

Staff Handbook 2026-2027

Believe.



Achieve.



Succeed.

This is your guide to Mayfield School

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



Contents Page

Page	Content
3	Contents page
4	Section 1: Welcome and Introduction to Mayfield School
6	Section 2: The School Community
20	Section 3: Staff Expectations
24	Section 4: Attendance and Safeguarding
40	Section 5: Teaching and Learning
43	Section 6: Staff Performance Management and Appraisal
47	Section 7: Expectations of Students and Behaviour for Learning
58	Section 8: HR
62	Section 9: Health and Safety
68	Maps
71	School Day timings and information

Version 1
September 2026

Section 1: Welcome and Introduction to Mayfield School

Dear Colleagues,



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

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

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

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

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

Every single one of us contributes to the personal development, progress and experience of the children at Mayfield School. This is achieved both in lessons and around the school and within all interactions with young people and each other. It is therefore crucial that we treat each other with respect and are fair and consistent in our approach to everyone in the community.

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

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

Ashley Howard, Headteacher

Ethos and Values

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

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

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

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

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

Ambition. Inclusion. Respect.

Ambition drives us to set bold goals and pursue them with purpose.

Inclusion ensures every voice is heard, every person valued.

Respect forms the foundation of how we treat ourselves and others.

This is a reminder that these values are what we live and breathe each and every moment of the day.

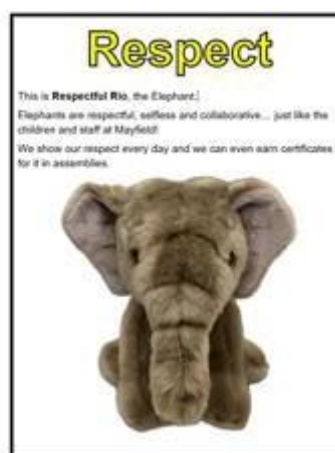
They are no longer just words — they are our pathway.

A pathway leading to our destination: our school motto — **Believe. Achieve. Succeed.**

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

Our value heroes are;

Ambitious Adley, Inclusive Indy and Respectful Rio.



Section 2: The School Community

Staff List – Teaching Staff

Year R		Year 1		Year 2			
Aisha Farrell Laura Moore	ARA LMO	Kirsty Bates (EFS/KS1 Phase Leader)	JTA	Kimberley Rice	KRI		
Megan Farmer	MFA			Natalie Smith	NSM		
Year 3		Year 4		Year 5		Year 6	
Yvonne Amor	YAM	Kaite Long	KLO	Daniel Beech	DBE	Michaela Dunning	MDU
Ciara Finn	CFI	Samantha Sloan	SSL	Matt Foreman	MFO	David England	DEN
						Archie Ansell	AAN

English		Maths		Science		Humanities	
Beth Newell	BNE	Becky Denford	RDE	Ben Richardson	BRI	Sharon Rich	SRI
Dan Celestine	DCE	Nancy Sinclair	NSI	Paul Kapnisi	PKA	Charlotte Horton	CHO
Shauna Burnett	SBU	Alex Macey	AMA	Hollie Fudge	HFU	Rachael Colmer	RCO
Lyndsey Hughes	LHU	Phil Denford	PDE	Emily Day	EDY	Jess Jones	JJO
Ami Winklebaur	AWI	Mark Cathie	MCA	Mahendra Reddy	MRE	Steve Flores	SFL
Andy Tite	ATI	Erin Brubaker	EBR	Shanti Nair	SNA	Beth Smith	SMI
Lucy Cotton	LCO	James Campbell	JCA	Dean Hudson	DHU	Priv Mudada	PMU
Kathryn Wood	KWO	Hassan Ademola	HAD	Olugbade Owolabi	OOW	Terry Norton	TNO
Verity Howard	VHO	Sean Elliott	SEL	Vincy Varghese	VVA	Molly Dixon	MDI
Lucy Eland	LEL	Ridhwaan Amin	RAI			Andy Tite	ATI
Milly Bull-Mittens	MBU						

Physical Education & Performing Arts		Computing and Business Studies		Art and Technology		MFL	
Hayley Taylor	HTA	Chris Murphy	CMU	Harry Gardner	HGA	Emily Painter	EPA
Steve Reid	SRE	Shan Iftakarul	SAL	Saffron Dicks	SDI	Lucy Humphrys	LHU
Carly Reid	CRE	Ashley Howard	AHO	Lesley Rogers	LRO	Teona Patrascu	TPA
Yvonne Miller	YMI	Stephanie Bartlett	SBA	Elaine O'Connell	EOC	Emilie Darnes	EDA
Sarah Hutchinson	SHU	Jude Firth	JFI	Jaylin Richardson	JRI	Andreea Dima	ADI
Alex Hill	AHI						
Alex Franklin	AFR						
Joe Houghton	JHO						

