



Woodlands Academy Staff Handbook

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Introduction

Welcome to your new role at Woodlands Academy. During the first few weeks in post you will probably be caught up in the whirlwind of your new job with Pupil and Staff names to get to know and memorise, the layout of school and timetable to remember, not to mention day to day occurrences which will need to be dealt with as they arise.

To assist you in settling into your role as quickly and easily as possible we have compiled this document in order to make the basics of school life less complicated. You can be sure that every day will be very different from the last and you will never cease learning.

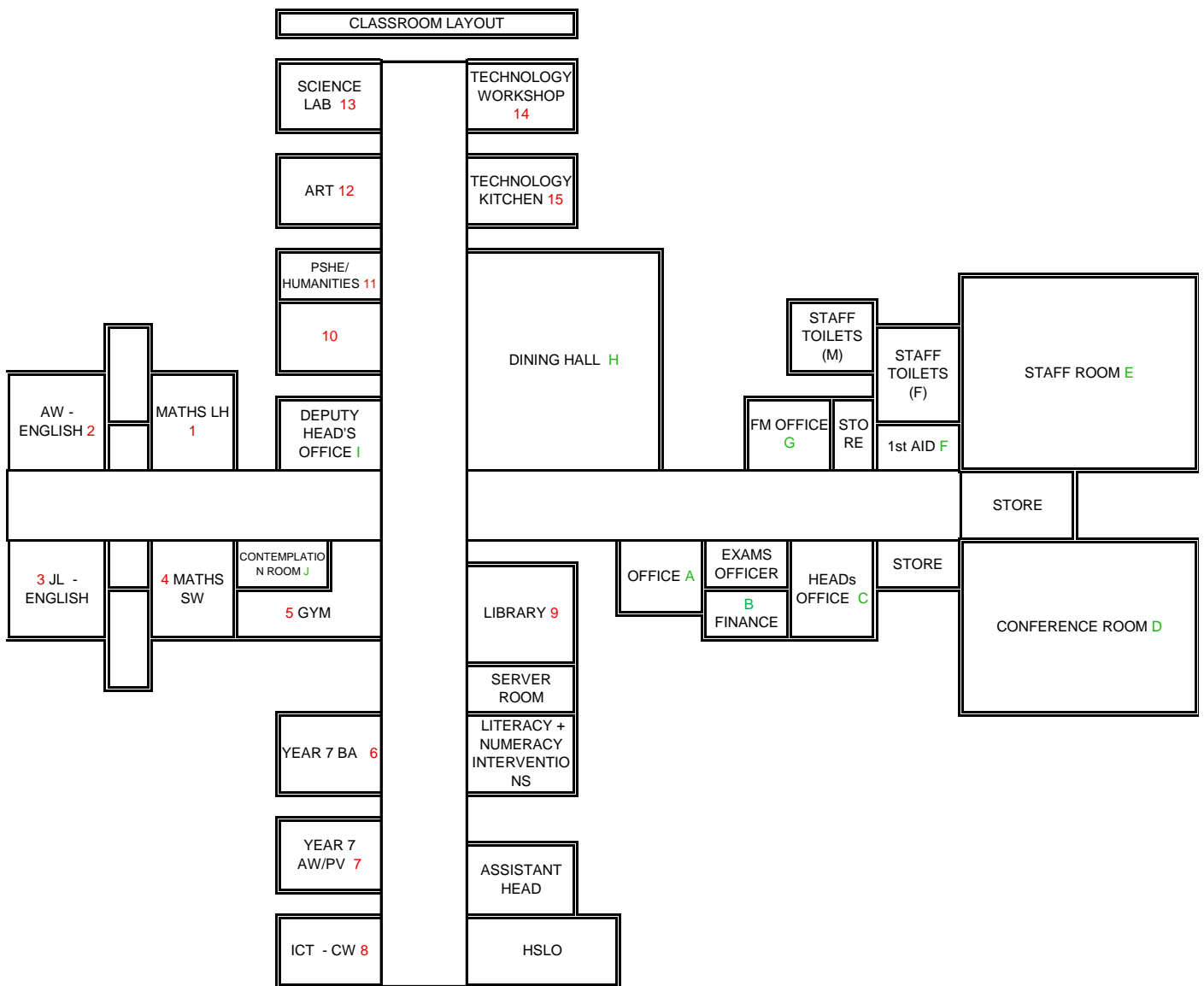
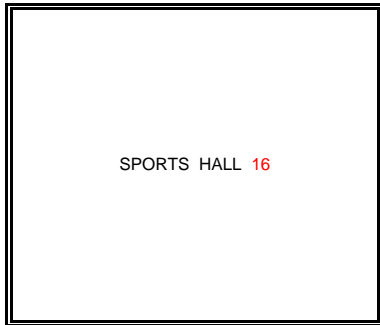
Our pupils all have individual learning needs and are placed within the school as a result of their Statement of Learning requirements. All of our students have a Statement where Emotional and Behavioural Difficulties are highlighted as the primary concern however, more and more of our pupils have other identified areas of need including those diagnosed as being within the Autistic Spectrum, having ADHD, ADD, OCD, ODD, PDA which in themselves require management through further behavioural approaches and coping strategies.

