



Haileybury Turnford



Staff Handbook

2024/25

AMBITION • PRIDE • SUCCESS

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Welcome from the Principal

I would like to extend a very warm welcome to Haileybury Turnford to new members of staff. Welcome back to all other members of staff following the summer holiday. I am very much looking forward to us working as a staff team to welcome our students back to school at the start of this new academic year.

I am really excited about our continued development, and we will have detailed new building plans this academic year too. We are a good school, providing a high quality of education for our students, and we were oversubscribed in Year 7 for September 2024 with a waiting list. Our local community has a real confidence in our school.

We must continue to strive for the highest possible standards in our work and be as consistent as possible with the way we do things – *The HT Way*. We must ensure that we place our students at the centre of all we do so that each young person is able to feel confident in and is committed to their learning so that they are able to leave HT with the qualifications, skills and attributes ready for a successful life ahead. This has never been more important for our students who are eligible for Pupil Premium funding, students with SEND, and our high prior attaining students.

Our key priorities for 2024/25 build on our work over the past 2-3 years, and will be focused on:

1. Our high-quality inclusive curriculum, with adaptive teaching and support for the most vulnerable students, at its heart.
2. Embedding strategies to fully support our students' personal development and further developing our work as an anti-racist school.
3. Developing and embedding partnerships with other schools to raise student achievement.

Exciting times are ahead as we strive to be a local school of exceptional quality which is the school of choice for the local community.

I very much look forward to working with each of you throughout this academic year.

With best wishes for the year ahead.

A handwritten signature in black ink that reads "Robin". A horizontal line is drawn below the signature.

Robin Newman
Principal

Haileybury Turnford

AMBITION • PRIDE • SUCCESS

We want to be a vibrant school, developing every aspect of our students.

We will make sure that each student has the opportunity to reach their potential, and can leave us with the qualifications, skills and qualities they need for a successful life.

We will draw on Haileybury's 150 years of outstanding achievement, and combine that with Turnford's strong sense of community, to create an exceptional school.

We believe that excellent teaching, academic success, the best pastoral care and enriching co-curricular opportunities are hallmarks of an excellent school, and will mean our students thrive, flourish and succeed.

Excellent teaching and ambitious learning

- There will be excellent teaching for every student in the school, so they get outstanding exam results.
- Our teachers will give stimulating and challenging lessons, raising aspirations and inspiring our students to learn.

Respectful and well-behaved students and excellent pastoral care

- We will expect our students to:
 - Do everything with pride and ambition
 - Behave well
 - Respect each other and all adults in the school
 - Take responsibility for their actions
- We will expect our parents and carers to support their children and the school.
- In return, we will work closely with them, so all our young people are able to reach their potential.
- We will support the students with the best pastoral care, so they are happy and feel safe at school.
- We want our students to develop the qualities they need to be good members of society when they leave school, contributing to the global, national and local communities they live in.

Enriching co-curricular opportunities

- We will offer our students a diverse and vibrant co-curricular programme to encourage their personal development.
- We will give them opportunities in leadership and teamwork to develop their confidence, resourcefulness and resilience.

Term Dates for 2024-25

Staff Training Day 1: Monday 2nd September 2024
Staff Training Day 2: Tuesday 3rd September 2024
Staff Training Day 3: Wednesday 18th September 2024 (following Open Evening)
Staff Training Day 4: Monday 6th January 2025
Staff Training Day 5: Wednesday 2nd July 2025

Autumn Term

Monday 2nd September 2024 to Friday 20th December 2024
Wednesday 4th September: First Day for Year 7, 12 & 13
Thursday 5th September: All other year groups return to school
Half-term (2 weeks)
Monday 21st October 2024 to Friday 1st November 2024

Spring Term

Monday 6th January 2025 to Friday 11th April 2025
Half-term (1 week)
Monday 17th February 2025 to Friday 21st February 2025

Summer Term

Tuesday 22nd April 2025 to Tuesday 22nd July 2025
Tuesday 22nd April 2025 for Year 11 and Year 13 students only
Half-term (1 week)
Monday 26th May 25 to Friday 30th May 2025

Staff List

Alio	Enza	Premises Administrator
Allingham	Helen	Year Achievement Coordinator – Year 7 & Lead Practitioner for Literacy
Aydin	Sez	Year Achievement Coordinator – Year 10 & Co-Careers Lead
Barbe	Simone	Learning Support Assistant
Barrett	Mike	Teacher of PE
Bates	Mackenzie	Teacher of English
Berry	Mia	School Games Organiser
Bezer	Dawn	Science Technician
Bilsby	Charlotte	Subject Leader Dance & Year Achievement Coordinator - Year 11
Blaskett	Kay	Sixth Form Administrator
Brain	Laura	Subject Leader Social Sciences & Personal and Social Development
Buffonge	Kaine	Teacher of PE
Cable	Kieran	Teacher of Design & Technology and Technician
Cam	Helin	Teacher of Creative Arts (Arts, Photography & Media)
Camacho	Antonitsa	Faculty Leader - Enterprise & BTEC Quality Nominee
Carter	Vanessa	Year Achievement Coordinator - Year 8
Cartwright	Lucy	Faculty Leader – PE (maternity leave)
Catarinicchia	Jon	Premises Supervisor
Coca	Aura	Reprographics Technician
Cole	Sophie	Trainee Teacher of Drama
Costin	Amelia	Faculty Leader - PE
Cross	Rebecca	Medical Officer & Receptionist
Crossland	Rachel	Subject Leader - History
Davey	Rosa	Inclusion Admin Manager, PA to Assistant Principals & Year Achievement Coordinators
Difrancesco	Charlie	Receptionist & Medical Officer
Dolphin	Zoe	Medical Officer & Receptionist
Donovan	John	Exams & Data Manager
Duman	Kardelen	Teacher of Mathematics
Duncan	Richard	Director of Mathematics
Durso	Leanne	Assistant Principal
Elliott	Vanessa	Intervention Officer and Child Protection & Social Services Lead
Ezra	Jack	Teacher of Design & Technology
Fitzpatrick	John	School Counsellor
Galgall	Imad	Teacher of Mathematics & KS3 Coordinator
Gamby	Chloe	Subject Leader - Media
Garcia	Cristina	Teacher of Languages
Gilbert	Sophie	Learning Support Assistant
Goodes	Maxine	Senior Vice Principal – Designated Safeguarding Lead & SENCO
Goodson	Jonathon	Teacher of PE
Graham	Anna	School Counsellor
Graves	Craig	Teacher of Science & PE
Green	Tracey	Teacher of Business and Economics & EPQ Coordinator
Guner	Adele	Teacher of Science
Hare	Jessica	Teacher of Creative Arts (Arts, Photography & Media)

Harris	Kirsty	Teacher of English
Hill	Stephen	Faculty Leader - Design & Technology
Howard	Jane	Business Manager
Hurry	Deborah	Senior Science Technician
Husnu	Ozan	Lead Practitioner & Second in Design & Technology
James	Nicola	Learning Support Assistant
Jang	Claudine	Cover Supervisor
Jarvis	Jayne	Human Resources & Wellbeing Manager
Jeffrey	Jenny	Link Worker
Jethmalani	Aashna	Director of Science
Jobson	Naomi	Teacher of Mathematics
Johnson	Peaches	Second in English and Anti-Racism Coordinator
Jones	Angela	Assistant Head of Sixth Form & Head of Year 13
Jones	Kathy	Finance Manager
Kaposi	Ella	Subject Leader - Geography
Kartal	Hazal	School Counsellor (Maternity Leave)
Keenan	Ann-Marie	SEND Access Arrangements Assessor
Keir	John	Teacher of History
Kimber	Chelsey	Learning Support Assistant
Lawrence	Katie	Teacher of Science
Lee	Jamie	Year Achievement Coordinator – Year 9
Lindquist	Steffan	Head of Year 12
Lines	Emma	Teacher i/c of Food & Catering
Lukeman	Melanie	Lead Practitioner & Teacher of English
Lynch	Claire	Link Worker
Macdonald	Luke	Director of English
Matthew	Julie	Lead Practitioner & Second in Science
Mead	Rebecca	Teacher of Geography
Megaw	Lisa	Personal Development & Community Coordinator (Maternity Leave)
Megaw	Niall	Assistant Principal
Mitchell	Joanne	Flexible Learning Centre & SEND Coordinator
Morgan	Emma	Faculty Leader - Humanities
Nayler	Gemma	Exams Administrator
Nethercott	Lisa	Executive Assistant to the Principal & Vice Principals and Administration Team Manager
Netting	Rhonda	Teacher of Science & KS3 Coordinator
Newman	Danielle	Vice Principal
Newman	Robin	Principal
Nicholson	Sally	Subject Leader - Music
Oatham	Angela	Link Worker
Oniha	Edith	Teacher of Personal and Social Development & Mathematics & EAL
Painter	Kevin	Premises Support Assistant
Paulding	Shannon	Learning Support Assistant
Penn	Louise	Food Technology Technician
Powell	Ant	Network Manager
Quinn	Marian	Teacher of Mathematics & Numeracy Lead

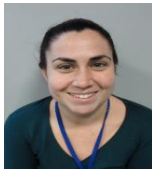
Ridgeway	Ellie	Co-Careers Lead & Subject Leader – Child Development & Health and Social Care
Robinson	Rachel	Assistant Year Achievement Coordinator - Year 10 & 11
Rockliffe	Emma	Subject Leader - Art & Photography
Roper	Meg	Creative and Performing Arts Technician
Russell-Williams	Meg	Flexible Learning Centre & SEND Administrator
Santos	Nia	Learning Support Assistant
Saunders	Alison	Librarian & Learning Resource Manager
Sharp	Donna	Teacher of English
Shivalkar	Navpreet	Assistant Principal & Head of Sixth Form
Simeou	Christina	Teacher of PE
Smith	Harry	IT Technician
Solange	Sifa	Link Worker
Spencer	Danielle	Assistant Year Achievement Coordinator - Year 7
Spencer	Lindsay	Trainee Teacher of English & EAL
Stephanides	James	Science Technician
Tagliarini	Salvatore	Teacher of Computing & ICT
Tailor	Sima	Subject Leader - Business & Economics
Tanner	Tom	Teacher of Mathematics
Theodorou	Antonina	Faculty Leader – Languages
Thomas	Hayley	Cleaner
Turner	Simon	School Counsellor
van Beek	Febe	Teacher of Music
Vanezis	Maria	Teacher of English & KS4 Coordinator
Walsh	Brendon	Assistant Principal
Walters	Ashlea	Teacher of Drama
Watkins	Tiffany	Link Worker
Welch	Abbie	Administration Assistant
Wells	Hannah	Faculty Leader - Creative & Performing Arts
Wenzel	Christina	Senior Pastoral Lead – Year 7 & Second in Mathematics
White	Phillip	MCR Pathways Coordinator
Willard	Lucy	Link Worker
Williams	Sam	Assistant Principal
Willmott	Ethan	Premises Assistant
Wilson	Sara	Teacher of Mathematics & Science
Winborn	Caroline	Student Attendance & Staff Cover Manager
Zancan	Davide	Teacher of Social Sciences & Personal Development and Community Coordinator

