

THE EDITH BORTHWICK SCHOOL

STAFF HANDBOOK

September 2025

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OUR VISION



RESPECT – We are polite, we understand difference and we are happy to celebrate when others do well.

ENCOURAGE – We help each other and want all members of the school community to do their best and be kind to each other.

ACHIEVE – We work hard to meet our goals and feel proud of our achievements. We show resilience when we face challenges.

CARE – We help each other and look after each other. We keep everyone safe, and physically and mentally healthy.

HAVE FUN – We make sure that we enjoy our learning and our friendships.

School Improvement Plan 2025/26

Our key priorities this year are:

1. Reading – to support learners to access pre reading and reading through our curriculum offer
2. Mental Health and wellbeing – developing a strong offer to support learners and staff through use of trained in house mental health practitioners
3. Universal offer – therapy (speech, occupational, physio) is consistently embedded within all classrooms
4. Financial planning and budgeting - value for money is considered in all areas of the school to ensure our learners are supported appropriately
5. Enriched curriculum – learners have the opportunity to keep healthy physically and mentally (through PE, RSE and learning about food) and can experience learning outside of the classroom (both off and on school site)

All staff are expected to know and contribute to the whole school vision and development plan. All staff will have performance management targets which contribute to this plan.

School improvement works on a cyclical basis:



Our vision:

Enabling everyone to reach and go beyond their potential

THE SCHOOL SITE



We moved into our purpose-built new school building in September 2015. The original Edith Borthwick School was purpose-built in Bocking in 1976, and was designated a 'New Model Special School' by Essex Local Authority in 2006.

All staff are issued with an identity badge showing their name and designation. Badges should be worn in school at all times. New staff will be issued a badge by Jackie Lewis. Staff will also be issued with a fob which enables access through secured doors, and these should be used to check in and out each day. If leaving the school site during school hours, staff should use the fob reader either by the staff entrance or by the main entrance. Fobs should never be shared with anyone who do not work for the school.

The site is open from 7.30am – 6.30pm from Monday to Friday; staff are required to vacate by 6.15pm. Please check opening times during school holiday periods with the school office, general opening hours are 8.00am - 4.00pm.

NUT FREE SCHOOL

Due to the medical needs of some staff and learners, The Edith Borthwick School is **NUT FREE**. Staff must not bring items into school that contain nuts.

ORGANISATION

<p style="text-align: center;">Briefings</p> <p>Staff briefing takes place on Monday mornings at 8.45am in the staff room.</p> <p>Teachers must attend briefings, with other staff members being welcome to attend.</p>	<p style="text-align: center;">Leave of absence</p> <p>All Leave of Absence requests should be submitted by completing a Leave of Absence request form, available through the school website.</p> <p>Please give as much information as possible on the request, as this will assist the Headteacher and HR Manager considering the request and making a decision.</p>
<p style="text-align: center;">Meetings</p> <p>Scheduled meetings are as follows:</p> <p>Monday 8.45am - Staff briefing 3.30pm – 4.30pm - SLG meeting</p> <p>Wednesday 3.15pm – 4.15pm - Staff meeting for teachers</p> <p>Thursday 11.00am – 12.00pm - Office staff meeting</p> <p>Once a week 3.00pm – 3.30pm - Class team meeting</p>	<p style="text-align: center;">Policies</p> <p>School policies are relevant to all staff. Copies are kept on the server. The Whistleblowing Policy can be found on the school website, and in the staff room.</p> <p>It is the responsibility of each member of staff to make themselves aware of all school policies, guidance and protocols and the content therein.</p> <p>If you have any queries, please speak to Emma Amos in the first instance.</p>
<p style="text-align: center;">Staff absence</p> <p>Staff must always telephone the school office by 8am and speak to Claire Baker or Alexia Koumides if they are unable to attend school.</p> <p>Staff should also let their line manager know if they are absent.</p> <p>Staff are responsible for updating the school in respect of any ongoing absence. Please see sickness management guidance (staff room).</p> <p>If staff are unwell/or need to leave school site during the school day, they must let Claire or Alexia and their line manager know, before leaving school site.</p>	<p style="text-align: center;">Staff forms</p> <p>All staff forms can be found in the staff room or with Tracey in Reception.</p> <p>HR forms (such as overtime forms) are available outside the Personnel office).</p>
<p style="text-align: center;">Whistleblowing</p> <p>All staff have a duty to report any concerns about safety or the conduct of a colleague directly to the Headteacher or Deputy Headteachers.</p> <p>There is a low level concern form on the staff section of the school website for any safeguarding concerns regarding a staff member.</p> <p>The full policy can be found on the website.</p>	<p style="text-align: center;">Timekeeping</p> <p>Teaching staff are expected to be at school from 8.40am - 3.30pm (other than days when there are meetings).</p> <p>Teaching Assistant working hours are 9.10am - 3.00pm. Midday Assistant working hours are 11.50am - 1.20pm. Non-educational staff and HLTAs have specific set working hours.</p>

REPORTING SAFEGUARDING CONCERNS

It is everyone's responsibility and duty to report safeguarding concerns **immediately** to the designated safeguarding lead (DSL - Lisa) or designated deputy safeguarding leads (DDSLs - Maggie, Lucy, Dan, Katie & Tracy H).