Staff List – Support Staff

Primary LSAs/Support Staff	Senior LSAs	Safeguarding & Attendance
Beth Davies Aimee Bailey-Wicks Charlie Carruthers Megan Shanley Millie Elliott Kelly Davies Suzanne Norman Emma Patterson Liz Jenneson Phoebe King Ben Irish Jo Fry Tammy McAvery Lilly Collins Grace Turnbull Michelle Norman Daniel Thomson Amena Begum	Helen Mould (SEND Admin) Mel Trise (LISA) Jackie Evans Kirsty Rolfe Rachel Bartholomew Michelle Aris Elaheh Rouhollahi Scarlett Harvey (LISA, The Bridge) Yulia Trepez Beth Rolfe (LISA, Lighthouse)	Lottie Moody (Secondary) <u>Pupil & Family Support Workers</u> Julie Winzar Natasha Burnett <u>ELSA (Secondary)</u> Karin Gardner Emma Groom Radford <u>Attendance</u> Sharon Rolfe Codie Crawford
Office Team	Site Team	Data & Systems
Lauren Ingram Shanice Heywood Sharon Ellis Vaughn Patterson Lynne Hollis (PA to Headteacher)	Alex Doolan Luis Marin Craig March George Ferrett	Laura Phillimore Silvana Cole Liam Cole Josh Thomas Freddie Robinson Hope Chesley (Digital Marketing)

Library	STEAM Technicians	Lunchtime Supervisors
Alix Beech	Khadi El-Gharbi Stacey Vicary Claire Stonebridge	Bridget Binding Julie Sullivan Sarah Middleton
Cover Team (Secondary)	AP (Secondary)	Cover Team (Primary)
Teresa Abbott David Sharkey Nicola Bishop Toni Murphy	Clare Swinson Karen Hill Jez Samworth	Tyrone Baptiste India Hall
Inclusion Team (Primary)	HR Team	Welfare Assistants
Dawn Forse (SENDCo) Liz Lester (ELSA) Chloe Musselwhite (Nurture Lead)	Suzanne Long	Sally Rowntree Kim Bradshaw

The House System and the Tutor Teams

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

Discovery (Red)	
Motto: Some wait for it, we go discover it	
	
Head of House:	Mr Steve Flores
Assistant Head of House:	Miss Elaine O'Connell

Group	Room	Tutor 1	Tutor 2	Tutor 3
D1	228	Saffron Dicks	Elaine O'Connell	
D2	218	Alex Macey	Michelle Aris	
D3	145	Sharon Rich	Rachael Bartholomew	
D4	148	Alex Franklin	Teresa Abbott	
D5	226	Dean Hudson	Emma Groom- Radford	Shan Shahnoor
D6	205	Paul Kapnisi	Joe Houghton	
D7	104	Lesley Rogers	Emilie Darnes	Stacey Vicary
D8	106	Lucy Cotton	Elaheh Rouhollahi	Shanti Nair
D9	151	Lucy Humphreys	Jaylin Richardson	Jude Firth

Victory (Yellow)	
Motto: We can only achieve victory together	
	
Head of House:	Mr Phil Denford
Assistant Head of House:	Miss Yvonne Miller

Group	Room	Tutor 1	Tutor 2	Tutor 3
V1	220	Rebecca Denford	Yvonne Miller	
V2	113	Ami Winkelbaur	Tash Burnett	
V3	103	Emily Painter	Kim Bradshaw	Mark Cathie
V4	209	Ben Richardson	Sharon Rolfe	
V5	150	Milly Bull-Mittens	Priv Mudada	
V6	110	Shauna Burnett	Nicola Bishop	
V7	107	Chris Murphy	Kirsty Rolfe	
V8	207	Andreea Dima	Mahendra Reddy	
V9	116	Daniel Celestine	Alix Beech	

Endeavour (Blue)	
Motto: Always steering the right course	
	
Head of House:	Miss Sarah Hutchinson
Assistant Head of House:	Mr Alex Hill

Group	Room	Tutor 1	Tutor 2	Tutor 3
E1	142	Hayley Taylor	Toni Murphy	Julie Winzar
E2	105	Kathryn Wood	Karin Gardner	Becki Nation
E3	144	Charlotte Horton	Helen Mould	Sharon Bradbury
E4	222	Erin Brubaker	Laura Phillimore	
E5	231	Alex Hill	Ridwan Amin	Yuliia Trepez
E6	111	Lyndsey Hughes	Dave Sharkey	
E7	219	Hassan Ademola	Olugbade Owolabi	
E8	141	Rachael Colmer	Verity Howard	
E9	145	Terry Norton	Mel Trise	Andy Tite

Intrepid (Green)	
Motto: Adventurous. Loyal. Focused.	
	
Head of House:	Miss Jess Jones
Assistant Head of House:	Mrs Carly Reid

Group	Room	Tutor 1	Tutor 2	Tutor 3
I1	147	Bethany Smith	Claire Stonebridge	
I2	223	Harry Gardner	Vincy Varghese	
I3	109	Beth Newell	Hope Chesley	
I4	206	Emily Day	Jacky Evans	Steph Bartlett
I5	217	Nancy Sinclair	Molly Dixon	
I6	208	Joyce Dalaba	Silvana Cole	Hollie Fudge
I7	149	Teona Patrescu	Beth Rolfe	
I8	221	Sean Elliott	Scarlet Harvey	Carly Reid
I9	143	Steve Reid	Lucy Eland	

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

Section 3: Staff Expectations

Staff Code of Conduct

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

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

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

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

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

Staff Dress and Appearance

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

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

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

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

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

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

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

Language

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

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

Communication Etiquette

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

Staff email

Each member of staff has an e-mail address in the format: name.mayfield@salterns.org. To access your e-mail, you will need your email account log-in details.

