



# ***POLICY DOCUMENT***

## **STAFF INDUCTION POLICY**

<b>Date Reviewed</b>	October 2016
<b>Date Ratified by Governors</b>	October 2016
<b>Review Date</b>	October 2017
<b>Responsible Person</b>	Mr M Marshall

## Welcome

*“Our school is a very special place, a vibrant, happy place, where our pupils thrive and re-discover their thirst for learning and success.”*

We would like to extend a warm welcome to Meadow Park School and hope that your child has a successful time with us. Meadow Park serves pupils with a wide range of additional educational needs. Some pupils have struggled to maintain their education in a large mainstream school. Some pupils arrive having spent long periods of time out of school due to exclusion, or having received limited hours of schooling elsewhere. Meadow Park is like a half way house between a mainstream and special school. We are specialist in what we do, as our staff are trained to work effectively with pupils who exhibit a wide range of additional needs.

We are very fortunate to have a spacious school site with attractive learning spaces, which include specialist teaching facilities such as design technology and construction, food studies and catering, science, PE/sport/fitness, art and design and hair and beauty. We take pride in our school to ensure that the learning environment lives and breathes a culture and ethos for our pupils to be a success.

At Meadow Park we pride ourselves on our successful track record. We believe in giving pupils a fresh start in which they are able to build a strong foundation to set them on the right track to strive for excellence, as well as fostering compassion, moral responsibility and a sense of justice in each member of the school. We provide good quality teaching and learning and strong pastoral care in our safe, disciplined, stimulating environment. Our approach offers increased opportunities and encourages and better enables our pupils to take an effective and active role in society. We believe in our motto of “Patience, Guidance and Determination” and our enrichment, mentoring and therapy programmes work alongside the academic curriculum to realise this.

A ‘Personalised’ approach best serves the needs of our pupils and this means that we treat pupils as individuals and we carefully tailor our provision to meet their needs. We have a number of different roles employed at our school in order to deliver a whole range of educational and social programmes. In short, we look at the holistic needs of our pupils.

Our class sizes generally do not exceed 10 and there is usually one teacher and at least one learning facilitator in each lesson, as well as a varied skilled team able to meet the diverse needs of our pupils, who work with pupils both in and out of the classroom and in and outside of the school day. We really do go that extra mile for our pupils.

## School Context

Meadow Park is like a half way house between a mainstream school and a special school. By designation we are a Pupil Referral Unit by school type. We are specialist in what we do, as our staff are trained to work effectively with pupils who exhibit a wide range of additional needs. Our pupil’s needs also vary in complexity. We cater for pupils who are finding mainstream schooling difficult, often as a result of social, emotional or mental health difficulties. It is not uncommon for pupils to come to Meadow Park with a poor history of past schooling and often our pupils need to be

assessed. Part of our role is to assess the needs and potential of our pupils in order to carefully plan the next steps of their educational journey.

We take pupils from across Key Stages 2 to 4. The majority of pupils come from socially and economically deprived backgrounds, and the pupil population is mainly boys. A very high proportion of pupils are eligible for Free School Meals, which is an indicator of deprivation.

We use a wide range of interventions in order to equip our pupils with the skills they need to be more successful learners. For some, this will mean a return to mainstream school, for others this may mean moving on to a special school and a small number of pupils may continue to access their schooling at Meadow Park longer term, as our setting may meet their longer term needs.

## The Curriculum

Meadow Park School offers a wide range of experiences encompassing all aspects of education. Our aim is to provide a curriculum which is broad balanced and relevant. We follow the appropriate National Curriculum for our pupils but this is sometimes delivered in innovative ways for example through project in year 5/6/7. It is the tradition of the school to have high expectations of our pupils and to set them challenging targets not only in academic work, but also within sport, leisure and social situations.

***Our pupils are entitled to experience the curriculum as a positive and enjoyable means of learning.***

Pupils at Meadow Park School are entitled to a curriculum which contributes to a well-balanced education, developing the abilities and life skills of individual pupils so that they may take a valuable, positive and active place in society. The entitlement is for each pupil, regardless of age, gender, race, religion or disability.

