



# Staff Induction Procedure 2021-2022

**Author:**

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# The Procedure for the Induction of new staff

## Staff Training Day

All new staff receive an initial induction training day in which school policies and procedures are introduced, with a particular emphasis on Safeguarding, Teaching and Learning and Pastoral issues.

The induction is made up of the following elements:

- Safeguarding, Pastoral and other procedures (Head, Associate Head, DSL/Director of Pastoral Care, Head of Sixth Form)
- Teaching and Learning (Deputy Head Academic)
- Introduction to iSAMS and Google Education (Senior Teacher Academic)

## Mentoring

New staff are paired with a mentor (usually the HOD or member of the SLT), who will guide the mentee during their probationary period.

The role of the mentor is:

- to provide ongoing pastoral support for the mentee during their first year at the school and to signpost the mentee to wellbeing provision for staff and volunteers
- to model expected behaviours and attitudes
- to clarify what is expected of the member of staff or volunteer during their probationary period
- to provide feedback ahead of the mentee's regular meetings with the Head or Associate Head and Deputy Head Academic (DHA)

## Safeguarding - Induction programme

The safeguarding induction programme for all new staff and volunteers will include **regular meetings with the DSL or DDSL (at least once each half term during their probationary\* period and thereafter as necessary) and terms of reference as follows:**

- Reinforcing key safeguarding messages (including those laid out in this policy) and:
  - Conduct expected of all staff and volunteers; all new staff and volunteers will be required to sign that they have agreed to the Staff Code of Conduct; discussion of the contents, including appropriate boundaries and key behaviours in relation to children and their families
  - Training on school policies and procedures including the Child Protection, Whistleblowing and Anti-bullying policies and procedures for dealing with allegations
  - Support and mentoring as referenced above
  - Identification of key personnel including the DSL and DDSL
- Assessment of any training needs; as a minimum, all new staff and volunteers will

be required to complete a level 2 safeguarding training course (provided as part of our subscription to The National College courses) including Child Protection and KCSIE

- Any concerns about the new employee will be addressed and acted on immediately and in line with the school's Safeguarding and Child Protection Policy and Staff Employee Handbook
- \*The probationary period is set out in the offer letter and contract for all new staff and volunteers

## Monitoring performance

- An initial meeting with the DHA will be used to clarify standards and expectations, to set objectives and to discuss assessment of performance. During the first half of the Autumn term, all new members of staff are observed at least once by the DHA, and regularly thereafter by the HOD or a member of SLT. All observation is in accordance with the lesson observation procedures outlined in the school's appraisal policy and set against the relevant person and job specification.
- All new staff will meet with the Head or Associate Head once each half term during their probationary period in order to provide support and to discuss feedback from the DSL/HOD/DHA. The DSL/HOD/DHA will provide feedback on pastoral work and teaching for that meeting including feedback from observed lessons.

## NEW STAFF INDUCTION PACK/PRESENTATION

- We are delighted to be welcoming you to More House School and hope that you will find the information helpful;
- You will meet the Head or Associate Head at least once every half term during your first year at More House in order that we can support you in your varied roles in the school. You will also have a mentor (usually your Head of Department or a Senior Teacher) to provide further guidance and support;
- Early Career Teachers will follow the ECT programme in conjunction with the Deputy Head Academic or Senior Teacher Academics;
- The following information, correct at the time of writing, is not designed to be an exhaustive list of our policies and procedures but simply a starting point, presented to new staff at induction;
- All school policies and procedures are available from the Staff Handbook which can be viewed on the Staff Google Drive. You will find references to the relevant section of the handbook below.
- We operate an open door policy at More House - please ask any of the SLT for help, advice or support.

