



The
Westminster
School



Staff
Handbook
2016/2017

Contents

General Information	4
Welcome to Westminster School	5
Governing Body Membership	6
Statement of Intent	8
Staff Charter	9
School Structure	10
Dates for Inset Days	15
The Primary (KS2) School Day	16
The Secondary School Day	17
The National Curriculum	17
The School Curriculum.....	19
Safe, Happy and Learning Together (SHaLT)	20
Personal Curricula	22
Post-16 Curriculum.....	23
Curriculum Diagram	25
Curriculum Maps.....	26
Subject Reports to the Performance Committee of the Governing Body	32
Assembly Themes/Procedures and Schedule	32
Extra-Curricular Activities	35
Dates for Parents	36
Report Dates 2016/2017.....	37
Assembly Dates and Classes.....	38
Procedures for Staff Meetings	39
An A - Z of information	40
Accident Reporting and Recording.....	40
Alcohol and Drugs	40
Annual Review	40
Anti-Bullying Policy.....	40
Behaviour Management	41
Car Parking	41
CCTV.....	41
Continuous Professional Development.....	41
Dress Code.....	42
E-Safety/Acceptable Usage Policy	42
Electrical Safety	42
Equality	43
Finance Procedures and Responsibilities.....	43

Fire Procedures	43
First Aid	43
Health & Safety	43
Home-School Transport	44
Homework	44
ICT Equipment	44
If a Child is Unwell	44
Personal Injury and Possessions	44
Playground Supervision	45
Policies.....	45
Raising Concerns.....	45
Safety During Curriculum Activities.....	45
School Calendar and Briefing	46
School Meals and Lunchtime Arrangements	46
Security	46
Smoking	46
Staff Absence	47
Staff Briefing	47
Telephones	47
Visitors	47
Staff Guidance for Professional Conduct.....	48
Pupil Groupings	59

General Information

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Telephone:	0121 561 6884
Fax:	0121 561 6885
Email:	headteacher@westminster.sandwell.sch.uk
Website:	thewestminsterschool.co.uk
Type of School:	LA Maintained Special School
Age range:	7 - 19 years
Chair of Governors:	Mr K Ellis
Head Teacher:	Mrs C Hill
Deputy Head Teacher:	Ms C Stubbs Mr O Flowers
Assistant Head Teachers:	Mrs J Turner, SENCO Mr B Taylor, 14-19 Curriculum and Assessment Mrs S Withington, Curriculum and Assessment and Pastoral Provision
Facilities Management Provider:	Interserve FM
ICT Provider:	Agilysis
School Caterers:	Eden Catering

Welcome to Westminster School

This handbook is written for all members of staff. We hope it will be a useful source of reference and guidance. Please do not hesitate to ask for additional information or support.

We hope you will feel happy and well-supported at The Westminster School. We will try to keep you informed about what is happening at School and within the Local Authority.

Please feel free to suggest items that we may have missed from this handbook that may be useful for other employees - we welcome your comments.



Governing Body Membership

At the time of writing, we have the following Governors:

Mr K Ellis - Chair of Governors
Mrs C Hill - Head Teacher

Mr K Bhogal - Elected Staff Governor

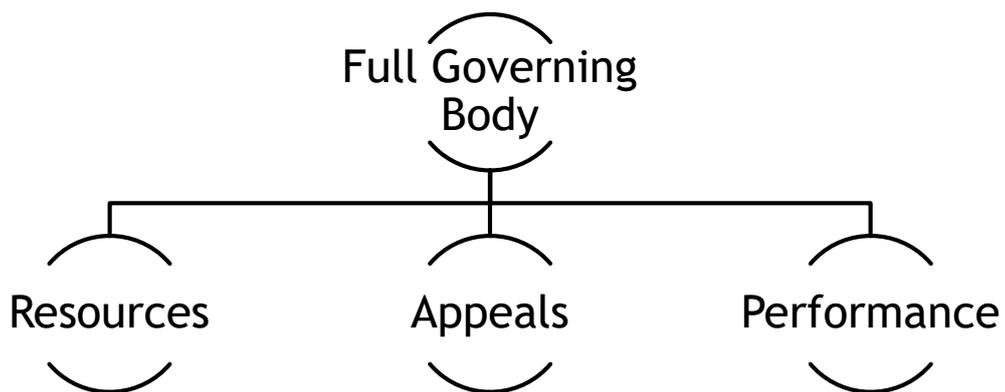
Mrs N J Khatun - Parent Governor
Mr S Harvey - Parent Governor

Mrs J Campbell - Local Authority Officer

Mrs S Gough - Co-opted Governor
Mrs L Davies - Co-opted Governor
Ms P Evans - Co-opted Governor
Mr P Coldicott - Co-opted Governors

Clerk to the Governors - Amanda Heritage

The Governing Body is served by the following committees:



The Westminster School

Governing Body Schedule of Meetings

Academic Year 2016/2017

Autumn Term

Full Governing Body Meeting:	29 September 2016
Resources Committee Meeting:	10 November 2016
Performance Committee Meeting:	17 November 2016
Full Governing Body Meeting:	8 December 2016

Spring Term

Resources Committee Meeting:	16 February 2017
Performance Committee Meeting:	9 March 2017
Full Governing Body & Resources Meeting - Budget:	23 March 2017

Summer Term

Performance Committee Meeting:	8 June 2017
Governors Training Day:	16 June 2017
Resources Committee Meeting:	22 June 2017
Full Governing Body Meeting:	13 July 2017

Aims of the School

Statement of Intent

- Our values are encompassed in our statement of Safe, Happy and Learning Together. Through this we seek to develop our values statement: Building foundations and providing opportunities to create confident, aspirational and independent members of our community.
- The Westminster School is committed to raising standards with MLD + pupils, working towards educational and social inclusion, in partnership with the community to develop as a Centre of Excellence promoting the highest expectations, whilst meeting individual needs.
- To develop and maintain an inclusive, caring and supportive School community for pupils and staff which promotes high quality teaching and learning, positive relationships, high self-esteem and an understanding of, and respect for cultural and ethnic diversity and beliefs.
- To provide a broad, balanced and carefully differentiated curriculum that ensures all pupils achieve their full potential academically, morally, socially, physically and spiritually, irrespective of gender, culture, race or disability.
- To provide a wide, varied and relevant range of high quality and well-resourced curricular activities that stimulate interests and prepare pupils for lifelong learning in the modern, inclusive, technological and multi-cultural world.
- To ensure that pupils develop confidence, self-esteem, independence, respect for themselves and others, preparing them to be active, responsible and tolerant members of the community.
- To ensure that pupils' work and progress are monitored and evaluated, ensuring that recording procedures identify pupil needs and recognise a broad range of achievements.
- To develop and maintain an effective continuing professional development programme for all staff that serves the needs of the whole School.
- To provide a secure, welcoming, pleasant, clean, attractive and stimulating environment, in which meaningful teaching and learning can take place.
- To build positive partnerships with parents/carers/guardians/Governors, the Local Authority, external agencies, other schools and the wider community (industry, commerce and community groups).

Staff Charter

The Westminster School aims to ensure that all staff feel valued, supported and respected in their working environment.

Through planned programmes of continued improvement, we want all staff to have the opportunity to develop their full potential, to feel encouraged to contribute new ideas and solve problems and to strive to improve in our service delivery to our pupils, their parents and carers, the Local Authority and other agencies.

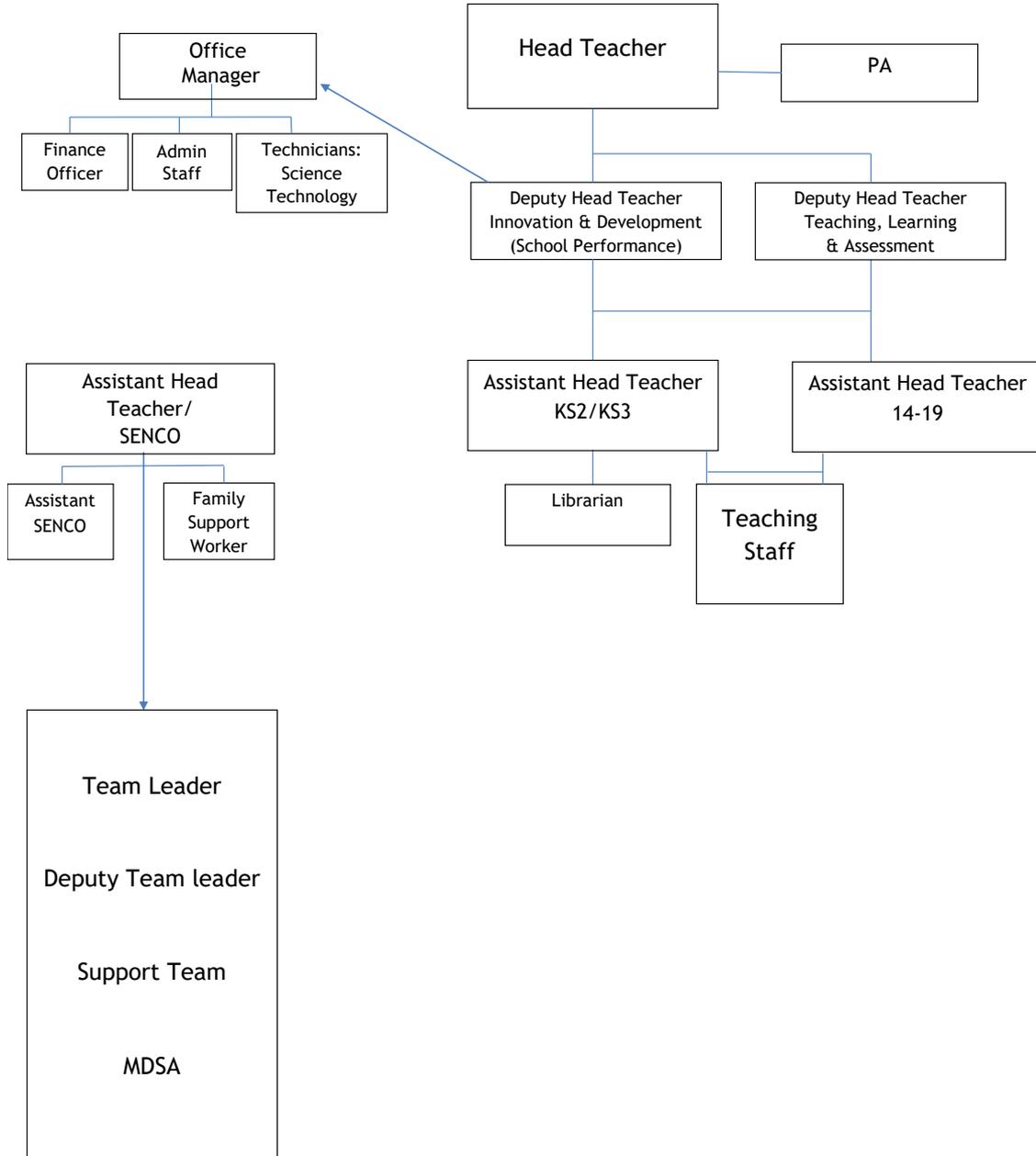
What You Can Expect From Managers

- To work in an environment where safeguarding, supporting and developing pupils is **paramount**
- To work in an environment protected from discrimination, bullying or harassment
- To be kept informed and consulted where appropriate
- To be given appropriate training and development in order to do your job successfully
- To be treated fairly, consistently and be respected
- To be encouraged to express ideas and to be listened to when raising concerns.

