



ORCHARD
—Community Trust—

'Committed to improving the life chances of all children, wherever they may be'



Kemball School

CANDIDATE INFORMATION PACK

Class Teacher



Closing Date: 13 May 2024 by 12pm

Interview & lesson observation dates: w/c 20 May 2024



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Dear Candidate,

Thank you for taking your time to download our application pack and expressing your interest in the post of Teacher at Kemball School.

At Orchard Community Trust, we work closely together to ensure that our schools feel supported to help them develop and improve. Through discussion and shared planning, together with bespoke visits, we strive for the very best outcomes across all our schools.

We are very aspirational and ambitious for our schools and are fully committed to ensuring the best education for all our pupils. Our headteachers work closely together as a group to support and challenge each other and they are passionate about their own schools and individual contexts, as well as supporting the Trust community as a whole.

As a Trust, we believe in working collaboratively to share ideas and effective practice, whilst ensuring each of our schools retains its commitment to its own community and surroundings. In this way, our schools can ensure that the curriculum, wider opportunities and experiences engage and motivate all our pupils and are relevant to their individual needs.

Our Trust consists of five primary schools and two special schools. The successful applicant will join a close knit and collaborative team and is expected to contribute to the wider group of schools. This is an excellent and very exciting opportunity to join a growing Trust and be able to help to shape the future of both Etruscan Primary School and Orchard Community Trust overall.

ABOUT ORCHARD COMMUNITY TRUST.

OUR MORAL PURPOSE, VISION AND VALUES

Orchard Community Trust is fully committed to improving the life chances of all children, wherever they may be. This moral obligation, our mission, does not end at the school gates, within our own Local Authorities, or even within our own country. Where we have the capacity to make a difference, we are morally bound to do so.

Our vision and mission are to have fully inclusive schools working in our Trust, that fully embrace all stakeholders, and which celebrate individuality and success by offering a high-quality education and range of opportunities, where everyone makes excellent progress.

Our moral purpose and our focus and determination are centred on the following:

TRUST	RESPECT	FUN
LEARNING	OPENNESS	EXCITEMENT
DIVERSITY	COOPERATION	INTEGRITY
RELIABILITY	REPUTATION	ACHIEVEMENT

Within our Trust:

- We aim to set high standards for personal behaviour and self-regulation, and to promote courtesy, cooperation, consideration and respect for other people of all ages, gender, races, cultures, abilities and backgrounds.
- We aspire to deliver exciting and quality learning experiences in safe, secure and happy environments.
- We endeavour to achieve the very highest standards in every aspect of school life, by making the most efficient use of all the resources available.
- We seek to prepare each child to face life beyond the school with the confidence, skills and ability to be resilient, to cope and thus to succeed.



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If you would like to discuss aspects of the role further, then please do not hesitate to contact the school.

This pack has been developed to provide you with a summary of the information you need to consider when applying for this job at Kemball School and with Orchard Community Trust.

Within this pack, you will find a job description, a person specification, an overview of the Trust and details of how to apply for this post, should you choose to make an application.

You can find further information about us:

- on our website at <https://kemballschool.org.uk/>
- or by contacting us direct at kemball@kemballschool.co.uk
- or calling 01782 883120

I wish you every success with your application and look forward to meeting you in the near future.

Rob Johnstone

Senior Executive Leader



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Dear Applicant

Thank you for considering the position at Kemball School.

The prime aims and purposes of Kemball School are:

- To maximise each pupils potential enabling her/him to achieve as much independence as possible.
- To deliver a broad and balanced curriculum which is relevant to the pupils individual needs and focuses on developing key skills and preparation for life beyond school
- To establish the role of the school in the community in terms of mutual respect, understanding and co-operation. To develop realistic experiences for pupils.

We strongly believe that our pupils are capable of achieving their very best and our aim is to provide a learning environment where they receive precise, targeted support, so that they are able to reach their full potential. We strive for the very best education that we can provide which includes, amongst other things, a focus on developing crucial life skills, levels of engagement and inter-personal skills,. Small steps of progress are recognised, valued and celebrated.

We recognise the importance of continuing professional development and the value of working as a team in order to support each other, our pupils and their parents/carers.

