



Staff Handbook 2019

Last Updated: December 2019

Message from the Headteacher – David Jeapes

In September 2014 Mayfield welcomed an additional 60 pupils into Year R to begin the conversion from an 11-16 secondary school to a 4-16 'all through' school. As one of the first, single site, 'all through' schools in the country, we believe that we have a unique opportunity to help improve and shape the lives of children in our community. If you are reading this handbook then you are, or are thinking about becoming, a member of Mayfield School's staff. Our staff are our most important resource and the main reason why our school is on an improvement trajectory. Our success is based around a strong ethos, good discipline and simple, effective systems. We are not a complacent school and recognise that to secure rapid and sustainable progress we must constantly reflect and improve on what we do. When I first joined the school in April 2011, I shared with staff three simple words that sum up my approach to school management, I seek to be:

- Consistent;
- Persistent;
- Insistent.

Since we converted to become an 'all through' school, we have achieved a number of significant milestones:

- Established a new ethos and underpinning values;
- Secured over 85% of pupils achieving a 'Good Level of Development' in the EYFSP and over 97% in the phonics screening test;
- Heavily oversubscribed in most year groups;
- Successfully bid for capital from the 'Priority Schools Building Project 2' fund.

School Ethos and Mission Statement

In order to prepare for the transformation from Secondary School to 'all through school' we have identified several strands of work which have been collated into a project plan. Underpinning this plan sits the 'Vision 2020' statement which is designed to provide strategic direction for all decision makers and can be found below.

Our school operates as an all-through school with a single vision, set of values, staff and Governing Body. Our mission is to provide our pupils with:

- Outstanding academic standards, with a particular focus on acquiring a foreign language, developing competency as a musician and performer, as well as encouraging sporting prowess - all in a timely fashion;
- Outstanding pastoral care based on nurturing each individual's self-esteem and ambition to realise their full potential;
- Outstanding opportunities to develop resilience, responsibility, respect and character to succeed both at school and prepare them for being a well-equipped member of society.

In summary:

"Our only limitation is our ambition".

Supporting our Ethos

Supporting and actively promoting the ethos of the school is the principle role of every member of staff. ALL members of our community are expected to work hard, be disciplined and show others respect. Our ethos is summarised in our mission statement “Your only limitation is your ambition”. In summary, we expect everyone to:

- Be on time, well presented and properly equipped;
- Show good manners and consider themselves as role models;
- Challenge behaviours which fall short of our high expectations.

ALL staff recognise that teaching goes on both inside and outside of lesson time and that throughout their working day staff should actively find opportunities to reinforce the school’s ethos with pupils whether they are pupils they teach or not. To this end ALL staff are encouraged to:

- Greet pupils in corridors frequently, encouraging respectful responses from pupils;
- Politely ask pupils to pick up litter;
- Comment on good behaviours e.g. “You look very smart, well done”;
- Actively take an interest in a pupil who looks injured or in some other way distressed;
- Ask pupils to stand upright when talking to them and encourage eye contact.

Staff should note that duties are a particularly useful way of reinforcing the school’s ethos. Therefore, staff undertaking a duty are encouraged to actively engage with pupils, not “guard space”; whilst maintaining high levels of vigilance.

Results 2015 to Present

Headline Measure	2015	2016	2017	2018
%A* - C (or equivalent) GCSE in En and Ma	55	54	55	51
Progress 8	-0.67	-0.32	-0.15	-0.40
% pupils making a ‘Good Level of Development’	85	80	82	80
% pupils passing the phonics screening test at the end of Year 1	NA	97	82	88
% pupils making ARE at the end of KS1 (Reading)	NA	NA	78	78
% pupils making ARE at the end of KS1 (Writing)	NA	NA	74	78
% pupils making ARE at the end of KS1 (Mathematics)	NA	NA	74	77
% pupils making ARE at the end of KS1 (Science)	NA	NA	83	92

General Information (Section maintained by Matt Stedman)

Timings of the School Day

Primary Section – see page 11 parent handbook		
Time	Activity	Notes
7.45 to 8.45	Breakfast Club	Charges apply
8.45 to 9.00	Meet and Greet	Parents drop off pupils at the east gate
9.00 to 10.30	Lessons	
10.30 to 10.45	Break	
10.45 to 12.15	Lessons	
12.15 to 1.15	Lunch	
1.15 to 3.30	Assembly and Lessons	
3.30 to 4.30	Extra-Curricular	
4.30 to 6.00	After School Club	Charges apply

Senior Section (Years 7 to 11)					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7.45 to 8.15	Breakfast Club in Café Tranquilo from 7.45am – No charge Senior gate opens from 7.45am (Period 0 for Year 11)				
8.15 to 8.45	Resilience (Years 7 and 8 only)				
8.45 to 9.45	Period 1				
9.45 to 10.45	Period 2				
10.45 to 11.35	Tutor/Break (See below)				
11.35 to 12.35	Period 3				
12.35 to 1.35	Period 4				
1.35 to 2.00	Lunch				
2.00 to 3.00	Period 5				
3.15 to 4.15	Extra-Curricular Activities/Period 6				

Tutor/Break						
Time		Monday	Tuesday	Wednesday	Thursday	Friday
10.45 to 11.10	Intrepid	Tutor	Tutor	Assembly	Tutor	Tutor
	Endeavour	Tutor	Tutor	Tutor	Tutor	Assembly
	Discovery	Break				
	Victory	Break				
11.10 to 11.35	Intrepid	Break				
	Endeavour	Break				
	Discovery	Tutor	Tutor	Assembly	Tutor	Tutor
	Victory	Tutor	Tutor	Tutor	Tutor	Assembly

Year 11 Assembly is held on a Monday.

Primary pupils should be dropped off at the gates on Mayfield Road between 8.45am and 8.55am. Pupils in Years 7 to 11 should use the north gate (on Hewett Road). Year 7 and 8 should be on site by 8.10am and Years 9, 10 and 11 on site by 8.40am.

The senior section operates a 'split' first break as outlined above. Pupils on break are not allowed upstairs and may only access:

- Year 7 canteen
- New Canteen
- Café Tranquilo (Year 11)
- Patio
- West Quad
- West Field
- Unisex Toilet
- Tennis Court

Term days, dates and finishes

	Start	Finish	No. Days	TD Days	Early Finish @ 1.35pm
Summer 2	4 th June 2018	24 th July 2018	37	22 nd June and 23 rd and 24 th July	20 th June and 20 th July
Autumn 1	3 rd September	19 th October	35	3 rd September and 4 th October	
Autumn 2	29 th October	21 st December	40	None	21 st December
Spring 1	7 th January 2019	15 th February	30	None	
Spring 2	25 th February	5 th April	30	None	
Summer 1	22 nd April	24 th May	23	None	
New Academic Year begins 24th June 2019					
Summer 2	3 rd June	23 rd July	37	21 st June and 22 nd and 23 rd July	19 th July

*22nd and 23rd July are disaggregated

Directed time calculation

Senior Section (Years 7 to 11)				
Activity	Time	Decimal	Freq	Total
Daily Session (8.40am to 3.05pm)	6h0min	6	186	1116
Early Finish (8.40am to 1.35pm)	5h0min	5	4	20
TD Days (9.00am to 2.30pm)	5h0min	5	5	25
Parents Evenings (4.00pm to 7.00pm)	3h0min	3	7	21
Monday Briefing (3.15pm to 3.30pm)*	0h25min	0.416667	38	15.83335
Resilience (8.10am to 8.40am)	0h30min	0.5	38	19
Monday Meeting (3.30pm to 4.30pm)	1h0min	1	38	38
Appraisal	1h0min	1	5	5
Open Evening (4.30pm to 8.30pm)	4h0min	4	1	4
Contingency				1.166654
			Total	1265

Primary Section (Year R to 4)				
Activity	Time	Decimal	Freq	Total
Daily Session (8.40am to 3.35pm)	5h55min	5.916667	188	1112.333
Early Finish (8.40am to 1.35pm)	3h55min	3.916667	2	7.833334
Friday briefing (8.25am to 8.40am)	0h15min	0.25	38	9.5
TD Days (9.00am to 2.30pm)	5h0min	5	5	25
Parents Evenings (4.00pm to 7.00pm)	3h0min	3	4	12
Open Evening (3.35 - 6.45pm)	3h10	3.166667	1	3.166667
Team Meeting (3.35pm - 4.35pm)	1h0min	1	38	38
Extra - Curricula (3.35pm to 4.35pm)	1h0min	1	7	7
Subject Leadership time				45
Contingency/Subject Leadership time				5.166603
			Total	1265

*includes 10mins trapped time



Leadership Team roles and responsibilities (Section maintained by David Jeapes)

Headteacher (David Jeapes)

All staffing
School Improvement Planning
Marketing and Publicity
Developing Collaboration Links
Parental Engagement
Admissions/Mid Term Transfers
Line management of: HOS's, Head's PA
Governing Body Committee: All Committees

Director of Learning (PE)

Head of School (Senior) (Louise Hillier)

Senior Investigating Officer
Oversight of QA systems
Staff Appraisal and Training
Line management of: Subject Leader, Fiona Rogers, Steph Richards, Ryan Gibson, Gayle Head, Anita Cleary, Richard Clark Lyons and Tracey Williams
Governing Body Committees: All committees (as required)

Director of Learning (Dance, Drama and Music)

Head of School (Primary) (Matt Stedman)

Senior Investigating Officer
School Self Evaluation
HR and Finance
Cover
School calendar
Trips and Visits
Line management of: Subject Leaders, Erika Anders, Andy Tite and Jo Buck
Governing Body Committees: All committees (as required)

Director of Business Operations

Director of Learning (English and Endeavour)

Assistant Headteacher (Andy Tite)

Site, Systems and Risk
SIMS
Resilience
Literacy
School environment
Line management: Curriculum Coordinator, Ray Old, Paul Borer, Steph Manns and H&S Coordinator (TBA)

Director of Learning (Science and Endeavour)

Assistant Headteacher (Anita Cleary)

Construction and maintenance of Timetable
Curriculum Development
BTEC Quality Nominee
Staff and Volunteer induction
Extra – Curricular Programmes
Options
Duty rota
Able pupil coordinator
Parents' Evenings
Line management: Subject Leader and Gordon Jackson

Director of Learning (Mathematics and Victory)

Assistant Headteacher - (Gayle Head)

Using SISRA Analytics to support subject leader intervention
Target Setting (Prior Attainment Indicators)
Half termly pupil reports
Half termly data dashboard (primary and seniors)
Oversight of exams
Numeracy
Chair Heads of Core
Line management: Subject Leader, Dan Page and Helen Patis

Director of Learning (ICT, Business and Discovery)

Assistant Headteacher (Ryan Gibson)

Teaching and Learning
Year 11 Achievement Coordinator
Revision Programmes and Period 6
Line management of: Subject Leader

Director of Learning (SEN, Inclusion and Discovery)

Assistant Headteacher (Erika Anders)

SENCo
Oversight of Safeguarding
DSL
Closing the gap (Pupil Premium)
Looked After Children
Alternative Provision
KS2 to 3 transition
EAL Coordinator
Line management of: Learning Support, ASPIRE Team, HFLW and Sally Rowntree

Director of Learning (Behaviour, Attendance and Intrepid)

Assistant Headteacher (Fiona Rogers)

Attendance & Punctuality
Behaviour beyond the classroom
Coordinating rewards and sanctions
Community Liaison and Police liaison
Behaviour Management System including "Refocus"
Parental Complaints
Line management of: Behaviour and Attendance Team

Director of Learning (Geography, History, PSHEE, RE and Victory)

Assistant Headteacher (Steph Bartlett)

Developing subject leaders
Quality Assurance
Prep KS3 and 4
SMSC/British Values
Chair SDM
Embedding the 6R's across the school
Line management of: Subject Leaders and Careers Coordinator

Director of Learning (MFL and Intrepid)

Assistant Headteacher - Secondment (Tracey Williams)

Staff training
Oversight of INSET
Line management: Subject Leader and Professional Mentor

Director of Learning (Art, Technology and Intrepid)

Assistant Headteacher - (Richard Clark-Lyons)

Oversight of the House System
Oversight of Assemblies and Assembly Programme
Theme for the week
Tutor Programme
Student Planner
Student Voice and Leadership
Line management: Combined Subject Leader, Heads of House

Mayfield Teaching Model (Section maintained by Louise Hillier)

Purpose of the MTM

The purpose of the MTM is to provide all staff with clear expectations of how lessons should be delivered at Mayfield. Whilst parts of the model are highly prescriptive, there is also ample opportunity for staff to be creative within this framework. This model will be in constant development and regular updates will be provided throughout the year. However, the fundamental principles will never change. These are that outcomes will be “outstanding” if all lessons are thoroughly planned, activities are engaging, progress is checked and feedback is formative.

Non-negotiable Routines

Routines underpin the smooth working of the school and ensure that our ethos is “alive”.

To start sessions:

- Line pupils up outside the room, with pen, pencil and planner in their hands, and insist on silence – do not be tempted to allow pupils into the classroom before you have achieved silence. Lining up will usually be in pairs but where the corridor is narrow a single line may be safer;
- Perform a quick uniform check as they enter, including checking house badges on left lapel and shirts tucked in;
- For Senior section, pupils will enter the classroom stand behind their chairs and place pen, pencil and planner on the desk as per the seating plan and teachers will formally start the lesson by thanking pupils for their behaviour and asking them to sit quietly. At this point staff may decide to allow pupils to take their blazer off and staff may remove their jacket;
- For Primary section pupils at the start of the day, quietly and calmly follow the morning routine.

During the lesson:

- Pupils should be greeted then given specific instructions for the starter or challenge activity (or quick overview of the lesson objectives) which can also be displayed on the board;
- Staff should share the Lesson Objective and Success Criteria and have it projected up at an appropriate time in the early stage of the lesson. The success criteria will be against the appropriate criteria. The Lesson Objective may be in the form of a key question or describe the learning outcome. Pupils do NOT need to write down objectives;
- For the Senior section a register must be completed within the first 10 minutes of the lesson and then closed. Once the register is closed, teachers can decide to accept a late pupil into their lesson or not. This does NOT mean pupils have 10 minutes to arrive to lessons;
- During the lesson staff must use the school stepped behaviour and reward system appropriate to the phase;
- At the end of a session pupils should check for any litter on the floor put litter in the bin. Pupils will be dismissed to their next lesson/session in an orderly fashion with the teacher checking uniform again at this point;
- If a group of pupils are required to move around the school during a lesson, then they should walk in pairs and be silent with the teacher monitoring them. Primary pupils will be accompanied by an adult. It is good practice to have ‘stopping points’ during long journeys to ‘regroup’ and pick up any pupils who are dawdling;
- If individual Senior pupils need to leave a lesson they (not the member of staff) must complete an “out of class pass”. These are available from the staff room. Any pupils out of lesson without a pass will be escorted to Internal Isolation;
- Health and Safety (H & S) is paramount throughout the school and staff and pupils need to be aware of any risks to themselves during a lesson. Pupils should be encouraged to deliver H and S themselves to show full awareness of issues. Staff should model correct H and S procedures by, for example, tying long hair back during practical work and wearing protective equipment.

Lesson Objectives and Success Criteria

Every lesson should have an explanation of what the Lesson Objective is for the lesson i.e. what will they know at the end of the lesson that they did not know at the beginning or what skills are being practised or developed. The Success Criteria should reflect the ability of the class and be challenging.

Throughout the lesson, the Lesson Objective and Success Criteria should be referred to so that the pupils can see clearly the progress they are making in the lesson.

Planning

All lessons should be planned for carefully. Lesson planning should take into account:

- Appropriate differentiation (based on prior data, assessments and class context);
- SEN;
- Able pupils;
- Opportunities to provide pupils with challenge and to grapple with concepts;
- Links to 6Rs;
- MAC opportunities (where appropriate);
- Literacy opportunities (where appropriate);
- SMSC opportunities.

Staff are expected to plan appropriately for all lessons.

Within lessons regular checking of understanding through AfL techniques will aid the teacher in responding to the needs of the pupils to support the progress of all.

Feedback

Current advice (Department for Education (2016), Education Endowment Foundation (2016) and Education Endowment Foundation (2018) suggests that the following principles underpin effective feedback – these are how we will judge the effectiveness of feedback at Mayfield school.

- **Feedback should be meaningful** and be capable of bringing about an improvement in pupil outcomes and learning. In other words, it:
 - Should give information to the learner and/or teacher about the learner's performance relative to short term learning goals
 - Should be suitable for the age and ability of pupils
 - Should be suitable for the activity and learning being undertaken
 - Should be used to inform planning of future learning
 - Can be about the learning activity itself
 - Can be about the process of learning
 - Can be about the student's self-regulation
- **Feedback should be manageable** as part of a teacher's workload and not be disproportionate to the amount of time pupils spend responding. In other words, feedback can be:
 - Verbal
 - Written
 - Through results in tests (including via digital technology)
 - Come from a teacher (or other adult), peer or the pupil themselves

- **Feedback should be motivating** and ensure that pupils feel able and willing to improve their outcomes. In other words:
 - Feedback is best given formatively to enable pupils to use it to improve
 - Time should always be set aside for pupils to consider and then respond to any feedback given (verbal or written).
 - The time should be sufficient to ensure that responses are not superficial

Our feedback policy contains more information about feedback and examples of good practice when it comes to feedback.

Literacy Feedback

- Pupils should be encouraged to check for careless mistakes regularly in their work across all subjects –feedback to pupils about these mistakes should be done in the way that the teacher sees as the most appropriate but should clearly result in pupils editing their work to eliminate the mistake.
- Errors (in any subject) that are as a result of misunderstandings should be highlighted in pink – where possible the correct answer should not be given to the pupil. Pupils should be reminded of a related rule to help them correct the error (e.g. ‘apostrophes are used for contractions’) or given a strategy to help them correct the mistake (e.g. ‘use the dictionary to check the correct spelling of this word’). Feedback to pupils about these rules or strategies should be done in the way that the teacher sees as the most appropriate but should clearly result in pupils editing their work to correct the error.
- Staff may wish to use pink highlighters as part of ‘coded feedback’ to indicate work that might need improving.

Learning Environment

Classroom displays and general tidiness affect pupils’ attitudes toward a lesson and their school. Staff should ensure that rooms are uncluttered and that displays are relevant and regularly changed and highlight pupil achievement. Classroom windows and doors looking onto the corridor should be kept clear to create a transparent culture around the school and for fire safety.

All staff who have a teaching room assigned should ensure that there is a display which aims to exemplify standards within their subject area. There will be a separate display in each classroom for tutor use. Offices/other communal areas must be kept tidy and free from clutter.

Behaviour for Learning

When planning, delivering or supporting lessons all staff should ensure that pupils have the opportunity to show appropriate Behaviour for Learning. To this end, all pupils should:

- Be engaged (body language, completing tasks);
- Be resilient (don’t give up when challenged);
- Show respect and support each other (don’t wait for the teacher to offer help but ask peers);
- Exhibit safe behaviour, adopt healthy lifestyles and model this to their peers.

Each primary class will have its own set of Golden Rules that have been agreed by the group and are displayed in the classroom.

Prep and Homework

Primary

Pupils are expected to read daily at home and record this in the planner. Year 1, 2, 3 and 4 will be given weekly spellings from Autumn 2 and Year R have caterpillar key words to learn. Year 2, 3 and 4 pupils will also be set weekly Maths homework.

Preparation for learning (Prep) is an important part of developing independence, literacy, research skills and time management. There will be a half-termly research task at the start of the topic to hook pupils' interest and to get them researching the background to the topic. The activities should enable families to work together to enjoy learning. A homework task will be set two weeks before the end of the topic to consolidate the learning so far.

Staff have two weeks from submission date to mark the work and return it to the pupils. The completion of homework should be recorded and monitored.

KS3

Preparation for learning (Prep) is an important part of developing independence, literacy, research skills and time management. At Key Stage 3 all pupils receive three or four extended projects per half-term. Each project has an element of extended writing which must be hand written. Staff have two weeks from submission date to mark the work and return it to the pupils. In addition, homework is set after every Mathematics lesson and PE expect attendance to extra-curricular clubs.

KS4

At Key Stage 4 subjects set homework regularly according to the timetable. All KS4 pupils are given a series of seminars around revision skills and departments link homework to these themes as appropriate. The completion of homework should be recorded and monitored.

Literacy

Literacy is fundamentally important for the success of all learners across the whole school curriculum. Improving literacy skills of communication, reading and writing enables learners to succeed across both key stages.

ALL staff must take responsibility for teaching literacy. Wherever possible, reading tasks and opportunities for extended writing should feature in all lessons. Staff members are encouraged to incorporate some of the following activities into their lessons and homework tasks or activities:

- Group reading;
- Paired reading;
- Extended writing.

Written work should be marked according to the school directions and all senior staff are expected to use their purple highlighters/biros to bring a literacy focus to marking, for example highlighting a selection of spelling, punctuation or paragraph errors. Pupils should then be offered opportunities to act upon errors which they may have made.

All staff must have high standards of presentation, and as a minimum, should expect pupils to write in full sentences which are accurately demarcated. Pupils should display the school's '6R sheet' on their books. Staff must assess pupils' presentation regularly as part of the 'presentation for learning' progress reviews for all learners.

Every day in Primary, children undertake a Guided or Shared Reading lesson and an English lesson. The expectations from these lessons also need to be applied across the curriculum.

Literacy Non Negotiables:

- Every teacher is a teacher of literacy;
- All pupils will be provided with a "6R sheet" which will be displayed prominently on their books/folders;
- Teachers will assess each child, as part of the routine progress review, on their 'Presentation for Learning;'
- Teachers will regularly offer opportunities for pupils to extend writing via class work, Prep and homework;
- Teachers will insist that, where appropriate, written work is written in full sentences, which are correctly punctuated. This work will be presented to a high standard;
- Senior teachers will ensure that there is regular pink highlighting taking place for literacy misunderstandings, and that pupils are given an opportunity to reflect and act upon this;
- All staff should be positive role models for good spoken literacy.

Recommended Routines:

- Teachers to ensure pupil's work include glossaries of key subject terminology;
- Pupils should be offered time to proof read, edit and improve their work on completing a piece of writing.

Spiritual, Moral, Social and Cultural Development (SMSC)

All staff are responsible for teaching SMSC and should look for opportunities to deliberately include it as part of their lessons. Some subject areas lend themselves obviously to this but there are ways to incorporate some of these into every subject. Here are some examples of how teachers may incorporate SMSC into their lessons:

Spiritual Development

- How beliefs inform their perspective on life and interest in and respect for different people's feelings and values;
- Sense of enjoyment and fascination in learning about themselves and others;
- Use of imagination and creativity in their learning e.g. use of role play, presentations;
- Being prepared to reflect on their experiences e.g. self- assessment.

Moral Development

- Able to recognise the difference between right and wrong;
- Understand the consequences of their actions;
- Interest in investigating and giving reasoned views about moral and ethical issues.

Social Development

- Using a range of social skills in variety of contexts including working with pupils from different backgrounds to their own e.g. organisation of groups, seating plans;
- Willing to participate in a variety of social settings, cooperating well with others and resolving conflict successfully e.g. group work;

- Interest in and understanding of the way communities and societies work at a variety of levels e.g. learning about another culture, religious beliefs and the way they affect how people live.

Cultural Development

- Understand the wide range of cultural issues that have shaped their heritage;
- Willing to participate in a variety of opportunities e.g. artistic, sporting, mathematical, technological, scientific and cultural e.g. extra-curricular activities, joining in different activities in lessons;
- Interested in exploring, understanding and showing respect for cultural diversity. This is shown in attitudes to different groups in society at a variety of levels e.g. how they mix in social time.

As well as opportunities to develop SMSC in lessons, pupils also extensively experience the key British values of 'democracy', 'individual liberty', 'mutual respect', 'tolerance of others faiths and beliefs' and the 'rule of law' as part of our pastoral programme (assemblies, tutor programme and themes of the week). As part of these sessions pupils are given an opportunity to learn how these values shape our society and to discuss and reflect upon how they contribute to a positive community for all.

Developing Pupil Independence

Pupils must be systematically given the skills to "get themselves out of the hole". Staff should prepare material for teaching and organise the class such that pupils can:

- Demonstrate to others what they have learnt;
- Act as coaches;
- Have small group or individual coaching;
- Be recognised as proficient in certain skills and share these;
- Research for answers;
- Undertake peer and self-assessment.

Meeting the Needs of All

All staff must make themselves aware of which pupils are in Care. Teaching staff should ensure that they have the pen portraits for all pupils they teach which appear on the SEN Register and that work is appropriately differentiated for those pupils. If you have an LSA in your lesson, then it is the teacher's responsibility to actively direct the LSA to ensure that key pupils are able to access the learning.

Planning for Problems

Teachers and groups of teachers should actively plan for problems. If you know that you have a class with individual pupils who present BESD then an appropriate range of activities should be prepared. Teachers and groups of teachers are encouraged to devise innovative strategies to engage all pupils particularly during difficult time slots. Wherever possible, working in small groups will alleviate some of the pressure of preparing a wide range of activities. Subject Leaders and Directors of Learning should ensure that subject teachers have ample opportunity to share resources and work as a team through the meetings cycle.

Tutor Periods and Assemblies

We have a 'split' morning break and a 'Vertical' tutoring arrangement. Our tutor programme includes the following elements:

- 'On Your Marks'- this session is for completion of admin such as planner signing, following up attendance and behaviour issues and passing on key messages to your tutees;
- 'Voting Voice'- this half termly session allows all pupils to vote on a national, local or school based issue to express their opinions and also make a difference to school life;
- 'Dockyard' - once a week pupils follow a specific SoW to develop personal learning and thinking skills and awareness of cross curricular skills. All tutees have a rough book to support their learning;
- 'Progress Review'- three times per half term pupils review their current progress, behaviour and achievement and set themselves targets accordingly;
- 'House Challenges' - approximately once per half term tutor groups get to take part in a challenge to earn points for their House.

House assemblies take place on a Wednesday (Intrepid followed by Discovery) and Friday (Endeavour followed by Victory). Year 11 meet on a Monday in the dance studio. All assemblies take place in the main hall unless indicated otherwise in the weekly staff briefing notes (sent out on a Friday afternoon). Infrequently, a Year group assembly may take place on a Tuesday or Thursday – as with Year 11 assemblies these will normally be in the dance studio (unless otherwise communicated).

On house assembly days, tutors should take a register and ask pupils to leave their bags in the tutor room. In pairs and in silence, tutors should bring their group to the assembly venue and (in the case of the main hall) enter via one of the side doors. Pupils should sit with their tutor group in the designated space until the Head of House, or their designate, start the assembly by asking pupils to stand and introducing the speaker or member of staff leading the assembly. At the end of the assembly, tutors should accompany their pupils back to the tutor room and dismiss into break or Period 3.

On year group assembly days, pupils should register with their tutor and then make their way in silence to the dance studio whilst their tutor remains with the rest of the group. They should take their bags with them. Once at the dance studio they should sit in the designated row for their tutor group (Discovery/Endeavour on the left, Intrepid/Victory on the right, with tutor group 1 in the first row, 2 in the second row etc).

Further detailed information on the tutor programme and role of a tutor can be found on the shared area in the Pastoral folder.

SEN Codes

Some pupils appear on the register as having Special Educational Needs or Disabilities (SEND) or Additional Educational Needs (AEN). Their particular need is recorded on SIMS as follows:

- E= Education Health Care Plan (EHCP). This means that the pupil has a plan where statutory support is provided;
- K= This means that the pupil may require SEN Support additional to that of quality first teaching;
- N= This means that in the past the pupil may have required SEN support but no longer does;
- EAL= This means that the pupil may have English as an Additional Language. They may require work to be differentiated to support this;
- PP= This means that the student is Pupil Premium. This can either be because they come from a low income family or has a parent that are in the armed services;
- LAC= This means that a pupil is a Looked After Child and may require additional support.

All information on the additional needs of pupils that you will need to support these pupils, including their pupil pen portraits, their plans and resources can be found on the network in the Staff Folder, SEN.

Resilience

Resilience is a literacy focussed activity that takes place at the start of the school day for all pupils in Years 7 and 8. It is designed to act as a 'ready to learn' tool as well as improve their literacy skills in reading and writing and is undertaken as an independent learning activity. Members of staff are expected to supervise their timetabled session to ensure that the pupils are working and able to access the materials they have been given. They are not traditionally 'taught' sessions as one of the aims of Resilience is to encourage pupils to learn independently. To run a session staff are required to:

- Arrive on time to enable the session to commence at 8.15;
- Bring a laptop to complete the register;
- Follow the Mayfield Teaching Model by lining pupils up and reinforcing the expectations at the start of a lesson;
- Issue achievement points on SIMS to reward pupils for completing a task successfully or for reading with them;
- Make sure pupils have correctly completed an out of class pass found in the KS3 planner if they need to go to the library to change a book.

There are two types of sessions:

Silent reading sessions take place **three** times a week. As part of the daily equipment expectation, all Years 7-10 pupils are expected to bring a reading book to school. In Key Stage 3, this is linked to the Accelerated Reader scheme to ensure that pupils are reading a suitable book for their own reading ability and to enable them to progress. Silent reading takes place on Monday for all pupils, with two other sessions on alternate days. While the pupils are reading, staff are encouraged to:

- Listen to pupils read (please log this on SIMS);
- Talk to pupils about their book e.g. what is happening, why they chose it, are they enjoying it etc.;
- Model independent reading themselves.

If a pupil finishes their book they need to complete the Resilience section of their planner to enable them to go to the Library and take an Accelerated Reader quiz to demonstrate their understanding of the book and to track their achievement and progress. While in the Library, the librarian will help them choose another book.

Literacy Skills Booklets sessions take place on two days within each school week. Here pupils work independently from a tiered booklet matched to their ability. These are designed to reinforce basic skills, introduce pupils to new or more sophisticated techniques and improve reading comprehension. The booklets are tiered as follows (lowest to highest):

1. Green
2. Orange
3. Blue
4. Yellow
5. Red
6. Black

A box should be collected from the library at the start of the academic year and this will remain in the teaching classroom. The box will contain pupil exercise books, the literacy skills booklets and answer booklets, tracking grids for the exercise books and a folder detailing which pupil requires which level of booklet.

It is recommended that each group has a seating plan – this could be splitting the class along gender lines, or grouping pupils on a similar level together etc. Staff should follow the MTM to ensure that basic expectations of behaviour and

conduct are enforced. Pupils are expected to work through the booklets independently. Tasks may require more than one session in which case the pupil would just carry on in the next session. Once a task is completed it should be marked and then checked by the teacher to award achievement points. This is recorded on the tracking grid at the front of each pupil exercise book. Tasks vary from reading an extract from a novel and answering questions in full sentences, to proof reading and correcting a piece of text, to writing creatively.

Staff are encouraged to move around the room checking pupils are working, have attempted the tasks in order, completed all tasks they have started and understand what they have been asked to do. If a pupil is stuck, encourage them to ask one of their peers to help explain the task to them. Once a task has been completed and marked merits can be awarded, usually for achieving above 80% of the questions correct. Members of staff need to be mindful that:

- Pupils are attempting all tasks and not skipping ones they find challenging or don't like the look of;
- Pupils are completing all the tasks to the best of their ability;
- Pupils are writing in full sentences and checking their work for errors;
- Pupils are peer marking each other's work at the end of the session;
- Every half-term (minimum) each pupil's book should be thoroughly checked by the teacher and this is recorded on SIMS.

Senior staff will regularly come into sessions to support any member of staff.



Assessment and reporting schedule (Section maintained by Gayle Head)

Every half term teaching staff are required to report on the pupils that they teach. This comprises of:

- RAG rating against pupil's end of Year KS3 target;
- RAG rating against pupil's end of year 11 FFT50 target;
- Attitude to Learning (A2L);

The data collection cycle varies for each Year group per half term:

	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 11		A/P	A/P	A/P	A/P	A/P
Year 10		A/P	P	A/P	P	A/P
Year 9		P	A/P	P	A/P	A/P
Year 8		A/P	P	A/P	P	A/P
Year 7		P	A/P	P	A/P	A/P
Year 4		A	A	A	A	A
Year 3	A	A	A	A	A	A
Year 2	A	A	A	A	A	A
Year 1	A	A	A	A	A	A
Year R	A	A	A	A	A	A

Key:

A = Academic Report (updating current levels of attainment/predictions)

P = Pastoral Report (updating BfL only).

Primary

A consistent system for reporting pupil progress is followed from Year R to 8.

In the Primary section, at the end of each academic year, pupils will be assessed as working at Towards, Met or Greater Depth in Reading, Writing and Maths. In Year 2, the criteria for these judgements will be based on the Interim National Standards published by the DfE. In other year groups, this judgement will be based on our own assessment criteria derived from the National Curriculum for that year.

Each pupil will take a termly standardised test to measure their progress in Reading (PiRA), Maths (PUMA) and spelling, punctuation and grammar (GaPS). The results of these will be used alongside teacher assessment to complete the RAGB rating to inform the RAGB that is completed at the end of each half-term. This denotes how likely each pupil is to reach their end of year target and highlights key pupils for intervention.

KS3

Assessment at KS3 is against a subject specific set of Statements that are designed to comprise all the essential skills and techniques pupils need as a baseline of knowledge for success at GCSE.

Pupils are targeted either:

MET	Reach the statement descriptors to be ready for study at KS4 It is expected for a pupil reaching MET to be on track for grades 4-6 at the end of Year 11
DEPTH	Go beyond the statement descriptors to stretch the ablest pupils It is expected for a pupil reaching DEPTH to be on track for grades 7-9 at the end of Year 11
TOWARDS	In rare circumstances, pupils may be working 'Towards' the level of the statement. In this instance they will be receiving support from the SEN team It is expected for a pupil reaching TOWARDS to be on track for grades 1-3 at the end of Year 11

Through the course of teaching and assessment in Years 7 and 8, colleagues are expected to assess pupils and be able to evidence when pupils have 'Met' (M) the statement, when they have exceeded those demands and are considered to be working at 'Depth' (D) or if they are now working 'Towards' (T) the statement.

Some subjects will record this data on sims trackers. Colleagues should consult with their Subject Leader (SL) for guidance on assessing and evidencing pupils work.

Pupils who have a target of 'Met' (M) or 'Depth' (D) are pre-populated with 'T' to show that pupils are working 'Towards' the statement.

Pupils who have a target of 'Towards' (T) will be prepopulated with 'B' to show that pupils are working 'Below' the statement.

Colleagues should refer to their Department Handbook/Marking Cycle and their SL for guidance on when pupils are considered to have 'Met' the Statement, be considered to be working at 'Depth' or are working 'Towards' the statement.

For the academic data collection colleagues need to assign a colour code to each pupil to denote how likely they are to meet the standard by the end of the academic year:

Colour	Definition
Blue	A pupil is making good progress and is likely to exceed their expectation
Green	A pupil is making progress and will meet their expectation
Amber	A pupil is making progress but will require some intervention to reach their expectation
Red	A pupil requires urgent intervention to reach their expectation/is unlikely to do so

Intervention:

Once staff have entered the half termly data they are also expected to identify any intervention strategies in place for off track pupils. These strategies would be discussed with and monitored by SL. The intervention strategies in place are recorded on sims mark sheets or collected by the SL. Colleagues should discuss intervention monitoring with their SL

KS4

KS4 targets for pupils in Years 9-11 are available for all year groups on the SIMS marksheets. FFT estimates have been used to generate likely estimates for pupils. FFT benchmarks are based on how similar pupils nationally performed in the subject last year, (similar pupils are defined as similar prior attainment, gender and month of birth).

Two targets appear on the sims marksheets. There is a minimum target grade (FFT50) which is the minimum grade the pupil needs to attain by the end of year 11 in order to have made adequate progress. The challenge target (FFT20) is the grade we are challenging all pupils to achieve or exceed in order to make good progress.

The targets are not shared with pupils but should be used to inform planning.

Year 11:

For the academic data collection colleagues enter a predicted end of Year 11 grade.

For new GCSE subjects, data is reported as a numeral with a letter grade to show how secure a pupil is at that level. For example – 7A, 5B or 4C. Pupils working at XA require no intervention to attain that grade. They are secure and could achieve a higher result. Pupils working at XB are secure at that grade and require no intervention or support, they are unlikely to achieve the higher grade. Pupils working at XC are not secure and require support and intervention to secure that grade.

For legacy GCSE subjects (IT) data is entered as a letter grade with a numeral to show how secure the pupil is at that level. For example – C1, D3 or A2. Pupils working at X1 require no intervention to attain that grade. They are secure and could achieve a higher result. Pupils working at X2 are secure at that grade and require no intervention or support, they are unlikely to achieve the higher grade. Pupils working at X3 are not secure and require support and intervention to secure that grade.

For your reference, a conversion table to the legacy GCSE grades is below:

New GCSE Grade	Legacy GCSE Equivalent
9	-
8	A*
7	A
6	B+
5	C+/B-
4	C-
3	D
2	E/F
1	G
U	U

Years 9 and 10:

For the academic data collection colleagues need to assign a colour code to each pupil to denote how likely they are to meet their FFT50 target by the end of Year 11:

Colour	Definition
Blue	A pupil is making good progress and is likely to exceed their minimum expectation (In line with FFT20 target)
Green	A pupil is making progress and is likely to meet their minimum expectation (FFT50 target)
Amber	A pupil is making progress but will require some intervention to reach their minimum expectation
Red	A pupil requires urgent intervention to reach their minimum expectation/is unlikely to do so

Intervention:

Once staff have entered the half termly data they are also expected to identify any intervention strategies in place for off track pupils. These strategies would be discussed with and monitored by SL. The intervention strategies in place are recorded on sims mark sheets or collected by the SL. Colleagues should discuss intervention monitoring with their SL.

Other information:

Attitude to Learning (A2L) grades are reported as a number from 1 (outstanding) to 4 (inadequate). The grade descriptors for each level are below. The descriptors describe our Mayfield ethos and values:

Grade 1: Students with outstanding attitude to learning are role models for other students. They:

- Are eager to learn and take full responsibility for their own learning
- Behave in a way which consistently helps themselves and others to learn

Grade 2: Students with a good attitude to learning work hard and are positive about their learning. They:

- Complete work on time and to a good standard
- Listen to and follow instructions so themselves and others can learn

Grade 3: Students who need to improve their attitude to learning are coasting and should aim even higher to fulfil their potential. They:

- Can require frequent reminders to focus on learning
- Can be slow to respond to instructions

Grade 4: Students whose attitude to learning is causing serious concern neglect their school work and are falling behind. They:

- Regularly behave in a way which prevents themselves and others from learning
- Often do not complete work to a satisfactory standard

Safeguarding (Section maintained by Erika Anders)

The information in this section has been adapted from Keeping Children safe in Education 2018

Introduction

Keeping themselves and others safe is the primary responsibility of ALL staff. Staff have a duty to report any concerns regarding:

- Child protection;
- Safeguarding;
- Health and Safety.

Staff must keep themselves safe by avoiding:

- Physical contact with pupils unless restraint is required to keep yourself or others safe;
- 1-1 situations in rooms without windows or any other “private” meeting;
- Sharing personal details with any pupils e.g. personal email, mobile number etc;
- Making “friends” with pupils on social networking sites (see e-safety policy);
- Not meeting up with pupils outside of school unless on an approved event, trip or visit;
- Offering gifts to individual pupils outside of the school’s rewards system.

In order to protect themselves, all staff must:

- Visibly wear the school’s lanyard and ID badge throughout the day;

- Sign in and out of school (including during holiday periods) at the main reception. This will ensure that in the event of an emergency an accurate list of which staff are in school is available;
- Challenge any person that is not displaying a Staff Lanyard, Visitors badge or Mayfield “Hi Viz” Jacket and accompany them to reception.

Duty to Disclosure

At interview all staff will have been asked to disclose any convictions, cautions, reprimands or warnings they have received from the police or other authorities. Also, if during the course of employment with Mayfield, staff should receive a conviction, caution, reprimand or warning then they should immediately disclose this to the Headteacher in writing. If a member of staff fails to make an initial disclosure on appointment or fails to inform the Headteacher of a change to their enhanced DBS disclosure, then they may be subject to disciplinary action which could result in dismissal without pay.

Friends and Family

Some members of staff will have family members working or studying at the school or be friends with the parents of pupils at the school. Staff in this situation should consider how, if at all, this connection may affect them in the work place and inform the Headteacher if they feel it is relevant. Under no circumstances should staff:

- Seek gain or favour for family members or friends;
- Disclose information to third parties about pupils, members of staff or school matters;
- Allow access to school resources to friends or family members without the prior written permission of the Headteacher.

Safeguarding – The role of staff

The information in this section has been adapted from Keeping Children safe in Education 2018

School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn and all staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child’s welfare should follow the referral processes set out by the school. Staff should expect to support social workers and other agencies following any referral.

The designated safeguarding lead (DSL) is Erika Anders and in her absence, Jo Buck or Michele John. The DSL will provide support to staff to carry out their safeguarding duties and will liaise closely with other services such as children’s social care.

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The Teachers’ Standards 2012 state that teachers (which includes headteachers) should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school staff need to know

Staff need to be aware of supporting systems in school and make themselves familiar with:

- the child protection policy;

- the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

These policies can be found on the school website.

At Mayfield School, **all** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Should you require information regarding a specific individual then contact the DSL.

All staff should be aware of their local early help process and understand their role in it. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. This procedure is clearly explained in the Safeguarding leaflet for staff.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school staff should look out for

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

What school staff should do if they have concerns about a child

If staff have any concerns about a child's welfare, they should act on them immediately.

If staff have a concern, they should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

Options will then include:

- managing any support for the child internally via the school's own pastoral support processes;
- an early help assessment;
 - a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.
 -

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. *'Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers'* supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Early help

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process as indicated in the staff safeguarding leaflet.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the

provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

What will the local authority do?

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Female Genital Mutilation mandatory reporting duty for teachers

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school's senior leadership team.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

Indicators of abuse and neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may

involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Health and Safety (H&S)

Andy Tite has overall responsibility for Health and Safety at work. ALL members of staff should ensure that the environment is safe, unsafe behaviours are corrected and that they help build a culture of "being safe" into their lessons, tutor periods and assemblies. ALL staff will be issued with a "Red Card" to summon assistance in an emergency. Staff

should ensure that they have read and understood the relevant Health and Safety policies the key features of each are listed below:

H&S Hazards

If a H&S Hazard is identified during the course of your day there is a responsibility to ensure that it is brought to the attention of a member of the Site, Infrastructure and Risk team as soon as possible. Repairs or maintenance issues should be reported to the site team by using the Request for Maintenance form available in the site office or the staff room. Please mark all health and safety concerns and RAG the issue as RED. Please note that a particular risk at Mayfield occurs when floors are wet and staff members are asked to either clear up any slip hazards encountered or inform a member of the Site, Infrastructure and Risk team if unable to.

Responsibility for being safe at work lies with the individual. It is imperative that all colleagues ensure that they do not do anything that could jeopardise their health and safety in work. Always use appropriate equipment e.g. steps for displays, personal protective equipment (when relevant) and ensure that their work area is kept clean and tidy and free of hazards.

As a school, we are committed to ensuring a healthy and safe workplace. If you feel there is an issue, please report it immediately and we will take action.

Fire Safety

The school's evacuation procedures are detailed in the Fire and Evacuation Procedures Policy. This is a live document that is updated after each evacuation. This is available on the staff shared area (RMStaff) and should be referred to in the first instance.

The fire alarm is a non-stop siren. Drills take place at least three times a year. If fire is seen, or smoke smelt then activate the nearest alarm bell and, if possible, contact reception (Ext 200) to let them know the location of the fire so this can be communicated to the fire brigade and site team to ensure a safe evacuation.

Staff should not place themselves at risk by attempting to deal with any situation for which they are not equipped. Always ensure there is an escape route and staff should only attempt to tackle a small fire (wastepaper bin sized) if they have the relevant extinguisher, feel qualified to operate it and there is **no risk** to themselves. Mayfield School does not expect any member of staff to have to deal with a fire. We would encourage all staff to remain safe and evacuate the site.

If fire alarm sounds:

- If you are not with any pupils, close any windows or doors (leaving them unlocked) then walk calmly to the nearest emergency exit and assemble and register at the relevant assembly point;
- If you are with pupils, then move them out of danger; explain the exit route, escort them on the route and keep them together. Please follow the evacuation instructions on the poster inside the classroom. Note, if a poster is missing, please contact Helen Patis for a replacement. Once evacuated, assemble and register in tutor groups (senior) or classes (Primary) at the relevant assembly point;
- If with an external visitor, please escort them to the assembly point on the West Field via the nearest emergency exit;
- All members of staff of the School's Pre-School should follow the above but note the assembly point is on the East Field.

In rare instances where the fire alarm system is compromised, we will institute a manual fire safety and evacuation protocol. Members of the site, office and leadership team will patrol the corridors wearing white hi-viz. They will carry radios to manage information and coordinate any evacuation if necessary. If a fire is discovered, please let a member of this team know and we will proceed with the evacuation, which will be signalled by ringing hand-held bells. Where possible, we will stay in communication with staff via email. If this is not possible (due to a power failure, for example), members of the team will call into lessons to brief staff. All staff will be notified when the system is fully operational.

Other Emergencies

Under certain circumstances it may be necessary to keep pupils and staff in rooms for their own safety. If this is the case, then a “Lock Down” is activated:

- The “Lock Down” will be signalled by a one minute continuous ring of the lesson changeover bell;
- At that point staff must switch on Outlook. If using a projector in lessons, this must be switched off;
- An email will be sent confirming that this is a “Lock Down” situation and you should inform your class using the words in the email which will be circulated;
- An email will be sent to inform you of the end of the “Lock Down”. Staff must not let pupils leave the room until this is received - this will be from David Jeapes or, in his absence, the Head of Seniors (Louise Hillier), Head of Primary (Matt Stedman) or Andy Tite;
- Staff must keep their classes in the room with them. Please lock the door, if you are able. Reassure the pupils that they are safe. Pupils do not need to contact anyone by mobile phone;
- PE: pupils and staff on the West Field should move to Sports Hall, or nearest available large space, and those on East Field to Dance Studio;
- If you are on your own move to be with other people if this is feasible;
- If we have an emergency situation at lunch-time then all available staff will be asked to meet at a specified point to isolate the problem.

First Aid

If staff discover a person in a life threatening situation e.g. heart attack, stroke etc:

- Stay with them;
- Give their “red card” to a responsible pupil and ask them to find the nearest member of staff;
- Dial 999 and summon assistance.

If staff discover a person requiring first aid treatment and they are able to walk safely to first aid; then ensure they are accompanied and make contact with reception (Ext 200). If they are unable to walk to first aid then summon assistance if necessary, using the “red card”. There are first aid trained staff in many areas of the school who may also be able to provide help for minor issues. A complete list of first aid trained staff is kept by Erika Anders, the Designated Safeguarding Lead.

Restraining Pupils or Staff

Whilst staff should seek to avoid any contact with pupils or other members of staff, all staff have the right to use “reasonable force” to keep themselves or others safe. The Headteacher must be informed verbally and in writing as soon as possible after an incident involving restraint. If you face a situation which you feel may require use of restraint, please bear in mind the following:

- Before using force advise the person of the incorrect behaviour in a calm and measured manner;
- Inform the person that restraint will cease as soon as it is no longer necessary;
- Avoid inflicting injury or touching the person in any way that could be interpreted as sexually inappropriate.

Calling the Police

If there is an incident that requires Police intervention, then report this to a member of the Leadership Team immediately who will assess the situation and take appropriate steps. No other member of staff is authorised to involve the Police.

HR matters (Section maintained by Matt Stedman)

Staff Absence

From time to time it may be necessary for staff to request absence. Absence may be pre-planned e.g. to attend external courses or training, meetings, rehearsals or medical appointments where these are not available outside of the school day etc., or unforeseen e.g. due to illness, transport issues etc.

Pre-planned Requests

Requests for absence and/or cover should be made to the Head of Primary, Matt Stedman using a Request for Absence form. For medical appointments, wherever possible, evidence to support the request for absence should be attached. Staff should give as much notice as possible, but **not less than two clear school days**. Please also ensure that you inform your line manager of your planned absence. Teachers should also note that a request for absence **MUST** be completed even if you have no lessons scheduled. The Head of Primary will then decide whether to agree any request and if it should be paid or unpaid. Teaching staff should also ensure that a copy of the lesson plan and resources required are available to the Subject Leader or Director of Learning and a copy left prominently in the teaching room.

Unforeseen requests

All staff who need to report illness or other reasons for an unforeseen absence from work need to call into the Mayfield Cover Line on **02392 672464**. To support the cover system, calls to report an unforeseen absence should be made as early as possible, but **not later than 7.15am** on the day of the absence.

Absence due to illness must be phoned in each day unless a fit note has been issued, in which case the school needs to be informed of the fit note end date/expected date of return. For teaching staff, the Subject Leader is responsible for setting work for classes and, for support staff, the line manager should ensure that work does not build up.

Colleagues must obtain a fit note if the absence continues after seven calendar days; this should be sent immediately to the school. Should the absence continue, then fit notes should be submitted on a regular basis and cover the complete absence duration. Employees must continue to submit fit notes if sickness continues during the school holidays. This will ensure appropriate payment of sick pay and maintain communication during the absence.

The school is expected to maintain regular contact with employees who are absent from work owing to illness. This contact is intended to be sensitive, constructive and supportive. Employees will not be required to carry out any work whilst absent due to sickness.

Requests for Discretionary Leave

Staff may ask for time off with or without pay at the Headteacher's discretion. Reasons for this may include:

- Attendance at a funeral;
- Attendance at significant family celebrations;
- Attendance at children's school events, sports days or celebrations;
- Domestic emergencies;
- Caring for a sick dependant;
- Religious observance.

In recognition of the goodwill that staff give to the school, requests will normally be granted as long as the smooth operation of the school is not unduly compromised **and** the attendance record of the employee is satisfactory. Requests in excess of five days in any twelve month period are unlikely to be granted although leave without pay may be.

Support Staff on 52 Week Contracts

The annual leave entitlement for Support Staff on 52 weeks contracts is determined by the Portsmouth City Council Annual Leave Guidance for Schools document. The annual leave year runs from 1st January to 31st December and staff have a Leave Card that is kept by Andy Tite to show the dates of the leave that has been taken and the balance remaining for the rest of the year. Unused annual leave can only be carried forward in exceptional circumstances and with the prior written agreement of Andy Tite.

Red Days

Red Days appear on the Calendar. Red Days are days where cover is likely to be heavy due to other commitments in the School Calendar, so requests for pre-planned absence will not normally be granted on these days.

Staff Parenting Protocol

At Mayfield School we aim to be a family friendly employer and recognise that staff who are parents/carers may be unable to attend school or may be called away from their post at short notice to respond to the illness of a child. Where a member of staff decides that they need to request discretionary leave to tend to a sick child before the start of the school day then they must follow the standard staff absence procedures as outlined above.

Where a member of staff is contacted during the school day and asked to respond to an illness of a child they must follow the handover procedure outlined below, to ensure that the Health & Safety of the whole school community is not compromised and that the curriculum can continue to operate effectively:

- Communicate with your Subject Leader or DoL and arrange a suitable time to leave the group of pupils you are currently supervising;
- If alternative arrangements are not feasible in response to the domestic situation, then communicate with a Head of School who will confirm an agreed departure time from the site;
- Return to your team and effect a handover of lesson plans and other information likely to be needed for the remainder of the day;
- Sign out at reception;
- Ring the Head of Primary at the end of the morning or afternoon session to update the school on your anticipated return time.

Where the above procedures are correctly followed **and** the member of staff's absence to date has been satisfactory, the school would not normally withhold pay. There will be a strict maximum of 3 working days per school year when this discretion can be offered.

Absence Management

- Staff should be aware that the Headteacher is obliged to monitor patterns and levels of absence. Following a sickness absence, all staff will have a "Return to Work" meeting with their Director of Learning or Line Manager. Staff will be given a pink Return to Work form in their pigeonholes and will then need to arrange to see their Director of Learning or Line Manager to complete this form within 48 hours. Once completed, the form needs to be passed to the HR admin assistant, Hannah Carlin.
- In the event that an employee reaches more than four different episodes of sickness absence **or** more than eight days of absence in a 12 month rolling period, managers are required to discuss the circumstances with the employee to try to establish/investigate the reasons for this sickness absence. For example, identify if there are any other reasons such as non-related work issues/working relationships. The meeting will be conducted by the Head of Primary and will be recorded on the 'Return to Work' form.;

- Where there is no apparent on-going medical reason for the sickness absence, managers may set an employee targets for improvement within an agreed timescale. Such agreements will be documented and a review date should be arranged. The manager may also seek further advice from Occupational Health;
- In the event that the employee continues to have further sickness absence then The Portsmouth City Council Absence Management Policy and procedures for managing frequent absence and/or long-term ill health will be invoked.

Scheduling Cover

Teresa Abbott is responsible for the scheduling of the daily cover, working under the direction of Matt Stedman. We operate a paperless system with the daily cover schedule being emailed out to all staff by 7.45am in the morning. It is therefore imperative that **all staff check this email carefully in the morning**.

To support the efficient, fair and transparent working of the cover system, please be aware that Teresa is only responsible for scheduling the cover and does not have the authority to approve requests for absence, even when they arise during the course of the school day. Staff therefore should not put Teresa in a difficult position by making such requests and any emergency requests for cover should be directed to Matt Stedman, or Louise Hillier if he cannot be located.

Staff Dress Code

All members of staff act as role models for pupils and as such must observe the staff dress code. In summary:

- All staff must project a professional image;
- Men must wear shirt, tie and jacket;
- Women must wear a jacket;
- Some teams have a uniform which must be worn.

Rewards, Discipline, Uniform, Attendance and Punctuality (Section maintained by Fiona Rogers)

The school has a Behaviour and Attendance Team (BAT) that oversee:

- Rewards;
- Day to day discipline;
- Uniform;
- Attendance;
- Punctuality.

The BAT support staff to ensure a consistent approach to dealing with pupils and parents.

Rewards

We firmly believe that a consistent and simple rewards system is at the heart of a good school. We recognise and promote pupil achievement and leadership in a number of ways:

- Achievement Points – these are issued either automatically for good attendance or by any member of staff to pupils who have exceeded expectations in some way. These are recorded via SIMS by right clicking on the register. Pupils must achieve 450 points to qualify for reward trips/prom;
- Reward Slips – these are given to pupils to take home so that they can be rewarded at home. Slips generate 5 achievement points for the pupil and a copy is shared with the appropriate Head of House;

- Reward Assemblies – each half term, certificates are awarded to pupils who have either maintained excellent levels in their progress report over the previous half term or where there has been a significant improvement over the half term;
 - School Trips/Visits – throughout the year we organise a number of trips and visits;
 - Representing the school – throughout the year we invite groups of pupils to represent the school locally or nationally;
 - House Captains – Any pupil in Years 7, 8, 9 and 10 can put themselves forward as a “House Captain”. House Captains are appointed for one academic year. They will be expected to support the school and will often be the first group of pupils we identify to represent the school at events;
 - Young Leaders – Any pupil in Years 7-10 can put themselves forward as a ‘Young Leader’. These are effectively trainee prefects and do the majority of duties;
 - Prefects – Pupils in Year 11 can put themselves forward to be a Prefect. Some of these go on to have senior roles.
- School Prom – In July of each year pupils in Year 11 are invited to a “School Prom”. This is a formal event usually involving a sit down meal followed by a disco. Prom criteria are published at the start of each academic year which every pupil must adhere to;
 - Young Mentors – At the end of Year 11, any pupil can apply to become a ‘Young Mentor’. This is a paid position and the mentors support the Year 6 transition;

In Primary

Rewards

We reward pupils in a variety of age-appropriate ways:

- Immediate verbal praise and acknowledgement
- Stickers
- Stickers for reading at home at least 5 times per week
- Moving your name onto the Crown
- Moving your name onto the Rainbow (Early Years)
- Achievement Postcards in Celebration Assembly
- Achievement Points
- Star of the Week
- Headteacher’s Tea
- Sharing your work with the class
- Taking your work to the Head of Early Years or Head of Primary
- Having your work on display
- Golden time
- Learning Superpower Awards
- Lunchtime Awards
- Half-termly 100% Attendance Awards
- Pen Licences (KS2)
- Personalised reward charts

Once awarded, a reward cannot be cancelled or taken back.

Achievement Points will be awarded for all of the above rewards. These should be recorded on the chart in the classroom and will be uploaded to SIMS on a weekly basis by the Pupil Services staff. The number of Achievement Points achieved will be reported home on the half-termly report.

Pupils will receive certificates and blazer badges or medals in Celebration Assembly for achieving the following numbers of Achievement Points:

- 100 Bronze Award
- 250 Silver Award
- 500 Gold Award
- 1000 Platinum Award

The Achievement Points will also contribute to the House Cup and which will be awarded monthly to the House whose pupils have achieved the most Achievement Points.

Class Rewards

Each class will have a glass jar and marbles. Every time the class does something well, they can be rewarded by placing a marble in the jar. Teachers can use this to target very specific class behaviours. When the jar is full, teachers should contact the Head of Primary who will come and congratulate the class on their achievement. The class teacher can determine an appropriate reward for the class.

Golden Time

- Golden time is offered on a Friday afternoon as an incentive for good learning and behaviour throughout the week.
- Golden time is a period of 30 minutes of free choice from a selection of special activities and toys kept separately in the classroom.
- Once every half-term, children will spend their Golden Time in House groups to foster a positive House ethos and support links across the year groups.
- Children can lose Golden Time in 5 minute sections for low level poor behaviour. This can be taken away by any adult in school. However, the children can earn it back again and staff should ensure they are looking for these children being good. Golden Time is not just a sanction.
- Golden time may be lost if children do not work well towards the class target. This allows teachers to support their individual classes as appropriate.
- Records should be kept of children who lose Golden Time during the week. This will be recorded on SIMS every Friday.

Behaviour for Learning

Poor behaviour for learning should not be tolerated and teaching staff/other adults must tackle this during the lesson. Examples of poor behaviour for learning are:

- Lack of engagement with the lesson;
- Poor body language;
- Disruption;
- Rudeness.

Staff should ensure that to support the work of the BAT and ensure consistency, all lessons have:

- Seating plan;
- Differentiated work;
- Well planned lessons.

And that staff are:

- relentlessly positive...a smile can disarm even the most difficult pupil;
- explicit about the behavior you want to change;
- avoiding “win – lose” situations and go for “win – win” scenarios;
- asking for help and advice from other staff.

Seniors

Stepped Behaviour System

In the same way we seek to be consistent when rewarding pupils, we also seek to be this when applying a sanction. We have a three step system which MUST be used in all lessons, including tutor periods and resilience:

Behaviour Type	Behaviour Points
Step 1 warning – name on board	0
Step 2 warning – tick next to name	1
Step 3 - removed from class to IE	2

When issuing warnings these must be displayed on the white board and staff should be specific about why a warning has been given. Steps 1 or 2 should be recorded by the staff member on SIMS. Step 3 will result in a 'red park' and the pupil spending the rest of the lesson in the Isolation Room in room 119. This will be recorded on SIMS by a member of the BAT and generate a text home and a same day detention. The 'step 3' text contains the email address of the staff member that issued the sanction, we encourage staff and parents to communicate around the circumstances that led to the removal from lesson.

Primary

Time Out areas

- Each class should have a Time Out Area where staff can send a child to calm down or a child may take themselves to calm down.
- This should be for no more than 5 minutes. This area should have a sand timer.

Sanctions

Although the emphasis of the behaviour policy is on rewarding appropriate behaviour, there are times when inappropriate or unacceptable behaviour needs to be dealt with. On a day-to-day basis, staff may use the following range of sanctions:

- Verbal reprimand
- Non-verbal gestures
- Immediate Time Out
- Verbal warning
- Moving your name onto the warning triangle
- Moving your name on to the sad face
- Loss of golden time
- Sit out of play time
- Red park - move to another classroom or to a senior member of staff
- Same day lunchtime detentions
- Referral to LT for a period of internal exclusion with a senior member of staff

Same Day Lunchtime Detentions for Juniors

The lunchtime detentions are staffed by teachers from the Junior section on a daily rotation basis. Lunchtime detentions will happen on the same day as the unwanted behaviour and can be for up to 20 minutes. Children in lunchtime detentions will complete work in silence.

The process for giving a lunchtime detention is as follows:

- Unwanted behaviour leads to the child moving their name on to the warning triangle (Step 1 warning)
- Failure to respond leads to the child moving their name on to the sad face (Step 2 warning)
- Continued failure to respond leads being given a Red Card (Step 3 warning) which informs them that they have a lunchtime detention that day. This will be recorded on SIMS and a text will be sent home by the Pupil Services Team that day.

- In the event of highly dangerous or disruptive behaviour, the Duty Manager should be called via email and the child will be removed from the classroom to work with a senior member of staff

Lunch time detention				
Monday	Tuesday	Wednesday	Thursday	Friday
Mississippi class Miss Large	Ganges Class Mrs Hall	Nile class Miss Turner	Nile class Miss Turner	Amazon Class Miss Lewis

Playground, Lunchtime and Extra-Curricular Behaviour

- The school's praise and rewards system applies to children's playtime behaviour, as they do for other aspects of school life. At the end of playtime, unacceptable behaviour is reported to the class teacher.
- The Rewards and Behaviour Policy is also applied to Extra-Curricular activities and Breakfast and Teatime Club.
- Lunchtime Supervisors can give lunchtime stickers for good behaviour. These will be recorded as Achievement Points once the child returns to the class.
- Lunchtime sanctions should broadly follow the sanctions of official verbal warning, 5 minutes time out in a designated area of the playground then removal from playground to sit out with a member of staff.
- Serious acts of physical aggression will lead to instant removal from the playground.
- It is the responsibility of parents and carers to supervise their children's behaviour on the playground before the classroom doors are opened in the morning and after picking children up in the afternoon.

Duty Manager System

During every lesson, break and lunch there is a nominated Duty Manager. Their support may be requested to preempt issues, if a pupil reaches 'step 3' or in emergencies. To contact the DM:

- DM@mayfield.portsmouth.sch.uk

Detentions

Detentions are run daily in room 119 for any pupil who receives a step 3 or truant a lesson.

We actively encourage staff members to discuss the reasons behind the 'step 3' sanction with the pupil by coming to room during the detentions. The BAT will provide work during the DT, however, staff can also bring work along.

Report Cards

The school has a number of report cards which can be issued depending on the nature of the pupil's behaviour. These include:

- Head of House Reports;
- Subject Leader Reports;
- Behaviour Team Reports.

Report cards are completed using SIMS or paper based. If you would like to set up a subject report card, speak to your subject leader. Tutors may request a HOH report from their HOH.

Uniform Rules

We believe that uniform plays a fundamental part in shaping our pupils. Uniform will be checked daily as pupils enter the school and staff should check uniform is correct before pupils enter their lessons and when pupils are in recreational periods. All staff should bear in mind the following:

- Blazers must be worn every day to and from school and in the school building;
- It is at the individual teacher's discretion if blazers can be removed in the classroom;
- During periods of extreme hot weather, the Headteacher will invoke the Hot Weather Protocol which will be published on the school's website and sent via email;
- At formal events and when representing the school at off-site events full uniform must be worn;
- Full school uniform should normally be worn during trips and visits unless there is a compelling reason not to;
- Pupils have a choice to wear either the cardigan or the v-neck jumper (with the school logo) or none at all
- Girls can wear either skirts or trousers, skirts must be purchased from the school uniform supplier;
- Jeans, tracksuit bottoms, leggings, skinny jeans, shorts, cut-off trousers or anything other than loose fitting, school trousers are not classed as trousers;
- Black polishable leather school shoes with no visible logos need to be worn;
- Trainers, sandals or full length boots are not acceptable;
- Make up and nail varnish must be subtle;
- PE kit: PE kit must be worn to all PE lessons.

Jewellery

- One pair of earrings in the lobes of ears only (studs or small sleepers – little finger size);
- No visible facial or body piercings;
- No retainers;
- No rings or bracelets;
- No visible necklaces.

Hairstyles

- Hairstyles should be reasonable;
- Extremes of fashion and colour, e.g. dyed to an unnatural colour, or two tone hair colour are not acceptable and may result in a pupil being sent home or alternative provision being offered;
- Hair length should be at least 'grade 2';
- Long hair should be tied back;
- In all matters concerning hairstyles, fashion and colour the Headteacher's decision is final.

Mobile phones

The use of a mobile phone, tablet, iPod or similar is prohibited during school hours. Pupils found using these devices will have them confiscated. Confiscated items will normally be returned at the end of the day directly to the pupil. However, if a pupil is found to be persistently in breach of this rule, then items will only be returned to a parent or carer. Any pupil who requires to make an emergency call may request this from Pupil Services.

Confiscation

Members of staff have the legal right to confiscate, retain or dispose of a pupil's property and are protected by law from liability for damage or loss of these items. Confiscated items should be sealed in an envelope and marked with the pupil's name and be given to pupil services directly by staff, the confiscated item will be logged and securely stored. Confiscated items will be returned at the discretion of a member of the BAT.

Searching Pupils

If a member of staff believes a pupil to be in possession of alcohol, drugs, stolen items or a weapon then they should inform a member of the Leadership Team immediately. Under no circumstances should a member of staff search a pupil unless acting under the instruction of the Headteacher or Head of School.

Attendance

As part of the BAT, we have dedicated staff that monitor and manage attendance. If a member of staff has any concerns around a pupil's attendance, then they should approach the relevant HoH in the first instance. All staff should actively promote good attendance and 'welcome' pupils that have had poor attendance.

Any child missing 38 sessions (10% of the school year) before May half-term is deemed to be Persistently Absent (PA). At this point lack of attendance will have a huge impact on achievement. Pupils with a history of poor attendance are closely monitored from the start of the academic year.

Punctuality

Punctuality is an important life skill that all our pupils need and as staff we need to model this. Pupils who are not in lessons are not learning. Pupils late to school will be given a pink slip and should be welcomed into your lesson. The BAT will automatically issue a letter home to notify parents of the number of late marks received in a week. Staff should be visible in corridors at the start and end of lessons and actively encourage pupils to walk on the left and get to lessons quickly.