Many of our pupils can at times display violent and aggressive behaviours and as a member of the Staff team, this aggression will often be aimed towards you. You will therefore be trained in the Team Teach method of dealing with such behaviours in a caring and professional manner which keeps the pupils and your colleagues safe. As a whole staff team, we are committed to provide the best possible care for our pupils by taking care of their individual learning needs and social requirements thus trying to improve their quality of life and enhancing their future prospects.

This booklet is intended to help you to become familiar with the school day which often can be very fluid in its operation and timings – on occasion we would ask you to be the same in order to achieve the best for our pupils. **If in doubt about anything – PLEASE ASK.**

Orientation

Map Of The School Grounds.



Staff Structure October 2017

**Leadership
Team**

Executive Headteacher
C Armond

Head of School.
A Eyre

**Assistant Headteacher +
SENCO**
P Vickers

**Home School Liasion +
Safeguarding Manager**
S Brown

**Pastoral and
Behaviour**
Vacant

Office Manager
E Lane

Admin Staff
T Stevenson
T Bland

Kitchen Staff
M Jennings
S Stevens

IT Technician
K Young

Cofely PFI Staff

Site Manager
Will

Cleaner
S Jennings

Teachers + Instructors

<u>Year 7</u>	P Vickers Beth Archer
<u>English</u>	J Laughton (0.8) A Warner
<u>Maths</u>	S Webb Luke Hollingworth
<u>Science</u>	D Laughton
<u>Computing</u>	C Ward
<u>Humanities</u>	M Whatton
<u>PE</u>	N Goacher G Backhouse
<u>Outdoor Education</u>	L Hollingworth
<u>DT</u>	S Everton
<u>Food Tech</u>	H Busby
<u>Art</u>	B Archer
<u>Engineering</u>	N Wallis (0.6)
<u>Photography</u>	L Reed (0.6)
<u>Land Based Studies</u>	P O Connell
<u>PSHE</u>	S Killips
<u>Support Staff</u>	TA 3 Bev Warner K Mulriney (0.6)
	N Marshall (0.6)
	TA2 J Pinner S Killips
	TA 1 Apprentice S Dawson S Edwards W Holliday K Fong C Curwen

**Interventions Co
Ordinator**
Mandy Wilkinson

Counsellor
B Evans (0.4)

Exams Officer
Laurie Reed(0.4)

**Truancy and
Inclusion Manager**
L Coppock

Directed Timetable September 2017

MONDAY

TIME	ACTIVITY
8:50 – 9:00	BRIEFING
9:00 – 9:30	TUTOR
9:30 – 10:15	LESSON 1
10:15 – 11:00	LESSON 2
11:00 – 11:10	BREAK
11:10 – 11:55	LESSON 3
11:55 – 12:40	LESSON 4
12:40 -1:20	LUNCH
1:20 – 1:25	ASSEMBLY
1:25 – 2:10	LESSON 5
2:10 – 2:55	LESSON 6
2:55 – 3:10	ADMIN

TUESDAY

TIME	ACTIVITY
8:50 – 9:00	BRIEFING
9:00 – 9:30	TUTOR
9:30 – 10:15	LESSON 1
10:15 – 11:00	LESSON 2
11:00 – 11:10	BREAK
11:10 – 11:55	LESSON 3
11:55 – 12:40	LESSON 4
12:40 -1:20	LUNCH
1:20 – 1:25	ASSEMBLY
1:25 – 2:10	LESSON 5
2:10 – 2:55	LESSON 6
2:55 – 3:10	ADMIN
2:55 – 4:10	ACTIVITIES
4:10 – 5:40	TRANSPORT RUNS

WEDNESDAY

TIME	ACTIVITY
8:50 – 9:00	BRIEFING
9:00 – 9:30	TUTOR
9:30 – 10:15	LESSON 1
10:15 – 11:00	LESSON 2
11:00 – 11:10	BREAK
11:10 – 11:55	LESSON 3
11:55 – 12:40	LESSON 4
12:40 -1:20	LUNCH
1:20 – 1:25	ASSEMBLY
1:25 – 2:10	LESSON 5
2:10 – 2:55	LESSON 6
2:55 – 3:10	ADMIN
3:10 – 4:10	STAFF TRAINING

Full Time Staff

Monday

All Staff will follow timetable and finish at 3:10

Tuesday

Half of the FTE staff will follow the Tuesday timetable and finish at 5:40. Half will finish at 3:10.