What Managers Expect From You

- To be aware and understand the importance of safeguarding and supporting pupils and act on any safeguarding concerns immediately
- To take responsibility to find out the information you need to fulfil your role
- To take an active interest in improving your own performance through reflective practice
- To express ideas and concerns in a proactive and positive way
- To work in ways that safeguard the health, safety and welfare of yourself and others
- To develop and use new skills and knowledge to improve your work
- To recognise each other's differences and treat each other with respect
- To strive for success in everything that you do and be flexible in supporting the changing needs of the School.

School Structure



The School Staff

Senior Leadership Team

- Mrs C Hill - Head Teacher
- Ms C Stubbs - Deputy Head Teacher - (Teaching and Learning)
- Mr O Flowers - Deputy Head Teacher - (Innovation & Development -School Performance)
- Mrs J Turner - Assistant Head Teacher - (SENCO, with responsibility for Safeguarding)
- Mr B Taylor - Assistant Head Teacher - (14-19 Curriculum and Assessment)
- Mrs S Withington - Assistant Head Teacher (Key Stages 2/3 Curriculum and Assessment and Pastoral Provision)

Teaching Staff

TLRs	Name
14-19 English (including Drama) Across the Curriculum	W Conolly
KS3/14-19 Mathematics and Numeracy Across the Curriculum	Vacant Post
KS3/14-19 Science	Vacant Post
SHaLT - PSHEE, Citizenship and Careers	O Flowers and J Turner
Music	M Hill
PE	J Hayward
Business/ICT	D Lynch
KS2 - KS3 Science TLR	C Cooper
KS2- KS3 Maths TLR	Vacant
KS2 - KS3 English TLR (including Literacy across the curriculum)	J Brown
Assistant SENCO	P Cartwright

Teaching Staff	Name
Technology (including Resistant Materials & Food Technology)	L Rogers
Art (including Textiles)	AL Smith
English (including Drama) (0.6 fte)	L Home
English (including Drama) (0.8 fte)	M Basterfield
SEN	K Bhogal
SEN	C Cooper
SEN	N Edmonds
SEN	C Hamilton
SEN	L Jones
SEN	R Law
SEN	A Stewart
SEN	T Stolzenburg

Non-Teaching Staff

Technical Staff	Name
Senior Science Laboratory Technician	S Thomas
DT and Food Technician	E Powell
Team Leaders/Cover Supervisors	
D Taylor (Level 4) Family Support Worker	
M Harewood (Level 4) LSP Team Leader	
W Baxter (Level 4) Deputy Team Leader	
J Bradbury (Level 4) Higher Level Teaching Assistant	
N Foster (Level 4) Higher Level Teaching Assistant/DofE Manager	
J Gardener (Level 4)	
R Hughes (Level 4) Higher Level Teaching Assistant	
O Kandola (Level 4) Higher Level Teaching Assistant	
R Parkes (Level 4)	
J Allen (Level 3) Cover Supervisor	
D Blackham (Level 3) Cover Supervisor	
N Cleaton (Level 3) Cover Supervisor	
A Chaudhury (Level 3) Cover Supervisor	
S Cobourne (Level 3) Cover Supervisor	
V Delabuis (Level 3) Cover Supervisor	
J Hunt (Level 3) Cover Supervisor	
D Lekgegaj (Level 3) Cover Supervisor	
K Meredith (Level 3) Cover Supervisor	
S Petrie (Level 3) Cover Supervisor	
C Smith (Level 3) Cover Supervisor	
K Stephenson-Ayoola (Level 3) Cover Supervisor	
J Tromans (Level 3) Cover Supervisor	
M Weston (Level 3) Cover Supervisor	
Learning Support Practitioners (LSPs)	
M Benion (Level 3)	
G Blunn (Level 3 and Forest Schools Leader)	
C Danckert (Level 3)	
A Gibbs (Level 3)	
A Griffiths (Level 3)	
R Harris (Level 3) Sports Coach	
K Kherteru (Level 3) (0.55 fte)	
A Krishan (Level 3)	
H Mansell (Level 3)	
M Rani (Level 3)	
L Robinson (Level 3)	

C Rolls (Level 3) (0.6 fte)
B Srai (Level 3)
Learning Support Assistants (LSAs)
T Carr (Level 2)
H Cooper (Level 2)
R Cowley (Level 2)
J Dorrance (Level 2)
J Edwards (Level 2)
S Hinkinson (Level 2)
L Hocknull (Level 2)
A Richards (Level 2)
L Rogers (Level 2) (0.5 fte)

Administration	
Name	Post
J Clarke	School Business Manager
H Ball	School Administrator - Premises Health and Safety
E Flashwood	School Administrator - Attendance
A Gibson	PA to the Head Teacher
C Lawrence	School Administrator - Pupil Records
S Lister	Finance Officer
E Louch	School Administrator - Examinations/Assessment Officer
S Sandhu/L Poole (Maternity Cover)	School Administrator - Internal/External Relations
R Saunders	School Administrator - Public Relations/Pupil Transport

Lunchtime staff	
L Rogers	Principal MDSA
E Bird	MDSA
L Burns	MDSA
L Curbishley	MDSA
L Ferrer	MDSA
V Field	MDSA
N Inston	MDSA
T McGeoch	MDSA
S Mullally	MDSA
P Pike	MDSA
K Taylor	MDSA

Librarian
E Brewin

School Term Dates 2016 - 2017

Autumn Term 2016

- Term Time: Monday 5 September to Friday 21 October
- Half Term Holiday : Monday 24 October to Friday 28 October
- Term Time: Monday 31 October to Friday 16 December
- Main Holiday : Monday 19 December to Monday 2 January

Spring Term 2017

- Term Time: Tuesday 3 January to Friday 17 February
- Half Term Holiday : Monday 20 February to Friday 24 February
- Term Time: Monday 27 February to Friday 7 April
- Main Holiday : Monday 10 April to Friday 21 April

Summer Term 2017

- Term Time: Monday 24 April to Friday 26 May
- Bank Holiday: Monday 1 May
- Half Term Holiday : Monday 29 May to Friday 2 June
- Term Time: Monday 5 June to Tuesday 25 July
- Main Summer Holiday : From Wednesday 26 July

Additional information

Teacher working days will total 195 and pupils are expected to attend School on 190 working days within these overall arrangements.

Dates for Inset Days

September 2016 - July 2017
(School Closed to Pupils)

Monday 5 September 2016 - Whole Day

Thursday 22 September 2016 - Twilight Session (3.30pm-6.00pm)

Friday 25 November 2016 - Whole Day

Monday 3 January 2017 - Whole Day

Tuesday 10 January 2017 - Twilight Session (3.30pm-6.00pm)

Thursday 25 May 2017 - Twilight Session (3.30pm-6.00pm)

Tuesday 20 June 2017 - Twilight Session (3.30pm-6.00pm)

The Primary (KS2) School Day

- 8.45 - 8.55am Pupil arrival on premises
- 8.55 - 12:45pm Our morning sessions enable pupils to develop their core skills through literacy and numeracy lessons. Depending on their need and skills, pupils will access these in either a typical lesson format or through Nurture and play. Some of our pupils will have access to Sensory Programs and Therapy sessions during this time.
- Our morning session includes opportunities for outdoor play and snack time, modelled on a Nurture approach.
- 12.45 - 1.25pm Lunch
- 1.25 - 3.05pm Our afternoon sessions enable pupils to continue their social and emotional development through theme based learning. We support pupils in their independence through Child Initiated Learning and Role Play. Throughout the session pupils access both indoor and outdoor learning environments.
- The afternoon session includes opportunities for pupils to access discrete Humanities, Arts, PE and ICT lessons.
- 3.05pm End of School day for pupils.

Lessons are planned to run as above but may change depending on activities and other aspects of our learning.



The Secondary School Day

8.45 - 8.55am	Pupil arrival on premises/registration
8.55 - 9.15am	Assembly/Form Time/Reading and Reflection
9.15 - 10.05am	Lesson 1
10.05 - 10.55am	Lesson 2
10.55 - 11.05am	Break
11.05 - 11.55am	Lesson 3
11.55 - 12.45pm	Lesson 4
12.45 - 1.25pm	Lunch and Clubs
1.25 - 2.15pm	Lesson 5
2.15 - 3.05pm	Lesson 6
3.05pm	End of School day for pupils

(Lessons are 50 minutes duration)

Total Teaching Time each day = 5 Hours, 25 Hours weekly



The National Curriculum

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The Westminster School strives to ensure support pupils to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

The National Curriculum is just one element in the education of every child. There is time and space in the School day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider School curriculum.