**Our curriculum demonstrates -**

***Breadth*** - Introducing pupils to the elements of learning, defined as knowledge, understanding, concepts, skills and attitudes, through aesthetic and creative, human, social and political, linguistic and literary, mathematical, moral and ethical, physical, scientific, spiritual and technological aspects.

***Balance*** - Allowing each pupil personalised elements and aspects of an appropriate whole school curriculum. This will be done in consultation with the students so they can help influence their own learning pathways

***Relevance and Coherence*** -The curriculum will be appropriate to the individual and respond to change at the beginning of the twenty first century and to previous experience.

With planning as an entity the curriculum will ensure pupils know how to progress and have the opportunity to maximise their achievement and overall attainment.

## School Development Plan

Our school never stands still, we are always finding ways of improving what we do and how we do it. Our school Development Plan sets out our ambitious whole school targets for the year and you will have an opportunity to go through this as part of your induction. You will be able to see how your role will play a vital part in helping the school to achieve the objectives stated in the plan.

## Communication

Good communication is essential at Meadow Park School. The majority of communication occurs through informal conversations. It is the responsibility of all staff to maintain an atmosphere of openness and communicate messages, observations and thoughts. Furthermore it is the responsibility of staff to access more formal methods of communication for example attending staff meetings, regularly checking notice boards and emails. If staff have concerns regarding health and safety, child protection or safeguarding it is their responsibility to raise these immediately.

Meadow Park has developed a staff site via Sharepoint, so that all key documents can be easily accessed. All staff have school email addresses, and these are used as an effective means of communication across the whole school, departments and teams of staff.

## Staff Meetings

Unless arranged otherwise, all staff attend staff meetings which occur after school on Mondays and Wednesday after school. During these meetings a range of aspects of school life are discussed including pupils. At this time staff have the opportunity to raise any issues they wish related to school life or particular pupils. All contributions from staff are welcomed. These meetings are minuted and these minutes are emailed to all staff as a record.

## Memos

At times memos may be distributed to staff by email. These may be updates or specific requests for information from staff. It is the responsibility of staff to read these and respond appropriately.

## Staff Notice Boards

There are notice boards in school staff room which display information for staff. The key board to look at to keep staff up to date with daily events is the white board which details any key activities / appointments during that week  
There is also a Safeguarding board for staff, so you can keep up to date with policy and practice.

## Health and Safety

As with all aspects of school life, Health and Safety is the responsibility of all. If there are any issues related to this which you become aware of you must raise these with the Headteacher or Business Manager or another member of senior staff in school. We believe that the safety of all staff and pupils at Meadow Park School is of paramount importance and will always prioritise finding solutions to any issues highlighted.

## **Fire Procedures**

The fire evacuation procedures and exits will be discussed with you during your induction. If the fire alarm sounds, you should escort the pupils who you are with out of the school through the nearest emergency exit. Pupils should be encouraged to remain calm and walk sensibly out of school. Designated members of staff will check other areas of school such as the toilets. The meeting point following this is at the front of the school. Here, pupils should be organised into year groups and a register will be taken by their form tutor. In certain places in the school fire extinguishers and fire blankets are provided if required.

A fire drill occurs regularly during the school year. Staff will be aware when these are planned.

## **Accident procedures**

Should an accident occur it is important that a first aider is notified. This must then be written in the accident book located in the staff room (again this will be indicated to you on your induction school). If this accident raises health and safety issues the procedures above must be followed.

## **Site security**

All entrances to school remain securely locked unless opened by a member of staff. It is your responsibility to ensure that gates, doors etc are shut behind you. This is particularly relevant if you enter or leave the school through the rear gates attached to the playground. Again, if you notice any issues please follow the health and safety procedures above.

Please ensure that the classroom in which you work is secure at the end of the day, for example by closing windows.

## **Visitors procedures**

All visitors must report to the office upon arriving at the school. Here they will sign in so that their presence in the school is known. If there is someone in school who you do not know and you are concerned about their presence please enquire at the office or raise with a member of senior staff.

## **Risk Assessments**

All areas of school have existing risk assessments and these are kept in the staff room. It is the responsibility of all staff to update these if things change or information needs updating.