Wednesday

All staff will follow timetable and finish at 4:10

Apprentice TA's Level 3 training 3:30 – 6:30

Thursday

Half of the FTE staff will follow the Thursday timetable. Half will finish at 3:10.

Friday

All staff finish at 3:10

EXCEPTION

Residential Staff will leave at 3:10 on a Monday, Tuesday, Thursday, Friday and at 4:10 on Wednesday and complete 95 hours contact time on Year Group, ASC and D. of E residentials.

Part Time Staff (4 days)

Tuesday

Half of the 0.8FTE staff will follow the Tuesday timetable and finish at 5:10 . Half will finish at 3:10.

Wednesday

Staff will follow timetable and finish at 4:10

Thursday

Half of the 0.8FTE staff will follow the Thursday timetable and finish at 5:10. Half will finish at 3:10.

Friday

Staff finish at 3:10

THURSDAY

TIME	ACTIVITY
8:50 – 9:00	BRIEFING
9:00 – 9:30	TUTOR
9:30 – 10:15	LESSON 1
10:15 – 11:00	LESSON 2
11:00 – 11:10	BREAK
11:10 – 11:55	LESSON 3
11:55 – 12:40	LESSON 4
12:40 -1:20	LUNCH
1:20 – 1:25	ASSEMBLY
1:25 – 2:10	LESSON 5
2:10 – 2:55	LESSON 6
2:55 – 3:10	ADMIN
2:55 – 4:10	ACTIVITIES
4:10 – 5:40	TRANSPORT RUNS

FRIDAY

TIME	ACTIVITY
8:50 – 9:00	BRIEFING
9:00 – 9:30	TUTOR
9:30 – 10:15	LESSON 1
10:15 – 11:00	LESSON 2
11:00 – 11:10	BREAK
11:10 – 11:55	LESSON 3
11:55 – 12:40	LESSON 4
12:40 -1:20	LUNCH
1:20 – 1:25	ASSEMBLY
1:25 – 2:10	LESSON 5
2:10 – 2:55	LESSON 6
2:55 – 3:10	ADMIN

Part Time Staff (3 days)

Monday

Staff will follow timetable and finish at 4:10

Wednesday

Staff will follow timetable and finish at 4:10

Friday

Staff will follow timetable and finish at 3:10

Part Time Staff (3 days)

Wednesday

Staff will follow timetable and finish at 4:10

Thursday

Staff will follow timetable and finish at 4:10

Friday

Staff will follow timetable and finish at 3:10

Part Time Staff (2 days)

Wednesday

Staff will follow timetable and finish at 4:10

Thursday

Staff will follow timetable and finish at 3:40

Residential Staff

Year 7 Residential – 1 night (13.5 hours)

Year 8 ASC Residential 1 night (13.5 hours)

Year 8 ASC Residential 2 nights (27 Hours)

D of E Residentials 3 nights (40.5 hours)

TOTAL 95 HOURS

Parking

Due to the large staff team and the small school car park parking is an on-going issue! Protocol is to find an available space and grab it.....which is easy if you are in early. If all spaces are full when you arrive, please park sensibly in the middle of the car park allowing space for other vehicles to leave. You will be asked to provide details of your vehicle just in case it needs to be moved for any reason.

Lockers

You will be allocated a locker which is in the staff room. The key is your responsibility.

Keys

When you start in post you will be issued with a set of keys. The locks used in school are 'suited' which means that your keys will open different suites of locks throughout the school. The first large brass coloured key will give you access to all classrooms, sports hall, toilets, and the Support Staff Managers office. The smaller second key is silver in colour and that will give you access through the magnetised double door lock into school from reception by way of the key switch mounted on the wall. The third and smallest key will unlock the classroom windows. Any windows opened during the school day should be pulled to with the handles pointing upwards so that the Site Manager knows to lock them. Access to the Server Room and Kitchen must be gained by either the Site Manager or a member of the Senior Management Team. These are restricted areas and pupils are not permitted to enter under any circumstances.