## GENERAL INFORMATION

Topic	Information	Staff Handbook Ref.		
Aims of More House School	<ul style="list-style-type: none"> <li>• Develop inspiring and successful young women by fostering <b>Commitment, Integrity and Compassion</b></li> <li>• Foster an ethos of <b>spiritual development, humility and gentleness</b>, founded on the Catholic Faith but relevant to those who adhere to other faiths and beliefs</li> <li>• Engender a culture of <b>intellectual curiosity, exploration, debate and challenge</b> in the classroom</li> <li>• and <b>pride in individual and collective achievement</b></li> <li>• Provide for the social wellbeing and development of pupils and staff through <b>tolerance, peace and justice</b> in an environment where all are valued and supported and where <b>individual rights and dignity are respected</b></li> <li>• Embrace the philosophy of <b>Global Citizenship</b> by developing an awareness and understanding of whole-world sensitivities but <b>not forgetting the needs of all</b></li> </ul>	Section A/No 2		
Religious Life of the School	<p>A Catholic ethos, as described in the Spiritual &amp; Moral Development, Faith and Ethos, underpins all that we undertake at More House.</p> <p>As part of the induction process you will meet a diocesan representative who will give a presentation introducing you to teaching in a Catholic school.</p> <p><b>We normally celebrate the start of the year with a whole school Mass.</b></p>	Section B No. 1		
Staff Handbook	You can find the staff handbook on the staff section of Google Drive This is a working document and you are welcome to contribute to its further development (please contact Mike Keeley)			
Key Personal	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;">                     Head Associate Head Deputy Head Academic Director of Pastoral Care Senior Teacher Academic Senior Teacher (Pastoral and PSHE) Head of Sixth Form Director of Finance and Resources Registrar                 </td> <td style="vertical-align: top; width: 50%;">                     Faith Hagerty Mike Keeley Joanne Brett Davina Reid Toby Robertson Orla Henvey Sinead O’Callaghan Bobby Elliott Jules Day                 </td> </tr> </table>	Head Associate Head Deputy Head Academic Director of Pastoral Care Senior Teacher Academic Senior Teacher (Pastoral and PSHE) Head of Sixth Form Director of Finance and Resources Registrar	Faith Hagerty Mike Keeley Joanne Brett Davina Reid Toby Robertson Orla Henvey Sinead O’Callaghan Bobby Elliott Jules Day	Section A/No 9  See also Appendix 4
Head Associate Head Deputy Head Academic Director of Pastoral Care Senior Teacher Academic Senior Teacher (Pastoral and PSHE) Head of Sixth Form Director of Finance and Resources Registrar	Faith Hagerty Mike Keeley Joanne Brett Davina Reid Toby Robertson Orla Henvey Sinead O’Callaghan Bobby Elliott Jules Day			
Structure of the Day	See Appendix 2 at back of booklet			
Layout of the School	See Appendix 3	Section A/No 11		
Term Dates	See electronic staff calendar			

Safeguarding	<p>Induction will take place as described in Appendix 1 below:</p> <p><b>Key staff:</b></p> <ul style="list-style-type: none"> <li>● DSL - Davina Reid (Director of Pastoral Care) <a href="mailto:directorofstudies@morehousemail.org.uk">directorofstudies@morehousemail.org.uk</a></li> <li>● Deputy DSL- Mike Keeley (Associate Head) <a href="mailto:keeley.head@morehousemail.org.uk">keeley.head@morehousemail.org.uk</a> Chairman of Governors - James Fyfe (<a href="mailto:office@morehousemail.org.uk">office@morehousemail.org.uk</a>)</li> <li>● Governor with responsibility for Safeguarding - Susan Sturrock (<a href="mailto:office@morehousemail.org.uk">office@morehousemail.org.uk</a>)</li> </ul> <p><b>Policies:</b> All staff are required to have read and be familiar with the contents of:</p> <ul style="list-style-type: none"> <li>● Safeguarding &amp; Child Protection Policy</li> <li>● Staff Code of Conduct</li> <li>● Public Interest Disclosure (Whistleblowing) Policy</li> <li>● Keep Children Safe in Education (Part 1) <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></li> <li>● Behaviour Policy</li> <li>● Absence Policy</li> <li>● E-safety Policy</li> <li>● Health &amp; Safety Manual</li> </ul> <p>All new staff will be required to sign that they have read and understood these documents</p> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>● Any Safeguarding concerns should be reported to the DSL or Deputy DSL using the 'Pupil Concern Form', available in the staff room</li> <li>● One-to-one teaching out of hours: you are required to inform the DSL or member of the SMT if you are teaching/tutoring individuals after school</li> <li>● Further details of induction, procedures and responsibilities</li> <li>● are listed in Appendix 1.</li> </ul>	Section C1/ Safeguarding/ Nos 1 & 2 Section E No 23
Health and safety - Fire procedures	<p>Please be familiar with the policy: Emergency Procedures, Fire Wardens and Fire Precautions</p> <p>On hearing the fire alarm, please escort your class in silence to the meeting point in Hans Place</p> <p>Once there, collect your register from the Deputy Head Academic register your form and report back to the Deputy Head Academics</p> <p>Some staff will have special responsibilities which will be explained to them by the Associate Head</p> <p>In addition: all School Staff will:</p> <ul style="list-style-type: none"> <li>● Read the Health and Safety Policy</li> <li>● Comply with the School's health and safety arrangements</li> </ul>	Section D2/Health and Safety/No 5