## Health and Safety Policy

You will be shown and asked to sign the Health and Safety policy as part of your induction into school.

## First Aid

There are several first aiders in school:

Mrs Gallagher

Mr Langlois

Mr J Jones

The names of First Aiders are displayed throughout school. Should any First aid issues arise the advice of First Aiders should always be sought.

Several members of staff have also been trained to use the defibrillator, which is kept in the main school office.

## Medical Procedures for Unwell Pupils

In the case of unwell pupils the advice of a First Aider should be sought. All action necessary will be taken but this will be decided by ongoing discussion with all in school as well as parents and carers. At times, if the pupil is particularly unwell a pupil may be sent home. If necessary, on occasion school staff may accompany pupils to see a medical professional with the approval of parents/carers.

Some pupils take medication in school time. Mrs Gallagher and Miss Gaunt are trained and responsible for giving pupils their medication. Any medication is kept in a locked cupboard.

## Safeguarding

### **The definition of safeguarding – children and young people**

In relation to children and young people, Ofsted adopts the definition used in the Children Act 2004<sup>1</sup> and the Department for Education (DfE) guidance document: *Working Together to Safeguard Children* 2013 (paragraph 2),<sup>2</sup> which define safeguarding and promoting children and young people's welfare as:

protecting children from maltreatment

preventing impairment of children's health or development

ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and

---

Definition- February 2015

<https://www.gov.uk/government/publications/ofsted-safeguarding-policy>

taking action to enable all children to have the best outcomes.

The above statutory guidance defines child protection as part of safeguarding and promoting welfare. Child protection is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

### **Our designated Safeguarding officer is Miss Pip Parle.**

All issues related to Safeguarding need to be discussed with Miss Parle, or Miss A Clarke who is the mentor with operational responsibility for safeguarding. It is the responsibility of all staff to ensure that pupils are protected from any issues which may affect their health and well being. Communication over these matters is essential and staff need to be proactive regarding this.

### **Safeguarding Training**

All staff in school are required to undertake Safeguarding Training. This will be organised as soon as possible. In the meantime it is important that you read and understand the relevant Safeguarding Policies.

This will be a significant part of your induction into school.

### **Radicalisation and Extremism**

Please be aware that it is also your responsibility to be aware of and share and concerns related to radicalisation and extremism. We use the following accepted Governmental definition of extremism which is:

*'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'*

### **Positive Handling**

In times where pupils are considered to be a danger to the safety of themselves, others or the school environment physical restraint may be necessary. This is always the last option. All staff undergo Team Teach training to ensure that this is in an appropriate fashion. This will be organised for yourself as soon as possible. You will be trained how to handle in a positive manner if it is necessary, other methods to deescalate situations and how this should be recorded.

### **Policies**

More information on the above issues is detailed in the policies below. These need to be read. As part of your induction date you will be requested to sign these to ensure that you have read and understood them.

### **E-safety**

We recognise how important safety is today. Mr M Dunn is responsible for monitoring this in school. There are rules regarding what pupils are allowed to

access on the computers and this will be covered in your induction. Please monitor safety carefully in school and if you have any concerns or issues it is your responsibility to discuss this with Mr Dunn.

### **Use of Mobile Phones**

Pupils are NOT allowed to have their mobile phones, or hand held devices such as iPads on them around school. They are required to hand them in at the start of the day, and they are returned at the end of the school day. Pupils are encouraged not to bring such devices to school with them.

Staff must NOT use their own mobile phones during school time, unless this is in an office space (away from pupils), and not during the course of lessons or duty periods.

Staff must not, under any circumstances, take photographs or videos of staff, pupils or school related activities either during school hours or outside of the school day. If this does occur it will be treated as very serious and the Senior Leadership Team will become involved.

Staff must also not take pictures or videos of other staff, or pupils during school hours or when completing school based activities. Where they wish to do this they could request to use a school camera to do so.

Images or clips which fit into the categories above must not be uploaded on to the internet under any circumstances. This includes social networking sites such as Facebook, Twitter or MySpace. As above, where this occurs it will be dealt with very seriously and the police may be contacted.