Faculty and Subject Line Management

SLT Line Manager	Area of Responsibility	Lead	Subject	Lead
Navpreet Shivalkar	Creative & Performing Arts	Hannah Wells	Art & Photography	Emma Rockliffe
			Music	Sally Nicholson
			Dance	Charlotte Bilsby
			Drama	Hannah Wells
			Media	Chloe Gamby
	Sixth Form	Steffan Lindquist and Ange Jones		
Leanne Durso	Design & Technology	Steve Hill	Food Tech	Emma Lines
			Lead Practitioners	Helen Allingham Oz Husnu Mel Lukeman
			Child Development	Ellie Ridgeway
Brendon Walsh	Languages	Antonina Theodorou	EAL	Lindsey Spencer
Maxine Goodes	SEND	Jo Mitchell		
	Science	Ash Jethmalani		
Niall Megaw	Humanities	Emma Morgan	RE, Sociology & Psychology	Laura Brain
			Geography	Emma Morgan
			History	Rachel Crossland
Danielle Newman	Maths	Richard Duncan		
			Numeracy coordinator	Marian Quinn
	Enterprise	Antonitsa Camacho	IT & Computing	Antonitsa Camacho
			Business	Sima Tailor
Sam Williams	PE	Amelia Costin		
	English	Luke Macdonald	Library	Alison Saunders

Haileybury Turnford Pastoral Care

Year Achievement Coordinators



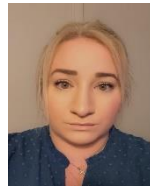
Helen Allingham

Year 7



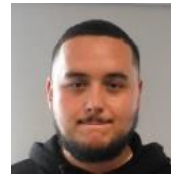
Vanessa Carter

Year 8



Jamie Lee Spencer

Year 9



Sez Aydin

Year 10



Charlotte Bilsby

Year 11

Assistant Year Achievement Coordinators



Danielle Spencer

Year 7



Rachel Robinson

Year 10 & 11

Sixth Form Team



Navpreet
Shivalkar
Head of Sixth
Form



Steffan Lindquist
Head of Year 12



Ange Jones
Assistant Head of
Sixth Form,
Head of Year 13



Kay Blaskett
Sixth Form
Administrator

Assistant Principals



Leanne Durso

Year 8



Brendon Walsh

Year 9



Niall Megaw

Year 10



Sam Williams

Year 11



Navpreet Shivalkar

Year 12 & 13



Christina Wenzel

Senior Pastoral
Lead - Year 7



Richard Duncan

Director of Maths



Ash Jethmalani

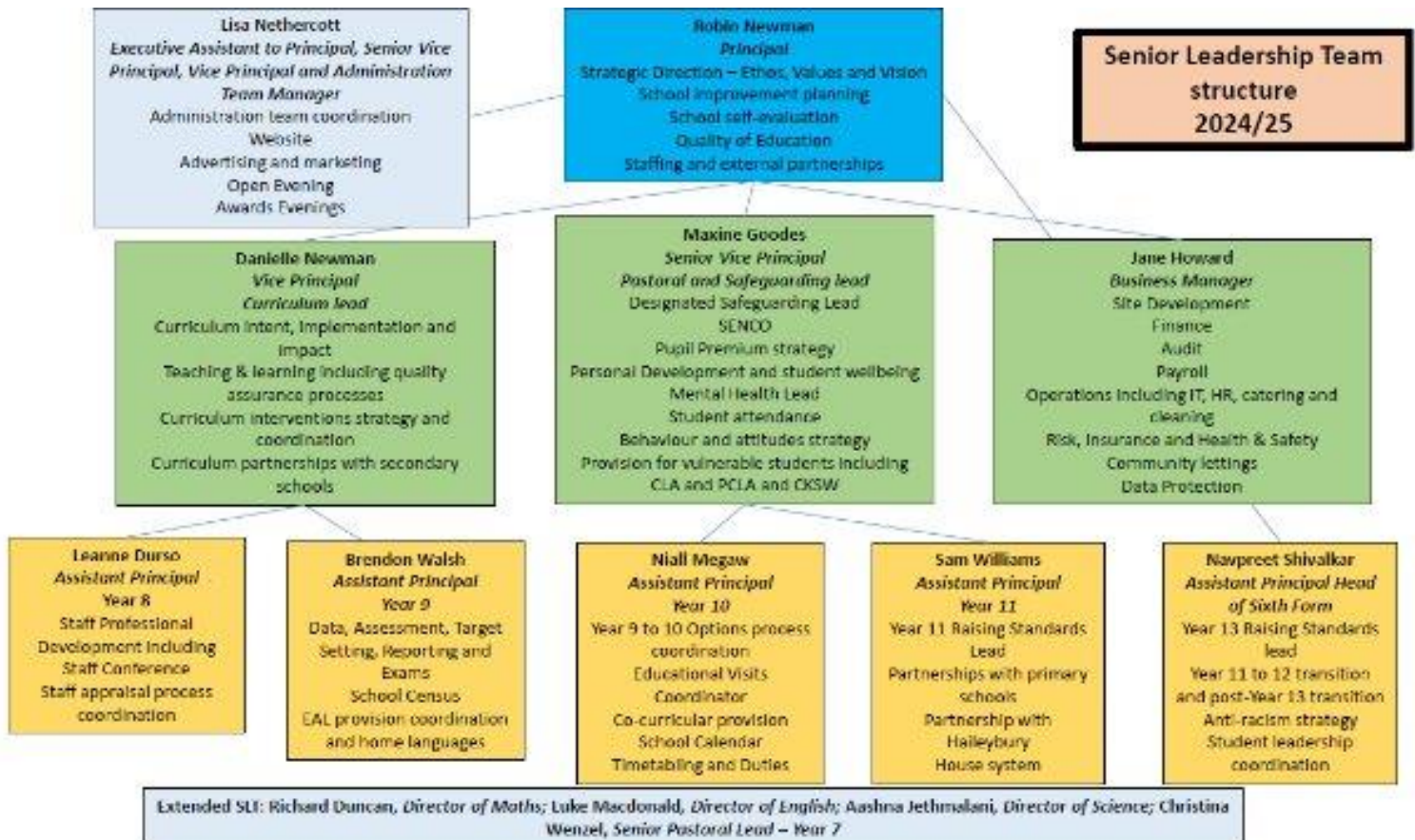
Director of Science



Luke Macdonald

Director of English

Senior Leadership Team



Child Protection and Safeguarding



Deputy Designated Safeguarding Lead

Mr R Newman (Principal)



Designated Safeguarding Lead for Child Protection

Mrs M Goodes (Senior Vice Principal)



Deputy Designated Safeguarding Lead

Mrs V Elliott (Child Protection Lead and Intervention Co-ordinator)



Deputy Designated Safeguarding Lead

Mr N Megaw (Assistant Principal)



Deputy Designated Safeguarding Lead

Mr B Walsh (Assistant Principal)



Deputy Designated Safeguarding Lead

Mrs N Shivalkar (Assistant Principal)



Nominated Governor for Child Protection

Mrs U Mahaka (Member of Governing Body)



Nominated Governor for Child Protection

Dr L Pugsley (Vice Chair of Governing Body)



Deputy Designated Safeguarding Lead

Miss Danielle Newman (Vice Principal)

Safeguarding

If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead or in his/her absence the Deputy Designated Safeguarding Lead. If there is a safeguarding concern about the Principal, the member of staff must contact Dr L Pugsley l.pugsley@haileybury.com.

The member of staff must record information regarding the concerns as soon as possible using CPOMS on the same day. The recording must be a clear, precise, factual account of the observations. The CPOMS link is available on the Staff portal and homepage. The Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Services. If it is decided to make a referral to Children Schools and Families this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan (formerly referred to as the Child Protection Register) and a written record will be kept.

If a student who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead is responsible for making the Senior Leadership Team aware of trends in behaviour that may affect student welfare. If necessary, training will be arranged. As a person who works with children, staff have a duty to refer safeguarding concerns to the Designated Safeguarding Lead for child protection. However, if concerns are not taken seriously by an organisation or action to safeguard the child is not taken by professionals and the child is considered to be at continuing risk of harm. Then Staff should speak to a Designated Safeguarding Lead in their school or contact Hertfordshire Children's Services (including out of hours) on 0300 123 4043.

If at any point there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

If a member of staff is concerned about the welfare and protection of a student, or has information disclosed by a student, they must seek advice from a Designated Safeguarding Lead in the first instance on how best to proceed. Staff are reminded that they should not promise confidentiality to a student if they are about to disclose something and ask you to keep it "secret". The Designated Teacher for Children Looked After is Maxine Goodes (Vice Principal).

CPOMS (Child Protection Online Management System)

All Haileybury Turnford staff must ensure you have logged on and created an account using CPOMS (Child Protection Management System). This is an online tool for recording Child protection issues and concerns we may have about students.