Calendar and communication (Section maintained by Matt Stedman)

Calendar

The draft School calendar is written one year ahead and is available for viewing in the Admin Sharepoint area. Each half term the following half term's calendar is published both in paper form and by email. Any additions to, or alteration to the School Calendar such as requests to organise a trip or a visit, must be presented to Matt Stedman. Additions or alterations will be reviewed at the next available Leadership Team meeting (usually Thursdays). Matt Stedman will confirm the addition or alteration after the meeting. Under no circumstances should staff commit themselves, the school, members of staff or pupils to events until this process has been completed.

Communication

The school has several sources of communication:

- **Email:** staff should ensure that when sending an email, the distribution list is minimal. All staff emails should be used rarely. Remember the content of any email is subject to Freedom of Information requests thus all staff should ensure that content is professional and that emails regarding pupils identify them using only initials;
- **The Week Ahead:** Paper copies will be in pigeonholes on a Friday afternoon to inform staff of key events and messages for the week ahead. An electronic version is emailed to all staff following the Monday briefing;
- **Mayfield Messenger:** this weekly email to our community is sent out every Friday. Items for the Mayfield Messenger should be with the editor by 4pm on the Wednesday beforehand;
- **Website:** this both an important channel of communication and a means by which we market ourselves. Staff responsible for organising a trip, visit, event or competition should draft a press release and send this to Paul Borer. Please include a photo making sure that any pupils in the photo have given their permission and that the photo reflects the best of Mayfield;

- **Facebook & Twitter:** content on social media replicates that on our website.

Meeting Groups

The school has several meeting groups. These are:

- **Subject Development Meetings;** chaired by Steph Bartlett with all Subject Leaders and, according to the agenda, Heads of House by invitation;
- **Heads of Core;** chaired by Gayle Head with Louise Hillier, Andy Tite, Wanda Barnes, Ryan Gibson, Gayle Head, Simon Ralph, James Hoad and Anita Cleary meeting fortnightly;
- **Head of House** chaired by Richard Clark-Lyons with Jo Webb, James Campbell, Phil Denford and Jessica Jones meeting fortnightly;
- **House Meeting;** one per house fortnightly with the Head of House, Assistant Head of House and associated members of the LT.

General points (Section maintained by Matt Stedman)

Overtime, Expenses and Claims

Any overtime, paid duty or expenses claim **MUST** be agreed by Matt Stedman or Andy Tite prior to the work being done or the expense being incurred. To ensure prompt payment, claims for overtime or duties need to be submitted to the Finance Manager, Steph Manns by the end of the first week of the following month.

Ordering Equipment

All orders must be processed through Steph Manns or Danny Backhouse in the Finance Office. It is not acceptable for staff to place large orders for text books or stationery without getting a purchase order number from the Office first. It is essential that all budget holders monitor their spending carefully as orders will not be approved unless there are sufficient funds in the area budget to pay them.

Cash Handling

Money is usually collected for the following purposes:

- Fields trips and educational visits;
- Uniforms;
- Fundraising and charity events;
- Donations;
- Music lessons.

The General Office is only able to accept cash from pupils before school from 8.00 to 8.45am and after school from 3.00 to 3.30pm.

The School has a Cash Handling Policy which the Finance staff follow. Other staff should ensure that all cash is promptly passed to the Finance Team at the earliest opportunity. Cash should never be left on desks or in classrooms.

Petty cash money should be kept to a minimum. All expenditure should be supported by receipts identifying any VAT paid. Payment from the petty cash fund should be limited to minor items which have been approved in advance by the Finance Manager. Petty cash expenditure on individual items should not exceed £50, unless absolutely necessary. A signature should be requested from any members of staff receiving reimbursements.

The school also holds a number of purchasing cards which are useful for internet purchasing. Purchasing cards are held by Steph Manns, Andy Tite, Matt Stedman and Sharon Rolfe. These should be used in preference to petty cash.

Staff must not use personal Reward Cards, e.g. Clubcards, on any purchase made on behalf of the school using petty cash or purchasing cards.

Uniform Grants and Bus Passes

Uniform grants and bus passes are no longer available from Portsmouth City Council.

Free School Meals

Pupils and parents should be encouraged to apply for Free School Meals if they are eligible. The school has introduced a cashless catering system to further reduce any stigma that is attached to the receipt of a free school meal. Staff should set up their own account by contacting Andy Tite or Danny Backhouse in the Finance Team.

The school will organise publicity campaigns to increase the uptake of free school meals and publicise how parents can apply for these. Teaching staff should be aware that, nationally, pupils in receipt of free school meals are a group who are prone to underachievement and exclusion. It is therefore important that these pupils are given every support and incentive to achieve their targets. Information about pupils in receipt of free school meals is available on SIMs.

Reprographics

Photocopiers for general staff use are located in the staffroom, the General Office and the Reprographics Area in room 29. The photocopiers are networked printers. Staff can log into these for photocopying or printing using their staff ID card. The Network Office will provide guidance on how to register, log-in and use the copiers. Paper jams in the photocopiers should be reported to the Network Office.

Reprographics tasks such as colour copying, laminating and binding will be carried out centrally in the Reprographics Room. Requests for reprographics work can be left in the tray in The General Office or Room 29.

Catering Arrangements

All pupils in the infant section are provided with a Free School Meal as part of a government initiative. Infant pupils will have their lunch in the Year 7 Canteen. Pupils in Year 3 are allowed to bring a packed lunch which complies with the School's Packed Lunch Policy which is available on the school website.

For seniors, there are two breaks, each of 25 minutes, when pupils can buy food. The catering contractor will provide the same service at both break times. There are three service points; the Year 7 canteen for Year seven only and the New Canteen for Years eight to ten. Café Tranquilo is only open to Year 11 pupils at break times. No pupils are allowed off-site at break times.

Duties

As part of directed time, teaching staff are expected to do four break time duties per fortnight. Additionally, staff may volunteer for an additional paid duty at lunchtime by seeing Anita Cleary. Duty claims need to be passed to Anita Cleary to be signed at the end of each month. Duties provide staff with a good opportunity to reinforce the school's ethos. Staff should actively seek pupils out whilst on duty and not "guard space". Whilst engaging with pupils, staff should maintain high levels of vigilance.

Opening Times

The school is open from 7am till 9pm Monday to Friday and from 8am till 1pm on Saturdays. The school holiday opening hours are 8am – 4pm on weekdays only. Staff must ensure that they sign in and out in the Caretakers Office when working on site on Saturdays or during the school holidays.

Room Booking System

Shared spaces such as the Main Hall, the Library, meeting rooms and computer rooms can be booked via the Online Room Booking system which can be accessed via the school website. In addition, the school has two sets of Chrome Books that can be booked in the same place.

Reducing Costs

Small steps taken by all staff can lead to significant savings. Possible ways that teams can reduce costs include:

- Reducing photocopying, using electronic rather than paper resources, greater use of recycling for materials and shopping around different providers for the best deals of stationery, equipment and books;
- Ensuring that, wherever possible, electronic items such as laptops, televisions and printers are switched off properly and not left on-standby overnight;
- Ensuring that exam entries and registrations are accurate and timely so that we avoid paying unnecessary fees.

Minibuses

The school has two 17 seat minibuses that can be booked to take pupils on trips, visits or fixtures via Ray Old. Helen Patis keeps a list of members of staff who are currently qualified to drive the minibus. Minibus drivers will have successfully completed MIDAS Theory Training and Assessments with Helen Patis.

Induction

Mayfield runs an Induction programme for all new staff coordinated by Anita Cleary. The aim of the programme is to:

- Welcome all new staff;
- Share whole school policies and procedures;
- Share Safeguarding policy and practice;
- Offer support during what can be a stressful period.

A new staff training programme runs in the first half of the Autumn term.

In addition, NQTs will have their own programme run by Kerrie Parsons, the Professional Mentor. This will include:

- Weekly meetings with the mentor;
- Developmental work using TDA Standards;
- Action planning and termly reviews;
- Collection of evidence towards Induction Standards;
- Observation of other teachers within the school;
- CPD meetings throughout the year.

Whistleblowing

- The School is committed to achieving the highest possible standards of openness, probity and accountability in all of its practices. A Whistleblowing Policy exists to help raise concerns about malpractice (for example fraud, a danger to health, safety or the environment or a crime) in the right way without fear. The Whistleblowing Policy is available on the school website.

Appraisal and Quality Assurance (Section maintained by Louise Hillier)

Staff will complete the 2017-2018 cycle during Autumn 1 half term with a review meeting. This will complete the cycle which consists of:

1. Target setting meeting;
2. Interim reviews every half term (four in total for teaching staff) or once per term (two in total for support staff);
3. 3 Observations (one per term) – teaching staff only;
4. Updated teaching Standards – teaching staff only;
5. Review meeting.

The 2018-2019 cycle will then begin with a target setting meeting prior to 31st October 2018. It is the responsibility of the appraisee to make sure that all meetings and observations take place. Copies of all paper work should be passed to Louise Hillier and in the event of any difficulties arranging meetings or observations please contact Louise Hillier for advice.

Quality Assurance

The Headteacher has a duty to monitor the quality of all aspects of the school's work. Quality Assurance is designed to:

- Check compliance of school policies and procedures;
- Improve policies and procedures in the light of experience;
- Recognise and share best practice;
- Verify judgements.

Quality Assurance will take a variety of forms:

- Lesson Observations;
- Subject reviews;
- Area reviews;
- Learning walks;
- Drop in visits;
- Work scrutiny;
- Pupil trails.

The main premise behind our QA systems is that we are constantly seeking to make improvements. Thus, after any QA activity there are likely to be identified areas for improvement as well as recognition of good practice. Subject Leaders will be supported by their DOL to ensure robust systems are in place.