Compulsory Subjects

	KS2	KS3	KS4	KS5
Core				
English	X	X	X	X
Maths	X	X	X	X
Science	X	X	X	
Computing	X	X	X	
PSHE / Citizenship	X	X	X	X +
PE	X	X	X	*
Foundation				
Art	X	X	*	*
Textiles			*	*
History	X	X	*	
Geography	X	X	*	
Music	X	X	*	*
DT	X	X	*	
FT	X		*	
RE	X	X	*	
Additional				
Careers		X	X	X +
Sex and Relationship Ed		X	X	X
Duke of Edinburgh				*
Life Skills			*	*
College			X	X

* indicates optional subjects
+ delivered through work related learning and curriculum enrichment (DofE)

The School Curriculum

Our Curriculum Vision - Safe, Happy and Learning Together

To achieve this we aim to provide an exciting, inspiring and relevant curriculum to all pupils.

The School Curriculum aims to raise life opportunities and aspirations and help all learners meet the challenges of life, through the development of a motivating and engaging curriculum.

The Principles of the School Curriculum are:

- To raise achievement in all subjects, particularly basic skills
- To equip learners with the personal, learning and thinking skills they will need to succeed in education, life and work.
- To motivate and engage learners.
- To tailor learning to individual and local needs.
- To provide opportunities for focused support and challenge.
- To encourage more pupils to go on to future/ higher education.

A key feature of the School Curriculum is the emphasis it gives to the teaching of Basic Skills, Lifelong Learning and Independence. These help to reach higher levels of creativity/flexibility, levels of attainment and become independent learners.

Key challenges of the School Curriculum are:

- Development of identity and cultural diversity (British Values)
- SHaLT (SMSC)
- Awareness of a healthy lifestyle
- Community participation
- Enterprise
- Global diversion and sustainable development
- Technology and the media
- Creativity and critical training
- Learning Outside the Classroom (LOtC)
- British values
- Safeguarding
- Prevent
- E-Safety

Safe, Happy and Learning Together (SHaLT)

“Building foundations and providing opportunities to create confident, aspirational and independent members of our community”

At The Westminster School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

In order to personalise the SMSC agenda the school has worked to remap SMSC and embed it into the values statement. At The Westminster School SMSC is known as Safe, Happy and Learning Together (SHaLT) and is provided in formal and informal settings and permeates every aspect of the school life. Although there are many ways of interpreting the terms Spiritual, Moral, Social and Cultural (SMSC) development, this policy adopts the definitions and guidance of the Department for Education (DfE) in the form of SHaLT. Development of SHaLT is an inherent part of the way we work and is integrated into the fabric of the school. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, taught in discrete PCC/RE lessons and is recognised and celebrated alongside academic achievement.

This document provides a draft mapping of the SMSC agenda to the School’s Safe, Happy and Learning Together remit and that underpins the values statement.

Safe

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England. (M)
- understanding of the consequences of their behaviour and actions. (M)

Happy

- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. (M)
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. (Soc)

Learning

- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. (Cult)
- sense of enjoyment and fascination in learning about themselves, others and the world around them. (S)
- use of imagination and creativity in their learning. (S)
- willingness to reflect on their experiences. (S)

- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. (Cult)
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities. (Cult)

Together

To include community.

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. (S)
- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. (Soc)
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. (Soc)
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. (Cult)
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. (Cult)

Personal Curricula

Personal curricula have been designed to meet the individual needs of pupils across the School who benefit from something extra to formal education. Pupils are given the opportunity to gain further skills and experiences related to their specific needs, chosen vocational interests and/or career plan in order to continue to engage them in appropriate education. An example of a challenging individual programme would consider life skills programmes, therapy services, sensory opportunities, work experience and college placements. The individual programme will be challenging and designed to meet specific individual needs, working towards outcome focussed provision.

Provision for More Able, Gifted and Talented Pupils

Pupils are encouraged to achieve their highest potential possible.

The School aims to provide appropriate teaching and learning programmes for all pupils. We recognise that some pupils are more able than their peers within both their year group and also specific areas such as Music, Art or Sport. As a result we have developed programmes aimed specifically to stretch and raise achievements of pupils who have been identified as being Gifted and Talented.

Post-16 Curriculum

The Westminster School provides continuity and stability for students moving into Post-16 education, meeting their individual needs by providing appropriate and challenging programmes to achieve their career aspirations.

Our sole aim is to ensure by the end of their time in Post 16, whenever this may be, that they are prepared for the next phase in their education or training.

The Westminster School is able to bridge the gap between compulsory education, Further Education and ultimately employment.

The Curriculum is comprised of three main phases:

- 1 Transition Phase
- 2 Foundation Learning
- 3 Step Up Life Skills Programme

Pastoral Support

All Post 16 students receive support with setting and achieving targets for academic progress and personal development issues. The School has strong links with external providers to support pupils to create independent lives and inform appropriate choices both now and in the future.

The accreditation and curriculum is outlined in our Parents handbook which can be found on the school website.

Admissions

Admissions will be decided through the Transitional Review process for students statemented as MLD + Additional Needs and then considered by the LA.

Facilities

To meet the individual needs we offer:

- Extra-Curricular clubs
- Focus weeks ie Job Awareness Week
- College/training provider placements
- Business links through 'Team Enterprise' activities
- Offsite visits and Learning Outside the Classroom Opportunities
- Post 16 Common Room
- Duke of Edinburgh (DofE)
- Work Experience (minimum of one day per week)
- Responsibilities around School i.e. Lunchtime Monitors, Sports Coaches
- Opportunities to participate in voluntary work (ie working at a local church)
- Access to informative careers advice (i.e. Connexions/Careers Speakers)
- 7 to 97 Employ Me

What is 7 to 97 Employ Me?

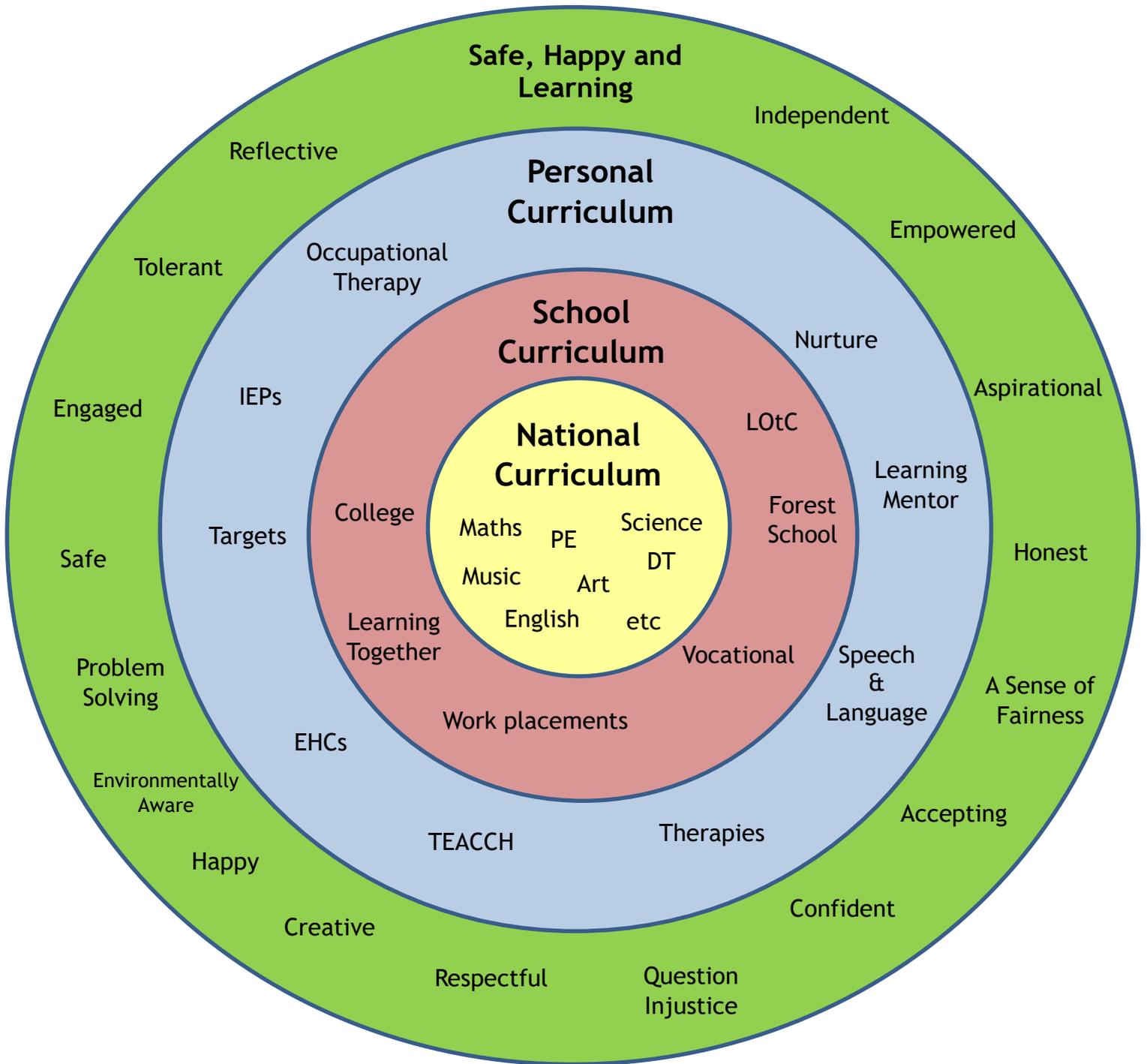
7 to 97 Employ Me is an internship programme offered to young adults with additional needs who are enrolled at school or college linked to the programme. The programme is based on a DfE model delivered by The Westminster School, aiming to give young adults with additional needs the skills required to gain paid employment.

Running for an academic year, the programme will develop students' confidence, communication and social skills. These skills will give students a greater chance of securing paid employment.

The Employ Me programme focuses on experience in the workplace, where students can develop their work and social skills. During this time, students will also complete either an Open College Network Employability and Personal Development Diploma, Certificate or a BTEC qualification, 'Skilled for Life, Skills for Work'.