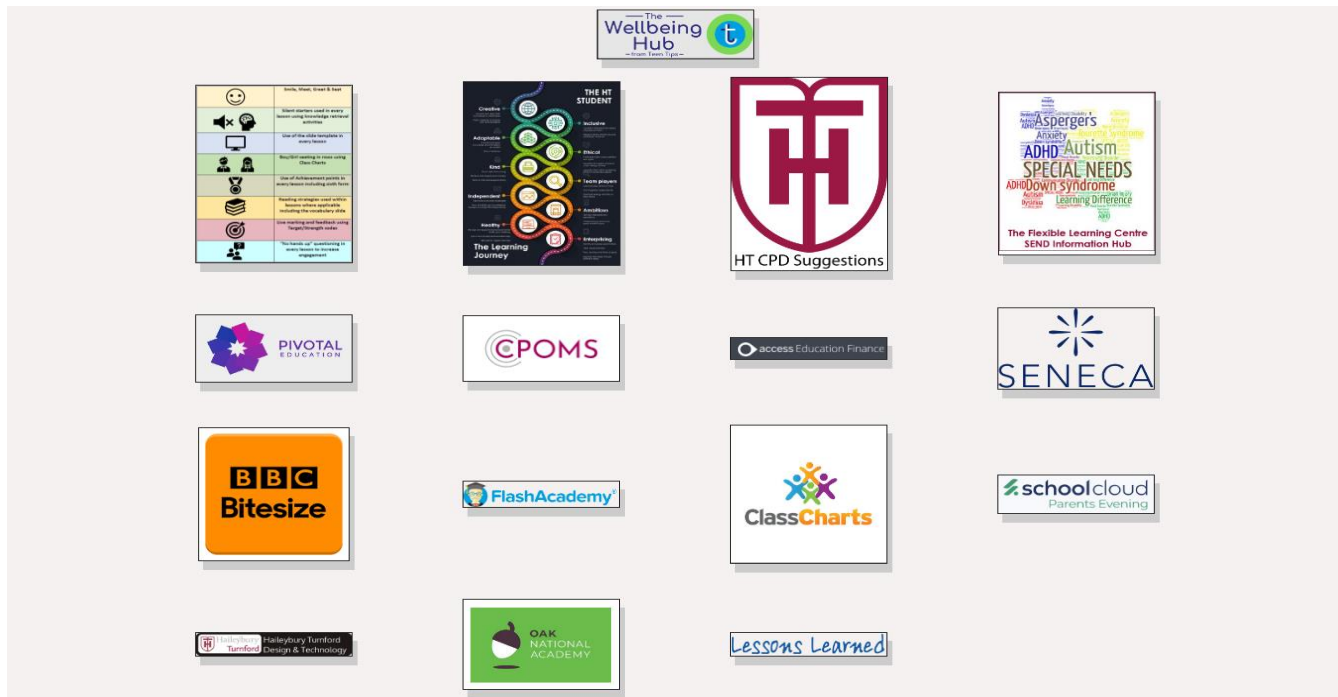
If you have any Cause for Concern about a student alert Vanessa Elliott (Deputy DSL) located in the F Building (Music building) and Maxine Goodes (Lead DSL) and use CPOMS to record the detail and any actions regarding the incident; you will be prompted to alert the Designated Safeguarding Lead(s).

To create a CPOMS account access the CPOMS web link via the staff portal homepage shown below: Follow the instructions to create a user account using your staff email address as your username.

Using CPOMS

Type in the student's name in the relevant search box to the left of the screen.

- Select: Add Incident
- You will see a drop-down list of different categories
- Tick the appropriate box i.e. Cause for Concern/Pastoral Cause for Concern.
- If you are reporting a cause for concern – you must also speak to a DSL face-to-face as soon as possible after the incident has been reported.
- Record your information in as much detail ensuring this is factual, clear and precise.
- Scroll to the bottom and select to alert the Designated Safeguarding Lead(s).



Teaching and Learning at Haileybury Turnford

Aim:

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

Through this guidance document, we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the students are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

Lesson planning

All lessons at Haileybury Turnford will be presented using our slide template. All lessons will include the **five** main components, which include:

Slide	Picture
Starter Activity	
Learning objectives & Keywords	
Explanation	
Checking progress	
End & Send	

- 1) Silent starter activity
- 2) Learning Objectives and keywords
- 3) Explanation
- 4) Checking progress
- 5) End & Send

There are additional slides that may not be used every lesson however they should be used where possible.

These include:

- 1) Reading
- 2) Vocabulary
- 3) Assessment
- 4) Modelling
- 5) Homework

Additional slides can be added to PowerPoint presentations however, the 5 main slides must be used & visible in every lesson and across all key stages.

Common language in classrooms

In order to improve consistency across the school all teachers should aim to use 5-4-3-2-1 when expecting a class to listen and silent. Students should be reminded of the expectations at Haileybury Turnford by using the phrase “At HT we...”. Some examples of the language that could be used is shown below:

- “At HT we wear our blazers around the school”
- “At HT we do our starters in silence”
- “At HT we attend all lessons on time”
- “At HT we complete our feedback in red”

Professional development and training

At Haileybury Turnford staff development is extremely important to us. We have designed a PD model to all colleagues progress, despite their level of expertise. Our main focus is to improve the quality of education that is delivered within the classroom on a daily basis to ultimately improve student outcomes. Staff can request to access external training and this done through our online platform called “Lessons Learned”. You be given log-in details to access your PD portal.

Appraisal

All staff complete an annual appraisal using our Lessons Learned Platform. Targets are set in September, at the same time as the previous academic years’ targets are renewed. In April we complete an interim reflection. Further guidance will be provided to staff as required throughout the year.

Haileybury Turnford

Teaching and Learning Core Principles

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Run Routines 	<ul style="list-style-type: none"> • Smile, meet, greet and seat • Silent knowledge retrieval starters • Silent end and send
Slide Template 	<ul style="list-style-type: none"> • HT slides used in all lessons
Class Charts – Seating Plans and Positive Relationships 	<ul style="list-style-type: none"> • All HT classrooms layouts are rows • Seating by student needs, boy/girl • Achievement points in every lesson • Communicate effectively with parents and carers
Adaptive Practice 	<ul style="list-style-type: none"> • Use of reasonable adjustments • Sequence learning for cognitive load • Clear explanations • Reading strategies to develop fluency • Live feedback using T and S codes • Expert questioning and formative assessment • Pre-teach subject specific vocabulary • Modelling, using the visualiser where applicable

to

is will

Haileybury Turnford

Behaviour Blueprint

'This is how we do things here'

'When the adults change everything changes'

Our Rules	Visible adult consistencies	First Attention to best conduct
Ready for learning	1. Smile, meet greet and seat, every	1. Consistent positive reinforcement
Respectful and	lesson	2. Acknowledge students and persistently
Safe	2. Praise in public and Reprimand in private	catch students getting the behaviour right
	3. Kind, calm and consistent and respectful in our approach	

Relentless Routines

- Smile, meet, greet and seat – staff are at the door of the class for the start of every lesson
 - The Silent Starter is on the whiteboard at the start of every lesson
 - HT slides are used routinely
 - 5,4,3,2,1 countdown is used as a clear instruction, allowing students to be quiet
 - 5 Achievement Points per class
 - 3 Positive phone calls per week/postcards home
 - An End and Send to every lesson
1. The Blueprint is followed consistently by all adults in all areas of the school.
 2. We will remain calm and consistent in our approach and will not shout at or humiliate students in private or public.
 3. Positive energetic and authentic 'smile, meet and greet and seat' at the start of every lesson.
 4. First attention to best conduct – recognition is key. Look for students who are getting it right, (Praise in public – be specific) and RIP (Reprimand in private, a quiet word ...) We will not write student names on the board if they have received a warning; Yellow or Red Card.
 5. Consistent use of stepped sanctions and scripts where needed – tone is everything!

Micro-scripts and Mantras

Thank you for ...

Well done for ...

I really like the way ...

I can see ... is Ready for learning, Respectful, Safe

I hear what you are saying ...

(Check in) I've noticed you are not following our expectation ... I need you to ... I know you can do this; Thank you for ...

(Final reminder) You have been reminded about our expectations already, I need you to ... if you do not meet our expectation you will receive a 1st Yellow Card. This is your reminder. You can do this!

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Behaviour Policy

Haileybury Turnford is a formal place of learning. We wish students to express themselves within the community with due consideration for the welfare of the community as a whole. Students are therefore expected to behave accordingly. They should be courteous and show regard for others both in and out of school. Senior students are expected to set an example of such behaviour for the younger members to follow. The best way to promote good behaviour (and minimize bad behaviour) is to praise good conduct. Reward systems exist to reinforce informal good practice, so that good behaviour can publicly be rewarded, and records maintained. Where anti-social behaviour arises, it is deterred and sanctioned as part of the school's behaviour and discipline system. A copy of the Rewards, Behaviour and Discipline Policy is on the school website www.haileyburyturnford.com.

Physical intervention

See also: Searching, screening and confiscation policy

For further details: Reducing the need for physical restraint policy

Introduction

The use of restricted intervention will only be needed for a very small minority of children or young people.

In the last resort, or in an emergency, a member of the staff may use, in relation to any student at the school, such force as is reasonable in the circumstances (minimum reasonable force) for the purpose of preventing the student from doing (or continuing to do) any of the following:

- committing any offence (an "offence" includes anything that would be an offence if the student were not under the age of criminal responsibility)
- causing personal injury to, or damage to the property of, any person (including the student himself/herself);
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its students, whether that behaviour occurs during a teaching session or otherwise.

Minimum reasonable force

There is no legal definition of 'minimum reasonable force'. The degree of force that may be used depends on all the particular circumstances. There are three relevant considerations.

- The use of minimum force can be regarded as reasonable only if the circumstances of the particular incident warrant it. It must be possible to show that, unless immediate action had been taken, there were strong indicators that injury or damage to property would follow. The use of any degree of force is unlawful, if the particular circumstances do not warrant the use of physical force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.
- A physical intervention must only employ a minimum amount of force - i.e. the minimum force needed to avoid injury, damage to property or to prevent a breakdown in discipline - for the shortest period of time. Whether it is reasonable to use force, and the degree of force that could reasonably be employed, may also depend on the age, understanding, physical maturity and sex of the student. The decision to use a physical intervention must take account of the circumstances and be based on an assessment of the risks associated with the intervention compared with the risks of not employing a physical intervention. The resulting risk management strategy must be compatible with our positive behaviour management approach.

Preventing the need for physical intervention

Children's rights must be respected and effective communication must be used to convey important information to them.

Techniques to de-escalate a problem should be used first, wherever possible. The following actions should also be used to reduce the risk of escalation:

- The appropriate use of language, positive tone of voice and non-threatening body stance;

- Verbally acknowledging the child's distress/anger and attempting to calm the heat of the moment by 'talking down' the problem;
- Listening and reassuring;
- Negotiating with all parties;
- Asking onlookers to ignore an escalating situation and in some circumstances asking them to leave the scene;
- Respecting the dignity of all concerned;
- Taking the child's problem seriously.

Examples of the use of physical force

Staff must issue children or young people with verbal warnings that physical intervention will be used unless the challenging behaviour ceases. The tone of voice needs to be firm and decisive, and statements must be unambiguous and clear. Staff should also be aware of the measures, developed and taken in advance, which have been designed to prevent the need for physical intervention. On rare occasions there may be no alternative to intervening physically with a child, in their own and others' interests and safety. In such instances no more than minimum necessary force should be used, taking into account all of the circumstances. Such interventions should only be made when they are likely to succeed. Except in emergencies, more than one adult should be present.

There are a wide variety of situations in which the use of physical interventions might be appropriate to control a student. They fall into three broad categories:

- Where action is necessary in self-defense or because there is an imminent risk of injury a student attacks a member of staff or another student or students are fighting
- a student absconds from a class or tries to leave school - this will only apply if a student could be seriously at risk if not kept in the classroom or at school
- Where there is a risk of significant damage to property
- a student is engaged in, or is on the verge of committing, significant damage or vandalism to property
- a student is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- Where a student is behaving in a way that is severely compromising good order and discipline. A student is behaving in a way that is severely disrupting the school
- The purpose of intervention is to restore safety. Physical intervention should not be continued for longer than is necessary. Physical contact and physical intervention should never be used in anger and staff should make every effort to add any injury to the child. Staff are not expected to physically intervene if by doing so they will put themselves at significant risk. Brief periods of withdrawal away from the point of conflict into a calmer environment may be more effective for an agitated child holding or physical intervention
- During an incident of physical intervention appropriate techniques should be used and the minimum necessary force should be used. The child should continually be offered the opportunity to regain self-control
- Gender or cultural differences should be taken into account and children must never be tied up or bound
- The member of staff should continue attempting to communicate with the student throughout the incident and should make it clear that physical intervention will stop as soon as it ceases to be necessary

The searching of children

In the interests of safety for other children, common sense dictates that staff must have some right to search children if they have reasonable grounds for suspecting a child of concealing a particular item where there are concerns about health and safety. A child however, has the right to refuse to be searched (unless there are reasonable grounds to suspect knives or dangerous weapons are being carried, in which case it would almost always be more appropriate to call the police) A child's consent should always be sought. If because of their age or stage of development, a child is unable to give their informed consent, then a parent or the Police should be contacted to be present during the search. Any search without the child's consent could become the subject of an assault charge against the staff concerned. If the child refuses to disclose willingly the item they are suspected of concealing, the staff should explain to the child that the parent/carer and Police will need to be called to the school. Searches should only take place in the presence of the Principal or another senior member of staff and two members of staff present. Searches must not include intimate touching or strip-searching.

Furthermore, if drugs, stolen property or concealed weapons are suspected, it would be more appropriately dealt with by the police in any event.

Illegal substances

Students are not allowed to bring onto the school premises illegal drugs or substances which could be misused (see relevant paragraphs in the [Alcohol and Drugs Education Policy](#) and main [Rewards, Behaviour and Discipline Policy](#)). This includes: all illegal drugs, aerosols, solvents, cigarettes, e-cigarettes, alcohol. However, the school acknowledges that there are children who do require medication. In this instance the medication must be handed in and used in the Medical Room in accordance with accompanying written instructions from the parent/carer.

Guidance for staff

When a young person discloses substance misuse either on or off the premises, the staff member will inform the Principal, Vice Principal or other member of the Senior Leadership Team.

Where staff discover substances, which are suspected to be harmful, illegal, or warrant investigation, they should note the circumstances in which substances may be removed from either a place or person.

Place - If possible, always remove the substances from where it was discovered in the presence of a witness. If it is not possible to immediately obtain a witness, do not leave the substance there while you enlist the support of a colleague or student as a witness and continue with the following procedure.

Person - When receiving or retrieving substances from a student, do so, if possible, in the presence of a witness. In the absence of a witness, and within the bounds of your professional discretion, do not put off receiving suspicious substances from a student's possession and continue with the following procedure.

The following guidelines should be observed at all times:

- Remove the substance and record the time, place and circumstances when the substance came into your possession
- Do not investigate the nature of the substance, but do record its approximate size and appearance
- When possible, have the recordings countersigned by a witness
- Take the substance immediately to the Principal or Deputy Designated Safeguarding Lead
- Do not keep the substance on your person or in a place of safekeeping; to do so may place you at risk
- In the presence of the Principal or Deputy Designated Safeguarding Lead, place the substance in a suitable sealed container. The Principal or Deputy Designated Safeguarding Lead, yourself and, where possible, the witness should sign and date the package. An official report should be completed, recording the time, date and circumstances of the finding
- The Principal or Deputy Designated Safeguarding Lead will arrange for the appropriate agency to remove the substance from the premises
- In the event of a discovery of any equipment associated with substance use, especially needles and syringes, students should not be allowed to handle such items. All equipment found must be handled by adults, with the utmost care (protective gloves should be used), to protect against self-contamination and avoid damaging fingerprint evidence. The Principal or Deputy Designated Safeguarding Lead must ensure that materials are placed in a secure and rigid container to await collection by the appropriate service.

Searching

- HT staff can search a student for any item if the student agrees.
- The Principal and staff authorized by the Principal have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that a student may have a prohibited item. Prohibited items include alcohol, illegal drugs, tobacco and cigarette papers and any other associated items.
- Please refer to the [Alcohol and Drugs Education Policy](#) for further information regarding searching and the Searching, Screening and Confiscation Policy [Searching Screening and Confiscation Policy](#)

Core Expectations

Ready, Respectful and Safe	
Ready Respectful and Safe	<p>Our core expectations of all students:</p> <p>Ready: I will make sure I am ready by:</p> <ul style="list-style-type: none"> · Wearing the full school uniform, worn properly. · Attending on time with all equipment. · No gum chewing or having any other fluid or food other than water. · Making sure all headphones, phones and other electronic equipment out of sight and switched off. <p>Respectful: I will make sure I am respectful by:</p> <ul style="list-style-type: none"> · Do as I am asked by all members of staff. · Listening to others, use appropriate language and a polite tone. · Looking after each other, the building, displays and equipment. <p>Safe: I will make sure I am safe by:</p> <ul style="list-style-type: none"> · Follow rules and routines for health and safety. · Keep hands, feet, objects and personal comments to yourself. · Be in the right place, in the right time and not in unsupervised areas.
1st Yellow Card	<p>1st Yellow Card 1 Point</p> <p>This means that your teacher has already tried to encourage you to make the right choice after verbally reminding you to be Ready, Respectful and Safe. Your Teacher and Form Tutor will follow up this issue with you.</p>
2 nd Yellow Card	<p>2nd Yellow Card 2 Points</p> <p>You are not following our expectations of being Ready, Respectful or Safe and as a result you will be sent to work in another classroom. You will receive a Payback at break or the end of the day to discuss an action plan and resolve the issue. Your Form Tutor will follow up this issue with you. Your Parents/Carers will be informed about your behaviour. If you continue to receive Yellow Cards you will receive a Faculty or Subject Leader Payback.</p>
Red Card	<p>Red Card 6 Points</p> <p>You will be given a Red Card if there is a one off serious behaviour incident where you have not followed our expectations of being Ready, Respectful or Safe—for example fighting or making racist comments. You will be removed by a staff member. A Resolve meeting will be held at the earliest opportunity. Your Parents/Carers will be informed.</p>

Policies

All policies at Haileybury Turnford can be found on the Staff Drive:

[Policies, Procedures & Guidelines](#)

The common language we use at HT: The HT Way

It is very important to use common language across the school, to ensure all staff, students and families understand the way we do things at HT – The HT Way.

Key words: Ambition, Pride, Success, Ready, Respectful and Safe: we should be using these words as often as is appropriate to do so in our work with students.

Students [not pupils]

Students is a better phrase to describe the young people we are working with – in partnership, through good relationships, helping them to be successful; rather than “doing education to them” – pupil gives the impression that young people are more passive in their education.

Parent/Carer [not Mum/Dad/Guardian]

There are a range of reasons why Mum/Dad might be insensitive

HT student and character traits

To describe the characteristics, we wish to develop with our students

Students who have had social worker involvement [not Ever Social Worker students]

Students are young people first and foremost, with needs which we support. We do not define students by being Ever Social Worker.

Students with SEND [not SEND students]

Students are young people first and foremost, with particular SEND needs which we must support. We do not define students by being SEND.

Students eligible for Pupil Premium funding [not PP students]

Some students are entitled to additional support to help them as learners at school and are eligible for additional funding for the school to help them be successful as a result of additional challenges they may encounter.

Prior attainment [not ability, or talent]

Attainment indicates a level reached by a student in a previous assessment and is evidenced based on that performance. Using the phrase ability suggests that performance levels are fixed, and student progress is fixed.

Schemes of learning [not work]

Our curriculum is sequenced learning, not just different activities that students do. Learning is the development of new knowledge, skills and understanding which students develop over time as a result of carefully planned, sequenced lessons, making up their ambitious curriculum.

Lesson visit [not observation]

Staff are provided with developmental feedback which is informed by evidence seen within the lesson. Lesson observation has a negative connotation and therefore we do not wish to use the term.

We don't say top set/bottom set

It can reinforce low aspirations from some students. We use staff names instead, or the set number, or Foundation and Higher, and describe a set using positive language.

Adapting the curriculum [not differentiation]

We adapt the curriculum as required for learners with particular needs; we do not use the term differentiation which implies tasks are added on.

GCSE, A Level and Vocational & Technical qualifications; and Level 1, Level 2 and Level 3 qualifications

Important to talk about Vocational & Technical qualifications when talking to students, rather than talking just about GCSEs or A Levels with students – otherwise, students studying Vocational & Technical qualifications are being “ignored” which suggests we value them and their qualifications less than GCSEs and A Levels.

We will also use the language Level 1, Level 2 and Level 3 qualifications with students.

Relationships and Sex Education (RSE) [not Sex Ed]

RSE forms an integral and very important part of our Personal & Social Development curriculum intent and wider personal development of our students.

Payback [not detention]

Our Rewards, Behaviour & Discipline Policy focuses on building positive relationships and restorative practice; detention does not indicate restorative practice is important.

Consequences [not punishment]

We encourage our students to develop self-awareness, to become self-regulatory and reflective through consequences as opposed to punitive measures.

Sixth Form Dress Code [not uniform]

To indicate sixth formers are young adults and have a dress code like many professional workplaces.

Building [as opposed to Block]

A more positive word to describe a learning space – for example, K Building.

Dining Hall

Where students and staff can eat.

Haileybury Turnford Staff Email Protocols – September 2024

This document has been created to clarify acceptable protocols for staff when communicating by email, with the aim to reduce workload for staff, yet ensure that good efficient communication can take place through email, specifically between staff and with parents.

The following is not an exhaustive list of protocols but written to provide greater clarity for staff.

These protocols will be reviewed annually by the senior team and staff.

- All emails should be professional in tone using our agreed HT common language.
- **School emails should not be routinely sent or replied to before 8.00am or after 5.00pm during the working week.** This is to encourage a better work-life balance and to make staff think more carefully about the emails they are sending. If cover work needs to be sent this is an example of when email might be used outside of these times. The school's Cover Manager may also email staff from 7.30am onwards if it relates to that day's cover.
- During the school day, staff should only check emails when they are not teaching. Outside of the school day staff are clearly free to check and read their emails at any time, to suit their preferred working patterns. The only exception during lesson time would be if there is an urgent safeguarding-related issue that needs responding to.
- There is no expectation that work emails will be read outside of 8.00am to 5.00pm during the working week, but it should be recognized that there will be times when it is necessary for emails to be sent outside of the core hours of 8.00am to 5.00pm. Such emails should not be sent routinely, and only in exceptional circumstances.

- Internal work emails sent to staff members should be responded to accordingly; it is good practice to clarify when a response is required by if required. Professional judgement should be used as necessary depending on the nature of the information in the email.
- If individual staff members wish to draft emails outside of working hours, it is possible to use 'drafts' to store them until 8am the following working day or to use the 'delay delivery' email function allowing individual staff to work at times that suit them.
- Efficient and prompt communication with parents is important. It is good practice to confirm receipt of an email within 24 hours (during the working week). An 'automatic response' can be set up to do should staff wish to do this. Professional judgement should then be used to determine when and how the email should be followed up.
- Only the Senior Leadership Team, Rosa Davey (inclusion), Caroline Winborn (attendance & cover), Jayne Jarvis (HR & wellbeing) and Ant Powell (IT Network issues) have the ability to email 'All Staff'. This is to cut down on the amount of unnecessary email that comes into staff inboxes. Key staff documents will also be stored on the Whole Staff team on Microsoft Teams.
- Emails should only be sent to the relevant people. Staff should use 'cc' correctly, which is to keep other people 'in the loop' with no expectation of a reply from them. All staff emails need to be sent to Lisa Nethercott who will distribute as appropriate.
- The school would strongly encourage staff not to use personal devices at home to check emails to support staff wellbeing.

Face-to-face contact and a conversation will sometimes be more appropriate than an email, and in the case of communicating a safeguarding concern to a Designated Safeguarding Lead, a conversation must take place prior posting the concern on CPOMS.

Health and Wellbeing Action Plan

Aim

To further develop a supportive workplace culture that promotes the health and wellbeing of all staff.

Objectives

Mental Wellbeing

To further develop a supportive workplace culture at Haileybury Turnford to tackle factors that may have a negative impact on mental health and ensure line managers have the right skills to support all staff.

- Give staff access to the Health and Wellbeing Action Plan and the school's Staff Wellbeing Policy.
- Provide information to staff on mental health issues and help raise awareness by weekly wellbeing tips.
- Deliver non-judgemental support to any member of staff experience mental health issues.
- Set up termly events to support staff with their own mental wellbeing through whole staff 'fun' activities.
- Share wellbeing resources for staff to access.
- Set realistic targets and deadlines for staff to prevent long working hours.
- Deal with any conflict in confidence and as quickly as possible to ensure the workplace is free from bullying, harassment, racism or discrimination in any form.
- Ensure regular, good and positive communication takes place.
- Encourage staff to talk to one another where possible and use emails where appropriate.
- To provide support and guidance for any member of staff experiencing mental health issues.
- Ensure that staff members with mental health issues are treated fairly and without judgement.
- Encourage staff to access the free counselling through our sickness insurance scheme where applicable.
- Support all staff appropriately on their return to work, who have been absent.
- Ensure all staff are aware of our Corporate Wellbeing Scheme via Smart Clinic and the offer of FREE services they provide, all in confidence.

1. Physical Health

To raise awareness of the importance of physical activity for managing stress and maintaining mental wellbeing.

- Provide information on the importance of physical health.
- Publish details with regards to the use of the gym and swimming pool at Haileybury for staff and family members (family members only).
- Set up termly events for staff to participate in.
- Provide free annual flu jabs – through Smart Clinic.
- Access to the gym at school at published times.

2. Healthy Eating

To raise awareness of the importance of healthy eating for both physical and mental wellbeing.

- Provide food storage for lunchtimes.
- Free tea and coffee provided for all staff to access.
- Easy access to cold water.
- Hot meal offered for Parents' Evenings and a healthy lunch is provided for all staff on Training Days.
- Encourage staff to eat lunch away from their working area.
- Provide a clean, spacious and modern space for staff to socialise at break, lunchtime and after school.
- Staff are able to pre-order food from the kitchen so staff can save time at break and lunchtimes.

3. Communication

School has an open-door policy and want to listen to staff.

All staff to be made aware of the Health and Wellbeing Action Plan and resources that are available for them. Information will be placed on the Staff Drive. All staff will be able to attend the Wellbeing Wednesdays, these events and activities will be circulated to all staff in advance so staff are able to access these events.

4. Feedback

All feedback received from the Staff Forum & Wellbeing Meetings will be actioned as appropriate.

The HR & Wellbeing Manager will constantly review the Health and Wellbeing Action Plan and amend as required. An annual update will be provided to the governors' Finance & Resources Committee.

DIARY OF EVENTS

We have introduced Wellbeing Wednesdays for staff, these dates along with wellbeing forum dates have been added to the school calendar, please look out for events and activities that will be circulated.

Haileybury Turnford A-Z of Health and Wellbeing

A ppreciation

Monthly thorough our 'thank you display' in the staff room to celebrate the work of staff in school.

B alance

Staff are strongly encouraged not to send emails before 8.00am and after 5.00pm during the working week and over the weekend, to ensure a work/life balance.

C arers Leave

Staff are able to take 2 days' paid leave on a rolling leave basis to care for a sick child or relative.

D igital Wellbeing

Staff can access a number of online wellbeing courses. A number of resources can be found through Smart Clinic

Staff can receive a voucher and book and eye test through Smart Clinic.

F lu jabs

Flu jabs are available for all staff through Smart Clinic.

G ym

Staff are able to use the gym at school and at Haileybury.

H ealth

Staff are able to access counselling and physiotherapy, if needed, free of charge through Smart Clinic.

I nvolvement

Staff are encouraged to get involved with activities throughout the year and to give feedback and discuss improvements in the workplace.

J ury Leave

If you are called to serve as a juror paid leave would be granted.

K eep fit

We encourage a healthy lifestyle at Haileybury Turnford, so watch out for various opportunities throughout the year. Staff and their families are also able to access the pool at Haileybury on designated days and times.

L earning

Staff are encouraged to take part in our Staff Training Days and comprehensive training is available for all staff and tracked through our online portal, 'Lessons Learned.'

M entoring

We have an in-house mentoring programme for all new staff. New staff are paired up with a colleague that will be able to support you with your ongoing development. We also have a coaching programme to support staff with their professional development.

N etwork Groups

We have set up a BAME Forum that meets on a termly basis. We listen to this group to see how we can make sure Haileybury Turnford is inclusive, free from discrimination, and fair for all persons.

O pportunities

All staff are given opportunities to develop their skills through regular staff training.

P aternity Leave

We offer 2 weeks' paternity leave for staff when their partner has a baby. One of the weeks is paid in full and the other week at the statutory paternity pay rate.

Q ualifications

Haileybury Turnford where appropriate, support staff to gain qualifications so staff are able to develop professionally.

R est and Relaxation

We encourage and promote a healthy work-life balance through activities throughout the year.

S ocial Events

Hopefully this year we can run some social events for staff to participate in.

T ea and Coffee

These are provided free of charge.

U nderstanding

Haileybury Turnford offer an open-door policy and will always listen to staff ideas, feedback or concerns.

V irtual GP

A virtual GP is available for staff through the Smart Clinic app.

Wellbeing Wednesdays

Regular events and activities for staff throughout the year.

eX pand

We want to expand what we offer for staff with regards to their health and wellbeing and would encourage staff to let Jayne Jarvis – HR & Wellbeing Manager, have any ideas or improvements that can be made.

Y early Wellbeing Survey

Staff have the opportunity to feedback to further develop how we support staff in our school .

Z zzzzz

Sleep is important for your health, wellbeing and happiness. When you sleep better, you feel better.

Review of Events for 2024/2025

September

- All staff received a bag with goodies
- Ice pops provided due to the hot weather
- Info sent out re Smart Clinic, Fitness Suite, Haileybury and Boiler service offer
- Wellbeing Wednesday and Positive Thinking Day! - Coffee Pods and Treats in the staff room
- Haileybury Sports complex times sent out
- Macmillian Coffee Morning

October

- Information sent out re World Mental Health Day
- Wellbeing Wednesday - Coffee Pods and Treats
- End of term treats in staff room

November

- Staff Wellbeing Survey sent out
- Staff Wellbeing Forum
- Mortgage surgery
- Wellbeing Wednesday - Coffee Pods and Treats

December

- Breakfast Croissants for all staff
- Staff Christmas Quiz
- Christmas Wreath Making

- Mince Pie Monday!
- Charity Drop
- Wellbeing Wednesday - Coffee Pods and Treats
- Staff Table Tennis Event
- Staff Christmas Do - and Christmas Jumper Day!
- Mince Pie Monday!
- Staff Sing-a-long
- Staff get together for end of term
- Staff thank you cards

January

- Information sent out about Veganuary
- Pension information sent out
- Wellbeing Wednesday - Coffee Pods and Treats
- Wellbeing Survey results sent out.

February

- Wellbeing Wednesday - Treats and Quiz. Staff received a small gift chocolate hearts and wild flower seeds.
- Information sent out about using sports facilities at Haileybury

March

- Information sent out about sing-a-long and Meditation workshop
- Unison meet and greet
- Breathe Workshop
- Spring Wreath Workshop
- Abba Singalong
- Easter Eggs for all
- Staff Badminton event

April

- Staff Golf sessions after school
- Wellbeing Wednesday - Coffee Pods and treats
- Information sent out to all support staff re training and shadowing
- Information sent out to all teaching staff re Teacher's Pensions
- Support Staff LGPS talk
- Team Jigsaw

May

- Information sent out re Mental Health Week
- Wellbeing Wednesday - Coffee Pods and treats

June

- Wellbeing Wednesday - Coffee Pods and treats
- Thank you, day!
- Pride quiz
- Ice cold drinks for staff

July

- Wellbeing Wednesday - Coffee Pods and treats
- Musical Singalong
- Strawberries and Goodbyes

Health & Safety

Asbestos

Due to the age of our buildings there is asbestos present across the majority of the site. The school has a complete asbestos survey in place and undertakes regular visual checks of areas known to have asbestos. This information is held by the Premises Department. The asbestos is all contained and is of no risk, providing it is not disturbed.

All activity in the premises is checked and logged prior to it being undertaken.

You should not disturb asbestos; this includes fixing or removing items directly to the walls with drawing pins or Sellotape.

If you want any work undertaken, please consult with the Premises Team.

Putting up Displays / Working at Height

If you are not standing on the floor then you are working at height!

The school has numerous ladders of varying sizes.

If you are putting up a display or doing anything above your comfortable reach, then please ask the Site Team for a ladder or set of steps.

Do not, for any reason, stand on chairs, tables or other items of furniture to reach a display etc.

Contacting the Site Team

You might on occasion need to contact the site team – to raise a potential health and safety issue, to ask for tasks to be undertaken etc please raise a ticket by emailing SiteTeam@haileyburyturnford.com rather than asking them when you see them. That way your task won't get forgotten and can be scheduled into their work load.

Staff facilities and the staff room

The Main Staff Room - Refreshments - staff may make drinks as they wish. Coffee, tea, sugar and milk are all kept in the kitchen area. Please keep the sink area tidy and wash your cups etc.

Notice Boards - there are 2 notice boards in the staffroom containing daily notices, safeguarding, the timetable, the Cover List (see below). Boards are also used for forthcoming events, training and CDP, and union information. Much information is also sent by e-mail. We also have a well-being noticeboard, please take a look at what is on offer for staff.

The Cover List – will be communicated to all staff on a daily basis and is available electronically by email. The name of the person covering is displayed alongside. You should use the HT Studies to set cover work and leave in the cover file on the staff drive. If you are unable to attend work you must telephone Caroline Winborn on 07931 236715 by 7.30am. If Caroline is unavailable, you should leave a message on the answer phone and a number on which she can contact you. Please also ensure that work for the classes you should be teaching is communicated to your Subject Leader copied to your Faculty Leader NOTE: support staff cannot take details of cover work.

Telephone - the telephone system has internal lines (the extension numbers are displayed on the board above) and an external line. The telephone is essentially for business purpose but when personal calls are made they must be declared and paid for. Should you need to use Directory Enquiries please use www.BT.Com as this is free.

School Closure – to find out about school closures in the event of bad weather, check the website www.haileyburyturnford.com

Pigeonholes - most staff have a pigeonhole. The pigeonholes are labelled alphabetically. The receptionist puts mail, messages etc. into pigeonholes daily.

Photocopying - there are machines available for staff use located throughout the school. They are designed to do small volumes of copies and short-notice worksheets. A charge is made per copy and deducted from department budgets. The number of copies is logged automatically - access is via the same PIN number, issued by IT Support. The regulations concerning the legal aspects of photocopying must be observed. For large amounts of copying, the school operates a photocopying service, run by The Admin Team, Either raise a ticket by sending an email to repro@haileyburyturnford.com or complete a form stating your requirements and attached to the originals and placed in the red in tray in the reprographics room. Orders should be completed within two working days. When completed, the copies will be on the shelves by the door of the reprographics rooms.

IT Support

Our IT Support team are here from 08:00-16:00, including in the school holidays.

If you have an issue please raise a ticket by emailing ITSupport@haileyburyturnford.com and they will come back to you and resolve it.

Please ensure that you report any IT issues as soon as they arise so they can be rectified and don't develop into more major concerns.

Premises

Our IT Support team are here from 07:00-16:00, 08:00 in the school holidays.

If you have an issue please raise a ticket by emailing SiteTeam@haileyburyturnford.com and they will come address it and respond to you.

Cleaners

The majority of the school is cleaned at the end of the school day. The cleaning team will start locking up at 18:00 to leave at 18:30, please support them by vacating the building when asked.

We have cleaners in school during the school day ensuring that toilets, the dining halls and communal areas are kept clean.

Putting up Displays / Working at Height - If you are not standing on the floor then you are working at height! The school has numerous ladders of varying sizes. If you are putting up a display or doing anything above your comfortable reach, then please ask the Site Team for a ladder or set of steps.

Do not, for any reason, stand on chairs, tables or other items of furniture to reach a display etc.

Guillotine - this is kept on the table in the reprographics room and one in the staffroom. Trimmings and waste should be placed in the bin.

Washrooms - are located by the staff room.

Library - all staff are automatically members and entitled to take books out on their tickets. Please see Alison Saunders if you wish to borrow books or take classes in to use the library.

Stationery – Some stationary is brought centrally at the beginning of the year. Additional items can be obtained from stock in the Business Manager's office. All items will be charged to your departments budget.

Arriving/Leaving Site - All Staff must sign in using their PN code when arriving at school and must sign out when they leave school site too. Signing in screens are in the main reception and in the music building. Any staff leaving site must sign out at and sign back in on returning.

Mobile phones - Staff are asked to lead by example - mobile phones should not be used around the school buildings during the school day or in lessons. No mobile phone use around school by staff.

Hot Drinks & Food - No hot drinks in lessons, water only as for students. Staff should consume meals in the staff room or staff spaces, not in front of students i.e. at form time or in lesson.

Smoking - Please be aware that the school is a 'No smoking' site. This means smoking is not permitted on any part of the school site.

Parking - Staff parking is available at the front of the school and at the back of the site (bear right at the entrance and first left) and opposite the Flexible Learning Centre (bear left at the entrance). There are no allocated places – parking is on a first come first served basis. **Please do not use the clearly marked spaces to the left of reception along the wall as these are for visitors.**

Staff should avoid driving out of the main drive until after 3.10pm by which time students should all have departed.

Unions - Staff are encouraged to join a union. The school representative for NASUWT is Steffan Lindquist and for NEU, John Donovan. There is not currently a Unison rep in the school. Support staff are encouraged to join a union, details can be found on The Grid (www.thegrid.org.uk)

Finance

Ordering goods or services

Budget holders and/or Budget Requisitioners can raise orders on Access.

Instructions with screen shots;



How to purchase....pdf

When you receive any goods ordered please go online and receive them in access. This will inform the finance dept that the invoice(s) can be paid.

Instructions with screen shots;



How to receive goods ...pdf

If, for any reason, a supplier cannot fulfil an order or only provides part of an order, please inform the finance dept via email and the order/balance of the outstanding order can be cancelled.

Expenses

Staff may on occasion need to claim expenses. The claim form can be found online at J:\Finance\Expenses Claim Form.

Expense claims must be supported by receipts and should be signed and authorised by the budget holder. Completed forms should be handed to the Finance Manager. Payment will be made direct into your bank account via BACs so please ensure that you complete your bank information clearly and correctly.

Cash

Haileybury Turnford is a cash free school; the finance department does not hold any cash.

All parent payments to the school are made via ParentPay. This removes the need for students to bring in (and potentially lose) cash, gives an audit trail of cash receipts for the school and our auditors and enables parents to have an online record of payments made to the school.

We can set up a payment option on ParentPay for anything – trips, resources etc and give access to the whole school or a limit number of students depending on requirements.

Authorisation of Purchase Orders and Expenses

All purchase requisitions go to the SLT lead for the faculty.

Instructions for approvers with screen shots;



How to approve
....pdf

Amount	Signatory	Name	Approver
Up to £500	Budget holder	Faculty or Subject Lead	Line Manager
Up to £1,000	Assistant Principal	Brendon Walsh Niall Megaw Danielle Newman Navpreet Shivalkar Sam Williams	Principal
Up to £5,000	Vice Principal	Maxine Goodes	Principal
Up to £7,500	Business Manager	Jane Howard	Principal
Up to £25,000	Principal	Robin Newman	Business Manager to countersign
Over £25,000	To Governors to approve	Finance & Resources Committee	Principal

The

Schedule of Financial Delegation sets out in detail responsibilities and limits for approval. Key limits for approval are outlined below.

When you receive any goods ordered please go online and receive them in access. This will inform the finance dept that the invoice(s) can be paid.

Instructions with screen shots;



How to receive
goods ...pdf

If, for any reason, a supplier cannot fulfil and order or only provides part of an order, please inform the finance dept via email and the order/balance of the outstanding order can be cancelled.

Access Workspace

All Access users log into the software via Access Workspace.

This is a customisable area that you can use to have key information at your fingertips.

For more information:



Access
workspace.pdf

Reprographics

Your department reprographics budget is separate to your department resources budget.

This is not a budget you can raise orders against. Reprographics costs are charged to the budget monthly in arrears. The budget holder will receive a report each month showing them what is charged to their dept for reprographics. The report will show usage by individual and split Colour/Mono.

Reprographics work relating to mock exams or assessments should be given Reprographics clearly marked as such and the cost will be charged to the Exams & Assessment account.

Reprographics charges

	Dept Machines cost / sheet
Mono	1.00p
Colour	2.00p

Amount	Signatory	Name	Approver
Up to £500	Budget holder	Faculty or Subject Lead	Line Manager
Up to £1,000	Assistant Principal	Brendon Walsh Niall Megaw Navpreet Shivalkar Sam Williams	Principal
Up to £5,000	Vice Principal	Maxine Goodes Danielle Newman	Principal
Up to £7,500	Business Manager	Jane Howard	Principal
Up to £25,000	Principal	Robin Newman	Business Manager to countersign
Over £25,000	To Governors to approve	Finance & Resources Committee	Principal

Trips

This folder contains the information and documents you will need to organise a school trip:

J:\Whole Staff Documents\Trips & Visits

- So you want to arrange a trip?
- 1a. Day trips budget calculator
- 1b. Residential trips budget calculator
- Trip planning initial stages
- Trip planning final stages

The finance department is happy to support staff in organising trip – one day or residential. Please speak to Jane Howard re the budget and Kathy Jones re the logistics – letters, ParentPay, timing etc.

The initial steps to organising trip are:

- Check the school calendar to ensure that there are no clashes with your trip and that it falls outside any exam periods.
- Check with the Cover Supervisor, Caroline Winborn, that there are no other events on the date that require cover.
- Gain initial approval from the Principal
- Gain financial approval
- Begin the Evolve process

Please note the following:

- An absence form must be completed for every member of staff going on the trip and submitted to cover. This applies even if there is no cover requirement to fulfil our Health & Safety and payroll requirements.
- Payment for trips is made via Parent Pay, which gives us a full audit trail. We do not accept cash.

- Full details of the trip – letter, budget and list of students eligible to go on the trip – should be given to the finance manager so they can set up the trip on Parent Pay and set up the accounts for it.
- You should allow 48 hours for Parent Pay to be set up prior to issuing the trip letter to the students.

At the moment we are asking that Purchase Requisitions for trips are still submitted on the pink order forms.

After School Hours Events

It is appreciated when staff organise after school events that showcase students work.

Schools Plus manage the site out of school hours; Mon-Fri 18.00-22.00 and at weekends, hiring facilities to sports clubs etc. If the event is after 18:00 (6.00pm) then the organiser needs to contact Jayne Jarvis to ensure that Schools Plus will be on site and can lock up after the event.

Central booking

haileybury.turnford@schoolsplus.co.uk

Schools Plus contact centre: 0345 222 23 23

When telling them about your event you will need to clearly state:

- Start time
- Areas in use
- Approx. number of people expected
- End time – this is the time when everyone will be off site. School Plus are responsible for ensuring the site is secure and locking the main gates.
- Please remember;
- That in the summer term and the early weeks of the autumn term Schools Plus are not on site every day, this is the quiet season from a lettings perspective.
- There are no lettings on a Friday.
- That the cleaning team are not, in any way, linked to Schools Plus and all lock up requests should go to Schools Plus.

Staff Briefing – Weekly on line

Faculty Briefings - As per calendar.