Please remember that your school email account is provided for school business purposes only.

Work-life balance

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

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

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

Please note: Safeguarding communication is an exception.

Focused communication

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

When sending out information, consider:

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

Replies and 'Reply all'

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

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

Timely communication

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

Social Media

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

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

Section 4: Safeguarding and Attendance

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

Safeguarding children can be summarised as:

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

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

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

Safeguarding can involve a range of potential issues such as:

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

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

Safeguarding Team



Safeguarding Students at Mayfield School

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

Primary



Miss Rachael Osborne
Primary Designated Safeguarding Lead



Miss Charly Ainsworth
Deputy Designated Safeguarding Lead



Mrs Laura Higgins
Deputy Designated Safeguarding Lead

Senior



Mr Mark Cathie
Senior Designated Safeguarding Lead



Mr James Campbell
Deputy Designated Safeguarding Lead



Mrs Verity Howard
Deputy Designated Safeguarding Lead

Local Authority Designated Officer (LADO)

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

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

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

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

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

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

For emergency situations always call 999.

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

The role of school staff

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

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

What school staff should look out for?

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

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

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

Child abuse may take the form of:

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

Responding and recording procedures when a child makes a disclosure

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

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

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

<u>Physical Abuse</u> • Recurrent unexplained injuries or bruises • Pinch bruises / bite bruises • Explanation inconsistent with injury • Untreated injuries • Admission of excessive punishment • Running away / fear of going home • Aggression / self-destructive tendencies • Arms and legs covered in hot weather • Fear of medical help.	<u>Emotional Abuse</u> • Delays in physical, mental and emotional development • Low self esteem • Withdrawal from relationships with other children • Very passive behaviour • Compulsive behaviour • Running away • Alcohol, drug, solvent abuse • Arriving early at school and leaving late.
<u>Sexual Abuse</u> • Overly compliant behaviour • Hints about sexual behaviour • Poor peer relationships or inability to make friends • Lack of trust, particularly with significant others • Inability to concentrate at school • Seductive behaviour with opposite sex • Extraordinary fear of the opposite sex • Frequent complaints of unexplained abdominal pains • Pregnancy.	<u>Neglect</u> • Running away • Constant hunger • Constant tiredness • Frequent lateness or non-attendance at school • Low self esteem • Untreated medical problems • No social relationships • Compulsive stealing or scavenging • Underweight.

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

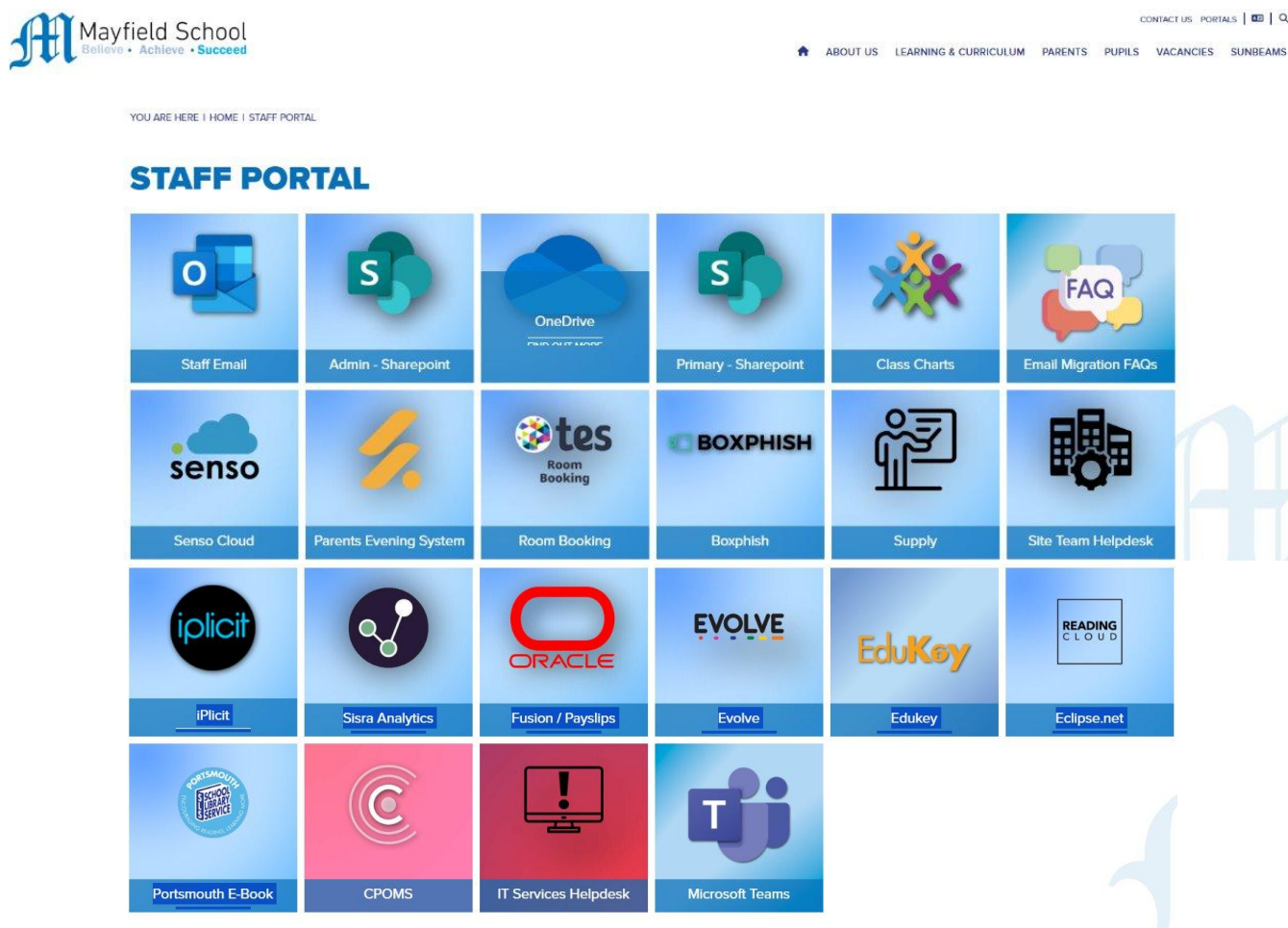
What school staff should do if they have concerns about a child?

