mrs	Dyke	Clare	CDY	Health and Social Care		H
	Ms	Dyson	Chantelle	CDM	Mathematics	Head of Year - 11	A



*Part Time	Title	Surname	Forename	Code	Main Subject	Management	House
	Mr	Edwards	James	JED	Business Studies	Level 3 BTEC Programme Leader	N
	Mr	Fletcher	Martin	MFL	Science		A
	Mrs	Fraser	Sarah	SFR	Virtual Tutor		P
	Mr	Gashi	Nebian	NGA	Science		A
	Miss	Grabowski	Rosie	RGR	English		A
	Mr	Gray	Alan	AGR	Geography		A
	Mr	Hall	Matthew	MHP	PE	Team Leader PE	P
	Mr	Hall	Matt	MHS	Science	i/c Engineering	P
	Mrs	Hall	Rosie	RLE	Food		A
	Miss	Harris	Emma	EHA	Science		P
	Mrs	Hart	Lisa	LHA	Science		A
	Mrs	Helim	Claire	CHE	Science	STEM Coordinator, Contingent Detachment Commander CCF	H
	Ms	Herman	Carole	CJH	Headteacher	Headteacher	H
	Miss	Hogan	Mairead	MHO	Geography	Pupil Premium Support	N
	Mrs	Hollingsworth	Lesley	LHO	Citizenship, RE and Social Sciences	Team Leader Social Sciences	P
	Mrs	Howard	Sarah	SHO	History	Team Leader History	H
	Miss	Hussain	Chloe	CHU	English		N
	Mr	Ireland	Ben	BIR	Psychology, Sociology and Social Science		P
	Mrs	Jahromi	Gulay	GJA	Mathematics	i/c KS5 Mathematics	N

<b>*Part Time</b>	<b>Title</b>	<b>Surname</b>	<b>Forename</b>	<b>Code</b>	<b>Main Subject</b>	<b>Management</b>	<b>House</b>
	Miss	Joshua	Josie-Mae	JJO	Drama		H
*	Miss	Kadem	Ayda	AKA	Social Sciences, Law and Psychology	Team Leader Careers and Work Related Learning	
	Ms	Kelly	Aideen	AKE	English	English, KS4	P
	Mrs	Kemp	Debbie	DKE	Art	Team Leader Art	A
	Mrs	Knight	Anna	AKN	Health and Social Care	BTEC Quality Nominee, Head of Year 13	H
*	Mrs	Leppard	Jordan	JLW	Science		H
	Mrs	Luis	Hettie	HLU	English	A Level English Language	N
	Mr	Macdonald	James	JAM	PE	Deputy Head of Sixth Form	A
	Mr	Maling	Daniel	DMA	Computer Science	Team Leader Computer Science	P
	Mrs	Martin	Jane	JMA	PE	Deputy Headteacher School and Curriculum Organisation	N
	Miss	Mason	Emma	EMA	Geography	Geography	A
	Mrs	Masters	Suzanne	SMA	Science	Science	
	Miss	Matthews	Jessica	JMP	PE	House Coordinator	P
	Miss	Murphy	Alison	AMU	Art	Head of Year - 7	N
	Miss	Murphy	Katherine	KMU	Modern Foreign Languages		H
	Miss	Nichol	Faye	FNI	English		N
*	Mr	Ninian	John	JNI	English	i/c A Level English Literature	H
	Mrs	Norman	Fiona	FNO	Music		P
*	Mrs	Parkinson	Vicky	VPA	History and Geography		A

<b>*Part Time</b>	<b>Title</b>	<b>Surname</b>	<b>Forename</b>	<b>Code</b>	<b>Main Subject</b>	<b>Management</b>	<b>House</b>
	Dr	Pope	Gareth	GPS	Science / Course Leader Physics	Team Leader Science and Engineering	P
*	Mrs	Power	Gill	GPH	History		A
	Mr	Preston	Paul	PPR	PE / Football Academy	Assistant Team Leader PE / Football Academy	N
	Mrs	Quinlan	Ann	AQU	English		H
	Mr	Rees-Gildea	Fergus	FRE	English		H
	Mr	Richards	Cornelius	CRI	Science	Head of Chemistry	N
*	Mrs	Richardson	Holly	HRI	Drama		A
	Mr	Rigg	Jamie	JRI	PE	Assistant Headteacher Behaviour and Standards	P
	Mr	Russell	Philip	PRU	Mathematics	Assistant Team Leader KS4 Mathematics	P
	Mr	Sands	Jonathan	JSA	Music	Deputy Headteacher Teaching, Learning and Assessment	A
	Mrs	Sands	Roma	RSA	Music		H
	Mr	Sapsford	Garry	GSA	Director of Sport	Director of Sport	N
	Mr	Shaunak	Anand	ASH	Modern Foreign Languages / Law		A
	Mrs	Shaunak-Hobbs	Karuna	KSH	Modern Foreign Languages	Team Leader for MFL and i/c Trainee Teachers and NQT Induction	P
	Mr	Shearing	Ben	BSH	Business Studies / MFL	Team Leader Business Studies	H
	Mr	Sheriff	Matthew	MSH	Media Studies and Film	Team Leader Media Studies and Film	A
	Ms	Sherwood	Emma	ESH	Drama	Team Leader Drama	H
*	Mrs	Small	Lucy	LSM	PE		H
	Miss	Smith	Elizabeth	ESM	Maths / Computing	Deputy SENCO	N

<b>*Part Time</b>	<b>Title</b>	<b>Surname</b>	<b>Forename</b>	<b>Code</b>	<b>Main Subject</b>	<b>Management</b>	<b>House</b>
	Mr	Springett	Henry	HSP	Geography	Team Leader Geography	H
	Mr	Taylor	Tony	ATA	SEN	Assistant Headteacher Inclusion / SENCO	N
	Miss	Thornhill	Hannah	HTH	PE		N
	Mrs	Toshniwal	Pooja	PTO	Maths		A
	Mr	Towns	Chris	CTO	English / Social Science		P
	Mrs	Turner-Smith	Nicola	NTU	Science	KS4 Science and Biology Lead	N
	Miss	Vidler	Karen	KVI	Science		A
*	Mrs	Walsh-Pammen	Mary	XMW	Outreach Tutor		N
	Miss	Watson	Melissa	MWA	Modern Foreign Languages		N
	Mr	Weakliam	Brendan	BWE	Drama		A
*	Miss	Weeden	Joanne	JWE	Business Studies	Level 2 BTEC Programme Leader	P
	Mr	Weston	Richard	RWE	Maths	KS3 Maths Assistant Co-ordinator	N
*	Mrs	Whitfield	Sarah	SWH	English	English KS3 Co-ordinator	N
	Miss	Wilde	Georgina	GWI	Transition Teacher		N

## Form Tutors

<b>Key Stage 5</b> <b>Head of Sixth Form: Andrew Cooke</b> <b>Assistant Head of Sixth Form: James Macdonald</b> <b>Year 13 PM: Ellen Panayi HOY Tom Bishop</b> <b>Year 12 PM: Claire Downey HOY Anna Knight</b>							
<b>Year 13</b>	13D	Alan Gray	H53		13R	Matt Hall (Sci)	S5
	13A	Anand Shaunak	H5		13H	Ben Shearing	T1
	13T	Claire Helim	S10		13N	Nicola Turner-Smith	S15
	13F	James Edwards	T52		13P	Phil Russell	C92
<b>Year 12</b>	12H	Anna Knight	H51		12P	Gareth Pope	T17
	12N	Faye Nicol	E53		12D	Matt Sheriff	I72
	12A	Brendan Weakliam (M, Th, F) (Holly Richardson T, W)	X3		12T	Tom Bishop	C56
	12F	Hettie Luis	E6		12R	Ben Ireland	C55
<b>Key Stage 4</b> <b>Pastoral Co-ordinator: Georgia Day</b> <b>Year 11 PM: Vicky East, HOY Chantelle Dyson</b> <b>Year 10 PM: Jenine Allen, HOY Paul Chapman</b>							
<b>Year 11</b>	11H	Gemma Cosentino (Monday, Tuesday, Friday), Lucy Small (Wednesday-Thursday)					C12
	11F	Melissa Watson	H14		11N	Sarah Whitfield	E50
	11D	Chantelle Dyson	C77		11A	Pooja Toshniwal (M,T,Th,F) Gill Power (Wednesday)	C91
	11R	Jo Weeden (M,Tu,W) Clare Bellworthy (M,Th,Fr)	T58		11P	Matt Hall (M, T, W) Sital Bhimjiyani (Th, F)	T5
<b>Year 10</b>	10T	Fergus Rees	H10		10H	Katherine Murphy	H12
	10F	Chloe Hussain	E54		10N	Richard Weston	C76
	10D	Vicky Parkinson (Mon-Thu) Gill Power (Friday)	H60		10A	Karen Vidler	S54
	10R	Paul Chapman	C80		10P	Lesley Hollingsworth Clare Dyke (Weds B)	C52
<b>Key Stage 3</b> <b>Year 9 PM: Abbie Hodgson-Wild, HOY Trudy Arnold</b> <b>Year 8 PM: Kelly Kalaitzis, HOY Isaac Acquah</b> <b>Year 7 PM: Saffron Wood, HOY Alison Murphy</b>							
<b>Year 9</b>	9T	Emma Sherwood Roma Sands (Wednesday)	X1 X2a		9H	Ann Quinlan	E57
	9F	Liz Smith	C71		9N	Jo Ballington	C94
	9D	Lisa Hart	S13		9A	Debbie Kemp	E3
	9R	Trudy Arnold Fiona Norman (M & F)	H63		9P	Chris Towns	H57
<b>Year 8</b>	8T	Henry Springett	H56		8H	Sarah Howard (Tue - Fri) Clare Dyke (Monday)	H54
	8F	Paul Preston	C75		8N	Cornelius Richards	S52
	8D	Luke Clayton	C51		8A	Emma Mason	H61
	8R	Aideen Kelly	E59		8P	Daniel Maling	C72
<b>Year 7</b>	7T	Neville Dennehy	C93		7H	Josie Joshua (Wednesdays room change)	X2 X13
	7F	Hannah Thornhill	H9		7N	Gulay Jahromi	C95
	7D	Rosie Grabowski	E56		7A	Nebian Gashi	S51
	7R	Emma Harris	S1		7P	Jessica Matthews	H17