We would strongly advise a visit to the school, during the day time, when our pupils are present. This is the only way to see at first-hand what our school is all about and the very diverse range of needs that we have at Kemball. It also gives a good opportunity to ask any specific questions you may have about the role. If you are creative, enthusiastic, love a new challenge, and are passionate about every child reaching their full potential then this may be the career opportunity that you have been looking for. Orchard Community Trust is committed to equality of opportunity and this is embraced by the staff at this school

We look forward to receiving your application.

Lisa Hughes

Headteacher

About Kemball School

Kemball School is a special school catering for pupils who have a wide range of cognition and learning needs. The school moved into a brand new building at the beginning of the academic year 2013/14. It has an extensive range of modern facilities to meet the needs of the pupils. These include specialist teaching areas, hoists in all classrooms and extensive indoor and outdoor play areas. There is also a hydrotherapy pool and sensory/soft rooms. There are also several meeting/training rooms to provide professionals and families with comfortable surroundings. The building is co-located with the Ormiston Sir Stanley Matthews Academy which provides good links with mainstream pupils and colleagues.

The admission of pupils to the school is largely controlled by the Local Authority (LA). The LA follows the procedures described in the SEN Code of Practice and may recommend placement at the school if they feel that we can meet needs. All of our pupils have an Education, Health and Care Plan.

We specialise in complex physical and medical requirements for individual pupils who have this as an additional need. Additional training is given so that class staff are able to meet the range of specific medical needs that our pupils may have. Families are encouraged to play an active part in the life of the school and to be fully involved in their child's education.

Within Kemball School, classes are divided into four different pathways. This ensures that individual needs are fully met. The pathways are fluid and pupils may move from one pathway to another if their needs change. Classes may also change from year to year dependent on the educational needs of the pupils. Our pathways are; Multisensory, Engagement, Progression and Functional. When students are in Key Stage 4 there is more emphasis on what will happen when they leave Kemball. Whether it is going into further education or working towards gaining employment the focus is on helping them to continue their career path. To enable this we offer nationally recognised qualifications for pupils to work towards. We have a Post 16 class for pupils who have profound and multiple learning needs, functioning on lower level Engagement Steps (previously P1 and P3ii).

More information about our pathways and the school as a whole can be found on our website.

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Teacher Job Description

HOURS: As specified in the Teachers Pay and Conditions document

SALARY SCALE: MPS + 1 SEN point

REPORTS TO: Head Teacher

GENERAL DUTIES/RESPONSIBILITIES FOR ALL SCHOOL STAFF

1. To carry out school policy as documented and/or as directed by the Head Teacher
2. To present the school in a positive way in the community
3. To respect the confidential nature of all information acquired in the performance of the job either verbally or in writing
4. To work in a responsible and safe manner, paying attention Health & Safety procedures operating within the school.

RESPONSIBILITIES AND EXPECTATIONS:

1. Teach a class of pupils with specified age range & ability
2. As required to act as a curriculum leader for one National Curriculum subject, or support an established leader or to be part of a curriculum team
3. Bring new ideas and a progressive outlook to implementing and developing the curriculum
4. Form excellent relationships with parents/carers
5. Have an in-depth knowledge and confidence to deal with the pupils' health needs and the implications these can have on the individual pupils education
6. To be able to work closely with other professionals
7. To manage up to 4 support staff and special needs midday activity assistant
8. To share the workload, to some extent, that is involved with the personal care of the pupils. This will involve manual handling and intimate care such as feeding, toileting and medication, including tube feeding, catheterisation etc. Training will be given in these areas.

GENERAL DUTIES

As specified in the School Teachers Pay and Conditions Document and to continue to meet the standards required for Qualified Teacher Status.

KNOWLEDGE AND UNDERSTANDING

- To have knowledge of and keep up to date with changes in SEN education, National Curriculum and where appropriate the variety of other curriculum pathways and the Agreed Syllabus for Religious Education.
- To be able to articulate the school's vision and Curriculum Statement of Intent
- Select and make good use of IT skills for classroom and management support.
- Understand and know how data, appropriate to a pupils' need can be used to set clear targets for pupil's achievement.
- To have full knowledge of each pupil's specific need including, physical, medical, communication, EHCP milestones and outcomes etc
- To ensure that pupils are kept safe and all safeguarding policy is carefully followed.