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

If staff have a concern, they should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). All concerns must be logged on CPOMS, which can be accessed through the staff homepage.

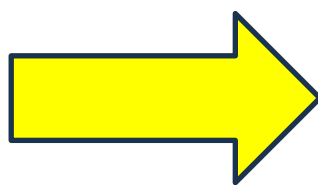
How to log a safeguarding concern using CPOMS

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



Click on the CPOMS icon and it will ask you for log in details. This is your school email address and then a password of your choosing. When logging in for the first time, click on the 'forgot password' icon.

The first screen of the CPOMS login process. It features the CPOMS logo at the top. Below it, the text 'Enter an email address' is followed by a 'Need help?' link. A text input field labeled 'Username' is provided. Below the input field is a blue 'Next' button. At the bottom, a small note says 'Please see our [status page](#) for live system updates.'

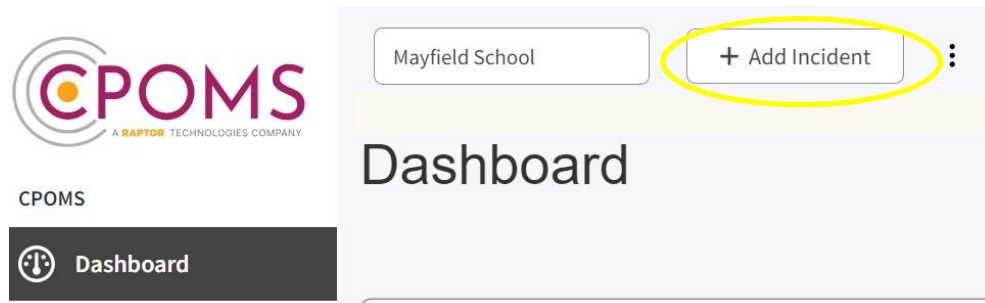


The second screen of the CPOMS login process. It features the CPOMS logo at the top. Below it, the text 'cathie-mark@mayfield.portsmouth.sch.uk' is displayed. The text 'Enter a password' is followed by a 'Need help?' link. A password input field is provided. Below the input field is a blue 'Log In' button. Below the 'Log In' button is a button labeled 'Skip Multi-Factor Authentication'. At the bottom right, a button labeled 'Forgot Password' is circled in yellow. At the bottom, a small note says 'Please see our [status page](#) for live system updates.'

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

Logging an incident on CPOMS:

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



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

Back

Student

Begin typing a student's name

Incident

Categories

☐ Attendance

☐ Cause for Concern

☐ Child Protection

☐ Contact with External Agency

☐ Contact with Parents

☐ Medical

☐ Mental Health and Wellbeing

☐ Peer on Peer

☐ Safeguarding Concern

☐ SEND

☐ Sexual Harassment

Alert Staff Members

Begin typing a staff member's name

DSLBehaviour

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

9 staff will be alerted.

Name		Show Documents	Require action	Delete
James CAMPBELL	configured alert	☒	☐	
Mark CATHIE	configured alert	☒	☐	
Verity HOWARD	configured alert	☒	☐	
Michele JOHN	configured alert	☒	☐	
Jessica JONES	configured alert	☒	☐	
Charlotte MOODY	configured alert	☒	☐	
Carly REID	configured alert	☒	☐	
Sharon ROLFE	configured alert	☒	☐	

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

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

What makes a good report?

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

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

How to write a robust safeguarding report

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

Staff must keep themselves safe by avoiding:

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

In order to protect themselves, all staff must:

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

Friends and Family

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

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

What school staff need to know

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

- the child protection policy;
- the behaviour policy;
- the staff code of conduct;
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

These policies can be found either on the school website or requested through HR.

ID badge - Safeguarding

Every member of staff will be issued with an ID badge on a Mayfield School lanyard. All staff are required to wear their ID badge and lanyard at all times – this is an essential part of our safeguarding processes and enables us to identify those who are DBS checked and members of staff in the school. Anyone without an ID badge must be challenged. ID badges should not be lent to other members of staff or students. All staff are required to use their ID badge to sign in and out daily and any time they leave the school site. DBS checks are carried out every three years.