Your keys are your responsibility. Please ensure that you have them with you at all times during the school day and do not lend them to anyone - especially the pupils. A lost or misplaced set of keys will mean all lock suites will need replacing in school at a cost of £250 per lock. If a situation arises where you suspect that your keys have been lost or stolen, you must report this immediately to the person in charge of the school at the time. We all make mistakes but the security of the school and the safety of the pupils are of paramount importance.

Fire Alarms

You will be trained in the school's Fire Procedure as a later part of your induction. Included here is the basic protocol. Due to the nature of our pupils any disruption or distraction to lessons often means that regaining any sort of focus is very difficult. Therefore when we are able to carry out a full school fire evacuation it is done quickly and quietly and the structure of the lessons is returned as soon as possible. In the event of the Fire Alarm sounding, all staff and pupils are to leave the classroom or activity leaving all personal belongings and make their way to their designated 'Fire Point 'A' and re form in their class groupings along with teaching and support staff. A senior member of staff will then call the roll with a second member of senior staff being briefed to re-enter the building to search for any missing persons. Once the drill is complete or the risk of fire has been ruled out by the Fire and Rescue Service, pupils and staff may return to school.

TASK 1: Who Does What?

Who are the key people that you will be working with? They may be members of your team, managers, other professionals or students. As a priority you will need to know your line manager to whom you are directly accountable.

NAME OF LINE MANAGER:

It may be that you will be a line manager for other colleagues. If so who is accountable to you?

NAMES OF COLLEAGUES WHO ARE ACCOUNTABLE TO YOU:
--

There will be a number of other staff who all have important roles in school. It is important you are aware of those responsible for the key duties listed below.

<u>RESPONSIBILITY</u>	<u>WHO ARE THEY?</u>
Safeguarding	
Health and Safety	
LAC/TAC	
Chair of Governors	
Staff Governors	
First Aid	
Fire Safety	
Union Rep	
Site Manager	

DATE SECTION COMPLETED:
SIGNED:

TASK 2: Finding Your Way Around.

You may wish to mark significant features on your site plan. Some of these will alert you to other things you need to find out. You are not expected to know all of these on the first day so you must prioritise.

Tick off when you have found out:

<u>TASK</u>	<u>COMPLETED</u>	<u>DATE</u>
The meeting place in case of fire.		
The procedure in case of a fire alarm		
When are the alarms tested?		
Where to find the isolation taps/valves		
What to do in incidents of power failure.		
Which doors are supposed to be kept locked and which should be open?		
Where are the safe cabinets for poisonous/corrosive liquids located?		
Where are the First Aid boxes?		
Where is medication kept?		
Who dispenses medications?		
Emergency contact numbers other than 999 and 112		
Areas that you or students should not access for any reason.		
Emergency maintenance procedures.		
Who is responsible for Risk Assessment?		
Who is responsible for onsite motor vehicles?		
Where are vehicle keys/logs kept?		
Which vehicles are diesel/petrol?		
Vehicle assistance procedures.		

DATE SECTION COMPLETED:

SIGNED:

Pay and Employment Conditions

There are a number of issues relating to pay and employment which you will need to consider. You must present various documents to your new employer before you will be able to start work. It is your best interest to ensure that all relevant documentation is available to enable you to set up on payroll and allow relevant checks to be completed such as an Enhanced DBS. The personnel department will have requested some of the documentation necessary to start your personnel file. The following is a typical list of information that is required in order to meet minimum legal guidelines and National Care Standards minimum requirements.

You will need to provide the originals which will be copied and returned to you. Holiday and leave entitlement should be discussed as early as possible, especially if you have leave booked prior to accepting the employment offer.

If you have not already done so you should consider joining a Professional Association. Talk to other staff to see which organisations they are members of.

If you do not already have immunisation for Hepatitis B you may be advised to visit your doctor to complete this course of immunisation.

TASK 3: Payroll Checklist.

<u>DOCUMENTATION</u>	<u>COMPLETED</u>	<u>DATE</u>
P45 from your previous employer		
2 Passport Sized Photographs		
2 Employment References		
Birth Certificate		
Bank Details		
Passport		
Drivers License (Paper and Card Parts)		
2 Recent Utility Bills (Proof of Address)		
Certificates of Achievement/Training (GCSE/Alevel/Degree/Further Qualifications/First Aid Certificate/Team Teach Certificate/Food Hygiene/NVQ Competencies etc)		

DATE SECTION COMPLETED:
SIGNED:

Medical

The administration of medication is common practice in settings where children and vulnerable young people are cared for. School regulations require that employees have an understanding of the organisation's safe handling of medication policy prior to starting work. Seek assistance from your line manager or the person responsible if this is going to be a part of your role within school.