If felt to be appropriate, students will have the opportunity to complete functional skills qualifications in English, Maths and IT. During the programme, students will learn and develop lots of skills to help you gain paid employment.

Curriculum Diagram



Curriculum Maps

Curriculum Overview KS2 - 2016/2017

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Thrills & Spills	Magic & Monsters	Mighty Monarchs		Travel Space & Time	
English	Signs and labelling Instructions	Rhyme and pattern	Reports and sequencing	Letters and addresses	Signs and labelling	Passports and addresses
Maths	Time Money	Capacity Shape and Space	Time Weight/Mass	Money Shape and Space	Time Length and Distance	Money Capacity
Science	Plants (Link to Sherwood Forest)	States of Matter- (links to potions)	Materials and their properties.		Earth and Space	Light
Drama	Room on the Broom	Stickman	The King and I	The King and I	Chitty Chitty Bang Bang	Aliens Love Underpants
PSE	Safety and Taking Risk Road safety Stranger danger	Mindfulness and well being Sitting Still like a Frog	Community Sharing	Aspirations / work People who helps us	Safety and Taking Risk Road safety Stranger danger	
ICT	Cause and Effect	Digital Art / Recording information	Researching and recording	Presentation	Responding	
PE	Introduction to competition - individual races/relays	Introduction to teamwork and problem solving Gym/dance - movement, repeat and patterns	Introduction to individual games/activities - targets sports	Gymnastics development - individual skill development - roll, jump, balance etc	Sustained activity - developing use of maximum effort. Striking and fielding - hand eye co- ordination development	

Music	Sounds that make us go jump. Shocks and surprises using the musical elements	Magical sounds. Instruments and their timbres. Preparation for Christmas performance.	Musical cycles performance	Musical cycles composition.	Rhythm and pulse (Performance)	Rhythm and pulse (Composition)
DT						
Arts	Andy Goldsworthy- instillation art. Natural form and nature.	Sculpture- masks, Modrod- links to ancient Greeks. Use clay as an alternative material.	Textiles- tapestries, print work, weaving, sewing, batique.		Painting techniques and textures.	
Humanities	Saxons Britain. (Links to Robin Hood)	Ancient Greece (mythical monsters)	Kings and Queens past and present.		Maps and features of land Looking at the earth and zooming in.	

Curriculum Overview

Yr 7/8 - 2016/2017

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Thrills & Spills	Magic & Monsters	Mighty Monarchs		Travel Space & Time	
English	Signs and labelling Adverts	Poetry	Chronological Reports	Letters and addresses	Instructions	Passports, Forms and addresses
Maths	Time Money	Capacity Shape and Space	Time Weights	Money Shape and Space	Time Length and Distance	Money Capacity
Science	Rollercoasters Friction & Forces	Chemical Reactions & Elements	Family Tree Genetics/DNA Reproduction		Planets and Space	
Drama	Shakespeare Macbeth/Romeo and Juliet	Little Shop of Horrors	The King and I		Chitty Chitty Bang Bang Year 9 Our Day Out by Willy Russell	
PSE	Taking Risk e-safety Stranger danger	Mindfulness and well being Yoga	Community Sharing and Tolerance		Aspirations / work My future	Taking Risk SRE Stranger danger
ICT	Imagination & Instructing	Creation & Imagination	Communication & Presentation	Communication & Presentation	Sequencing & Instructions	Sequencing & Instructions
PE	Games - Experience how to use individual skills in game situation. Develop understanding of competition and rules	Gymnastics - extend the use of movement and pattern through introduction to sequences	Targets sports/fitness - experiment with individual skills such as sending and aiming. Develop understanding of scoring and rules.	Outdoor Pursuits and games - team building and communication/problem solving activities. Games - introduction to game play and use of tactics.	Striking and Fielding - develop individual skills such as throwing and catching needed to participate in a game Athletics - experiment in different ways athletic events such as running, throwing and jumping through competition and performing at your maximum level	

Music	Rhythm and pulse	Program music composing with themes and stories.	The traveling minstrel Recorders basics.	The traveling minstrel Recorders performance pieces.	Space time and travel the elements of music performing from graphic scores.	Space time and travel the elements of music composing a space journey composition.
DT						
Arts	Animation Stop Motion	Mexican Day of the Dead Francoise Nielly	Textiles		Landscapes	
Humanities	Vikings	Greeks and Greece	Kings and Queens Henry VIII / Precious Stones Igneous, Sedimentary, Metamorphic rocks		Local Study Wrens Nest history	

Curriculum Overview

Yr 9 - 2016/2017

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Thrills & Spills	Magic & Monsters	Mighty Monarchs		Travel Space & Time	
English	Adverts and persuasive texts	Poetry	Journalism/Reports	Diaries	Instructions	Passports, Forms and addresses
Maths	Time Money	Capacity Shape and Space	Time Weight/Mass	Money Shape and Space	Time Length and Distance	Money Capacity
Science	Rollercoasters Friction & Forces	Chemical Reactions & Elements	Family Tree Genetics/DNA Reproduction		Planets and Space	
Drama	Shakespeare Macbeth/Romeo and Juliet	Little Shop of Horrors	The King and I		Chitty Chitty Bang Bang Year 9 Our Day Out by Willy Russell	
PSE	Taking Risk SRE Plan a trip	Mindfulness and well being Meditation	Charities Red Nose Day		Aspirations / work Workskills	Taking Risk CSE / SRE Plan a trip
ICT	Algorithms	Programming	Communication and Presentation -	Communication and Presentation	Data & Interpretation	Algorithm & Programming
PE	Games	Gymnastics/dance	Target sports/fitness	Outdoor Pursuits and games	Athletics/Striking and Fielding	
Music	Football crazy, rhythm and pulse.	Samba drumming.	Ukulele basic skills, strumming, plucking and chords.	Ukulele songs and melody	Chinese pentatonic music.	Indonesian gamelan and musical cycles

DT					
Arts	Animation Stop Motion	Mexican Day of the Dead Francoise Nielly	Textiles		Landscapes
Humanities	Vikings	Greeks and Greece	Kings and Queens Henry VIII / Precious Stones Igneous, Sedimentary, Metamorphic rocks		Local Study Wrens Nest history

Curriculum Overview

KS4/5

In all subject pupils access a variety of accreditation pathways. English, Maths, IT and Science are offered at Entry Level, Functional Skills and GCSE.

Pupils are offered options in all year groups, aiming to complete a two year program of work.

Options for Yr 10 are

Sports and Leisure, Art, Textiles, Technology, Drama, Music and Sustainability Skills.

Options for Yr 11 are

Drama, Art, Music, Textiles, DT, Sports and Leisure, History and Geography

Options for Post 16 are

Art, Business, Sport and Leisure and Performing Arts.

In addition all pupils are supported to gain accreditation in Personal Development (John Muir etc) and Skills for Life.

Subject Reports to the Performance Committee of the Governing Body

September 2016-July 2017

Teaching Staff will be required to submit a report to the Performance Committee of The Governing Body.

Date to given to the DHT	Date to be presented	Subject	Teaching Staff	Date of Governing Board Meeting
3 Nov 16	Autumn Term	Outcomes and Accreditation - All Subjects SHaLT	DHTs AHTs	17 Nov 16
10 Feb 17	Spring Term	English Maths KS2/3 update	JW, JB, WC, SW	9 Mar 16
22 May 17	Summer Term	Foundation Subjects KS4/5 update	All TLRs BT	22 Jun 16

Assembly Themes/Procedures and Schedule

Assemblies should look to engage pupils and ensure they can be reflective, creative and positive. Assemblies should look to make pupils reflect on the following aspects (SMSC):

Social
Moral
Spiritual
Cultural

At The Westminster School, we celebrate and promote SMSC through SHaLT (Safe, Happy and Learning Together).

Assemblies themes for each day will be as follows:

Day	Theme
Monday	Class Assembly (Post 16 - Independent Study in forms)
Tuesday	Post 16 Assembly (Reading and Reflection)
Wednesday	Michelle Walker/SHaLT (SLT)
Thursday	Reading and Reflection
Friday	Reward and Peer Praise Assembly (BT)

Monday - Class Assemblies

All class assemblies will take place on a Monday and should involve pupil participation. The class can choose whichever topic they like within the following themes:

Term	Theme	SMSC
Autumn 1	Achievements	Spiritual
Autumn 2	Festivals and Celebration	Cultural
Spring 1	Living in a Democracy	Moral
Spring 2	The Community and Beyond	Social
Summer 1	Morals and Values	Moral
Summer 2	When I Am Older.....	Moral, Spiritual

**The form that complete the Class Assembly must ensure that they leave a 'Thought of the Week' - this again is up to the class to set.

Post 16 Assembly

Post 16 assemblies will take place in the hall on a Tuesday and will focus on careers and career advice as well as any issues that are appropriate to the Post 16 group. Careers speakers will talk to Post 16 during these assemblies and 10 are scheduled each year.

Michelle Walker

Every other Wednesday Michelle Walker from Hope Church, West Bromwich delivers assemblies to all the students. She relates stories from the Bible to experiences in everyday life. She plays an integral part in our Harvest Festival and we are very proud of the link we have with both Michelle and Hope Church.

Praise and Reward Assembly

On Fridays pupils will be given their weekly Vivo prizes, identify peers who have done well in the week and the School will find out which group and pupil have received the most VIVO miles in the week. The School will also reflect on the 'Thought of the Week' set by the class in the form assembly on the Monday.

Reading and Reflection

Every Tuesday and Thursday pupils read with staff in small groups on topics they are interested in.

Physical Exercise Intervention

Assembly time is also used to support students' exercise of pleasure or as part of a fitness programme delivered by our Sports Coach.

Extra-Curricular Activities

Lunchtime Clubs

All pupils have the opportunity to take part in lunch time clubs. These include:

- Football
- Library
- DVD
- Colouring and drawing
- Art
- Gaming
- Science
- Origami
- Music
- Lego

Post 16 students carry out job roles during extracurricular hours.