Please ensure that you have read the school Child protection and Safeguarding policy, and Keeping

Children Safe in Education for further information

Attendance

Student Attendance

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

Please ensure that you have read the school Attendance policy for further information

Guidance for Staff

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

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

Lateness

In Primary, the school day starts at 0900 and ends at 1515. Pupils must arrive in school by 0900 on each school day. The registers for the first session will be taken at 0900 and will be kept open until 0930. The register for the second session will be taken at 1315 and will be kept open until 1345.

In Secondary, the school day starts at 0900 and ends at 1510. Pupils must arrive in school by 9:00am on each school day. The register for the first session will be taken at 0900 and will be kept open until 9:30am. The register for the second session will be taken at 1330 and will be kept open until 1400.

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

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

Section 5: Teaching and Learning

Article 28: Right to Education

'Young people should be encouraged to reach the highest level of education of which they are capable.'

At Mayfield, Great teaching transforms lives. A broad, inclusive curriculum, underpinned by our core school values ensures that everyone develops as successful learners, confident individuals and responsible global citizens. A love of learning allows learners to believe in themselves and have an ambition to flourish. Relational and adaptive practice is central to respectful student-teacher relationships which allow our young people to achieve academically and go onto a wide range of future pathways.

These are our commitments to teaching and learning, guided by our values and our strong belief that every learner can **believe, achieve** and **succeed**.

- To promote **ambition** by delivering high-quality teaching that inspires all learners to succeed and take pride in their achievements.
- To ensure **inclusion** by providing equitable access to learning, removing barriers, and valuing the diverse needs, backgrounds and abilities of every learner.
- To foster **respect** by ensuring teaching and learning are characterised by positive interactions, clear expectations and an environment where empathy, active listening and strong learning behaviours support effective learning for all.

At Mayfield, teaching and learning is underpinned by the **Salterns Academy Trust Teaching and Learning Principles** to ensure great teaching transforms lives and that every lesson, every day, counts.

The Salterns Academy Trust Teaching and Learning Principles are:

- **Challenge for All** -We plan learning using researched expert pedagogy, subject knowledge and knowledge of our students. Teaching to the top ensures that every student is challenged, embraces difficulty safe in the knowledge that an essential part of learning is making mistakes.
- **Feedback for Learning** – A range of regular, personalised and incisive feedback moves learning forwards and celebrates success. Metacognition enables self-regulation during guided practice.
- **Literacy for Life** - Strong literacy skills facilitate future success. Oracy encourages debate, promotes articulation and emphasises scholarship. Every opportunity is taken to embed academic language, close the word gap and promote reading for pleasure.
- **Stickability** - We avoid overloading short term memory by promoting an 'essentials only' approach to cognitive load. Independent practice and spaced recall help transfer knowledge into long term memory. Prior knowledge is ascertained so that connections can be made through interleaving to build on schemas as they learn.
- **Responsive teaching** - Questioning is used as powerful tool to assess and extend thinking. Flexibility to alter the course of learning is informed by regular AFL. Prior assessment and common misconceptions pervade planning.
- **Modelling** - Explicit teaching through expert explanation follows an I do, we do, you do approach. Modelling, scaffolding and dual coding ensures success for all.
- **Foster a Love of Learning** – High energy classrooms engage students in relevant and exciting learning. Teachers share their passion for their subjects, utilise positive relationships and demand the highest expectations.
- Access to high quality digital technology prepares our students for success as lifelong learners

Saltern's Academy Trust Teaching and Learning Principles



For more detailed information, please read our [Teaching and Learning Policy](#).

Section 6: Staff Appraisal

Introduction

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

What is appraisal?

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

Aims

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

General Principles

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

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

The Performance Appraisal cycle:

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

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

The Appraisal Period

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

For further information, please read the [Appraisal policy](#)

Section 7: Information about expectations of pupils

Mayfield School Uniform Code

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

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

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

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

Our standard, compulsory branded uniform comprises:

- Mayfield branded black V-neck jumper (Year R- Year 2)
- Mayfield branded black cardigan; (Year R – Year 2 and optional for Year 3 – Year 11)
- Mayfield branded blazer (Year 3 – Year 11);
- Mayfield branded tie (House coloured – Year 3 –Year 11);
- Mayfield branded PE top for PE (House colour – Year R- Year 11).
- Mayfield branded black drop pleat skirt or straight skirt; (Year 7 – Year 11)

Our standard, compulsory non-branded uniform comprises:

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

In addition, please note the following basic uniform standards:

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

- Coats are not allowed to be worn in and around the school building

All staff should bear in mind the following:

- Blazers must be worn every day to and from school and in the school building;
- It is at the individual teacher's discretion if blazers can be removed in the classroom;
- During periods of extreme hot weather, the Headteacher will invoke the Hot Weather Protocol which will be communicated to staff (via email) and parents (via Class charts) and sent via email;
- At formal events and when representing the school at off-site events, full uniform must be worn;
- Full school uniform should normally be worn during trips and visits unless there is a compelling reason not to;
- Jeans, tracksuit bottoms, leggings, skinny jeans, shorts, cut-off trousers are not classed as trousers;
- Black polishable leather school shoes
- Trainers, sandals or full-length boots are not acceptable;
- PE kit: PE kit must be worn to all PE lessons;

Appearance

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

Jewellery

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

Hairstyles

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

Please read our school uniform policy for further information

Behaviour for Learning (Senior section information)

