



Staff Handbook 2024-2025

Believe.



Succeed.

This is your guide to Mayfield School

This handbook is designed to cover everything you need to know if you are starting at Mayfield School and to be a handy reference point for staff who are already here.

If you think of anything that you would like in here that is not here already- please let us know.



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Version 2
1st January 2025

Section 1: Welcome and Introduction to Mayfield School

Dear Colleagues,



Welcome to the start of the new academic year. I hope you all had a good Summer break and are all ready for the exciting year ahead. I would like to welcome our new colleagues to the Mayfield team who I am certain will play a significant role in the school's continued journey of improvement. I hope that they will settle in quickly and be happy and successful during their time with us. Mayfield is a very special place where pupils, staff and governors work in a community where we aim to Believe. Achieve. Succeed. every day. This is driven by our new set of shared values – Ambition, Inclusion and Respect. We are a friendly, vibrant school with high standards and expectations that focus on learning and achievement.

We pride ourselves on our relational approach, the positive relationships we foster, knowing every young person as an individual and challenging each of them to have the highest possible aspirations through our ambitious and inclusive curriculum. Our ambition is to build on our excellent pastoral care with high standards and expectations so that young people are able to flourish and to achieve their very best.

We ensure that a significant emphasis is put on the building, maintaining and repairing of relationships in order to create a strong inclusive ethos and community feel. We believe that our school motto, 'Believe. Achieve. Succeed.', gives everyone within our school community a sense of direction, identity, and purpose. It helps us all:

- **To believe in ourselves, our own abilities, in other people and the world around us.**
- **To achieve our full potential by successfully reaching our goals through effort, skill and confidence.**
- **To succeed in becoming the person we want to be.**

We are continually striving for excellence in everything that we do, with incredibly committed and dedicated staff who share the vision that every child at Mayfield is to be valued, supported and inspired within a family ethos that raises aspirations and makes a real difference to the life chances of our young people. We do this by creating an inclusive community, respecting and celebrating the cultural diversity of the school, the local community, and the wider world. Opportunities are given for children to gain a sense of pride for being a good citizen in the community in which they live through the embedding of our core values.

The educational experience is underpinned by the school's Mission Statement: All stakeholders, together, will create and build an environment of respect and inclusion where everyone is valued, supported, inspired and future ready. Every single one of us contributes to the personal development, progress and experience of the children at Mayfield School. This is achieved both in lessons and around the school and within all interactions with young people and each other. It is therefore crucial that we treat each other with respect and are fair and consistent in our approach to everyone in the community.

Finally, I believe Mayfield is an exciting place to learn. The staff are committed to ensuring that our pupils and students remember their primary and senior school days, where they gained the inspiration to face new challenges, becoming future-ready, with a passion for learning.

I look forward to working with you in shaping and developing our young people by providing an outstanding learning experience each and every day.

Ashley Howard, Headteacher

Ethos and Values

School values play a crucial role in shaping us as great human beings. These values underpin the moral and academic expectations for everyone in the school community, ensuring that every child and adult who joins is aware of what the school aims to achieve for them.

As an all-through school, we pride ourselves on all phases (children working in primary and seniors) being united under a shared set of values and principles whilst recognising that leaders in these phases require the autonomy to drive phase-appropriate improvements.

We also pride ourselves on the positive relationships we foster, knowing every young person as an individual and challenging each of them to have the highest possible aspirations.

We are ambitious for every child who attends Mayfield to experience an education which enables children to Believe. Achieve. Succeed.

We achieve this all through our shared set of values - **Ambition. Inclusion. Respect.**

Our School Motto

Believe. Achieve. Succeed.

Our School Vision

Our vision is to create a family ethos that raises aspirations and makes a real difference to the life chances of our young people.

Our mission

The educational experience is underpinned by the school's Mission Statement:

All stakeholders, together, will create and build an environment of respect and inclusion where everyone is valued, supported, inspired and future ready.

Our values

On the 4th of October 2024, primary and seniors participated in a Personal Development Day which involved them in a range of activities to enable them to generate values – values which they believe are essential for them to be great human beings in the community (within the school walls and beyond and in every moment of the day). The opportunity to reshape them together was important for the journey that we are on. Our new school values will help to shape the mindsets and behaviour of future adults. What we value influences how we conduct ourselves in every interaction we have with others.

Ultimately, this leads to having a positive school culture which encourages learning, healthy relationships, happiness and eagerness to do better – from both staff and pupils.

These values were then shortlisted based on the most common generated by the children, before going to a community vote.

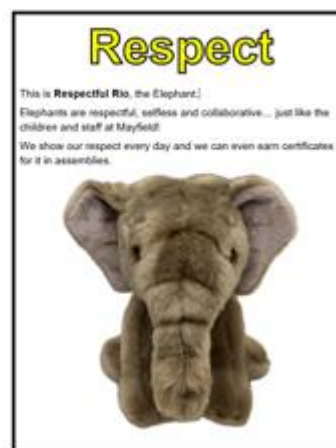
Our new values are;

Ambition. Inclusion. Respect.

In primary, we use the value heroes to help us ensure that we remember these values.

Our value heroes are;

Ambitious Adley, Inclusive Indy and Respectful Rio.



With each starting letter spelling AIR, this is a reminder that the values are what we live and breathe each and every moment of the day. Our school values are now the pathway to our destination. The destination is our school motto - **BELIEVE. ACHIEVE. SUCCEED**

Section 2: The School Community

Staff List – Teaching Staff

<p><u>Year R</u> Kirsty Bates (Phase Leader) Matilda Saliba Amy Brawn Jess Percival</p>	<p><u>Year 1</u> Laura Moore Dawn Forse Jess Tame</p>	<p><u>Year 2</u> Laura Higgins (Phase Leader) Sam Sloane Imogen Cornwell</p>
<p><u>Year 3</u> Yvonne Amor Amy Brawn Megan Farmer</p>	<p><u>Year 4</u> Charly Ainsworth (Phase Leader) Kirsty Maxfield Dan Beech Stephanie Burrows-Beck Meg Palamidas</p>	<p><u>Year 5</u> Dave England Laura Turnbull Natalie Smith Meg Palamidas</p>
<p><u>Year 6</u> Jack Davies (Phase Leader) Ellie Leslie Michaela Gregory</p>	<p><u>English</u> Beth Newell Dan Celestine Shauna Burnett Lyndsey Hughes Bryan Stoops Ami Winklebaur Andy Tite Lindsey Lynas Lucy Cotton Fion Breen</p>	<p><u>Mathematics</u> Becky Denford Nancy Sinclair Alex Macey Phil Denford Mark Cathie Erin Brubaker Enzo Hendricks James Campbell Hassan Ademola</p>

	Verity Howard (Study Support) Claire Miller	
<u>Science</u> Paul Greer Ben Richardson Paul Kapnisi Hollie Fudge Emily Day Mahendra Reddy Faith Olorunfunmi Shanti Nair	<u>Humanities</u> Sharon Rich Charlotte Horton Rachael Colmer Jess Jones Steve Flores Beth Smith Priv Mudada Sam Jackson Francois De Bruyn Stephanie Bartlett	<u>Physical Education</u> Steve Reid Sarah Hutchinson Carly Reid Alex Hill <u>Performing Arts</u> Hayley Taylor Becki Nation Alex Franklin Joe Houghton Jude Firth
<u>Computing and Business Studies</u> Taryn Frei Shan iftakarul Ashley Howard Andy Tite Steph Bartlett Jude Firth	<u>Art and Technology</u> Harry Gardner Lesley Rogers Jules Roper Saffron Dicks Siriam Mullin	<u>MFL</u> Emily Painter Lucy Humphrys Evelyn Munoz Emilie Darnes

Staff List – Support Staff

<u>Primary LSAs/support staff</u> Vicki Davies Katie Long Courtney Booth Beth Davies Aimee Newnham Amy Collings Charlie Carruthers Megan Shanley Millie Elliot Nancy Jeram Kelly Davies Rebecca Hardy Suzanne Norman Emma Patterson Liz Jenneson Phoebe King Ben Irish Jo Fry Taylor Brewster Katie Londers Natalie Tracey Tammy McAvery	<u>Senior LSAs/</u> Helen Mould (SEND Admin) Mel Trise (LISA) Anna Doyle (LISA) Jackie Evans Kirsty Rolfe Emma Groom-Radford Alison Barnicott Rachel Bartholomew Michelle Aris Elaheh Rouhollahi Scarlett Harvey Freya Cookson Amna Yousef Yulia Trepez	<u>Pupil Support Team</u> Lottie Moody (senior) <u>Pupil and family Support workers</u> Julie Winzar Michele John <u>ELSA (senior)</u> Karin Gardner Alison Rowland <u>Attendance</u> Sharon Rolfe
<u>Office Team</u> Shanice Heywood Sharon Ellis Danny Backhouse (Trust finance)	<u>Site Team</u> Ray Old Luis Marin Hernan Tirado Craig March	<u>Data and Systems</u> Laura Phillimore Silvana Cole Josh Thomas Liam Cole

		Hope Chesley
<u>Library</u> Alix Beech	<u>STEAM Technicians</u> Grace Eveleigh Khadi El-Gharbi Stacey Vicary Claire Stonebridge	<u>Lunchtime supervisors</u> Bridget Binding Julie Sullivan Sarah Middleton
<u>Senior Cover Team</u> Teresa Abbott David Sharkey Nicola Bishop Brooke Allen	<u>Senior AP Team</u> Claire Swinson Jasmine Dale Toni Russell Yve Butterworth Cassidy Bartholomew Sophie Nicholson Karen Hills	<u>Primary Cover Team</u> Tyrone Baptiste India Hall
<u>Primary Inclusion Team</u> Amy Brawn (Assistant SENDCO) Dawn Forse (SEND Teacher) Liz Lester (ELSA) Chloe Musselwhite (Nurture Lead) Natalie Edwards	<u>HR Team</u> Zia Hawtin (Trust) Vaughn Patterson	<u>Welfare Assistants</u> Sally Rowntree Kim Bradshaw

School Leadership Team

The job of the school leadership team is to enable you to teach and the students to learn. Whilst we must have high expectations, we will fail to deliver if you are stressed, or are put under too much pressure. Our role is to maintain the right balance of low stress and high challenge and we want feedback from you on how we can improve this. Similarly, in your own mind, you need to get the work/life balance right if you are to perform at your very best and enjoy life at the same time. If things get on top of you, please talk to one of the SLT or your Head of Department (in seniors) or your phase leader (in primary) immediately. The SLT can be contacted by email.

Details below:

<u>Executive Leadership Team</u>		
Executive Headteacher	Claire Copeland	Copeland-claire@mayfield.portsmouth.sch.uk
Headteacher	Ashley Howard	Howard-ashley@mayfield.portsmouth.sch.uk
Head of Primary	Rachael Osborne	osborne-rachael@mayfield.portsmouth.sch.uk
Deputy Head of Primary	Charly Ainsworth	Ainsworth-charly@mayfield.portsmouth.sch.uk
Deputy Head of Seniors	Mark Cathie	cathie-mark@mayfield.portsmouth.sch.uk

Mayfield School Senior Leadership Team (Seniors) – Roles & Responsibilities 2024-2025

	SLT	SLT	SLT	SLT	SLT	SLT	SLT	SLT
Titles	Executive Headteacher	Headteacher	Deputy Headteacher	Assistant Headteacher	Assistant Headteacher	Assistant Headteacher	Assistant Headteacher	Assistant Headteacher
	Claire Copeland	Ashley Howard	Mark Cathie	James Campbell	Andy Tite	Jude Firth	Steph Bartlett	Verity Howard
SLT Exec	/	/	/					
SLT Wider	/	/	/	/	/	/	/	/
Strategic Leadership	Leadership & Governance, Culture, Ethos and Aims	Quality of Education	Pastoral	Behaviour and Attitudes	Progress and Outcomes	Curriculum	Teaching and Learning	Inclusion
	School Improvement and Quality Assurance	School operations: Calendar, EVC, student holiday requests, staff handbook	Inclusion (SEND, Behaviour and Additional Provision)	Behaviour	Year 11 Co-ordinator	Personal Development Curriculum (PSHE/RSHE/BV/SMSC/Careers/ tutor)	CPD	SEND
	SEF/SIP	DEFs/DIPs	Safeguarding (DSL)	DDSL	Assessment and Reporting	Options	Quality assurance T and L	Additional Provision
	Site Development	Single Central Record	Attendance - PA, severely absent	Attendance	Exams	Homework	Schemes of learning	DDSL
	Finances	Parental Communications	Admissions and Exclusions IYFAP	Rewards	High Ability/ Disadvantaged/PG	Community Links	Marking and feedback	EHCPs/Statutory Compliance
	Recruitment and Staffing	Marketing/Publicity/Website	Additional Provision including RTT	Assemblies	Student Interventions	Diversity and Equality	ECTs	
	OFSTED Prep	Governors	Relational Practice	Anti-bullying coordinator	National Tutoring Programme	PD Days	New staff induction	
	GLF Primary SLA	Staff Wellbeing	Parental Engagement (classcharts/parent collaboration)	CLA & Young Carers & Service Children	Post 16 (inc transition and alumni)	Student leadership	Learning environment	
	Maths Hub	Appraisal	Transition (Y6-7)	Awards evenings	Reports to Parents	Activities Week	Teacher Support Plans	