## Support Staff

<b>Job Title</b>	<b>Title</b>	<b>Forename</b>	<b>Surname</b>	<b>House</b>
Pastoral Manager	Mrs	Allen	Jenine	H
Senior Mid-Day Supervisor	Mrs	Allsop	Jacqueline	N
PE Technician	Miss	Barrett	Leanne	H
Science Technician	Mrs	Belgrove	Alison	N
Safeguarding Officer	Mr	Bolitho	Nigel	A
Reprographics Technical Administrator	Mrs	Board	Tracy	H
Practical and Outdoor Learning Practitioner	Mr	Bolton	Mark	A
Behaviour for Learning Manager	Mr	Brooks	Simon	N
Artist in Residence	Mrs	Carden	Ellen	H
Caretaker	Mr	Coburn	John	P
English Support Coordinator	Mrs	Colverd	Jan	P
Senior Science Technician	Mr	Cordier	Johannes	H
Admin Assistant	Mrs	Davis	Lynne	P
Pastoral Coordinator	Miss	Day	Georgia	P
Pastoral Manager Sixth Form	Mrs	Downey	Claire	N
Sixth Form Administrator	Mrs	Dunn	Jackie	A
Pastoral Manager	Mrs	East	Vicki	N
Library Assistant	Mrs	Eells	Jeanette	A
Exams Assistant	Mrs	Fail	Susan	P
Finance Assistant	Ms	Fearn	Clare	N
IT Manager	Mr	Ferrans	Dave	A
Oasis Mentor	Mrs	Field	Patricia	P
Teaching Assistant	Miss	Green	Faye	H
Teaching Assistant	Ms	Gregory	Suzanne	A
First Aid	Mrs	Hadden	Lara	N
Caretaker	Mr	Harrop	Tony	N
Receptionist	Mrs	Hawkes	Julia	P
Art Technician	Mrs	Harvey	Sue	A
HL - CE - EAL & Interventions	Mrs	Hodges	Pat	P
Pastoral Manager	Mrs	Hodgson-Wild	Abbie	H
Teaching Assistant	Mrs	Howell	Maggie	A
Key Holder / Site Team	Mr	Jackson	David	P
ATL Learning Support	Mrs	Johnson	Jacqui	H
Teaching Assistant-Interventions/PNI	Mrs	Jones	Irina	N
Pastoral Manager	Mrs	Kalaitzis	Kelly	A
Science Technician	Mrs	Lewis	Helen	N
SEN / Interventions Secretary	Mrs	Lilley	Susan	P
Oasis Pastoral Manager	Mrs	Lloyd	Julie	N
Curriculum Support Officer	Ms	Loffredo	Claire	H
Football Development Officer	Mr	Lorkin	Kevin	
Examinations Officer	Mrs	Lucas	Sue	N
Library Assistant, Department Technician	Mrs	Machin	Emma	N
Site Security	Mr	Mackie	Paul	H
Science Technician	Mrs	Marsh	Ann	P
Data and Timetable Manager	Mrs	Mason	Michelle	A

<b>Job Title</b>	<b>Title</b>	<b>Forename</b>	<b>Surname</b>	<b>House</b>
Finance Manager	Mrs	Matthews	Dawn	A
Chemistry Technician	Mrs	McGrath	Katy	A
Receptionist	Mrs	Mcmurray	Deborah	A
Behaviour for Learning Manager	Mrs	Messenger	Kim	A
Maths and Social Science Technician, Curriculum Support Officer	Mrs	Miller	Eve	N
Attendance Officer	Mrs	Newton	Victoria	P
Pastoral Co-ordinator Sixth Form	Mrs	Panayi	Ellen	H
Data Co-ordinator	Mrs	Penn	Gayle	H
Teaching Assistant	Mrs	Pickering	Sharon	P
Student Services Administrator	Mrs	Purbrick	Lisa	H
Performing Arts Technician and Research Assistant	Miss	Raine	Katie	N
IT Support Technician	Mr	Ridley	Alan	P
Business Manager	Mr	Roberts	Stuart	A
Finance and Premises Assistant	Mrs	Smith	Laura	N
Deputy Site Manager	Mr	Springett	Dave	A
Cover Supervisor	Mr	Stevens	Jack	N
HL - CE - Support Co-ordinator	Mrs	Toole	Stacey	H
Careers Administrator	Mrs	Utton	Lisa	H
Site Manager	Mr	Waites	Vaughan	H
Pastoral Secretary	Mrs	Walker	Jenny	P
SLT PA	Mrs	Watson	Christine	P
HR Manager, Clerk to Governors	Mrs	Whordley	Karen	P
Food and Science Technician	Mrs	Wiggins	Fiona	H
Pastoral Manager	Mrs	Wood	Saffron	A

## **2021-22 Calendar**

The calendar has been devised and created using Microsoft Outlook to support staff with access to up-to-date information throughout the year. Staff can access the calendar using a pc or through their iPad (please see IT support for further guidance).

The calendar must be kept up-to-date, therefore, any changes or additions to the calendar must be emailed to Christine Watson and Jane Martin, particularly if it involves students missing lessons. Staff will be informed of any alterations to the calendar in notices.



## Key Dates

### Dates for 2021 / 22

#### INSET Days

**Tuesday 2<sup>nd</sup> September 2021**

**Friday 8<sup>th</sup> October 2021**

**Thursday 21<sup>st</sup>, Friday 22<sup>nd</sup> and Monday 25<sup>th</sup> July 2022**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>Tuesday 2<sup>nd</sup> September to Friday 17<sup>th</sup> December 2021                      Friday 3<sup>rd</sup> September (Year 7 start and Year 12 registration)                      Monday 6<sup>th</sup> September (Years 8, 9, 10, 11 and 13 start)                      Tuesday 7<sup>th</sup> September (Year 12 start)</p> <p>Half Term:                      25<sup>th</sup> – 29<sup>th</sup> October</p>	<p>Tuesday 4<sup>th</sup> January 2022 to Friday 1<sup>st</sup> April 2022</p> <p>Half Term:                      14<sup>th</sup> – 18<sup>th</sup> February 2022</p>	<p>Tuesday 19<sup>th</sup> April 2022 to Monday 25<sup>th</sup> July 2022</p> <p>Half Term :                      30<sup>th</sup> May – 3<sup>rd</sup> June 2022                      Thursday 2<sup>nd</sup> and Friday 3<sup>rd</sup> June Bank Holidays</p>

A Level results Issued – Not known at time of printing  
 GCSE results Issued – Not known at time of printing

## Internal Exams and Parents Evenings Calendar

Go4Schools for Year 9, 11 and 13 and Edulink for Year 7, 8, 10 and 12 is "live" for students and parents to view at any time, therefore imperative that markbooks are accurate and updated regularly.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>October</b>	<b>OCTOBER HALF TERM (25<sup>th</sup> October to 29<sup>th</sup> October)</b>						
<b>November</b>					Internal Exams 22 <sup>nd</sup> November to 3 <sup>rd</sup> December		
<b>December</b>							
	<b>CHRISTMAS BREAK (20<sup>th</sup> December to 4<sup>th</sup> January)</b>						
<b>January</b>					<b>DEADLINE</b> for Mock data entry 16 <sup>th</sup> Dec	BTEC Assessment Window (confirmed in September) Subject dependent	
					Year 11 Conference 7 <sup>th</sup> January		
		Parents Evening 3 <sup>rd</sup> February		Parents Evening 27 <sup>th</sup> January	Parents Evening 13 <sup>th</sup> January		Internal Exams 17 <sup>th</sup> January to 28 <sup>th</sup> January
<b>February</b>							10 <sup>th</sup> February Parents Evening
	<b>FEBRUARY HALF TERM (14<sup>th</sup> February to 18<sup>th</sup> February)</b>						
<b>March</b>			Options Evening 3 <sup>rd</sup> March		Science, Maths, English & Spanish PPE 7 <sup>th</sup> March to 25 <sup>th</sup> March	Parents Evening 31 <sup>st</sup> March	
			Parents Evening 10 <sup>th</sup> March				
<b>April</b>	<b>EASTER (4<sup>th</sup> April to 14<sup>th</sup> April)</b>						
	Parents Evening						

	28 <sup>th</sup> April						
<b>May</b>					<b>COURSEWORK DEADLINE TBC</b>		
					BTEC Assessment Window (confirmed in September) Subject dependent		
					Public Exams		Public Exams
	<b>MAY HALF TERM (30<sup>th</sup> May to 3<sup>rd</sup> JUNE)</b>						
<b>June</b>				End of Year Internal Exams 15 <sup>th</sup> June – 30 <sup>th</sup> June	Public Exams	End of Year Internal Exams 15 <sup>th</sup> June – 30 <sup>th</sup> June	Public Exams
<b>July</b>			Prep4Sept 6 <sup>th</sup> July				

## **Staff Conduct – being a Role Model**

### **Standards of dress**

Staff should endeavour to meet professional standards and be role models for young people at all times. Staff are expected to conduct themselves in an exemplary manner, showing respect for all of the people they come into contact with, in formal or informal situations.

Members of staff are expected to maintain a smart, professional appearance appropriate to their role and in keeping with the school's high expectations. Consider carefully the neckline, length and transparency of material, as well as what we expect our students to wear. As a guide, jeans-style trousers, leggings, cold-shoulder/strappy tops, denim and flip flops would not be considered professional wear.

All staff are provided with a security badge which should be worn at all times

Casual wear is acceptable on training days when students are not on site. However, staff should ensure that their attire:

- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory and or culturally insensitive

Standards of dress and personal presentation are relevant to all employees. Minimum standards of personal presentation will be expected and an employee who is unacceptably dressed can be subject to disciplinary action. In general, standards of dress should be smart, fit for purpose and portray a favourable impression of the School.

The staff Conduct Policy can be found at: W drive\1Whole School\Administration Documents\Adopted Policies\Code of Conduct Policy September 2019. You will be issued with a copy of this policy.

### **Absence**

If you need to leave the school site during the day, please inform the HR Manager and sign out at Reception.

#### **What do I do if I am sick?**

Teaching staff must contact the HR Manager 01277 245480 by no later than 7am on the first day of the absence and explain their reason for absence. Cover work should be emailed or telephoned to their Team Leader giving as much notice as possible. Contact should be made by **telephone** unless there are particular reasons why this is not possible.

Support staff should telephone the HR Manager on 01277 245480 no later than 7am on the first day of the absence and explain their reason for absence. Contact should also be made with your Line Manager so that they are aware of your absence. Contact should be made by **telephone** unless there are particular reasons why this is not possible.

Further contact must be made on subsequent days by both teaching and support staff. Regular contact must be maintained to inform about progress and likely duration of absence.

Certification for the first seven calendar days (to include a weekend) is usually by self-certification, but must, from the eighth calendar day, be by medical certificate.

### **What do I do if I have a medical appointment?**

We ask that staff should make reasonable attempts to keep such appointments to times other than their normal working hours, where this is possible.

If this is not possible, please fill in a "**Request for Leave of Absence**" form (obtainable from the mail-room or the HR office) and return to the HR Manager.

### **Other absence**

If the absence required is not illness related, and is personal in nature, please seek advice from the HR Manager. You may be required to seek permission direct from the Headteacher, who will determine whether leave of absence will be granted and whether it should be on a paid or unpaid basis. Requests will, of course, be viewed sympathetically but will be balanced with the needs of the school.

At the end of a period of absence, the returning member of staff should inform the HR Manager and complete a return to work form where appropriate.

Please see the Absence Policy for further information and in particular for information pertaining to longer periods of absence.

## **Cover**

### **Cover for absence of teaching staff**

When setting work, please remember that curriculum support officers/cover supervisors are not teachers and therefore will not teach, assess or report on students' progress. The principal aim of these arrangements is to ensure that students learn.

It is important that high quality appropriate work is left for classes. Where possible, absent teachers are asked to communicate the work that should be completed during their absence. Where this is not possible, it is the responsibility of the absent teacher's Line Manager to ensure that appropriate arrangements are made.

Cover for Sixth Form classes should be set. Cover will usually not be assigned and the class should be visited by a member of the subject team to ensure that suitable work is being undertaken.

Teachers will be used 'rarely' for cover.

Teachers will not be asked to cover for absent staff more than 38 periods in any academic year. The school uses Cover Supervisors where possible to implement the 'Workload Agreement.'

### **Cover for absence of support staff**

The work of an absent member of the support staff may be shared out amongst other colleagues, or may be left in abeyance, as deemed appropriate by the Line Manager.

The Line Manager may seek the support of the HR Manager in making appropriate plans.

If such an absence is to be prolonged, or will leave vital work undone, the Line Manager should request the HR Manager to consider employing agency staff.