The School also endeavours to provide opportunities for every pupil to take part in teams and competitions with their peers, both within The Westminster School and other schools/establishments.

Dates for Parents

Parents Evenings:

KS2 and KS3 Thursday 22 June 2017 - 5.45pm to 8.00pm

KS4/KS5 Thursday 27 April 2017 - 5.45pm to 8.00pm

Harvest Festival: Friday 21 October 2016

Careers Evening: Thursday 10 November 2016

Pride of Westminster Awards: Thursday 24 November 2016 - 5.30pm to 9.30pm

Showcases:

Year 7: Friday 30 September 2016

KS2 End of Term Celebration: Friday 16 December 2016

Year 11 and Post 16 Leavers Day: Friday 30 June 2017

Report Dates 2016/2017

KS4/KS5 Reports to Subject TLRs by 9am on 1 December 2016 for proof reading.
Reports to Assistant Head Teacher (14-19 Curriculum & Assessment) by 8 December 2016.

Year 9 Reports to Subject TLRs by 9am on 16 February 2017 for proof reading.
Reports to Deputy Head Teacher by 3 March 2017.

KS2/Year 7/8 Reports to Subject TLRs by 9am on 24 May 2017 for proof reading.
Reports to Assistant Head Teacher (KS2/3) by 9 June 2017.

Please note this is the **latest date**, however, if completed, an early submission would be appreciated.

Assembly Dates and Classes

AUTUMN TERM	SPRING TERM	SUMMER TERM
12/09/2016 - 11.1	16/01/2017 - Walton	15/05/2017 - Primary 2
19/09/2016 - 11.2	23/01/2017 - 10.3	22/05/2017 - Primary 3
26/09/2016 - 10.1	30/01/2017 - 11.2	05/06/2017 - Walton
3/10/2016 - 10.2	06/02/2017 - 10.1	12/06/2017 - 10.3
10/10/2016 - 9.1	13/02/2017 - 10.2	19/06/2017 - 11.2
17/10/2016 - 9.2	27/02/2017 - 9.1	26/06/2017 - 10.1
31/10/2016 - Kinver	06/03/2017 - 9.2	03/07/2017 - 10.2
7/11/2016 - Malvern	13/03/2017 - Kinver	10/07/2017 - 9.1
14/11/2016 - Clent	20/03/2017 - Malvern	17/07/2017 - 9.2
21/11/2016 - Wenlock	27/03/2017 - 11.1	24/07/2017 - Kinver
28/11/2016 - Primary 1	03/04/2017 - Clent	
5/12/2016 - Primary 2	24/03/2017 - Wenlock	
09/01/2017 - Primary 3	08/05/2017 - Primary 1	

Procedures for Staff Meetings

All teachers, LSPs and LSAs are required to attend staff meetings each Tuesday afternoon, unless directed differently by the Head Teacher (eg for TLR Meetings, Performance Management Meetings, Displays etc).

The staff meetings will start at 3.30pm promptly and finish at 4.30pm at the latest. (As for previous years, the intervening time between the pupils leaving the premises and the start of the staff meeting will be counted as directed time). When a staff meeting is not held, this time is to be used by teachers for Professional Liaison time.

NB: Polite reminder - Please switch off all mobile telephones before the meeting commences.

Minutes will be taken for each meeting and distributed to all teachers, LSPs and LSAs with the next agenda.

Staff are encouraged to put forward suggested agenda items for consideration (at least 5 working days before the meeting) to the Head Teacher, who will give the items due consideration for inclusion on the next agenda.

There will be also be Directed Time meetings for teachers; these will take place twice each half-term.

Only the Head Teacher can authorise apologies or absences from meetings.

LSPs and LSAs directed time for after School work (e.g. Display) on Tuesdays is 3.15-4.30pm.

STAFF SHOULD NOT ARRANGE ROUTINE MEDICAL APPOINTMENTS DURING WORKING TIME (INCLUDING STAFF MEETINGS).

Briefings take place on Monday, Wednesday and Friday at 8.40am in the Hall.

A **Weekly Briefing Sheet** is produced and emailed to all staff, along with copies of Monday, Wednesday and Friday briefings. **Please ensure that you read these briefings as they contain important information.**

Full time and part time LSPs and LSAs are given 30 minutes additional time per week in order to fulfil administration duties.

An A - Z of information

Accident Reporting and Recording

All staff must be aware of The Westminster School reporting of injuries, diseases and dangerous occurrences regulations. This process is governed by the School's Health and Safety policy. All accidents involving pupils, staff or visitors should be reported to Oliver Flowers using an Incident Report Form 012, which also includes all offsite activities. This form is available in the administration office in the purple drawers. Minor accidents/incidents requiring first aid should be recorded with treatment details in the accidents book which is located in the Medical Room.

The Management Actions are detailed on the form that highlights what has been done to address the cause of the incident. This information is then shared with Governors at the Health and Safety Committee and the Health and Safety Team at Sandwell Council. Depending on the nature and severity of the incident a further Incident Report 013 may be required and statements may be taken from witnesses. This information is provided to the Health and Safety Team at Sandwell Council and a more detailed investigation may be required.

Alcohol and Drugs

The abuse of alcohol or drugs is a Health and Safety hazard. If there is any suspicion that a member of staff or visitor is under the influence of alcohol or drugs this must be reported immediately to the Head Teacher. Staff must not consume alcohol or be under the influence of alcohol or drugs (unless prescribed) whilst responsible for our children and young people.

Annual Review

Each pupil will have an Annual Review. This will be an annual review of either a Statement or Education, Health and Care Plan. Parents/carers/guardian and pupils are also asked if they would like to prepare a statement for the review. The review will usually take place in School and include all adults who care and work with the child and, where appropriate, the child will attend the review.

When the pupil is 14 years old, the Annual Review will also include a Transition Review to discuss future work within the School and post-School provision. This is revisited and updated at each subsequent review until the student leaves School.

The Local Authority aim to have all statements transferred to Education, Health and Care Plans by 2018.

Anti-Bullying Policy

Any form of bullying or harassment is unacceptable and will result in further action. Staff should familiarize themselves with the contents of the Anti-Bullying Policy which is available on the VLE. This policy is applicable to students and staff. See also the Equality section of the handbook. Staff are to report incidents of bullying on the SLEUTH system in order for SLT to track these incidents and act accordingly. Pupils are encouraged and praised for reporting incidents of bullying and a committed Pastoral Team and systems are in place to manage and prevent bullying in School.

Behaviour Management

Pupil behaviour, both appropriate and inappropriate, should be managed with sensitivity and professionalism. Staff should constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages that they are giving to pupils. They also need to be familiar with clear guidelines and strategies eg pupil behaviour management plans, to help maintain positive behaviour and discourage unwanted behaviour when it occurs. It is imperative for all staff to know the contents of the Behaviour Management Policy.

All behaviour, positive or negative should be recorded on SLEUTH. The School Behaviour Policy centres around recovery and pupils should be praised for recovering their behaviour. Staff must ensure that they regularly update SLEUTH and award Vivos through their weekly budget.

Car Parking

The School has a dedicated car park for staff. The car park is monitored via CCTV but all vehicles are parked at the owners risk and the School will not be liable for any damage caused to vehicles using this area. Staff may use the top car park if there are no spaces remaining on the dedicated TWS car park.

CCTV

The CCTV system is owned by the School. The system comprises internal dome cameras located in and around the School premises. Cameras are located in every learning space within the School as well as communal learning zones, walk-ways, main entrances and exits. All cameras are monitored by selected senior School staff and Interserve FM staff together with those directly involved in the security of the School site as subcontracted by Interserve FM. Recorded materials may be viewed by the Police for the prevention and detection of crime, authorised officers of the Police for supervisory purposes, authorised demonstration and training. There is a CCTV policy that governs the use of the equipment.

Child Protection/Safeguarding

If you have any concerns about Child Protection/Safeguarding issues please talk to the Assistant Head Teacher/SENCO who is the Safeguarding Officer, or the Deputy Head Teacher (Miss C Stubbs) who is the Deputy Safeguarding Officer.

If a pupil talks to you or discloses a safeguarding issue, please record, sign and date the conversation verbatim on a yellow Welfare Concern Notification Slip and tell the pupil that you will have to share the information with the Safeguarding Officer as soon as possible. Do not leave School without informing the DSP. The School's full Safeguarding Policy and Procedures and Child Protection policy is available on the Schools website. A copy of the procedure for raising concerns relating to Safeguarding can also be found on the website.

Continuous Professional Development

We are committed to developing the skills and expertise of all staff at The Westminster School. Professional development increases staff knowledge about specific subjects. It allows time for teachers and support staff to discuss and share ideas with colleagues from differing departments and schools. The up-to-date knowledge gained from professional development allows staff to keep pace with trends and philosophies, which assists both teaching and learning.

During the academic year September 2015 to July 2016 the School was closed to pupils for six training days. These in-service days were used to train staff in:

- MAPA
- Curriculum Design
- Positive Behaviour
- Reviewing the School Development PLaN
- Supporting Complex Learners

and Individual Training Programmes identified with staff.

Members of staff attended Professional Development Courses at a variety of venues, all of which were funded by the School Budget.

Training Courses included; Picture Exchange Communication Systems (PECS), Numeracy Intervention, Improving Educational Settings for Children and Adults with Autism, Supporting Speech, Language and Communication Needs, Makaton, Effective Inclusion in Practise, First Aid at Work, TEACCH, Wellbeing, Mental Health, Parental Engagement and CHANGES Programmes.

Dress Code

Staff should dress comfortably and appropriately (jeans should not be worn) for the environment, taking into account the diverse needs and behaviours displayed by the pupils attending The Westminster School. Sensible shoes should be worn by class-based staff to avoid the risk of injury. Appropriate attire should also be worn on offsite visits based on the activity being undertaken. Further details are provided on the staff Code of Conduct.