		Pay and Conditions	House System and Vertical Tutoring	Alternative Exclusions	BTEC Verifier			
		Community	Cover (inc day to day)	Community and Police Liaison	Parents Evenings			
		Open Evening	Duty and on call rotas		Timetable			
		Digital Strategy						
House Link			Victory House	Endeavour House	Endeavour House	Victory House	Intrepid House	Discovery House
Line Management	HT	Head of Primary	AHT: B&A	Heads of House	MFL	Performing Arts	ADT	Odyssey Lead
	DHT	Maths	AHT: Inclusion	Home Family Link workers	Student Services Manager	Careers	Computing and Business	SEND Leads
	AHT: T&L	PA to the Headteacher	PE	Attendance Team			Lead Practitioners (x2)	Inclusion Team
	AHT: Curriculum	Site Manager						
	AHT: Progress and Outcomes	Finance and HR						
	Humanities							
	English							
Academy Board	All Committees	All Committees	As Requested	As Requested	As Requested	As Requested	As Requested	As Requested
Chair of Meetings	Senior Leadership Team (Exec and wider) Personnel	Senior Leadership Team (Exec and wider) Personnel	Senior Leadership Team (Exec and wider) Inclusion Meetings	Middle Leaders: Pastoral Inclusion Meetings	Progress Meetings Middle Leaders: QE	Middle Leaders: QE	Middle Leaders: QE Trust ML Course Trust New to UK Course	Middle Leaders: QE Inclusion Meetings
Trust Meetings	Trust Exec Trust HT Group Trust Inclusion Group Trust QE Group Trust Improvement Group	Trust HT Group Trust QE Group Trust Improvement Group	Trust Inclusion Group Trust Improvement Group		Trust Data Group			


Mayfield School Senior Leadership Team (Primary) – Roles & Responsibilities 2024-2025

Titles	Executive Headteacher	Headteacher	Head of School (Primary)	Deputy Headteacher	Assistant Headteacher	Assistant Headteacher
	Claire Copeland	Ashley Howard	Rachael Osborne	Charly Ainsworth	Meg Palamidas	Laura Higgins
SLT Exec	/	/	/	/		
SLT Wider	/	/	/	/	/	/
Strategic Leadership	Leadership & Governance, Culture, Ethos and Aims	Quality of Education	Quality Assurance of Teaching and Learning	Curriculum and Assessment	Pastoral	English/Early Reading/phonics
	School Improvement and Quality Assurance	DEFs/DIPs	Progress tracking and data analysis	Progress and outcomes	Inclusion (SEND and behaviour)	English Curriculum
	SEF/SIP	Single Central Record	Monitoring, Assessment and Coaching	Subject Assessment and Reporting	CLA & Young Carers & Service Children	Quality of T& L in English
	Site Development	Parental Communications	CPD	Behaviour and Attitudes to Learning	Safeguarding (DDSL)	Progress and Outcomes in English
	Finances	Recruitment and Staffing	Statutory assessment	Quality Assurance (Maths)	Commissioned services (SALT, EP, MABS)	Assessment in English
		Inspection Preparation	Monitoring and evaluation	High Ability/ Disadvantaged/PPG	Family support plans	Schemes of Learning in English
		Marketing/Publicity/Website	Parents Evenings	Subject Leader development	Parental Engagement	Accelerated Reader
		Governors	Safeguarding (DSL)	Moderation	Interventions	Coaching and Planning support
		Staff Wellbeing	Assemblies	National Tutoring Programme		Literacy across the Curriculum
		Appraisal	New staff induction	Reports to Parents		Library

		Pay and Conditions	Attendance - PA, severely absent	Homework		Staff training - Little Wandle
		Community	Timetabling (from September and then phase leads)	Marking and feedback		DDSL
			Transition	Learning environment		
				Cover		
				DDSL		
				Extra-curricular		
Line Management	Head of School: Seniors	Head of Seniors	Deputy headteacher (Primary)	Phase Leaders (EYFS and Upper KS2)	Assistant SENDCo	Year R/KS1 class teachers
	Head of School: Primary	Head of Primary	AHT: Inclusion/SENDCo	KS2 class teachers	SEND teacher	
	Senior DHT	Director of Business Operations & Professional Services	AHT: English/Early Reading/Phonics	Maths Subject Leader	ELSA	
	AHT: T&L	PA to the Headteacher		ECT tutor	Nurture Group Leader	
	AHT: Curriculum				Support staff (shared with Assistant SENDCo)	
	AHT: Progress and Outcomes					
Governor Body Committees	All Committees	All Committees	As requested	As requested	As Requested	As Requested
Chair of Meetings	Senior Leadership Team (Exec and wider)	Senior Leadership Team (Exec and wider)	Senior Leadership Team (Exec and wider), Middle Leaders, Progress Meetings	Senior Leadership Team (Exec and wider), Middle Leaders, Progress Meetings	Support staff and Progress meetings	Middle Leaders and Progress meetings

The House System and the Tutor Teams

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

Discovery (Red)					
Motto: Some wait for it, we go discover it					
					
Head of House:		Mr Steve Flores			
Assistant Head of House:		Miss Alex Franklin			
Leadership Links:		Mrs Jude Firth			
Tutor Group	Tutors	Tutor base	Tutor Group	Tutors	Tutor base
D1	Saffron Dicks Shanti Nair Grace Eveleigh		D6	Paul Kapnisi Lyndsey Lynas Joe Houghton	
D2	Alex Macey Fionn Breen Michelle Aris		D7	Lesley Rogers Emilie Darnes Stacey Vicary	
D3	Sharon Rich Rachael Bartholomew		D8	Lucy Cotton Elaheh Rouhollahi	
D4	Francois De Bruyn Teresa Abbott		D9	Faith Olorunfunmi Lucy Humphreys Jude Firth	
D5	Shan Iftakarul Emma Groom- Radford				

Victory (Yellow)

Motto: We can only achieve victory together



Head of House: Mr Phil Denford

Assistant Head of House: Miss Alex Franklin

Leadership Links: Mrs Gayle Head and Mr Mark Cathie

Tutor Group	Tutors	Tutor base	Tutor Group	Tutors	Tutor base
V1	Rebecca Denford Alison Rowland Siriam Mullin		V6	Nicola Bishop Cassidy Bartholomew	
V2	Ami Winklebaur Vaughn Patterson Michelle John		V7	Bryan Stoops Kirsty Rolfe	
V3	Emily Painter Ali Barnicott Mark Cathie		V8	Mahendra Reddy Brooke Allen	
V4	Ben Richardson Sharon Rolfe Claire Miller		V9	Daniel Celestine Alix Beech Suzanne Osoba	
V5	Priv Mudada Kim Bradshaw				

Endeavour (Blue)

Motto: Always steering the right course



Head of House: Miss Sarah Hutchinson

Assistant Head of House: Mr Alex Hill

Leadership Links: Mrs Verity Howard and Mr Andy Tite

Tutor Group	Tutor	Tutor base	Tutor Group	Tutor	Tutor base
E1	Hayley Taylor Toni Russell Julie Winzar		E6	Lyndsey Hughes Dave Sharkey	
E2	Becki Nation Karin Gardner		E7	Hassan Ademola Anna Doyle	
E3	Charlotte Horton Helen Mould		E8	Rachael Colmer Verity Howard	
E4	Erin Brubaker Laura Phillimore Freya Cookson		E9	Sam Jackson Mel Trise Andy Tite	
E5	Jules Roper Alex Hill Yulia Trepez				

Intrepid (Green)

Motto: Adventurous. Loyal. Focused.



Head of House: Miss Jess Jones

Assistant Head of House: Mrs Carly Reid

Leadership Links: Mrs Stephanie Bartlett

Tutor Group	Tutor	Tutor base	Tutor Group	Tutor	Tutor base
I1	Betheny Smith Claire Stonebridge		I6	Hollie Fudge Sophie Nicholson Taryn Frei	
I2	Harry Gardner Silvana Cole		I7	Evelyn Munoz Paul Greer	
I3	Beth Newell Shauna Burnett Hope Chesley		I8	Enzo Hendricks Carly Reid	
I4	Emily Day Jacky Evans Steph Bartlett		I9	Steve Reid Amna Yousef Lynne Hollis	
I5	Nancy Sinclair Shanice Heywood Scarlet Harvey				

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

Section 3: Staff Expectations

Staff Code of Conduct

The code of conduct applies to all staff groups, including those staff who are seconded, supply agency staff, governor volunteers and students when working on the school premises, on trips/visits, including residential trips with students.

At Mayfield School, we believe that high expectations raise aspirations and makes a real difference to the life chances of our young people. As staff, our high expectations are shown in a number of ways and all members of staff share the responsibility for ensuring excellent standards are maintained at all times. Standards of behaviour, work and respect depend upon the example we set as staff, both in the classroom and around the school: our young people will flourish in an atmosphere that is safe, supportive, calm, positive and well prepared.

Always insist on high standards of behaviour, work and respect from students, yourself and colleagues: stimulating lessons generate outstanding behaviour and earn respect from all. Please refrain from criticising another member of staff (or school policy) either when talking with students or in the staff room. Any concerns should be discussed with the appropriate line manager.

It is the expectation that in your daily work you will:

- Be firm, fair and consistent
- Be positive and friendly
- Treat everyone as an individual and with dignity
- Have very high expectations of students and set high standards
- Ensure you are always out in the corridor by your classroom or work area for the start and end of lessons; it is everyone's responsibility to ensure students get into lessons on time
- Take responsibility for dealing with behaviour concerns – to ignore it is to condone it
- Keep an attractive, clean and tidy area with displays that enhance learning
- Never give up on a student
- Prioritise safeguarding students.

Staff Dress and Appearance

As role models, it is essential all school staff convey the right messages to students, parents and colleagues. Staff must also take responsibility for their own and others' safety. Dressing appropriately is integral to this. The DfES 'Guidelines for Safer Working Practice for Adults who work with children and young people in Educational Settings' states that "those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegations". For this reason, it is important we maintain the same high standards of dress we expect from the students. Examples of acceptable clothing include a combination of:

- appropriate length skirts (i.e. knee length) • blouses • smart jumpers • jackets • dresses • business suits
- tailored trousers • school branded polo shirts • shirt and tie.

Inappropriate clothing for a school environment refers to anything that is likely to be viewed as offensive, revealing, or sexually provocative. Professional dress does not distract, cause embarrassment or give rise to misunderstanding.

Alterations to appearance e.g. piercings, extreme hairstyles and tattoos remain at the discretion of the Headteacher.

Staff should avoid wearing things containing any political or otherwise contentious slogans and must be mindful of their own health and safety when dressing for work. Examples of unacceptable clothing include: • denim • leather • miniskirts • leggings • low cut / revealing tops • trainers • flip flops • open toe shoes/slingbacks.

Staff who have a school branded polo shirt for practical subjects could wear leggings and trainers with these as appropriate for the lessons they are delivering or role they are undertaking.

Informal wear is acceptable on non-uniform days or training days, however staff should still ensure they are dressed appropriately for a school environment.

Language

At Mayfield, excellent relationships exist between staff and students and this must not be taken for granted. It is essential all staff seek to praise students whenever the opportunity arises; at least four times more than issuing negative comments. Students will test the boundaries of acceptable behaviour and we are most successful in these instances when we deal with problems fairly and effectively (see behaviour policy). The language we use (verbal and non-verbal) with students in lessons and around school is crucial as it sends out such strong messages. Often what we say to a student can be interpreted differently e.g. “You may do that at home, but you will not do it in my lesson” and could unwittingly cause offence. Therefore, staff should consider carefully the language they choose to use.

Think about: • where you stand and how you command a given space • body language: height and posture • gestures: hands and arms • facial expressions and eye contact • pitch and tone of voice • internal state of mind: breathing, pauses • external states: what you say, how you say it, what you are doing when you speak and what you look like when you are speaking.