<p>I HAVE READ THE RELEVANT GUIDANCE ON SAFE HANDLING OF MEDICATION AND DISCUSSED ANY ISSUES ARISING WITH MY LINE MANAGER/THE PERSON RESPONSIBLE:</p> <p>SIGNED:</p> <p>CHECKED:</p>

Safeguarding

The protection of vulnerable young people and the promotion of their welfare are central to everything we do at Woodlands Academy. It is a requirement under law that employees have an understanding of organisational policies regarding safeguarding prior to starting work.

There will be a designated person/persons at school who you have already identified as part of your orientation task. Note down again the names of those responsible to whom you should report any concerns.

TASK 4: An Introduction To Safeguarding Checklist.

Tick off when you can explain each of the following:

<u>AREA</u>	<u>COMPLETED</u>	<u>DATE</u>
Emotional Abuse		
Physical Abuse		
Sexual Abuse		
Neglect		
Financial Abuse		
Bullying		
Institutional Abuse		
Signs and symptoms of the categories of abuse		
Safeguarding Policy		
Safeguarding Procedures		

DATE SECTION COMPLETED:

SIGNED:

An Introduction to Recording and Reporting procedures

Woodlands Academy uses school pod to capture all information and data about students. By using a database with all the information in place the school can analyse the data looking for patterns and trends of behaviour and incidents over time. This informs our planning and practice, ensuring that we are proactive in our behaviour management and not just reactive.

Recording and Reporting Information

The recording of information is one of the most important aspects of our role and it is of the utmost importance that all incidents, physical restraints and disclosures are documented accurately and legibly by the appropriate people. This not only provides important information about individual young people in our care but also this information will provide evidence in the event of any allegations being made towards yourself or the school by current or past pupils. As such it is important that you have an understanding of the reporting and recording policies and procedures that we have in place. Training will be given regarding these forms as part of your induction process. If you are ever concerned please seek assistance from your line manager to ensure that you know how to correctly document different incidents/events that you are likely to encounter during your day to day work in an SEMH school.

Physical Management Form.

During your working day at Woodlands Academy you may be required to help or manage a Positive Handling Incident. All staff are trained in Team Teach to an Advanced Level in order to ensure the safety of staff and students whilst meeting national and legal guidelines. It is essential that if you are involved in a Positive Handling incident that you complete the relevant paperwork, including witness and student statements, and contact the parents of the student involved within a 24 hour period. Forms should be printed off and signed and placed in the tray in the office ready to be collated and filed by the designated person.

TASK 5: An Introduction To Reporting and Recording Checklist.

Tick off when you can explain each of the following:

<u>AREA</u>	<u>COMPLETED</u>	<u>DATE</u>
The school's policy on reporting and recording		
Which forms should be completed after a Positive Handling Incident.		
How to complete an RPI.		
How to complete a pupil tutor form on Classroom Monitor.		
How to complete a disclosure form.		
How to use the relevant IT equipment to record and report		
The accountability of employees when recording and reporting		
Legislation surrounding recording and reporting		
The importance of records being legible		
Why records have to be factual and not opinion based		
Why full names should be used and all entries signed and dated.		
The importance of ensuring that records are securely stored.		

	DATE COMPLETED	SIGNATURE
SCHOOL POD TRAINING		

<p>DATE SECTION COMPLETED:</p> <p>SIGNED:</p>

Values, Policies and Professional Conduct

Dress Code

The question most frequently asked by new members of staff is what to wear when in school. You will be provided with school polo shirts and a fleece. These are to be worn whilst on duty at school. We ask that if you have any tattoos, wherever possible these be covered. As Staff within the school, we are looked upon as role models to the pupils and uniform within the school carries a big message, the ethos being 'if we wish the pupils to dress appropriately, then we should do the same'.

Mobile Phones

Pupils are permitted to have mobile phones in school but they are not permitted to use them or have them on display during lesson times. This is school policy and both parents and pupils have been made aware of this. Pupils are not to use mobile phones during lesson times. If pupils are unable to follow this policy we have the right to ask them to hand the phone in to the office to be collected at the end of the day.

Security

Due to the nature of our pupils and the behaviours often displayed by them at various times during the day, security in and around school is of paramount importance. Toilet blocks are to be kept locked when not in use to prevent them being misused by students. It is advisable to get into the habit of trying doors of empty classrooms to check their security status. Workshops, Teaching Kitchen and Science Rooms are all very tempting for light fingers and will provide a good range of potential weapons to be used as and when tempers may flare, which is a good enough reason to check all doors.