Staff meetings - All staff should attend Staff Training Days, Tutor Meetings, Department/Faculty Meetings, and Teaching Staff/Support Staff Meetings as appropriate. New staff should attend the appropriate Induction Meetings. Part-time staff should attend such meetings pro-rata in liaison with their line manager. Support staff should attend all appropriate Support Staff meetings. NQTs should attend all induction meetings.

Staff Portal – An electronic staff portal appears when you log into the Internet; it is your homepage.

SLT Briefing/Meetings - As per calendar.

Middle Leaders' Meetings - As per calendar.

Open Evening - to be attended by all staff

Sixth Form Open Evening - should be attended by Faculty and Subject Leaders and other departmental colleagues as appropriate in each of the subjects being taught in the Sixth Form.

School Newsletter – there is a twice a half-term Parents' Newsletter (HT News) that goes home to all parents. If you wish any information to go in this publication, please pass it to Lisa Nethercott.

In School Activities - To make a request to organise an 'in school activity' which would result in disruption to the normal timetable for a Whole Class or Year Group, staff should speak to Niall Megaw. Activities that involve smaller numbers of students should be agreed by the appropriate Faculty/Subject Leader or SLT Line Manager. Any colleagues organising such activity should email a list of students involved to all staff and put a list of students involved on the Staff Room noticeboard 5 working days before the activity takes place.

HR Newsletter - This is sent out on a termly basis to update staff about policies and procedures.

Vulnerable group meetings for KS3 and KS4 are scheduled once per half term.

Homework

At Haileybury Turnford, meaningful homework tasks are a really important part of our curriculum, and we have used current research from the Education Endowment Fund and other sources such as SecEd to inform the types of tasks we ask our students to complete. Homework fosters independent learning and motivates students to love learning. We know that tasks focused on retrieval of knowledge and practice are beneficial at KS3 and KS4. As students become more expert learners at KS4 and KS5, homework will also include more preparation and research-based tasks. At KS4 and KS5 homework may also include the completion of coursework for student's chosen qualifications.

The types of tasks that might be set are:

- Quizzes
- Reading and comprehension questions
- Key vocabulary tasks
- Exam practice questions
- Instrumental practice and rehearsal
- Research and pre-reading (mostly KS4 and KS5)

Homework is best completed in short bursts of 20-30 minutes in a suitable space. We have spaces at school where IT can be used as well as quiet settings. Please use the email contact information on our school website to speak to your child's pastoral leaders about completing homework at school.

Class Charts

All teachers should ensure seating plans are completed for each class on Class Charts.

Dress Code

Underpinning principles

All staff working at Haileybury Turnford should wear dress which:

- is professional, modest and business like;
- provides an excellent role model for our students;
- sets a high standard.

Rationale

We set very high expectations of student dress at Haileybury Turnford. We expect all students to adhere to a strict uniform code, and our Sixth Form employs a dress code which expects all students to wear smart business dress. It is therefore vital that staff lead by example and are effective role models for our students.

All staff are expected to be aware of the uniform expectations of both the 11-16 school and our Sixth Form, and are expected to dress in such a way that they set a good example for the students.

Equal Opportunities

Haileybury Turnford recognises the diversity of cultures, religions and disabilities of British society and will take a sensitive approach when this affects dress and uniform requirements.

Responsibilities for ensuring the Code is adhered to

Leaders at all levels are responsible for ensuring that the Adult Dress Code is adhered to at all times by the staff that they line manage. It is expected that staff will adhere to the Code and, where appropriate, will wear specific clothing provided for their post.

This Code is designed to guide staff on the expected standards of dress and appearance. It is not exhaustive in defining acceptable and unacceptable standards of dress and appearance and staff should use common sense in adhering to the principles underpinning the Code.

Standards

- a. All employees are required to dress in a professional manner head coverings and religious clothing taken in to account.
- b. When wearing a tie, it is required that the shirt has its top button done up. Ties should be accompanied with a jacket. Jackets can be removed whilst teaching.
- c. Pullovers and cardigans may be worn but must not be excessively loose or obscure a tie.
- d. Where the school provides an item of uniform to enable a member of staff to carry out their duties this must be worn at all times.
- e. Any accessories worn should not be excessive or a health and safety hazard. This includes nails.
- f. Earrings may be worn, but no other jewellery worn through body piercing should be visible, with the exception of that worn for religious requirements.
- g. Where possible and practical tattoos should not be visible to others whilst on duty unless very small and discrete.
- h. Footwear should be appropriate for school, the role being undertaken and the working environment. Staff members based in science laboratories, design and technology areas and similar risk areas should always wear shoes appropriate to the activity taking place in the lesson in line with standard health and safety guidelines. Premises, cleaners and catering staff should ensure that their footwear is appropriate to the role and offers adequate protection in line with standard health and safety guidelines.
- i. Certain items are not permitted at work under any circumstances; examples are given below:
 - Jeans of any colour or scruffy/torn trousers.
 - Casual sports clothing (e.g. tracksuits and football shirts).

- Sweatshirts or T-shirts bearing slogans or symbols.
- Excessively high heels, trainers and flip-flops (some smart sandal type shoes will be appropriate; strapless sandals are not appropriate).

Strapless tops.

- Overly tight or revealing clothes, including mini-skirts, excessively low-cut tops or garments revealing the midriff.
- Non-tailored trousers which are less than full length. (Smart, tailored $\frac{3}{4}$ length trousers are appropriate).
- Leggings and “Cargo pant” style trousers.

Any member of staff who disregards these rules could be subject to disciplinary action.

In serious cases where, in the opinion of a member of the Senior Leadership Team, a member of staff's appearance is unacceptable, the member of staff may be required to return home to change. In these circumstances, the member of staff may not be paid for the duration of his/her absence from work.

What to do if ...?

I need to leave the site during the school day - This is allowed provided you are not required for other duties such as cover or meetings. You should always let your Line Manager, Cover Manager and the Reception know you are going off site and sign out so that in the event of a fire you may be accounted for. Upon your return please also sign in with the Reception.

A student in my Form has lost something - Please guide the student to retrace their steps and mentally go through the previous day to try to ascertain exactly when the item went missing and when and where it was last seen. Lost property is usually taken to PE.

Someone is sick in my classroom - Send for the AYAC. The AYAC will escort the student to medical

Human Resources

Staff Absence

If you need to be absent from school, for any reason, including training, then you need to complete a Staff Absence form and submit it detailing cover requirements. Personal to go to Jayne Jarvis, Business to go to Caroline Winborn and submitted evidence of absence e.g. appointment card, and with as much notice as possible.

Work must be left for classes being covered. This should include resources and class charts.

If your absence is planned, please ensure that you arrange for someone to cover any break or lunch duty that you are scheduled to undertake and name the person on the form.

Sickness Absence

Cover number: 07931 236 715. All staff (teaching & support staff) must report their sickness absence before 7.30am by calling (not texting) the cover number above.

Staff should report in daily unless they are absent for a prolonged period and the school has a certificate covering their absence.

Work must be sent to your line manager for classes being covered in your absence.

On return to work staff must meet with Jayne Jarvis (at start of day time) to complete relevant paperwork.

Staff Wellbeing

The school has a Health and Wellbeing Action plan and actively promotes a workplace culture that supports health & wellbeing.

The school has engaged with Smart Clinic to provide wellbeing support such as physiotherapy services and counselling. All new staff will be sent emails to access app. More information can be found www.smartclinic.com

Staff Conduct

All staff should read and comply with the *Staff Code of Conduct* and the *Staff Dress Code*. Tattoos should not be visible and nose piercings are not permitted.

Please note that staff should not eat or drink in classrooms whilst they are teaching, this includes during the form period. Water is permitted in a bottle/sealed container.

I have a query about my salary - Any concerns or questions about salary and employment should, in the first instance, be raised with Jayne Jarvis, HR Wellbeing Manager. She can also help with questions about pensions, additional voluntary contributions, maternity/paternity leave and other related issues.

I would like advice on career development - All staff can gain advice on all aspects of career development from the SLT member in charge of CPD (Leanne Durso). Trainees and Early Career Teachers (ECTs) can refer questions to Leanne Durso. Inset information is also available through Faculty Leaders and courses are advertised by email. All staff are encouraged to maintain a portfolio which will be useful when approaching threshold applications, UPS etc.

I need to plan for an absence in advance or to attend a course - Complete the staff absence form available from the blue cover pockets outside the Finance Office or in the staff drive under Absence HR. There are two separate forms – Business and Personal. The Principal will need to sign to agree cover. Please make sure this is done in advance of any booking made – please give at least five working days for any requirements.

Teaching staff – Cover - Don't forget to set cover work for the day of the absence and let Caroline Winborn know. Please ensure any duty is covered.

I have a query about procedures or I need support in a particular area - The strength of HT lies in its highly supportive staff who are very willing to help each other. Please go to any member of staff for advice. Faculty Leaders will guide you in subject-related matters alongside more established colleagues. Year Achievement Coordinators will advise on pastoral and learning management issues. For NQTs, GTP and ITT trainees, there are the Induction Tutors and Mentors allocated to you, and the Assistant Principal for CPD is there to support and advise all trainees and NQTs. The Principal and all senior staff are very accessible. Support Staff can assist on all aspects of pastoral, HR and Finance related queries.

I need to book an ICT Room - Please e-mail the Head Computing & ICT directly. Please contact cover to arrange.

I need to book a meeting room – The meeting rooms can be booked through the booking system with the inclusion team. To book the library cc Alison Saunders.

I need to access my e-mails/files from home - The school website has a links page which enable staff to access emails and files from home. There are also links to the staff portal which enables remote access to the school network.

The Role of the Tutor and Subject Teacher

Tutor - The role of Tutor is highly valued at Haileybury Turnford. The Tutor is at the centre of the learning process for all students in the school. The Tutor is the key person and has an overall responsibility for the academic progress, discipline, and welfare of the students in his or her care.

The Tutor is the person who helps the student to make connections in their learning, bringing coherence to the relationships between subjects and skills. The Tutor will advise, guide and mentor the student with the aim of raising standards and achievement in all areas of the curriculum. They will foster resilience and a growing independence.