Much of the policy relates, of necessity, to absence. However, the key concept is that of attendance. We wish to promote the positive view that full attendance at school by all staff creates the best possible working conditions for the students we serve and for the colleagues we mutually support.

Please see the Absence Policy for further information and in particular for information pertaining to Cover.

**What do I do if I have a change in personal details?**

All notifications of a change in circumstance to your personal details should be made to the school at the earliest opportunity, either in person, email or writing to the HR Manager.

If you have any doubt, please speak to HR Manager on 01277 245480.

## **Safeguarding Code of Practice**

All staff have a responsibility to be aware of the systems in our school that support safeguarding, and as part of that staff must understand that they must avoid any conduct, which could lead any reasonable person to question their motivation and intentions.

This sets out a code of behaviour for all staff (temporary and permanent) of Shenfield High School. It is imperative that you read it in conjunction with the School's Safeguarding Policy and use it not only to safeguard our students but to protect yourself too. It is essential that you follow this code to ensure that:

- The welfare of young people for whom you have a duty of care is safeguarded
- You avoid compromising situations or opportunities for misunderstandings or allegations.

Staff Code of behaviour:

- The safeguarding culture in our school is in part, exercised through caring and respectful relationships between adults and students. As adults we must always demonstrate behaviour, which promotes integrity, maturity and good judgement.
- As an adult working with young people, you are in a position of power and influence, so that the student/staff relationship is the responsibility of the adult.
- It is essential that confidential information gleaned about a student through our agreed working practices is never shared casually in conversation or with another person, except on a need to know basis.
- All staff have a responsibility to maintain public confidence in themselves and the school, and therefore staff must be aware how their behaviour, either in or out of the workplace, could compromise their position as a member of the school. Examples of such behaviour, which could be called into question are making or encouraging others to make sexual remarks in the presence of a student or about a student; using inappropriate language generally such as swearing in the presence of students; discussing their personal life in the presence of students; making remarks that might be interpreted as demeaning or humiliating to students.
- Staff need to take care that they do not accept any gift that may be construed as a bribe or requiring favouritism in return. This does not apply to small gifts such as those given by students and parents at Christmas time or leaving/transition times but gifts should be of low monetary value and certainly should not be regular. It is also inadvisable to give any student personal gifts, since this could be interpreted as grooming.
- Infatuations and crushes – from time to time young people form strong bonds with their teachers and support staff. Should a member of staff feel uncomfortable about the behaviour of students in this regard, they should tell their Line Manager and the responses should be documented. A plan should be put in place, which may involve a DSL explaining the circumstances to a parent and their child to ensure no misinterpretation is made.
- Social contact outside the workplace – staff may have genuine personal friendships with parents/carers outside of school. However, staff should also be aware that professionals who seek to groom children often seek to establish relationships with the adults in their lives too, and staff should be mindful of this. Staff should not use professional reasons to interact personally with families, and should make sure that friendships do not blur professional and personal boundaries.
- Staff should not arrange to meet students away from the workplace unless the necessity for this is clear and approval is obtained from a senior member of staff and the student's parents/carers.
- Staff must not offer students lifts unless the need for this has been agreed by a senior member of staff. In most circumstances this should not be in private car and where it is, where possible there should be another member of staff present. If it is in a private car and the other rules are followed, the staff member must ensure the car is appropriately insured for taking passengers in a work situation.

- Staff must not request or respond to any information from students other than that which is necessary in their professional roles. They should ensure that communication is open and transparent and cannot be interpreted as grooming behaviours. Staff must not give their personal contact details such as personal emails, phone numbers, or access children on social media sites such as Whatsapp and snapchat.
- Requirements regarding esafety, acceptable ICT use, personal touch and personal care should be read and understood in our extensive policies covering these areas – safeguarding and child protection policy; Online safety policy; acceptable ICT use policy; SEND policy and First aid and providing medication to students policy.

### DO NOT just rely on your good name to protect you

What to do if you have a concern:-

- ✓ YOU have a DUTY to refer.
- ✓ DON'T promise confidentiality, ask leading questions or investigate
- ✓ DO listen and believe.
- ✓ DO reassure and explain what you HAVE TO DO next.
- ✓ DO write an account, date, time and place - CPOMS

Who to refer to:-

- DJ Barron: designated lead, with overall responsibility for safeguarding and child protection issues.
- Nigel Bolitho: Safeguarding Officer, deputy DSL
- Georgia Day: Deputy DSL
- Liz Smith: Deputy DSL

## **Principles of Safeguarding**

The principles we follow at Shenfield High school are that in all cases we:

- Ensure the time and place are appropriate for private discussions between staff and students, when they are not we reassure the student that we understand they need to discuss something very important and that it warrants time, space and privacy. Make an appointment at an appropriate time. See the student before the end of the school day. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the student is accessed as early as possible.
- Tell the student we cannot guarantee confidentiality if we think they have or will:
  - hurt themselves
  - hurt someone else
  - or they tell us that someone is hurting them or others
- Do not interrogate the student or ask leading questions
- Inform the student before any confidential information is shared that you will need to refer them to the Safeguarding Officers.
- Encourage the student, whenever possible, to confide in his/her own parents/carers, except where it is possible that harm is coming from home. If the student is harming themselves, or shows signs and symptoms of potentially harming themselves, we will tell their parents.
- Ensure that safeguarding guidelines for talking to student privately are followed. Staff are asked to ensure that they do not put themselves into an invidious position with students – never touch a student unless the laws of restraint apply; never talk to a student alone,



unless in a room where the door is open or a clear window is in the door; always ensure that the student's path out of the room in which you are talking is clear, and that if they wish to leave, they are allowed to do so; never allow a student to befriend you on a social networking site, have your private telephone number or your private email address; never touch a student's personal possessions unless applying the protocols laid down in the Behaviour for Learning Policy.

- If a student walks off site, and will not respond to your verbal request to return, come back into school and report to the Pastoral Team, whose responsibility it will be to tell parents and other outside agencies as required.
- Under no circumstances try to prevent a student walking away from you physically, unless the laws of restraint apply i.e. the use of reasonable force is only necessary to prevent a pupil from:
  - Committing a criminal offence
  - Injuring themselves or others
  - Causing damage to property, including their own
  - Engaging in behaviour at school or on school activities / visits which is prejudicial to the welfare of other pupils or staff.

The use of restraint should always be a last resort. Before intervention, a calm warning or instruction to stop should be given and every effort should be made to achieve a satisfactory outcome and without physical intervention. In all circumstances help must be sent for, even when immediate intervention is necessary. If restraint is necessary, a full written statement about how and why and when must be made, including the date and time and naming potential eye witnesses, within 24 hours of the incident and preferably immediately afterwards.

- Never put yourself in a position where an allegation can be made against you. This includes banter, which is not professional and leaves staff open to allegation from students who feel hurt by such comments.
- In all cases, the welfare of the child will be considered first and foremost – as is the legal brief of designated safeguarding leads

## **Whistleblowing**

All staff should be made aware of the organisation's Whistleblowing Policy (Staff Code of Conduct) and feel confident to voice concerns about the attitude or actions of colleagues – our Whistleblowing Policy states that all staff have a duty to refer any adult working with children, whose behaviour or conduct may harm the children with whom they are working. If there is a concern, please take it immediately to JDJ Barron or Carole Herman. If the concern is about DJ Barron or Carole Herman, please take it immediately to Jane Swettenham, Chair of Governors, who can be contacted via Karen Whordley, our HR officer. Any concern raised will be taken seriously and actioned in line with our statutory duties and our Staff Code of Conduct.

If a member of staff believes that a reported allegation or concern is not being dealt with appropriately by their organisation, they should report the matter to the Local Authority Designated Officer, (LADO). The number for the LADO is on your PINK SAFEGUARDING concern cards and also in our Safeguarding and Child Protection Policy 2021

## The School Day & Travel Arrangements

- 8.00 a.m. - Refectory is open for breakfast and the Library is open
- 8.35 a.m. - Students may enter the building
- 8.40 a.m. - Form Time
- Students who have not reached their Form Room by the second bell will be marked as late. Students will be informed when they have assembly and will be expected to arrive at assembly on time.

<b>9.00 a.m.</b>	-	<b>Lesson 1</b>
<b>10.00 a.m.</b>	-	<b>Lesson 2</b>
11.00 a.m.	-	Break
<b>11.20 a.m.</b>	-	<b>Lesson 3</b>
<b>12.20 p.m.</b>	-	<b>Lesson 4</b>
1.20 p.m.	-	Lunch
<b>2.00 p.m.</b>	-	<b>Period 5</b>
3.00 p.m.	-	End of the school day

### Travel

Students travelling from Ongar, the five parishes and Pilgrims Hatch, need to contact NIBS Buses for further details. Pupils must either carry a current travel pass, or they can pay cash when getting on the bus - £3.20 each way.

Nibs (No.48) offer a service from Basildon, Laindon, Langdon Hills, Great Berry and Herongate.

For information on bus travel from Grays, (Coach Stop) contact Lisa Purbrick in Student Services.

For students travelling on the TFL 608 buses, an Oyster Card is required. There are three morning and two afternoon buses (leaving slightly later than usual buses, between 3.15 and 3.30pm)

Students travelling to and from school in their parents' cars, should be dropped off and/or picked up by the Art Block. Cars should enter the school premises from Alexander Lane by the entrance to the Refectory and leave through the exit by the Art Block.

## **Break and Lunchtime Arrangements**

### **Break:**

- Y7** Pavilion for snacks and social space  
Benches around the Pavilion
- Y8, 9, 10** Refectory for snacks and indoor social space  
Food Cube for snacks and outdoor social space  
Picnic area next to the field  
South Hall for packed lunches and cold food purchased from the servery.
- Y11** Year 11 Café for snacks and indoor social area  
Food Cube for snacks and outdoor social space  
Picnic area next to X Block
- Sixth Form** Sixth Form Café (opening hours are 9.30am until 2pm)  
Picnic Area next to the field

### **Lunchtime:**

- Y7** Pavilion (for snacks and light meals) or Refectory (for meals)  
area around the Pavilion  
Food cube (If attending clubs)  
Field when available  
Clubs  
Library
- Y8, 9, 10** Refectory- wrapped food only to be taken to outside eating area  
Food Cube – to be consumed within eating area  
South Hall for packed lunches and cold food purchased from the servery.  
Field when available  
Clubs  
Library
- Y11** Year 11 Café – wrapped food only to be taken to outside eating area  
Food cube – to be consumed within eating area  
Picnic Area  
Field when available  
Clubs  
Library

The Astroturf is available for all year groups most lunchtimes

- Trainers must be worn on the Astroturf

### **Balls games**

Only basketball and tennis balls are allowed on the playground. Balls should be confiscated if this becomes dangerous or inappropriate for a calm environment.

Football can only be played on the field, and only on the far side of the white line (Astro to playground corner).

## **Guidance**

- The area outside the South Hall between the gym and the Admin corridor is not to be used as a social space at break and lunchtime. It may be used as a waiting area before school but at all other times it is a "no waiting, no eating zone". Staff should encourage students to keep moving in this area.
- Food purchased in the Refectory should be eaten in the Refectory. The only exception to this is wrapped or packaged food (e.g. a sandwich) which may be put inside a bag and taken away to eat in another designated food area. Ice creams/ice lollies may be taken away from the Refectory but with packaging already removed. Students should be reminded at the door to use the bins provided
- Food purchased in the Pavilion should be eaten in the Pavilion, the area outside the Pavilion or the Picnic Area
- Food purchased in the Year 11 Café should be eaten in the Year 11 Café. The only exception to this is wrapped or packaged food (e.g. a sandwich) which may be put inside a bag and taken away to eat in another designated food area

Food purchased from the outdoor Food Cube should be eaten within the outdoor eating space, with disposable food packaging placed in bins.