Communication Etiquette

At Mayfield, we believe in open, honest, timely and effective communication. We also value our work life balance and strive to ensure that everyone is entitled to time away from the demands of work. This set of guidelines is designed to support effective communication between colleagues, and other stakeholders. Please apply the following, alongside using our common sense, in order to improve the quality and effectiveness of our communication as a community.

Staff email

Each member of staff has an e-mail address in the format: name@mayfield.portsmouth.sch.uk. To access your e-mail, you will need your email account log-in details. Please remember that your school email account is provided for school business purposes only.

Work-life balance

Mayfield School is committed to encouraging all colleagues to have an effective work-life balance. As such, there is **no expectation that colleagues should be sending, reading or responding to e-mail** outside of work hours (7am to 6pm).

We recognise that every individual’s situation is unique: what suits one person may not work for someone else. However, we strongly encourage colleagues to either:

- Send, or respond, to emails within working hours.
- Send e-mails on a time delay to ensure that they are delivered in working hours.
- Avoid sending, or responding to, emails during school holidays.

Please note: Safeguarding communication is an exception.

Focussed communication

It is often tempting to try to encompass as many people as possible, or to alert many members of staff to information through email. As a result, recipients may not identify if information, or actions, are targeted at them – it's easy to assume that someone else will 'pick it up.' This could lead to confusion, inaction or issues down the line.

When sending out information, consider:

- Who is the email targeted at? Who is expected to respond? What response(s) are you expecting? These people should be targeted in the **To** line.
- Who is being alerted, or may find the information useful? These people should be carbon copied on the **Cc** line – there is no expectation for them to respond.
- What action(s) are you expecting as a result of the email? Specify in the body of the message what the **Action** required is, who should be completing it and by when. If the email is for information only, specify in the **subject** line.

Replies and 'Reply all'

Some communications will have a wide target audience – for example, updates to class teachers, safeguarding information for all staff, key notices etc. If you are responding to the email for any reason, consider *who* needs your response – is it the email's originator, or a wider audience? It is often too easy to click 'reply all' and then people get flooded with information that they do not require.

For information about students, use Edukey to send a round robin, targeting specific staff to ensure that the communication is clear and getting to the right people.

Timely communication

As a school, we are committed to delivering important, essential and operational information in a timely fashion. This means following a chain of communication, cascading down information through relevant channels of leadership, or in whole staff briefing situations. Whilst we will endeavour to make every effort to give all stakeholders suitable lengths of time to process and implement what they have heard, there will be occasions when we will have to respond quickly to situations and our communications will reflect this.

Social Media

At Mayfield School we appreciate staff have social media accounts but we encourage staff to follow union guidance regarding its safe use. The DfES 'Guidelines for Safer Working Practice for Adults who work with children and young people in Educational Settings' states that "all staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children" therefore staff need to be careful about any information shared in the public domain. Under no circumstances should staff share pictures of, or reference students on their personal social media accounts. Nothing posted or 'liked' in the public domain should bring your professional status into question. All privacy settings should be 'private' (the IT team can help with this). Profile pictures should be professional e.g. no alcohol, no nudity, no offensive language. Comments should not mention the school by name or refer to Mayfield School or the workplace in a derogatory way.

It is an expectation no staff have 'friends' on social media who are ex-students, under the age of 18 (any exceptions to this e.g. family members should be brought to the attention of the Headteacher). Some staff prefer to disguise their name in order to limit the number of students able to easily find them on social media platforms.

Section 4: Safeguarding and Attendance

“Safeguarding: Everyone who comes into contact with young people and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. ‘Children’ includes everyone under the age of 18.” **Keeping Children Safe in Education – Department for Education**

Safeguarding children can be summarised as:

- protecting children from maltreatment
- preventing impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including:

- Pupils’ health and safety
- The use of reasonable force
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet and e-safety.

Safeguarding can involve a range of potential issues such as:

- Child on child abuse, including cyber bullying (by text message, on social networking sites) and prejudice-based bullying
- Racist, disability, homophobic or transphobic abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Sexting
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity and youth violence
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Safeguarding Team



Safeguarding Students at Mayfield School

Mayfield school is committed to safeguarding and promoting the welfare of children and requires staff, volunteers and visitors to share their commitment.

Primary



Miss Rachael Osborne

Primary Designated Safeguarding Lead

Senior



Mr Mark Cathie

Senior Designated Safeguarding Lead



Miss Charly Ainsworth

Deputy Designated
Safeguarding Lead



Mrs Megan Palamidas

SENDCo and Deputy Designated
Safeguarding Lead



Mrs Verity Howard

Deputy Designated
Safeguarding Lead



Mr James Campbell

Deputy Designated
Safeguarding Lead

Local Authority Designated Officer (LADO)

The Local Authority Designated Officer (LADO), also known as the designated officer, is a role set out in the government guidance Working Together to Safeguard Children.

Portsmouth's LADO, Lydia Bowles, is contactable by phone on 023 9288 2500 or email LADO@secure.portsmouthcc.gov.uk

The LADO should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

If you suspect **Female Genital Mutilation (FGM)**, you must report this to the **police - 999**

Anyone can refer concerns to the Multi Agency Safeguarding Hub (**MASH**) – **02392 688793**

For emergency situations always call 999.

Every school is required to have a Designated Safeguarding Lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as Children's Social Care. At Mayfield School this is **Mark Cathie**, Senior Deputy Head of Seniors and **Rachael Osborne**, Head of Primary. There is also a wider safeguarding team.

The role of school staff

The Teacher Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- All school staff have a responsibility to provide a safe environment in which children can learn.
- All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- All staff then have a responsibility to take appropriate action, working with other services as needed.

What school staff should look out for?

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

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child. All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within this school who have a direct responsibility for ensuring that procedures are in place to protect children and to make a referral if a child is deemed to be 'at significant harm'. Safeguarding concerns must always be communicated to these staff.

During your time here at Mayfield School it is possible that you will be alerted to a situation where you think a child may be 'at significant harm'.

Child abuse may take the form of:

- Physical Abuse may involve, hitting, shaking, throwing, burning, scalding, poisoning, drowning, suffocating or otherwise causing physical harm to a child.
- Emotional Abuse involves conveying to children that they are worthless, inadequate and unloved resulting in poor self-esteem and little self-respect.
- Neglect may involve failure to provide for basic needs such as shelter, adequate clothing, medical treatment and protection from danger.
- Sexual Abuse may involve forcing or encouraging a child to behave in sexually inappropriate ways. This may include physical contact or non-physical contact such as watching child pornography or sexual acts.
- Radicalisation may involve persuading or encouraging a child to adopt extremist views or to support terrorist ideologies.

Responding and recording procedures when a child makes a disclosure

Children are more likely to disclose when school feels like a safe place to be. If a child discloses anything to you:

- Stay calm and try not to look shocked
- Accept what the student tells you and take it seriously

- Allow them to give a spontaneous account; do not stop a child who is freely recalling significant events
- Listen to them and do not ask leading questions
- Avoid comments such as: ‘Are you sure?’, ‘I find that hard to believe’, ‘Why haven't you told anyone else?’
- Use useful phrases such as: ‘I am glad you have told me’ and ‘You have done the right thing’
- Do not promise confidentiality
- Do not ask the student to repeat his or her account of events to anyone else
- Use the child’s own words, do not paraphrase, in any notes you take
- Record the incident on ‘Safeguard My School’. **(see recording concerns section)**

Indicators that a child may be at risk of significant harm (not exhaustive lists):

<p style="text-align: center;"><u>Physical Abuse</u></p> <ul style="list-style-type: none"> • Recurrent unexplained injuries or bruises • Pinch bruises / bite bruises • Explanation inconsistent with injury • Untreated injuries • Admission of excessive punishment • Running away / fear of going home • Aggression / self-destructive tendencies • Arms and legs covered in hot weather • Fear of medical help. 	<p style="text-align: center;"><u>Emotional Abuse</u></p> <ul style="list-style-type: none"> • Delays in physical, mental and emotional development • Low self esteem • Withdrawal from relationships with other children • Very passive behaviour • Compulsive behaviour • Running away • Alcohol, drug, solvent abuse • Arriving early at school and leaving late.
<p style="text-align: center;"><u>Sexual Abuse</u></p> <ul style="list-style-type: none"> • Overly compliant behaviour • Hints about sexual behaviour • Poor peer relationships or inability to make friends • Lack of trust, particularly with significant others • Inability to concentrate at school • Seductive behaviour with opposite sex • Extraordinary fear of the opposite sex • Frequent complaints of unexplained abdominal pains • Pregnancy. 	<p style="text-align: center;"><u>Neglect</u></p> <ul style="list-style-type: none"> • Running away • Constant hunger • Constant tiredness • Frequent lateness or non-attendance at school • Low self esteem • Untreated medical problems • No social relationships • Compulsive stealing or scavenging • Underweight.

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

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

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

If staff have a concern, they should follow the school’s child protection policy and speak to the designated safeguarding lead (or deputy). Preferably use the ‘Safeguard My School’ software to log a concern.

How to log a safeguarding concern

There are three ways to log a safeguarding concern:

- CPOMS
- From the staff homepage.

This document provides an explanation of how to log a concern through each of these different platforms.

How to log a safeguarding concern using CPOMS

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

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

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

The screenshot shows the Mayfield School Staff Homepage. At the top, there is a navigation bar with the school logo and various utility links like 'Email', 'Students', 'Staff', 'Options Online', 'Parental Booking', 'Scopay', and 'Safeguarding Children Partnership'. Below this is a secondary navigation menu with links for 'ABOUT US', 'LEARNING & CURRICULUM', 'COMMUNICATIONS FROM US', 'CONTACT US', 'VACANCIES', and 'LITTLE SUNBEAMS'. The main content area has a blue header with 'Staff Homepage' and a breadcrumb trail 'Home / Staff Homepage'. Below the header is a table titled 'Staff - Quick Links (Below) - Click Here For the Student Homepage'. The table contains several links, with 'CPOMS' highlighted by a yellow oval.

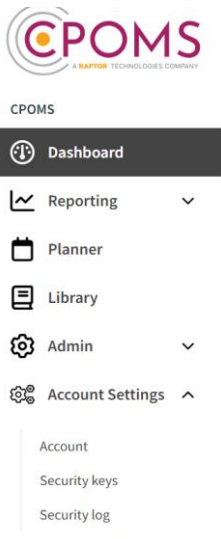
Staff - Quick Links (Below) - Click Here For the Student Homepage			
Absence Request Form	Helpdesk	Room Booking System (A)	Parents Evening System
CPOMS	Pay Slip	Central Store Form	Sims Engagement
	Evolve	Safeguarding Leaflet	Analytics

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

The diagram illustrates the process of logging in and resetting a password. On the left is the 'Login' page, which features the Mayfield School logo, a message 'You're not signed in, please sign in to continue.', and a form with fields for 'Email address' and 'Password'. A 'Login' button is present, and a yellow oval highlights the link 'Forgotten your password or using CPOMS for the first time?'. Below this link are options for 'Can't log in?' and 'Got a new device?'. A large yellow arrow points from the login page to the right, where the 'Reset Password' page is shown. This page also features the Mayfield School logo and a message 'Enter your e-mail address below in order to reset your password:'. It includes an 'Email Address' input field and a 'Reset Password' button.

You will receive an email allowing you to set a new password.

Two Step Verification



After downloading the CPOMS authenticator app onto your phone. Once logged in, find the 'security keys' option on your dashboard. Use this to add a new device (your phone) by scanning the QR code.

CPOMS encourages all users to use a form of two-factor authentication. Two-factor authentication improves account security by requiring you to present something extra on top of your usual email address and password while logging in, to prove that you are the owner of the account. The different methods available are listed below.

CPOMS Authenticator

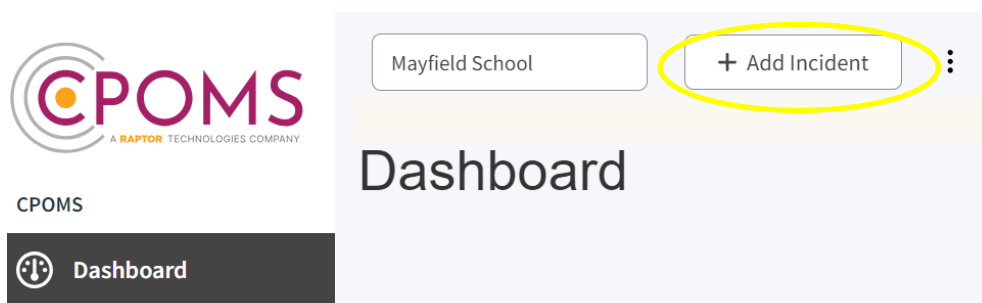
This solution uses the CPOMS Authenticator app on your tablet or mobile to generate One-Time Passwords for use when logging in.