### **Data Protection**

All data relevant to pupils must remain in school. Information regarding this in more detail can be found in the safeguarding policy/child protection. If you need any more information please seek advice from the Headteacher or School Business Manager. When documents which contain information regarding pupils cease to be required they must be disposed of in the confidential waste bins.

### **Photographs and Videos**

Photographs and videos of pupils can be taken in school when consent is obtained from parents/carers. These must be taken/recorded using schools equipment and these must remain in school.

### **Internet Usage**

Permission for pupils to use the internet is obtained from parents/carers when they start school. Its usage must be monitored carefully by school staff.

There are policies regarding your personal use of social media etc. You will be shown where these policies are as part of your induction.

## **School Day from September 2016**

830 – 850am	Breakfast Club / Reading (personal promise / class target)
850 – 905am	Assembly / Prep for the day
905 – 955am	Lesson 1
955 – 1040am	Lesson 2
1040 – 1100am	Break
1100 – 1145am	Lesson 3
1145 – 1230am	Lesson 4
1230 – 120pm	LUNCH (x2 25 min sittings) First Sitting – Middle Years Second Sitting – Upper Years
120 – 125pm	Class Time / Re-focus
125 – 210pm	Lesson 5
210 – 255pm	Lesson 6
255 – 300pm	End of Day Evaluation / Preparation for home

### **Pupils arrival**

When pupils arrive at school staff should be ready to meet them and socialise with them. Pupils should be made to feel welcome. The school day should begin in a calm fashion. There are two pupil entrances – one each for Middle Years and Upper Years Departments.

### **Breaks**

During break time pupils take part in a range of activities. These include football on the yard, pool or games with their peers. Pupils must be supervised at all times. It is the responsibility of all staff to supervise pupils. Staff must be vigilant of where pupils are and be aware that all pupils need to be supervised even if they are not members of their form group or class.

Staff are more than welcome to use the bathroom or make tea/coffee but if possible they need to ensure that they do not leave pupils unattended to do so. They also need to be aware that other staff may need relieving also.

Pupils are encouraged to be calm and orderly around school.

## Lunchtimes

At lunchtime pupils eat in two sittings.

1230 – 120pm      LUNCH (x2 25 min sittings)  
First Sitting – Middle Years – 1230 - 1250  
Second Sitting – Upper Years – 1255 - 120

Staff are split between the two sittings although generally eat with the class they work with. Staff either eat with pupils and model good social skills such as eating with a knife and fork and making appropriate conversation, or do a lunchtime duty to supervise indoor / outdoor activities. During the period of lunchtime where pupils are having leisure time they must be supervised as with break times.

All staff have a split lunch where they have 20 minutes for their own lunch (staff are encouraged to take this in the staffroom), and 30 minutes of duty, for which an additional fee is paid each day. We do not employ any lunchtime supervisors, as we feel lunchtime is an important social time of the day where pupils benefit from interacting with staff who know them well.

## Assemblies

In Middle Years assemblies take place every day and are conducted by the Headteacher (x3), Deputy Headteacher (x1) and Head of Middle Years (x1). In Upper Years, there is a daily briefing session and pupils have 'tutor time / daily preparation,' with their form tutors at the start of each day.

On Friday afternoons there is a celebration assembly conducted.

## Timetable

All staff and pupils have a timetables or 'Learning Schedule,' which they follow. Mr Riley is responsible for timetabling, so please refer any queries you may have to him.

## Punctuality

When the bleeps sound for lesson changeovers etc... it is important that this happens as quickly and efficiently as possible. Pupils are encouraged to walk around school in a sensible and safe manner, and be in the right place at the right time. Staff should model these expectations. There should be a high staff presence on corridors between lesson changeovers. Teachers should wait at their classroom doors ready to receive their next class.

## Cover

There may be times when you are required to cover an absent member of staff. Teachers should not be asked to cover any lessons during your PPA times. Mr Riley is responsible for cover and looks at the timetables every morning before school starts.

## **Staff Briefings**

All staff should attend the daily staff briefing which starts at 820 am. Essential news is shared relevant to that day, and staff have an opportunity to share any important news for that day.