Climate for Learning – A Rationale

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

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

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

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

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

Statement of Intent

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

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

Behaviour for learning is, as it suggests, behaviour which allows for and encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be challenged. In addition to this, behaviour for learning needs to be reinforced and reviewed throughout the year. **Above all, positive relationships with and between pupils, with an emphasis on rights, respect and responsibility, are the key to positive behaviour for learning.**

For further information, please read our Relationships and behaviour policy

Section 8: HR matters

Staff Absence

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

Pre-planned Requests

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

For medical appointments, wherever possible, evidence to support the request for absence should be attached. Staff should give as much notice as possible, ideally **not less than five clear school days**. Please also ensure that you inform your line manager of your planned absence. In Secondary, teachers should also note that a request for absence **MUST** be completed even if you have no lessons scheduled. Teaching staff must ensure that the lesson plan and resources required are available to the Class teacher/ Phase Leader, Subject Leader or SLT and a copy left prominently in the teaching room.

Unforeseen requests

All staff who need to report illness or other reasons for an unforeseen absence from work need to call into the Mayfield absence phone line:- **02392 693432 and select option 2** - please speak clearly, your first and surname and the specific reason for absence. **This must be by 7:00am.**

Staff can also email at **staffabsence.mayfield@salterns.org** also by 7:00am - this should be on a daily basis unless a medical certificate has been handed in.

Please notify your line manager regarding your absence

Absence due to illness must be phoned in each day unless a fit note has been issued, in which case the school needs to be informed of the fit note end date/expected date of return. For teaching staff, the Subject Leaders in Secondary and Phase Leaders in Primary, are responsible for ensuring work is set for classes. Colleagues must obtain a fit note if the absence continues after seven calendar days; this should be sent immediately to HR on HR.mayfield@salterns.org

Should the absence continue, then fit notes should be submitted on a regular basis and cover the complete absence duration. Employees must continue to submit fit notes if sickness continues during the school holidays. This will ensure appropriate payment of sick pay and maintain communication during the absence.

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

Requests for Discretionary Leave

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

- Attendance at a funeral;

- Attendance at significant family celebrations;
- Attendance at children's school events, sports days or celebrations;
- Religious observance.

Staff Parenting Protocol

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

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

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

Absence Management

- Staff should be aware that the Headteacher is obliged to monitor patterns and levels of absence. Following a sickness absence, all staff will have a "Return to Work" meeting with HR and/or the line manager. **Staff will be given a Return to Work form and will then need to arrange to see HR and/or their line manager to complete this form within 24 hours.**
- In the event that an employee reaches more than four different episodes of sickness absence **or** more than eight days of absence in a 12 month rolling period, managers are required to discuss the circumstances with the employee to try to establish/investigate the reasons for this sickness absence. For example, identify if there are any other reasons such as non-related work issues/working relationships.

Staff should familiarise themselves with the Trust Absence Management Policy

Scheduling Cover

In primary and secondary, the cover manager is responsible for the scheduling of the daily cover, working under the direction of the Deputy Head of Secondary. The daily cover in primary, will be managed by the Head of Primary. We operate a paperless system with the daily cover schedule being emailed out to all staff by 07:15 in the morning. This is split into primary and secondary so is easy to understand. It is therefore imperative that **all staff check this email carefully in the morning**.

To support the efficient, fair and transparent working of the cover system, please be aware that the cover manager is only responsible for scheduling the cover and does not have the authority to approve requests for absence, even when they arise during the course of the school day. Staff therefore should not put the cover manager in a difficult position by making such requests.

Calendar and communication

Calendar

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

Communication

The school has several sources of communication:

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

Section 9: Health and Safety

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

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

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

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

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

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

For further information, please read the Health and Safety Policy

Fire Procedures

The school's evacuation procedures are detailed in the **Fire and Evacuation Procedures Policy.**

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

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

If the fire alarm sounds:

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

This also includes;

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

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

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

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

Please read the Fire Emergency Procedures Policy for further details

Other Emergencies

Evacuation Procedures, Roles and Responsibilities

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

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

The school has two emergency tones.

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

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

Lockdown Procedure

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

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

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

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

IMMEDIATE LOCKDOWN

The school lockdown procedure is implemented with immediate effect:

- Remain calm and bring your class or group inside to the nearest place of safety
 - Lock your classroom or office door from the inside
 - Monitor your email and wait for further instructions by email from the Headteacher.
 - Continue with the lesson as best you can
 - There is no need for pupils to shelter under desks unless they are told to do so in a further mail from the Headteacher
- Any member of staff who have access to a radio will go to channel 1. (Communication on this channel is restricted to the lockdown itself).

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

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

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

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

LOCKDOWN PROCEDURE IS OVER

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

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

Break time and Lunch time procedure:

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

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

NB. If the decision is to be made that children are to go to the nearest place of safety, eg 'the main hall', then this will be communicated.

End of day procedure:

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

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

Lockdown procedure for students and staff in the Odyssey

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

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

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

Please read the Lockdown (invacuation) procedures policy

Safety & Environment

Please help to keep our school safe:

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

First Aid

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

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

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

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

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

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

ID Badges

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

Opening Hours

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

Please make sure you leave promptly and always close windows and turn off equipment (e.g. computers and projectors) and lights. Make sure that any external doors close securely behind you.