As soon as you notice something that is a cause for concern, please complete a CPOMS. iPads are available from Reception (ground floor) and ICT Team (first floor) to access CPOMS.

Please do not wait for the next break. The DSL/DDSL will act on your concern in an appropriate way. Please do feel free to check back to ensure something has been actioned.

All staff must read 'Keeping Safe in Education' Section 1 and sign to say they have done so. It is extremely important that all staff have read, understand and follow the school's Safeguarding policy (this can be found on the website). If you are concerned about a learner or colleague report it using the low level concern form on the staff section of the school website.

REMEMBER - DOING NOTHING IS NEVER AN OPTION.

As part of staff induction and ongoing professional development all staff will complete The Key Child Protection in Schools online training, as well as online PREVENT Duty training. Staff will be regularly updated by the Designated Safeguarding Leader and it is their responsibility to regularly check the noticeboards and screens in the school to ensure they are well briefed.

The weekly brief also contains safeguarding updates.

Our designated Safeguarding governor is Kate Stannard, she can be contacted via:
kates@edithborthwick.essex.sch.uk.

GUIDANCE ON REPORTING A HAZARD/NEAR MISS

If you see anything that you think is unsafe or has the potential to cause an accident, email:
nearmiss@edithborthwick.essex.sch.uk with full details. This will ensure appropriate action can be taken to reduce or eliminate risk.

Our designated Health and Safety governor is Annie Bush, she can be contacted via:
annieb@edithborthwick.essex.sch.uk.

BEHAVIOUR

The Edith Borthwick School aims to be a place:

- Where everyone feels safe and happy at school.
- Where emotional regulation is encouraged and celebrated.
- Where everyone works together.
- Where all members of the school community can develop their full potential.
- Where everyone treats each other politely and with respect and kindness.

Strategies for supporting behaviour

All behaviour is meaningful communication. Learners on the autistic spectrum and with a variety of other needs may exhibit behaviours which reflect their disorder. All strategies need to be appropriate to the needs and understanding of each learner.

Staff need to recognise that learner's behaviour may be caused by physical discomfort e.g. thirst, hunger, becoming overheated or pain; or sensory overload e.g. noise, light, temperature.

Practical strategies to support positive behaviour

Staff to take every possible opportunity to praise good behaviour both verbally and non-verbally and when appropriate praise learners' who model expected behaviours.

Communication should be at a level which is understood by the learner and enables them to express themselves in an individual way. Consider how best to support learners understanding and when necessary seek guidance from a Speech and Language Therapist. Reduce language and allow time to process instructions.

We use 'The Zone of Regulation' to support our learners to understand when they are not in the green zone, and what can help them to regulate and return to the green zone. We comment on what we see in a neutral way, to help our learners to understand that all emotional states are normal, but that they may need support when feeling dysregulated.

The curriculum should provide opportunities for learners to develop self-esteem, confidence and understanding of theirs and others emotions. Focused learning: make tasks achievable; ensure clarity and consistency of expectations and communication re: Teaching and Learning Policy.

Promote positive relationships between all members of the school both learners and staff.

We accept that even with a good support plan things can still be challenging. Staff are encouraged to record and report incidents which are challenging so we can get to the root of the behaviour and change our approach to best support the learner. This is done on CPOMs by class teachers.

The adult is the one with the best capacity for change and needs to consider if the approach they are using is the right one. Staff are encouraged to reflect upon what they are doing and how they are communicating first. When the adults can see why a child is exhibiting challenging behaviour it is easier to develop a strategy.

All learners will have Personal and Social Support Strategies (PSSS) which will be written identifying behaviours which need support, possible triggers and agreed strategies to support the learner's behaviour. Plans will be written in consultation with parent/carers. Where a learner's behaviour

continues to give rise for concern the Class teacher will seek further guidance and support from the Pastoral Leader (Lisa) or phase leaders (Katie, Dan or Tracy H). CPOMs analysis will identify learners whose behaviour gives cause for 'serious concern' and actions taken to support learners. Where necessary behaviour plans will include risk assessments.

All staff will be trained in Therapeutic Thinking (previously called Essex Steps) to ensure they have a good overview of behaviour management and methods for how to manage challenging behaviour.

We have a Pastoral Support Assistant, Charlotte Smith, who is on call to support staff with helping learners to regulate.

TEACHING & LEARNING

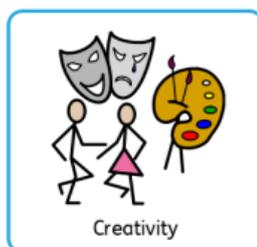
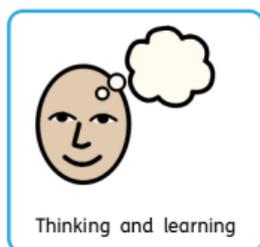
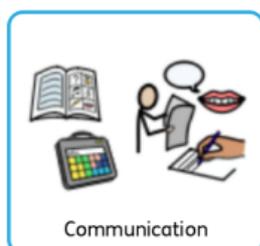
Learning at our school

At our school, we are committed to preparing every learner not only for their next stage of education but also for life as an adult. Our curriculum is thoughtfully tailored to meet individual needs, helping each learner build on what they already know and achieve success through carefully planned and engaging and learning opportunities.

We offer a three-layered curriculum that runs alongside each other:

- Personalised Curriculum – This focuses on each learner's individual targets
- Priority Curriculum – This focuses on developing essential skills in communication and self-regulation.
- Pathway Curriculum – Designed to help learners gain knowledge and skills that match their developmental stage.

The Pathway Curriculum is delivered through six main areas of learning:



We use a topic-based approach across all pathways, except for our Post-16 learners.

We warmly welcome parents and carers to discuss any aspect of the curriculum with us. For more detailed information, please visit our school website or get in touch with us directly.

RE

Religious Education (RE) is integrated into the curriculum and is delivered through Understanding the World, termly topics, and assembly themes. This approach ensures that learning is meaningful, age-appropriate, and relevant to each learner's needs and experiences.

Learners are offered experiences that:

- Encourage learners to develop respect and tolerance for others.
- Enable learners to respond to life and the world around them.
- Enable learners to learn about various religions, including their beliefs, rituals, artefacts, buildings, festivals, and significant figures.

Parents and carers have the right to request that their child be withdrawn from part or all of the RE content. If you would like to discuss this, please contact your child's class teacher directly. Such requests can be made by contacting the class teacher directly.

RSE

RSE is a statutory subject within our school curriculum, forming part of lifelong learning that begins at reception and continues throughout a learner's journey at Edith Borthwick and beyond. We ensure that RSE is age and developmentally appropriate, adapting the content as learners progress through the school.

Relationships and Sex Education (RSE) provides a framework for learners to understand the emotional, social, and physical aspects of growing up, relationships, and physical relationships where appropriate. RSE is informed by the 'PSHE Association Framework for SEND'.

RSE is designed to:

- Equip learners with the knowledge to stay safe
- Support informed decision-making about wellbeing, health, and relationships
- Build self-efficacy in learners

Parental involvement

For secondary-aged pupils, we are required to teach sex education. Before this content is delivered, parents and carers will be informed by the class teacher about what will be covered.

Parents have the right to request that their child be withdrawn from some or all of sex education at the secondary level, up to and until three terms before the child turns 16. However, there is no right to withdraw from relationships education or health education.

For more information on the right to withdraw a child from sex education, please refer to our RSE policy or contact us further to discuss this.

Teaching and learning

At The Edith Borthwick School, teaching and learning is at the heart of everything we do. Every moment is viewed as a valuable opportunity for learning.

All teachers and teaching assistants are also learners. They are encouraged to continuously reflect on and improve their practice in order to effectively support learners. This involves deepening their own understanding of the teaching and learning process, as well as the strategies used across the school. To achieve this, staff are expected to take ownership of their professional development.

Staff are supported and encouraged to create and manage learning environments that enable every learner to reach and go beyond their potential.

At The Edith Borthwick School, all staff are committed to delivering high-quality teaching through the following core principles:

Developing knowledge and skills	Ensuring all learners acquire the essential knowledge and skills needed to support their individual growth and long-term success.
Holding high expectations to ensure every learner succeeds	Understanding each learner’s individual needs and adapting activities to suit diverse learning styles, while maintaining high expectations for all.
Scaffolding learning to build confident and independent learners	Providing clear structure, appropriate scaffolds, and a well-paced curriculum to help learners understand what they are learning, how they are learning, and why it matters.
Embedding a tiered support approach	Implementing universal strategies alongside specialist and targeted support to meet the varying needs of learners.
Providing enjoyable learning experiences	Creating motivating and meaningful opportunities that inspire engagement, align with learning styles, and draw on learners’ interests and strengths.
Focusing on real-life learning	Prioritising practical, real-world experiences and supporting community-based learning to enhance learning.
Creating responsive learning environments	Designing adaptable and inclusive classroom settings that respond to the diverse needs of all learners
Sequencing learning effectively	Supporting learners to build on prior knowledge, ensuring continuity and progression in their skill development
Fostering positive relationships	Establishing respectful, supportive, and professional relationships with learners, parents and colleagues to create a positive learning culture.
Using assessment to inform practice	Regularly evaluating learner progress and providing constructive feedback to inform future planning and improve outcomes.

CURRICULUM

At The Edith Borthwick School, we are committed to delivering a curriculum that prepares learners for adulthood and the next stage of their lives.

Our role is to support learners on their journey to become:

- Confident communicators
- Successful learners
- More independent individuals
- Active and valued members of the community

We strive to provide the highest quality education for all learners through a flexible and personalised curriculum that meets individual needs while building on each learner's strengths and interests.

Our approach is firmly person-centred, placing learners at the heart of everything we do. Therapeutic provision is embedded throughout the curriculum to ensure that every learner's holistic needs are met.

Learning sequences are carefully planned to:

- Engage and motivate learners
- Build on prior knowledge
- Provide opportunities to apply, consolidate, and embed learning
- Support generalisation of skills across different settings and situations

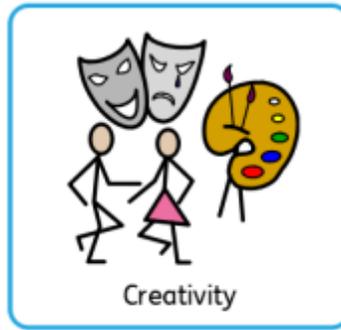
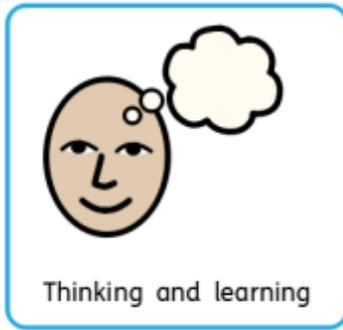
These sequences are informed by our skill development frameworks, which outline the progressive stages of knowledge and skill acquisition. Our goal is to empower learners with knowledge and skills that are useful, relevant, and meaningful.

We also enrich the curriculum through new and exciting experiences. Enrichment activities are designed to enhance learning and provide real-life contexts for practising skills. As learners progress, they are offered increasing opportunities to access and engage with the wider community.

Three-layered curriculum

We offer a three-layered curriculum model that runs concurrently to meet the diverse needs of our learners:

- 1. Personalised Curriculum**
Focused on individual targets identified through each learner's Education, Health and Care Plan (EHCP) and annual review. This ensures that learning is tailored to personal goals and aspirations.
- 2. Priority Curriculum**
Designed to develop essential communication and self-regulation skills, which are foundational for learning and personal development.
- 3. Pathway Curriculum**
Structured to support learners in acquiring knowledge and skills aligned with their developmental stage. This curriculum is delivered through six key areas of learning:



We implement a topic-based approach across all curriculum pathways, providing engaging learning experience. An exception is made for our Post-16 learners, who follow a bespoke curriculum specifically designed to support their transition into adulthood.

Residential trips are offered to learners, where appropriate, in Years 10 and 14, enriching their learning through real-world experiences and promoting personal development.

We actively promote an environment of respect, inclusion, and good citizenship, with British values embedded implicitly throughout all aspects of school life.

For further details, please refer to our full Curriculum Information.

COMMUNICATION

Everyone NEEDS to communicate... Everyone DOES communicate.

Imagine you are a person with severe or profound and multiple disabilities. How would you feel? You may feel alone and confused about what is happening around you. You might not understand what people are saying to you. You might be trying to ask for something, but feel as though no-one is listening. You might feel frustrated and angry. You might feel depressed and give up. Your body language, the noises you are able to make (e.g. crying, screaming), your facial expressions and any gestures you can make (e.g. grabbing people, throwing things, spitting) may be the only way you can communicate, but no-one understands you!



You are most definitely communicating, but the problem is teaching other people what you mean. It would probably be useful to be taught a method of communication which can be more easily understood, e.g. some form of Augmentative and Alternative Communication (AAC).

The communication partner

Communication is a two-way process. The person 'listening' (communication partner) is as important as the person speaking. The communication partner is extremely important when working with a child with disabilities as they interpret reactions of the individual to different experiences. Every movement, gesture and vocalisation has a meaning. Understanding these takes time, patience and a positive attitude. The communication partner is also the best possible model of how to communicate more effectively, be that using objects, symbols or sign. The communication partner needs to model and show how to do it.

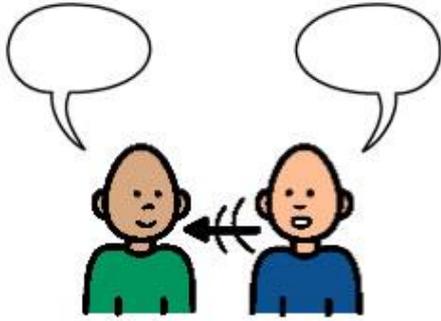


<p align="center">Using objects</p> <p>Real objects can be used to encourage people to choose, e.g. holding up a bottle of coke or orange for a choice of drink.</p> <p>They can be used to let people know what's happening, e.g. feeling a swimming costume before going swimming.</p> <p>They can be used as 'Objects of Reference', e.g. a seat belt to explain a person will be going on the bus.</p>	<p align="center">Photos, pictures and symbols</p> <p>These can be used to exchange with a partner to tell them what you want, think or feel.</p> <p>They can be used to share information to enable a person to retain it, e.g. a visual timetable of the day.</p>	<p align="center">Sign & gesture</p> <p>Signs and gesture provide a visual clue to what is being said. Some people with severe speech difficulties also have problems with understanding.</p> <p>Signing and gesturing as well as speaking can help communication. For some people body language, gestures and signs may be the most effective way to express themselves.</p>

INTEGRATED THERAPY

Speech and Language Therapy

At The Edith Borthwick School, we believe that strong communication skills paramount to leading a rich and fulfilled life. We employ Speech & Language Therapists to support other classroom staff deliver a variety of complimentary therapies into the classroom.



These therapists work very closely with learners and class staff to further develop our communication skills and improve how we teach our learners to develop them. The therapy team are well embedded at Edith Borthwick and offer a range of highly effective, practical support to overcome communication barriers and support our learners to become effective communicators.

The team will support staff to develop an understanding of early communication skills and a knowledge of how to move learners' communication on. They will assess and advocate a variety of Augmentative and Alternative Communication (AAC) systems and strategies, PODD (Pragmatic Organisation Dynamic Display), Communication books, Makaton and high tech devices, such as Proloquo2Go.

Occupational Therapy

We also employ an occupational therapist apprentice who focusses mainly on developing sensory integration diets to enable our learners to fully access learning and self-regulate. Many of our learners experience sensory overload in certain settings, e.g. it is too noisy, and so the occupational therapist will support the learner to overcome this using practical solutions, e.g. ear defenders.



We also have learners who require a high level of sensory stimulation to self-regulate their behaviour, the occupational therapist supports class teams to develop individual sensory diets which may incorporate a variety of activities, e.g. bouncing, swinging or deep pressure.

The occupational therapist will train class staff to deliver these programmes.

Physiotherapy

We do not have a physiotherapist on site, but we work with physios from Provide who will visit learners in school with identified needs.

HOME SCHOOL PARTNERSHIP

At Edith Borthwick, all parents/carers are respected and valued for their insight and knowledge of their child.

As a school, we provide a number of opportunities for home school partnership:

- FOEBS - Friends of Edith Borthwick School, our school charity, fundraises to support enrichment opportunities for our learners.
- Parent Support Groups – Held on the first Friday of each month (term time only). These provide a social opportunity but also an opportunity to share key information about school practices such as therapy and the Zones of Regulation.
- Parent training sessions – In school and after school, in person and via Zoom.
- New parent training – Offered to parents/carers of children who are new to the school.
- Meet the Team Day – A chance for parents/carers to meet their child's class staff at the start of each academic year.
- In school enrichment activities – Such as Arts Week and Christmas events.
- Annual review meetings – All parents/carers are invited to a yearly meeting where we look at their child's EHCP and update the outcome from discussions and progress.
- 'Parents' Consultation Evenings' - An opportunity outside of the annual review to discuss progress in learning.
- Family Workers – Please see 'Family Workers' in this document.

PARENTAL COMMUNICATION

All our daily parental communication is now done electronically via DOJO and Parentmail.

Information is sent either via DOJO or Parentmail either from your child's teacher or from the administration account. We still use telephones to make outgoing or receive incoming calls to/from parents/carers. We can also receive emails via outlook.

For environmental and practical reasons, we have moved away from paper letters – all permissions for trips are given online.

Teachers are expected to communicate **daily** with every parent/carer using DOJO.

Termly reports and new targets are sent electronically.

We have a respectful communication policy to ensure that our school community feels safe and valued.

FAMILY WORKERS



For a majority of our children and young people here at The Edith Borthwick School, consistency and routine are important factors needed to progress and achieve their individual goals and outcomes. If strategies used at home are similar to those used at school this gives a more holistic and consistent approach making it more understandable for our children/young people.



The Edith Borthwick School offers parents the option to have additional support for their child/young person by offering a Family Worker. The Family Worker Team currently consists of one full-time worker and an after-school worker. Staff have knowledge and experience of working with children/young people with Additional Needs and ASD and are able to offer parents strategies to support children/young people's understanding and communication to achieve the best outcomes for them.



The role of the Family Worker is to work with the family, teachers and other professionals to action the targets which are agreed during the Annual Review process.

Family Workers support parents to enable their children to achieve these goals which are commonly based upon communication, independence, and emotional regulation.

TRANSITION & WORK EXPERIENCE

The school is aspirational around getting young people into paid employment and giving them the skills to lead rich, fulfilled lives. As a team we challenge perceptions about our amazing learners and aim to increase the National percentage of young people from special schools moving into paid employment (currently just 6.8%).



We aim to support learners to make informed decisions about what they do with their lives after Edith Borthwick. We are passionate about ensuring our learners make a success of their lives and reach and go beyond their potential. We work with Preparing for Adulthood Advisors (PFAA), families and colleges to make sure that our learners have as much choice as possible.

Tracy Hanlon is responsible for careers education in school. Bespoke work experience is arranged for some learners in the Sixth Form who show an interest and who have the capacity to do this.

KEY STAFF CONTACTS AND RESPONSIBILITIES

Maggie Loveday
Headteacher



Lisa Solvey
Deputy Headteacher



Lucy Peters
Deputy Headteacher



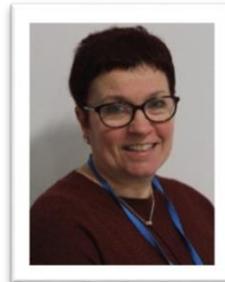
Katie Pilgrim
Assistant Headteacher
EYSE, KS1, KS2



Dan Horscroft
Assistant Headteacher
KS3, KS4



Tracy Hanlon
Assistant Headteacher
KS5



Amanda Moreno
Business and Estates
Manager



**Amanda is not in school
at the moment, so this
role is being covered by
Lesley Brennan**

KEY STAFF CONTACTS AND RESPONSIBILITIES

Sharon Clark
First Aid Coordinator



Emma Montague
Therapy Lead



Darryl Lidford
ICT Manager



Tasha Holdaway
Family Worker Manager



Tony Baker
Caretaker



Claire Baker
Personnel Manager



Alison Coppin
Catering Manager



Lorraine Cockell
Cleaning Team Lead



Emma Amos
Communication Lead



OFFICE

<p>Tracey Sage Receptionist/Attendance</p> 	<p>Zuzana Beable Finance Officer</p> 	<p>Ann Powell Annual Review Coordinator</p> 
<p>Jackie Lewis Admin Assistant</p> 	<p>Alexia Koumides HR Assistant</p> 	

GENERAL INFORMATION

<p style="text-align: center;">Letters</p> <p>All letters being sent out should be sent via the ‘Office Admin Request Form’ on Teams. Letters are formatted and sequentially numbered, and then returned to the relevant member of staff for checking and signing. Emma Amos will copy and distribute as required.</p>	<p style="text-align: center;">Newsletter</p> <p>The school newsletter is sent home at the end of every half term via Parentmail and DOJO, and is also available on the school website.</p>
<p style="text-align: center;">Catering</p> <p>The school is responsible for providing school dinners for learners and staff. Alison Coppin is the Catering Manager and is assisted by 3 members of staff.</p> <p>Learner meals are booked through the dinner registers. All staff meals need to be booked by calling or emailing Ann in the office by 9.30am and paid for at the time of booking. Meals should be collected from the kitchen during lunchtime.</p> <p>Classes who are going on educational and residential trips need to request FSM packed lunches via the School Trips & Bus Bookings two weeks in advance of the trip at the very latest.</p>	<p style="text-align: center;">Minibuses</p> <p>The school has 5 minibuses ranging from 14 – 17 seats. Minibuses must be booked through Tracey Sage in the school office. The minibus keys are kept in the school office.</p> <p>Tracey is responsible for the organisation of the minibuses; please see her to resolve any problems/queries. For school trips, please book via the School Trips & Bus Bookings’ form on Teams.</p>
<p style="text-align: center;">ICT support</p> <p>Darryl Lidford is the ICT/Data Network Manager, with responsibility for hardware and data.</p> <p>Daniel Rendel is the ICT Technician.</p> <p>If there are any problems with ICT, please contact Darryl or Daniel on extension 305.</p>	<p style="text-align: center;">Ordering procedure</p> <p>Budget holders are responsible for placing orders for their individual budgets. All budget holders are issued with a ‘Finance Procedures for Budget Holders’ pack which explains the ordering procedure. A copy is available from Amanda Moreno if required.</p> <p>If there are any queries relating to orders please see Amanda Moreno or Zuzana Beable.</p> <p>Blank order forms are kept in the Staffroom – one for catalogue orders and one for internet orders.</p>
<p style="text-align: center;">Petty cash claims</p> <p>Purchasing items outside of the usual ordering procedure should be avoided wherever possible. Petrol <u>cannot</u> be reimbursed with cash, and must be claimed via the mileage and expenses system.</p> <p>Please speak to Amanda Moreno or Zuzana Beable before purchasing anything outside of school to see if there is an alternative payment option.</p>	<p style="text-align: center;">Reporting repairs/Ordering replacements</p> <p>If you have any problems or repairs relating to classrooms/equipment/ minibuses, they must be reported to Tony Baker.</p> <p>Please log the issue by sending an email to: estates@edithborthwick.essex.sch.uk</p>

<p style="text-align: center;">Trips/Events</p> <p>All trips or events need to be requested through the School Trips & Bus Bookings' form on Teams.</p> <p>Risk Assessment must be completed two weeks</p>	<p style="text-align: center;">Handling money</p> <p>There are strict systems which must be complied with when dealing with learner's/learner's money.</p> <p>Staff must contact Amanda Moreno for advice on this matter. All invoices and receipts must be issued from the school office</p>
<p style="text-align: center;">Additional hours/Travel expenses</p> <p>If you work authorised extra hours you must complete an 'Additional Hours' Form (pink for TAs and Yellow for Instructors) and give to Claire Baker, Personnel Manager.</p> <p>Senior managers will approve any additional hours being claimed.</p> <p>If you need to claim travel expenses you must complete a 'School Business & Training Journey' claim form (yellow) and attach a train/bus/car park ticket or petrol receipt as appropriate and pass to Claire Baker.</p> <p>Both forms are available from the staff room and staff will be notified of the deadline for submission each month.</p> <p>Lunches can no longer be claimed apart from very specific circumstances – see Claire Baker for exceptions.</p>	<p style="text-align: center;">Identity Badges/Security fobs</p> <p>All staff are issued with an identity badge showing their name and designation.</p> <p>Badges should be worn in school at all times. New staff will be issued a badge by Jackie Lewis in the main office.</p> <p>New fobs are issued by Tracey on Reception. Lost fobs must be reported immediately.</p>
<p style="text-align: center;">Confidentiality</p> <p>All staff are required to read and sign the Confidentiality Agreement.</p> <p>The school has a Facebook page but does not participate within online chat room sites. Staff are therefore not allowed to comment on any online social networking sites referring to their job and/or duties, and to provide no linkage to the school whatsoever. Staff are requested not to participate in such activities that may, by nature, implicate or name either the school or current learners.</p> <p>Unless already known to each other prior to starting employment, staff are requested to not have parents/carers as friends on social media due to the conflict of interest. Potential difficulties in maintaining acceptable professional standards are huge and we request that all staff do not enter any information into Facebook that could identify and compromise either your own identity and professional standing or that of the school.</p> <p>If you have any concerns please see the Headteacher.</p>	<p style="text-align: center;">Mobile phones</p> <p>Mobile phones are not permitted to be used on school premises during school hours, with the exception of mobile workers (such as Estates and SLG).</p> <p>Staff may use their phones during their lunch breaks but no photos should be taken during school hours.</p> <p>All staff should make sure that their emergency contact number during school hours is the school number (01376 529300) – no-one should have their mobile on them or using it, except for their break times.</p> <p>Phones should be stored in classroom cupboards or offices.</p>

Parking

Cars may be parked in marked parking areas at the rear of the school at owner's risk; you must not park in the allocated bus parking areas or block any empty spaces. **You must not park in the front car park, unless given permission by SLG.**

Drivers should be aware of restricted access to the car park at learner/learner arrival and departure times, especially between 9.00am to 9.30am and 2.30pm to 3.45pm and consideration must be given to pedestrians at all times. All staff who drive to school are allocated a parking permit **which must be displayed at all times when parked in the car park.**

If there are no spaces in the staff car park, **please do not double park as this causes access issues for emergency services if they are needed.** If parking off site, please park responsibly and do not obstruct any neighbouring offices, driveways, gates or vehicles.

Hot drinks

Hot drinks should not be made or drunk in any classroom, to keep our learners safe.

It is also not safe to walk around the school with a hot drink, even in a lidded cup.

Please feel free to make hot drinks at lunchtime - tea and coffee is provided free in the staffroom.

DRESS CODE

Staff need to consider the manner of dress and appearance appropriate to their professional role in school, which may be different to that adopted in their personal life, e.g. clothing and piercings.

This means that adults should wear clothing which:

- Promotes a positive and professional image.
- Is appropriate to their role (class staff will need comfortable clothes which are easy to move/run in)
- Is not likely to be viewed as offensive, revealing, or sexually provocative.
- Does not distract, cause embarrassment or give rise to misunderstanding.
- Is absent of any political or otherwise contentious slogans.
- Is not considered to be discriminatory.

In this respect, please do not wear the following items of clothing in school:

- Revealing tops
- Tops with thin straps
- Backless tops
- Trousers or jeans with rips in
- Short shorts (no shorter than just above the knee)
- Low slung trousers/jeans
- Flip flop or backless sandals, or anything flimsy (for reasons of health and safety). We recommend that you wear shoes that are flat & offer full protection to the foot.
- Maxi dresses and maxi skirts (for reasons of health and safety due to trip hazards)

Please see the Deputy Headteachers if you are in any doubt about what is suitable to wear.

PROFESSIONAL DEVELOPMENT

The school aims to provide high quality professional development to all staff appropriate to their role. We have five in service training days that offer whole school training, such as safeguarding, Therapeutic Thinking and Speech and Language. The details of these days are published in advance and all teaching staff and teaching assistants are expected to attend. As appropriate MDAs, other support staff and admin staff can attend these training sessions. On some years, inset days may be replaced by two after school twilight sessions.



We are also committed to developing each individual and therefore details of training courses are published in the staffroom and PPA room, if you are interested in any of these please do see the Headteacher or Deputy Headteachers to register an interest.

Professional development is your own responsibility, but one that the school is committed to supporting. If you find appropriate training and development opportunities please do speak to your line manager to see how the school can support you.

Informal professional development is offered throughout the year, such as ICT support, opportunities for professional discussion and showcasing best practice.

***'Learning never exhausts the mind'* Leonardo da Vinci**

GENERAL DATA PROTECTION REGULATION (GDPR)

As a school we must demonstrate compliance to the general data protection regulation, which came into place on 25/5/18. As a staff member in this school from time to time you will come into contact with sensitive data relating to learners or staff. It is your responsibility to treat this data respectfully and confidentially.



We have a clear data protection policy and confidentiality agreements which all staff must adhere to at all times and sign to acknowledge this responsibility. The school works hard on treating all personal data sensitively and endeavours only to retain what is necessary and only to share information when there is a very good reason to do so. This ensures all personal information in the school is safe.

If you are made aware of data being shared inappropriately, please let Amanda Moreno know (Darryl Lidford in case of absence).

WELLBEING

We offer staff a range of wellbeing options.

Cycle to Work Scheme

The Edith Borthwick School have partnered with Bike2Work Scheme, to provide and administer the Government's Cycle to Work initiative. We are offering you the opportunity to save up to 43.25% on the cost of Bicycles and/or Equipment. This is made possible by saving on Income Tax and National Insurance Contributions.

There are many benefits in participating in the scheme, including the cost is spread over monthly interest free payments (via salary sacrifice), no credit check involved, save money on travelling costs, lose weight and tone up, you can just buy equipment you don't need to buy a bike etc.

Link: <http://www.bike2workscheme.co.uk/company/the-edith-borthwick-school>

Our company pin: B2W/926986

An onsite wellbeing room

The wellbeing room is to be used if you have had a difficult situation and need time to reset. We have Mental Health First Aiders on site who can come and talk to you and listen (please see below)

Mental Health First Aiders

Our Mental Health First Aiders are Claire Baker (Personnel Manager), Tasha Holdaway (Family Worker Manager), Lisa Solvey (Deputy Headteacher) and Sharon Clark (First Aid Co-ordinator). We also have Lisa Solvey, Jack Shears and Sarah Hancock (Class teachers) who are Child Mental Health First Aiders.

Medical benefits as part of our Sickness Insurance Policy

As part of our Sickness Insurance Policy, we also have access to various medical benefits such as counselling and physiotherapy. For more information/access to the telephone numbers, please download the School Advisory Service App.

HEALTH & SAFETY

<p style="text-align: center;">Health and Safety (H&S)</p> <p>All staff in school have a personal responsibility for the H&S of themselves, their colleagues, learners & visitors. Our learners are especially vulnerable and staff need to be constantly alert for possible sources of danger. The Headteacher has overall accountability of H&S.</p> <p>Our H&S Co-ordinator is Amanda Moreno. She can be approached directly by any member of staff over matters relating to H&S. The School's statutory H&S policies are displayed in the staffroom, and other policies and Codes of Practice relating to H&S are available on the schools website.</p> <p>Urgent matters relating to H&S should be raised immediately with the Headteacher or a member of SLG.</p> <p>Non-urgent concerns & issues should be emailed to: amanda.moreno@edithborthwick.essex.sch.uk</p> <p>In Amanda's absence, please contact Maggie on: maggiel@edithborthwick.essex.sch.uk</p>	<p style="text-align: center;">Fire procedures</p> <p>The school has Fire Marshals allocated to each area of the school. Evacuation Staff should familiarise themselves with the fire/emergency procedure. The school has an Evacuation policy in case of a Fire/Emergency, and all staff should make sure they have a copy. A planned fire alarm test is carried out every week and a full fire drill evacuation every term.</p> <p>Staff leaving the site during the school day MUST sign out by fobbing out either in reception or by the back exit.</p> <p>Zuzana Beable is responsible for training fire marshalls.</p>
<p style="text-align: center;">First aid</p> <p>There are a number of staff who are trained First Aiders – lists are displayed in every room around the school. If a learner is injured or unwell, a member of the Senior Leadership Group will decide whether a learner should be sent home or receive further medical attention.</p> <p>If there is not a First Aider in class, the staff member should ring Reception to find a First Aider.</p> <p>In the instance of a life-threatening event, dial 999 immediately, report to the relevant SLG member of staff and inform reception and the office.</p>	<p style="text-align: center;">Risk assessments</p> <p>All trips and activities outside school are to be risk assessed and be in line with the school EVC Policy.</p> <p>Every offsite activity needs to be risk assessed and signed by the school EVCs (Deputy Headteachers).</p> <p>External activities of a potentially hazardous nature such as residential or activity based requires LA notification and approval with reference to the school EVC.</p>

USEFUL CONTACTS

Position	Name	Internal line	Email
Headteacher	Maggie Loveday	318	maggiel@edithborthwick.essex.sch.uk
Deputy Headteachers	Lisa Solvey Lucy Crisp	316 317	lisas@edithborthwick.essex.sch.uk lucyp@edithborthwick.essex.sch.uk
Assistant Headteachers	Katie Pilgrim Dan Horscroft Tracy Hanlon	314 315 313	katiep@edithborthwick.essex.sch.uk danielh@edithborthwick.essex.sch.uk tracyh@edithborthwick.essex.sch.uk
Reception/Attendance	Tracey Sage	300	admin@edithborthwick.essex.sch.uk
Business & Estates Manager	Amanda Moreno	319	amanda.moreno@edithborthwick.essex.sch. uk
HR	Claire Baker Alexia Koumides	304	hr@edithborthwick.essex.sch.uk
Estates	Tony Baker	Reception	estates@edithborthwick.essex.sch.uk
ICT	Darryl Lidford	305	ictsl@edithborthwick.essex.sch.uk
First Aid Coordinator	Sharon Clark	303	sharonc1@edithborthwick.essex.sch.uk
Therapy Lead	Emma Montague	311	emmam@edithborthwick.essex.sch.uk
Family Worker Manager	Tasha Holdaway	310	tashah@edithborthwick.essex.sch.uk
Communication Lead	Emma Amos	321	emmaa@edithborthwick.essex.sch.uk
Admin Assistant	Jackie Lewis	308	jackie.lewis@edithborthwick.essex.sch.uk
Annual Review Coordinator	Ann Powell	320	annp@edithborthwick.essex.sch.uk
Finance Officer	Zuzana Beable	302	finance@edithborthwick.essex.sch.uk
Catering Manager	Alison Coppin	312	alisonc@edithborthwick.essex.sch.uk
Senior MDA and Cleaning Team Lead	Lorraine Cockell	n/a	lorrainec@edithborthwick.essex.sch.uk