## **Dress Code**

We expect the pupils to be smart when attending school and therefore staff need to model this. Staff should wear clothes which are appropriate and adhere to health and safety regulations. Jeans are not allowed to be worn. Trainers and track suits / sports gear should only be worn by the PE department.

## **Smoking**

Due to the role of staff as role models for pupils they are not allowed to smoke in the presence/sight of pupils or parents. This includes trips outside of school hours. Staff are not allowed to smoke on school premises. If you would like more information regarding this please speak with the School Business Manager. Knowsley Council do offer a 'Smoking Cessation Service,' and a referral can be made at your request.

## **Trips and Extra Curricular Activities**

Meadow Park School provides a whole host of enrichment activities from trips to clubs. After school clubs take place on Tuesdays, Wednesdays and Thursdays and staff run the clubs on a rota basis.

We promote the use of trips in order to enrich the learning, cultural and social experiences of our pupils. Trips need to be planned as far in advance as possible. Planning prior to a trip or visit is key to ensuring its success. Risk assessments need to be completed prior to all trips.

Due to the wide range of enrichment opportunities planned for our pupils, trips happen fairly regularly. It is the responsibility of staff to organise these and teachers in particular should give thought to how they can link enrichment activities to the taught curriculum. Before these are arranged they must be discussed with a member of SLT and the educational visits coordinator (Mr Riley).

Residential experiences are part of our enrichment programme. The school makes several residential visits to Askrigg in the Yorkshire Dales as well as an annual visit to France in the summer holidays. Staff are requested to take part in these whenever possible as we feel it is beneficial in developing positive relationships with pupils.

There are a wide range of activities available for our pupils to take part in during school holiday periods.

## **Reporting to Parents**

We have a healthy amount of communication with our parents, at times on a daily or weekly basis via their home school diaries or telephone conversations. We officially report on progress once every term, and hold PUPIL REVIEW DAYS once each

term. There is a detailed annual report of progress sent to all parents towards the end of the academic year.

## **Parent Contact**

We keep in touch parents/carers regularly. This ensures that the relationships between school and home are excellent and the pupils see that we are working together. The majority of phone calls home are positive as parents/carers often have had negative experiences of contact from school in the past. Contact with home is usually made by the form tutor. Staff should discuss issues or positive praise with the pupils form tutor. At times, the form tutor/ class teacher may wish other staff to make phone calls to have a certain impact. Contact needs to be recorded on contact logs.

## **Form Tutor / Class Teacher Roles**

Form tutor / Class teachers are responsible for monitoring pupils in their form. This includes attending meetings for the child, maintaining contact with parents and monitoring the pupils' behaviour. They are the first port of call to discuss any issues with pupils or to give positive feedback. They will have a good understanding of a pupil's home background, pupil's behaviours in a range of lessons and strategies which are particularly effective. At times, form tutors may also ask staff to work with pupils in particular ways or give more detailed feedback. Form tutors will discuss pupils in their form during staff meetings. They appreciate the input of all staff in this.

Form tutors also complete the Pupil Profiles for pupils and annotate their Individual learning plans. Support for this can be given by Departmental Heads or the SENCO (Mrs K Davies).

## **Pupil Files**

All records of pupils are kept in designated, individual pupils files. These include comprehensive information regarding the pupil such as their statement, contact details, annual review paperwork and background information. These will be kept locked away by form tutors due to confidentiality. The school SENCO files any SEND information separately in the SEND filing system in the leadership and management team office. All other pupil files are kept in the secure store adjacent to the main school office, and all records must be signed out and back in.

## **Incident Forms**

When a negative incident involving pupils behaviour occurs this needs to be written up onto an incident form. You will be shown where this can be found on the Staff Intranet Site. It is your responsibility to complete this if an occurrence of negative behaviour occurs in your presence either independently or with other members of staff who were present. These are used to keep a record of pupil's behaviour. If you would like more information regarding the levels of behaviour which need to be written up please discuss this with Mr A Riley. At times, it may be beneficial to discuss an incident with the pupils' form tutor before writing up incident reports as they may give an additional perspective.

Where an incident is more severe this needs to be recorded in the significant incident book.