Code of Conduct

Everyone has values, although we often don't spend time considering what they are. Values describe the parts of our lives that we think are important. At Woodlands Academy we want to ensure that all children in our care experience a genuinely caring, consistent, stable and secure environment where they can feel safe, protected and valued. Through the provision of a personalised, enriched and targeted curriculum within an environment that promotes health, wellbeing and the development of positive social relationships we aim to ensure that every child achieves their best and is able to care and support themselves when they leave us. As such all staff are expected to be positive role models for the children within our care and it is expected that all staff should behave in a manner that promotes these core values at all times.

TASK 6: Values Exercise Checklist.

Tick off when you can explain how we make provision for each of the following:

<u>AREA</u>	<u>COMPLETED</u>	<u>DATE</u>
Physical comfort (shelter, warmth, food)		
Personal privacy and space		
Routine and a stable environment		
Safety and security		
Opportunities to listen to children's views and take these into account		
Risk and challenge as appropriate to the capabilities of the individual		
Ensuring individuals are treated with respect		
Involving families and carers in plans and decision making		
Opportunities to develop self-esteem and resilience		
Education and the opportunity to fulfil their full potential		
Opportunities to develop positive social encounters and relationships		
Opportunities to feel valued		
Clear boundaries and consistency		
Opportunities to engage with the school and wider community.		
Opportunities to develop an understanding of the diverse society we belong to.		

<p>DATE SECTION COMPLETED:</p> <p>SIGNED:</p>
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Professional Behaviour.

School policy and guidance build upon values to tell all staff how they are expected to conduct themselves in order to enable them to effectively deliver the provision we are proud of. At Woodlands Academy many different people have different areas of responsibility however some expectations of behaviour apply to all staff. As part of your induction you will need to understand the expectations of your own role and those of your colleagues. Expectations of behaviour may be different to those in your normal social situations and as such it is important that you are aware of them.

TASK 7: Professional Behaviour Checklist.

Tick off when you can explain each of the following:

<u>AREA</u>	<u>COMPLETED</u>	<u>DATE</u>
What time are you expected to be on site		
What is the dress code		
How staff address each other		
How staff address students		
How students are expected to address staff		
The difference between the informal language used between friends and the language that should be used in professional situations/in reports		
The difference between how you would behave when socialising with friends and when in a meeting		
What whistle blowing is and why this is important		
The school policy on staff conduct		
The school policy on staff conduct and External Visits		
The school policy on monitoring sickness and absence		
How to report an absence		
The importance of confidentiality		
The school policy on confidentiality		
The school policy on Social Media and students/ex students		

DATE SECTION COMPLETED:

SIGNED:

Confidentiality Check List

TASK 8: What are you expected to do?

Using your job description and/or school policy on Staff Conduct write down 3 important things you believe that you are expected to do at work.

1. _____

2. _____

3. _____

Write down 3 things that you can do in your day to day work to promote team work.

1. _____

2. _____

3. _____

Write down 3 things you should not discuss with students.

1. _____

2. _____

3. _____

DATE SECTION COMPLETED:
SIGNED:

Protecting Sensitive Information.

Confidentiality.

All professionals should recognise and respect a student’s wish for confidentiality and privacy whilst always taking into consideration the need to safeguard them.

As part of your role in school you will have access to sensitive information about the students in our care. You must ensure that this information is treated with respect and ensure confidentiality at all times. There are many ways in which a breach in confidentiality can occur.

- Gossiping
- Eavesdropping
- Inappropriate conversations outside of the work place. **Remember, pubs have ears.**
- Discussing sensitive information in front of other students, staff or adults.

Think! Has this ever happened in your experience? Think about what you could do to ensure appropriate confidentiality.

Remember! Confidentiality isn’t just about showing appropriate respect, it’s governed by the Data Protection Act 1998 which places a legal responsibility on all organisations and individuals to carefully control the way in which information within the organisation is obtained, held, used and disclosed.

TASK 9: Confidentiality Checklist.

Tick off when you can explain each of the following:

<u>AREA</u>	<u>COMPLETED</u>	<u>DATE</u>
Respecting student confidentiality		
Access to student records and notes		
Passing on information with student protection implications		
Disclosure of illegal activities		
The person you need to speak to if you are unsure about a confidential matter		
The school policy and guidance on Confidentiality and Data Protection		

DATE SECTION COMPLETED:

SIGNED:

Task 10: Policies and Practice Guidance Checklist.