Tutors are expected to:

- Get to know his or her students on a personal level and show an active interest in their concerns and problems whether academic or personal. It is critical that the Tutor supports good learning in their tutees, and has a thorough grasp of their strengths, and areas of development.
- Register the Tutor group each morning and, and to check on lateness and absence/unauthorized absence, reporting any persistent problem to the Year Achievement Coordinator. Check that students in their tutor group arrive to school with correct equipment.
- Monitor individual attendance and Tutor group attendance on a weekly basis. Promote student awareness of individual and Tutor group attendance on a weekly basis.
- Check up on up any irregularities with relevant staff.
- Attend team meetings with the relevant Year Achievement Coordinators.
- Communicate with subject staff and/or Subject Leaders about concerns with student's progress
- Maintain a high standard of uniform and behaviour, reporting any persistent or challenging offenders to the Year Achievement Coordinator.
- Pass on information to your Tutor group, including reading the daily notices at morning registration.
- Supervise students during assemblies, and co-operate with the Year Achievement Coordinator in the organization and running of assemblies.
- Ask students to maintain a Tutor notice board and actively encourage students to take part in inter-house competitions. Endeavour to support/attend inter-house events as often as possible.
- Encourage the constructive participation of students in the many varied activities going on in the school.
- Delegate responsibility to students wherever this is possible and beneficial, e.g. register monitor, maintain Tutor notice board.
- Teaching staff should enter any relevant information on Class Charts regarding student achievement and behaviour.
- Follow up issues regarding First and Second Yellow cards with individual students on daily basis. Celebrating Rewards and Achievement of students who achieve on a weekly basis.
- Monitor Class Charts regularly regarding student achievement and behaviour.
- Routinely communicate with parents when relevant.

Subject Teachers - Subject teachers are accountable to the Faculty and Subject Leader for the quality of their teaching and their students' learning. At Haileybury Turnford we expect every lesson to be an engaging, challenging and above all an enjoyable experience for both the teacher and student. An expectation of good progress for all students will be embedded in every lesson.

Subject teachers are expected to:

- Have high expectations for standards of work and behaviour.
- Plan and prepare lessons in accordance with subject schemes of learning and assessments.
- Plan and deliver lessons using high quality teaching strategies for students with SEND and all students.
- Display excellent subject knowledge that is regularly updated.
- Regularly set home learning and provide feedback to students.
- Use homework as an effective tool to develop students' independence and resilience whilst learning.
- Provide frequent written and oral feedback for students, identifying areas of strength and areas for development to enhance further progress using our live marking policy.
- Maintain a record of work undertaken by each student.
- Mark a register for each class in every lesson.
- Keep a record of books & materials issued to students.
- Set and mark examination papers as directed by the Faculty Leader.
- Write accurate and informative reports by the deadlines set.
- Maintain the quality of their teaching areas, including care of furniture and displays of work.
- Attend departmental meetings and staff meetings (and any others at the discretion of the Principal).
- Keep Tutors informed of any problems relating to the students they teach and any rewards or sanctions issued to those students using the SIMS database. (Class charts)
- Make consistent use of the school systems of behaviour management and rewards to support all learning.
- Ensure that our HT T&L Cor Principals are followed each lesson.

NB - Please remember that your responsibility is not limited to the areas in which you teach. We must all share in the responsibility for maintaining standards of behaviour throughout the school.

Tutor Group Boxes - Tutors are expected to check their tutor boxes before tutor time each day. Urgent messages and information will be placed in the tutor boxes periodically throughout the day. Tutor group monitors can be put in place. Tutor group boxes are located outside office E222.

Reception - Our reception staff are happy to send out texts/emails for staff. Please note they receive a number of requests and will not be able to accommodate urgent requests on short notice.

Medical/Reception Expectations - The medical office is for emergencies during lesson time. Students are expected to stay in their lesson using break and lunchtime to obtain prescribed medicine, minor injuries and other student needs. Non-prescribed medication is kept by the student.

Reporting Accidents/Injuries to Staff or Students

(Or any hazard that could cause injury or damage)

Accident/injuries should be reported to the responsible line manager and recorded in the school accident/incident book, kept in the medical room for students and staff.

Guidance on Reporting Accidents

Please note: Although the following guidelines appertain to all staff, it is not expected that ECT's will be involved in carrying out investigations without the support of a more senior member of staff, i.e. Health & Safety Officer or First Aider.

The following points should be borne in mind when carrying out an investigation:

- Avoid careless interviewing techniques when obtaining information from witnesses. (Do not ask questions that can be answered "yes" or "no". Do not ask questions in such a way that the witness is led into saying what the questioner appears to want to hear.)
- It is usually preferable for the witness to be allowed to tell the whole story without interruptions, then to be guided back to those areas where clarification is needed
- Establish whether witnesses actually saw what happened or if they saw the outcome of the accident and inferred subsequently what had led up to it
- Remember that some witnesses may be unwilling to give accurate information because of fears of being blamed in some way, or of being disloyal to colleagues. (Explain that the reason for the investigation is to try to avoid a recurrence.)
- Do not jump to conclusions, no matter how obvious they may appear to be.

Use an aide memoire to ensure that all relevant information is collected. All the points listed below will not be relevant in every case:

- Where did the accident happen?
- When did the accident happen?
- Who was injured? Nature of injury? Site of injury?
- Who else was involved?
- Who witnessed the accident?
- What was the injured person doing at the time of the accident?
- Were there any relevant environmental factors?
- Were protective measures available and appropriate? Were they used?
- Was the person adequately trained to do the activity that resulted in injury?
- Was there supervision in force? If not, should there have been? Was it adequate?
- ☐ Was a defect or design fault in the premises involved? If so, are similar situations to be found elsewhere in the building?

First Aid

In the event of an accident:

- Always use the medical emergency button on Class Charts and leave a message a qualified First Aid member of staff to attend or if possible, take the injured person to the medical office or send the student to medical with/without a buddy as necessary.

- First Aid can only be administered by a qualified member of staff.
- An accident must be entered in the school accident/incident book by the member of staff on duty at the time/reporting the incident. These are available from the medical room.
- Should hospital treatment be needed, the parent or parents of the student must be informed.
- Under no circumstances must drugs of any form be given unless prescribed by their doctor.
- Those organizing any school trip must take first aid kit. These can be obtained from Medical.
- Medical will only hold prescribed medication.

Supplies of first aid materials are kept in the medical room and YAC rooms. Maintenance of supplies is the responsibility of the Medical Officer. There are first aid boxes in the laboratories, workshops, gymnasium and the medical office.

Emergency Procedures

The emergency evacuation procedures will be issued by separate email at the start of term and can be found online <J:\Policies, Procedures & Guidelines\Emergency Procedures>.

Key points

- Emergency evacuation signal: a continuous alarm sounding
- Emergency evacuation muster point: the astro, beyond K building
- Do not take belongings with you when responding to the emergency evacuation signal.
- Exit the building calmly and walk to the muster point. Do not run.

Personal social networking sites

All employees of the school, individuals engaged by the school or individuals acting on behalf of the school from third party organizations should bear in mind that information they share through social networking applications, even if they are on private spaces, may still be the subject of actions for breach of contract, breach of copyright, defamation, breach of data protection, breach of confidentiality, intellectual property rights and other claims for damages. Employees must therefore not publish any content on such sites that is inappropriate or may lead to a claim, including but not limited to material of an illegal, sexual or offensive nature that may bring the school or the local authority into disrepute (see Code of Conduct for examples of such content).

Employees using social networking sites must also operate at all times in line with the school's Equality and Diversity policy, failure to do so may lead to disciplinary action, up to and including dismissal.

Social networking applications include, but are not limited to, public facing applications such as open discussion forums and internally-facing applications, (i.e. e-folio) regardless of whether they are hosted on school networks or not. The school expects that users of social networking applications will always exercise due consideration for the rights of others and that users will act strictly in accordance with the terms of use set out in this code.

Any communications or content published on a social networking site which is open to public view, may be seen by members of the school community. Employees hold positions of responsibility and are viewed as such in the public domain. Inappropriate usage of social networking sites by employees can have a major impact on the employment relationship. Any posting that causes damage to the school, any of its employees or any third party's reputation may amount to misconduct or gross misconduct which could result in disciplinary action, up to and including dismissal. Employees must not use social networking sites for actions that would put other employees in breach of this policy.

Employees should not use personal sites for any professional activity or in an abusive or malicious manner. The school

reserves the right to require the closure of any applications or removal of content published by employees which may adversely affect the reputation of the school or put it at risk of legal action.

Posting inappropriate images - Indecent images of any employee that can be accessed by students, parents or members of the public are totally unacceptable and can lead to child protection issues as well as bringing the school into disrepute.

Posting inappropriate comments - It is totally unacceptable for any employee to discuss students, parents, work colleagues or any other member of the HT community on any type of social networking site. Reports about oneself may also impact on the employment relationship for example if an employee is off sick but makes comments on a site to the contrary.

Social interaction with students (past and present) - Employees should not engage in conversation with students on any personal social networking sites and should be circumspect in personal network contact with former students, particularly those under the age of 18 years. This would also apply to individuals who are known to be vulnerable adults. Offers of assistance to a student with their studies via any social networking site are inappropriate and also leaves the employee vulnerable to allegations being made. It would be very rare for employees to need to interact with students outside of the school in a social setting and by communicating with them on social networking sites, is tantamount to the same. Adults should ensure that personal social networking sites are set at private and that students are never listed as approved contacts. Adults should not use or access social networking sites of students.

Haileybury Turnford House System

The Haileybury Turnford House system comprises of six houses; Bevan, Pankhurst, Shackleton, Turing, Austen and Bader. Each form group, including the form tutor, will all belong to the same house to encourage collaboration and a team ethos within the form. We encourage all students to participate in house competitions throughout the academic year. These will be run by individual culties/departments or year teams. All academic achievements, achievement points and attendance will also feed into the House system. By the conclusion of the academic year, we want students to have had numerous opportunities to represent their House in a variety of inter-House competitions, involving as many different Faculties as possible.

<h1>Austen</h1>		<p>Jane Austen was an English novelist known primarily for her six major novels, which interpret, critique and comment upon the British landed gentry at the end of the 18th century.</p>
<h1>Bader</h1>		<p>Lilian Bader was one of the first black women to join the British armed forces. She was born in Liverpool to Marcus Bailey, a merchant seaman from Barbados who served in the First World War, and a British-born mother of Irish parentage.</p>
<h1>Bevan</h1>		<p>Aneurin Bevan was a Welsh Labour Party politician who was the Minister for Health in the UK from 1945 to 1951. Bevan was a lifelong champion of social justice, the rights of working people and democratic socialism.</p>
<h1>Pankhurst</h1>		<p>Emmeline Pankhurst was a British political activist and organizer of the British suffragette movement who helped women win the right to vote</p>
<h1>Shackleton</h1>		<p>Sir Ernest Henry Shackleton CVO OBE FRGS was a British polar explorer who led three British expeditions to the Antarctic. He was one of the principal figures of the period known as the Heroic Age of Antarctic Exploration.</p>
<h1>Turing</h1>		<p>Alan Mathison Turing OBE FRS was a British mathematician, computer scientist, logician, cryptanalyst, philosopher and theoretical biologist.</p>

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<http://haileyburyturnford.com>

http://twitter.com/Hailey_Turnford