Positive handling also needs to be recorded in the appropriate bound and numbered book. Mr Riley will be able to advise and support if needed.

### **Photocopying and printing**

All staff can photocopy and print school documents at their convenience but we ask that staff are mindful of cost and the environment when printing or copying vast amounts. Pupils should NOT be able to print their work directly to the schools main printer. The main printer is based in the reprographics room next to the staffroom. If there is a fault with the copier, staff are asked not to investigate themselves, but to seek assistance from the schools IT Officer (Mr Roberts), or School Business Manager (Mrs Griffiths).

### **Ordering**

Each subject and department is allocated a budget for the year, for resources. It is important that budgets are monitored closely and do not go over the allocated amounts. If you would like to order any resources or equipment, you should complete the requisition form. Miss Millsip (Administrator) will have the request authorised and then make the order.

### **Reporting breakages**

If anything is broken and needs to be repaired please discuss this with Mr J Long (Site Manager). If this creates a health and safety risk please seek the advice of the School Business Manager or Headteacher. It is your responsibility to ensure that pupils are not at risk following any breakages. If items need to be replaced please discuss with a member of senior staff.

### **Special Educational Needs & Disability**

We work in a person centred way at Meadow Park. This means that we put your child and parents/carers at the very heart of planning and decision making. If your child has any special or additional educational needs then we will seek the appropriate guidance to put strategies and interventions in place in order to help your child to make the best progress possible. As well as utilising the specialist skills we have within our own team of staff, we may also need to consult with professionals from outside of the school to provide us with guidance and support.

If your child has a significant or very complex special educational need, we may apply to the Local Authority for a joint Education, Health and Care Plan to be put in place. This is a multi agency plan which is drawn up with your child, parents/carers and everyone working with your child / family in order to meet all the special needs your child may have. A thorough assessment is conducted to help decide whether a plan is needed or not. If a plan is needed, then the Local Authority and other services may release extra resources, or the plan may give access into a more specialist school setting.

We have a member of staff at school who is responsible for Special Educational Needs, who is the SENCO (Special Educational Needs Co-ordinator). If you are

concerned about your child's needs, then you can let your child's teacher know, or ask to speak to the SENCO.

Our Special Educational Needs Co-ordinator (SENCO) and Interventions Manager is Mrs Kate Davies

### **Children In Care**

We carefully monitor the progress of pupils who are in the care of the local authority (Looked After Children). Miss J Cleary is the schools Designated Teacher for Looked After Children. Regular sharing of information happens in school, and staff will be involved in completing progress reports on a regular basis, support by Miss Cleary.

### **Planning and Assessment**

For information regarding planning and assessment in particular subjects or year groups please read the teaching and learning policy. You will be supported by your designated 'Lead Teacher,' and Miss Cleary the Deputy Headteacher.

### **Weather closure procedures**

If at any time the school is forced to close due to weather. Staff at school will let you know as soon as possible.

### **Informing school of absence**

If you need to be absent from school please phone the headteacher as soon as possible and inform the school office.. The same is applicable if you are going to be late. If you need to plan an absence for any other reason such as a hospital appointment please discuss this with the School Business Manager. Sickness absence is monitored rigorously and the councils relevant policies are strictly followed.

### **School policies and procedures**

School policies are kept in the main school office, and also on the schools Intranet Site. You will be shown where these are during your induction. All staff in school need to be aware of these policies and procedures. These will be reviewed in an annual cycle. At times these will be shared in staff meetings where these will need to be read, understood and signed by members of staff. Significant policies such as those included in this booklet need to be read and understood as soon as possible. These will be shared with you during your induction.

## Behaviour

We have high expectations of how we expect our pupils to behave in and around school so that everyone can learn in a safe and secure environment. We are proud of the ethos and culture we have established in school which fosters learning and mutual respect.

In order to resolve any conflict that may occur in school, we make good use of our Restorative Practice Policy, where pupils are encouraged to make good choices for themselves and reflect on their behaviour and relationships. This may mean repairing any damaged relationships. We call these 'Repair and Reflect' sessions, and they are conducted at the earliest time possible – either at break time, lunch time or the end of the school day.