No food should be eaten on the move around the school. (It would be helpful if staff could also observe and advise students on this). The eating of food should be confined to only the eating areas in school, inclusive of picnic bench areas. If food is consumed outside of here, please ask students to repackage the food and take it to the eating area immediately.

Students attending clubs at lunchtime should be encouraged to bring a packed lunch or to purchase wrapped takeaway food at break time to eat later. Students will not be allowed to go to the front of the queue in order to get to a club. If staff allow food to be eaten during a club or activity, the member of staff concerned must take responsibility for ensuring that litter and leftovers are disposed of appropriately.

## **The Library**

The Library is available to all year groups for quiet work. Users of the Library must be cardholders. There is no eating or drinking in the Library.

## Role of Form Tutors

Form Tutors have the responsibility of setting students up for the day. The role of a Form Tutor is an extremely important one as the standards set in registration are what the students will follow. Therefore, Form Tutors must do the following:

- Greet every student at the door warmly, performing visible checks of uniform. No student should enter a form room unchallenged in incorrect uniform. If unable to correct, uniform procedures should be adhered to (Ready to Learn Uniform Card)
- Whilst students are entering, ensure it is a matter of routine that they take out all equipment and place on the table.
- Record an accurate register upon the second bell, ensuring a mark for each student. If a student arrives after the second bell with no valid reason (signed slip/report) they must be marked as late, recording the number of minutes.
- Record on SIMS any uniform infringement and issue a uniform card if students are in the wrong uniform. This should be done for all infringements that cannot be corrected
- Ensure students remove nail varnish and make up before leaving form. Failure to do so would require a Uniform infringement consequence.

B	Educated off site (Not Dual reg.)
C	Other authorised circumstances
G	Family holiday (not agreed or days in excess)
I	Illness (not med/dental appointments)
L	Late (before reg closed)
M	Medical/Dental appointments
N	No reason yet provided for absence
V	Educational visit or trip

When marking the register, please only use a present or an 'N' mark until you know where the student was. Never use the 'O' code; this is for the use of the Attendance Officer only.

Further Form Tutor responsibilities include:

- Building positive relationships with tutees based upon respect and high expectations.
- Monitoring the student's wellbeing by knowing each tutee as an individual
- Following the Tutorial programme as outlined, ensuring the correct activities are completed on the prescribed days
- Distribute all notices to students. This communication is key
- Arrive early to assembly in order to uphold the standards expected of your form group and seat them alphabetically
- Impacting academic progress by helping tutees understand their progress via Go4Schools and Edulink, helping them set realistic and achievable targets
- Working with Head of Years to embed the importance of Attitude to Learning and address any concerns. Working closely with targeted students in order to improve ATL
- Monitoring students' Celebration points and KS4 Credits as a means of both praising students and promoting healthy competition within the house system
- Supporting student endeavors in the achievement of Bronze, Silver, Gold and Headteacher awards, ensuring Achievement folders are kept to a high standard and regularly updated,
- Monitor students' Behaviour Marks via the 'R Report', establishing clear expectations both as a group, and within the strong relationships you develop with tutees
- Supporting students by contacting parents to resolve issues and to build positive working relationships

- Attend fortnightly Year Team Meetings, playing an active role in the relevant Year Team discussions
- Recording any intervention or contact with home on SIMS, liaising with Pastoral Managers or APL's if appropriate
- Issue and maintain Form Tutor reports in line with the reports protocol, as a means of improving behavior and attitude to learning, escalating through communication with pastoral managers where appropriate
- Establishing and maintaining a Form Noticeboard
- Supporting all students with their learning and helping when problems arise
- Supporting students with education and career choices
- Writing references, when appropriate.

**As Form Tutors, you are the first point of contact for students every day with a responsibility to ensure that each child is safe, healthy, positive, achieving and has a sense of wellbeing.**

Your role is an essential one and cannot be taken lightly. You set the standards and ethos for each day, and your aim is to instil each member of your group with a sense of pride that they belong to your group.

**If they leave your room in improper uniform without understanding they are transgressing the school rules, then your colleagues who do make such demands on their groups are undermined. This means consistency is lost and low level indiscipline spreads.**

In regular staff feedback, teachers ask for more consistency – please support this by setting the tone at registration.

## **Behaviour Management**

In order to positively influence behaviour, it is expected that all staff ensure:

- Positive relationships with students – understanding needs and personalities
- Well embedded routines for conduct – meet and greet, equipment out, etc
- High quality teaching that meets needs and allows access to learning for all
- Low level, calm and consistent interventions are used – behaviour scripts
- Relationships and expectations are ALWAYS restored appropriately.

In managing behaviour, the focus across the school should predominantly consist of rewarding and modelling correct behaviours, providing day to day and long term recognition.

Within our award system, the key cultural aspects of CHALLENGE, CONTRIBUTION and COLLABORATION, are consistent elements that should be planned for within lessons, engrained in a narrative across school and used as markers for a desired mindset.

## **Celebration Points**

- Celebration points are the day to day award currency for KS3
- Celebration points must be awarded each lesson, awarding a minimum of one per category
- They must be recorded accurately on SIMS/Edulink
- Accumulation of Celebration Points earn students 'Crests' towards their long term KS3 awards.

## **KS4 Credits**

- KS4 Credits are the day to day award currency for KS4
- A minimum of three should be awarded per lesson
- They must be recorded accurately on SIMS/Edulink
- KS4 Credits contribute towards the Headteacher Award system

## **KS3 Awards**

Within their time in KS3, students will have annual opportunities to work towards their Bronze, Silver and Gold awards. Students play an active role in tracking their accomplishments across the year groups, supported by Form Tutors, Year teams and older members of their House.

In order to receive their award, students must acquire 'Crests' in each of the three C's. These can be attained through continued good conduct (Celebration Points) or one off displays of excellence (Commendations).

In the event of a Commendation, this should be signed by the awarding Teacher and 'Student Head of House' before being presented to the tutor and stored in the student's achievement file.

## **KS4 Headteacher Award**

Within KS4, continued opportunities will arise for celebration and recognition. In a more mature and formal manner, students in Year 10 will endeavour to be eligible for the prestige of a KS4 Headteacher award.

A Headteacher award will be issued when a number of criteria are satisfied. Measures will include KS4 Credits, Attitude to Learning, attendance and a successful application that evidences a student meeting the schools six core values during their time in school.

## **Further recognition for positive conduct**

Aside from the awarding of Celebration Points and KS4 Credits, students should continue to be recognised for their positive behaviours and attitude through other means such as those below:

- Public praise
- Written/Verbal comments
- Phone calls home
- Postcards, both departmental and 'student of the week'
- Nominations for Hall of Fame awards
- Nomination for celebration events

At all times, we '**Praise in Public, Restore in Private**'

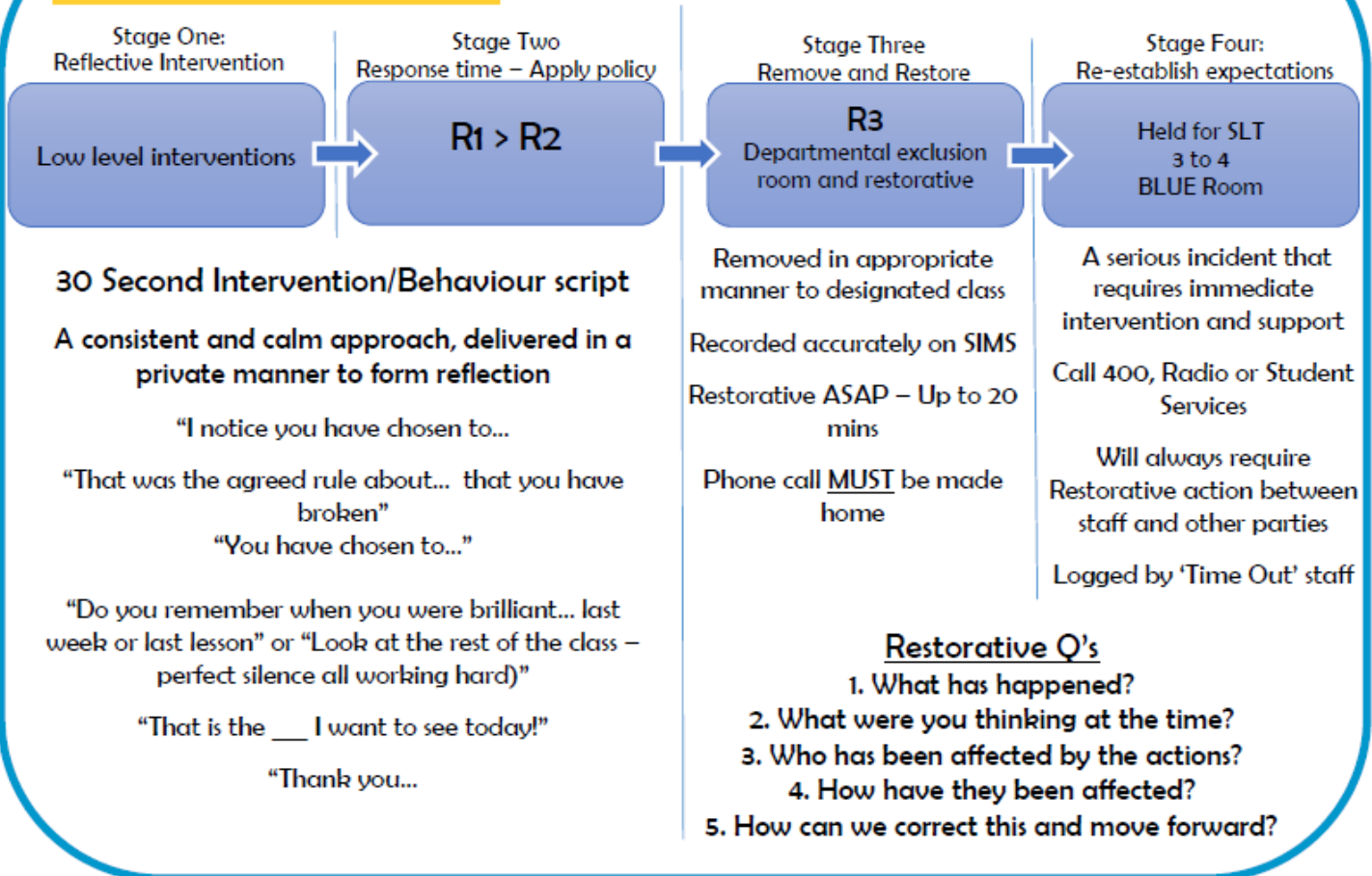
The management of behaviour at Shenfield focuses primarily on the positive manner in which students meet our three key R principles:

- Be RESPECTFUL at all time
- Be RESPONSIBLE for your actions
- Be READY to learn

When required, behaviour intervention occurs in a respectful and stepped manner, challenging behaviour in a manner that leads poor behaviour towards a positive outcome, ensuring the use of non-emotive, calm and consistent narratives.



## Stepped Intervention



## Stepped Intervention

As well as providing an overview for all staff, parents and students of how we deal with behaviour at our school, the stepped intervention process allows us to manage the behaviour in our classrooms in a clear, simple and consistent way.