It may be possible to work later on some occasions. You may only work in school, outside of the core hours, if you have permission.

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

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

Vehicles

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

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

Cash Handling

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

Cashless Catering

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

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

Free School Meals

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

Catering Arrangements

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

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

Reprographics

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

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

Before printing, can you please consider:

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

Wireless and Wi-Fi

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

Duties

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

Room Booking System

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

Breakfast Club for Staff Children

Places must be booked in advance through the Scopay system.

Minibuses

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

Induction

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

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

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

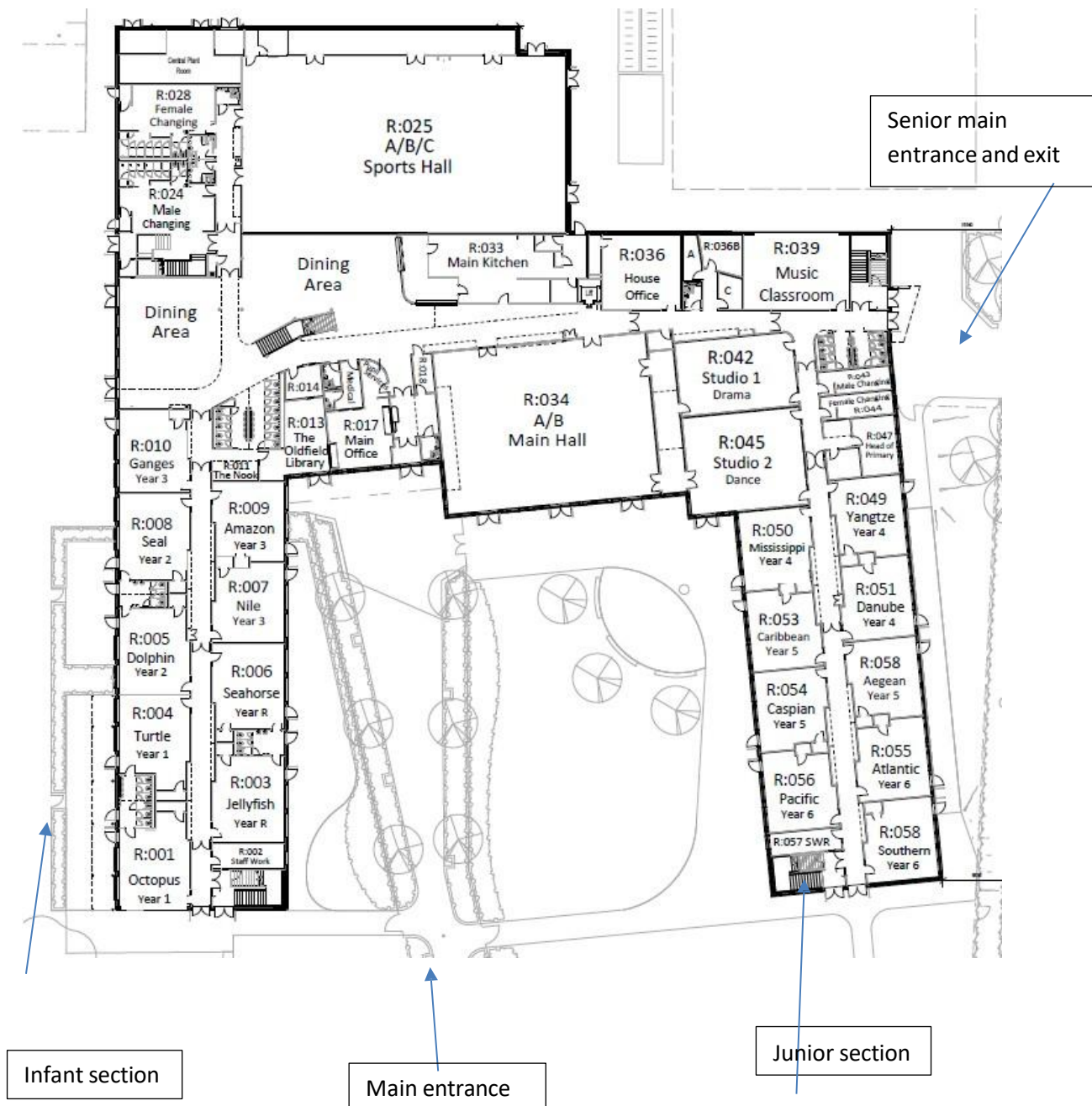
In addition, ECTs will have their own programme run by Rachael Colmer/ Charly Ainsworth as Induction Tutors linked to HISP.