Name	Registered	Last used
Phone	Android 27 March, 2024	N/A

[Add new device](#)

Logging an incident on CPOMS:

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



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

[Back](#)

Student

Begin typing a student's name

Incident

Categories

Attendance Cause for Concern Child Protection Contact with External Agency
 Contact with Parents Medical Mental Health and Wellbeing Peer on Peer Safeguarding Concern
 SEND Sexual Harassment

Alert Staff Members

Begin typing a staff member's name

DSL Behaviour

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

9 staff will be alerted.

Name	Show Documents	Require action	Delete
James CAMPBELL	configured alert <input checked="" type="checkbox"/>	<input type="checkbox"/>	
Mark CATHIE	configured alert <input checked="" type="checkbox"/>	<input type="checkbox"/>	
Verity HOWARD	configured alert <input checked="" type="checkbox"/>	<input type="checkbox"/>	
Michele JOHN	configured alert <input checked="" type="checkbox"/>	<input type="checkbox"/>	
Jessica JONES	configured alert <input checked="" type="checkbox"/>	<input type="checkbox"/>	
Charlotte MOODY	configured alert <input checked="" type="checkbox"/>	<input type="checkbox"/>	
Carly REID	configured alert <input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sharon ROLFE	configured alert <input checked="" type="checkbox"/>	<input type="checkbox"/>	

Once your incident is saved this will alert the staff you have alerted.

Certain members of staff have a higher level of access and will receive a notification that an issue has been raised.

What makes a good report?

- Clear and concise – what has the child told you that means you are worried for their safety?
- Opinions on what should happen next are not helpful
- Context is important, but only if it helps to judge the severity of risk to a child.

Every incident is considered important and is investigated by the safeguarding team.

How to write a robust safeguarding report

Think who, what, where and when	“Charlie T was reluctant to leave the classroom at 12.30pm”
Include as much detail as possible, including the child’s own words	They’ve not touched her, but “say horrible things” and make mum “even worse”
Stick to the facts	She said she and her sister are left alone a lot, and when mum is around, she’s “either drunk or watching TV” or both
Make the report as soon as possible	Date: 18 September 2024 Time: 2.00pm

Staff must keep themselves safe by avoiding:

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

In order to protect themselves, all staff must:

- Visibly wear the school’s lanyard and ID badge throughout the day;
- Sign in and out of school (including during holiday periods) at the main reception. This will ensure that in the event of an emergency an accurate list of which staff are in school is available;
- Challenge any person that is not displaying a Staff Lanyard, Visitors badge or Mayfield ‘green’ lanyard and accompany them to reception.

Duty to Disclosure

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

Friends and Family

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

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

What school staff need to know

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

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

These policies can be found on the school website and paper copies are kept in the staff room.

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

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

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

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

Restraining Pupils or Staff

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

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

Calling the Police

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

ID badge - Safeguarding

Every member of staff will be issued with an ID badge on a Mayfield School lanyard. All staff are required to wear their ID badge and lanyard at all times – this is an essential part of our safeguarding processes and

enables us to identify those who are DBS checked and members of staff in the school. Anyone without an ID badge must be challenged. ID badges should not be lent to other members of staff or students. All staff are required to use their ID badge to sign in and out daily and any time they leave the school site. DBS checks are carried out every three years.

Nevertheless, all staff are expected to inform the Headteacher without delay (and by whatever means of communication is fastest) should they, or a close relative, be investigated in any other aspect of their lives or arrested.

Attendance

Student Attendance

Mayfield School maintains the highest expectations for achievement, attainment and excellence in all areas of school life. The school community recognises the strong link between student attendance and the meeting of school expectations. Additionally, we recognise that good attendance is significant in keeping children safe and that achievement is the key to economic well-being.

The Governing Body and school expect 100% attendance but understands that from time to time students fall ill and cannot attend school. However, when attendance falls below 95% a student's ability to achieve at the expected rate is unduly affected. Absenteeism by some pupils is also disruptive to the progress of others. Non-attendance is linked to poor health as well as the risk of child protection issues and the potential to develop criminal behaviour.

Guidance for Staff

Registers must be taken electronically for every lesson, within the first 10 minutes. This is to both safeguard the students and to ensure accurate communication of information to parents/carers. Where a trainee teacher is working with a class, the teacher in charge has responsibility for the accuracy of the register.

If you are unable to take a register you must inform the Pupil Services team immediately.

Lateness

- A student is defined as being late if they arrive after 8.35am but before 9:15am when the register will be closed. Anyone arriving after 9:15am will be marked as unauthorised.

	Primary	Senior
Arrive by	9:00am (Yr R – 6)	9:00 am (Yr 7 – 11)

	Registers taken for the first session	Register closed after the first session
Primary (R-6)	9 am	9:30 am
Senior (7-11)	9 am	9:30 am

Phase	Registers taken for the second session	Register closed after the second session
Primary (R-6)	13:15 pm	13:45 pm
Senior (7-11)	13:30 pm	14:00 pm

Pupils in the seniors who arrive after these times according to their phase will be deemed to be absent for the morning session but will be marked into lessons they attend. If a pupil does not attend afternoon registration, they will be marked absent from school for the afternoon session.

If a pupil arrives late to school after 9:00am they are required to report to and sign in at Student Reception.

A parent or carer who can explain the late arrival must accompany students who arrive after that time. Alternatively, evidence in the form of a letter written and signed by a parent/carers, not the pupil, must be provided.

Absence of a pupil– the procedures we expect them to follow

It is the responsibility of parents/carers to telephone or email the school before 9:00 am on the first day of a student's absence and every day until the pupil returns. The School will contact parents by text message, call and an email, after morning registration if the student is marked absent and no message has been received by parents/carers.

In seniors, for unauthorised absences or truancy (seniors only) from lessons during the school day, the pupil may be either set a House or School Detention or an internal suspension (parents will be notified). Thereafter the failure of a pupil to comply with school procedures may result in an additional internal then external suspension in line with the school Behaviour Policies with parents being notified.

Section 5: Teaching and Learning

Great teaching transforms lives. Young people only get one chance at their education; we must make sure they get the very best one with us. Every lesson, every day counts. A broad, progressive curriculum, underpinned by our core school values ensures that no child is left behind in their development as successful learners, confident individuals and responsible global citizens. Teaching is supported by outstanding pastoral care based on nurturing each individual's self-esteem and ambition allowing students to realize their full potential.

Teaching:

All students are entitled to:

- Thoroughly planned lessons underpinned by our Trust Teaching and Learning Principles
- Learning opportunities which enable them to apply their knowledge and skills to a range of situations
- Opportunities for their effort and achievement to be celebrated and rewarded
- Challenging learning opportunities which develop confidence and resilience
- Be enthused and excited by their learning and develop positive learning habits
- Regular, personalised feedback which enables them to reflect on their learning and make progress
- Regular and thorough assessment which enables them to confidently articulate their learning journey
- Regular opportunities to enhance their reading comprehension skills
- Exposure to academic texts to develop their subject specialist interest and prepare them for future learning
- Appropriate home learning and revision support which develops their independent learning skills and enables them to be successful.
- Outstanding academic standards, with a particular focus on acquiring a foreign language, developing competency as a musician and performer, as well as encouraging sporting prowess - all in a timely fashion
- Disruption free learning

Our learning environment will:

- Promote a positive ethos underpinned by our relational approach and a culture of high challenge, high support
- Encourage a growth mind-set attitude to learning and encourage creativity, problem solving and independence
- Ensure that all students can access the curriculum and are challenged to achieve above and beyond their full potential
- Set clear objectives and success criteria to ensure that all students understand the purpose of their learning and how to be successful
- Incorporate the key skills of literacy, numeracy and ICT and promote the transference of these skills.
- Provide opportunities to develop the 6Rs (resilience, responsibility, respect, resourcefulness, ready and reflective) and 'character' experiences to succeed both at school and prepare them for being a well-equipped member of society and ready for the world of work
- Ensure students are motivated to behave well within a consistent relational framework

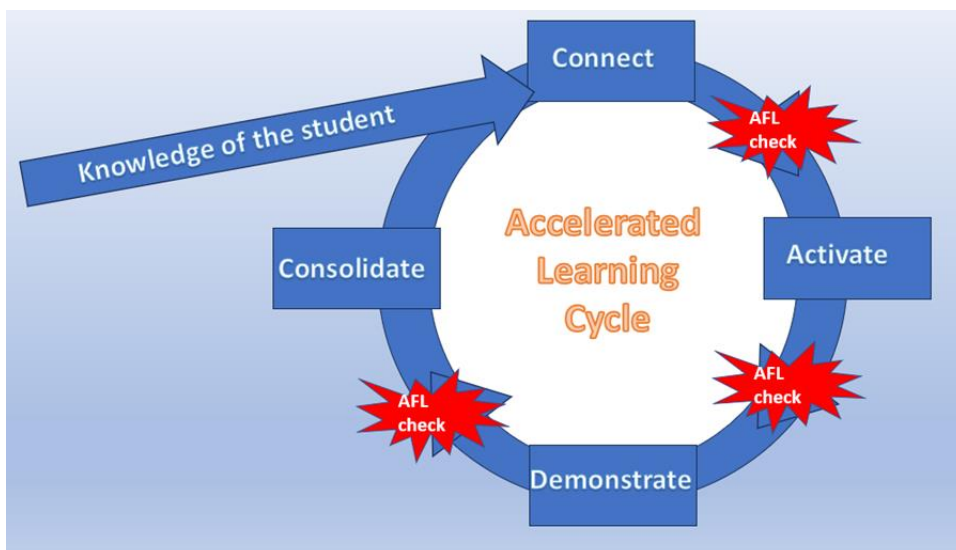
Quality assurance of teaching and learning will ensure that:

- All teachers are formally observed at least three times during the academic year
- Annual Deep Dives will be developed on a rolling programme
- Regular learning walks ensure opportunities to share best practice
- CPD is designed to enhance pedagogical practice
- Work scrutinies are regular and feedback is shared with teachers
- Standardisation and moderation processes are consistent, ensuring accurate and robust progress data
- Teaching and learning development plans drive standards to continually improve

- Staff at all levels of leadership will complete QA to ensure a robust picture of teaching and learning across the school.
 - All lessons are planned to follow the Accelerated Learning Cycle
- The Teaching and Learning Principals:



The Accelerate learning cycle:



Feedback:

Providing high quality feedback that is constructive and timely is pivotal in raising standards and improving student outcomes. It ensures that learners are aware of their own progress and are able to articulate their next steps for learning.

We believe that whilst high quality marking & feedback must be consistent, a one size fits all approach does not best suit individual subjects in supporting the progress of learners. AfL will occur daily to ensure responsive teaching. Additionally, meaningful feedback will be provided, on average, every four 70 minute lessons. Each department has a specific marking & feedback policy tailored to the specification and needs of the course, which enables learners to make rapid progress in all subjects.

Marking & feedback at Mayfield School will:

- Create a dialogue between students and adults.
 - Provide a powerful ongoing tool for tracking progress and informing planning so that our staff are responsive practitioners
 - Highlight areas of achievement and areas for development to both students and teachers which will inform future planning
 - Raise achievement of students by providing them with regular, thorough and diagnostic feedback about their work
 - Ensure students respond to their feedback, using it to move them forward and make progress. Student engagement in the feedback process will be seen through the use of purple pen.
- Ensure that students receive high quality feedback that enables them to progress, as a minimum, every three weeks for non-core and two weeks for core subjects.

Section 6: Staff Performance Management and Appraisal

NB: The Appraisal cycle for 2023/24 will continue in line with the appraisal policy 2023/24. The new policy for 2024/25 will be adopted in line with the school's conversion to the Saltern's Academy Trust in preparation for objective setting.

Introduction

Mayfield expects all its staff to strive for excellence and to commit to being the best version of themselves as education professionals. We recognise that employees should be treated fairly and with professional trust and this policy aims to provide consistency of experience for all our staff. The Trust understands that the best way for it to be successful is to create the conditions for all its staff to flourish.

What is appraisal?

As an educational organisation, we know that learning is a continual process throughout our lives and our approach to appraisal is designed to support our staff to develop and learn so that their performance within the trust can continually improve and evolve. Our staff appraisal policy provides a framework for clear and consistent review of overall performance, working with colleagues to support their professional development both within the Trust's vision and values, the improvement plans for the Trust/ School and their own professional needs. Additionally, the policy is intended to foster progression within the organisation through our commitment to ongoing professional learning for all staff which is personalised, collaborative, research-led and offers autonomy.

Aims

Our appraisal process aims to instil a culture of continually improving performance standards across the Trust, while at the same time developing individuals to reach their full potential. As well as the annual appraisal review, line managers should ensure that lines of communication are always open, and that staff have regular opportunities to engage in 1-2-1 coaching conversations (either with their line manager or with an assigned coach) to reflect upon their progress in relation to the agreed performance criteria.

General Principles

- **High Challenge and High Support** – This process provides a framework of working rooted in our ethos of working with colleagues as professionals to develop best practice
- **Fairness** – This procedure sets out to treat all employees fairly, consistently, impartially, promptly, reasonably and applied without discrimination.
- **Confidentiality** – All documentation and information relating to the appraisal process will not be distributed to any parties not involved with the process. Any breach of confidence may be treated as a disciplinary case of misconduct.
- **Feedback** – providing information to individuals on their performance and progress and on what is required for them to perform well in the future;
- **Equal Opportunities** – This procedure will be applied without discrimination. If an employee has difficulty with any stage of this process due to a disability, it is their responsibility to discuss this with their manager or Human Resources as soon as possible.
- **Positive recognition and feedback** – This procedure should be used to emphasise and value what has been done well and provide coaching support to consider feedback sought on how improvements can be made.

- **Open exchange of views** – The appraisal review should be used to have a frank exchange of views about what has happened, how appraisees feel they can improve and to request support they need from their appraisers to continually improve their performance.
- **Agreement** – The appraisal review report and objective-setting are all jointly agreed between the appraiser and appraisee

The Performance Appraisal cycle:

The performance appraisal cycle will run from 1st September to 31st August for all staff, in line with the academic year.

1. **Self-appraisal** - Ahead of the objective setting meeting, the appraisee will consider the following questions to support discussions and shape objectives
2. **Objective setting meeting (Autumn)** - The first objective will be linked to the school improvement plan priorities. The second objective will be linked to the individual's professional development.
3. **Regular 1-2-1's** - Line managers should have regular 1-2-1's with employees during the appraisal cycle
4. **Termly (Spring and Summer) coaching conversations** every term (two in total).
5. Updated Teaching Standards and updated Teaching Assistant Standards.
6. **Self-review** - Ahead of the review meeting, the appraisee will consider questions to support discussions with their line manager that recognises the successes and achievements of the previous year and agree on the extent the appraisee has met the agreed objectives.
7. **Review meeting** - Review of performance against objectives and across the whole of role. Appraisee and Appraiser discuss report content and agree assessment of performance.
8. **Appraisal Review Report** - Appraiser to share finalised written appraisal review report within 10 working days of appraisal meeting for appraisee to add own comments to final document.

The Appraisal Period

The performance of all staff will be reviewed on an annual basis. Performance planning and reviews will be completed for all staff by 31st December.

Where a staff member starts their employment part way through a cycle, the Headteacher shall determine the length of the first cycle for that employee with a view to bringing their cycle in line with the cycle of other staff within the Trust as soon as possible.

Where an employee transfers to a new post during the appraisal cycle, new objectives will be agreed, and a new appraiser confirmed

Appointing Appraisers

Staff will be advised of their appraiser prior to the start of the annual appraisal cycle, which will usually be their line-manager. Exceptionally a member of staff may question the appointment of their appraiser if they feel that the choice of appraiser is inappropriate. In such cases, these will be carefully considered and the Headteacher will identify an alternative.

Where this person assigned to be the appraiser is not the appraisee's line manager, the employee will have an equivalent or higher status in the staffing structure to the employee's line manager.

A performance cycle will continue as planned in the event of the appraiser being changed.

Setting Objectives and Assessment against Standards

Objectives

Objectives will focus on two priorities for an individual for the agreed period, one of which will be linked to the school improvement plan priorities and the other will be linked to the individual's professional development. The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles / responsibilities and experience. The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination. Staff will not necessarily all have the same number of objectives but usually there will be no more than 2 objectives.

The Headteacher and senior leaders will analyse agreed objectives set for all staff, using the analysis to inform the planning of professional development opportunities to support employees in meeting their agreed objectives

Training and support

The Trust's professional development programme will be informed by the training and development needs identified in the appraisal process.

The Trust is committed to offering a broad range of meaningful professional learning opportunities to support appraisee's with their ambitions for their own growth and development. Examples include: work-shadowing, visits to other organisations, undertaking small scale projects that allow them to experience work beyond the remit of their current role, collaboration activity within and beyond the trust, internal and external training opportunities.

Confidentiality

The appraisal process and the statements generated under it will be always treated with strict confidentiality. Only the appraisee's line manager and the Headteacher/CEO and the HR Lead will be provided with access to the appraisee's review report records. The Headteacher/CEO may choose to grant access to the review documents if there is a clearly demonstrated organisational need for other senior leaders to do so and in this scenario appraisees will be told who has been granted access.

Monitoring and Evaluation

The Headteacher will compile an annual report for the CEO on the operation and outcomes of performance appraisal arrangements of the appraisal policy within the school, which the CEO will compile into a report for the Trust Executive Leadership Team and the Trust Board.

The report to Trust Board will not contain any information which could enable an individual to be identified. The report will include:

- Confirmation that the annual review process was complete by the deadline date for all staff
- The operation of the performance appraisal policy
- The effectiveness of the performance appraisal procedures
- Staff training and development needs
- Any proposed changes to the appraisal process to be discussed with staff and the trade unions in the Joint Consultation and Negotiation Committee (JCNC)

Section 7: Information about expectations of pupils

Mayfield School Uniform Code

At Mayfield School, we pride ourselves on exceptionally high standards of uniform. We believe that uniform plays a fundamental part in shaping our pupils.

We know when students arrive dressed smartly and fully prepared to learn, they feel part of the school community and are more likely to achieve their potential. Full school uniform therefore must be worn at all times. Uniform will be checked daily as pupils enter the school and staff should check uniform is correct before pupils enter their lessons and when pupils are in recreational periods.

Our policy on school uniform is based on the belief that we are all pleased to wear a uniform which:

- Helps to create a sense of community and belonging
- Supports the school's commitment to inclusion
- Prevents students from wearing clothes which could be distracting in class
- Is practical, smart and designed with health and safety in mind
- Is considered to be good value for money

Our standard, compulsory branded uniform comprises:

- Mayfield branded black V-neck jumper (Year R- Year 2 and optional for Year 3-Year 11)
- Mayfield branded black cardigan; (Year R – Year 2 and optional for Year 3 – Year 11)
- Mayfield branded blazer (Year 3 – Year 11);
- Mayfield branded tie (House coloured – Year 3 –Year 11);
- Mayfield branded PE top for PE (House colour – Year R- Year11).

Our standard, compulsory non-branded uniform comprises:

- Non branded black trousers (not leggings/jeans/jeggings/tracksuit bottoms);
- Non branded black pleated skirt (primary only)
- Non branded white polo shirt (Year R – Year 2 only)
- Non branded white short or long sleeved shirt;
- Non branded black or white socks (ankle length);
- Non branded black or skin coloured tights;
- Non branded blue and white checked summer dress for primary pupils;
- Non branded black, polishable shoes with no visible logos or metal tags;
- Non branded black shorts, leggings or jogging bottoms for PE;
- Non branded trainers or plimsols suitable for outdoor and indoor PE.

Optional branded items, which if chosen to be worn, MUST be purchased from our pre-loved shop or one of our suppliers are:

- Mayfield branded black V-neck jumper; (Year 3-Year 11)
- Mayfield branded black cardigan; (Year 3 – Year 11)
- Mayfield branded black drop pleat skirt or straight skirt; (Year 7 – Year 11)
- Mayfield branded black tailored summer shorts available to wear for all students;
- Mayfield branded PE tracksuit top for outdoor lessons (additional blue or black layers can be worn under PE tops in cold weather).

In addition, please note the following basic uniform standards:

- hair accessories or headwear of a religious nature must be black or Mayfield blue;
- extreme haircuts are forbidden - hair length should be at least a grade 2. This includes (but is not limited to) all over hairstyles, undercuts, tramlines and shapes being cut into hair;
- hair must be of a natural colour;
- make-up should be subtle and nail varnish of a pale or natural colour
- jewellery is limited to one pair of studs or sleepers (diameter no bigger than a little finger) in total. Only one earring is to be worn in the lobe of each ear;
- false nails and nose piercings are NOT ACCEPTABLE.
- Coats are not allowed to be worn in and around the school building

All staff should bear in mind the following:

- Blazers must be worn every day to and from school and in the school building;
- It is at the individual teacher's discretion if blazers can be removed in the classroom;
- During periods of extreme hot weather, the Headteacher will invoke the Hot Weather Protocol which will be published on the school's website and sent via email;
- At formal events and when representing the school at off-site events, full uniform must be worn;
- Full school uniform should normally be worn during trips and visits unless there is a compelling reason not to;
- Jeans, tracksuit bottoms, leggings, skinny jeans, shorts, cut-off trousers are not classed as trousers;
- Black polishable leather school shoes with no visible logos or tags need to be worn;
- Trainers, sandals or full-length boots are not acceptable;
- PE kit: PE kit must be worn to all PE lessons;

Appearance

- For many reasons, including safety, we do not allow children to wear jewellery. The exceptions to this rule are stud earrings in pierced ears.
- Children are required to remove any items during P.E. lessons to prevent them from causing injury.

Jewellery

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

Hairstyles

- Hairstyles should be reasonable (**extreme styles such as tramlines are not permitted**)
- Extremes of fashion and colour, e.g. dyed to an unnatural colour, or two-tone hair colour are not acceptable and may result in a pupil being sent home or alternative provision being offered;
- Hair length should be at least 'grade 2';
- Long hair (shoulder length or longer) must be tied back for practical lessons such as Science, Technology and PE.
- In all matters concerning hairstyles, fashion and colour the Headteacher's decision is final.
- Makeup is not permitted in lower school and should be discreet in upper school. Nail varnish should be neutral
- Coats should be weatherproof and plain in design. Hoodies, tracksuit tops, denim jackets and gilets are not permitted in school
- Sandals and high heels are not permitted

- Hats and caps should not be worn inside the school building and outdoor items such as gloves and scarves must be removed in lessons.

Parents should provide a signed and dated note where a non-uniform item is being worn. Even with a note, students will be expected to borrow uniform and may still be sent home to change, or kept out of normal lessons, if they are not in the correct uniform.

The school welcomes children from all backgrounds and faith communities. If there are genuine reasons, for example on religious grounds, why parents want their child to wear clothes that differ from the school uniform, we will consider such requests sympathetically.

Behaviour for Learning (Senior section information)

Climate for Learning - A Rationale

Mayfield School is committed to providing an excellent educational experience for its pupils in a safe, orderly and nurturing environment. In order to fulfil this we firmly believe that staff, pupils and parents must work together in a three way partnership.

Within this partnership, each stakeholder has particular **rights** and **responsibilities**.

Teachers have a responsibility to plan and deliver effective lessons which engage learners and help them to make progress. **Teachers have a right** to deliver these lessons as planned without disruption.

Pupils have a right to receive an education which helps them to achieve and prepares them to lead fulfilling lives after school. **Pupils have a responsibility** to make the most of the learning opportunities provided for them and to ensure their behaviour does not interfere with the education of other pupils or undermine the safety or well-being of others.

Parents and carers have a right to send their child to a school where they will receive an effective education which prepares them for life. **Parents and carers have a responsibility** to send their child to school and do all they can to ensure their child makes the most of the education offered to them and support the school in the implementation of its policies.

Statement of Intent

At Mayfield School we believe that good behaviour is essential to allow all our pupils to achieve their full potential and is fundamental to success in the classroom for both pupils and teachers. Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour. Good behaviour results from well planned and well delivered lessons that stimulate pupils to learn, ask questions, debate, enquire and challenge themselves.

A disciplined environment provides pupils with a sound framework from which to develop their own standards and values. It also prepares pupils for the world of work. No pupil should be allowed to behave in a manner which adversely affects the learning opportunities of others.

Behaviour for learning is, as it suggests, behaviour which allows for and encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be challenged. In addition to this, behaviour for learning needs to be reinforced and reviewed throughout the

year. **Above all, positive relationships with and between pupils, with an emphasis on rights, respect and responsibility, are the key to positive behaviour for learning.**

Pupils learn best in a safe and purposeful environment. This can be achieved when expectations of learning and behaviour are high and consequences are made explicit and applied consistently. Essential to this is a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level.

The self-esteem of all pupils is enhanced by praise, reward and celebration. Rewards and sanctions must be applied consistently and fairly. We believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form should not be tolerated.

We recognise that pupils with challenging emotional or behavioural needs may require additional support to achieve the expected standard of behaviour, and those from families facing financial hardship (for example Pupil Premium pupils) may need support with uniform, extra-curricular activities and trips to ensure they are not disadvantaged.

The school has a behaviour policy which is easily understood by our pupils, parents and staff. We believe that individual pupils' behaviour should be monitored and that their parents or carers should be kept informed. The Governors and the Senior Leadership Team at Mayfield School are committed to maintaining high standards of behaviour in school and will support school staff, parents and pupils in doing so.

Roles and responsibilities

All members of staff have a responsibility to implement the behaviour for learning policy when dealing with incidents of unacceptable behaviour. The school rules, understood by all, are: **be ready, be respectful and be safe.**

Managing challenging behaviour and sanctions

We recognise that sometimes pupils let themselves down. It is the responsibility of every teacher to make pupils aware of their expectations. Pupils should be given the chance to correct any poor behaviour and supported to do so through three simple steps:



We will use carefully measured sanctions to reinforce our expectations. Any sanctions must be used fairly and consistently, with each pupil understanding the reason for its imposition. The sanctions procedure is to be adopted whenever a pupil fails to keep the school rules or rules for classroom behaviour. To allow a pupil to perpetuate poor behaviour is a disservice to both the school and to the pupil and it is therefore essential that all teachers are firm but fair.

It is the teacher's responsibility to record any negative behaviour on Class Charts as soon as possible following any incident. A comment regarding the detail of the incident must be included before it is saved.

All negative behaviour carries a negative point value.

COMMUNICATING STRUCTURE FOR PUPIL REFERRAL

INCIDENT	DEALT WITH BY	COMMUNICATION
1. Difficulty in lesson	Classroom teacher strategies including the use of positive reinforcement and the three steps.	Follow up with pupil and with parents where appropriate.
2. Repeat occurrence	Dealt with by class teacher and/or HOD.	Referral on Class Charts and discussion with Form Tutor.
3. Ongoing problem	Discussion with HOD and/or referral to House Team.	Referral on Class Charts to House Team following discussion with HOD, outlining action to date including parental contact/department sanctions etc.
4. Serious incident	Referral to House Team DHT/SDHT informed if serious enough for exclusion.	Referral on Class Charts to House Team seeking additional support.
5. Continued problem (pupil causing serious concern)	House Team consult with DHT/SDHT.	DHT/SDHT meet with pupils and parents. Possible external agencies referred.
6. Still no solution	Inclusion Team devise action plan as the best way to proceed.	DHT/SDHT to direct Behaviour plan/assessment instigation. External agencies/parent involved.
7. Plan not working	SDHT.	SDHT/HT and parents and external agencies review plan. LA involvement.

All behaviour incidents can be viewed at any time by staff, pupils and parents using Class Charts. The earlier parents are involved the better, so they are fully informed and can help support their child before the situation escalates.

Classroom teacher

The classroom teacher may use strategies such as:

- Meet and greet pupils at the door
- Allow pupil time to make the right choice
- Speaking to them discreetly about expectations
- Point out the appropriate behaviour
- Use their name
- Move them away from the problem
- Cooling off time for a few minutes outside of the room
- Verbal warning
- Restorative approaches
- Detention of up to 30 minutes
- Contact the parent
- Remove the pupil from the lesson using the department parking/safe room system (HOD issue DT).

If a pupil fails to respond to the strategies used by the classroom teacher and/or fails to complete consequences they have been set, then they would refer the pupil to either the House Team or their HOD.

HOD

The HOD may use strategies such as:

- Speak to the pupil using restorative approaches
- Be visible in non-contact time
- HOD detention of up to 60 minutes
- Contact parents by phone
- Arrange and conduct a meeting with a parent
- Department report
- Department isolation
- Review teaching arrangements to see if a change of class if appropriate or possible.

HOH

The HOH may use strategies such as:

- Be visible
- Speaking to the pupil and using restorative approaches
- HOH detention of up to 60 minutes
- Contacting parents
- Report for effort/behaviour (tutor or HOH)
- Time in inclusion room and/or community service
- Consider referring to an external agency

- Behaviour support plans or consider if a PSP is appropriate
- Liaise with Tutor/HOD/SEND/CO/DHT/SDHT to discuss possible solutions.

SLT

SLT will usually become directly involved in only the most serious of incidents. Support from SLT includes:

- Walkthrough support
- SLT detentions
- Line management meetings
- Parental meetings / reintegration meetings.

Walk Through

- The purpose of the Walk Through is for senior staff and middle leaders to help support with behaviour incidents as and when they are required. If there are no assistance requests, walkthrough staff are expected circulate the site; visiting classrooms every lesson to gain an overview of teaching and learning and to support positive behaviour for learning.
- There will be one member of staff on Walk Through every lesson (1 in the first 50 minutes, and another in the second 50 minutes), every day. The assistance request button (Class Charts) is to be used by staff who need support with a pupil due to a serious incident or when all strategies have been exhausted whilst dealing with persistent low level concerns. Walk Through itself is not a sanction – following a pupil being spoken to and learning recovered or if they are removed by Walk Through staff, a referral should be completed on Class Charts indicating what action has been taken.

Department Parking

- If a pupil's behaviour does not improve after the in-class sanctions and interventions, the pupil should be isolated within the department in a safe room. A timetable for this should be compiled by the HOD.

Pupils Out of Lesson:

- At Mayfield School we believe that pupils will make the most progress if they are in lessons. To this aim we try to minimise the number of opportunities for pupils to be out of lessons. We encourage pupils to use toilets and get drinking water at the appropriate junctions in the school day. If pupils do have to come out of lessons for any reason they are issued with an out of lesson pass.

Strategies for staff to use in promoting and rewarding positive behaviour for learning

Staff can adopt a number of the strategies outlined to promote effective behaviour in the classroom and around the school:

1. **Arrival:** Arrive before the pupils and always meet and greet them at the door.
2. **Expectations:** Clearly communicate high expectations of pupils from the beginning. Pupils will respond to our expectations of them.
3. **Love of learning:** Ensure high energy classrooms engage students in relevant and exciting learning.
4. **Variety:** Ensure a variety of tasks, as student led as possible, support stickability and long-term memory retention.

5. **Challenge:** Ensure learning is pitched 'to the top', promoting aspiration for all and encouraging students to embrace difficulty.
6. **Positive use of language:** Recognise and celebrate success through the use of positive language which support high expectations of all.
7. **Lesson Structure:** Ensure that regular chunking of learning combined with AFL promotes pace of learning and high engagement because all students are constantly challenged.
8. **Adaptive Teaching:** Ensure thorough planning begins with the individual pupils in your classroom. It is essential that their needs are considered to enable them to access and engage in the learning.
9. **Questioning:** Regular use of questioning using a 'no opt out' approach ensures all actively engage. Respond positively to pupils when they are correct; valuing contributions as well as clearly addressing misconceptions.
10. **Contacting parents:** Parents are key partners in pupils learning. Inform and involve them where relevant to both reward success and share concerns.
11. **Seating plan:** Always retain the right as the teacher to choose who sits where. Place pupils strategically to enhance learning.
12. **Communication:** Consider how you use pitch, tone and volume to address behaviour. Avoid shouting and speak one to one where possible. Consider how subtle strategies such as position in the classroom, eye contact, body language and other forms of non-verbal communication promote high expectations.
13. **Routines:** Have clear, simple instructions for routine tasks such as setting up and packing away, that establish expectations of behaviour.

Recognising and Celebrating Positive Behaviour

As a school we expect teachers to praise pupils and issue rewards as often as possible in order to 'catch pupils doing the right thing'. It is recommended that for **every negative behaviour recorded, three positives should be awarded**. Pupils can be given points as a reward for various aspects of their schooling linked to our school values.

All positive behaviour / rewards must be recorded on Class Charts so pupils receive the appropriate points.

Other means of celebrating success:

Phone calls home - Parents love to hear something positive. Contact numbers are available on Class Charts. Please record any contact made with parents.

Postcards home - Mayfield School postcards are available from Main Reception. Teachers should fill these in highlighting the reason and hand them to Main Reception for posting.

House notice boards - To communicate and publicly celebrate pupils achievements and attendance, each House has a notice board outside of their office.

Hot Chocolate with the Head - Each Friday, a pupil will be selected by the House Team to have 'hot chocolate' with the Headteacher to celebrate a specific area of achievement.

Public display of work - Three areas for consideration: the classroom, the corridors and the foyer. Every department should congratulate individual achievements and celebrate their work by displaying it effectively.

Pupil point scores are celebrated in Head of House Assemblies and Celebration assemblies. Pupils can achieve various milestones throughout the year:

At the end of term there will be a HOH celebration assembly where the following will be recognised:

1. Top ten pupils with the most amount of praise points
2. The tutor group with the most positive behaviour points
3. Attendance award for tutor group
4. Extra-curricular awards.

There will be end of term Celebration Assemblies where successes will be recognised by the Headteacher and Senior Leadership Team.

The Bridge

Where it is recognised that some students are unable to be successful in all of their lessons, they will be timetabled to complete certain lessons in the Bridge. This will be with the agreement of parents and timetabled accordingly. The learning of these students is supported by the Additional Provision Team in the Bridge and is overseen by the DHT of seniors.

If a pupil demonstrates behaviour which is of a serious concern anywhere in the school community, such as but not limited to, physical assault or refusing to comply with senior staff on Walk Through. They maybe placed in the Bridge for a period of time, if it is not appropriate for them to work with the House Team.

Where pupils are required to work in the Bridge due to a behaviour concern, they must be accompanied there by someone on Walk Through. **This is not a room for pupils to turn up to and 'opt out' of learning.**

Alternative provision

As a school we have a number of options available to us when offering alternative provision for our pupils:

Trafalgar School

- Part of Salterns Academy Trust
- Short term alternative provision within a mainstream school.

Admiral Lord Nelson School

- Part of Salterns Academy Trust

- Short term alternative provision within a mainstream school.

Castle View School

- Short term alternative provision within a mainstream school.

Springfield School

- Short term alternative provision within a mainstream school.

The Harbour School

- Short-long term as required, for personalised provision where mainstream education and planned strategies are not working.

Suspension

Suspension is used as a last resort if all previous interventions have been used and is the Headteacher's decision. We ask that staff do not use the threat of suspension for behaviour that they do not agree with when speaking with a student. It is a legal requirement that if a child is suspended the school must provide sufficient work to be completed at home.

A HOH requesting a suspension must provide/complete the following paperwork:

1. Behaviour log from Class Charts
2. SEND plan (if applicable)
3. Statements from all parties involved in the incident (if required)

A summary sheet should be completed and given to MCA (Deputy head of seniors) who will communicate with the headteacher in order to authorise the suspension.

Following any suspension, a reintegration meeting must be had with both the pupil and parents/guardians before they are to complete one or two day's planned reintegration.

Permanent Exclusion

Permanent exclusions will only be considered in extreme circumstances when the following criteria have been met:

1. 'one off' serious incident
2. A serious 'triggering incident' on a 'history of persistent disruption'.

Section 8: HR matters

Staff Absence

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

Pre-planned Requests

Requests for absence and/or cover should be made using a Request for Absence form. If you are a member of staff who works in the primary phase, requests for absence should go to the Head of Primary, Rachael Osborne. If you are a member of staff who works in the senior phase, requests for absence should go to the Deputy Head of Seniors, Mark Cathie.

For medical appointments, wherever possible, evidence to support the request for absence should be attached. Staff should give as much notice as possible, but **not less than two clear school days**. Please also ensure that you inform your line manager of your planned absence. In Seniors, teachers should also note that a request for absence **MUST** be completed even if you have no lessons scheduled. The above staff of each phase will then decide whether to agree any request and if it should be paid or unpaid. Teaching staff must ensure that the lesson plan and resources required are available to the Class teacher/ Phase Leader, Subject Leader or Quality Leader and a copy left prominently in the teaching room.

Unforeseen requests

All staff who need to report illness or other reasons for an unforeseen absence from work need to call into the Mayfield Cover Line on **02392 693432 and select Option 4**. Staff also need to email staffabsence@mayfield.portsmouth.sch.uk. To support the cover system, calls and emails to report an unforeseen absence should be made as early as possible, but **not later than 7:00am** on the day of the absence.

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

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

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

Requests for Discretionary Leave

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

- Attendance at a funeral;
- Attendance at significant family celebrations;
- Attendance at children's school events, sports days or celebrations;

- Domestic emergencies;
- Caring for a sick dependant;
- Religious observance.

