Mayfield School
Infant • Junior • Senior

Staff Handbook 2020-21

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 under pinning 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 with the new building due to open in September 2021.

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 the 6Rs (resilience, responsibility, respect, resourcefulness, ready and reflective) and 'character' experiences to succeed both at school and prepare them for being a well equipped member of society and ready for the world of work.
- The 6 Rs, otherwise known as Learning SuperPowers in Primary, underpin all we do.

In summary:

"Our only limitation

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, take their hands out of their pockets 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	2019
%A* - C (or equivalent) GCSE in En and Ma	55	54	55	51	51
Progress 8	-0.67	-0.32	-0.15	-0.40	-0.27
% pupils making a 'Good Level of Development'	85	80	82	80	78
% pupils passing the phonics screening test at the end of Year 1	NA	97	82	88	87
% pupils making ARE at the end of KS1 (Reading)	NA	NA	78	78	80
% pupils making ARE at the end of KS1 (Writing)	NA	NA	74	78	72
% pupils making ARE at the end of KS1 (Mathematics)	NA	NA	74	77	72
% pupils making ARE at the end of KS1 (Science)	NA	NA	83	92	85

General Information (Section maintained by Matt Stedman)

Due to Covid 19 we have amended some of our timings- those below are the correct ones as of 8th September 2020.

Timings of the School Day

Primary Section – see page 11 parent handbook		
Time	Activity	Notes
7.45 to 8.40	Breakfast Club	Charges apply
8.30 to 8.45	Meet and Greet	Parents drop off pupils at appropriate gate
8.45 to 9.00	Skills drills	Lunch choices, registration and interventions happen during this time
9.00 to 10.30 9.00 to 10.45	Session 1 Session 1	Years R, 1, 2, 3 and 5 Years 4 and 6
10.30 to 10.45 10.45 to 11.00	Playtime Playtime	Years R, 1, 2, 3 and 5 Years 4 and 6
10.45 to 12.00 11.00 to 12.00	Session 2 Session 2	Years R, 1, 2, 3 and 5 Years 4 and 6
12.00 to 1.00	Lunch	
1.00 to 3.30	Session 3	Monday, Wednesday and Friday – assembly at 3pm in the main hall *
3.30 to 4.30	Extra-Curricular	
4.30 to 6.00	After School Club	Charges apply

*Please note that due to Covid-19, assemblies will be held in classrooms until further notice.

Senior Section (Years 7 to 11)					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7.45 to 8.15	Senior Gates (on Hewett Road) open from 7.45 for Years 7 and 8 only Years 9, 10 and 11 must arrive between 8.10 and 8.40 ONLY				
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 11.10	Tutor (Years 9 and 11) Break (Years 7, 8 and 10)				
11.10-11.35	Tutor (Years 7, 8 and 10) Break (Years 9 and 11)				
11.35 to 12.35	Period 3				
12.35 to 1.00	Period 4 (Years 9 and 11) Lunch (Years 7, 8 and 10)				
1.00-1.35	Period 4				
1.35 to 2.00	Lunch (Years 9 and 11) Period 4 (Years 7, 8 and 10)				
2.00 to 3.00	Period 5				
3.15 to 4.15	Extra-Curricular Activities/Period 6				

Term days, dates and finishes

As a school we usually start our new academic year in June- with the move into the new build we have opted-for this year only-to run our academic year from September 2020- July 2021 with promotion occurring in September 2021.

	Start	Finish	No. Days	TD Days	Early Finish @ 1.35pm
Autumn 1	3rd September	23rd October	37	3rd, 4th, 7th and 8th September 8th October	
Autumn 2	2nd November	18th December	35		18th December
Spring 1	4th January	12th February	30		
Spring 2	22nd February	1st April	29		
Summer 1	19th April	28th May	29		
Summer 2	7th June	23rd July	35	18th June	23rd July

Senior Section (Years 7 to 11)				
Activity	Time	Decimal	Freq	Total
Daily Session (8.40am to 3.00pm)	5h55min	5.92	188	1112.96
Early Finish (8.40am to 1.35pm)	4h55min	4.92	2	9.84
TD Days (9.00am to 2.30pm)	5h0min	5	5	25
Parents Evenings (4.00pm to 7.00pm)	3h0min	3	7	21
After School Sessions (3.00pm to 4.30pm)	1h30min	1.5	38	57
Resilience (8.10am to 8.40am)	0h30min	0.5	38	19
Appraisal	1h0min	1	5	5
Contingency				15.2
			Total	1265
Primary Section (Year R to 6)				
Activity	Time	Decimal	Freq	Total
Daily Session (8.30am to 3.30pm)	6h0min	6	188	1128
Early Finish (8.30am to 1.35pm)	4h5min	4.08	2	8.17
TD Days (9.00am to 2.30pm)	5h0min	5	5	25
Parents Evenings (4.00pm to 7.00pm)	3h0min	3	4	12
Appraisal	1h0min	1	5	5
After School Sessions (3.30pm to 4.30pm)	1h0min	1	38	38
Contingency				48.83
			Total	1265

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

Headteacher (David Jeapes)
All staffing
New Build
Staff Workload
School Improvement Planning
Marketing and Publicity
Line management of: HOS's, Matt Stedman and HT's PA and HR Officer
Governing Body Committee: All Committees

Quality Leader for (KS3 and KS4)
Head of Seniors (Louise Hillier)
Senior Investigating Officer
Leading Quality Reviews
Chair Senior Section Middle Leader Group
Daily Cover
Staff Appraisal, Training including INSET agendas
Line management of: Cover Manager, Richard Clark Lyons, Anita Cleary, Steph Bartlett, Andy Tite, Gayle Head and Professional Mentor
Governing Body Committees: All committees (as required)

Quality Leader for (Welfare, Inclusion, Behaviour and Attendance)
Head of Primary – Secondment - (Fiona Rogers)
Senior Investigating Officer
Oversight of the House System
Oversight of Inclusion
Oversight of the Behaviour and Attendance Systems
Embedding Restorative Practices
Anti – bullying coordinator
Community and Police Liaison
Behaviour Management Systems including "Refocus" and "Reflection"
Line management of: Behaviour and Attendance Team, Heads of House, Jude Firth, Erika Anders and Emma Hall
Governing Body Committees: All committees (as required)

Quality Leader for (KS2)
Head of Juniors – Secondment - (Jen Lewis)
Assistant Designated Safeguarding Lead
Quality of Education in KS2
Senior Investigating Officer
Subject Leader TBC
Closing the Gap for KS2
Parental Engagement KS2
Line management: Year 3, 4, 5 and 6 teams
Governing Body Committees: All committees (as required)

Quality Leader for (EYFS and KS1)
Head of Infants – Secondment - (Jo Buck)
Assistant Designated Safeguarding Lead
Quality of Education in EYFS and KS1
Senior Investigating Officer
Closing the Gap for EYFS/KS1
Parental Engagement EYFS/KS1
Phase Leader for Early Years

Quality Leader for (Curriculum Development)
Assistant Headteacher (Steph Bartlett)
LT link to Discovery
Chair the Curriculum Development Team:
- Coherent Curriculum;
- Common Approaches.

Oversight of Teaching Learning:
- Feedback and marking;
- Developing Pedagogy.

LT link to Discovery House
Line management of: Careers and Enterprise Coordinators

Quality Leader for (Safeguarding and SEND)
Assistant Headteacher (Erika Anders)
SENCo – Primary and Seniors
Designated Safeguarding Lead
Closing the gap KS3 and 4
Service Premium (Primary and Senior)
Looked After Children (Primary and Senior)
Alternative Provision (Primary and Senior) including Reduced Timetables
Parental Engagement - Seniors
Staff and pupil wellbeing
Admissions and Transitions
LT link to Discovery House
Line management of: Learning Support Assistants, EAL Coordinator, ASPIRE Team, HFLW and Sally Rowntree

Quality Leader for (PE, Technology, Performing and Creative Arts)
Assistant Headteacher Secondment (Judith Firth)
Subject Leader for Drama and Dance
Coordinating partnership working with other schools
Oversight of Assemblies and Assembly Programme (primary and seniors)
Theme for the week (primary and seniors)
Extra-Curricular Programmes (primary and seniors)
Tutor Programme (seniors)
Student Planner (primary and seniors)
Coordinating reward activities (primary and seniors)
Student Voice and Leadership (primary and seniors)
SMSC/British Values (primary and seniors)
Embedding the 6R's (primary and seniors)
Able pupil coordination
LT link to Victory House
Line management of: Combined Subject Leader for Creative Arts and Technology, Subject Leader for PE, Subject Leader for Music

Quality Leader for (Geography, Travel & Tourism, History, RE, PSHE, CPR)
Assistant Headteacher (Andy Tite)
Coordinating the digital strategy
Prep for EY, KS1, KS2 and KS3
Homework for EY, KS1, KS2, KS3 and KS4
LT link to Endeavour House
Line management: Subject Leaders

Quality Leader for (English and International Languages)
Assistant Headteacher (Richard Clark-Lyons)
Subject Leader for English
LT link to Intrepid House
Line management: Subject Leader for International Languages

Subject Leader TBC
Line management: Year R, 1 and 2 teams
Governing Body Committees: All committees (as required)

Quality Leader for (Science)
Assistant Headteacher (Anita Cleary)
Subject Leader for Science
Construction and maintenance of Timetable
Staff and Volunteer Induction
Vocational Quality Nominee
Options
Duty rota (Primary and Senior)
Allocation of Houses/Timetable for mid – year transfer
LT link to Endeavour House
Line management: STEM Coordinator

Quality Leader for (Reading)
Assistant Headteacher (Emma Hall)
Oversight of Reading Schemes
Resilience
Accelerated Reader
Literacy across the curriculum
LT link to Intrepid House
Line management: Library Team

Quality Leader for (Mathematics, Computing, ICT and Business)
Assistant Headteacher - (Gayle Head)
Using SISRA Analytics to support interventions (senior)
PIRA and PUMA
QA of exams, data gathering and reporting systems
Year 11 Achievement Coordinator
Revision Programmes and Period 6
Target Setting (Prior Attainment Indicators)
Half termly pupil reports (primary and seniors)
Half termly data dashboard (primary and seniors)
Oversight of exams
SIMS
Numeracy - Senior
Chair Heads of Core
LT link to Victory House
Line management: Subject Leaders, Dan Page and Helen Patis

Quality Leader for (Finance, HR and Business Operations)
Assistant Headteacher (Matt Stedman)
Finance and HR including absence management
Site, Systems and Risk
Website Compliance
School environment
Parents' Evenings including Tutor Evening
Online Payment and Booking Systems
Governor Support – drafting agendas/compliance
School Self Evaluation
School Action Plan - Editor
School calendar
Trips and Visits
Line management of: Finance Manager (Steph Manns), Site Manager (Ray Old) and Network Manager (Paul Borer)
Governing Body Committees: Personnel, Finance and Estates

STAFF LIST

SURNAME	NAME	ROLE	EXT	CODE	TG	ROOM	EMAIL
INTERNAL EXCLUSION (DUTY MANAGER)			**250**			**119**	**DM@mayfield.portsmouth.sch.uk**
ABBOTT	Teresa	Cover Supervisor		1AB			Abbott@mayfield.portsmouth.sch.uk
ABRAHAM	Abigail	Teacher	233	ABR	VI1	109	Abraham-Abigail@mayfield.portsmouth.sch.uk
ANDERS	Erika	AHT (QL for Safeguarding & SEND)		AND	Discovery LT Link	138	AndersE@mayfield.portsmouth.sch.uk
ASTLES	Katherine	CSL Creative Arts	235/239	AST	EN2	128	AstlesK@mayfield.portsmouth.sch.uk
BACKHOUSE	Danny	Business & Administration Apprentice	259			56	BackhouseD@mayfield.portsmouth.sch.uk
BARNES	Wanda	ASL English	233	BRN	DI6	114	Barnes@mayfield.portsmouth.sch.uk
BARTLETT	Stephanie	AHT (QL for Curriculum)	203	BAR	Victory LT Link	111	BartlettS@mayfield.portsmouth.sch.uk
BATCHELOR	Thomas	Teacher	247	BAT	VI8	103	BatchelorT@mayfield.portsmouth.sch.uk
BEECH	Aisha	Teacher (Primary)	208	BEE	Jellyfish	Jellyfish	BeechA@mayfield.portsmouth.sch.uk
BEECH	Alexandra	Teaching Assistant	208		Primary	Primary	BeechA1@mayfield.portsmouth.sch.uk
BENNETT	Tonicea-Leigh	Teacher (Primary)		BNN	Caspian	Caspian	Bennett-Tonicea@mayfield.portsmouth.sch.uk
BINDING	Bridget	Lunchtime Assistant					
BLEST	Nettie	Teacher	247	BLE	DI5	145	Blest-Nettie@mayfield.portsmouth.sch.uk
BORER	Paul	Network	244			153	Borer@mayfield.portsmouth.sch.uk
BRADSHAW	Kimberley	Teaching Assistant	208		Primary	Primary	Bradshaw-kimberley@mayfield.portsmouth.sch.uk
BRADSHAW	Lucy	Teacher		BRD	IN7	37	BradshawL@mayfield.portsmouth.sch.uk
BROWNING	Steve	SL PE		BRW	VI6	136	BrowningS@mayfield.portsmouth.sch.uk
BUCK	Joanne	Head of Infants	208/212	BUC	Primary	Primary	Buckj@mayfield.portsmouth.sch.uk
BURNETT	Shauna-Mae	Teacher	233	BUR	IN10	110	Burnett-Shauna-Mae@mayfield.portsmouth.sch.uk

BUTTON	Simon	Site Team	229			59	ButtonS@mayfield.portsmouth.sch.uk
CAMPBELL	James	Head of Endeavour	260	CAM		4	CampbellJ@mayfield.portsmouth.sch.uk
CAMPBELL	Morgon	Teacher (Primary)	208	CAP	Mississippi	Mississippi	Campbell-Morgon@mayfield.portsmouth.sch.uk
CARLIN	Hannah	HR, Admin and Finance	201			1	Carlinh@mayfield.portsmouth.sch.uk
CARPENTER	Lee	Teaching Assistant			Primary	Primary	Carpenter-Lee@mayfield.portsmouth.sch.uk
BROWN	Camilla	Teacher	233	CHA	VI2/VI7	110	ChapmanC@mayfield.portsmouth.sch.uk
CLARK-LYONS	Richard	AHT (QL for En & Int Lang), SL English	203	CLY		111	Clark-Lyons-Richard@mayfield.portsmouth.sch.uk
CLARKE	Rebecca	SL ICT, Bus & com	247	CLA	DI9	148	ClarkeR@mayfield.portsmouth.sch.uk
CLEARY	Anita	AHT (QL for Science), SL Science	203	CLE	Endeavour LT Link	111	ClearyA@mayfield.portsmouth.sch.uk
COLLINGS	Amy	Teaching Assistant	208		Primary	Primary	Collings-Amy@mayfield.portsmouth.sch.uk
COLMER	Rachael	SL RSHE		CLM	EN3	130	Colmer-Rachael@mayfield.portsmouth.sch.uk
CURRIER	Ben	CSL IL	234	CUR	IN5	116	CurrierB@mayfield.portsmouth.sch.uk
DARE	Amy	Assistant Head of Victory	232/233	DAR		14	DareA@mayfield.portsmouth.sch.uk
DAVIS	Madeline	Teacher (Primary)		DAI	Turtles	Turtles	Davis-Madeline@mayfield.portsmouth.sch.uk
DAVIES	Victoria	Teaching Assistant			Primary	Primary	Davies-Victoria@mayfield.portsmouth.sch.uk
DENFORD	Phil	Head of Victory	232	DEN		14	DenfordP@mayfield.portsmouth.sch.uk
DENFORD	Rebecca	Teacher / Careers Co-ordinator	240	DFD		140	DenfordR@mayfield.portsmouth.sch.uk
DOYLE	Anna	Learning Support		3DO			Doyle-Anna@mayfield.portsmouth.sch.uk
DRUDGE	Kelly	ASL English	233	DRU	VI7	108	DrudgeK@mayfield.portsmouth.sch.uk

DYER	Chris	Higher Level Teaching Assistant	235/239		DI8	139	DyerC@mayfield.portsmouth.sch.uk
ELLIS	Sharon	Reception	200/257			56	EllisS@mayfield.portsmouth.sch.uk
EVANS	Jacqueline	Learning Support		EVA			EvansJ@mayfield.portsmouth.sch.uk
EVELEIGH	Grace	Science Technician	218			Science Dept	EveleighG@mayfield.portsmouth.sch.uk
FAIRLEY	Joanne	Teacher Lead Teacher Maths	240	FAI	DI4	143	FairleyJ@mayfield.portsmouth.sch.uk
FIRTH	Judith	AHT (QL for PE, Te, Perf & Cre Arts)	237	FIR		Drama Studio	Firthj@mayfield.portsmouth.sch.uk
FLETCHER	Elaine	Learning Support				138	Fletcher@mayfield.portsmouth.sch.uk
FRANKLIN	Alex	Assistant Head of Endeavour *	260	FRN		Dance Studio	FranklinA@mayfield.portsmouth.sch.uk
GALE	Emma	ASL Mathematics	240	GAL	VI10	146	GaleE@mayfield.portsmouth.sch.uk
GARDNER	Karin	ELSA				106	Gardner@mayfield.portsmouth.sch.uk
GARDNER	Harry	Teacher	235/239	GAR	DI10	120	GardnerH@mayfield.portsmouth.sch.uk
GARNER	Lena	Teaching Assistant	208		Primary	Primary	GarnerL@mayfield.portsmouth.sch.uk
GHAZI-SHAKIB	Ariya	App Digital Marketing	238			Library	Shakib-Ariya@mayfield.portsmouth.sch.uk
GRANEY	Chloe	Teaching Assistant	208		Primary	Primary	Graney-Chloe@mayfield.portsmouth.sch.uk
GROOM	Carol	Assistant Librarian	238			Library	GroomC@mayfield.portsmouth.sch.uk
GROOM	Emma	Learning Support					GroomE@mayfield.portsmouth.sch.uk
GUY	Melanie	Teacher (Primary)	208	GUY	Octopus	Octopus	GuyM@mayfield.portsmouth.sch.uk
HABGOOD	Rachel	ASL Science	218	HAB	VI3	38	HabgoodR@mayfield.portsmouth.sch.uk
HALL	Emma	AHT (QL Reading)	208	HAL	Dolphin	Dolphin	HallE@mayfield.portsmouth.sch.uk
HALL	India	App TA (Primary)			Primary	Primary	Hall-India@mayfield.portsmouth.sch.uk