PLANNING, TEACHING AND CLASS MANAGEMENT

- Plan and teach in relation to the school's curriculum which is based around the National Curriculum and Agreed Syllabus for Religious Education
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge, and be responsible for the day to day organisation of the class.
- Ensure effective teaching of whole class, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident. To adhere to the school behaviour policy.
- To use a variety of teaching and learning styles that fully meet the needs of each pupil whilst keep all pupils engaged.
- Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs.
- To plan, monitor and evaluate the work of teaching support staff.
- To prepare class timetables, medium term and weekly plans and pupil passports for pupils in the class, which take account of the pupil's Education Health Care Plans.
- Evaluate own teaching critically to improve effectiveness and to be a learner.

MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY

1. Assess and record each pupil's progress systematically with reference to the schools current practice, including the social progress of each child and use the results to inform planning.
2. Monitor class work and homework, providing constructive feedback and setting targets for future planning.
3. Provide reports on individual progress to the Head Teacher and parents as required.
4. To be responsible for completing the annual review of each pupil within the class. This includes setting new milestones and if appropriate end of Key Stage outcomes.



OTHER PROFESSIONAL REQUIREMENTS

1. Establish and maintain effective working relationships with professional colleagues and parents.
2. Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
3. Take responsibility for your own professional development and to participate in appraisal arrangements.

CURRICULUM RESPONSIBILITY

To be Subject Leader for the areas of: (if required)

- To be the lead professional for a subject area.
- To prepare, implement and evaluate an Action Plan for this area.
- To be responsible for developing and monitoring policy and developing the curriculum in these areas. This will include advising on appropriate programmes of work, recording and assessment and the organisation of resources in this area.
- To keep abreast of current developments in this curriculum area and to communicate these to staff including providing appropriate CPD to other members of staff
- To ensure that the school meets all legislative requirements in this area.
- To assist in the organisation of staff development programmes in this area.
- To monitor and evaluate the quality of education being provided in this area through developmental drop in's via subject peer review, monitoring of teachers/school planning and scrutiny of pupils work, providing monitoring reports as appropriate.
- To scrutinise data to ensure all pupils are making good or better progress and to address dips in performance in consultation with staff teams.
- To attend any relevant network meeting including Orchard Community Trust subject leader networks
- To enhance the curriculum by providing whole school enrichment opportunities
- To keep SLT/Governing Body regularly appraised and updated about the standards of education in and across the school.

ADDITIONAL RESPONSIBILITIES

The future developments of the post will be dependent on the interests and abilities of the post holder.

The post holder will be contracted to the school and although based in one class as described, may be required to work in any area of the school, should the needs of pupils/school require this. The successful candidate will also be expected to undertake any duties, or teach any other age ranges, as may from time to time be required by the Head Teacher.



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The Selection Process

Applications

The job information pack and application form can be downloaded from <https://kemballschool.org.uk/>

The application form should be accompanied by a covering letter which needs to include the following:

- An outline of why you feel you are suitable for the post and what has attracted you to it. CVs will not be accepted.

Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of Senior Staff and Trustees. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you by telephone with e-mail confirmation to follow. If you have not heard from us within 3 days of the shortlisting date, you have not been successful at this stage.

References

We request references for all candidates who are invited to interview. Requests will be made at the time candidates are invited to interview. Your first referee should be your current or last employer.

Interview Process

Final Selection

Following the formal interview process, we will use the person specification as a guide to select the most suitable candidate for our Trust. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

Offer of Employment

We will make a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing. Any offer is made subject to:

- Satisfactory references
- Suitable DBS check
- Proof of identity and qualifications

Timeline

Closing Date: 13 May 2024 by 12pm

Interviews and lesson observations w/c 20 May 2024

Please return your completed application form via email to: kemball@kemballschool.co.uk

The post is considered to be a regulated activity and as such is subject to an Enhanced Disclosure and Barring check. Additionally, applicants are to be aware that an overseas criminal record check, or certificate of good behavior, will be required before appointment, from candidates who have lived



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overseas for a period of 3 months (including aggregated time) over the age of 16 in the previous 10 years.