<u>AREA OF POLICY AND PRACTICE GUIDANCE</u>	<u>TITLE OF RELEVANT DOCUMENT AT WOODLANDS.</u>	<u>DATE</u>
Admissions		
Risk Assessment		
Recording and Reporting		
Working with Parents/Carers		
Positive Handling		
First Aid		
Infection Control		
Storage of Medication		
Control of substances hazardous to help (COSHH)		
Security and locked doors		
Policy on searches		
Responding to allegations or suspicions		
Complaints and compliments procedures		
Confidentiality		
Regulating, Accompanying and Vetting visitors		
Dealing with sexuality and personal relationships		
Practices to combat racism		
Physical contact		
Physical management/restraint and use of force		
Dealing with aggression and violence		
Permissible sanctions		
Equal opportunities		
Anti-bullying		
Smoking and Alcohol Policy		
Administration of finance, petty cash and security		
Staff complaints procedure		
Staff disciplinary and grievance procedures		
Delegated authority and notification to senior staff		
Drugs and misuse of substances policy		
Gift giving and receiving		
Whistle blowing by staff		
Repairs and maintenance		

DATE SECTION COMPLETED:

SIGNED:

Reporting, Recording and Planning.

Some records are a legal requirement and good written records also protect staff. High quality written communication enables students, staff, families, carers and agencies to work together more effectively as teams. It enables effective strategies to be developed and important information to be shared so that staff and students are safe guarded and provided with the best opportunities to enable success.

Records may cover areas such as physical and mental health, physical and emotional development, social development skills, safeguarding issues, contact and interactions between staff, students, visitors, families and other professionals, educational progress and progress towards independence and employment.

In addition to the extensive records kept on each student there are also additional records relating to phone records, physical interventions, serious incidents and administration of drugs.

To help you keep records accurately use the following guidance:

- Make an accurate note of times using the 24 hour clock where possible.
- When including information make it clear were it originated from.
- Make sure your writing is legible.
- Think before you write and try to be concise and accurate.
- Record observations but stick to the facts using careful and professional language reducing the risk of ambiguity.
- Use full names of students and staff where appropriate.
- Sign and date all of your completed records.

TASK 12: Professional Language.

Complete the following exercise and get your line manager to sign when completed.

<u>CARELESS WORDS</u>	<u>CAREFUL WORDS</u>
Push	Guide
Pull	Draw towards me
Shove	Ease
Pin	Secure
Twist	Hold
Yank	Showed signs of being in crisis
Grab	ADD AS MANY MORE AS YOU CAN THINK OF
Kicked Off	
ADD AS MANY MORE AS YOU CAN THINK OF	

DATE SECTION COMPLETED:

SIGNED:

Reporting a behaviour incident.

All of our students are with us due to their Behavioural, Emotional and Social Development needs. Many of our students have additional needs such as ASD, ADHD, ODD, ADD, PDA PTSD and other needs that impact upon their behaviours. As such school has a comprehensive behaviour management system that builds upon positives to facilitate change. As professionals it is our duty to look beyond the behaviours to work out the message being communicated. The best chance of a positive outcome from a crisis situation comes when positive relationships have been developed and maintained. We must make an effort to remember that behaviours are often driven by feelings which are shaped by experiences. Many of our students find it difficult to communicate their feelings appropriately and this is frequently displayed in their behaviour.

As part of the behaviour management policy in school, all staff are required to keep comprehensive logs of any low level behaviours or incidents effecting learning and teaching that are likely to compromise good order as well as those incidents that result in a physical management of a student. These incidents are recorded on the BMS system in two different ways.

Pupil Tutor forms.

These are used to record all incidents that **do not** result in a physical management. They are completed by the member of staff present in the lesson and saved on the BMS system. Opportunity to complete this paper work is provided between 14:30 and 15:00 as staff admin time. Forms must be completed on the day of the incident and this information will be collated by SLT and shared with staff every morning in the school's whole staff briefing.

Physical Management forms.

These are used to record all incidents where physical management has been used. These forms are on the School Pod system. These forms must be completed on the day of the incident by the member of staff who initiated the restraint. Upon completion they must be printed off by the member of staff who initiated the restraint, discussed with the student and signed by both the member of staff and the student.

Home must be phoned on the day and the incident must be discussed with parent/carer. Forms are then to be placed in the relevant tray in the main office ready for collation and recording. Opportunity to complete this paper work is provided between 14:30 and 15:00 as staff admin time.

TASK 12: Behaviour Management Checklist.