	<ul style="list-style-type: none"> <li>• Take reasonable care of their own and other people's health and safety</li> <li>• Leave the classrooms and other areas of the School in a reasonably tidy and safe condition</li> <li>• Follow safety instructions when using equipment</li> <li>• Supervise pupils and advise them on how to use equipment safely</li> <li>• Report practices, equipment or physical conditions that may be hazardous to their line manager and/or the appropriate member of staff</li> <li>• Follow the accident reporting procedure (which is detailed in the First Aid Policy)</li> <li>• Contribute to and highlight any gaps in the School's risk assessments</li> </ul>									
House System	<p>All pupils and staff are assigned to one of the four houses:</p> <ul style="list-style-type: none"> <li>• Canterbury</li> <li>• Iona</li> <li>• Santiago</li> <li>• Walsingham</li> </ul> <p>Staff are expected to take a full part in house activities and to support their House Captain.</p> <p><b>House Captains:</b></p> <table border="1"> <tr> <td>CANTERBURY</td> <td>Alexia</td> </tr> <tr> <td>IONA</td> <td>Phoenix</td> </tr> <tr> <td>SANTIAGO</td> <td>Daphne</td> </tr> <tr> <td>WALSINGHAM</td> <td>Mercedes</td> </tr> </table> <p>House meetings take place twice each half term according to the assembly rota and all staff are expected to attend</p>	CANTERBURY	Alexia	IONA	Phoenix	SANTIAGO	Daphne	WALSINGHAM	Mercedes	<p>Section C2/Pastoral Care/No 5</p> <p>See also Appendix 5</p>
CANTERBURY	Alexia									
IONA	Phoenix									
SANTIAGO	Daphne									
WALSINGHAM	Mercedes									
Head Girl	Victoria Hansson									
Dress code	Please refer to the Dress Code Policy	Section E/No 13								
ICT matters	<p>You will be issued with a school laptop if you do not have your own.</p> <p>You will need regular access to the following and will be given usernames and passwords:</p> <ul style="list-style-type: none"> <li>• ISAMS: (management information system - <a href="https://isams.morehouse.org.uk">https://isams.morehouse.org.uk</a>) - for registration, class lists, timetables, reporting, etc.</li> <li>• Staff Gmail accounts - this should be used for ALL school matters - <b>do not use personal email accounts</b></li> <li>• Google Education Suite - the school uses Google Classroom for sharing materials, setting work and providing feedback. It uses Google Drive for storing material and Google Docs, Sheets and Slides for creating material as well as other applications available to enhance teaching. All of these can be accessed through the school Gmail account.</li> </ul>									
Staff Meetings	Staff Briefing - every Wednesday at 11:00 in Dining Room - all staff are expected to attend									

	HODs meeting dates are posted on the HOD electronic calendar through Google Classroom	
Calendar	<p>Google calendar: you will receive an invite via Gmail - please refer to the calendar for all school events, trips, assessment points and more...</p> <p>Please look out for events marked *** which all staff (including part-time staff) are expected to attend</p>	
Absence and Lateness	<p>All staff are expected on site by 0815 - if you are delayed, please contact Mike Keeley (Associate Head) - <a href="mailto:keeley.head@morehousemail.org.uk">keeley.head@morehousemail.org.uk</a> or 07393 392745</p> <p><u>Unplanned Absence</u>: If you are unwell or unable to attend, please contact Mike Keeley using the above contact details no later than 0730. Cover work should be sent to Mike Keeley by email.</p> <p><u>Planned Absence</u>: Requests for absence (inset, medical, personal etc) should be sent to Mike Keeley by email using a 'blue slip' (Handbook Appendix 1)</p>	Section C4 No 8 & Section E No 1 Appendix 1
Daily Notices/ Cover	<p>Daily notices are displayed in the staff room</p> <p><b>Cover</b>: staff are required to provide cover for colleagues and will be notified by email on the day - a list of cover lessons is posted in the staff room</p> <p>You should provide cover for planned absence at least 24hrs in advance - please give/send cover work to Mike Keeley</p>	
Trips	<p>Trips requests should be made to the Mike Keeley using a trip sheet (see Staff Handbook)</p> <p>Once the date is approved a trip sheet and risk assessment* (appendix 7 &amp; 8) should be sent to the MK and the bursar consulted on finance/costs involved</p> <p>*MK will give guidance on completion of this</p>	Section D2/Health and Safety/No 11  Appendix 7 & 8 in handbook
Extra-curricular Activities	We encourage you to take an active role in extra-curricular activities. There is an expectation that all staff should run at least one activity for one half term each year. Claire Phelps is responsible for lunchtime clubs.	Section C3 No 3
Contacting Parents	<p><u>Subject specific</u>: must be checked by the HOD and cc'd to the relevant senior teacher</p> <p><u>Pastoral issues</u>: must be sent by the form tutor and cc'd to the Director of Pastoral Care or Head of Sixth Form</p> <p><u>Trip letters</u>: must be checked by the HOD and cc'd to MK</p> <p><u>Telephone calls</u> to parents should normally only be made by HODs or approved by a HOD or senior member of staff.</p>	
Printing	<p>We have a smart printing system in place. You will be able to use your code to access your printing from any printer in the school.</p> <p>With the use of 1-2-1 devices and Google Classroom, printing handouts for students should be kept to a minimum.</p>	
Duties	<p>Staff are required to do undertake the following duties according to a timetable circulated at the start of each term:</p> <ul style="list-style-type: none"> <li>● <b>Full Time: Lunch Duty (1315-1345 or 1345-1410)</b></li> </ul>	Section C4/No 10

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|  | <ul style="list-style-type: none"><li>● <b>Part Time: Break Duty (1100-1115) / Supervised Homework</b></li><li>● <b>(1515-1630) on a rota usually once every three weeks</b></li></ul> |  |
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## PASTORAL

Topic	Information	Staff Handbook Ref.
Form Tutors	<p>0825: AM Registration 1410: PM Registration</p> <p>See Appendix 6 for list of Tutors</p> <ul style="list-style-type: none"> <li>● Pastoral Meetings - <b>fortnightly pastoral meetings</b> take place with Director of Pastoral Care/Head of Sixth Form <u>Assemblies</u> - all staff are expected to attend assembly with their form on the appropriate days (KS3 on Monday and KS4/KS5 on Tuesday)</li> <li>● Form Tutor roles are described in the policy guidelines. Each form is required to prepare an assembly according to a rota published at the start of each term.</li> <li>● <u>Form Mass</u> takes place according to the liturgical directory, published at the start of each term</li> <li>● <u>Spirit &amp; Truth</u> programme (published weekly by Head of RS) to be used during form time on non-assembly days (see Appendix 7)</li> </ul>	<p>Section C2/Pastoral Care/No 3 Appendix 6</p> <p>Section B/No 4</p> <p>Appendix 7</p>
Rewards and Sanctions	<ul style="list-style-type: none"> <li>● The school expects the highest standards of behaviour from all pupils - please read the Policy on Behaviour and Discipline House Credits and Debits: may be awarded for achievements/minor misdemeanours - these are recorded in ISAMS</li> <li>● Detentions: there are a number of different detentions used - please see the policy for full details</li> </ul>	Section C2/Pastoral Care/No 1
Mentors	All girls in year 7 are assigned a sixth form mentor who assists with pastoral duties, in particular the move from primary to secondary school.	
Counselling	<p>There is a part time school counsellor who is available to pupils Tues-Thurs (see Orla Henvey or Davina Reid for referrals)</p> <p>There is also a year 10 mentor programme which includes drop-in sessions for KS3 pupils</p>	Section C2 No 4

## ACADEMIC

Topic	Information	Staff Handbook Ref.
Key Staff	<ul style="list-style-type: none"> <li>● <b>Deputy Head Academic (DHA):</b> Joanne Brett</li> <li>● <b>Senior Teacher Academic (STA):</b> Toby Robertson</li> <li>● <b>Director of Sixth Form:</b> Sinead O’Callaghan</li> <li>● <b>Exams Officer:</b> Wayne Benskin</li> <li>● <b>SENCO:</b> Johnathan Roberts</li> <li>● <b>MACO Academic:</b> James Millard</li> <li>● <b>MACO Beyond the Classroom:</b> Alex Inchenko</li> </ul>	
Academic Concerns	If you are worried about the academic achievement of a student, please refer this to the HOD who will refer it to the DHA should this be necessary. If the concern is pastoral in nature, please refer to the relevant pastoral guidance.	
Academic Detentions	<p>Academic detentions are run by different department groups on each day of the week during first lunch. They are awarded according to the Learning Journey or for not handing in homework a day after it is due (see Homework below).</p> <p>Academic detentions take precedence over any clubs or meetings help during first lunch.</p> <p>An Academic Detention Rota will be finalised on staff training days.</p>	Section C2/ Pastoral Care/No 1
Academic Focus areas for 2021/2022	<p><b>We have five key areas of focus for teaching this year:</b></p> <ul style="list-style-type: none"> <li>● <b>Focus 1:</b> Excellent subject knowledge</li> <li>● <b>Focus 2:</b> Stretch and challenge for all</li> <li>● <b>Focus 3:</b> Responsible and innovative use of technology</li> <li>● <b>Focus 4:</b> High quality and effective feedback</li> <li>● <b>Focus 5:</b> High expectations of behaviour for learning</li> </ul> <p><b>These five key focus areas are applied to learning as well:</b></p> <ul style="list-style-type: none"> <li>● <b>Focus 1:</b> Are the students taking full advantage of classroom activities, tasks and explanations to develop excellent subject knowledge?</li> <li>● <b>Focus 2:</b> Are the students responding positively to opportunities to stretch and challenge themselves?</li> <li>● <b>Focus 3:</b> Are the students using technology responsibly?</li> <li>● <b>Focus 4:</b> Are the students responding to feedback by making changes in their own practice?</li> <li>● <b>Focus 5:</b> Are the students displaying high standards of behaviour for learning?</li> </ul> <p>All CPD, learning visits, appraisals and Google Classroom Checks will focus on developing these.</p>	Section C4/No 1 & 19
Appraisal	Staff appraisal is designed to be collaborative and developmental in nature. There are a number of checkpoints throughout the academic year. The appraisal process is explained in the staff handbook and organised by the Deputy Head Academic.	Section C4/No 1

Assessment	<p>There are 4 Assessment Points (APs) that take place each year according to the staff electronic calendar:</p> <ul style="list-style-type: none"> <li>● AP 1 &amp; 2 - Autumn Term</li> <li>● AP 3 - Spring Term</li> <li>● AP 4 - Summer Term (Year 7 - 10 &amp; 12 only - Internal Summer Exams)</li> </ul> <p>You will be expected to assess all pupils at each of the Assessment Points and enter the data for each pupil as requested by the DHA or STA</p>	Section C3/Nos. 5 & 8
BYOD	<p>Every student will have a laptop device from September 2021. These are to be used in lessons as per each department's Blended Learning Plan document. Your HOD will be able to refer you to the appropriate procedures.</p> <p>Online safety is a vital part of the BYOD initiative, and it is necessary for you to monitor the use of laptops in your classroom.</p>	<p>Section C3 Nos. 1 &amp; 2</p> <p>Section C1/No. 6</p>
CPD	<p>We encourage staff to attend INSET courses as part of their professional development and to share their experiences with colleagues.</p> <p>Requests to attend courses, once agreed with HOD and signed off by the STA, should be made to MK using the 'blue slip'</p> <p>The School also runs an in-house CPD programme and subscribes to and has unlimited access to The National College CPD courses as well as TES Develop. A CPD library can be found in CB5.</p> <p>Further details can be found in the CPD policy</p>	Section C4 No 11
Department Handbooks	These are located on the Staff Google Drive	
Feedback and marking	<p>Please read the policies indicated.</p> <p>Suggested feedback methods for homework can be found in the Homework Policy.</p> <p><b>Google Classroom Checks:</b> these take place regularly in departments and across departments, enabling staff to observe and share good practice in their feedback.</p>	Section C3/Nos. 1, 2, 4, 5 & 8
Google Classroom	<p>We use Google Classroom as our learning platform. You will receive an introduction to GC during your induction session at the start of the year.</p> <p>All work is set, submitted, marked and returned through Google Classroom</p>	
Homework	<p>Homework is set according to the Homework timetable for each year group.</p> <p>All homework is set, submitted, checked and returned through Google Classroom.</p>	Section C3 No 7

	If homework is not handed in on the day it is due, you will need to give the relevant student/s a debit on ISAMS. If the piece is not handed in the very next day, you will need to place the students on Academic Detention	
Learning Journey	Class teachers are responsible for dealing with behavioural issues in the classroom in the first instance. The Learning Journey should be followed in the awarding of rewards and sanctions. Please always follow this. HODs will escalate classroom behaviour or achievement concerns to SLT should this be necessary.	Section C2/Pastoral Care/No 1 Appendix 8
Learning Visits	A number of learning visits may take place through the year and these include: <ul style="list-style-type: none"> <li>● Observations of new staff by DHA</li> <li>● Observations of ECTs by STA and mentors</li> <li>● Inspiration Visits by all staff</li> <li>● Visits of and by HODs</li> <li>● Classroom Pop-ins by members of SLT and the Academic team</li> </ul> <p>Every learning visit aims to develop and support teachers in achieving their professional goals.</p>	Section C3 No 19
More Able pupils	Stretch and Challenge for all is a vital part of every lesson. This is particularly important for More Able pupils.	Section C3/No 12
	Information on More Able pupils can be found on ISAMS. The progress of More Able pupils is monitored by the MACOs and will be shared with staff at the start of each year.	
	The More Able Coordinators (MACOs) are <b>James Millard and Alex Inchenko</b>	
Parents' Evenings	These take place after school according to the staff electronic calendar. There are two parents' evenings for each year group per academic year.	Section C3/No 8
	You should attend the relevant parents' evenings if you are a subject teacher or tutor for the relevant year group. These take place online through <a href="#">Schoolcloud</a> as well as in person for certain year groups.	
Reports	Each girl receives one written report per academic year in addition to the Assessment Point data (for each of the 4 APs) Reports are written using ISAMS. Staff are reminded of the importance of meeting deadlines which are published in the staff electronic calendar.	Section C3/No 8
SEN	The Department for the Support of Learning is run by <b>Johnathan Roberts</b>	Section C3/No 13
	Stretch and Challenge for all is a vital part of every lesson. This should be differentiated to enable SEN girls to challenge themselves in a safe space in lessons. Details of pupils with SEN are listed on ISAMS, with recommendations for the classroom and teaching strategies.	

	The progress of girls with SEN is monitored via Provision Map, which contains details of pupils' learning needs, personalised targets and interventions, and the impact of these.	
SOWs	These are located on the Staff Google Drive	

# Appendix 1 - Safeguarding

You should be aware of the following key personnel:

- The **designated safeguarding lead (DSL, safeguarding lead)** for child protection at More House is: **Davina Reid** (Director of Pastoral Care): 020 7235 2855, [directorofpastoralcare@morehousemail.org.uk](mailto:directorofpastoralcare@morehousemail.org.uk)
- The deputy DSL is: **Mike Keeley** (Associate Head): 020 7235 2855, [keeley.head@morehousemail.org.uk](mailto:keeley.head@morehousemail.org.uk)
- The **Head** is **Faith Hagerty**, 020 7235 2855, [fhagerty.head@morehousemail.org.uk](mailto:fhagerty.head@morehousemail.org.uk)
- **Child Protection Governor for the School**  
The nominated child protection governor for the School is: **Susan Sturrock**, [office@morehousemail.org.uk](mailto:office@morehousemail.org.uk)
- **Chairman of Governors for the School**  
The **Chairman of Governors** for the School is: **James Fyfe**, [office@morehousemail.org.uk](mailto:office@morehousemail.org.uk)
- **Vice Chair of Governors for the School**  
The **Vice Chair of Governors** for the School is: **Sue Shale**, [office@morehousemail.org.uk](mailto:office@morehousemail.org.uk)

## Safeguarding - Induction programme

The safeguarding induction programme for all new staff and volunteers will include **regular meetings with the DSL or DDSL (at least once each half term during their probationary\* period and thereafter as necessary) and terms of reference as follows:**

- Reinforcing key safeguarding messages (including those laid out in this policy) and:
  - Conduct expected of all staff and volunteers; all new staff and volunteers will be required to sign that they have agreed to the Staff Code of Conduct; discussion of the contents, including appropriate boundaries and key behaviours in relation to children and their families
  - Training on school policies and procedures including the Child Protection, Whistleblowing and Anti-bullying policies and procedures for dealing with allegations
  - Support and mentoring as referenced above
  - Identification of key personnel including the DSL and DDSL
- Assessment of any training needs; as a minimum, all new staff and volunteers will be required to complete a level 2 safeguarding training course (provided as part of our subscription to The National College courses) including Child Protection and KCSIE
- Any concerns about the new employee will be addressed and acted on immediately and in line with the school's Safeguarding and Child Protection Policy and Staff Employee Handbook
- \*The probationary period is set out in the offer letter and contract for all new staff and volunteers

You will be made aware of:

- Keeping Children Safe in Education: Part One
- Safeguarding & Child Protection Policy
- Staff Code of Conduct
- Public Interest Disclosure (Whistleblowing) Policy
- Keep Children Safe in Education (Part 1)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Behaviour Policy
- Absence Policy
- E-safety Policy
- Health & Safety Manual

Your training will enable you to answer the following questions:

- What is your role and responsibilities in relation to safeguarding and promoting the welfare of children and young people?
- What systems support safeguarding at MH (including procedures to deal with peer on peer abuse)
- Who is the Designated Safeguarding Lead (DSL) and alternates in your school? What is their role?
- What are the categories, signs and indicators of abuse?
- What measures are in place to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- What response is in place to children who go missing from education;
- Identifying children who may benefit from early help
- What is the procedure in your school for disclosures and how do you record these in your school? How would you make a referral to social services and what role might you play in subsequent assessments? What would you do if a child reported that they were being abused, exploited or neglected?
- Where would you find the school's safeguarding policy?
- Who is the named Safeguarding Governor or Chair of Governors and how would you contact them?
- Who would you speak to if you have concerns about a member of staff?
- Who would you speak to if you have concerns about the Head?
- What are the professional standards of conduct in this school?

## **Your Responsibilities: All staff have a statutory responsibility to:**

- Have read at least part one of Keeping Children Safe in Education.
- Provide a safe environment in which children can learn; Teachers Standards: you should safeguard children's wellbeing and maintain public trust in the teaching profession as part of your professional duties;
- Be aware of systems, policies and procedures within the School which support safeguarding;
- Be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of early help or who are suffering, or are likely to suffer, significant harm and in such circumstances to take appropriate action, working with other services as needed;
- Work with the designated safeguarding lead staff members (DSLs) and, if required, to support social workers to take decisions about individual children.
- Attend appropriate safeguarding and child protection training on appointment and subsequent refresher training at yearly intervals.

## **What to do if you suspect a child is at risk of harm?**

If you are concerned that a pupil may be suffering harm or is at risk of harm (including those who may be vulnerable to extremism), the matter should be referred to the DSL as soon as possible using the **Form for reporting and recording concerns about a pupil**.

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their art or written work could be concerning or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

## **If a child discloses information to you**

It takes a lot of courage for a child to disclose that they are being neglected and / or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on - you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen; if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

### ***During your conversation with the child:***

- Allow them to speak freely.
- Remain calm and do not over react - the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort - 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.



- Do not be afraid of silences - remember how hard this must be for the child.
- Under no circumstances ask investigative questions - such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Follow the procedure outlined below: Taking action: advice for staff
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support from the DSL or other senior member of staff if you feel distressed.

## **Taking action: advice for staff**

### **Key points to remember for taking action are:**

- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the DSL as soon as possible, unless it involves an allegation against a member of staff or volunteer in which case the procedures in Appendix 2 should be followed;
- if the DSL is not available, ensure the information is shared with the deputy DSL (or in their absence, with the most senior person in the school) that day. If there is a risk of immediate serious harm to a child and it is not possible to report the matter in accordance with this procedure, a referral should be made to children's social care immediately. See paragraph 5 below.
- do not start your own investigation;
- share information on a need-to-know basis only - do not discuss the issue with colleagues, friends or family;
- complete and submit a welfare concern form or a child protection record of concern as appropriate
- seek support for yourself if you are distressed.

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined above. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the Headmistress and/or the chair of governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the child's safety.

If, at any point, there is a risk of immediate serious harm to a child, and you are unable to share the information with the DSL or a deputy DSL (or the most senior person in the School), a referral should be made to children's social care immediately. **Anybody can make a referral.**

Under these circumstances, you (or, if necessary, the most senior person in the school that you can find to help you) should contact the Social Services team at Kensington & Chelsea in the first instance for advice on how to refer (you may be referred to another Local Authority SPA team):

- 020 7361 3013 - Social Services line
- 020 7361 3013 - Social Services Line, Monday to Friday: 8.30am - 5pm
- 020 7373 2227 - Emergency social worker, out of hours service

The SPA team will require basic information from you such as:

- Your name
- Address
- Details of the child that you have concerns about.

This information is taken to help the specialist safeguarding team make enquiries, and contact you again if necessary. Information you supply is held in the strictest of confidence and not disclosed to any party; including those connected to the child you have concerns about.

**Other ways to report your concerns:**

- Call the local specialist Police child protection team on 101
- NSPCC - for help if you are unsure whether to report your concerns. Call 0800 800 5000 to speak in confidence, or text anonymously to 88858.

**Four main types of abuse:**

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

In addition, staff should be aware of the following safeguarding issues:

- Child sexual exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Female genital mutilation (FGM)
- Mental Health
- Peer on Peer Abuse
- Serious Violence
- Students who are Vulnerable to Extremism (specific indicators are listed in the school Child Protection Policy)

## Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour - from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns - you do not need 'absolute proof' that the child is at risk.

## Appendix 2: The School Day

Staff are expected to be on site by 8.15am on normal teaching days.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:30-08:35	Registration	Registration	Registration	Registration	Registration
08:35-09:00	See below for form time details				
09:00-09:55	Period 1	Period 1	Period 1	Period 1	Period 1
10:05-11:00	Period 2	Period 2	Period 2	Period 2	Period 2
11:00-11:15	Break	Break	Break	Break	Break
11:15-12:10	Period 3	Period 3	Period 3	Period 3	Period 3
12:20-13:15	Period 4	Period 4	Period 4	Period 4	Period 4
13:15-14:10	Lunch	Lunch	Lunch	Lunch	Lunch
14:10-14:15	Registration	Registration	Registration	Registration	Registration
14:15-15:10	Period 5	Period 5	Period 5	Period 5	Period 5
15:20-16:15	Period 6 (Year 11 and Sixth Form only)	Period 6 (Sixth Form only)	Period 6 (Year 10 and Sixth Form only)	Period 6 (Sixth Form only)	Period 6 (Sixth Form only)
15:15-16:15	<i>Co-curricular activities</i>	<i>Co-curricular activities</i>	<i>Co-curricular activities</i>	<i>Co-curricular activities</i>	<i>Co-curricular activities</i>
16:15 onwards	<i>Co-curricular activities</i>				

## Form Time Activities (08:35-09:00)

Days	Year 7	Year 8	Year 9	Year 10	Year 11	6 <sup>th</sup> Form
Mon	Assembly	Assembly	Assembly	S&T/ Admin	S&T/ Admin	S&T/ Admin
Tues	L2L	L2L	L2L	Assembly	Assembly	Assembly
Wed	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
Thurs	DEAR/ House Meeting	DEAR/ House Meeting	DEAR/ House Meeting	Leave for PE	DEAR/ House Meeting	Admin/ House Meeting
Fri	S&T/ADMIN	S&T/ADMIN	S&T/ADMIN	DEAR	Leave for PE	DEAR

DEAR = Drop Everything and Read or Drop Everything and Revise

L2L = Learning to Learn

S&T = Spirit & Truth

# Appendix 3: FLOOR PLAN OF MORE HOUSE SCHOOL

## KEY TO ROOM CODES:

C=Chapel Side L=Library Side DR=Dining Room LIB=Library

B=Basement; 2, 3, 4 (as second number)