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

Staff Parenting Protocol

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

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

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

Absence Management

- Staff should be aware that the Headteacher is obliged to monitor patterns and levels of absence. Following a sickness absence, all staff will have a "Return to Work" meeting with HR and/or the line manager. Staff will be given a pink Return to Work form and will then need to arrange to see HR and/or their line manager to complete this form within 48 hours.
- In the event that an employee reaches more than four different episodes of sickness absence **or** more than eight days of absence in a 12 month rolling period, managers are required to discuss the circumstances with the employee to try to establish/investigate the reasons for this sickness absence. For example, identify if there are any other reasons such as non-related work issues/working relationships. The meeting will be conducted by Matt Stedman and will be recorded on the 'Return to Work' form.;
- Where there is no apparent on-going medical reason for the sickness absence, managers may set an employee targets for improvement within an agreed timescale. Such agreements will be documented and a review date should be arranged. The HR manager may also seek further advice from Occupational Health;
- In the event that the employee continues to have further sickness absence then the Absence Management Policy and procedures for managing frequent absence and/or long-term ill health will be invoked.

Scheduling Cover

In Seniors, the cover manager is responsible for the scheduling of the daily cover, working under the direction of the Deputy Head of Seniors. The daily cover in primary, will be managed by the Head of Primary. We operate a paperless system with the daily cover schedule being emailed out to all staff by 7.45am in the morning. This is split into primary and seniors so is easy to understand. It is therefore imperative that **all staff check this email carefully in the morning.**

To support the efficient, fair and transparent working of the cover system, please be aware that the cover manager is only responsible for scheduling the cover and does not have the authority to approve requests for absence, even when they arise during the course of the school day. Staff therefore should not put the cover manager in a difficult position by making such requests and any emergency requests for cover should be directed to Mark Cathie for senior requests and Rachael Osborne for primary requests, or Ashley Howard if they cannot be located.

Calendar and communication

Calendar

The draft School calendar is written one year ahead and is available for viewing in the Admin Sharepoint area. Each half term the following half term's calendar is published both in paper form and by email. Any additions to, or alteration to, the School Calendar such as requests to organise a trip or a visit, must be presented to Ashley Howard. Additions or alterations will be reviewed at the next available Executive Leadership Team meeting (usually every 3 weeks). Ashley and Rachael will confirm the addition or alteration after the meeting. Under no circumstances should staff commit themselves, the school, members of staff or pupils to events until this process has been completed.

Communication

The school has several sources of communication:

- **Email:** In addition to the information in the previous section, staff should ensure that when sending an email, the distribution list is minimal. All staff emails should be used rarely. Remember the content of any email is subject to Freedom of Information requests thus all staff should ensure that content is professional and that emails regarding pupils identify them using only initials.
- **The weekly E Bulletin:** an email will go out to staff on a Monday morning updating staff with key messages and important information linked to the week ahead;
- **Mayfield Messenger:** this weekly email to our community is sent out every Friday. Items for the Mayfield Messenger should be with the editor, Hope Chesley, by 4pm on the Wednesday before hand;
- **Mayfield News:** this half termly message is sent out at the end of each half term. Items for the Mayfield News will be requested by Hope Chesley 2-3 weeks in advance of the Mayfield News being sent out.
- **Website:** this is both an important channel of communication and a means by which we market ourselves. Staff responsible for organising a trip, visit, event or competition should draft a press release and send this to Hope Chesley. Please include a photo making sure that any pupils in the photo have given their permission and that the photo reflects the best of Mayfield;
- **Instagram, Facebook & Twitter:** content on social media will be replicated on our website via an automatic link.

Primary School Liaison

Mayfield School works closely with our local feeder primary schools and nurseries, and throughout the year we hope to schedule a variety of activities to enable primary schools and nurseries to visit us as part of our strategy to build a strong community, family ethos as early as possible.

Activities include:

- Transition Taster Days – 2 days have been set aside in July where our new year R and 7 cohort are invited to visit Mayfield School to experience lessons. We expect 60 pupils in year R, and an additional 110 pupils in year 7 (90 of our own year pupils) will visit on these days and each Department/ year group will be asked to support these days. Feedback from previous Transition Days is excellent.

Section 9: Health and Safety

Health & Safety in the school is everybody's responsibility. We strive to provide a safe and healthy environment for our pupils, staff and other stakeholders.

If a H&S hazard is identified during your day, there is a responsibility to ensure that it is brought to the attention of a member of the site team as soon as possible. Repairs or maintenance issues should be reported to the site team by using the 'Site Team' or 'Network Team' forms available online through the Helpdesk available on the staff home page. Please mark all health and safety concerns and prioritise the issue as 'High.' Please note that a particular risk at Mayfield occurs when floors are wet and staff members are asked to either clear up any slip hazards encountered or inform a member of the site team if unable to.

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

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

Think **"What if..."** not **"If only..."** – If you see something of concern then you must report it immediately to the site team, however minor it may seem. Your quick actions could prevent a nasty accident or injury.

Any accidents or near misses must be reported to Ray Old, Site Manager, or a member of leadership team at the earliest opportunity.

Fire Procedures

The school's evacuation procedures are detailed in the Fire and Evacuation Procedures Policy. This is available in the Admin folder of Sharepoint and should be referred to in the first instance.

The school's fire alarm is a loud continuous alarm.

The fire alarm may be activated in an emergency by breaking the glass in a red call point. Call points are positioned strategically throughout the school buildings. The fire alarm may also be activated automatically through ceiling mounted devices which detect smoke or rapid changes in temperature. The fire alarm sounds simultaneously in all parts of the building and the whole school will be evacuated.

If the fire alarm sounds:

- Move immediately to the Assembly Point
- Do not stop to collect belongings
- Close the classroom door behind you
- Do not use lifts
- Always assume a real fire situation
- Wait until an "all clear" signal is given by a member of SLT

This also includes;

- If you are not with any pupils, close any windows or doors (leaving them unlocked) then walk calmly to the nearest emergency exit and assemble and register at the relevant assembly point;

- If you are with pupils, then move them out of danger; explain the exit route, escort them on the route and keep them together. Please follow the evacuation instructions on the poster inside the classroom. Note, if a poster is missing, please contact Ray Old for a replacement. Once evacuated, assemble and register in tutor groups (Senior) or classes (Primary) at the relevant assembly point;
- If with an external visitor, please escort them to the assembly point outside the main reception via the nearest emergency exit;

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

Drills take place at least **three times** a year. The fire alarm is tested every Friday morning.

Other Emergencies

Evacuation Procedures, Roles and Responsibilities

Please note: It is essential that all staff and visitors sign in and out of the building as it is these records that are used in an event of an evacuation.

Please follow this document between the hours of 7.30am and 4.30pm. Please see the note section for instructions on what to do at other times.

The school has two emergency tones.

1. Fire alarm siren - A continuous tone for evacuations
2. The ringing of the intermittent lesson change tone for lockdowns.

Staff will be introduced to these tones at the start of each Academic Year, throughout the year and as part of the in-year induction programme.

Lockdown Procedure

There are several reasons why the school may need to implement our Lockdown Procedure. These could include:

- A facilities related safety emergency such as exposed wiring in a corridor or broken glass on a staircase **(This may require a specific area cordoned off instead of a complete Lockdown).**
- A fire in the local community that means that children shouldn't be outside.
- Unidentified intruders being on-site.

A lockdown will be signalled by the continuous ringing of the senior school lesson change tone for more than 30 seconds. If the lockdown tone sounds, you must:

- Remain calm and move your designated pupils and/or visitors inside to the nearest place of safety.
- If you are outside for PE and closer to the Odyssey, the gate will be opened and pupils/staff will be required to enter the Odyssey outside/building (If this is deemed the safer than to walk towards the school building).
- Lock your classroom or office from the inside. An email will be sent by the Headteacher to explain that the Lockdown Procedure is being implemented. This will say:

IMMEDIATE LOCKDOWN

The school lockdown procedure is implemented with immediate effect:

- Remain calm and bring your class or group inside to the nearest place of safety
 - Lock your classroom or office door from the inside
 - Monitor your email and wait for further instructions by email from the Headteacher.
 - Continue with the lesson as best you can
 - There is no need for pupils to shelter under desks unless they are told to do so in a further mail from the Headteacher
-
- Any member of staff who have access to a radio will go to channel 1. (Communication on this channel must be restricted to the lockdown itself).
 - Little Sunbeams to be contacted via school office using mobile number tel: 07807483755 and email: Sunbeams @mayfield.portsmouth.sch.uk. They will follow the same procedures as above.

Reception office staff will deny any access to the site via main entrance.

It is the responsibility of any member of staff to raise the alarm and then communicate with the Headteacher. In the Headteachers absence, communication will be from the Head of Primary and Deputy Head of Seniors. To raise the alarm:

1. Identification of concern/risk (see previous bullets).
2. If you have access to a radio, communicate to the reception office via channel 1.
3. If you do not have access to a radio, use the nearest phone - ext 200 or go straight to the main reception office and press alarm (inside left; yellow box, sign posted 'lockdown').

An email from the Headteacher will inform staff that the lockdown is over and that we are able to resume normal activities. This will say:

LOCKDOWN PROCEDURE IS OVER

The school lockdown procedure has now ended. Please continue calmly.

- Any member of staff who has access to a radio will stay on channel 1 until advised. (Communication on this channel must be restricted to the lockdown itself).
- Once advised to do so, if anyone is on a radio at this point, the communication channels can go back to your usual setting.

Break time and Lunch time procedure:

If the alarm is raised and pupils are outside, staff on duty, will instruct pupils to make their way back into the building:

- Primary pupils will go to their classrooms via the nearest entrance to meet their class teachers and a register taken.
- Senior pupils will go to their tutor rooms where they will be met by their tutors and a register taken.

End of day procedure:

If the alarm is raised towards the end of the day:

- Procedures continue as above
- Communicate to pupils who walk home (seniors and year 6)
- Year 6 parents will be asked to collect.
- If this is not possible straight away, pupils will be kept in school until parents can collect.
- If this is still not possible, they will be sent home when it is deemed safe to do so. (The headteacher will make this decision in communication with the executive Leadership Team and external services such as, the police).

Lockdown procedure for students and staff in the Odyssey

The communication to staff in the Odyssey will be via the email sent by the headteacher and communication via the radio. The radio will be on channel 1 at all times. (staff communicating to the school building will use other channels but must return to channel 1).

If required to do so, the Headteacher will communicate with staff in the Odyssey via the radio (Channel 1) or email, that the gate joining the Odyssey will need to be locked, if safe to do so.

Students who are already in the Odyssey will move to Room 2 (to the right as you face the building). Students who need to use the Odyssey because they are outside for PE, will go to Room 1 (Entering via the fire exit – nearest door, closest to the gate).

Safety & Environment

Please help to keep our school safe:

- Do not obscure vision panels in doors – they play an important role in fire safety
- Turn off all electrical equipment at the end of the day – computers, projectors, etc.
- Do not leave valuables on display in your vehicles whilst parked on the streets near the school site
- Do report any damage, thefts, hazards, incidents or accidents immediately
- Do lock your classrooms, accessible toilets and offices
- Never lend your keys or ID badge to anyone else; report any lost or missing keys immediately

First Aid

A list of Full First Aiders and Appointed Persons is available at the medical room. If you need medical assistance, please contact the nearest First Aider in the first instance.

If an ambulance is required, the First Aider will coordinate this at the scene.

It will occasionally be necessary to ask a member of staff to accompany a pupil in an ambulance to hospital. Your cooperation in these situations would be appreciated.

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

- Stay with them;
- Ask a responsible pupil to find the nearest member of staff;
- Dial 999 and summon assistance.

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

ID Badges

ID badges must be worn and be visible at all times whilst on the school site. They play a key role in safeguarding and security. You will also be able to use your ID badge to login at the e-reception pads. Never lend your ID badge to students. If your badge is lost or damaged, please report this to the IT helpdesk immediately.

Opening Hours

The school is open from 7am till 9.30pm Monday to Friday and from 8am till 2pm on Saturdays. The school holiday opening hours are 8am – 4pm on weekdays only. Staff must ensure that they sign in and out using the e-reception pads as well as notifying the caretaker/site team when working on site on Saturdays or during the school holidays.

Please make sure you leave promptly and always close windows and turn off equipment (e.g. computers and projectors) and lights. Make sure that any external doors close securely behind you. It may be possible to work later on some occasions. You may only work in school, outside of the core hours, if you have permission.

Arrangements and procedures for working during school holiday periods will be published in advance of each holiday.

If you are going off-site at any time during the working day, you will also need to sign out and then back in again upon your return.

Vehicles

There is no parking available on the school site. Staff park on the roads near the school. You are not guaranteed a parking space close to the school so please allow plenty of time in case you have to walk further than anticipated. Never park on double yellow lines or yellow zig zags, or block-in other vehicles. Do not park in spaces allocated for disabled persons unless you have a valid permit.

All vehicles are parked at the owner’s risk. Please do not leave valuables on display.

Cash Handling

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

Cashless Catering

The canteen operates a cashless catering system for all diners. Food and drink is purchased using a thumb print-scan – a digital representation of a fingerprint. Students are registered on the system when they first join. Staff who wish to use the school’s catering facilities are also required to register their thumb print-scan on joining the school.

Money can be added to a user's account via Scopay.

Free School Meals

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

Catering Arrangements

All pupils in the Infant section are provided with a Free School Meal as part of a government initiative. All pupils in primary are also able to bring in a packed lunch- but it must comply with the School's Packed Lunch Policy which is available on the school website.

For Seniors, there are two breaks, each of 20 minutes, when pupils can buy food. The catering contractor will provide the same service at both break times. There is a 30-minute lunch break for all senior pupils. There are four service points, including an outside serving point, which is mainly operational during the late spring and summer terms. No pupils are allowed off-site at break times.

Reprographics

Photocopiers for general staff use are located in the Wilkie Library, a primary classroom, the Main Office, Room 108, Room 152 and the Reprographics Area room. The photocopiers are networked printers. Staff can log into these for photocopying or printing using their staff ID card. The Network Office will provide guidance on how to register, log-in and use the copiers. Paper jams in the photocopiers should be reported to the Network Office.

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

Before printing, can you please consider:

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

Wireless and Wi-Fi

The school has an extensive wireless network which is provided for learning and teaching purposes. If you need to connect your personal device (e.g. laptop, tablet or smartphone) to the school's wireless network, the IT Support Team will be happy to advise you. The team will insist that the device meets specific security requirements (e.g. up-to-date anti-virus product) and we reserve the right to refuse to connect a personal device to our IT systems if we feel that it may be a risk to our system security.

Duties

Duties provide staff with a good opportunity to reinforce the school's ethos. Staff should actively seek pupils out whilst on duty and not "guard space". Whilst engaging with pupils, staff should maintain high levels of vigilance. James Campbell (AHT in seniors for Behaviour and attitudes), will liaise with staff about the duty rota.

Room Booking System

Shared spaces such as the Main Hall, the Library, meeting rooms and computer rooms can be booked via the Online Room Booking system which can be accessed via the Staff Homepage.

Breakfast Club for Staff Children

Places must be booked in advance through the Scopay system.

Minibuses

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

Induction

Mayfield runs an Induction programme for all new staff coordinated by Stephanie Bartlett in seniors and Charly Ainsworth in primary. The aim of the programme is to:

- Welcome all new staff;
- Share whole school policies and procedures;
- Share Safeguarding policy and practice;
- Offer support

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

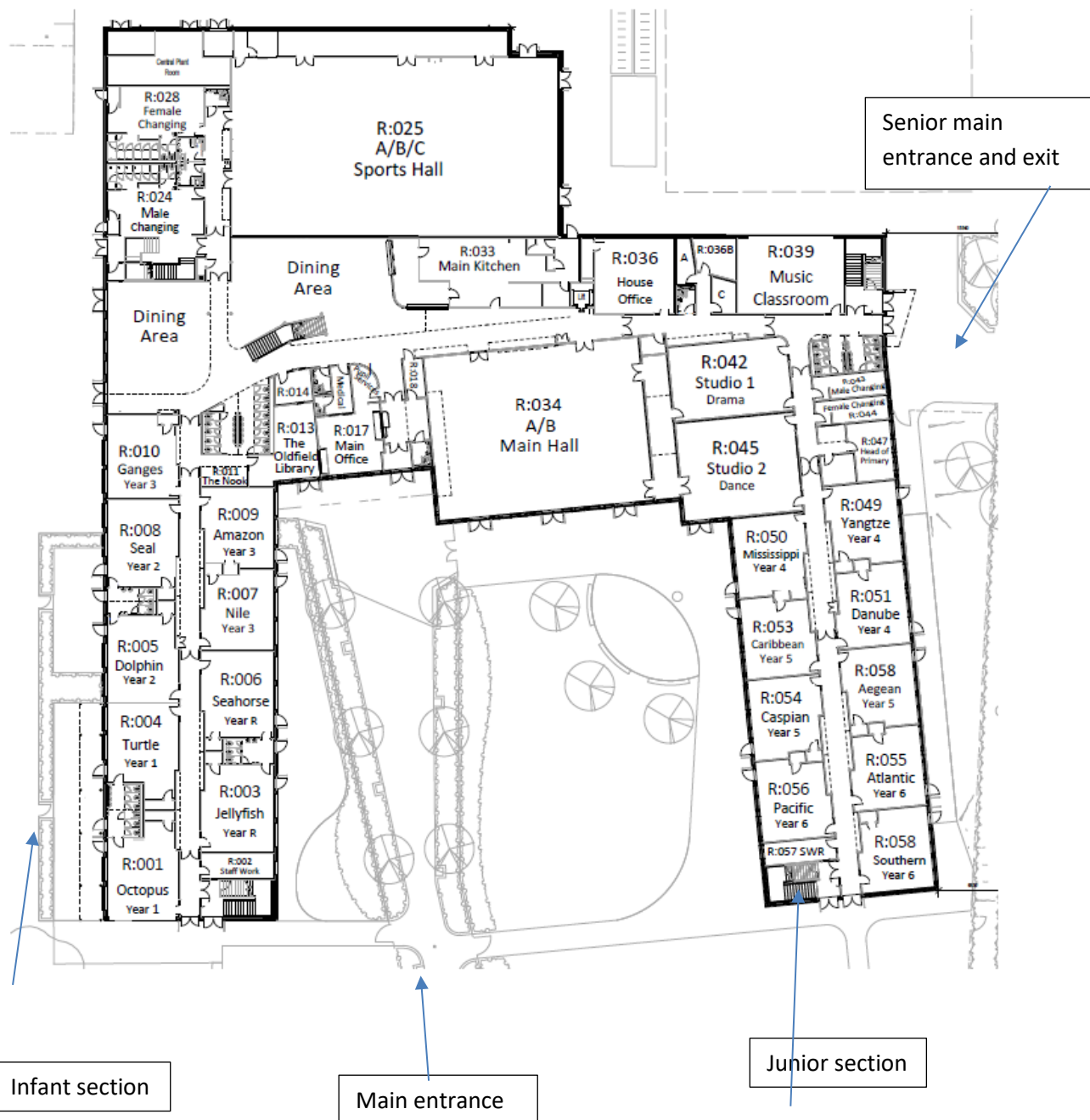
In addition, ECTs will have their own programme run by Stephanie Bartlett/ Charly Ainsworth as Induction Tutors linked to HISP.

Whistleblowing

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

School map – Ground floor

The ground floor is where you will find our Primary classrooms, Main and Sports Halls, Canteen and the Performing Arts space, Dance, Drama and Music.



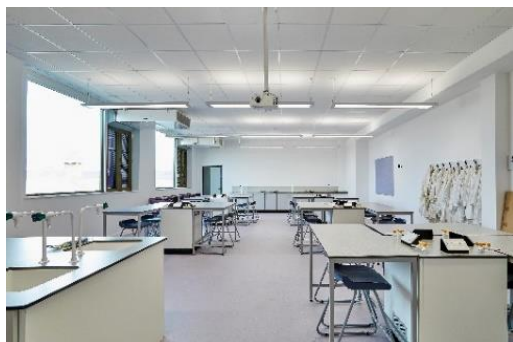
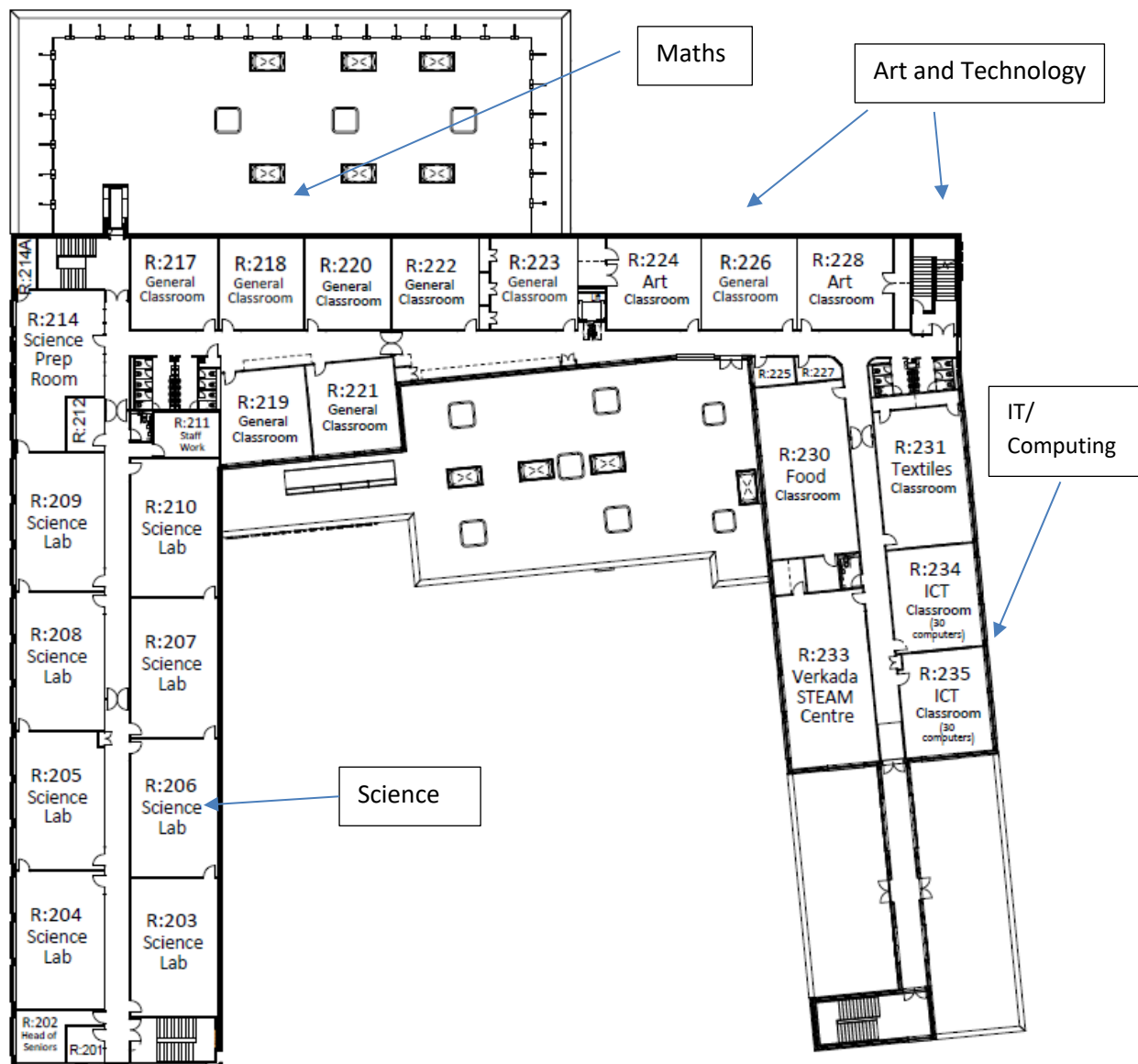
School map – First floor

On the first floor you will find English, Humanities – History, Geography, Modern Foreign Languages, the senior section Library, and Learning Support.



School map – Second floor

The second floor is where you will find Maths, Science, IT, Art and Design Technology



School Day information- Primary

Time	Activity
8.10-8:40am (Monday only)	Check in with all staff across primary and secondary
Start of School Day	8:45am – 9:00am (staggered start)
Lunch	Yr R - 11:50 – 12:35pm (Term 1 only and then joins KS1) KS1 – 12:00pm -12:45pm KS2 – 12:15pm -1:00pm
End of School Day	3:15pm
Start of Extra Curricular clubs	3:15pm
Parents and carers collect from Extra Curricular clubs	4:15pm
Wrap around care options (paid):	7:30 am – 8:45am - breakfast club (8:30-8:45 – shorter breakfast club) 3:15pm-6pm - teatime club (food) 4:15pm- 5pm – teatime club (without food) 4:15pm- 6pm – teatime club (with food)

School Day information - Seniors

Time	Activity
8:10-8:40am (Monday only)	Check in with all staff across primary and secondary
8:45am – 9:00am	Gates open on Hewitt Road (staggered start)
9:00am-9:20am	Tutor/assembly
9:20am-11:00am	Lesson 1/2
11:00am-11:20am	Break
11:20am-1:00pm	Lesson 3/4
1:00pm-1:30pm	Lunch
1:30pm-3:10pm	Lesson 5/6
3:10pm-4pm	Extra-Curricular

We look forward to welcoming you to Mayfield School

Believe. Achieve. Succeed.



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