Tick off when you can explain each of the following:

<u>AREA</u>	<u>COMPLETED</u>	<u>DATE</u>
School Behaviour Policy		
Positive Handling Policy		
Pupil Tutor Forms		
Physical Management form		
Line manager for Behaviour		
BESD		
ADHD		
ASD		
ODD		
PDA		
ADD		
PTSD		
Attachment Disorder		

DATE SECTION COMPLETED:
SIGNED:

Planning.

Planning happens at all levels and as professionals in school we have a duty to ensure that their planning is in line with current guidance, well considered and takes into account the needs of the students. At a national level the Government produces plans which are intended to guide policy over the long and short term. At a local level schools need their own detailed planning system to ensure that they respond to new initiatives and to recommendations following statutory inspection.

At Woodlands Academy you will be involved in planning within one or more of three key areas. These are Core (English, Maths, Science and ICT), Foundation (Geography, History, RE, PSHE, Art, PE, DT, Food Tech and all related accredited subjects) and SEN (SEN, Pastoral Care and Interventions). A member of the Middle Management Team known as Director of Learning will control the budget for each of these areas and will oversee planning and assessment ensuring that these are completed in a timely manner, are in line with school policy and relevant government guidance and are thoughtfully tailored to meet the needs of the students in our care.

TASK 13: What is the planning framework within Woodlands Academy?

Discuss the planning framework with your line manger then fill in the table below. Discuss how you can contribute to and benefit from the planning process.

<u>TYPE OF PLANNING DOCUMENT</u>	<u>NAME OF PERSON RESPONSIBLE</u>	<u>I HAVE SEEN AN EXAMPLE OF THIS.</u>
Strategic Development Plan for the whole school		
Department Plan		
Home-School Plan		
Behaviour Management Plan		
Personalised Learning Plan		
Risk Assessment Plan		
Staff Development/Training Plan		
Positive Handling Plan		

DATE SECTION COMPLETED:
SIGNED:

Confidentiality Check List

Continuing Professional Development.

This induction booklet has provided a structure that will enable you to settle into your new role at Woodlands Academy more easily through highlighting the key policies, practices and expectations of the school. It is also a record of the skills, knowledge and experiences you have gained during your induction period. However, induction is only the beginning of your development and as a valued member of our school community. Education is a lifelong process that will be continued through a system of Appraisal and Continued Professional Development.

When people are asked to describe their professional development they often concentrate on formal training courses and fail to document other significant aspects that influence their professional development.

These could include:

- Induction
- Formal training courses
- Informal training and learning from colleagues
- Supervisions and Appraisals
- Reflective practice
- Personal research
- Experiential learning

Staff Appraisal

Woodlands Academy has in place an annual Appraisal system that is led by Directors of Learning and the Senior Leadership Team.

Appraisals will take place at the beginning of every school year for all staff and will seek to identify both strengths and weaknesses and look for ways to improve key areas of personal and whole school practice so that each individual and team perform to the best of their potential. The outcome of the Appraisal will be three key target

areas that will be agreed by you and your line manager. Progress against targets will be monitored in two further meetings until a final (third) meeting which will be held to discuss outcomes and begin to consider new targets.

Plan for your appraisal in advance.

You will be asked to consider your skills and knowledge in relation to the Teaching Standards. Your thoughts will be compared to those of your line manager who will then discuss with you key areas to develop.

You should go to your appraisal with an idea of your own goals and targets. If targets are mutually agreed, kept realistic and are person focused they are more likely to be achievable.

The Appraisal Documentation.

After your targets have been agreed it is your responsibility to keep records and evidence relating to you meeting each of your targets. This evidence should include physical evidence, records of training undertaken and any additional learning opportunities. It is good practice to keep a record of all training attended, including dates and copies of any certificates of attendance and/or competence and qualification.

Remember to keep a copy of this induction manual and use this table to keep a record of professional development opportunities as they occur over the coming months. This will help provide a structure and focus for your next appraisal

RECORD OF CONTINUING PROFESSIONAL DEVELOPMENT		
DATE	WHAT HAPPENED?	WHAT DID I LEARN?

TASK 14: Review

Go back through the handbook looking at the checklist. Are there any which you do not feel ready to complete?

Have another look at the first impressions you noted down at the beginning of your induction. Discuss any outstanding issues with your line manager.



Congratulations!



*This is to certify that
has successfully completed a formal induction at Woodlands Academy on
..... and has been judged to be competent in their understanding of
the procedures, policies and expectations of the school.*

Induction Supervisor

Signed

DATE SECTION COMPLETED:

SIGNED:

