



BRACKENFIELD SCHOOL

128 DUCHY ROAD

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www.brackenfieldschool.com

STAFF HANDBOOK

2025 – 2026

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STAFF LIST

HEADMASTER	Mr Joe Masterson
DEPUTY HEAD	Mr Paul Jenkins
HEAD OF INFANTS	Mrs Emilie Moon
HEAD OF EYFS	Mrs Jane Ingle-Illes
NURSERY MANAGER	Miss Stephanie Cusworth (MAT Leave) Mrs Jen Hutchinson (MAT Cover)
WRENS LEAD	Miss Rachel Pearson
NURSERY ASSISTANTS	Mrs Jen Hutchinson Mrs Jennifer Wharton Miss Nicole Turner Mrs Joanne Rowe
DESIGNATED SAFEGUARDING LEAD	Mrs Sarah Clark & Miss Sarah Haslop
RECEPTION CLASS TEACHER/ESLT	Mrs Jane Ingle-Illes
RECEPTION TEACHING ASSISTANT	Miss Ella Frear
YEAR 1 CLASS TEACHER	Mrs Claire Haddleton
YEAR 2 CLASS TEACHER	Mrs Emilie Moon (Wed-Fri)
YEAR 2 CLASS TEACHER	Mrs Eithne Duckels (Mon-Tue)
INFANT TEACHING ASSISTANTS	Mrs Vanessa Stanford Mrs Jo Harrison
YEAR 3 CLASS TEACHER	Miss Michelle van Eede
YEAR 4 CLASS TEACHER	Mrs Sarah Clark (MAT Leave) Mrs Alison Balsamini (MAT Cover)
YEAR 5 CLASS TEACHER	Mr Paul Jenkins
YEAR 6 CLASS TEACHER	Miss Sarah Haslop
JUNIOR TEACHING ASSISTANTS	Mrs Nicola Robinson
SENCO	Mrs Amy Wardell
LEARNING ASSISTANT	Mr Peter Haldane (Wed - Fri)

LEARNING ASSISTANT	Mrs Nicola Robinson
IT TEACHER/DT TEACHER/HEAD OF BOYS PE/ HOUSEMASTER/FOREST SCHOOL	Mr Jean Claude Olesqui
HEAD OF GIRLS PE	Mrs Sarah Clark
SPECIALIST TEACHER FOR FRENCH	Mrs Suzanne Ridings
DIRECTOR OF PERFORMING ARTS	Miss Helen Leaf
SCHOOL ADMINISTRATOR	Mrs Kelly Wood
SCHOOL ADMINISTRATOR	Mrs Stefania Delis-Hale
PA TO HEADMASTER	Mrs Kelly Wood
FINANCE MANAGER	Mrs Paula Russell
COMPLIANCE MANAGER	Miss Abigail Turner
CATERING TEAM	Mr Ben Waters (Kitchen Manager) Mr Cristian Heredea (Kitchen Assistant) Miss Annette Goude (Catering Assistant)
SITE TEAM	Mr Chris Rowntree (Caretaker & Driver) Miss Manasanan Phetprasit (Cleaner)
PERIPATETIC TEACHERS	Mr Ben Munro (Piano) Mr Daniel Webster (Guitar) Mrs Sarah Charneca (Art) Mrs Tasmin Locke (Speech & Drama) Mrs Lucy Brown (Singing)
CHAIRMAN OF THE BOARD AND CEO OF FORFAR EDUCATION	Mr John Forsyth
SAFEGUARDING SUPPORT GOVERNOR	Miss Barbara Lubaczeswka

AREAS OF RESPONSIBILITY

CURRICULUM & LEARNING

Paul Jenkins

ACTIVITIES

Sarah Clark

OUTDOOR LEARNING

Jean Claude Olesqui

COMMUNITY

Emilie Moon

ENGLISH

Paul Jenkins

MATHS

Joe Masterson

SCIENCE

Sarah Clark

IT & COMPUTING

Jean Claude Olesqui

ART

Claire Haddleton

HUMANITIES

Michelle van Eede

RE

Emilie Moon

PSHE/RSE/SMSC

Sarah Haslop

SCHOOL COUNCIL/VOICE

Claire Haddleton

UNIFORM

Emilie Moon

RESOURCES

Claire Haddleton

ULTIMATE BRACKEN AWARD

Kelly Wood

DIGITAL STRATEGY

Jean Claude Olesqui, Michelle Van

Eede, Joe Masterson, Sarah Clark

AIMS OF BRACKENFIELD SCHOOL

We have 4 main Mission Areas:

Curriculum & Learning

To develop pupils' knowledge, skills and understanding through a rich and varied curriculum

Activities

To support pupils' personal development through an array of individual and collective events, performances, sports, music and many other enriching experiences

Outdoor Learning

To learn about the outdoors and how we can sustain a better world

To learn in the outdoors; working with nature and the environment

Community

To learn about our local and wider community (the world!)

To serve and support our local and wider community

These aims are underpinned by 6 core values:

Kindness

Honesty

Respect

Initiative

Perseverance

Confidence

Brackenfield School Term dates – Academic year 2025-2026

AUTUMN TERM 2025	
Staff Inset Days	Monday 1 st September Tuesday 2 nd September Wednesday 3 rd September
Term Starts	Thursday 4 th September
Half Term	Monday 21 st October - Friday 1 st November
Term Ends	Friday 13 th December
SPRING TERM 2026	
Staff Inset Days	Monday 5 th January
Term Starts	Tuesday 6 th January
Half Term	Monday 16 th February - Friday 20 th February
Term Ends	Friday 27 th March
SUMMER TERM 2025	
Term Starts	Wednesday 15 th April
Bank Holiday	Monday 4 th May

SUMMER TERM 2025	
Bank Holiday	Monday 25 th May
Half Term	Monday 25 th May - Friday 29 th May
Term Ends	Friday 10 th July

Important Information for Staff

Please read these notes carefully. *Text in italics references changes to the Handbook this year, from last year.* It is useful for new and existing staff alike to be reminded of the code of conduct and the practical details of duties and it is essential that all staff know what is expected of them so that the school runs effectively.

ADMINISTRATIVE SUPPORT

Most administrative tasks can and should be completed by staff themselves e.g. photocopying, laminating, ordering, booking visits etc. If however, you have occasional tasks you would like the admin team to support you with, please ask. Please remember they only have limited time to spend on these tasks *and this year there may be less staff cover in the office area.* As the office is open plan, please ensure you are quiet and discrete when you are in the main office, especially as the admin team maybe speaking to parents or on the phone. Please do not search for, or remove any items from the main office without speaking to the office staff. If you notice that personal details (names and address, contact addresses, financial information) are visible in the office area, for GDPR reasons, do please inform the office staff or the Headmaster.

AFTER SCHOOL EXTRA CURRICULAR ACTIVITIES

The majority of ECAs (clubs) start when the children have finished their school day. If you are taking an ECA and you have any children who have not been collected at the end of the school day, take them to the office and the admin team will contact parents and stay with them, or they will be directed to After School Care. Children should never be left unattended during ECAs.

During, and at the end of Homework club, you should check that all children have completed their tasks diligently and that all computers are returned to the IT suite and plugged in to charge before locking the cabinet. Staff must meet, or at least see parents before releasing children to go home. *One member of staff for each day of the week should open the double green gates no later than 4.29/4.30pm.*

BOOKING EDUCATIONAL VISITS

Mr Jenkins has overall responsibility for management of trips *and Abigail Turner and Joe Masterson (substitute for Abigail) are the qualified Educational Visits Coordinators. Risk Assessments should be based on previous RAs and submitted to the DSLs and EVC.* All trip information should be logged on an ongoing basis onto the trips and residential form (Trips Tracker) on staff share. Please use this form from the beginning of your visit as it allows you to work in partnership with the admin team to plan and track a successful trip. The admin team will support you with booking travel, venue, lunches etc once the Deputy or Headmaster has authorised the trip. The document tracks payments, communication to parents, staffing etc and will lead into helping you to complete the separate Risk Assessment. Please note it is the class teachers' responsibility for the overall management of the trip, the admin team are just there to support you. All trips should be planned and booked a term in advance. Residential trips – these will be discussed and planned directly with the SLT, Finance Manager and the Compliance Manager at the beginning of the year.

CLASSROOM BUSINESS AT THE BEGINNING OF TERM

Your classroom must be completely ready for the children's return before holiday periods start (unless there are works taking place). This is important for school tours that take place during holiday and half term periods. If there are new children joining our school, teachers should make contact with new families to offer a virtual meet prior to the first day of school (using Inset days if necessary). There must be a named peg for each child. Ensure your register

is up to date in iSAMS. Familiarise yourself with any new children and send a welcome email to parents. Collect new homework diaries if required. Give out new timetables for diaries.

Classrooms should display as appropriate:

- Fire drill instructions
- Class timetable
- School/Class agreement
- Latest marking guide poster
- Classroom duties
- *Classroom Risk Assessment*

Display boards must be interesting but not cluttered and should be changed *at least* termly to reflect the work or activities in the classroom.

Cloakrooms and hallways near your classroom are your responsibility to keep tidy. However, it is much better practice (and strongly linked to our values) to ensure your pupils take responsibility of this for you.

CLASSROOM MANAGEMENT (please also refer to relevant policies)

The designated persons for behaviour management are the Headmaster, Deputy Head and the Head of Infants. At Brackenfield School, strong emphasis is placed on creating a caring ethos of trust, respect and co-operation in which each child feels valued and in which all children can experience responsibility and learn self-discipline. As a school we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole community. Our Behaviour policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement.

All the school staff share a collegiate responsibility for consistently implementing the school policy on positive behaviour and Anti Bullying including Homophobic and Cyber Bullying. The Headmaster has overall responsibility for ensuring positive behaviour.

All staff will:

- be consistent, fair and persistent
- keep any promise made to the pupils and remain open and honest with them
- communicate all intentions clearly and effectively
- act rather than react
- impose appropriate, fair and agreed sanctions that are relevant to the misdemeanour
- be confident and use a voice and manner that makes it clear to the pupil that they are expected to do as they are asked
- seek advice and support if a situation escalates
- use consequences which focus on the behaviour and not the pupil's personal qualities
- discuss and give sanctions in an appropriate manner
- *avoid punitive sanctions such as losing house points, missing playtime or public humiliation/intimidation*

(i.e. writing names on the board, behaviour charts with pupils at the bottom/'in the red', 'sad faces' etc)

Promoting positive/good behaviour

All pupils are expected to be responsible for their own positive behaviour and meet the expectations set out by the school and the rules they have agreed in the classrooms.

We will achieve positive/good behaviour throughout school by:

- verbal praise
- house points

- positive comments in books/planners
- special mention in class or assembly
- exhibiting good work in the classroom or public areas of the school
- *sent to Headmaster/other teacher for praise/Headmaster sticker*

Negative/poor behaviour will be dealt with by working through the stages of the warning system.

- Step 1. Pupil receives verbal warning & reminder of class agreement/behaviour expectations (this step can be repeated two/three times at the class teacher's discretion)
- Step 2. Pupil to be sent for a 'timeout' to another teacher
- Step 3. Pupil, if appropriate, to write a note/letter of apology
- Step 4. Pupil to be sent to Deputy Head/*Head of Infants*
- Step 5. Pupil to be sent to the Headmaster

COMMUNICATION – Urgent messages and communication to parents and staff

In the case of an emergency, such as heavy snow causing a school closure, an email will be sent to all parents and staff. In addition, if deemed necessary, a special message will be put onto the School answer machine. Staff can contact any member of SLT to find out details of the action to be taken and how they can help. *The Headmaster operates a communication line with representative parents from each class, along the school administrator, for exceptional circumstances.*

COMMUNICATION WITH PARENTS

Please ensure that **all** meetings with parents are recorded on iSAMS. Any feedback from meetings should be shared with the Headmaster/Deputy Head/*Head of Infants*. If you wish to send a communication to a group of parents, please seek authorisation from your line manager and then send your checked and correctly formatted letter to the office for a final check and distribution. If the office need to make any changes, a final version must be authorised by the staff member putting their name to the letter. All communications should be sent out on headed paper using only the agreed font and sizing. No hard copy paper notes, letters, lists etc to go home without agreement for SLT.

We are relatively small school community. While relationships with families are a quintessential strength of our school, relationships and conduct from staff to parents must be entirely professional at all times. If you feel inappropriate behaviour or comments have taken place, please discuss this with the Headmaster. Remember that professional expectations to school are a priority over friendships with families outside of school.

COMMITMENT BEFORE & AFTER TERM

The majority of staff come in voluntarily during the holidays, depending on their individual plans etc. However, you are contractually committed to be in school three days before the Autumn term and two days before the Spring and one day before the Summer term, as part of being employed Term Time as a full time employee. As a part time employee, attendance on Inset days may be pro rata, or based on the days the Inset falls. Always check with the Headmaster. You may also be required to be in school for two days after the end of each term. On these occasions you may be required at school from approximately 9am -4.30pm unless otherwise advised. These dates are published and confirmed well in advance. **Please do not make any holiday plans which conflict.** Staff can be required to attend school out of hours where necessary.