E-Safety/Acceptable Usage Policy

Staff should familiarise themselves and sign the E-Safety Policy as detailed at induction. Staff must keep pupil and staff information confidential and should not engage in any social networking site in such a way as could bring the School or other staff into disrepute. Such action could lead to investigation and possible proceedings under the Staff Disciplinary Policy. Staff should not allow pupils to use their password to access the internet. Further information can be found in the staff Code of Conduct and aforementioned policies.

Electrical Safety

All staff should monitor the condition of plugs, cables and electrical equipment that they use and report to the School office any damaged electrical equipment or wiring. Oliver Flowers shall be responsible for arranging repairs to defective equipment. Portable Appliances Testing takes place annually. Staff **should not** bring in electrical items from home. The use of multi-adaptors is to be avoided as is the use of extension leads. The School also encourages staff and pupils to conserve energy at all times. All appliances should be switched off and unplugged before going home at night.

Education, Health Care Plans

All pupils will have their statements transferred to an Education, Health and Care Plan. This will normally take place in the academic year they are due to leave and is outcome focused.

Equality

The Westminster School is an equal opportunities employer. Behaviour displayed by staff deemed to be against the spirit of equal opportunities whether for reasons of age, disability, ethnic origin, gender, religion or sexual orientation will be unacceptable and should be brought to the attention of the Head Teacher. See also Anti Bullying Policy.

Finance Procedures and Responsibilities

The Governors of The Westminster School are committed to providing sound financial controls, to achieving value for money and to being worthy custodians of public money. To achieve these aims the Head Teacher and the Governing Body have drawn up Finance Procedures and Responsibilities Policy to provide the guiding principles which all Governors and staff will operate within. The Finance Procedures and Responsibilities are included on the policy section of the website.

Fire Procedures

There are detailed instructions in every classroom about the nearest fire exit point and signs indicating those exit points. Please familiarise yourself with the evacuation details for your classroom and the nearest call point should you discover a fire. In the event of an alarm, please assist your pupils to evacuate; do not stop to collect personal possessions. The most senior member of staff on site will give permission for pupils and staff to re-enter the building. The Fire Emergency Plan is detailed on the website. All members of staff must be fully aware of the contents of the Fire Emergency Plan. The School has a fire safety risk assessment which is available in the School office. There will be a fire drill at least once every term which will be recorded by Oliver Flowers. Testing of the alarm bells is undertaken on a regular basis. Some pupils will need support to evacuate the building. Those pupils concerned all have an evacuate and egress plan (PEEP). These are stored in each of the classrooms.

First Aid

There are First Aid boxes or packs located in various places throughout the School. Each room has a green coloured notice displaying the nearest First Aid box or pack and a list of First Aiders.

Health & Safety

All staff in School have a personal responsibility for the health and safety of themselves, their colleagues, pupils and visitors. Our pupils are especially vulnerable and staff need to be constantly alert for possible sources of danger. It is also the duty of every member of staff to report any unsafe conditions to Oliver Flowers immediately.

Each member of staff has a responsibility for drawing the Head Teacher's attention to their own personal needs for training and for not undertaking duties unless they are confident that they have the necessary competence. All staff have some health and safety responsibility and will be expected to have knowledge on what to do if an accident or

incident occurs, and be aware of the fire and first aid procedures. A copy of the Health and Safety policy is on the VLE. Staff should familiarise themselves with it.

Home-School Transport

Home-School transport is arranged by the Local Authority. Form Tutors and designated Learning Support staff must collect pupils from the Multi-Use Games Area at 8.45am.

If any child leaves the School during the School day please inform a member of the Senior Management Team immediately. At the end of the School day at 3.05pm, staff with a taxi group must make sure all pupils in their group are all accounted for before a taxi or minibus is allowed to leave site.

Homework

We believe that regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. It promotes independent study and ownership of one's own work contributing to the raising of achievement. Every pupil is issued with a home school planner at the start of each academic year.

Homework helps to build an effective home/school partnership as parents/guardians/carers are encouraged to take an interest in, and help with, their child's homework.

Each secondary pupil is assigned homework on a regular basis, the amount varying according to age and learning needs.

Primary pupils may be assigned reading homework or activities relevant to their learning. This is dependent on the pupils' skills, knowledge and their development. All pupils in KS2 and KS3 have termly home learning challenges linked to the thematic curriculum.

ICT Equipment

Staff that are assigned portable ICT equipment must take care of equipment that is issued to them. All ICT equipment must be securely stored and should be available for inspection when required. Any damaged/lost/stolen ICT equipment must be reported to Oliver Flowers immediately.

If a Child is Unwell

If you are concerned about the health of a child, please consult a First Aider. The First Aider will assess and then make arrangements for the child and inform a member of SLT. A list of first aiders is displayed throughout the School. All incidents of first aid should be reported logged and parents informed. Children should not be sent home without authorisation of the Head Teacher.

Personal Injury and Possessions

The behaviour of some of our pupils can sometimes be unpredictable and challenging. There is an increased risk of accident or incident that may lead to personal injury.

Through Sandwell MBC, the School has Employers Liability Insurance which covers legal liability in respect of the death or bodily injury only of any employee of the School or the Council, including any member of the School staff. Once again, all the same people are

indemnified personally in the event of a claim being directed against them. Staff are advised to consider their own personal injury position as this insurance does not cover them other than for 'significant' injury arising from negligence.

The School will not accept liability for claims arising from personal injury or damage to personal property.

Personal possessions should not be left unattended and valuable items can be locked away in School lockers. Keys can be provided by a member of the administration team and are located at the bottom of the main stairwell (WM-SG-04) or in the Admin Office. If you prefer to keep your belongings closer to you then you can lock them away in the classroom cupboard, however the fire door must remain locked at all times. If you have valuable personal possessions, medication or money in your bag then you are strongly advised to store these in a locker.

Playground Supervision

Staff must ensure the safety of pupils and must be vigilant when supervising in the Playground/Multi-Use Games Area, positioning themselves in the Playground/Multi-Use Games Area to allow for maximum supervision. No children should be sent to or left in the Playground/Multi-Use Games Area unsupervised.

Policies

The following policies can be found on the School website and Sharepoint.

1. Anti-Bullying Policy
2. Behaviour Management Policy
3. Safeguarding and Child Protection Policy
4. Data Protection Policy
5. Equal Opportunities Policy
6. E-Safety/Acceptable use Policy
7. Finance Procedures and responsibilities
8. Fire Emergency Plan
9. Health and Safety Policy
10. Leave of Absence Policy
11. Stress Policy

Raising Concerns

Staff concerns should initially be raised through the normal line management structure. Staff should be aware that they are able to raise concerns about any form of wrongdoing or malpractice in the knowledge that these will be taken seriously and investigated thoroughly.

Safety During Curriculum Activities

Staff should be aware of the Health and Safety Policy provisions particularly relating to Science, PE and DT. A copy of the Health and Safety Policy is available on the VLE.

Staff taking children out of the School grounds should ensure that Risk Assessments have been completed before taking pupils off site (see Learning Outside the Classroom). Staff should also bear in mind the following points:

- 1) Children's physical safety must be given priority over all other considerations.
- 2) The behaviour of our children cannot always be predicted. Staff must keep each child in view; no child should be left to trail behind where they cannot be observed by staff, especially when near a road.
- 3) Please remember individual medication requirements for pupils.

School Calendar and Briefing

Please check the School briefing notes for events taking place in School and keep up-to-date with scheduled meetings that may affect you. **Please inform the Head's PA at least two weeks in advance (where possible) of any appointments , visitors, trips or activities you may have so that these can be included in the Briefing.** A staff briefing takes place at 8.40am on a Monday, Wednesday and Friday. All staff (except some admin staff) are expected to attend the staff briefing.

School Meals and Lunchtime Arrangements

Lunches are provided by Eden Catering for pupils and staff on request and currently costs £2.05 for a main meal. Pupil dinner money is collected on a daily basis by a member of admin staff.

Lunch time for all pupils is 12.45pm - 1.25pm. Midday supervisors are allocated to departments to provide additional staffing at lunchtimes.

Security

Entrance to the School is carefully controlled and monitored. All staff will be issued with a card entry pass. Visitors will be required to sign in and receive a temporary pass. It is staff responsibility to have their pass with them at all times for use to enter and exit the building. Staff are also responsible for ensuring that passes/keys are not lent to pupils or other staff and to notify Oliver Flowers of any lost passes/keys so that they can be cancelled.

All items of significant value will be security marked and recorded in the School Asset Register.

Users of dangerous or high value items shall be responsible for securing them on completion of use.

No-one should be on site without a pass and staff should be aware of unidentified people around the School and be prepared to challenge them or report their presence to the Head Teacher/Deputy Head Teacher.

PLEASE NOTE: No member of staff should allow a visitor entry to the School unless they have an appointment with them.

Smoking

The Westminster School is a non-smoking environment. In line with Sandwell Local Authority Policy staff wishing to smoke during break times must do so outside the School site, this is 15 metres from all perimeter fences. This includes traditional cigarettes, pipes or e-cigarettes.

Staff Absence

If you are not well enough to come to School, please ring Oliver Flowers, Deputy Head Teacher **between 7.00am and 7.30am on 07973 771782**, this will enable cover to be arranged if appropriate. Please do not send text messages or messages in with other members of staff. Please contact Oliver Flowers on each day of absence.

Staff Briefing

A staff briefing sheet is produced weekly and there is a staff briefing at 8.40am on Monday, Wednesday and Friday in the School Hall.

Telephones

Please ensure that your mobile phone is switched off during work times. If there is an emergency you can be contacted via the School Office. Please give the School number for this purpose. No staff should use their phone in School corridors/public areas within the School. Use of cameras on mobile phones to take images of pupils is prohibited. Please keep personal calls to a minimum at appropriate times only. You are permitted to use your mobile phone for work if you have signed the Bring Your Own Device (BOYD) policy and returned the form to the Head's PA or Oliver Flowers, Deputy Head Teacher.

Visitors

The School welcomes visitors. Members of staff should inform the Head Teacher's PA and Reception if they are expecting visitors or if special events are taking place in School. The Head Teacher's PA will ensure that all arrangements are recorded in the School Briefing.