All staff at Meadow Park are trained in Team Teach, which is an approved Positive Handling method. Staff will always use their skills to de-escalate any issues with pupils without the need for physical handling, however, in cases where pupils may cause each other, the staff or themselves harm, staff may physically restrain pupils using the approved Team Teach methods they have been trained to use. All incidents of positive handling are recorded and parents/carers are notified.

## Bullying

Meadow Park School does not tolerate bullying. If you become aware of any bullying please share this with senior staff and discuss at the next staff meeting. The form tutors of all involved will also need to be informed of the situation.

## Equality

At Meadow Park School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Meadow Park School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## Performance Management/Appraisal

The performance management/appraisal of staff at Meadow Park School is deemed to be important as we care about the continued professional development of staff. You will be allocated a member of staff to complete your performance management this will be informed by discussions with you. Once performance management targets have been set it is your responsibility to work towards these and collate evidence. If you identify courses which you would be interested in attending please make senior staff in school aware of these.

# Staffing Structure 2016/17

## SENIOR LEADERSHIP TEAM

Name	Role
Mike Marshall	Headteacher
Paul Devlin	Operational Head of School/ KS3 & 4 English Lead
Jackie Cleary	Deputy Headteacher - whole school (Art lead)
Pip Parle	Head of Middle Years (Years 3-9)
Anthony Riley	Head of Upper Years (Years 9-11)
Debbie Griffiths	School Business Manager

## MANAGEMENT TEAM

Name	Role
Kate Davies	Interventions Manager / SENCO
Lauren Regan-Hammond	Teaching & Learning Lead - Team 1
Ashleigh Chean	Teaching & Learning Lead – Team 2
Paul Jones	Teaching & Learning Lead – Team 3
Sarah Kelly	Lead Mentor
Laura Wilton	Lead Learning Facilitator
Tracey Regan	Alternative Programmes Lead

## MIDDLE YEARS DEPARTMENT

Class	Teacher	Learning Facilitator
<b>FREEDOM</b> (Y3/4)	Anna Hudson	Hannah Griffiths
<b>SPIRIT</b> (Y4/5)	Rebecca Millsip	Linda Cheetham / Charlotte Alcock (Job share)
<b>VISION</b> (Y6)	Kate Davies – SENCO	Sheldon Langlois
<b>LIBERTY</b> (Y7/8)	Jenny Sankey	Paul Cooney
<b>ASPIRE</b> (Y8/9)	Leah Kennerley	John Connors
<b>ENDEAVOUR</b> (Y8/9)	Ashleigh Chean	Laura Wilton
Name	Role	
Sarah Kelly	Inclusive Education Mentor (Lead)	
Mark Strevens	Inclusive Education Mentor	
Barbara Gaunt	Therapist	

## UPPER YEARS DEPARTMENT

Class	Teacher	Learning Facilitator
<b>COURAGE</b> (Y9)	Rachel Lyon – Science	Rachel Fox
<b>INSPIRATION</b> (Y10)	Matthew Dunn – Computing / Business Studies	John Jones
<b>HONOUR</b> (Y10)	Dan Sinnott - Mathematics	Mary Gallagher – First Aid Lead / examinations support
<b>LEGACY</b> (Y10)	Claire Tipton – NH Collegiate Manager / BTEC Childcare Lead / DoE	Jodie Murphy – BTEC Hair & Beauty Lead
<b>PRIDE</b> (Y11)	Paul Jones – Design Technology / Construction	McAuley McGee (Apprentice)
<b>EVOLVE</b> (Y11)	Claire Hand	Leon Williams
Name	Role	
Alicia Clarke	Inclusive Education Mentor	
Jennifer Rooke	Inclusion Support Worker	
Angela Cortman	Learning Facilitator – Therapeutics	

## WHOLE SCHOOL TEACHING & LEARNING

Teacher / Role	Learning Facilitator / Role
John O'Brien – PE, Sport & Fitness Lead	McAuley McGee (Apprentice)
Jason Worsley / Jonathan Chinn – Food Studies Lead	Sharon Bowness
Rena Wright – Bespoke & Virtual Learning / Teacher Cover	Mike Wickham
Lauren Regan-Hammond (Maternity Leave)	General subjects
Tracey Regan	Alternative Programmes Lead
Stephanie Baker	Alternative Programmes Facilitator
Hayley Thompson	Attendance Mentor
Jamie Regan-Hammond	Learning Facilitator