If students find themselves being issued a 'Behaviour mark' on the Flowchart, they must understand that it is serious; using the consequence system is a last resort, teachers and support staff must use their behaviour management techniques and well timed scripts at level one to manage the behaviour in their classroom and promote the 'Three R principles'. Such intervention should always be carried out privately. The use of whole class warnings is not an effective input to be considered ample practice at Level One. If a student continues to disrupt their own learning and the learning of others after all other strategies have been exhausted, the consequence system must be used in the professional and consistent manner indicated above.

### In the Classroom

It is important to remember that 'Behaviour marks' have capacity to change your relationship with a student, and as such must be used in an effective manner, but one which places accuracy of poor behaviour and clarity for next steps at the heart of its use

An **R1** is the first warning that a response is needed by the student. It is designed to give the student a clear message that their behaviour must change. It must be made clear to the student:

- Which principle it is that they are not upholding;
- The choice they have made that led to this and that they are being issued an R1
- What it is you expect, and why you believe they can achieve this.

This should never be issued in a confrontational manner, through the use of open questions, or as a direct response to an initial poor behaviour.

Following this warning, if a student doesn't try to change their behaviour and continues to disrupt their own and others learning, a further intervention should be carried out, following the same process but ensuring the student understands the progression to **R2**. Again, it is vital that the student knows why, their choice that impacted this, what you expect, and why (positive frame).

If, after utilising all behaviour management techniques, the student's behaviour continues, they can be issued a **R3**, indicating **Removal and Resoration** is required. At this stage, the student must be removed from the lesson, placed in the predetermined Department Inclusion Room and made aware of the soonest available opportunity for them to take responsibility within a Restorative of up to 20 minutes.

Consequences for behaviour are always most effective if carried out in a effective time frame, as close to the incident as possible. Where possible, the restorative should take place the same day.

If a student fails to attend the restorative meeting, or does not conduct themselves appropriately within it, the teacher must notify the relevant Pastoral Team member and tell them when their second attempt will be. The Pastoral Team will then ensure that the student is picked up at the end of P.4 and escorted to the meeting, with support where required. Inability to take responsibility for poor behaviour following this will lead to a heightened consequence, through involvement of the Team Leader and a 3 to 4.

On the rare occasion that a student refuses to leave the room once issued a R3, Time Out must be called and the student isolated for the remainder of the day with the following day spent in the BLUE Room. This is a serious consequence so we must ensure all previous steps regarding the issuing of consequences has been done as outlined above. If the incident takes place before 10am, the student may be placed directly in the BLUE Room by a member of the Pastoral Team.

### **At all other times**

- The behaviour of students during unstructured time is just as important as in the classroom. Every student has the responsibility to ensure that our school is a happy and safe environment for everyone
- If a student is behaving inappropriately during these times, all teachers and support staff must take responsibility in addressing the behaviour with the student, asking them to stop and explaining, calmly, why it isn't appropriate; it is always best to do this by taking them aside for a quiet word rather than talking to them in front of an audience. We must remember the phrase, 'Praise in public, restore in private'
- If this isn't successful, we must continue to try to get them to do the right thing. If, after trying a variety of strategies, there is no change, it must be explained to them that this is now their final warning; if they continue to behave inappropriately, they will be removed from their lunch and the situation becomes more serious. If there is still no change, staff should take the student to E57. If the student refuses, please say, 'Can I confirm that you are refusing to...' If they continue to refuse, please leave them and inform the Pastoral Team or SLT who will then isolate the student for the remainder of the day and place them in the BLUE Room the following day. This is the minimal sanction the student should receive in this instance.
- Please note: If a student is removed from lunch, please record this as a R3 on SIMS and give information on the reason so we can ensure the appropriate communication occurs with parents/guardians. If you are dealing with a student during break time, the same applies but

instead of placing them in E57, please report the incident to the Pastoral Team who will arrange for them to be in detention at lunch and apply further sanctions if appropriate.

## **Time Out**

- Time Out is an on call system that can be used by all staff in the case of an emergency or if a student refuses to leave the room. The number to call for Time Out is 400, and there are radios located in each department. There are designated members of staff on Time Out duty, these are predominately SLT and the Pastoral Team. If Time Out is called, the person on duty must respond immediately. In departments where radios are available, Time Out calls can also be made directly to the member of staff in a professional manner.
- If the Time Out call isn't a genuine one, the person on duty may place the student in the department inclusion room for that period and inform the Team Leader who will deal with the situation
- If the student has seriously breached our behaviour expectations, they will be isolated and may face time in the BLUE Room the following day. If a lower level sanction is applied for an area of defiance, the student will be held for SLT until the earliest opportunity the situation can be restored between the student and staff member.
- The member of staff on Time Out will be out and about for that hour conducting learning walks around the school visiting particular 'hot spot' areas and lessons to support staff.

## **Electronic Devices**

### **NOT SEEN, NOT HEARD, NOT TAKEN AWAY**

- Phones, Smartwatches and earphones should never be seen within the school community between the hours of 8am and 4pm. This applies in the immediate times before and after school, and during social time.

### **Years 7 - 11**

- If a member of staff sees a student in Y7 – 11 with a phone or device at any time within this period, they should confiscate the item immediately and bring it to Student Services at the earliest convenient time. This applies to all Y7 – 11 students, at all times between 8am and 4pm
- All confiscated items must be handed in at Student Services. Items will be recorded and parents notified, who will need to collect the device. The school does not accept responsibility for the loss or damage of any item whilst in its custody
- If a student refuses to hand in their item, staff should call Time Out or take/report the student to the Progress Team. Students will remain out of lessons until they do the right thing; the Pastoral Team will ensure the phone is handed to the person that requested it in the first place.

### **Years 12 and 13**

- The rules above also apply to Y12 and 13 students. A confiscated phone should be handed in at the Sixth Form Office. For a first offence, the item will be returned at the end of the day. Any subsequent offence will mean that the item may only be collected by a parent.

## The Interventions Team

Our purpose in Shenfield High School is to ensure that students are able to learn and achieve to the very best of their ability. Some students need particular support in order to succeed. To that end we have a number of specialist staff who provide bespoke support. Our specialist provision and intervention strategies include:

- The Pastoral Team
- The Faculty of Learning Support
- The Vocational Centre
- The Gateway Centre
- Coaching/mentoring both adult to young people and peer to peer
- Family Engagement
- Counselling
- Support for students with mental health issues
- Support for students who self-harm
- Support for improving attendance of individual students
- Support for vulnerable students' learning processes.
- Support for students with medical issues.

As a team we use principles of honest reflection to both students and parents. This is in order to identify and problem solve barriers to learning and to provide bespoke support for each individual student and family. This is a three way partnership between students, school staff and their parents. The programme is designed to support students and their families in the following four areas:-

- Learning and achievement
- Behaviour
- Attendance
- Wellbeing

Once students are referred to an intervention their progress against an agreed target is monitored and measured, and they are exited from the stated intervention once the target is met. If the intervention does not work, they are also exited from it and another approach is tried. By using this approach we endeavour to make bespoke programmes of support for each individual student.

Any member of staff can refer students to the Interventions Team. Please contact Susan Lilley on 256 or [s.lilley@shenfield.essex.sch.uk](mailto:s.lilley@shenfield.essex.sch.uk) if you wish to do so.

## **The Keeping of Registers by all Staff**

Registers are taken electronically via SIMS. Registers will be taken during a.m. registration and also during lessons. This will enable an accurate tracking of student attendance. Teachers must take the register within 10 minutes of the lesson starting and must also log in late students, by right clicking on the student's name and logging the number of minutes the student is late.

In the case that a tutor or a subject teacher can clearly see that a student has been signed in prior to his /her session, but is not present now – an immediate email alert must be sent to the Pastoral Team and/or Attendance@shenfield.essex.sch.uk. This is essential for safeguarding purposes.

Teachers and Form Tutors should be aware that parents can see their child's attendance in lessons in real time. If a register has been marked inaccurately and either the parent called because the child appears not to be in at all, or the register shows missing lessons, and the parent has called in to find out why, then inaccurate registers will cause concerns for the safety of the child, and then a lot of work by various member of staff who will endeavour to find out where the child actually is. It is every staff's responsibility to ensure that registers are marked accurately using the appropriate codes. No missing marks are permitted.

The register is a safeguarding tool and must be accurate and up to date.

Form Tutors should ensure that reasons for absences during registration are recorded as detailed in SIMs. This needs to be cross-checked against a note or a telephone call home, against which the details are recorded. Notes can be compared to ensure a consistent signature. All such notes and records should be sent to the Attendance Officer so that any follow up with regards patterns of absences can be made.

The Attendance Officer will meet with Pastoral Managers fortnightly to discuss interventions where a student is a persistent absentee or is likely to become a persistent absentee (where attendance is below 90%).

The Form Tutor must make every effort to find out why the student is absent and mark the register accordingly. If, after one week of return to school, the register is still marked as an 'N' because no reason for absence has been ascertained, then the code must be changed to 'O' – (unauthorised absence) this may only be done by the Attendance Officer.

Teachers and form staff should only ever use the following codes:

/ present

N not present

L late

All other attendance codes will only be used by the Attendance Officer.

If, for any reason, an electronic register cannot be taken, then a paper register must be taken and returned to the Attendance Officer as soon as possible.

## Marking and feedback to students about their work

Our aim is to ensure that all students make progress in their learning. To support progress, students will be given feedback about the work they do and the contribution they make in class. This will happen in various ways depending on the type of work being done. The ways feedback may be given includes the following:

- verbal feedback in class about a contribution to a class task or discussion
- verbal feedback about a piece of written work that is being completed in class
- going through an assessment, piece of work or PREP task with the whole class or a group of students to identify where common errors have been made
- work is marked with advice given on what has been done well and what needs to be improved

The purpose of marking and feedback is to support the student's progress. It is expected that students will act on the feedback given, in whatever form. This is the student's responsibility and staff must ensure that students' take on that responsibility.

There may be some occasions where work is completed by students in order to practise a particular concept or skill. On these occasions the benefit to the student's learning will be that the work has been completed rather than through getting specific feedback.

Departments have particular ways of giving feedback because of subject-specific requirements or departmental systems. Please ensure that you are familiar with and meet your department's expectations in your practice. Full details of departmental expectations in terms of marking and feedback will be in departmental documentation under the policies section of the W drive.

### PREP Policy

PREP work for each department is available on X:Student Drive and/or Go4Schools or Edulink. Students have a responsibility to PREP for each subject regularly and the teacher to highlight the importance of PREP in each lesson.

All PREP materials set on Go4Schools or Edulink should outline the teacher's expectation within the title of the work using the PREP Common Language. E.g **[HI] Music Question Sheet 3**

### PREP Common Language

**[R4A]** Revision materials for a planned classroom assessment. The Go4Schools deadline is the date the assessment will take place.

**[PQ]** Practice Questions & Mark Scheme – to improve understanding, knowledge or skill. Independent learning opportunity not required to be printed or handed in.

**[HI]** Handed-In PREP – This PREP should be printed, completed and handed in on the Go4Schools deadline. It will be either self, peer or teacher marked.

**[ER]** Extra Revision Resource – The student should independently use PREP revision strategies to learn the material to improve understanding of the topic. This should not be printed or handed in.

**[RT]** Research Task – Should be completed by the Go4Schools deadline to aid task or assessed piece of work in lesson. Completion is essential for success in that lesson.