In line with the Keeping Children Safe in Education (KCSIE) guidance which outlines that schools should carry out online searches on shortlisted candidates. I can confirm that the online check will be carried out on all shortlisted candidates only as part of the process of assessing your suitability to work with children.

Orchard Community Trust is committed to safeguarding and promoting the welfare of young people and requires all staff and volunteers to share this commitment

Kemball School Safeguarding Procedures

Kemball School is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All posts are exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out, references will be sought and successful candidates will be subject to an enhanced DSB check and other relevant checks with statutory bodies.

Our full safeguarding policy and Whistleblowing Policy can be found on the school website. It is imperative that all staff are familiar with these policies alongside the most up to date Keeping Children Safe in Education documentation.

All safeguarding concerns must be logged onto Behaviour Watch. New staff will receive training within the first few weeks of term so that they are aware of how to use the system to log concerns. New staff are sent on Safeguarding courses if their level 1 certificate has expired or will expire before the whole school refresher.

The designated leads for safeguarding are Lisa Hughes, Helen Smith, Rochelle Corbett and Emily Buttery. Rochelle Corbett attends many of the social care meetings. She may ask staff for information about pupils to pass on when attending social care meetings. It is very important that this information is given to Rochelle in a timely manner.

Although Behaviour Watch is a system for logging concerns it is important that if staff are worried that they speak to either Lisa or Helen immediately. Staff must speak to a Designated Safeguarding Lead when a record of concern is completed. It is crucial that the relevant agencies are contacted before a child goes home as it may be decided that it is not safe for them to leave school. DO NOT leave reporting concerns until a child goes home and do not assume that Lisa or Helen have accessed Behaviour Watch immediately after a log has been completed. It is expected that the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead are spoken to in person if there are any concerns about a child.

Child protection is the responsibility of every adult in the school



Code of Conduct for Adults in School

INTRODUCTION

The governing body is required to set out a Code of Conduct for all school employees.

In addition to this policy, all staff employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

Employees should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including dismissal.

2 PURPOSE, SCOPE AND PRINCIPLES

A Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe, and the school should notify staff of this code and the expectations therein. School staff are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours. This Code is not exhaustive but is written to assist staff and it is important that staff should take advice and guidance if necessary. If in doubt ask. Staff are requested to read this Code carefully and consider the issues which it raises.

This Code of Conduct applies to:

- all staff who are employed by the school, including the Headteacher;

STANDARDS OF BEHAVIOUR

- 3.1 All staff who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore avoid using inappropriate or offensive language at all times. Staff should display the highest possible standards of professional behaviour that is required in an educational establishment. Staff are accountable for the way in which they: manage risk; use resources; and safeguard children
- 3.2 Staff should seek to co-operate with their colleagues, providing support, help and guidance as required of them and enable effective communication throughout the school.
- 3.3 All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 3.4 Staff should not use their position in the school for private advantage or gain



- 3.5 Staff should avoid words and deeds that might bring the school into disrepute or might undermine colleagues in the perception of others (staff/pupils/parents/community)
- 3.6 Staff should retain professional independent objectivity and not promote dogma or political bias to others in their working activities.
- 3.7 Staff should be aware of and should follow school policies and procedures.
- 3.8 Staff are reminded that the school is a professional establishment. Please see Staff Handbook for dress code requirements

4 SAFEGUARDING PUPILS/STUDENTS

- 4.1 All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Pupils have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct
- 4.2 The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student to the school's Designated Safeguarding Officer or the Deputy Designated Safeguarding Officers
- 4.3 The school's Designated Safeguarding Lead is Lisa Hughes, Deputy Safeguarding Lead are Helen Smith, Rochelle Corbett and Emily Buttery. Hilary Gregory is the Safeguarding Governor.
- 4.4 Copies of the school's Safeguarding/Child Protection Policy and Whistleblowing Procedure are on Parago. Staff must be familiar with these documents and must sign to say that they have read and understood them. Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear or repercussion. Staff who use the whistleblowing procedures should have their employment rights protected. Staff should recognise their individual responsibilities to bring matters of concern to the attention of senior leadership and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk.
- 4.5 Staff must not seriously demean or undermine pupils, their parents or carers, or colleagues.
- 4.6 Staff must take care of pupils/students under their supervision with the aim of ensuring their safety and welfare.
- 4.7 Health and Safety: Staff must take care of their personal hygiene, safety and welfare and that of other persons who may be affected by their acts or omissions. All staff must comply with the requirements of the school Health and Safety Policy and relevant legislation and regulations and also ensure that pupils do likewise.
- 4.8 Staff must familiarise themselves with the fire precautions, procedures and drill, lockdown and pool protocol/drill.