Every visitor is required to sign-in when they arrive at School, read the fire instructions, safeguarding guide and wear a visitor's badge at all times and sign out when they leave the premises.

All visitors **MUST remain** in Reception; they should not come over to the 'Airport Lounge' or over to the double door entry to the School. They should then be met by the member of staff who has made the appointment.

Staff Guidance for Professional Conduct

The following guidance has been formulated to allow the School to fulfil its functions under the School Staffing (England) Regulations 2009 (the “Regulations”) in relation to its duty under Regulation 7 to establish procedures for the regulation of the conduct of the staff at the school. The code has also been formulated following the recommendation from the DfE stating the need for Schools to have a “staff behaviour policy” (Keeping Children Safe in Education, DfE Guidance, March 2015).

This guidance applies to all employees and volunteers in the School. All schools and academies are entitled to demand a level of conduct from employees which is of the highest standard. In the case of teachers, it applies in conjunction with Part Two of the Department for Education Teachers’ Standards (appendix 1). Teaching staff must also adhere to the terms and conditions outlined in the School Teachers Pay and Conditions document 2014 (STPCD, appendix 2). For those employees on National Joint Council (NJC)/Local Government Contracts their code of conduct is encompassed in Section 82 of the Local Government Act 2000 which details that a Model Code of Employee’s Conduct to be issued to employees. Details of this requirement is contact in the Sandwell MBC, The Constitution, Part 5, Officers Code of Conduct document (HR9, appendix 3).

This guidance aims to establish the usual standard of conduct expected of all employees, whilst also reflects the Core Values and Vision of the School. It’s a combination of these regulations, standards and values which formulates the way in which an employee of The Westminster School is expected to conduct themselves.

This guidance:

- sets out minimum standards of behaviour for employees;
- provides guidelines to help maintain and improve standards;
- aims to protect the reputation of both employees and the school;

This guidance is not exhaustive and does not replace the general requirements of the law, common sense and good professional conduct.

A guidance is promoted with the aim of creating a cooperative workforce, where staff work as a team, have high values and respect each other; thus creating a strong morale and sense of commitment leading to increased productivity.

As an employee, you must not put yourself in a position where duty and private interests conflict and you must not make use of your employment to further your private interests.

The Guidance consists of:

1. General Principles
2. General Guidance
 - Application and Intent
 - Personal Interest

- Gifts and Responsibility
- Sponsorship
- General Confidentiality
- Dealing with the School's Money
- Criminal Charges and Convictions
- Other Employment
- Intellectual Property and Copyrights
- Publications and Dealing with the Press
- Equipment and Materials
- Political Restrictions and Neutrality
- Equal Opportunities
- Employment Matters
- Discrimination/Harassment
- Fitness for Work
- Health and Safety
- Attendance
- Smoking
- Mobile Phones
- Dress Code
- Identity Badges
- Disciplinary Rules and Procedures
- Following Instructions

1. General Principles

As an employee of The Westminster School you are expected to carry out your duties in accordance with The School's and Sandwell Council's policies and procedures. The policies can be located in the Staff section of Moodle or by following the [link](#) (see appendix 4 for the full URL).

You are expected to uphold the following principles:

- **Selflessness:** your decisions must be taken in terms of the values and vision of The Westminster School and not in order to gain financial or other material benefits.
- **Integrity:** you must not place yourself in a situation where your position is compromised.
- **Objectivity:** all decisions must be made on merit alone.
- **Accountability:** you must accept accountability for your decisions and actions.
- **Openness:** you should be as open as possible about all your decisions and actions.
- **Honesty:** you should declare any private interests relating to your duties and take lawful steps to resolve any conflicts to ensure that public interest is protected.
- **Leadership:** you must support and promote these principles by example.
- **Conduct:** you must avoid bringing the School, into disrepute (eg by the use of social networks, the internet or through conversations with other colleagues or the general public).
- **Respect:** you must treat others with respect.

2. General Staff Guidance

Application and Intent

You will be expected to act in accordance with the Staff Guidance. The guidance has been formulated so that you are not left in any doubt as to what is acceptable or unacceptable behaviour during the course of your employment. The guidance places rules and regulations on certain activities and any breach of these prohibitions may lead to disciplinary action. Disciplinary Action is conducted in accordance with the Disciplinary Procedure of School Based Staff, Sandwell MBC Policy (PERS 52).

Personal Interest

You must not in your official capacity:

- Allow your personal interests to conflict with the School's requirements.
- Use your position improperly to confer an advantage or disadvantage on any person.

You must:

- Not disclose information given to you in confidence, or information acquired which is of a confidential nature, without the consent of a person authorised to give it.
- Not prevent another person from gaining access to information to which that person is entitled by law.
- Ensure that your relationships with Pupils, Parents, Carers, Governors, Staff and any other people with whom you may come into contact with in the course of your duties are professional at all times.

Gifts and Hospitality

The School seeks to maintain the highest standards of conduct and probity in its business.

The acceptance of gifts and/or hospitality by employees must be treated with extreme caution. No offer of a gift or inducement, whether made at specific occasions (eg at Christmas) or casually, should be accepted when the gift is made by, or indirectly by, a person, firm or organisation which, to the knowledge of the employee, has or seeks to do business of any kind with the School which maintains the school or to have an interest in its decisions. Gifts made in this way can be put into a raffle or similar in order to raise money for the School Fund or any other charitable endeavours as part of the School's SMSC agenda.

The receipt of minor articles, often by way of trade advertisements, which will be used on the School's business (e.g. diaries, calendars, office requisites, etc, which are customarily distributed at Christmas and, occasionally, at other times) is acceptable.

If you are in any doubt, you should seek guidance from the Head Teacher or Line Manager before accepting any gifts or hospitality offered. If there is any doubt further advice can be requested from the Local Authority's Internal Audit Office.

Employees should also refrain from making any gifts to external organisations or to the employees of organisations which provide services to the School or which are potential providers of such services.

(For more information about this go to Section 12.0 to 12.5 of Sandwell MBC - Officers Code of Conduct).

Employees should refrain from giving gifts to pupils. The Vivo Miles Reward System and Sleuth Behaviour Management Tool provides ample opportunity to praise pupils for their conduct, behaviour and work.

Sponsorship

Authorisation should be obtained from the Head Teacher or Deputy Head Teacher before requesting sponsorship from employees of the School. Where the School sponsors an event or service, you, or any partner, spouse or relative must not benefit from the sponsorship.

General Confidentiality

You may, in the course of your duties, obtain information which is confidential.

You must not:

- Pass on any information received or obtained through your employment to anyone who is not entitled to have that information.
- Use information for personal advantage.

You must:

- Work within the requirements of Data Protection Act 1998 and the Freedom of Information Act 2000.
- Observe the School's procedures for the release of personal information held about other employees or members of the public.
- You must not misuse your position by seeking information which you do not need to know to carry out your duties.

Examples of abuse of confidence would include:

- Ill-considered gossip whether with colleagues or outsiders which may be misconstrued and re-quoted.
- Exploitation of confidential information for personal gain.
- Premature and/or unauthorised disclosure to other parties of policy proposals, with the object of generating adverse publicity e.g. to the press, interest groups.

Please see the School's Information Security Policy for further information (Appendix 6).

Dealing with the School's Money

You must:

- Ensure that public funds are used in a responsible and lawful manner.
- Strive to ensure value for money to the School and to avoid legal challenge to the School.
- Ensure compliance with the School's Finance Procedures and Responsibilities policy (Appendix 5).

Criminal Charges and Convictions

In accordance with the Independent School Standards Regulations, the School requires all applicants to disclose criminal convictions, whether committed in the UK or elsewhere.

You must:

- Notify the School in writing if charged with any criminal offence or if convicted of any criminal offence; this includes cautions.
- If charged with an offence, advise the School as your employer immediately after you are charged (i.e. next working day).

It should be noted that the term 'conviction' includes a finding of guilt, regardless of whether or not a conviction is recorded. Failure to notify the School in either case will constitute grounds for disciplinary action.

As part of your employment you will be expected to complete a:

- Childcare Disqualification Requirements Declaration annually
- Renew your DBS every three years and provide the relevant supporting documentation to the School's HR Provider.

Other Employment

In some instances, your contract of employment may:

- Prevent you from undertaking other employment without the written permission of your manager. This will be stated within your individual contract.
- It is important that you ensure that any additional employment does not conflict with the interests of the School or affect your ability and credibility to do your job.
- Where you have more than one job, both the School and your other employer(s) are responsible for ensuring that the 48 hour week is complied with. You should therefore ensure that you inform your Head Teacher/ Line Manager about any work you undertake for other employer(s). (You may opt to work more than 48 hours per week and should you wish to do so, you will need to complete the form 'Working Time Regulations Opt-Out Agreement' under Supporting Documents and submit it to your Head Teacher or Line Manager.
- You must ensure that School time and equipment are not utilised in connection with any other employment.
- If in doubt, the best thing to do is to discuss the circumstances with your manager.

Intellectual Property and Copyrights

All intellectual property rights, (that is copyright, design rights and the right to patent inventions) relating to anything created or invented by you in the course of your duties belongs automatically to the School, unless otherwise agreed, you cannot exploit the rights to any such thing without written permission from the School.

Publications and Dealing with the Press

You must not:

- Publish any material which comments on the activities, policies etc. of the School without the consent of your manager.
- Make comments to the press or media unless specifically authorised to do so.

Where requests for comments are received they should be passed on to the Head Teacher, Deputy Head Teacher or Head's PA. Where you wish to publish an article unconnected with the School then the article must not link you to the business of the School or your professional role and responsibilities.

Equipment and Materials

You must:

- Not use the equipment and premises of the School or of other places where you work during your contract of employment for unauthorised purposes.
- Only make personal telephone calls and emails when necessary and within reason and during designated break periods, unless in an emergency.
- Only use the internet for personal use in your own time.
- Follow the internet usage policy.

For further information relating to the authorised and unauthorised use of equipment please see the School's e-Safety and Acceptable Use Policy

Political Restrictions and Neutrality

There are a number of posts that are politically restricted. These fall into two broad categories:

- Specified posts
- Sensitive posts

If you are in a politically restricted post then this will be indicated in your contract of employment and you are restricted in certain political activities.

Political Neutrality

The School will not concern itself with the political beliefs of individuals however you must not allow your own political beliefs to interfere with the work of the School. You may not display party political posters, including election material, in any place of work.

Equal Opportunities

The School is committed to the promotion and implementation of equal opportunities both internally and externally. The School aims to ensure that everyone who comes into contact with it is treated equally and not in any way disadvantaged by factors which could prevent the implementation of fair policies and operations. For more information about the policy see the School's Equal Opportunities Policy (Appendix 7).

The School will recognise the differences which exist and will seek to understand the needs of people within the groups which are afforded protection or assistance through this policy. The School expects all its employees to uphold its Equal Opportunity in Employment Policy and to accept the duty not to discriminate, either in employment practices or in the provision of facilities and services by reference to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Employment Matters

If you are involved in making appointments you must:

- Ensure that such appointments are made on the basis of the candidate's ability to do the job.
- Ensure that your personal preferences should not influence judgments made.
- Declare your interest where you are related to an applicant or have a close personal relationship outside work with him/her.

Discrimination, Harassment, and Victimization

You must treat all other employees, pupils, parents, and people with whom you come into contact with courtesy and respect, and must not make any remarks or gestures relating to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation which may cause offence.

Any complaint of discrimination, harassment, or victimisation or complaints made on the grounds of any of the protected characteristics listed above, will be taken seriously and will be the subject of a thorough investigation. This could give rise to the implementation of the School's Disciplinary procedure, depending on the outcome of the investigation.

Fitness for Work

The School accepts that alcohol is legally and freely available. You must:

- Ensure that the use of alcohol out of work does not adversely affect your work performance, the health, safety or welfare of yourself or others and does not damage the School's image and reputation.
- If you are a Head Teacher or Manager, consider the options available for managing employees in the above situation and consider if there is a need to make a supportive referral to the services of Sandwell Occupational Health.
- Not consume or be under the influence of alcohol, use illicit drugs or other illegal substances while at work.
- Ensure that the use of any of them out of work does not adversely affect the work performance and safety of yourself or others, and does not bring the School into disrepute.
- If taking medication you must seek the advice of your doctor to ensure that such medication will not impede your ability to do the job (e.g. operate machinery).
- Inform your Head Teacher or Line Manager of any situations where a risk to yourself or others may arise because of this.
- If you are a Head Teacher or Line Manager consider the options available for assisting employees who are required to take legally prescribed drugs and whose levels of performance has been impaired. In these circumstances a risk assessment should be undertaken.

Health and Safety

You have a duty to take reasonable care of yourself and to cooperate with management under the Health and Safety at Work Act 1974. These responsibilities are identified in the School's Health and Safety policy (**Appendix 7**). You are required to act at all times in accordance with this policy and generally to act in such a way to ensure your own safety and that of others. Any action which potentially puts at risk the health and/or safety of yourself or others will be viewed seriously and may result in disciplinary action may be taken.

Attendance

Your contract of employment contains the main terms and conditions of your employment with the School. It is expected that you are available for work during these hours and take an unpaid lunch break during designated and timetabled periods.

When you are at work you must sign in and then out of the building to ensure a roll can be called in the event of a fire alarm or other need to evacuate the building.

Non Attendance at work is covered by the Sandwell MBC Management of Absence for School-based Employees document (07/12, Appendix 8). The procedures for informing the School about your absence are contain in the Staff Handbook.

Smoking

The School is a non-smoking organisation. With this in mind, you are not permitted to smoke in any of the School's offices or any other building or grounds owned or occupied by the School, at any time. Smoking whilst on the School's premises may be subject to disciplinary action.

Personal Mobiles

- Employees are not permitted to make/receive calls/texts during work time where children are present (excluding break times).
- Staff should ensure that mobiles are set to silent at all times whilst in classrooms with children. They should not be left on display.
- Staff are not permitted to use recording equipment on their personal mobile phones.

Work Mobiles

Some School staff will be allocated a mobile phone to go about their business. This phone needs to be on throughout the working day to ensure calls, text messages and emails can be taken and responded to.

Dress Code

There is a general expectation that dress will be appropriate to the nature of the duties and responsibilities of the job. For instance, sport type clothing will be worn when conducting practical PE lessons however smart business dress will be worn when conducting theory PE lessons.

The School values and welcomes the ethnic diversity of its workforce and therefore dress codes will take account of ethnic and religious dress requirements with sensitivity ensuring that employees are free to observe them. Where there is a clear business case or a health and safety reason, the School may introduce appropriate dress codes to suit the services provided.

Identity Badges

Employees issued with identity badges should wear them at all times. This is particularly important if you visit the public in their homes. Where managers decide that it is not practical to wear identity badges then you should have them available for inspection at all times. As the badge also acts as an access pass you must alert a member of the administration team that it is lost to prevent unauthorised access to the building.

Disciplinary Rules

The School has a disciplinary procedure which is detailed in the Sandwell MBC Disciplinary Procedure for School Based Staff (Pers 52, Appendix 9).

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 that 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 relating to performance. The underlying intention of the Procedure is to give the employees who are falling below the established acceptable standards the opportunity to improve. Further details of this can be found in the Sandwell Capability Procedure for Teaching Staff Policy (Appendix 10).

Following Instructions

You are expected to follow all reasonable and lawful instructions by a person with the authority to issue such instructions unless:

- There is a danger to a person's health and safety.
- A conflict of interest may exist.
- It does not comply with School's policy and practice.

Head Teachers and Line Managers must be able to justify their instructions and decisions in line with their delegations, authority, and School policy and procedures, and be open and respond promptly to constructive questions.

Contract of Employment

Your contract of employment is an agreement between the School, Authority and you which sets out your employment rights, responsibilities and duties and this includes the Code of Conduct.

Data Protection Act

The Data Protection Act protects personal data which relates to living identifiable individuals and deals with the way in which personal information is collected, held, recorded and used.

It works in two ways:

- It gives you and other data subjects certain rights
- It states that those who record and use personal information must be open about how the information is used.

Freedom of Information Act 2000

The Freedom of Information (FOI) Act (2000) gives significant rights of access to information held by all public authorities. All Freedom of Information requested should be processed by the Head Teacher.

Working Time Directive

The Working Time Regulations as amended, impose minimum requirements on employers, while at the same time allowing flexibility for workers and employers to make arrangements which suit them. One of the basic rights is a limit of an average of 48 hours a week which a worker can be required to work. However, there is provision for an opt-out agreement to be signed where both the organisation and the worker are willing to increase or exclude the limit on working hours.

Internet Usage

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, on any School system. This activity would be a violation of the School's policies, particularly those relating to conduct and discrimination.

You must not post any comments, photographs, images or conversations on social networking websites which may bring you or the School into disrepute. Security settings should be maintained at the highest level in order to prevent members of the public seeing any of your personal information. Further information regarding the appropriate use of technology can be found in the E Safety including Internet Access and Acceptable Use Policy (Appendix 10).

Appendix 1 - Teacher Standards

The Standards indicate certain values that relate directly to the staff guidance of professional of conduct.

*“Teachers make the education of their pupils their first concern, and are accountable for achieving the **highest possible standards in work and conduct. Teachers act with honesty and integrity**; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are **self-critical**; **forge positive professional relationships**; and work with parents in the best interests of their pupils.”*

Appendix 2 - School Teachers Pay and Conditions 2014 document.

Appendix 3 - Sandwell MBC, The Constitution, Part 5, Officers Code of Conduct document (HR9, appendix 3).

The Sandwell MBC, Officers Code of Conduct states that:

“Local government employees are expected to give the highest possible standard of service to the public, and where it is part of their duties, to provide appropriate advice to councillors and fellow employees with impartiality. Employees will be expected, through agreed procedures and without fear of recrimination, to bring to the attention of the appropriate level of management any deficiency in the provision of service.”

Appendix 4 - The Westminster School policy folder

<https://drive.google.com/folderview?id=0B6yqkV9Sp1XEY1Q4QXlCd2hXdGs&usp=sharing>

Appendix 5 - School's Finance Procedures and Responsibilities policy (Appendix 5 - see above link)

Appendix 6 - Information Security Policy

Appendix 7 - School's Equal Opportunities Policy

Appendix 8 - Sandwell MBC Management of Absence for school-based Employees document (07/12, Appendix 8)

Appendix 9 - Sandwell MBC Disciplinary Procedure for School Based Staff (Pers 52).

Appendix 10 - E Safety including Internet Access and Acceptable Use Policy

List of Abbreviations for Staff

GB	Governing Body
C of G	Chair of Governors
HT	Head Teacher
DHT	Deputy Head Teacher
AHT (14-19)	Assistant Head Teacher Key Stages 14-19 Curriculum and Assessment
AHT (S&P)	Assistant Head Teacher (SENCO & Pastoral)
AHT (KS2/3)	Key Stages 2/3 Curriculum and Assessment
SLT	Senior Leadership Team (HT, DHTs, AHTs)
SENCO	Special Educational Needs Co-ordinator
SMT	Senior Management Team (HT/DHTs/AHTs/Family Support Worker/LSP Team Leader/ Deputy Team Leader)
TLR	Teaching and Learning Responsibility
PA	Personal Assistant (to the Head Teacher)
LSPs	Learning Support Practitioners
LSAs	Learning Support Assistants
PMSA	Principal Midday Supervisory Assistant
MDSA	Midday Supervisory Assistant
Ed Psych	Educational Psychologist

Pupil Groupings

KS2	Key Stage 2 (Primary, i.e. 7 - 11 year olds)
KS3	Key Stage 3 (Years 7 - 9, i.e. 11 - 14 year olds)
KS4	Key Stage 4 (Years 10 - 11, i.e. 15 - 16 year olds)
Post-16/KS5	Key Stage 5 (Years 12 - 14, i.e. 16 - 19 year olds)