**[IA]** Internal Assessment – An internally assessed assignment or coursework that is due on the date of the Go4Schools deadline.

## PREP Roadmap

There will be a staggered introduction of PREP and the different styles of PREP over the course of the year. See below:

PREP 2021	Year 7	Year 8	Year 9
<b>Autumn Term</b>	Focus: <b>[HI]</b> <ul style="list-style-type: none"> <li>English</li> <li>Maths</li> </ul>	Focus: Re-launch <b>[RT] [ER] [HI] [R4A]</b> <ul style="list-style-type: none"> <li>English [HI] &amp; [R4A]</li> <li>Maths [HI] &amp; [R4A]</li> <li>Science [HI] &amp; [R4A]</li> <li>MFL [HI] &amp; [R4A]</li> <li>History [RT] &amp; [ER]</li> <li>Geography [RT &amp; ER]</li> </ul>	Focus: Re-launch <b>[RT] [ER] [HI] [R4A]</b> <ul style="list-style-type: none"> <li>English [HI] &amp; [R4A]</li> <li>Maths [HI] &amp; [R4A]</li> <li>Science [HI] &amp; [R4A]</li> <li>MFL [HI] &amp; [R4A]</li> <li>History [RT] &amp; [ER]</li> <li>Geography [RT &amp; ER]</li> </ul>
<b>Spring Term</b>	Focus: <b>[R4A]</b> & [HI] <ul style="list-style-type: none"> <li>English [HI]</li> <li>Maths [HI]</li> <li>Science [R4A]</li> <li>MFL [R4A]</li> </ul>	Focus: <b>[RT] [ER] [HI] [R4A]</b> <ul style="list-style-type: none"> <li>English [HI] &amp; [R4A]</li> <li>Maths [HI] &amp; [R4A]</li> <li>Science [HI] &amp; [R4A]</li> <li>MFL [HI] &amp; [R4A]</li> <li>History [RT] &amp; [ER]</li> <li>Geography [RT &amp; ER]</li> <li>ALL other subjects [R4A]</li> </ul>	Focus: <b>[RT] [ER] [HI] [R4A]</b> <ul style="list-style-type: none"> <li>English [HI] &amp; [R4A]</li> <li>Maths [HI] &amp; [R4A]</li> <li>Science [HI] &amp; [R4A]</li> <li>MFL [HI] &amp; [R4A]</li> <li>History [RT] &amp; [ER]</li> <li>Geography [RT &amp; ER]</li> <li>ALL other subjects [R4A]</li> </ul>
<b>Summer Term</b>	Focus: <b>[RT] [ER] [HI] [R4A]</b> <ul style="list-style-type: none"> <li>English [HI] &amp; [R4A]</li> <li>Maths [HI] &amp; [R4A]</li> <li>Science [HI] &amp; [R4A]</li> <li>MFL [HI] &amp; [R4A]</li> <li>History [RT] &amp; [ER]</li> <li>Geography [RT &amp; ER]</li> </ul>	Focus <b>[PQ] [RT] [ER] [HI] [R4A]</b> <ul style="list-style-type: none"> <li>English [PQ]</li> <li>Maths [PQ]</li> <li>Science [PQ]</li> <li>MFL [PQ]</li> <li>History [PQ]</li> <li>Geography [PQ]</li> <li>ALL other subjects [R4A]</li> </ul>	Focus <b>[PQ] [RT] [ER] [HI] [R4A]</b> <ul style="list-style-type: none"> <li>English [PQ]</li> <li>Maths [PQ]</li> <li>Science [PQ]</li> <li>MFL [PQ]</li> <li>History [PQ]</li> <li>Geography [PQ]</li> <li>ALL other subjects [R4A]</li> </ul> <p>Focus: <b>PREP4Sept Conference</b></p>

Students and parents have support available in the form of:

- PREP Newsletter (each Half Term)
- PREP Evenings for Parents
- Departmental PREP Drop-In Timetable

If students are not doing enough PREP for your subject a phone call home is required to inform parents. They must also be given a lower 'Attitude to Learning' score until the situation improves.

The Library is open from 8.00am, every break and lunchtime and until 4:00pm Monday to Thursday for the completion of PREP.

## Presentation

Students should

- Begin a new piece of work by ruling off after the last piece of work
- Write either CW (classwork) or PREP in the top left hand corner of the work
- Write the date in the right hand corner of their work in full i.e. Wednesday 2<sup>nd</sup> September 2021
- Keep writing to the margin except when beginning a new paragraph
- Write only in blue or black ink
- Use a pencil to draw
- Correct mistakes by putting one line through the incorrect words (Tipex is not allowed)

- Take pride and care in the presentation of their work and the conditions of their books. There should be no graffiti in books or on the cover of books.

Teachers should establish and maintain high expectations regarding presentation by

- Being consistent in reminding students of expectations
- Being consistent and prompting and directing students to correct presentation errors
- Insisting any graffiti is removed and/or offending books are covered.



## Finance

Each budget holder has the authority to manage their resources but must follow a policy of 'value for money'. The School's Financial Regulations must be complied with at all times. A budget will not be allowed to overspend and only the budget holder can charge a transaction against their budget.

### Orders

A BLUE order form must be completed for **ALL** commitments which include services, training courses, consultant charges, tickets, coach bookings as well as supplies to be delivered. Orders must be raised for trips. Orders can be placed for estimated costs if actual amounts are unknown. Telephone orders should not be made, but if this is unavoidable, a blue order form must be completed and an order number generated and obtained from the Finance Office prior to making the call, when the order number must be quoted over the telephone to the supplier for inclusion on the invoice from the supplier. Orders should also be raised for 'Inspection Copies'. These can be cancelled if the goods are returned.

### Internet Orders

Internet orders will be placed by the Finance Office on receipt of a PINK order form. Please send the website link to Finance Officer. Budget holders **must not** personally order or pay for goods on behalf of the School or have goods delivered to their home address; as reimbursement is not guaranteed. The School is not allowed to order from Ebay.

### Invoices

All invoices must be checked, signed by the budget holder (if the budget holder is happy that the goods have been received) and returned to the Finance Office without delay. The Finance Office should be notified as soon as possible of any problems with goods received or not received and the budget holder should notify the supplier immediately of any damage/discrepancies.

### Payment into School

The School has a 'cashless policy'. Departments must contact the Finance Office to arrange all payments to be made through Parentpay. If there are exceptional circumstances where a cash/cheque collection is unavoidable, this is to be arranged with the Finance Office **prior** to any communications with students/parents. For security reasons, all Departments must deposit cash/cheques with the Finance Office on a daily basis.

### Trips

Staff intending to organise a School trip of any kind, whether payable by students or not, must see the Educational Visit Co-ordinator and complete the trip pack via Evolve.

A pink budget form must be obtained, completed and returned to the Finance Office, as soon as any trip is entered on Evolve. This form is required even if there is no cost to students.

A blue order form must be completed for each supplier, e.g. travel company, coach company etc., when the costs of a trip are known and agreed. Trip organisers must liaise with the Finance Office on a regular basis regarding student payments/outstanding payments for their trip. This will ensure that trip organisers have the correct information when chasing arrears.

## **Petty Cash**

The School operates a petty cash policy for unavoidable cash expenditure only. The cash limit is £25 and a yellow 'Petty Cash Request Form' will need to be completed and signed by the appropriate budget holder and forwarded to the Finance Office. Each budget holder will need to account for any petty cash payments when considering their budget.

## Mini Bus Procedures

- All three minibuses should be booked using the online room booking system on Edulink
- The drivers folders containing the keys are now all located in the **main office** and **MUST** be returned after each journey
- If you return after the main office has been locked, then there will be a drop off box for the folders\keys in the pigeon hole room. The folders\keys **MUST** be dropped off here if the main office is locked (even if you are taking the minibus out again the following morning)
- The folders also contain a simplified Drivers Report which **MUST** be filled out for every journey
- The Drivers Report includes a section for reporting any issues or faults. The folders will be reviewed daily so please do use this to pass on any comments which will be followed up on
- There are also areas to indicate when the bus was taken out (simple tick box), tick box to indicate if fire extinguisher\first aid kit was used (if not then leave blank), and an approximate indication of the fuel level on return which will help site team ensure the tanks are filled when needed
- There is also tick boxes to confirm that the minibus was clean and tidy when you collected it and to confirm that you have left it clean, tidy, and litter free.

## Expectations

- Staff are expected to take responsibility for the condition of the minibus whilst in their charge. All the mini buses are leased and there are fines and penalties to the school if they are not looked after properly
- Any issues with cleanliness, condition, faults, or general observations must be reported via the Drivers Report
- There will be plenty of rubbish bags provided on board and drivers **MUST** ensure that the buses are left litter free after **EVERY** journey. It is understood that sometimes it is late and the pupils are keen to leave, but it is very important that staff make sure the pupils take some responsibility for keeping the minibuses clean. It only takes a couple of minutes to check the bus is litter free and drop the rubbish in the bins (located in the car park area), and this will be very much appreciated by the next person who take the minibus out
- The Drivers Reports must be filled out for every journey. These forms have been very much simplified and will take less than a minute to complete
- The folders (including keys) **MUST** be returned to either the main office or the pigeon hole room after every journey

If you have any questions or concerns around the management of the minibuses then please contact the Business Manager to discuss.

## **Health & Safety**

All staff and students are responsible for Health and Safety in and around the school.

If you spot a problem that you cannot address yourself then contact the site team on ext. 477 or [site.team@shenfield.essex.sch.uk](mailto:site.team@shenfield.essex.sch.uk). In the event of an emergency contact the duty site team member or 07517949899.

Any queries regarding Health and Safety should be referred to Vaughan Waites, Health and Safety coordinator on ext. 477 or [v.waites@shenfield.essex.sch.uk](mailto:v.waites@shenfield.essex.sch.uk)

## Fire Drill

- If you detect a fire, first raise the alarm using the nearest actuation point. Only if the situation allows and you feel confident to do so use the appropriate fire extinguisher
- Your main responsibility is to lead students out of the class in a calm manner along the defined routes. You do not need to close windows but you should close the door behind you as the last to leave
- A calm exit is a task for all staff so please do not engage in discussions with colleagues which only encourages the students to adopt casual approaches
- Radios are widely available in each department and should be utilised wherever necessary. The main communication Channel will be 1 but Site Team can be contacted on Channel 2
- If you have a pupil or visitor with mobility issues in your room, then you should arrange for a member of staff to stay with them in a safe place. You must let the Site Team know as quickly as possible the location and who is staying in the building (this can be done using radio, telephone, or asking someone heading out to notify staff with a radio on the playground). You (or the person taking the message) should then ensure that the member of staff and the student(s), are registered and accounted for (either with their Form Tutor or Receptionist for visitors). You should also ensure that Karen Whordley is informed of the member of staff staying with them. In the event of a scheduled practice, Site Team will attend the room and let you know all is ok and to stay put. If it is a real fire then Site Team will evacuate whoever needs assistance
- Once at the 'Fire Assembly Points' line up your tutor group in silence facing the fence and **account for your form**. When registers are complete **inform your Pastoral Manager as quickly as possible so that they can report to the Attendance Officer** who will then inform the Headteacher or whoever is deputising
- If Form Tutors are absent then Pastoral Managers should either take the register or request a free member of staff to do so
- Fire assembly points for tutor groups are sign posted on the fence on the playground
- Fire assembly point for **all** staff not allocated to a Tutor or year group is on the playground along the corner of the Sports Centre opposite the Food Cube
- **All Staff** without forms and **all support staff, MUST** actively seek out and check in with Karen Whordley (or whoever is deputising for her), to be accounted for on the **staff register**. If asked, you should then assist Tutors and Pastoral Managers with whatever they need. If not asked to assist, then please remain congregated quietly at the evacuation point
- If you know where the actuation point was set off and/or who did it please get this information to the Business Manager as soon as possible
- Visitors should be escorted by their host to the staff assembly point and registered with Reception staff
- All staff **MUST** sign out if you leave site during the day so we know you are offsite and don't go looking for you.