HALL	Jill	Behaviour Support	250			119	HallJ@mayfield.portsmouth.sch.uk
HAMILTON	Jackie	Admin	270			56	Hamilton@mayfield.portsmouth.sch.uk
HANNICK	Gigi	Teacher (Primary)		HAN	Caribbean	Caribbean	Hanick-Gigi@mayfield.portsmouth.sch.uk
HATTON	Sophie	Teacher	208	HTT	Seals	Seals	HattonS@mayfield.portsmouth.sch.uk
HEAD	Gayle	AHT (QL for Ma, Com, ICT & BS)	204	HEA	Victory LT Link	155	Head@mayfield.portsmouth.sch.uk
HEAD	Pete	Teacher		HED	Atlantic	Atlantic	Head-Pete@mayfield.portsmouth.sch.uk
HILLIER	Louise	Head of School - Seniors (QL for KS3 and 4)	268	HIL		142	HillierL@mayfield.portsmouth.sch.uk
HOLLIS	Lynne	HR, Admin and Finance	201			1	Hollis@mayfield.portsmouth.sch.uk
HORTON	Charlotte	**Teacher		HOR			HortonC@mayfield.portsmouth.sch.uk
HOWARD	Verity	Teacher		HOW	VI4	140	Howard-Verity@mayfield.portsmouth.sch.uk
HUGHES	Hannah	ASL Geography		HUG	EN5	122	Hughes-Hannah@mayfield.portsmouth.sch.uk
HUNGERFORD	Lee	Teaching Assistant			Primary	Primary	Hungerford-Lee@mayfield.portsmouth.sch.uk
HUTCHINSON	Sarah	**Assistant Head of Endeavour	260	HUT		4	Hutchinson@mayfield.portsmouth.sch.uk
JACKSON	Gordon	Teacher (STEM & Able)	218	JAC	IN8	41	JacksonG@mayfield.portsmouth.sch.uk
JEAPES	David	Headteacher	201	JEA		2	Hollis@mayfield.portsmouth.sch.uk
JOHN	Michele	Home/Family Link Worker	262			150A	John@mayfield.portsmouth.sch.uk
JONES	Jessica	Head of Intrepid	260	JOJ		4	JonesJ@mayfield.portsmouth.sch.uk
JONKERS	Kerry	Teacher	208	JOK	Dolphin	Dolphin	Jonkers-Kerry@mayfield.portsmouth.sch.uk
KIRK	Julie	Teacher (Supply)		KIK			Kirk-Julie@mayfield.portsmouth.sch.uk
LANGDON	Marion	Teaching Assistant (Base)		LAN			Langdon@mayfield.portsmouth.sch.uk

LARGE	Rebecca	Year Leader Year 5	208	LAR	Aegean	Aegean	Large-Becki@mayfield.portsmouth.sch.uk
LAWES	Michaela	Teacher	233	LAW	IN9	115	LawesM@mayfield.portsmouth.sch.uk
LEE	Jay	Teaching Assistant	208		Primary	Primary	Lee-Jay@mayfield.portsmouth.sch.uk
LEGGATT	Llian	Behaviour Support Assistant	250		IN7	37	LeggattL@mayfield.portsmouth.sch.uk
LESTER	Elizabeth	Behaviour Support			Primary	Primary	LesterE@mayfield.portsmouth.sch.uk
LEWIS	Jennifer	Head of Juniors (QL for KS2)	217	LEW		49	LewisJ@mayfield.portsmouth.sch.uk
MACEY	Alexander	Teacher	240	MAE	DI1	147	Macey-Alexander@mayfield.portsmouth.sch.uk
MANNS	Steph	HR, Admin and Finance	206		IN2	110	Manns@mayfield.portsmouth.sch.uk
MARIN-VILLADA	Luis	Site Team	229			59	Marinl@mayfield.portsmouth.sch.uk
MARSHALL	Ella	Teacher (Primary)		MAR	Yangtze	Yangtze	Marshall-Ella@mayfield.portsmouth.sch.uk
MARTIN	Milly	Teaching Assistant	208		Primary	Primary	Martin-Milly@mayfield.portsmouth.sch.uk
MASON	Daisy	Teacher	218	MAS	IN4	39	Mason-Daisy@mayfield.portsmouth.sch.uk
MCAULEY	Lauren	Teaching Assistant	208		Primary	Primary	Mcauley-Lauren@mayfield.portsmouth.sch.uk
MCCULLAGH	Carole	Behaviour Support	237			119	McCullagh@mayfield.portsmouth.sch.uk
MCDONAUGH	Lucy	Teacher**	218				Mcdonaugh-Lucy@mayfield.portsmouth.sch.uk
MIDDLETON	Sarah	Lunchtime Assistant					
MIHELL	Sue	Lunchtime Assistant					
MOODY	Charlotte	Learning Support		3MO			Moody-Charlotte@mayfield.portsmouth.sch.uk
MOORE	Laura	Teacher (Primary)	208	MOO	Jellyfish	Jellyfish	Moore-Laura@mayfield.portsmouth.sch.uk

MULLIN	Ralph	SL Music	214	MUL	IN1	28	Mullin@mayfield.portsmouth.sch.uk
NEWNHAM	Grace	App Pupil Services Administrator	225			56	Newnham-Grace@mayfield.portsmouth.sch.uk
NEWSAM	James	Year Leader Year 6		NEW	Pacific	Pacific	Newsam-James@mayfield.portsmouth.sch.uk
NORMAN	Suzanne	Teaching Assistant			Primary	Primary	Norman-Suzanne@mayfield.portsmouth.sch.uk
NORTON	Terry	Teacher	233	NOR	EN8	105	Norton-Terry@mayfield.portsmouth.sch.uk
OLD	Ray	Site Manager	229			59	OldR@mayfield.portsmouth.sch.uk
PAGE	Daniel	Admin Assistant	204			155	PAGED@mayfield.portsmouth.sch.uk
PAINTER	Emily	Teacher EAL coordinator	234		VI5	117	Painter-Emily@mayfield.portsmouth.sch.uk
PARSONS	Kerrie	Professional Mentor	233	PAS		50	Parsons@mayfield.portsmouth.sch.uk
PATIS	Helen	SIMs and Exams Manager	204			155	Patis@mayfield.portsmouth.sch.uk
PATTERSON	Emma	App TA (Primary)			Primary	Primary	Patterson-Emma@mayfield.portsmouth.sch.uk
PERCIVAL	Jessica	Teacher (Primary)	208	PER	Seahorse	Seahorse	Percival-Jessica@mayfield.portsmouth.sch.uk
POUNTAIN	Christina	Year Leader Year 4	208		Danube	Danube	Pountain-Christina@mayfield.portsmouth.sch.uk
RAFFERTY-CROFT	Ellis	Teacher	218	RAF	IN3	36	Rafferty-croft-ellis@mayfield.portsmouth.sch.uk
RALLS	Perry	Teacher		RLL	DI7	107	Ralls-Perry@mayfield.portsmouth.sch.uk
RALPH	Simon	SL Maths	240	RAL		145	RalphS@mayfield.portsmouth.sch.uk
RANDALL	Harry	Teacher		RAN	VI9	124	Randall-Harry@mayfield.portsmouth.sch.uk
READ	Mary	Cover Supervisor		1RE			Read@mayfield.portsmouth.sch.uk

REID	Carly	Assistant Head of Discovery	249	RED		14	ReidC@mayfield.portsmouth.sch.uk
REID	Steven	Assistant Head of Intrepid	260	REI		4	Reid@mayfield.portsmouth.sch.uk
REILLY	Maddison	Teacher	218	REL	EN7	34	Reilly-Maddison@mayfield.portsmouth.sch.uk
REYNELL	Alana	Teacher		REY	EN1	131	Reynell-Alana@mayfield.portsmouth.sch.uk
RICH	Sharon	SL History		RIC	DI3	132	Rich@mayfield.portsmouth.sch.uk
RICHARDSON	Ben	Teacher	218	RCH	VI8	40	Richardsonb@mayfield.portsmouth.sch.uk
RILEY	George	App Network Tecnician	244			153	Riley-George@mayfield.portsmouth.sch.uk
ROGERS	Fiona	Head of Primary (QL for Welfare, Beh & Att)	217	RGR	Intrepid LT Link	49	RogersF@mayfield.portsmouth.sch.uk
ROGERS	Lesley	Cover Supervisor	235	1RO	DI8	139	RogersL@mayfield.portsmouth.sch.uk
ROLFE	Sharon	Education Welfare Officer	250			119	Rolfe@mayfield.portsmouth.sch.uk
ROWLAND	Alison	Learning Support Assistant					Rowland-Alison@mayfield.portsmouth.sch.uk
ROWNTREE	Sally	Student Support (Medical)	224			55	Rowntree@mayfield.portsmouth.sch.uk
ROYLE	Phil	SL Geography		ROY	EN9	123	RoyleP@mayfield.portsmouth.sch.uk
RUSSELL	Toni	Cover Supervisor		1RU			Russell@mayfield.portsmouth.sch.uk
RYMILL	Robert	Site Team	229			59	Rymill-Robert@mayfield.portsmouth.sch.uk
SAMPHIER	Jodie	Learning Support					Samphier-Jodie@mayfield.portsmouth.sch.uk
SANDS	Carole	Behaviour and Attendance Manager	250	SAN		119	Sands@mayfield.portsmouth.sch.uk
SCARDIGNO	Giuseppe	Teacher	234	SCA	EN4	118a	Scardigno-Giuseppe@mayfield.portsmouth.sch.uk
SCRIBBINS	Lauran	Teacher (Primary)		SCR	Primary	Primary	Scribbins-Laura@mayfield.portsmouth.sch.uk

SEYMOUR	John	Teacher		ZJS	DI6/DI8	114	Seymour-John@mayfield.portsmouth.sch.uk
SHAW	Jonathan	Refocus				Refocus	ShawJ@mayfield.portsmouth.sch.uk
SHAW	Sharon	Assistant SENCo	233	SHA	EN6	127	ShawS@mayfield.portsmouth.sch.uk
SINCLAIR	Nancy	Teacher	240	SIN	IN6	137	SinclairN@mayfield.portsmouth.sch.uk
STEDMAN	Karen	Teacher	218	STM	DI2	35	StedmanK@mayfield.portsmouth.sch.uk
STEDMAN	Matthew	AHT (QL for Finance, HR & Business)	223	STE		56	StedmanM@mayfield.portsmouth.sch.uk
STEELE	Christine	App TA (Primary)			Primary	Primary	Steele-Christine@mayfield.portsmouth.sch.uk
STONEBRIDGE	Claire	Learning Support		3SO			Stonebridge-Claire@mayfield.portsmouth.sch.uk
SULLIVAN	Julie	Lunchtime Assistant					SullivanJ@mayfield.portsmouth.sch.uk
TAIT	Curtis	Teaching Assistant	208		Primary	Primary	Tait-Curtis@mayfield.portsmouth.sch.uk
TARAZONA	Andrea	Teacher/TA Primary		TAR	Primary	Primary	Tarazona-Andrea@mayfield.portsmouth.sch.uk
TAYLOR	Hayley	Teacher	217	TAY	EN10	144	Taylor-Hayley@mayfield.portsmouth.sch.uk
TESTER	Carol	Learning Support		TES			Tester@mayfield.portsmouth.sch.uk
THOMAS	Joshua	App Network Technician	244			153	Thomas-Josh@mayfield.portsmouth.sch.uk
TITE	Andrew	AHT (QL for Ge, T&T, Hi, RE, PSHE, CPR)	237	TTE	Endeavour LT LInk	111	Tite@mayfield.portsmouth.sch.uk
TRISE	Melanie	Learning Support		3TR			Trise-Melanie@mayfield.portsmouth.sch.uk
TURNBULL	Laura	HLTA	208		Primary	Primary	Turnbull-Laura@mayfield.portsmouth.sch.uk
TURNER	Peyton	Year Leader Year 3	208	TRN	Ganges	Ganges	TurnerP@mayfield.portsmouth.sch.uk
VICARY	Stacey	Teaching Assistant	208	VCA	Primary	Primary	Vicary@mayfield.portsmouth.sch.uk

WALL	Siobhan	Teaching Assistant	208		Primary	Primary	WallS@mayfield.portsmouth.sch.uk
WARE-FOSTER	John	App TA	208		Primary	Primary	Ware-Foster-John@mayfield.portsmouth.sch.uk
WEBB	Jo	Head of Discovery	249	WEB		14	Webb@mayfield.portsmouth.sch.uk
WESTBURY	Jackie	Intervention Teacher		WES	VI4	140	Westbury-Jackie@mayfield.portsmouth.sch.uk
WILLIAMS	Kirsty	Teacher (Primary)	208	WLL	Nile	Nile	Williams-Kirsty@mayfield.portsmouth.sch.uk
WRIGHT	Zoe	Breakfast Club/Lunchtime Supervisor /TA	208			Primary Section	WrightZ@mayfield.portsmouth.sch.uk

*Acting position
**On maternity leave

The House System and the Tutor Programme (Section updated by Fiona Rogers)

The House system is integral to all we do at Mayfield. Pupils from Year 1 are assigned to a House. All members of staff are assigned to a House. Members of the same family are usually assigned to the same House. Whilst at Mayfield your House is your family. In Years R to 6, the class teacher will take the primary pastoral care but from Year 7, the House Family- through tutor groups, is the main pastoral care and home/school contact.

Discovery (Red)

Head of House	Jo Webb
Assistant Head of House	Carly Reid
Leadership Team Link	Erika Anders and Steph Bartlett
Motto	Some wait for it, we go discover it.

	Group	Tutor	Room
Year 7	D1	Mr Macey	147
	D2	Mrs Stedman	35
Year 8	D3	Ms Rich	132
	D4	Mrs Fairley	143
Year 9	D5	Miss Blest	145
	D6	Miss Barnes/Mr Seymour	114
Year 10	D7	Mr Ralls	107
	D8	Mrs Rogers/Mr Dyer	139
Year 11	D9	Mrs Clarke	148
	D10	Mr Gardner	120

Victory (Yellow)

Head of House	Phil Denford
Assistant Head of House	Amy Dare
Leadership Team Link	Gayle Head and Jude Firth
Motto	We can only achieve victory together

	Group	Tutor	Room
Year 7	V1	Miss Abrahams	109
	V2	Mr Richardson/Mrs Brown	40
Year 8	V3	Miss Habgood	38
	V4	Mrs Howard/Mrs Westbury	140
Year 9	V5	Miss Painter	117
	V6	Mr Browning	136
Year 10	V7	Mrs Drudge/Mrs Brown	108
	V8	Mr Batchelor/Mr Seymour	103
Year 11	V9	Mr Randall	124
	V10	Miss Gale	146

Endeavour (Blue)

Head of House	James Campbell
Assistant Head of House	Alex Franklin (maternity cover for Sarah Hutchinson)
Leadership Team Link	Andy Tite and Anita Cleary
Motto	Always steering the right course

	Group	Tutor	Room
Year 7	E1	Ms Reynell	131
	E2	Miss Astles	128
Year 8	E3	Miss Colmer	130
	E4	Mr Scardigno	218
Year 9	E5	Mrs Hughes	122
	E6	Mrs Shaw	127
Year 10	E7	Miss Reilly	34
	E8	Mr Norton	105
Year 11	E8	Mr Royle/Mrs Abbott	123
	E10	Miss Taylor	144

Intrepid (Green)

Head of House	Jess Jones
Assistant Head of House	Steve Reid
Leadership Team Link	Richard Clark-Lyons and Emma Hall
Motto	Adventurous. Loyal. Focused.

	Group	Tutor	Room
Year 7	I1	Mr Mullin	28
	I2	Mrs Manns	110
Year 8	I3	Mr Rafferty-Croft	36
	I4	Miss Mason	39
Year 9	I5	Mr Currier	116
	I6	Mrs Sinclair	137
Year 10	I7	Mrs Bradshaw/Miss Leggett	37
	I8	Mr Jackson	41
Year 11	I9	Miss Lawes	115
	I10	Miss Burnett	104

Throughout the year the pupils work to gain points for their House- with the House cup awarded at the end of the Summer term to great anticipation each year!

Senior Tutor Periods and Assemblies

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.

Due to Covid-19 we are unable to run assemblies in the traditional way so we will be recording assemblies and showing them in tutor rooms. House assemblies take place on a Wednesday for Intrepid and Discovery and Friday for Endeavour and Victory.

Once assemblies can be restarted we will update the information on organisation.

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

To support pupils, we use tutor time to address any problems that might arise. We run a number of plans to support pupils:

HIP (House Intervention Plan)

This is run by the House team after discussion with the pupil. Target are set and then reviewed at a later date. If the targets set are not met this is referred onto next stage of the behaviour system.
All tutor interventions e.g. report, phone calls, pastoral chats etc. should also be logged on SIMS

IBP (Individual Behaviour Plan)

This is run by a member of the House team in conjunction with the pupil and their parent.

PSP (Pastoral Support Plan)

This is run by an appropriate senior member of staff, in conjunction with the pupil, their parent and a representative from the Local Authority.

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

Mayfield has a Behaviour and Attendance Team (BAT) that works across the school to deal with:

- Rewards;
- Day to day discipline;
- Sanctions;

- Uniform;
- Attendance;
- Punctuality.

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

Rewards

Senior

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 or demonstrated one of our 6Rs. 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 or Head of School;
- 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.

  Currently we have the following posts within the school:

Senior Prefect Roles	Name
Head Prefect	Mia Pottinger
Head Prefect	Zak Sargant
Deputy Head Prefect	Tareef Ahmed
Deputy Head Prefect	Tyler Sinnicks
House Captain (Discovery)	
House Captain (Intrepid)	Emilia Walsh
House Captain (Victory)	Lilly Kirven
House Captain (Endeavour)	Stevie Wall
House Sports Captain (Discovery)	Sam Hunt
House Sports Captain (Intrepid)	Charmaine Miller
House Sports Captain (Victory)	Bradley Jeffrey
House Sports Captain (Endeavour)	Taylor Nicholson
Drama Captains	Ruby Ingle Lilly Kirven Ben Irish
Dance Captains	Emilia Walsh Stevie Wall

	Aiden Riley
Rock Challenge committee	Madelyn Garafalo Ella Preston-Tyrell Ruby Miller
Music Captains	Kieran Donnelly Mallory Baker
STEM Captain	Tareef Ahmed
Sports Captains	Joshua Cooper Maddie Threapleton Grace Stanley Rhianna Newton
Art Captain	Emily Dowse

- 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;

<u>Rewards</u>

Primary

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

- Immediate verbal praise and acknowledgement;
- Stickers;
- Raffle tickets for reading at home at least 5 times per week;
- Achievement Points;
- Star of the Week;
- Sharing their work with the class;
- Taking their work to the Head of Infants, Head of Juniors or Head of Primary;
- Having their work on display;
- Learning Superpower Awards;
- Half-termly 100% Attendance Certificates;
- Pen Licences (KS2);
- Personalised reward charts;
- Blue slips.

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

Pupils work towards earning achievement points throughout the school year. These can be issued by any member of staff via SIMS. Pupils who demonstrate our 6Rs can also be rewarded with a blue slip. The top copy should be given to the pupil and the bottom copy should be passed to pupil services for logging.

Achievement points should be awarded sensibly and based on the Learning Superpowers. They should be logged on a daily basis if possible but weekly if necessary.

Pupils will receive certificates in weekly Celebration Assembly for achieving the following numbers of Achievement Points:

100 Bronze Award
250 Silver Award

500 Gold Award
1000 Platinum Award

On the last Friday of each half term, pupils will be able to pick an activity from a reward menu based on the number of achievement points awarded during that period of time. Every child has the opportunity to participate in an activity.

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.

Attitude to Learning

Poor attitude to learning is not acceptable and teaching staff/other adults must tackle this during the lesson. Examples of poor attitude to learning include:

- Lack of engagement with the lesson;
- Poor body language;
- Disruption;
- Refusal to attempt set work;
- Foul language;
- Rudeness.

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

- A seating plan (in light of Covid-19 this is absolutely vital and an accurate record of every lesson should be kept to aid Test and Trace);
- 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.

Restorative school

Mayfield is a restorative school, and we use restorative practices following an incident to look at:

- Events;
- Thoughts;
- Feelings;
- Impact;
- Future.

Staff are encouraged to use restorative questions when seeking to support pupils and resolve issues.

These may include:
1. What happened?
2. What were you thinking at the time?

3. How did you feel?
4. How has this affected other people?
5. What could you do to put things right?

It is essential that restorative language is used when speaking to pupils in order to maintain an element of calm in a difficult situation. We always seek to rebuild relationships, maintain our community and repair harm.
We regularly train staff in using restorative practices and are a leading school in the City in our work with this.

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;
- Immediate Time Out;
- Verbal warning;
- Red park – removed to an appropriate Reflection Room;
- Same day /break lunchtime detentions;
- Communication with home.

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/sessions, 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 an appropriate Reflection Room	2

*Please note that in Infants, warnings will be displayed using a red, amber, green traffic light system.

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 using a "right click". Step 3 will result in a 'red park' and the pupil spending the rest of the lesson in the Reflection Room in room 119 (Senior) or room 3 (Primary). This will be recorded on SIMS by a member of the BAT and this will then become immediately visible to parents on the SIMS Parent App. A Step 3 will generate a same day detention of 30minutes in Seniors and 15minutes in Primary.

It is an expectation that staff visit pupils in detention in order to have a restorative conversation about the behavior that has resulted in the detention. Pupils removed to the Reflection Room will be issued with restorative questions in order to reflect on their behavior. Relationships will not be rebuilt if a child is simply sent out of your room and does not have the opportunity to discuss this with you before the next lesson/session.

Time Out

- Time out cards to leave a lesson without permission can only be issued by the SENCo;
- Any pupil can have a "time out" at the discretion of their teacher but must stand outside of the room and return when requested to by the teacher.

Playground, Lunchtime and Extra-Curricular Behaviour (Primary)

- 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 by any member of staff. To contact the DM:

- DM@mayfield.portsmouth.sch.uk

Please state where help is needed and where possible the name of the child.

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;
- Classroom Teacher;
- 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;
- Pupils should wear trousers to school- school trousers can be purchased from any supplier. A skirt can be worn but only one purchased from one of our school uniform suppliers;
- Jeans, tracksuit bottoms, leggings, skinny jeans, shorts, cut-off trousers are not classed as trousers;
- Black polishable leather school shoes with no visible logos or tags 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;

- Between the start of Summer 1 and the end of Autumn 1, pupils may wear the summer uniform which consists of a striped summer dress with the school logo (Years R to 6 only) or tailored shorts with the Mayfield logo.

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 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 (shoulder length or longer) must 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 note and should be welcomed into your lesson. The BAT will automatically issue a same day break time detention as a sanction. 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.

Mayfield Teaching Model (Section maintained by Stephanie Bartlett)

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 principals 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".
In the light of Covid-19 we have amended some of these routines to keep our school as safe as possible.

To start sessions:

- Get the pupils into your room as soon as possible to keep corridors clear;
- Perform a quick uniform check as they enter, including hair tied up, sleeves rolled down and shirts tucked in;
- For Senior section, pupils will enter the classroom stand behind their chairs and place full equipment (black or blue pen, pencil, 30cm ruler, calculator, eraser, purple pen, calculator, planner) on their 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;
- Every lesson should have a learning objective (ie what will pupils be learning about in that lesson) and success criteria. Staff should share the learning objective and success criteria and have it displayed at an appropriate time in the early stage of the lesson. The success criteria will be against the National Curriculum, KS3 strand or qualification specification criteria. Pupils do NOT need to write down objectives or success criteria;
- For the Senior section a register must be completed on SIMS within the first 10 minutes of every lesson (Resilience, Tutor Period and any other timetabled lesson such as period 6)
  - If a pupil is present, then mark with '/'
  - If a pupil is absent, then mark with 'N'
  - If a pupil is late, then mark with 'L' and add the number of minutes late.

  If a pupil has a pre-entered SIMS 'code' for them, please do NOT change this but email Newnham-grace@mayfield.portsmouth.sch.uk to alert them if there is an issue eg if a child is pre-entered as absent but is in your room.
- Once the register is taken then it should be 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- Senior pupils must be wearing their face covering when they leave the room;
- 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;
- To protect the whole community where possible pupils should NOT be leaving lessons. If individual Senior pupils need to leave a lesson they (not the member of staff) must complete an "out of class pass" which should be signed by the member of staff. 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 & S themselves to show full awareness of issues. Staff should model correct H & 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

Long term learning is planned collaboratively within curriculum planning meetings which take place as part of our after school meeting schedule. All learning should follow the curriculum map laid out by departments to ensure that pupils from different classes are receiving appropriately similar learning experiences. These curriculum maps are available from the curriculum folder on the staff SharePoint.

Medium term learning is also planned collaboratively within curriculum planning meetings. This takes the form of subject specific curriculum planning documents – these set out the key knowledge and skills to be learned/acquired, literacy that should be promoted within the topic, assessment and prep opportunities, links to other subject areas and how the school vision can be promoted through each topic. These planning documents are also available on the curriculum folder on the staff SharePoint.

All sequences of learning for specific classes should be planned for carefully to ensure that pupils acquire the knowledge and skills set out in the curriculum planning documents. This planning is done by individual teachers for their classes. There is no set format for this planning but teachers should clearly consider:

- Appropriate differentiation for vulnerable groups (based on prior data, assessments and class context);
- Key questions to check understanding and learning at regular intervals;
- Opportunities to provide pupils with challenge and to grapple with concepts;
- Opportunities for pupils to practice using the knowledge and skills they have acquired

Staff are expected to plan appropriately for all sequences of learning.

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 give 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

We have no set methodology for providing our pupils with feedback – as long as a teacher's feedback is 'meaningful, manageable and motivating' then we consider that feedback effectively. Our feedback policy contains more information about feedback and examples of good practice when it comes to feedback. Pupils should respond to feedback using their purple pen.

In the light of Covid- 19 we have issued additional advice to staff regarding feedback and marking.

<u>Literacy Feedback</u>

- 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.

- Pupils will respond to feedback with a purple pen.

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 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.

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" by being resilient and applying their skills and knowledge to grapple with a problem. In addition, pupils must be empowered to manage their learning and revision.

To do this, we have adopted the six strategies for effective learning promoted by the Learning Scientists. We want to ensure that there is a common vocabulary across the school that highlights to pupils when they are using these skills. The skills are:

- Retrieval practice;
- Spaced practice;
- Dual coding;
- Interleaving;
- Concrete examples;
- Elaboration.

When planning a sequence of learning, or an individual lesson, staff should try to incorporate a range of these strategies to help pupils learn. For example: a *retrieval* starter that reactivates pupil thinking about the last lesson, topic or an idea studied previously; *interleaving* between previously studied topics e.g. a comparison of texts in English, or how to

understand a graph from Maths to Geography or Science; *spacing* out learning and re-visiting concepts and ideas previously studied – including across Key Stages; *dual coding* giving pupils the opportunity to link ideas through diagrams, pictures and labels, annotations or text; *elaboration* - a higher level thinking skill where pupils take an idea and add their knowledge or understanding to it, developing their thoughts by questioning the effect or asking why something is happening; *concrete examples* - taking a specific example, related to pupils' lives and understanding, to explain an abstract or complex idea.

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.

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 in the shared area > SEN.

Prep and Homework (Section updated by Andy Tite)

Primary

Pupils in the Primary department will be set weekly independent home learning tasks. The duration of activities, and types of work set, will vary between year groups. As pupils get older, the emphasis is on them developing independent study skills, in preparation for a move into Year 7. Alongside literacy and maths tasks, pupils will be set spellings and times tables to learn. There is an expectation that pupils will spend daily time, reading and practising spellings and times tables. See below for the expectations for home learning.

As well as weekly home learning, each pupil is set a topic-based piece of learning. 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. Prep work is handed in on the final Monday of the half term.
Staff have two weeks from submission date to mark the work and return it to the pupils. The completion of homework and Prep work should be recorded and monitored.

Prep –projects to be completed outside of the classroom over a number of weeks

Homework – projects to be completed outside of the classroom over the course of a week

	Homework	**Independent Practice**	**Prep**
YR	Phonics activity	Daily reading– 15 minutes each day	I piece of half termly prep work
Y1	1 piece of maths or English each week	Daily reading– 15 minutes each day	I piece of half termly prep work
Y2	1 piece of maths or English each week	Daily reading– 15 minutes each day Daily spelling practice	I piece of half termly prep work
Y3	1 piece of maths or English each week	Daily reading– 15 minutes each day Daily spelling & times tables practice	I piece of half termly prep work
Y4	1 piece of maths or English each week	Daily reading– 15 minutes each day Daily spelling & times tables practice	I piece of half termly prep work
Y5	I piece of maths and English each week	Daily reading– 15 minutes each day Daily spelling & times tables practice	I piece of half termly prep work
Y6	I piece of maths and English each week (Using Seesaw App)	Daily reading– 15 minutes each day Daily spelling & times tables practice	I piece of half termly prep work

In Key Stage 1, children should spend between 1 – 2 hours a week on home learning and pep tasks. This includes the 15 minutes each day of reading and spellings
In Key Stage 2, children should spend between 2-3 hours a week on home learning and pep tasks. This includes the 15 minutes each day of reading and spellings

Key Stage 3

Preparation for Learning, 'Prep', is a homework programme which provides students with key skills. Pupils receive a number of projects each half-term which must be completed at home. Each project has a task sheet which breaks the task down into manageable chunks and also a mark scheme, so pupils are aware of how they are progressing.

The purpose of the projects is to develop extended writing, literacy skills, independence, time management and a love of the subject pupils are studying.

In addition to this, pupils will receive weekly homework in English, mathematics, science and IL (International Languages). These homework tasks serve to embed the skills they have learnt that day in lesson, to develop skills, to build independence and to revise prior knowledge and content.

Year 7 Rota – Prep projects and homework timetable:

Subject/Faculty	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	To be set weekly (or equivalent e.g. booklets or online)					
Maths						
Science						
International Languages (IL)	To be set fortnightly (vocabulary, quizzes etc.)					
EBacc Subjects	Geography		History		ICT	
Arts and Tech	Dance	Drama	Music	Art	Tech	
Other		RE		PSHE		PE

In addition, all pupils should be reading from their private reading book for 15-30 minutes per day and taking Accelerated Reader quizzes on the books they read and attending an extra-curricular sports club.

Year 8 Rota – Prep projects and homework timetable:

Subject/Faculty	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
English	To be set weekly (or equivalent e.g. booklets or online)					
Maths						
Science						
International Languages (IL)	To be set fortnightly (vocabulary, quizzes etc.)					
EBacc Subjects			ICT	Geography	History	
Arts and Tech		Art	Tech	Drama	Dance	Music
Other		RE			PE	PSHE

In addition, all pupils should be reading from their private reading book for 15-30 minutes per day and taking Accelerated Reader quizzes on the books they read and attending an extra-curricular sports club.

Key Stage 4

At Key Stage 4 subjects set homework regularly according to the homework timetable. All Key Stage 4 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 within departments.

Subject/Faculty	Year 9	Year 10	Year 11
English	Weekly Approx. 60 minutes	Weekly Approx. 60 minutes	Weekly Approx. 60 minutes
Maths	Weekly Approx. 60 minutes	Weekly Approx. 60 minutes	Weekly Approx. 60 minutes
Science	Weekly Approx. 30 minutes	Weekly Approx. 45 minutes	Weekly Approx. 60 minutes

International Languages (IL)	KS3 Spanish KS4 French Fortnightly (vocabulary learning etc.) Approx. 30 minutes	Fortnightly (vocabulary learning etc.) Approx. 60 minutes	Weekly (vocabulary learning etc.) Approx. 60 minutes
History	Fortnightly (booklets, online etc.) Approx. 30 minutes	Fortnightly (quizzes, exam questions, online etc.) Approx. 45 minutes	Weekly (revision, exam questions, quizzes, online lessons) Approx. 60 minutes
Geography	Fortnightly (booklets, online etc.) Approx. 30 minutes	Fortnightly (booklets, online etc.) Approx. 45 minutes	Fortnightly (booklets, online etc.) Approx. 60 minutes
Computing	Fortnightly (Booklets, Exam questions, online etc.) Approx. 40 minutes	Weekly (Booklets, Exam questions, Revision, online etc.) Approx. 40 minutes	Weekly (Booklets, Exam questions, Revision, online etc.) Approx. 40 minutes
Art	Weekly Approx. 60 minutes	Weekly Approx. 60 minutes	Weekly Approx. 60 minutes
Dance	Fortnightly Approx. 30 minutes	Fortnightly Approx. 45 minutes	Fortnightly Approx. 60 minutes
Drama	Fortnightly Approx. 30 minutes	Fortnightly Approx. 45 minutes	Fortnightly Approx. 60 minutes
Photography	Fortnightly Approx. 30 minutes	Fortnightly Approx. 30 minutes	Fortnightly Approx. 45 minutes
Business Studies	Fortnightly (Booklets, Exam questions, online etc.) Approx. 40 minutes	Weekly (Booklets, Exam questions, Revision, online etc.) Approx. 40 minutes	Weekly (Booklets, Exam questions, Revision, online etc.) Approx. 40 minutes
ICT	Fortnightly (Booklets, Coursework, Exam questions, online etc.) Approx. 40 minutes	Weekly (Booklets, Exam questions, Coursework, Revision, online etc.) Approx. 40 minutes	Weekly (Booklets, Exam questions, Coursework, Revision, online etc.) Approx. 40 minutes
Travel and Tourism		Fortnightly (booklets, online etc.) Approx. 45 minutes	Fortnightly (booklets, online etc.) Approx. 45 minutes
PE (Option)	Fortnightly – Approx. 30 mins – Homework Prep booklets	Weekly – Completion and update of Learning Outcomes started in class	Weekly Revision and exam practice for Unit 1.

In addition, pupils should continue to read widely and often, both from fiction and non-fiction texts for 15-30 minutes per day.

Key Stage 4 homework could be a mixture of different activities: online revision, quizzes, assignments, videos, written answers, learning key vocabulary and terminology specific to subjects or practising a practical skill. The homework set will depend on the needs of the individual, class or subject.

Literacy including Resilience (Section updated by Emma Hall)

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 pink 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, using their purple pen.

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.
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 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 proofread, edit and improve their work on completing a piece of writing.

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;
- Mark and sign off the children's completed pieces of resilience work;
- Listen to each child read (4/5 children per session) and log on SIMS;
- Follow the Mayfield Teaching Model and reinforce expectations at the start of a lesson;

- **Make sure a seating plan is created and left in your resilience classroom. The first resilience teacher will be expected to create this and then leave it for the other resilience teachers to follow. All resilience teachers must follow the seating plan! If you could also photocopy this and place one in my pigeonhole by Friday 18th September, I would be very grateful.**
- 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. **Please remember that only 2 pupils from each class should be released to visit the library.**

There are three types of sessions:

Silent reading sessions take place **twice** a week (Monday/Friday for Y7 and Tuesday/Thursday for Y8 pupils). While the children are reading silently, staff should spend time listening to each pupil read. Once a child has been listened to, this should be updated on the resilience tracker. On Tuesdays/Thursdays, Y7 children are expected to complete written reading and writing tasks, using their allocated colour banded resilience textbook. The same applies to Y8 pupils, but their textbook sessions are on Monday and Friday. On Wednesdays, Y7 and Y8 children are given the opportunity to read and work with non-fiction extracts, which they read and discuss together as a group.

Y7				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Booklets	Non-Fiction Extract	Booklets	Reading

Y8				
Monday	Tuesday	Wednesday	Thursday	Friday
Booklets	Reading	Non-Fiction Extract	Reading	Booklets

As part of the daily equipment expectation, all Years 7 and 8 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.

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) Please note: There are two textbooks for each resilience colour - book 1 and book 2. Once the children have completed book 1, they will progress onto book 2.

1.	Green	1. Orange	1.Blue	1. Yellow	1.Red	1.Black
2.	Green	2. Orange	2.Blue	2. Yellow	2.Red	2.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.

As mentioned earlier, it is ESSENTIAL 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 safely (making sure you adhere to government guidance) 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 achievement points 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:

- Year R-8: RAG rating against pupil's end of Year expectation;
- Year 9-11: RAG rating against pupil's end of year 11 FFT50 expectation;
- Attitude to Learning (AtL);

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	A	A	A	A
Year 10		A	P	A	P	A
Year 9		P	A	P	A	A
Year 8		A	P	A	P	A
Year 7		P	A	P	A	A
Year 6	A	A	A	A	A	A
Year 5	A	A	A	A	A	A
Year 4	A	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) as well as updating AtL
P = Pastoral Report (updating AtL only).

Primary

A consistent system for reporting pupil progress is followed from Year R to 10.

In the Primary section, at the end of each academic year, pupils will be assessed as working at Towards, Met or 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 expectation and highlights key pupils for intervention.

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

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 set an expectation of 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.

Colleagues should refer to their Department Handbook/Assessment 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 minimum expectations 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 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 grade (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 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.

Pupils sitting a BTec/OCR national qualification data is entered using the grades: L1 or L2 at a Pass, Merit or Distinction as well as a L2 Distinction*.

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 expectation 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 expectation)
Green	A pupil is making progress and is likely to meet their minimum expectation (FFT50 expectation)
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 (AtL) 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 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)

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 reasonable force 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, social media 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. Certain staff who work with primary school children will be asked to complete a Disqualification By Association form.

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 2020

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, Jen Lewis, Fiona Rogers, Louise Hillier 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 will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff will 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.

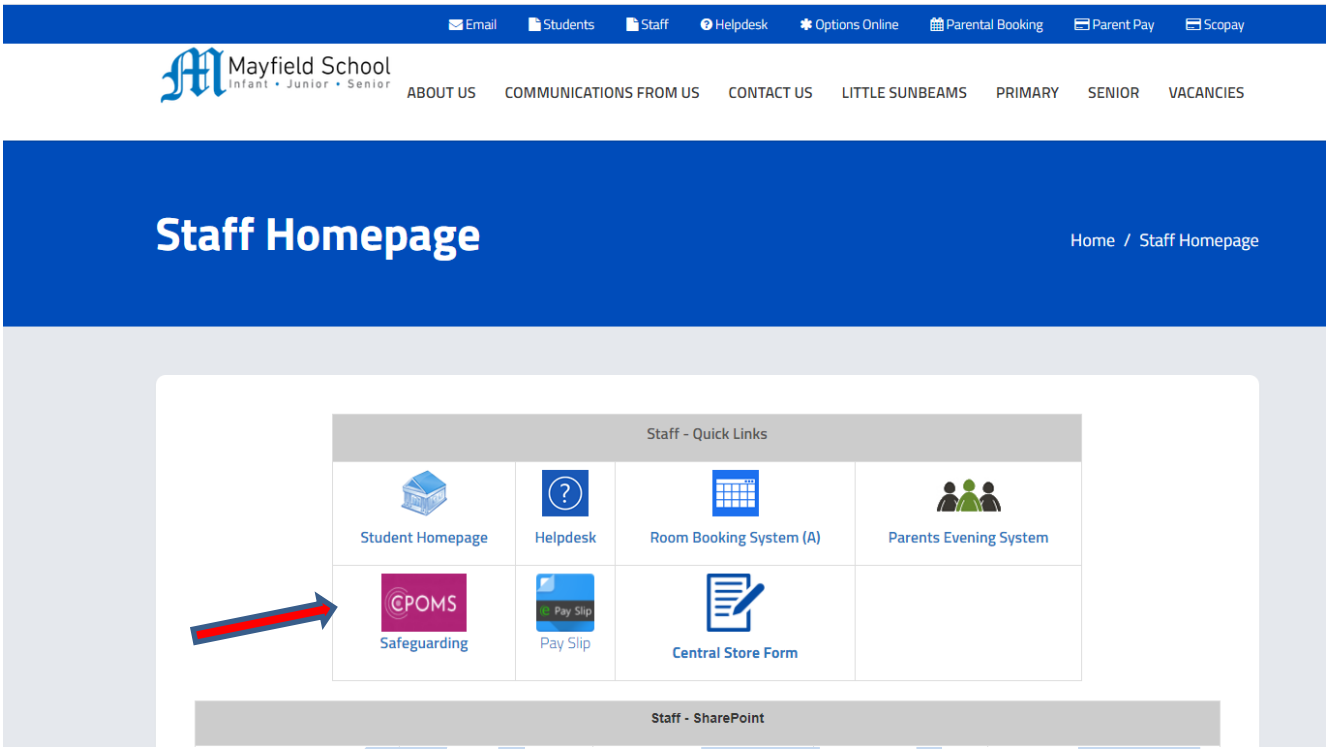
Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

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). Preferably use the CPOMs software to log a concern.

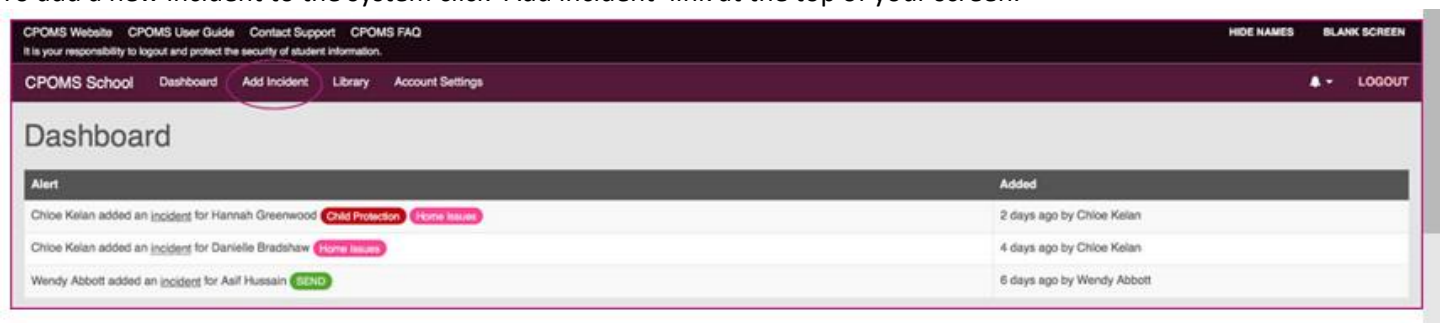
To access CPOMS log onto the Mayfield homepage and you will see this:



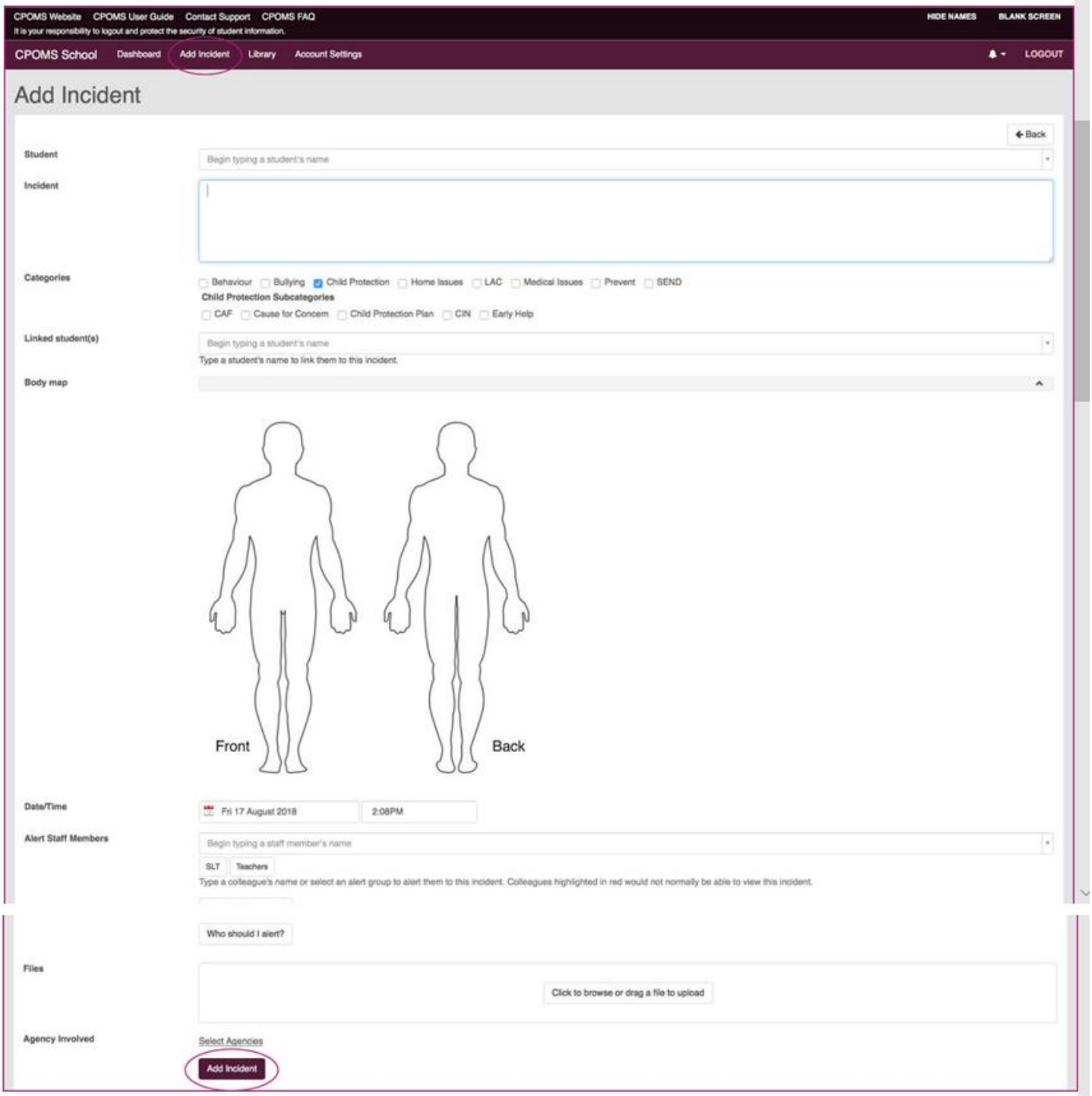
Click on the CPOMS icon and it will ask you for log in details. This is your school email address and then a password of your choosing. Some staff may have higher access and will require two authentication codes to log in. Erika Anders will tell those staff members separately how to log in. Should you have any difficulties logging in then please email Erika Anders to get support logging on.

Reporting an incident on CPOMs:

To add a new incident to the system click 'Add incident' link at the top of your screen.



This will take you to the incident page where you proceed to fill in all the required information.



Once your incident is saved this will alert the DSL by email.

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. Any member of staff can make a referral to MASH by following the procedures on the flowchart.

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;
- 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;

- 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

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. See whistle blowing policy.

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 aware that children can abuse other children (often referred to as 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, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

See separate policy Managing Allegations against Pupils.

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)

Matt Stedman 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 online through the Helpdesk available on the staff home page. Please mark all health and safety concerns and prioritise the issue as 'High.' 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 in the Admin folder of Sharepoint 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 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;
- Reassure the class that they do not need to panic;

- 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 (Fiona Rogers) or Matt Stedman;
- 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;
- There is no requirement to 'duck and cover' or take any evasive action, unless the email from the Headteacher specifies to do so;
- PE: pupils and staff on the West Field should move to Sports Hall, or nearest available large space;
- 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.

In the event of the internet not working, available members of the Leadership team, or the Site team will move from room to room to give updates.

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" (back of staff identity 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. There is a log kept of all incidents of 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.

More details around restraint can be found in the Achievement and Behaviour Policy.

Racist Incidents

All racists incidents are required to be recorded by the school. Please report any use of racist language or racist incidents to the BAT via email as soon as possible.

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 Seniors, Louise Hillier 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 Seniors 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 Quality Leader 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 Matt Stedman 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 Matt Stedman.

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 Quality Leader 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 Seniors 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 Quality Leader 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 Quality Leader 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 Matt Stedman 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 Louise Hillier. 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 Louise Hillier, or Matt Stedman if she 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;
- Footwear should not be open toed or backless;
- Primary staff who are teaching PE in the afternoon must wear professional clothes in the morning and change into PE kit for the afternoon;
- Some teams have a uniform which must be worn.

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. Where possible, emails between staff should be sent between 7.30am and 4.30pm on weekdays;
- **The E Bulletin**: an email will go out to staff on a Friday replacing previous paper messages and Monday (Senior) and Wednesday (Primary) meetings;
- **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 before hand;
- **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:

- **Quality Assurance Team**; chaired by Louise Hillier with staff as per the QAT grid;
- **Curriculum Development Team**; chaired by Stephanie Bartlett with staff as per the CDT grid;
- **Subject Development Meeting**; chaired by Louise Hillier with Senior middle leaders as required;
- **Heads of Core**; chaired by Gayle Head with Louise Hillier, Richard Clark-Lyons, Simon Ralph, and Anita Cleary meeting fortnightly;
- **Head of House** chaired by Fiona Rogers 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 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

From summer 2020, the school has been operating a Central Store which is located opposite to the General Office. Staff can order the following items from the Central Store using an online or paper order form:

- Classroom and office stationery
- Exercise books
- Hygiene and cleaning products
- Staff PE tops and support staff uniform

Most Departments and Year Teams no longer have their own individual budgets. Middle leaders will have three opportunities to submit bids to a central Curriculum Bidding Pot for items that will develop the curriculum in their areas.

Cash Handling

We aim to limit the amount of cash that is handled by children and staff. Parents are strongly encouraged to open a Scopay Account with the school to enable them to make electronic payments for items such as equipment packs, trips, music tuition and revision guides. We also operate cashless catering systems through Parentpay for Seniors and Scopay for Primary.

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 must 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, 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 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, the Junior Intervention Room 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.

Staff will receive a monthly report to show their use of photocopying and printing and how this compares to the monthly average for all staff. The aim of these reports is to make us all more mindful of the financial and environmental cost of copying. Before printing, can you please consider:

- Does this document really need to be printed?
- Does it really need to be in colour?

Catering Arrangements

All pupils in the Infant section are provided with a Free School Meal as part of a government initiative. Due to Covid-19 we are encouraging as many pupils as possible in Years 3-6 to bring in a packed lunch- but it must comply 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; which are allocated to Year groups at each break to preserve the "bubbles". 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 2pm 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 through the same system.

Breakfast Club for Staff Children

The school provides Breakfast Club places free of charge for the children of Mayfield staff. Places must be booked in advance through the Scopay system.

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 2019-2020 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.

In the light of Covid-19 it may well be that some staff they have been unable to meet their targets. The Review meeting will give staff an opportunity to celebrate the successes that did occur in a difficult year. The guidance issued on 28th August 2020 states:

Performance management and appraisal

Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.

Appraisals and performance management for support staff should be carried out in accordance with the employee's contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.

Appraisers are asked to complete the Review meeting using the information they have available. Further information on appraisal is available in Sharepoint and will be issued to staff by email.

The 2020-2021 cycle will then begin with a target setting meeting prior to 31st October 2020. 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 Hiller 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;
- Quality 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 Quality Leader to ensure robust systems are in place.