## WHOLE SCHOOL SUPPORT HUB

Name	Role
Neil Roberts	ICT Systems / Data Officer
Jimmy Long	Site Manager
George Long	School Support Officer / Technician
Mark Jones	Office Administrator
Rachel Millsip	Office Administrator
TBC	Educational Psychologist – 0.5 initially

# Induction Timetable

The First Day	N/A or ✓	Date	Line Manager Signature
<b>Physical Guidance</b>			
Layout of working area and building			
Issue of door security codes and/or security fobs			
ID card			
Fire alarm / exit route			
Use of equipment / supplies			
<b>Personal Guidance</b>			
Introduction to immediate colleagues / working relationships			
Access to ICT systems			
Making and receiving personal telephone calls			
Lunch and break time routines, tea and coffee making facilities			
Cloakroom and toilet facilities			
Car and bicycle parking / designated parking			
Hours of work			
Pension scheme			
<b>School Guidance</b>			
Telephone system/telephone salutation			
Noticeboards / Newsletters			
ICT Internet Acceptable Use policy			
Use of e-mail			
Confidentiality- Include policy			
Safeguarding- Include policy			
<b>Legal Guidance</b>			
Data confidentiality			
Conditions of service/contract of employment			
P45 (handed in) or P46 (request from payroll)			
Reporting guidance			
Absence notification – relevant line manager contact and reporting in time:  Name of line manager to report the absence to: _____  Or, in the above manager's absence: _____  Reporting time: _____			
1 <sup>st</sup> day induction completed - signed:			
Line Manager:			
Employee:			

If at any stage you are not getting the information and input you require to help you understand and settle into your job you should raise this with a member of SLT.

Within the 1 <sup>st</sup> Week	N/A or ✓	Date	Line Manager Signature
<b>Physical Guidance</b>			
Health and Safety responsibilities (employee)			
Risk Assessment (explain safety hazards – general and particular)			
Safe use of equipment			
COSHH awareness (chemical hazards, health risk, dangerous substances)			
<b>Personal Guidance</b>			
Security (ICT security, premises)			
Job role / duties as discussed			
Staff code of practice			
<b>School Guidance</b>			
Health and Safety Representatives			
First aid			
Lone working / safety procedures			
Responsibilities as a form tutor			
Information about pupils and where to find out details about their needs (Pupil files)			
Recording documents for Contact and Behaviour			
Planning format			
Expectations for teaching and learning			
Behaviour management strategies, de-escalation and recording documents.			
<b>Legal Guidance</b>			
Data protection			
Freedom of Information			
Equality policy			
<b>Reporting Guidance</b>			
Communication – school records / team meetings / e-mails etc.			
Reporting and recording information			

Week 1 induction completed - signed:
Line Manager:
Employee:

If at any stage you are not getting the information and input you require to help you understand and settle into your job you should raise this with a member of SLT.

Week 2 to Week 6	N/A or ✓	Date	Line Manager Signature
<b>Personal Guidance</b>			
Declaration of interests			
Learning Policies			
<b>School Guidance</b>			
All school policies			
School values			
Access to sources of information (files, websites etc)			
School appraisal scheme			
Disciplinary policy and procedure			
Grievance policy and procedure			
Attendance management policy and procedure			
Bullying and Harassment policy and procedure			
Occupational Health Unit			
Schools electronic HR handbook			
Trade union membership			
Curriculum expectations			
Curriculum Data Recording			
Assessment and Qualifications			
Raising Attainment Plan			
Self- Evaluation Form			
<b>Reporting Guidance</b>			
Whistleblowing procedure			

Week 2 – 6 weeks induction completed - signed:
Line Manager:
Employee:

If at any stage you are not getting the information and input you require to help you understand and settle into your job you should raise this with a member of SLT.

<b>Comments from Employee:</b>	
--------------------------------	--

<b>Comments from SLT:</b>	
---------------------------	--