Check that you are familiar with fire extinguisher equipment.

On no account re-enter a building or pass from one building into another unless your route is obstructed. It is not acceptable to go to your base to collect a coat.

Swimmers should be instructed to exit the pool and stand on the side awaiting further instructions.

## **Year Group Staff Assignments**

**Year 7:** Michelle Mason, Jeanette Eells, Emma Machin  
*(Pastoral Manager and SEN Year Group Link)*

**Year 8:** Jenny Walker, Susan Lilley, Lisa Utton  
*(Pastoral Manager and SEN Year Group Link)*

**Year 9:** Clare Fearn, Alison Belgrove, Helen Lewis  
*(Pastoral Manager and SEN Year Group Link)*

**Year 10:** Gayle Penn, Mark Bolton, Fiona Wiggins  
*(Pastoral Manager and SEN Year Group Link)*

**Year 11:** Leanne Barrett, Lynne Davis, Katie Raine  
*(Pastoral Manager and SEN Year Group Link)*

**Year 12:** Sue Lucas, Johannes Cordier, Eve Miller  
*(Pastoral Manager and SEN Year Group Link)*

**Year 13:** Jackie Dunn, Laura Smith, Jan Colverd  
*(Pastoral Manager and SEN Year Group Link)*

### **Duties for Staff when Assisting with Fire Drills**

- Make your way to the assembly point for the Year Group that has been allocated to you, or to the staff assembly point and check in with Karen Whordley if you are not allocated to a year group.
- Assist Form Tutors and Pastoral Managers as requested.
- Pastoral Managers should note any unexpected absences reported by the Form Tutors, or unexpected absence of the tutors themselves (staff absences can be checked with Karen Whordley).
- Assist in keeping the line-ups quiet and calm.

Pastoral Managers and SEN year group links will be with their Year Groups and should co-ordinate and assist other support staff with the duties as necessary.

Paper copies of registers are held by the Attendance Officers and will be taken outside and distributed via Pastoral Managers. There is no need therefore for anyone else to collect registers from the Attendance Officer on their way out of the building.

The Receptionist will take charge of the visitors' book.

Karen Whordley will take charge of the diary, staff register and any supply teachers with assistance from Dawn Matthews and Christine Watson (Christine will deputise in Karen's absence).

When all forms have been registered, Pastoral Managers report (full attendance and absences) to the Attendance Officer who will inform the Headteacher or whoever is deputising as promptly as possible.

Students can only be dismissed by the Headteacher or whoever is deputising.

## **IT Support**

If you have any IT support requirements please contact the IT support team by emailing: [support@shenfield.essex.sch.uk](mailto:support@shenfield.essex.sch.uk)

If the matter is very urgent then please call ext. **295** which will be answered or forwarded to a mobile phone after ten rings to ensure someone is always available to respond.

Support is generally available between 07:45 and 16:45 daily but if you need support outside of these hours just let us know and we'll be happy to arrange it.

If you would rather come and see us, then just pop into the support office (C73) and we will be happy to help.

## The Site Team

### Building maintenance and repairs:-

*All staff should be aware of the need to report any damage or potentially dangerous situations as quickly as possible. This will help prevent accidents and prevent small repair jobs becoming major exercises that waste money.*

**When you identify a maintenance / repair need you should:**

**Contact the Site Manager (ext. 477) or email: SITETEAM**

**([site.team@shenfield.essex.sch.uk](mailto:site.team@shenfield.essex.sch.uk)). Mobile: 07517 949899 – urgent matters**

### Out of Hours

The Site Team need to know about:

- all out of hours activities
- any cars left late or overnight (i.e. after 18.00)
- any letting you wish to make
- any catch up work or extra study groups must be notified to the Site Team. Students will only be permitted if a member of staff is present.

### Holidays

As you are aware there is a considerable amount of work undertaken on site, both internally and externally, during the school holidays. This work involves both contractors and the site team and can carry some Health and Safety risks.

To avoid any unnecessary risks the following procedure must be followed:-

- **all staff coming into school must give the Site Team notice**  
this can be done by calling ext. 477 or 07517-949899. **Speak to someone in person – do not leave a message**
- **sign in**  
the register is normally situated just outside the Site Office.
- **visitors/Children**  
visitors and children are not encouraged on site but if it is unavoidable then they must also be signed in and they must be with you at all times. Please do not allow them to roam or leave them in any unattended rooms.
- **sign out**  
This is as important as signing in. The Site Team will need to know who is still on site.

**Please note that these procedures do not need to be followed on exam result days.**

### Security

The Site Team can obtain replacement keys. Replacement keys will be charged to the Department Budget.



## Duty Expectations

We have a responsibility for our students once they enter our premises until we dismiss them at the end of the day and we need to ensure that there is appropriate supervision for them whilst on site. Therefore duties apply for all teaching staff and some non-teaching staff as part of the normal working day. Although it can be difficult at times to balance duties within a normal working day, these do need to be approached with as much rigour as a normal lesson.

- Arrive on time. This helps to set the tone and stop any issues growing bigger
- If you have PPA before your duty you should be in place at the very beginning of the duty slot and specifically before the students
- Arrive ready and prepared to fulfil the responsibilities of the duty
- Bring an umbrella/coat if you are outside
- There should be no coffee/tea cups, no eating and no phones
- Keep impromptu meetings short to keep focus on the students
- Address uniform issues as students pass
- Students of any year group should not be eating or carrying any open food in the corridors or around the school without a pass; this includes Sixth Formers. Students should be directed to the designated eating areas; Refectory, Year 11 Café, Pavilion, Food Cube/Picnic bench area
- Know what the duty entails and enforce expectations with students to ensure consistency
- Interact with students wherever possible - smile and have a conversation to build/maintain positive relationships
- Be proactive in establishing and maintaining a calm atmosphere across the campus
- Deal with any issues which arise in liaison with PMs
- Students are not allowed in the building before 8:35 apart from the Refectory and Library unless attending the Pastoral Office as indicated on their report
- Balls are allowed on the playground only or on the field beyond the cricket strip at lunch time during the summer
- At the end of a duty, encourage students to go to lessons. If you have a non-contact period then please "sweep" the local area to ensure all students are on their way to lessons
- In the Refectory, all students need to be seated
- Students can only eat outside in area within the green lines near the food cube and picnic area. Year 11 can eat outside in the seating area by the Year 11 Café
- Y7 are yellow, Y8 are red, Y9 are purple, Y10 green, Y11 blue
- If anyone needs to request a change to a duty (time/location/type) they should contact Michelle Mason or Gayle Penn.

## **Before School: 8.15am – 8.35 am**

### **BS1 – Late Gate (This duty starts at 8.30 to 9.00)**

- Welcome students and check they meet expectations when entering the site.
- Take names of late students after 8:40am and forward the list to attendance
- Provide date stamped tickets for any late arrivals due to bus delays

### **BS2 and BS6 – Gate Duty (Bus Lane)**

- Welcome students and check they meet expectations when entering the site.
- Challenge students' uniform and proactively correct any errors.
- Be equipped with make-up wipes and uniform detention slips for errors that cannot be corrected.
- Enter any interventions onto SIMS.

### **BS3 and BS7 – Gate Duty (Oliver Road)**

- Welcome students and check they meet expectations when entering the site.
- Challenge students' uniform and proactively correct any errors.
- Be equipped with make-up wipes and uniform detention slips for errors that cannot be corrected.
- Enter any interventions onto SIMS.

### **BS4 – Refectory Supervision**

- Ensure all students are seated and there is a calm atmosphere.
- Ensure students do not take food out unless it is wrapped and in a bag/pocket.

### **BS5 – Refectory Supervision**

- Ensure all students are seated and there is a calm atmosphere.
- Ensure students do not take food out unless it is wrapped and in a bag/pocket.

## **Break: 11.00am-11.20 am**

### **BR1 – Exit Doors to Refectory**

- Man exit doors
- Ensure students do not take food out unless it is wrapped and in a bag/pocket. In the summer, ice lollies can be taken outside
- Please note unaccompanied students are not permitted to enter through this door

### **BR2 – Refectory queue inside (Years 8 + 9)**

- Manage queue to servery at the front of the wire rails until the queue has dispersed
- When queue has dispersed, engage in supporting students to tidy up and help keep a calm atmosphere

### **BR3 – Refectory queue for Year 10 students**

- Stand at the Year 10 entrance to the Servery and manage the flow of students
- When queue has dispersed, engage in supporting students tidy up and help keep a calm atmosphere
- Please help at exit doors if needed

### **BR4 – Refectory Entrance and Humanities Corridor**

- Manage the flow of students into the Refectory and monitor the behaviour in the queue
- When queue has dispersed, monitor Humanities Corridor and toilet area to prevent students congregating in this area
- Please note students are not allowed to exit through this door, including Sixth Formers

### **BR5 – Outside: South Hall, Admin Pathway, Humanities**

- Patrol the area from the South Hall, down the admin pathway and across the Humanities block
- Please note students should not congregate in the Admin to South Hall area or be eating and drinking in this area

### **BR6 – Outside: Sports Hall and Art**

- Patrol the area between the Sports Hall, back of gym and Art
- Students are not allowed in the building, please check the area outside the Art rooms and corridor of the Humanities block. The PE changing rooms should be locked so entry should not be possible.
- Please note students should not be eating and drinking in this area

### **BR7 – Outside: Year 11 Cafe**

- Position yourself so you can see the passage down towards the bus gate and entry doors to the Year 11 café and X Block.
- No footballs on the playground.

### **BR8 – Year 11 Café**

- Manage queue to servery and manage two students accessing the toilets. JSA or another member of SLT will endeavour to be there to help where possible
- When queue has dispersed engage in supporting students tidy up and help keep a calm atmosphere
- Students should only take food out onto the picnic area if it is wrapped and in a bag/pocket

**BR9 – Outside: Picnic Area/Food Cube**

- Patrol the picnic area ensuring students pick up their litter
- Help supervise food cube if overly busy
- No footballs on the playground
- Ensure students do not go beyond white line on the field and keep students off the field if it is closed. They can still sit at the benches on the concreted area even when the field is closed

**BR10 – Outside: Food Cube**

- Stand at the Food Cube and manage the queue of students
- Ensure students pick up their litter

**BR11 – Outside: Playground**

- Position yourself on the playground so you have the full perspective of the area.
- No food on the playground – students should eat within the green lines within the vicinity of the food cube.
- No footballs on the playground.

**BR12 – South Hall – Doors**

- Stationed between both sets of double external doors in South Hall
- Ensure nobody cuts through the South Hall – they must go round outside. Students may only come in to sit down, visit medical or Student Services or to get water.
- Ensure area is kept clean and tidy and behaviour of students is in line with expectations

**BR13 – C8 Link Corridor Toilets**

- Stationed by lift door, opposite the doors to the area outside Technology/6<sup>th</sup> form Cafe.
- Students only allowed in to use toilets unless extreme weather conditions prevail. No more than 3 students should enter the toilets at one time.
- Monitor students outside Technology area/6<sup>th</sup> Form Café.
- No cut through to or from South Hall, doors should be closed and students sent back.