- 4.9 On arrival into school, staff are responsible for checking that the fire exit door, in their classroom is unlocked and accessible. If the door is not unlocked then please contact the office.
- 4.10 Staff must ensure that they are aware of other fire exits if their class fire exit door is locked at the end of the night when staff are still present in the building.
- 4.11 If any gate around school has a combination padlock then the code to release is set at 007.
- 4.12 Personal Mobiles:

Employees are not permitted to make/receive calls/texts during work time where children are present

Staff must ensure that mobiles are switched off whilst in the classrooms with children. They should not be left on display. Smart/Apple watches that have the same functions as a mobile phone should also not be worn whilst working with children.

Staff are not permitted to use recording equipment on their mobile phones to take photographic images/videos of pupils. This also includes school trips.

No images or videos of pupils should be shared on WhatsApp or social media
- 4.13 Staff should ensure that any perfume, aftershave, hand sanitiser or medication is stored in your own bag and locked away out of the reach of any pupil.
- 4.14 Staff are required to sign a yearly disclosure/declaration form. This is located on Parago (Appendix 1). It is the responsibility of the individual member of staff to inform the head teacher immediately if there any changes in circumstances that affect this declaration and in turn your suitability to work with children. Staff should not wait until they are required to sign the next form if there is a disclosure. Failure to inform the head teacher may result in disciplinary action.

5 SHARING CONCERNS AND RECORDING INCIDENTS

- 5.1 All staff should be aware of the school's safeguarding procedures and Whistleblowing Policy.
- 5.2 In the event of an allegation being made, by any person, or incident being witnessed, the relevant information should be immediately recorded and reported to the Head Teacher.
- 5.3 Members of staff should discuss with the Head Teacher/Deputy Head Teacher any difficulties or problems that may affect their relationship with or behaviour towards pupils, so that appropriate support can be provided and/or action can be taken.
- 5.4 In order to safeguard and protect pupils and colleagues, where staff have any concerns about someone who works with children they should immediately report this to the Designated Safeguarding Lead or in her absence the Deputy Safeguarding Lead.



6 PUPIL/STUDENT DEVELOPMENT

- 6.1 Staff must comply with school policies and procedures that support the well-being and development of pupils/students.
- 6.2 Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.
- 6.3 Staff must follow reasonable instructions that support the development of pupils/students.
- 6.4 Staff should always maintain professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.

7 HONESTY AND INTEGRITY

- 7.1 Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- 7.2 Gifts from suppliers or associates of the school must be declared to the Head teacher, with the exception of "one off" token gifts from students or parents. There should be no personal gifts from individual members of staff to students as these are inappropriate and could be misinterpreted.
- 7.3 Any reward given to a pupil should be consistent with the school's behaviour policy and not based on favouritism.
- 7.4 Adults should exercise care when selecting pupils for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair and agreed criteria.

8 CONDUCT OUTSIDE WORK

- 8.1 Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community. Staff's off duty hours are their personal concern, but they should avoid a position where duty and private interest conflicts. This includes:
 - Staff members making online associations/friendships with current pupils/parents/carers via social networking sites such as Facebook
 - Staff members using voice calls/texting/personal email facilities on either their mobile phone or PC to communicate with current pupils/parents/carers. In an emergency if a personal mobile is used to contact parents/carers then the number should be withheld by typing in 141 before the phone number.



- Staff should not give their personal contact details to pupils or parents for example personal email address, home or mobile phone numbers, details of web based identities.

The above amendments have been included to safeguard the safety of pupils and the safety and professional integrity of school staff.

- 8.2 In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.
- 8.3 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Internet users must not display, access, use, extract, store, distribute, print, reveal or otherwise process any kind of image, document or other material which is sexually explicit or offensive in any other way in any school system. This activity would be a violation of the school policies
- 8.4 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance. Staff are required to devote full attention and abilities to your duties during working hours and act in the best interests of the school at all times.
- 8.5 Staff must not engage in inappropriate use of social network sites e.g. comments, photographs, images or conversations, which may bring themselves, the school, school community or employer into disrepute. Security settings should be maintained at the highest level in order to prevent members of the public seeing any personal information. Staff should not publicise that they work at Kemball School. Staff should also follow any specific policy related to the use of social networking websites.
- 8.6 Other than matters of publicity, only the Head Teacher is authorised to speak or send any communication on behalf of the school to members of the press or broadcast media. This decision is to avoid any embarrassment or unfair pressure on staff. This authorisation may be extended, by the Head, to other members of staff
- 8.7 There may be times where an individual's actions in their personal life comes under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence or bringing the employer into disrepute. Such behaviour may also result in –prohibition from teaching by the NCTL, a bar from engaging in regulated activity or action by another relevant regulatory body.

9 CONFIDENTIALITY

- 9.1 Where staff have access to confidential information about pupils/students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil/student. Staff shall maintain the appropriate levels of confidentiality with respect to student and staff records and other sensitive matters. They should take care not to discuss issues particularly sensitive

matters within the school community which could cause distress to school staff, pupils or parents.

- 9.2 All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil/student is bullied by another pupil/student (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's/student's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter.
- 9.3 However, staff have an obligation to share with their manager or the school's Safeguarding officer any information which gives rise to concern about the safety or welfare of a pupil/student. Staff must **never** promise a pupil/student that they will not act on information that they are told by the pupil/student.
- 9.4 Data Protection Act – it is the responsibility of all employees to ensure that the school's compliance with the Data Protection Act. Personal data must only be used to assist in carrying out work; it must not be given to people who have no right to see it. All staff should maintain the security of all computerised databases of information on individuals, whether they are staff, pupils or members of the general public.

10 GDPR – How to keep personal data safe

Personal data: any information relating to an identifiable living person, e.g. name, contact details, ID numbers, attendance and assessment information, financial information

Sensitive personal data: includes information that reveals someone's ethnic origin, political opinions, religion, sexuality or health. In our school, it also means safeguarding information, and whether a child is looked-after, has SEN, or is eligible for free school meals

DO:

Remember that data protection laws DO NOT stop you from reporting safeguarding concerns

- You must still report to the relevant people where you're concerned about a child. You do not need anyone's consent to do this

Only collect the information you actually need

- When you're requesting information (for example, via consent forms, admissions forms or surveys) ask yourself "Do I really need this? What will I actually use it for?"
- If you don't need it, or only want it "just in case", don't collect it
- If you've already collected personal information that you don't need, delete it

Keep personal data anonymous, if possible

- For example, if you're emailing a colleague about accommodating a pupil's religion, or about managing a pupil's medical condition, don't name the child if you don't need to
- This is particularly important with photographs for external use – if you have an image of a child, don't attach their name to it unless you have explicit consent to do so



Think before you put information up on the wall

- If your display is an essential part of teaching and learning, or helps to keep pupils safe, it's fine. This might include medical information, or a list of parents' evening appointments. Still only display the information you really need to
- If your display is non-essential, promotional, or there might be a safeguarding risk, either ask the pupil or parents for consent first or just don't display it

Take care when you're taking personal information home with you

- Sign documents containing personal data out and in from the school office
- Keep physical documents in a secure, closed folder along with school contact details in case the folder is lost
- Store the documents in a safe place at home – don't leave them in your car or at a friend's house

Practice good ICT security

- Passwords should be at least 8 characters, with upper and lower-case letters and special characters
- Password-protect documents and email attachments that include personal data or send as a confidential email by typing :CONFIDENTIAL in the subject line. Kemball to Kemball email addresses are secure
- Always double-check that you're emailing personal data to the correct person, who is authorised to see it
- Use 'bcc' when you're emailing a group of people who don't have email addresses for everyone else in the group
- Do not share your school or personal email address with parents/carers.
- Computer screens should be locked when not in use by pressing the windows button and L

DON'T:

Leave personal data out on your desk

- Keep your work areas/desk clear, so people cannot see information about others accidentally. The same goes for personal data written on post-it notes, on top of the printer, or on an unattended computer screen

Take any sensitive personal information home with you

- If the information is confidential, sensitive or risky, it's best to leave it on the school site or computer system, where there are security measures and processes in place

Do not use memory sticks

- Teacher laptops are encrypted and files can be saved to Kemball one drive. CC4 can also be used which means that the school network can be accessed from home.

If something doesn't seem right, talk to Rachel Buckett, Lisa Hughes or Helen Smith



**Report immediately if you think personal data has been lost, stolen or wrongly disclosed.
This is so we can quickly take steps to mitigate the impact of the breach.**

You should also speak to the above people if:

- You have any concerns at all about keeping personal data safe
- You're introducing a new process or policy that involves using personal data
- Anyone asks you to see the data that we have about them. This is called a 'subject access request', and the person will be entitled to this information

11 PHYSICAL CONTACT

- 11.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils however it is crucial that they only do so in ways appropriate to their professional role and a relation to the pupil's individual needs and any agreed care/behaviour plan. Pupils with disabilities may require more physical contact to assist their everyday learning.
- 11.2 Physical contact should be in response to the child's needs at the time, of a limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should therefore use their professional judgement at all times.
- 11.3 Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They should also recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries.

12 INTIMATE/PERSONAL CARE

- 12.1 Staff should ensure that health, safety, independence and welfare of pupils is promoted and their dignity and privacy respected.
- 12.2 Pupils should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable.

13 BEHAVIOUR MANAGEMENT

- 13.1 Corporal punishment and smacking is unlawful in all schools and early years settings
- 13.2 Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards pupils is completely unacceptable.

- 13.3 Where pupils display difficult or challenging behaviour, adults should follow the school's behaviour policy/individual behaviour plans, using strategies appropriate to the circumstance and situation.
- 13.4 Where a pupil has specific needs in respect of particular challenging behaviour, a behaviour plan including the use of CPI physical interventions and assessment of risk should be drawn up and agreed by all parties

14 HOME VISITS

- 14.1 All work with pupils and parents should usually be undertaken in the school or setting or other recognised workplace. There are however occasions in response to an urgent, planned or specific situation or job role where it is necessary to make one-off or regular home visits. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside 'office hours' or in remote or secluded locations. Visits should not be made alone.

15 FIRST AID AND MEDICATION

- 15.1 Staff should receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.
- 15.2 Advice on managing medicines is found in the school's Medication Policy. In circumstances where a pupil needs medication regularly this would be recorded in their individual healthcare plan. This provides details of the level and type of support a child needs to manage effectively their medical condition in school and should include information about the medicine to be administered, the correct dosage and any storage requirements.
- 15.3 If a member of staff is concerned or uncertain about the type of medication being given to a pupil this should be discussed with the school's medication lead Kathy Walsh or a member of the SLT.
- 15.4 Adults taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so and providers should ensure that they only work directly with children if that advice confirms that the medication is unlikely to impair their ability to look after children. Employers are also responsible for managing the performance of their employees and for ensuring they are suitable to work with children. Staff have a duty to report any medical conditions that could affect their ability to care for children or if they are taking any medication on a regular basis or any other substances.
- 15.5 Staff medication on the premises must be securely stored and out of reach of children at all times.

16

EXPOSURE TO INAPPROPRIATE IMAGES

- 16.1 Staff should take extreme care to ensure that children and young people and not exposed, through any medium, to inappropriate or indecent images.
- 16.2 There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse image). Accessing these images, whether using the schools or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.
- 16.3 If indecent images of children are discovered at the establishment or on the school's equipment an immediate referral should be made to the Designated Safeguarding Lead (DSL) and the police contacted if relevant. The images/equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. If the images are the children known to the school, a referral should also be made to children's social care in line with local arrangements.
- 16.4 Under no circumstances should any adult use school or setting equipment to access pornography. Personal equipment containing pornography or links to it should never be brought into or used in the workplace. This will raise serious concerns about the suitability of the adult to continue working with children and young people.
- 16.5 Staff should keep their passwords confidential and not allow unauthorised access to equipment. In the event of any indecent images of children or unsuitable material being discovered on a device the equipment should not be tampered with in any way. It should be secured and isolated from the network and the DO contacted without delay. Adults should not attempt to investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility they will be at risk of prosecution themselves.

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WHEN IN DOUBT ASK

- 17.1 If any member of staff is in any doubt with regard to the guidelines of this Code and how they apply in any particular situation, they please consult with the Head or Deputy Head Teacher. It is re-emphasised that this Code is intended to be a help and to enable fairness and equity between all staff.

18

DISCIPLINARY RULES

- 18.1 The school has a disciplinary procedure. The disciplinary procedure is concerned with instances of alleged misconduct, either ordinary or gross. It is anticipated that the vast majority of breaches will be of a minor nature and they can be resolved without recourse to a formal procedure. Some breaches will be more serious or there may be circumstances where there is repetition of a minor breach. In such circumstances the matter will be formally investigated and progressed under the formal procedure.

The school also has a separate capability procedure which provides a framework for managers and employees to cope with issues of poor performance. The underlying

intention of the Procedure is to give the employees who are falling below the established acceptable standards the opportunity to improve.

18.2 All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal. The following are examples of behaviour which the school finds unacceptable. The list is not exhaustive and it is acknowledged that it will be necessary to exercise judgement in all cases and to be fair and reasonable in all the circumstances:

- Any form of physical/verbal violence towards pupils
- Physical violence, actual or threatened towards other staff or visitors to the school
- Sexual offences, sexual insults or sexual discrimination against pupils, other staff or visitors to the school
- Racial offences, racial insults or racial discrimination against pupils, other staff or visitors to the school
- Theft of school monies or property and of monies or property of colleagues or visitors to the school. Removal from the school premises of property which is not normally taken away without the express authority of the Head or of the owner of the property may be regarded as gross misconduct.
- Deliberate falsification of documents such as timesheets, subsistence and expense claims for the purpose of gain.
- Wilful damage of school property or of the property belonging to other staff or visitors to the school
- Wilful disregard of safety rules or policies affecting the safety of pupils, other staff or visitors to the school
- Any wilful act which could result in actionable negligence for compensation against the school.
- Refusal to comply with reasonable instructions given by staff with a supervisory responsibility
- Gross neglect of duties or responsibilities.
- Deliberate breaches of confidentiality particularly on sensitive matters
- Being incapable by reason of alcohol or drugs (not prescribed for a health problem) from fulfilling duties and responsibilities of employment
- Conduct which substantially brings the name of the school into disrepute or which seriously undermines confidence in the employee

19

CLASS DOJO/COMMUNICATION WITH PARENTS/CARERS

- All parent/carers will receive a code of conduct every September and if breeched staff must refer parents/carers back to this
- Staff should remain professional at all times with any conversation through Class Dojo.
- The same professional standards used in school also apply when conducting live lessons or pre-recorded lessons. Professional dress should be worn and staff should be aware of what parents/pupils can see on the live link/recording e.g. environment, background
- If a meeting can't take place in person and a telephone call is not appropriate then Microsoft Teams is the preferred method of communication with parents/carers



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Suitability to Work in Schools (Disqualification under the Childcare Act 2006)

We all have a responsibility to safeguard children and you must notify the headteacher of anything that may affect your suitability.

-Disqualification under the Childcare Act 2006 (DfE August 2018) advises that there is a clear expectation that school staff should discuss with managers any relationship / association (in or out of school or online) that may have implications for the safeguarding children in school.

-This is to safeguard employees' welfare & to manage children's safety by providing information that will allow consideration of any measures required to safeguard children.

If you answer 'Yes' to any of the questions below, or if your circumstances change at any time in the future to answer 'Yes', you are required to advise the Executive Headteacher or Head of School immediately.

-Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or found guilty of committing any offence since the date of your most recent enhanced DBS (CRB) disclosure?

-Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or found guilty of committing any offence either before or during your employment at this setting?

-Are you 'Disqualified for Caring for Children': (to include)

- Have you committed any offences against a child?
- Have you committed any offences against an adult (e.g. rape, murder, indecent assault, actual bodily harm etc.)?
- Have you been barred from working with children (DBS?)
- Have your own children been taken into care?
- Have / are your own children the subject of a child protection order?

-Has your name been placed on the DBS barring list?

Additionally, you have a duty to report any medical conditions that could affect your ability to care for children or if you are taking any medication on a regular basis or any other substances?