COMPUTER USE

General guidelines for all staff (further details can be found in Computing Policy)

- All staff work is to be saved in their own files on the Staff Share drive.
- The server is backed up remotely and managed by the IT company, Soft Egg.
- Staff should not save work onto the Desktop, recycle bin or the local drive of their computer.
- When staff leave their desks, they should take precautions to protect access to school data that may be confidential.
- All staff have their own unique username and private passwords to access school systems. Staff are responsible for keeping their passwords private.
- We request that teachers and pupils do not switch the computers off during the day unless they are unlikely to be used again that day, or have completely crashed. We request that they DO switch the computers off at the end of the day.
- The registration of the school network onto any websites can only be done through our IT company. If you have a specific request, please discuss them with the Deputy Head or Headmaster. If this is authorised, a ticket must be logged with the IT company.
- Staff are entitled to make reasonable personal use of email and internet facilities outside normal working hours, for example, lunchtime. The school reserves the right to discontinue this entitlement if it views the use as excessive or inappropriate.
- Staff are reminded that any personal use of email cannot be considered private and may be subject to monitoring in accordance with this policy.
- Make it clear that all users know and understand what the 'rules of appropriate use' are and what sanctions result from misuse - through staff meetings and the acceptable use of IT Policy.
- Ensure staff understand the school's e-safety policy. Following this, they will be set-up with Internet, email access and network access.
- Staff will notify the school office if there is a fault that needs attention. This will be logged with the IT company and responded to directly.

CONFIDENTIALITY

It is vital that all school and staff matters are confidential. Discussion in front of children might be repeated (probably inaccurately) by them at a later date. Do not discuss any child or parent in front of another unless for a very specific reason. Please ensure all confidential information is filed away carefully – do not leave out any papers, notes, exams, reports etc where they can be seen by children, parents or other visitors. *Any matter, which may be sensitive in nature, potentially embarrassing for a child or their family should not be discussed openly with colleagues. Discussion with colleagues should be limited to SLT and/or the SENCO and/or the DSL.*

COURSES (CPDL)

Staff are encouraged to continue their own learning. There are always books on education in the staffroom to be borrowed. If the school does not have a book or paper you would like to read or consult, please let the Headmaster know. Although most Continuous Professional Development and Learning will take place through staff meetings, please liaise with the Headmaster if you identify specific courses or learning opportunities outside of planned staff meeting CPDL. You are always encouraged to share your learning and findings that may be useful to others in department, subject or staff meetings. All staff should have a log in to TES Develop which provides numerous useful online courses.

COURTESY

All staff, children and parents must be treated with respect at all times. Please encourage the children to treat each other with respect, as per our school values, and to show all staff and visitors respect and extremely good manners. The children must address all staff as Mr/Mrs/Miss Surname. Classes in the Junior School are expected to rise to

greet the Headmaster when he enters the room. The same courtesy should be afforded to external visitors entering into classrooms.

DISPLAYS

Displays are probably the most effective means of showing off what our school is all about to any visitor, parents or inspector. It is a significant form of evidence. Therefore, it is essential that all classroom and corridor displays are very well presented. Displays should be changed termly at least and should not become torn or ragged. They should either be a support to learning or a celebration of great learning. All displays should tell a story about our school, our learning, our achievements, our missions or our values. Each display should have a written indication of what the display is about (a title), or what has been learned (an explanation). Frames of work and displays of art work should be clearly labelled. All display work should be backed before being put on display. Children's work should be labelled. **Please take a photo of every display before you change it, and keep that photo on display as a record and reminder of that learning/display.**

DRESS CODE

Staff should dress smartly during term. Children are far more aware of the effort we make than we realise. Smart trousers may be worn, but **no jeans, chinos, any colour/type of denim, combats, bare midriffs sports leggings, spaghetti straps, short skirts etc.** A good dress code guide is 'dress as at interview'. When taking children for PE/Sport/Swimming please dress in appropriate sports clothing to be able to demonstrate the activity. Brackenfield School sports clothing must be worn to PE lessons. No visible body piercing, except appropriate earrings. We request that tattoos are covered where possible. *If you are teaching PE/Sport/Forest school in one half of the day and not the other, please dress in appropriate sports clothes for the appropriate half of the day only. Please use lunch time to change.*

DUTIES

Please be punctual for all duties. Members of staff will be timetabled to do break and lunch playground duties each week. If you need to change/swap a duty, make sure that it does not clash with any other activity or duty. If you are ill another teacher will be asked to cover for you, so please be understanding when you are asked to cover for someone else. If you are asked to take a lesson, please do so graciously, as we all depend on each other's co-operation. The break, playground and after-school duties change termly, you will be given a list of these at the beginning of term. When on break duty, please be on time, supervise outside play diligently or patrol classrooms when it is wet play. This means that you must be visible to the children if on playground duty and not sitting inside. You must be available to the children in the event of an accident and if necessary should send an older child to get another member of staff. All staff covering playground duties must collect a first aid bag from the office prior to going outside. **We have a zero tolerance of rough play** – please intervene immediately if children become physical with one another. *Please avoid lengthy one to one chats with staff members on duty that mean they (or you) cannot easily see all that is happening around the playground. While accidents and incidents are somewhat inevitable; not seeing those accidents and incidents limits investigations and potentially mean we need to increase duty staff numbers.*

Although 'non-contact time' is designed for preparation and 'time out', if another member of staff is absent your non-contact time may be lost. This cannot be helped, but we will try to be as fair as possible. Please do not arrange any cover of classes without the Deputy Head's prior knowledge.

EXERCISE BOOKS/ STATIONERY/RESOURCES

Exercise books and other items of stationery are kept in the cupboards in the staff room. If you notice a supply is running low, please inform *Mrs Haddleton* or the admin team. Book labels can be requested from the admin team.

Each term class teachers will be given a form for ordering resources. It is your responsibility to fill this in fully. It will be amalgamated into one order centrally by the office, but requires order numbers, page number (from catalogue), quantity and cost.

FEEDBACK

Although marking can have some positive impact on learning, considerable impact can be made through effective feedback. Always aim to have pupils internalise their feedback. That is: they understand it, will remember it and they will act upon it. Much more attention should be paid to feedback, with marking only a type of feedback. Feedback should be an ongoing process and dialogue. *It should be intended to make the learner better, rather than the piece of work better.*

FIRST AID

Please make sure you familiarise yourself with the locations of the First Aid boxes in school:

Ground Floor – First Aid room

First Floor – Staff room

Second Floor – Music room

Nursery /Hall – Nursery messy room.

If you leave the building to go duty, you must ensure you take a first aid bag with you available from First Aid room.

If you need to administer first aid, you must ensure you log the treatment either in the minor injury file held in the First Aid room, or if the accident is more serious; log it in the main Accident book. A note must also be made in the pupil's homework diary, listing the date, injury and action taken. If a child has had a head bump a sticker must also be given for them to wear on their clothing to notify other staff. All bumps to the head should be reported to the office as a text message is sent, notifying parents of the incident. If a child is unwell, send them to the main office where they will be assessed in the first aid room. If it is necessary for a call to parents to be made, Admin staff will notify you of the outcome. Admin staff will either keep the child in the first aid room, where they can lie down or return them to the classroom if it is not an issue which requires them to go home. Admin staff will notify the Headmaster of any major accident or illness.