**BR14 – Pavilion A**

- Manage queue to servery
- When queue has dispersed engage in supporting students tidy up and help keep a calm atmosphere
- Students should only take food out onto the picnic area if it is wrapped and in a bag/pocket

**BR15 – Pavilion B**

- Manage behaviour in the outside vicinity.
- When queue has dispersed engage in supporting students tidy up and help keep a calm atmosphere
- Students should only take food out onto the picnic area if it is wrapped and in a bag/pocket

**BR16 – Sixth Form Café**

- Manage the behaviour in the Café.
- Engage in supporting students tidy up and help keep a calm atmosphere.

## **Lunch 1 - 1.20pm-1.40 pm**

### **L1-1 – Exit doors to Refectory**

- Man exit doors
- Ensure students do not take food out unless it is wrapped and in a bag/pocket, or they have a food pass. In the summer, ice lollies can be taken outside
- Students may not leave with unwrapped food to attend any club/revision/detention – they must choose cold wrapped items to take with them.
- Please note unaccompanied students are not permitted to enter through this door

### **L1-2 – Refectory queue inside (Years 8 + 9)**

- Support queue to server at the front of the wire rails until the queue has dispersed
- When queue has dispersed, engage in supporting students tidy up and help keep a calm atmosphere, with all students sitting down.

### **L1-3 – Refectory queue for Year 10 students**

- Stand at the Year 10 entrance to the Servery and manage the flow of students
- When queue has dispersed, engage in supporting students tidy up and help keep a calm atmosphere, with all students sitting down.

### **L1-4 – Refectory entrance and Humanities Corridor**

- Manage the flow of students into the Refectory
- When queue has dispersed, monitor Humanities Corridor and toilet area to prevent students congregating in this area
- Please note students are not allowed to exit through this door, including Sixth Formers

### **L1-5 – Library Supervision (*check full Library rules with Library Staff*)**

- Ensure all students are seated and noise is kept to an acceptable level
- No food or drink to be visible – even unopened items must be in a bag
- Support Library Staff in enforcing other rules, and remove students who refuse to follow requests, confiscating their library pass for the Library Staff to hold.

### **L1-6 – Outside: Admin, Humanities (*includes outside Art & Sports Hall when field is open*)**

- Patrol the area from the South Hall, down the admin pathway and across the Humanities block
- Please note students should not congregate in this area between Admin and South Hall or be eating and drinking

### **L1-7 – Outside: Sports Hall & Art (*this becomes the Field when it is open*)**

- Patrol the area between the Sports Hall, back of gym and Art
- Students are not allowed in the Sports Hall buildings, please check the area outside the Art rooms and corridor of the Humanities block is student free.
- Please note students should not be eating and drinking

### **L1-8 – Outside: Year 11 Cafe (*this becomes the whole playground when the field is open*)**

- Position yourself so you can see the passage down towards the bus gate and entry doors to the Year 11 café and X Block.
- No footballs on the playground.

### **L1-9 – Year 11 Café**

- Manage queue to servery and manage two students accessing the toilets. JSA or another member of SLT will endeavour to be there to help where possible
- When queue has dispersed engage in supporting students tidy up and help keep a calm atmosphere
- Students should only take food out onto the picnic area if it is wrapped and in a bag/pocket

### **L1-10 - Outside: Picnic Area/Food Cube (*this includes the edge of the field when it is open*)**

- Patrol the picnic area ensuring students pick up their litter
- Help supervise food cube if overly busy
- Keep students off the field if it is closed. They can still sit at the benches on the concreted area even when the field is closed

### **L1-11 – Outside: Food Cube**

- Stand at the Food Cube and manage the queue of students
- Ensure students pick up their litter

### **L1-12 – Outside: Playground (*this becomes the field when it is open*)**

- Position yourself on the playground so you have the full perspective of the area.
- No food on the playground – students should eat within the green lines within the vicinity of the food cube.
- No footballs on the playground.

### **L1-13 – South Hall – Doors**

- Stationed between both sets of double external doors in South Hall
- Ensure nobody cuts through the South Hall – they must go round outside. Students may only come in to sit down, visit medical or Student Services or to get water.
- Ensure area is kept clean and tidy and behaviour of students is in line with expectations

### **L1-14 – C8 Link Corridor Toilets**

- Stationed by lift door, opposite the doors to the area outside Technology/6<sup>th</sup> Form Cafe.
- Students only allowed in to use toilets unless extreme weather conditions prevail. No more than 3 students should enter the toilets at one time.
- Monitor students outside Technology area/6<sup>th</sup> Form Café. Students should not be eating and drinking in this area
- No cut through to or from South Hall, doors should be closed and students sent back.

### **L1-15 – Pavilion A**

- Manage queue to servery
- When queue has dispersed engage in supporting students tidy up and help keep a calm atmosphere
- Students should only take food out onto the picnic area if it is wrapped and in a bag/pocket

### **L1-16 – Pavilion B**

- Manage behaviour in the outside vicinity.
- When queue has dispersed engage in supporting students tidy up and help keep a calm atmosphere
- Students should only take food out onto the picnic area if it is wrapped and in a bag/pocket

### **L1-17 – Astro (Year 7)**

- Year 7 have the whole astro on Mondays and a 1/3 closest the pavilion Tues, Thurs, Fri.
- Ensure students are wearing correct footwear and behaving appropriately.

### **L1-18 – Astro (Year 8 to 11)**

- Year 8 Tuesday, Year 9 Thursday, Year 10 and 11 Friday will have access to 2/3rds of the Astro. Via the gate on the field side.
- Ensure students are wearing correct footwear and behaving appropriately.

### **L1-19 – Sixth Form Café**

- Manage the behaviour in the Café.
- Engage in supporting students tidy up and help keep a calm atmosphere.

### **Lunch 2: 1.35pm-1.55 pm**

#### **L2-1 – Refectory Supervision**

- Manage the general flow of students in and out of the Refectory ensuring they tidy up and there is a calm atmosphere, with all students sitting down.
- Only wrapped food may be taken out of the Refectory.

#### **L2-2 – Refectory entrance and Humanities Corridor (Years 8 + 9)**

- Manage the flow of students into the Refectory
- Support Refectory staff in ensuring students tidy up and that there is a calm atmosphere, with all students sitting down.
- Monitor Humanities Corridor and toilet area to prevent students congregating.
- Please note students are not allowed to exit through this door

#### **L2-3 – Library Supervision (*check full Library rules with Library Staff*)**

- Ensure all students are seated and noise is kept to an acceptable level
- No food or drink to be visible – even unopened items must be in a bag
- Support Library Staff in enforcing other rules, and remove students who refuse to follow requests, confiscating their library pass for the Library Staff to hold.

#### **L2-4 – Outside: Admin, Humanities (*includes outside Art & Sports Hall when field is open*)**

- Patrol the area from the South Hall, down the admin pathway and across the Humanities block
- Please note students should not congregate in this area between Admin and South Hall or be eating and drinking

#### **L2-5 – Outside: Sports Hall & Art (*this become the Field when it is open*)**

- Patrol the area between the Sports Hall, back of gym and Art
- Students are not allowed in the Sports Hall buildings, please check the area outside the Art rooms and corridor of the Humanities block
- Please note students should not be eating and drinking in this area

#### **L2-6 – Outside: Year 11 Cafe (*this becomes the whole playground when the field is open*)**

- Position yourself so you can see the passage down towards the bus gate and entry doors to the Year 11 café and X Block.
- No footballs on the playground.

#### **L2-7 – Year 11 Café**

- When the Café gets quieter stand at the door so students can be observed outside the Year 11 Café
- Engage in supporting students tidy up and help keep a calm atmosphere

#### **L2-8 – Outside: Picnic Area/Food Cube (*this includes the field edge when the field is open*)**

- Patrol the picnic area ensuring students pick up their litter
- Help supervise food cube if overly busy
- Keep students off the field if it is closed. They can still sit at the benches on the concreted area even when the field is closed.

### **L2-9 – Outside: Food Cube**

- Stand at the Food Cube and manage the flow of students
- Ensure students pick up their litter
- Help monitor behaviour in the areas most students are gathering if the Cube becomes quiet.

### **L2-10 – Outside: Playground (*this becomes the field when it is open*)**

- Position yourself on the playground so you have the full perspective of the area.
- No food on the playground – students should eat within the green lines within the vicinity of the food cube.
- No footballs on the playground.

### **L2-11 – South Hall - Doors**

- Stationed between both sets of double external doors in South Hall
- Ensure nobody cuts through the South Hall – they must go round outside. Students may only come in to sit down, visit medical or Student Services or to get water.
- Ensure area is kept clean and tidy and behaviour of students is in line with expectations

### **L2-12 – C8 Link Corridor Toilets**

- Stationed by lift door, opposite the doors to the area outside Technology/Y11 Cafe.
- Students only allowed in to use toilets unless extreme weather conditions prevail. No more than 3 students should enter the toilets at one time.
- Monitor students outside Technology area/Year 11 Café. Students should not be eating and drinking in this area
- No cut through to or from South Hall, doors should be closed and students sent back.

### **L2-13 – Pavilion A**

- Manage queue to servery
- When queue has dispersed engage in supporting students tidy up and help keep a calm atmosphere
- Students should only take food out onto the picnic area if it is wrapped and in a bag/pocket

### **L2-14 – Pavilion B**

- Manage behaviour in the outside vicinity.
- When queue has dispersed engage in supporting students tidy up and help keep a calm atmosphere
- Students should only take food out onto the picnic area if it is wrapped and in a bag/pocket

### **L2-15 – Astro (Year 7)**

- Year 7 have the whole astro on Mondays and a 1/3 closest the pavilion Tues, Thurs, Fri.
- Ensure students are wearing correct footwear and behaving appropriately.

### **L2-16 – Astro (Year 8 to 11)**

- Year 8 Tuesday, Year 9 Thursday, Year 10 and 11 Friday will have access to 2/3rds of the Astro. Via the gate on the field side.
- Ensure students are wearing correct footwear and behaving appropriately.

### **L2-17 – Sixth Form Café**

- Manage the behaviour in the Café.
- Engage in supporting students tidy up and help keep a calm atmosphere.



## **After School: 3.00pm – 3:20pm**

### **AS1 – Drop off point**

- Ensure student safety as parents drive through
- If not overly busy move to the back of the Sport shall/Playground or the area where the majority of the students are convening, waiting for their bus.

### **AS2 – Bus 1**

- Supervise and manage crossing. Support drivers in ensuring all students pay or use correct passes.
- Ensure safety of students before buses leave (seated and behaving)
- Make sure the buses leave on time
- ***Wait with the students until the 2<sup>nd</sup> 608 has gone.***

### **AS3 – Bus 2 and Oliver Road Entrance and Public Bus Stop**

- As Bus 1 – support drivers and ensure students are seated
- Supervise students leaving the site and encourage them to go home.
- Check the bus stop and surrounding area to ensure all students are behaving appropriately
- ***Wait with the students until the 2<sup>nd</sup> 608 has gone.***

### **AS4 – Outer Bollards: Oliver Road**

- Supervise students leaving the site. Pay particular attention to students crossing the road as there is not a proper crossing area.
- Report any dangerous driving to Vaughan Waites (Health and Safety) with a description of the car and its registration

### **AS5 – Playground**

- Supervise students waiting for collection and encourage others to go home.
- ***Wait with the students until the 2<sup>nd</sup> 608 has gone.***