Whistleblowing

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

School map – Ground floor

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



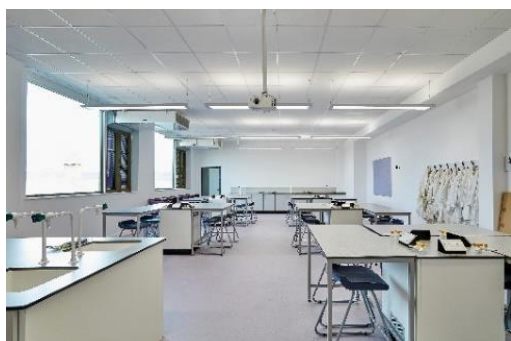
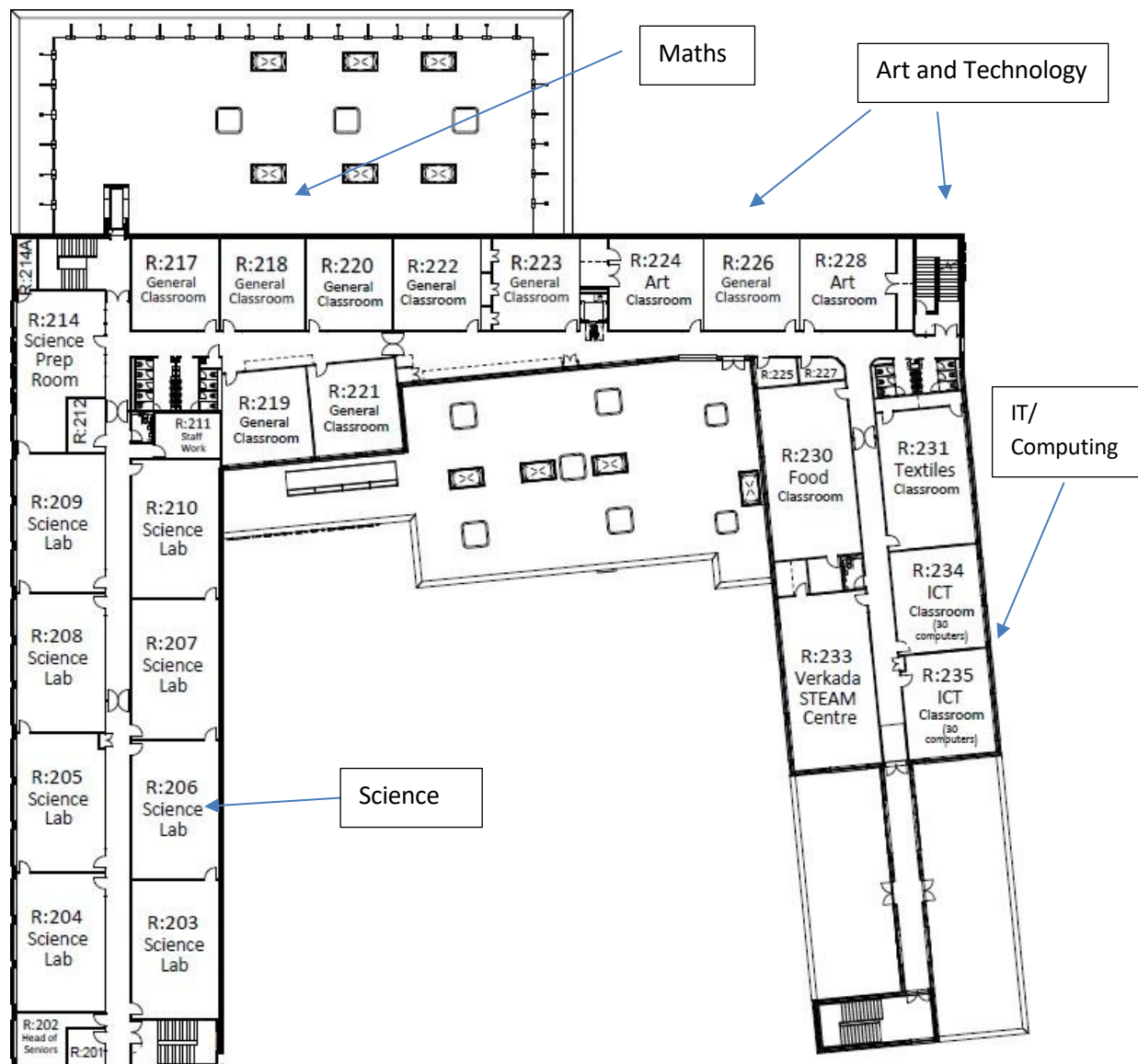
School map – First floor

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



School map – Second floor

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



School Day information- Primary

Time	Activity
8.10-8:40am (Monday only)	Staff Community Circles. Check in with all staff across primary and secondary
Start of School Day	8:45am – 9:00am (staggered start)
Lunch	Yr R - 11:50 – 12:35pm (Term 1 only and then joins KS1) KS1 – 12:00pm -12:45pm KS2 – 12:15pm -1:00pm
End of School Day	3:15pm
Start of Extra Curricular clubs	3:15pm
Parents and carers collect from Extra Curricular clubs	4:15pm

School Day information - Secondary

Time	Activity
8.10-8:40am (Monday only)	Staff Community Circles. Check in with all staff across primary and secondary
8:45am – 8:55am	Gates open on Hewett Road (staggered start)
9:00am-9:20am	Tutor/assembly
9:20am-11:00am	Lesson 1/2
11:00am-11:20am	Break
11:20am-1:00pm	Lesson 3/4
1:00pm-1:30pm	Lunch
1:30pm-3:10pm	Lesson 5/6
3:10pm-4pm	Extra-Curricular

We look forward to welcoming you to Mayfield School

Believe. Achieve. Succeed.



Mayfield Road
Portsmouth
PO2 0RH

Tel: 023 92693432

Email: general@mayfield.portsmouth.sch.uk

Website: www.mayfield.portsmouth.sch.uk

023 92693432