All medication will be administered by admin staff, only after receiving a signed medication form which states which medicine is to be taken, the dose and time. Admin staff may on occasion come to the classroom and ask for the pupil to be excused in order for the medication to be administered. Any medication that needs to be stored in the fridge will be kept in the medical fridge in the first aid room. All medication is stored securely in the first aid room. Should a parent attempt to give medication to a teacher or teaching assistant, they should not accept it and advise the parent to speak to a member of the admin team. School has an emergency supply of Calpol that is only given as emergency treatment and only after verbal permission has been sought from a parent/guardian on the understanding that they will complete a medication form when they come to collect the child. Icepacks are available in the medical fridge (top freezer compartment).

It is a statutory requirement that all staff undertake Paediatric First Aid which includes the use of Epi-pen training and defibrillator training on a 3-year rotation.

Admin staff will take responsibility for ensuring there are enough first aid supplies in the boxes and will prepare a bag for off site activities. This will include any medication/inhalers/epi pens required for the pupils on a trip. Any member of staff on playground duty must take a small first aid bag outside with them. It is expected that they should deal with minor injuries outside and not send all children to the office.

A list of all children with health/diet related needs will be shared with staff annually and updated as necessary. This is also available to staff overseeing ASC/Breakfast Club.

GIFTS

At Christmas FOBS usually purchase a small gift for each child and Nursery staff purchase a small book for their children, which is paid for by school. If you choose to give a child a gift, it is done so at your own expense and great care should be taken to provide gifts in an equal manner to all children in the class. If you receive gifts from parents, please try to write a small thank you to them. You will be required to keep a confidential log of gifts you receive (in line with the 2010 Bribery Act) of the estimated total value. A good place to do this is in the back of your planners. The Headmaster may request to view this at the end of each academic year. If you deem a gift to be of an 'inappropriate' nature or unusually generous (valued around £200 or more), or you are uncomfortable about the motive of a gift, please speak to the Headmaster to seek advice before accepting.

HANDWRITING

We aim for children to develop a fast, fluent, cursive handwriting which easily read.

In Infants we aim to ensure:

- correct orientation and formation of letters
- consistency and appropriateness in size and spacing
- an easy transition to continuous cursive joined writing in Key Stage Two

In Juniors we move towards a continuous cursive hand so that the children can write legibly, fluently and with increased speed. *Pupils with poor handwriting (by Year 4 upwards) should be identified with the Headmaster and a plan of expectation agreed with the child, parents and relevant teachers.*

HOMEWORK

Reading for pleasure is encouraged above all else at home. Homework must be carefully thought out before it is set. Homework is not a time for finishing off a piece of work or for simply re-writing work. It should be a consolidation or extension of existing work, learning, individual research, re-drafting etc. There are times when for specific reasons, illustrating work or reading homework will be appropriate. We encourage homework to be completed to our satisfaction but we do not place pressure on pupils or families to complete homework. Many children will have very busy lives outside of the school day with other activities. Be mindful that homework for younger children can have very little learning benefit and so tasks should be based on practising skills or enjoyable endeavours. For older children homework can have a greater impact on learning while building stamina for effort that will be needed as they continue their education. Reading is encouraged more than anything else. *Homework set on any platform (such as Atom, spelling frame etc) should be preceded by organised login access and practice, parent understanding and clear expectations.*

HOT DRINKS

For safety reasons, visitors and members of staff should not carry hot drinks in cups or mugs around the school building or have a hot drink out of an open mug or cup in class when there are children in school. Staff that are on duty must use cups with a fixed lid.

HOUSES

Brackenfield school run a house reward system with 4 houses in all named after local areas, Almscliffe (Red), Brimham (Yellow), Richmond (Blue) and Studley (Purple). The house system is designed to bring children together

across year groups. It is intended to foster and promote cooperation, collaboration, competition, teamwork, loyalty, pride and inclusivity. We especially recognise when our values are being demonstrated positively by pupils.

A teacher is assigned to lead each house, helped by a Year 6 pupil as house captain each term. The overall running of the system is managed by Mr Olesqui (House Master). Each pupil is assigned a house when starting at the school with siblings placed in the same house.

Pupils can earn house points for good behaviour and conduct and other successes at school. Infant teachers keep a count of pupils' HPs with counters in the classroom and Juniors keep a record of individual HPs in their planner. Weekly totals are tallied up by the class teacher and pupils receive a certificate in Fridays' celebration assembly for achieving a certain count of House points. Infants have a separate award giving system.

25 HP – Bronze, 50 HP – Silver, 100 HP – Gold, 150 – Platinum, 200- Diamond

The House Master keeps a digital record of the house points scored in total for each house and a small reward is given to the winning house at half term and a larger prize at the end of the term. When pupils' demonstrate that have achieved house points for all of the school values, Mr Olesqui will then acknowledge this achievement.

The school runs house activities throughout the year in sports, music and other areas.

HYGIENE PROCEDURES FOR DEALING WITH THE SPILLAGE OF BODY FLUIDS

Special care should be taken when dealing with the spillage of bodily fluids (vomit, urine, faeces, blood etc). Disposable gloves should be worn and are available in the first aid kits or from the main office. The area should be isolated if possible and then treated with the Emergency Spillage Compound (held in the office). The compound should be disposed of in a yellow plastic bag, knotted tightly and removed to an outside bin. The affected area should then be further cleaned with a sanitiser. Additionally, a mop and bucket should be used with cleaning products found in the locked cupboard opposite the kitchen.

With the exception of catering staff, all staff are responsible for clearing spillages in an emergency.

ILLNESS

If you are too ill to come into school, please **phone** the Deputy Head, Mr Paul Jenkins. Calls must be made no later than 7.30am (or the night before if appropriate). If you cannot get through, please call the school office and leave a voicemail. It is your responsibility to ensure you have the relevant numbers saved to your phone. Please phone for each day that you are absent. If you are absent for 8 days or more, you must produce a written Doctor's note. When teachers are absent, the timetables will be organised by the Deputy Head. Please ensure that all doctor, dentist etc, appointments are made after school hours unless agreed with the Headmaster in advance. **When calling in sick you must make voice contact. A text message is not adequate.** On your return from illness, you will be asked to complete a sickness/absence form BS1, this will also be your return to work interview. The report to work interview will be undertaken by the Headmaster. All absences are recorded and will be reviewed. If you have a pre-planned event i.e. medical appointment, please seek authorisation from the Headmaster and establish any cover arrangements with the Deputy Head.

INTERNET USE

Our school IT system has a robust filtering system for the safety of our children. Staff should not use any unsuitable software, sites or programmes at school, either on the computers, laptops or on personal hand-held devices such as iPhone and smart phones, at any time during the school day – this includes the use of social networking sites such as Facebook and Twitter. Please see the Acceptable use of IT within the staff Employment Manual for further clarification.

LUNCH

If you are the designated member of staff covering the lunch hall, please ensure you familiarise yourself with the allergy information and treatment for individual pupils. All children should be reminded of table manners, staff should monitor noise levels and support the younger children as necessary.

Staff are encouraged to eat a school meal and sit with the children; however, this is not compulsory. If you choose to do so, you should take your lunch in the staff room where there is a fridge, microwave and facilities for making drinks. As with all communal areas, it is your responsibility to ensure they are kept clean and tidy after you have used them. Please note there may be times where the staffroom cannot be used for social gatherings or eating lunch. Staff may order a school lunch by using the board outside the kitchen.

MARKING

Each child's development requires our understanding of their needs, personalities and growth within a happy, caring community. To ensure this ongoing development, and that each child realises their full potential, all marking must be positive, clear and appropriate in its purpose, productive in its outcomes and child-centered. Marking is to make the pupil better, not the work. Carefully consider what impact your marking will actually have. *Regularly follow up your marking to check if it has led to a positive impact. If there is impact – signpost this impact, as a result of your marking, to the child and thereby indirectly to parents, SLT, inspectors or anybody else looking through pupils work.*

EYFS marking

All teachers use a green pen to write comments. Pupils are to receive constructive, verbal feedback, as they cannot read well enough for written comments to be useful. This feedback can be written onto the work with (VF) next to it. If a sticker has been awarded for the work a * should be drawn next to the teacher's feedback as a record. The feedback should consist of praise followed by a target for next time – if appropriate. Feedback should, where possible, be given as the work is completed to make it more meaningful.

Infant School marking

All teachers to use a green pen or pencil. Marking should follow Infant guidelines. Pupils should receive constructive verbal feedback through: star(s) and wish(es) (what went well and what to work on for next time). Marking should mostly be in line with lesson objectives. Peer and self-assessment (marking) should be used only when appropriate and pupils are coached in how to do this more effectively. Time should be planned into follow up lessons so that children read and respond to marking. Teachers should endeavour to assess work and give feedback as soon as possible; verbal, or written if that will increase impact. Teachers may use the code (VF) when providing verbal feedback.

Junior School marking

All teachers to use a green pen or pencil. Marking should follow Junior guidelines. Children should receive constructive verbal and sometimes, written feedback through: what went well (www) and even better if (ebi). Marking should be as concise as possible in line with lesson objectives and specific success criteria. Peer and self-marking and assessment should be used only when appropriate. Time should be planned into follow up lessons so that children read and respond to marking. Teachers should endeavour to assess and give feedback (mark) as soon as possible. Teachers may use the code (VF) when giving a child verbal feedback. Where teachers provide (VF) they should keep their own written records of notable children's errors/next steps in the pupil's book, or in their own assessment diary, or on a whole class feedback sheet.

MENTORING

All new staff members will be allocated a mentor (existing member of staff). Mentors are there to support and help you during your first year at Brackenfield School. Regular meetings will be set up to ensure new members of staff are fully supported and monitored, thus they will be confident and happy in their role.

NEWSLETTERS

A newsletter has a 'round up' of many good things that have taken place in school during that week, as well as important information for parents such key dates, events etc. If you have news to submit, please send this electronically to Kelly Wood KEW@brackenfieldschool.co.uk no later than Thursday afternoon. Good quality photos may also be used for social media purposes.

PERFORMANCE MANAGEMENT

The school's Performance Management (PM) or Appraisal system is underpinned by the DfE's Teaching standards, job descriptions and/or the School Development Plan. The Headmaster or relevant Line Manager will coordinate the Appraisal process with you to set agreed targets where necessary, meet mid year and again at the end of the year. Catering and Site teams will liaise with the Compliance Manager for their Appraisal. *Where targets, areas for development or concerns are not improved or met over time, a performance improvement plan will be put in place.*

PHONE

There is a phone in the staff room from which teachers can use to book school visits, fixtures etc. Please see the Mobile Phone Policy regarding staffs' own phones. *The Headmaster is usually very happy to give up his room and room phone to be used by you for any meeting or confidential matter you may need to attend to.*

PHOTOS OF PUPILS

Photos of pupils, school events and children's work can be taken using the school phones, iPads or cameras and should be saved on the network, staff share/school photos. Photos must be deleted off cameras and iPads when saved to our school drives. Photos of pupils must not be taken on personal phones or iPads. Anyone found contravening this data protection issue, will be in breach of the law and may face disciplinary procedures. Photos of pupils used in Newsletters and school publications, should not include the name of the child pictured, so that we ensure individuals cannot be identified. Parents sign a disclaimer (included in their Terms and Conditions) and also receive a photo opt out letter when they join the school.

PLANNING

Termly plans should be saved into the academic/planning folder on staff share (drive on server) at the start of each term. These medium-term plans will come directly from National Curriculum objectives or from agreed schemes of work. The deadline date will be confirmed by the Deputy Head.

PUNCTUALITY

You must be punctual at all times for lessons, meetings, duties, deadlines (Reports). You are expected to be at school by 8am in the morning and should not leave before 4.30pm in the afternoon. Arrival/departure out of these times must be approved by the Headmaster (or Deputy Head in the Headmaster's absence). All staff should sign out and back in if they are leaving the building at any point during the school day. The 'Staff Signing In and Out folder' is kept on the front desk. Please ensure you sign in and out every day.

PUPILS

Please note the following:

1. Pupils must attend school everyday unless we have a written/email explanation from the parents. Please pass on to the office and the Headmaster, any communication you have from any parents in regard to absences. Admin staff will notify teachers of any known absence.
2. Pupils must wear full school uniform. They should have all items of clothing clearly marked. We have a small supply of school ties in the main office if you have a pupil who has lost one. Please ensure pupils look smart at all times and as necessary remind pupils to tuck in shirts, pull up ties etc. *Please liaise with Mrs Moon regarding uniform thoughts, ideas or issues.*
3. No jewellery, except religious symbols may be worn. Ear studs for pierced ears should be small and plain. These should be covered for PE. No smart watches should be worn in school except in exceptional circumstances and authorised by the Headmaster.
4. Hair below shoulder length should be tied back at all times and secured with green or red accessories, or headbands. Bobbles are available in the main office if a child attends with hair down.
5. All mobile phones should be handed into the main office on arrival at school (Y6 only). These can be collected at the end of the school day.
6. Pupils should not bring in any food containing nuts. We are a nut free school, with pupils with severe nut allergies. Parents should not bring nut products into the school playground to give to their child at the end of the school day.
7. Whilst moving around the school children should walk to the right of the corridor and follow the one way system. When coming down stairs, pupils should come down in an orderly fashion keeping to the right in single file.
8. During inside play, the classroom doors should remain open and the teacher on duty patrol between classes.
9. Feel free to construct your own positive classroom agreements as long as they reflect the Brackenfield Values.

PUPILS REQUIRING 1:1 SUPPORT

If a pupil is identified as perhaps requiring additional support, the teacher will discuss concerns with Deputy Head and/or the SENCo. The child will be added to the school learning support register, in which the learning need will be identified, and support outlined. If formal assessment is required to support an ILPP, the SENCo will coordinate this process.

REPORTS

Reports should provide clear statements of the work that a pupil has undertaken at Brackenfield and how this relates to the National Curriculum or other agreed schemes of work. Reports should have a positive but formal tone. They should be personal to the individual child and outline specific strengths and future targets – and how these targets can be achieved.

Reports in the Infant School and the EYFS will be written by the child's class teacher and will be a summative evaluation of the child's pastoral and academic progress during the term. Reports will be written by both the class teacher and subject teachers in the final term.

Reports in the Junior School will be written by the child's subject teachers and will be a summative evaluation of the child's academic progress during the term. Children will be given an effort and progress score of 1-3, a standardised score in Reading and Maths and Teacher Assessed attainment levels (WT, ES, GD) in Maths, Reading and Writing. Further guidance is available regarding Reports; please ask the Deputy Head.

See table:

Standardised Score (GUIDE ONLY)	Attainment
--	-------------------

<95	Working towards age related expectations (WT)
95-114	Working at expected standard (ES)
>114	Working at greater depth (GD)

The reporting timetable is as follows:

Term 1	Term 2	Term 3
Infant (including Reception) & Juniors – End of term reports	Infant (not including Reception) & Juniors – End of term reports (data only)	EYFS, Infants (including Reception) & Juniors – End of term subject reports

SECURITY

Although legally we are not required to provide lockable facilities for staff to store personal belongings or cover for loss, damage or theft of personal belongings either on or off school property even when associated with a working activity, we do take any incidents very seriously and are keen to help provide a safe storage space for those who would like one. If you would like to lock personal belongings away, we have a lockable cupboard in the school office which you can use. If you need to lock small items such as jewellery away, we suggest these are locked away in the school safe. Valuable items should only be brought into school if absolutely necessary and stored in a secure environment, either in the school office or in your classroom. We all need to be vigilant in safeguarding valuables and staff should ensure they have adequate insurance through their home contents cover for loss/damage or theft away from their residence.

- Personal items whilst on residential visits are covered under our travel insurance scheme up to £2,500 in total per person, a £50 excess applies. Note cover for items valued at more than £1,500 at the time of loss.
- If you are required to bring in an item to aid teaching and this is damaged, you are covered by our insurance. If these items are not otherwise insured, up to a limit of £2,500 per person.
- For the safety and security of all pupils, staff, parents and guests, the school has recording CCTV installed at main entry points. These record when activated and managed remotely by the IT company. The Headmaster has full access to these recordings.

SMOKING

The entire building, immediate outside area and playground are non-smoking/*vaping* areas; there are no exceptions.

SOCIAL MEDIA

The school recognises that the internet provides unique opportunities to participate in interactive discussions and share information on particular topics using a wide variety of social media, such as Facebook, Twitter, blogs and wikis. However, employees' use of social media can pose risks to our confidential and proprietary information, and reputation, and can jeopardise our compliance with legal obligations. Please see the Acceptable use of IT within the staff Employment Manual for further clarification.

STAFF MEETINGS

The primary focus of staff meetings is to provide a forum for continuous professional learning which is usually linked to the Staff Development Plan. There is a staff meeting every Thursday at 3.45pm in the Y6 Classroom, unless there is case to run meetings virtually or the meeting is cancelled. It is normally expected the staff meeting will end at 5.30pm, however if there is a need for this to be extended, as much notice as possible will be given. Smaller group meetings (e.g. EYFS) will be convened and arranged with the staff team as necessary. Please take time to read notes

on the staffroom board regarding the week ahead and always check the school outlook calendar. Curriculum meetings will be advised by Deputy Head or subject leaders. Teaching staff are expected to attend all Parent Consultation Meetings, parent meetings, school events and any other meetings deemed necessary by the Headmaster, with due notice being given.

STAFF ROOM – keep it tidy!

This is a very small area and MUST be kept tidy. It is essential that cups and bowls are not left in the sink and MUST be put in the dishwasher. Please make sure that you do any of your own washing up and leave the kitchen tidy. If you are concerned about the general tidiness or welfare of the staffroom, please inform Claire Haddleton.

TUTORING

We do not recommend tutoring and no child is to be given or recommended extra tutoring either at school or outside school time without the Headmaster's knowledge. Parents sometimes ask for tutoring when it might not be in the child's best interests. **Please ensure you discuss this first with the Headmaster before agreeing anything with parents.** A staff meeting, duty or cover takes precedence over any agreed tutoring session. The same guidelines apply for individual musical instrument lesson or club.

WORKING WITH BRACKENFIELD SCHOOL FAMILIES OUT OF SCHOOL

Staff must speak with the Headmaster before agreeing to anything with parents regarding out of school activities e.g. babysitting, tutoring, walking children to and from school etc. If any such activities are agreed and take place, staff must know that they are not acting for or on behalf of the school and that parents will need to submit any request in writing to the Headmaster for our files.

BRACKENFIELD SCHOOL DAY

7.30am	Breakfast Club begins
8.20-8.30am	Gate opens, children go to classrooms (opportunity for parents to speak to teachers, unless the school is operating revised procedures such as the case in a global pandemic)
8.30am	Registration
8.40am	Assembly (Fri), Junior Choir practice (Wed)
9.00am	EYFS, Infants & Junior lessons start
10am -10.30am	Infants & Junior morning break
11.55am	Infants and EYFS lunchtime (11.45 start of year)
12.30pm	Junior lunchtime
13.00pm	Infants & EYFS resume lessons
13.30pm	Junior lessons resume
14.50pm	Infants afternoon break
15.25pm	School finishes for the day
15.30pm	Afterschool Care begins (ASC)
15.35pm	Afterschool activity clubs begin (including Homework club)
16.30pm	Afterschool activity clubs finish
17.55pm	Afterschool care finishes



BRACKENFIELD SCHOOL FIRE EVACUTATION PLAN

PUPILS & STAFF

On hearing the FIRE ALARM sound, all work will cease, and everyone will make their way in an orderly manner to the school playground via the nearest fire exit.

The evacuation area in school is: **THE PLAYGROUND**

Children will be directed by their Class Teacher on which route to take.

FIRE EXITS

The following classrooms have their own fire exits, which should be used to allow safe egress for those who do not have an alternative exit.

- Year 2
- Year 3
- Reception
- Nursery

The other classes will leave the building as follows:

Year 1 – via Main Front Door (brown door)

The First-floor classes (Years 4, 5 and 6) will leave via the Main Stairs and Hall through the main Reception door. If access is blocked or prevented by fire, then the rear stairs will be used and then the Fire Exit in Year 3 should be used.

Top floor occupants will use the rear stairs and exit through Year 3 or the Main Front Door or the Brown door.

On arrival in the playground the admin team will have placed a class list and pen on the ground where the classes line up. Pupils should line up in Year Group and the register should be taken by Year Group Teacher. Once you have completed your register the teacher should put their arm in the air to indicate all present and correct. If there are any absentees, please make the Headmater or Compliance Manager aware.

The admin team will ensure the register is taken for staff and visitors.

PLEASE AWAIT FURTHER INSTRUCTION

STAFF

ACTION ON OUTBREAK OF FIRE DURING WORKING HOURS BY FIRST PERSON ON SCENE

- Shout “FIRE” “FIRE” “FIRE”
- If close to an alarm bell sound it – by breaking glass

BY OTHERS IN IMMEDIATE VICINITY

- If not already done, see above – sound alarm bell.
- Call the Fire Brigade – dial 999 ask for Fire service . When connected say “Fire at Brackenfield School, 128 Duchy Road, Harrogate, HG1 2HE”.
- Close windows and doors in the vicinity if safe to do so.

BY DUTY STAFF

- On hearing the Fire Alarm evacuate the building IMMEDIATELY. If any person (staff or pupils) are not accounted for inform the Headmaster or School Secretary who will inform Fire Brigade.
- Instruct drivers of vehicles parked immediately in front of the school to clear the area.
- Open gates to main playground.
- On arrival of Fire Brigade hand over map of Fire Hydrant locations. (Held in Disaster Plan).



BRACKENFIELD SCHOOL

CRITICAL INCIDENT MANAGEMENT PLAN

Brackenfield School
128 Duchy Road
Harrogate
HG1 2HE
01423 508558

Joe Masterson – Headmaster 07785 294103
Paul Jenkins – Deputy Head 07728 259977
Abigail Turner – Compliance Manager 07546853335
Chris Rowntree – Caretaker 07306 380075

The number of major incidents that have occurred in this country and abroad during recent years, reinforces the need for and importance of emergency preparedness. The school, together with the emergency services, plans to ensure that in the event of an emergency it can respond and support appropriately.

The aim of this plan is:

- To ensure the safety and security of all the pupils (for all classes including Brackenfield Nursery), staff, parents and visitors to the school.
- To coordinate the services and resources of the school so that they are used to their maximum effectiveness.
- To enable assistance to be provided to those in need
- To provide welfare and help to these affected by the major incident.

The school's Emergency Plan exists to provide guidelines and information for anyone who may be called upon to organise and coordinate the response of the school to a major emergency in the area. In such circumstances specific mobilisation and coordination of resources and assistance may be required to deal with 'An event (happening with or without warning) that causes or threatens death, injury or serious disruption to normal life and likely to overwhelm the school's services whilst operating under normal conditions.

School Response

In the case of an emergency – call 999. If an emergency has been declared, the Headmaster or Deputy Head will decide upon the appropriate response. The Emergency Control Room will be established in the Headmaster's Office to communicate with parents, the emergency services and others involved with dealing with the incident. Teachers will remain with their class at all times to give reassurance, information and instructions.

All members of staff in the building will be notified immediately through the use of an intermittent blast of the fire alarm. Parents will be notified through the Emergency Contacts procedure via the text service.

Anyone who has mobility difficulties will be assigned a designated person or persons who has specific responsibility for helping them.

The following people must be notified immediately by the Headmaster, Deputy Head or Compliance Manager.

John Forsyth – Chairman of the Board/CEO Forfar

If H&S related – John Watson (Health & Safety Competent Person)

Brackenfield School prepares for 2 different types of emergencies. Lockdown or fire. The Lockdown procedure this can be a partial lockdown or a full lockdown. Both procedures are outlined in the separate Lockdown Policy and is on display in each classroom. In the case of fire the school will follow the normal fire evacuation procedure. If the inside of the building is compromised the school will assemble outside the building (as in a normal fire drill) or on Rutland Road if the building is unsafe.

If the emergency occurs at school, in the first instance the entire school will assemble in the school hall and the register for each class will be taken. If the inside of the building is compromised the school will assemble outside the building (as in a normal fire drill) or on Rutland Road if the building is unsafe.

In the event of an evacuation the school population will go together to St Wilfried's Church, Duchy Road.

If the emergency occurs at a venue off site, where Brackenfield School pupils are in attendance, teachers and pupils will follow the emergency procedures of the venue.

Emergency Services Response

The Police have the responsibility to co-ordinate the emergency services at the scene, to prevent unauthorised persons entering the area and to initially investigate the cause of the incident.

The Fire Brigade are responsible for dealing with fires, the safety of those near the incident and rescuing casualties. In addition, the Fire Brigade will play a major role in chemical or similar incidents in making areas safe and decontaminating casualties.

The Ambulance Service is responsible for dealing with casualties once rescued and conveying them to hospital if required.

Harrogate Borough Council will mobilise staff to carry out tasks requested by the emergency services. Depending on the scale and type of incident, this may include:

- establishing an Emergency Control Centre to co-ordinate our response
- setting up rest centres to provide shelter, food and information to people evacuated from the vicinity of a major incident
- providing advice on the temporary re-housing of people who are unable to return to their homes
- specialist advice to the public on matters such as public health and structural stability of buildings

- providing information to the public and the media
- supplying sandbags in flooding incidents which are life threatening
- assisting in cleaning up the area affected by a major incident
- as far as possible, keep our everyday council services running despite diversions of staff and other resources to handling of the incident
- take a leading role in helping the community to recover and to return life to normal

Contact numbers

- Police (North Yorkshire Police) - in an emergency call 999 - non-emergency 101
- Fire (North Yorkshire Fire and Rescue) - in an emergency call 999
- Ambulance (Yorkshire Ambulance Services) - in an emergency call 999
- NHS - 111
- Electrical Northern Power Grid 0800 375675
- Gas (Gas emergencies) - 0800 111999
- Yorkshire Water Leaks - 0800 573553
- BT report line/fault line - 0800 800151
- Environment Agency Floodline - 0345 988 1188
- Environment Agency incident number - 0800 807060
- Highways Agency - 0300 123 5000
- Harrogate Borough Council (emergency number) - 01423 556300 (the emergency number is only for genuine emergencies relating to council services) - non-emergency 01423 500600
- North Yorkshire County Council Social Care - out of hours 01609 780780
- North Yorkshire County Council Registrars - 01609 780780
- RSPCA (emergency number) - 0300 123 4999

Media Attention

Following any event that might invite media attention for Brackenfield School, its pupils, staff or parents, the Headmaster will assume responsibility for communication with media outlets. **Under NO circumstances** should a member of staff speak with the media without prior approval of the Headmaster or Chairman of the School.



BRACKENFIELD SCHOOL SAFEGUARDING AND CHILD PROTECTION INFORMATION FOR NEW STAFF

This applies to anyone whose work brings them into contact with children and families, but particularly those who work in social care, health, education and criminal justice services. It is relevant to those working in the statutory or the independent sector, as well as to members of the wider community, and applies to all children and young people, **irrespective of whether they are living at home with the families and carers or away from home**. Where children are living in foster care or in an institutional setting, including custody, assessments and decision about further action school also include consideration of the role of the responsible carers, residential or custodial staff as well as parents and other family members.

Concerns about a child's welfare can vary greatly in terms of the nature and seriousness of those concerns, how those concerns have been identified and over what duration they have arisen. By ensuring that such concerns are appropriately shared with statutory agencies and other individuals responsible for child protection within agencies, the welfare of children and the safeguards provided for them will be enhanced.

Working with children about whom there are child welfare concerns

Achieving good outcomes for children requires all those with responsibility for assessment and the provision of services to work together according to an agreed plan of action. Effective collaborative working requires professionals and agencies to be clear about:

- Their roles and responsibilities for safeguarding and promoting the welfare of children
- The purpose of their activity, what decisions are required at each stage of the process and what are the intended outcomes for the child and their family members
- The legislative basis for the work
- The protocols and procedures to be followed, including the way in which information will be shared, which professional has lead responsibility, and the precise roles of everyone else who is involved, including the way in which the children and other family members will be involved.
- Any timescales set down in Regulations or Guidance which govern the completion of assessments, making of plans and timing of reviews.

WHAT IS A CHILD IN NEED?

Children who are defined as being 'in need', under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (s17(10) of the Children Act 1989). The critical factors to be taken into account in deciding whether a child is in need under the Children Act 1989 are what will happen to a child's health or development without services, and the likely effect the services will have on the child's standard of health and development.

WHAT IS SIGNIFICANT HARM?

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm (s47 of the Children Act 1989). To make enquiries involves assessing what is happening to a child. Where s47 enquiries are being made, the assessment (known as the 'core assessment') should concentrate on the harm that has occurred or is likely to occur to the child as a result of child maltreatment, in order to inform future plans and the nature of services required. Decisions about significant harm are complex and should be informed by a careful assessment of the child's circumstances, and discussion between the statutory agencies and with the child and family.

WHAT IS ABUSE AND NEGLECT?

A person may abuse or neglect a child by influencing harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

- **PHYSICAL ABUSE** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing ill health to a child.
- **EMOTIONAL ABUSE** is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.
- **SEXUAL ABUSE** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g rape or bugger) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.
- **NEGLECT** is the persistent failure to meet the child's basic physical and /or psychological needs, likely to result in the serious impairment of the child's health or development, such as failing to provide adequate food, shelter or clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

CHILD WELFARE CONCERNS

Child welfare concerns may arise in many different contexts, including where a child or family is already known to Family Services (previously social services). There may be a number of explanations for the perceived impairment to a child's health or development and each requires careful consideration and review.

IN GENERAL

All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children. You are likely to be involved in three main ways:

- You may have concerns about a child, and refer those concerns to Family Services or the police via Sarah Clark and Sarah Haslop, who are the Designated Safeguard Lead (DSL)
- You may be approached by Family Services and asked to provide information about a child or family or to be involved in an assessment. This may happen regardless of who made the referral to Family Services
- You may be asked to provide help or a specific service to the child or to a member of their family as part of an agreed plan and contribute to the reviewing of the child's progress.

ALL PRACTITIONERS WORKING WITH CHILDREN AND FAMILIES SHOULD...

Be familiar with and follow your organisation's procedures and protocols for promoting and safeguarding the welfare of children in your area and know who to contact in your organisation to express concerns about a child's welfare.

Remember that an allegation of child abuse or neglect may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

IF YOU HAVE CONCERNS ABOUT A CHILD'S WELFARE, ALL PRACTITIONERS SHOULD...

Discuss your concerns with Sarah Clark and Sarah Haslop (DSL) or Stephanie Cusworth in the EYFS. They will talk through the concerns you have and decide how to proceed. They will discuss the importance of logging your concerns on iSAMS Welfare Module.



SPECIAL LEAVE/HOLIDAY REQUEST FORM
Brackenfield School

Employee Name	
Role in school	

Reason for special leave request (confidential)			
No of days leave		No of hours requested (if request is not a full working day)	
Date(s) of leave		Date of expected return to work	

Holiday request			
Number of days leave			
Start of leave date		Total number of days leave (working days)	
End of leave date		Total number of days remaining	

Completion by Line manager			
Holiday Request authorised	Paid leave	Unpaid leave	Applicant notified of outcome Yes /No
Yes /No (please circle)	Please tick as appropriate <input type="checkbox"/>	Please tick as appropriate <input type="checkbox"/>	

Completed form will be kept in staff personnel file to facilitate staff absence/holiday records.

Signed (Line manager)..... Name..... Date.....



STAFF ABSENCE FORM

Brackenfield School

Reason for absence – please tick

Sickness

Parental leave

Special request leave

Appointment

Employee Name	
Role in school	

Staff sickness		Self-certification (for first five working days of absence due to ill health)			
		Day of week	Day	Month	Year
First day of absence					
Last day of absence under self-certification					
If absence continues for more than FIVE working days, you will be required to provide a doctor's certificate					
Reason for absence					
Parental leave					
		Day of week	Day	Month	Year
First day of absence					
Last day of absence					
Reason for absence					
Special leave request including appointments					
		Day of week	Day	Month	Year
First day of absence					
Last day of absence					
Hours out of school (if less than 1 full day)	Hours			Mins	
Reason for absence -please include appointment letter					

Return to work interview completed Yes /No (please circle)

Signed (staff member)..... Name..... Date.....

Signed (Line manager)..... Name..... Date.....

Return to work meeting

Staff member conducting meeting:

Date of meeting:

<p>Following your absence, do you feel you require any support to continue with your role?</p>	
<p>Do you require an amendment to your role either short or long term?</p>	
<p>Do you feel that you have been kept up to date with any events/information during your absence?</p>	

Signed by manager	Date	Signed by member of staff	Date
Date passed to manager			



BRACKENFIELD SCHOOL
 128 Duchy Road, Harrogate,
 North Yorkshire
 HG1 2HE

COMMUNICATION WITH PARENTS

To be completed only in the case of being unable to record immediately on iSams

Please circle: Meeting / Telephone / Letter / E-mail

Date:

Child's name:

Year:

Those present/involved:

Notes:

Action required:

Signature

Date

Communication logged on iSAMS YES /NO Date

Log follow up on iSAMS indicating which staff should be involved.



Trip planning document Brackenfield School

To be completed by the organising member of staff

Name of organiser	Year group(s) involved
	Total number of pupils
Date of trip	Trip destination
Staff attending List names	Parent helpers required Y/N If yes how many?
Transport required Yes/No Coach/Parents (please circle) Driver required Y/N	Transport details Name of company Coach booked (date) Booking confirmed (date)
Venue booked (date) Contact details	Kitchen informed Y/N Early lunch required Y/N Packed lunches required Y/N No of
Cost of venue £	Cost of transport £
Letter to parents sent (date) Uniform/Sports kit (please circle)	Cover required in school Y/N If yes please comment below
Risk assessment completed (date) Signed off by	Allergies or medical concerns

Any additional information for letters etc