denotes the Floor Example: C32 = Chapel

Side; 3<sup>rd</sup> Floor; room 2

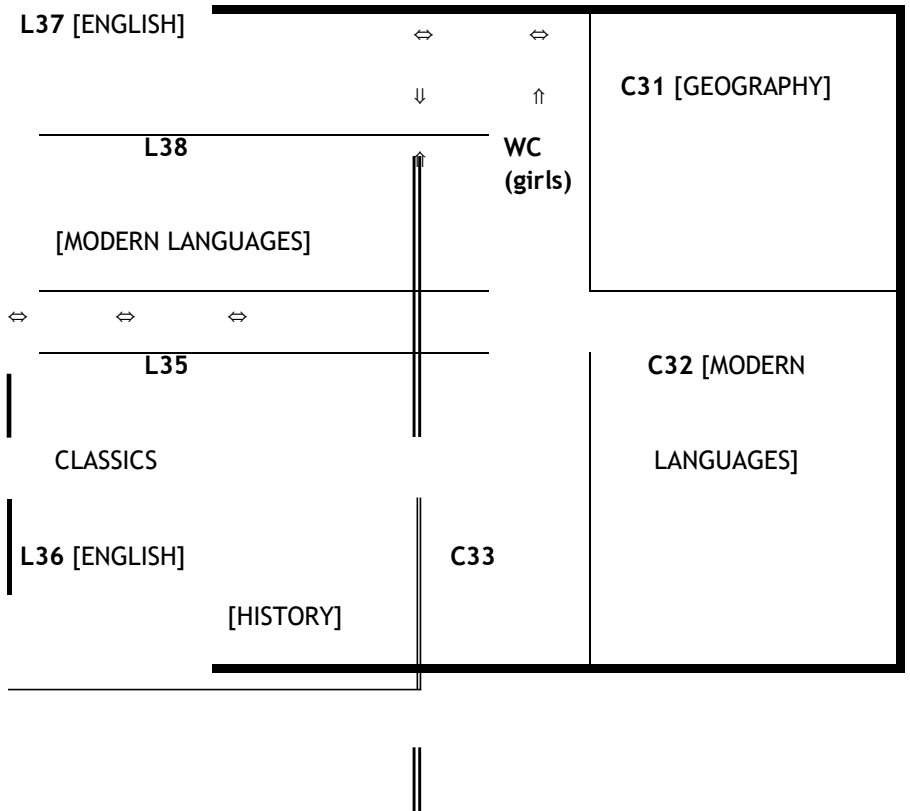
## FIRE EXITS LOCATED ON GROUND FLOOR

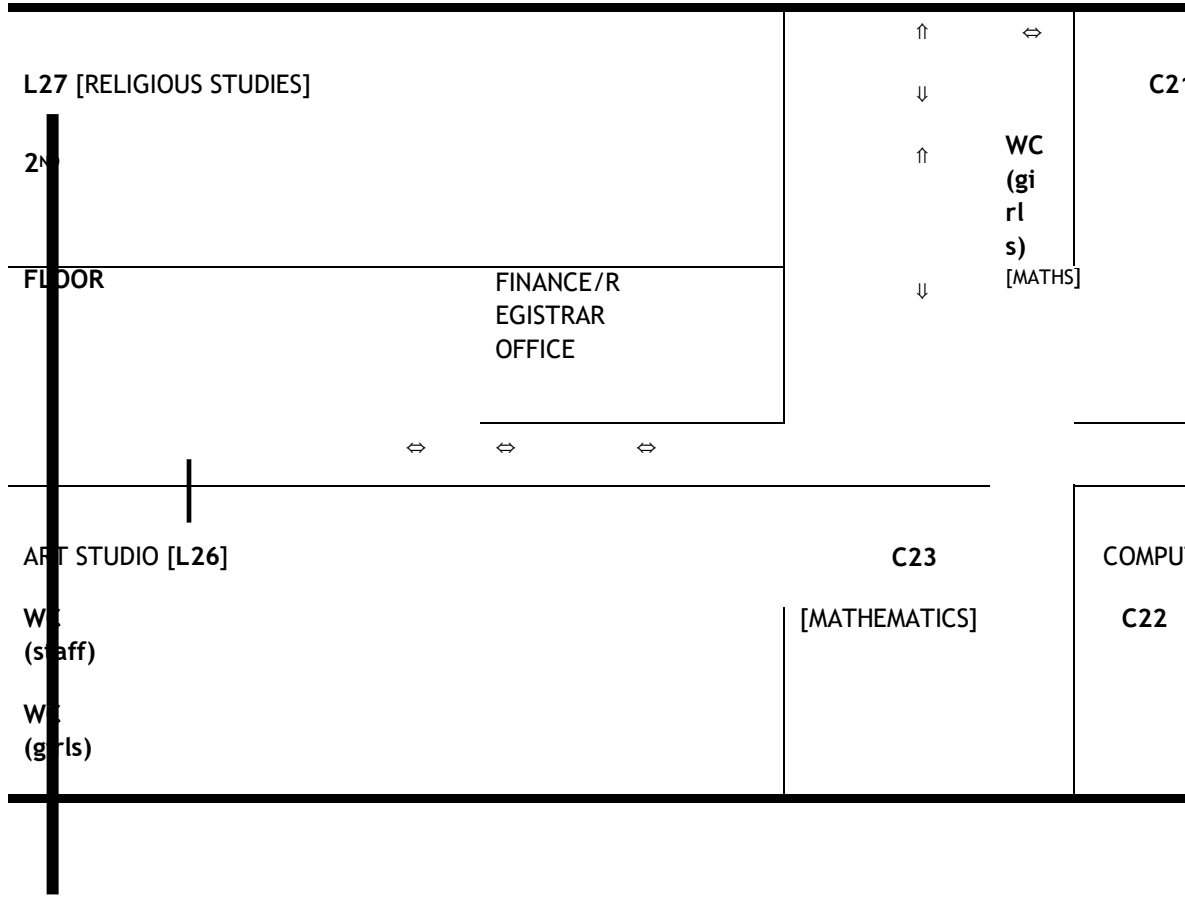
(All WCs equipped with wash basins)

		LIBRARY SIDE	CHAPEL SIDE		
<b>4TH FLOOR THE SIXTH FORM</b>	L6th STUDY ROOM		↑		[HISTORY of ART] C41
		⇔	↓		
		⇔	⇔	↑	
	WC (girls)		U6 STUDY ROOM		
	WC (girls)				
Kitchen			C44- 6 <sup>th</sup>	C43	C42
SIXTH FORM CENTRE			FORM ART	DEN	[ECON]

3RD  
FLOOR

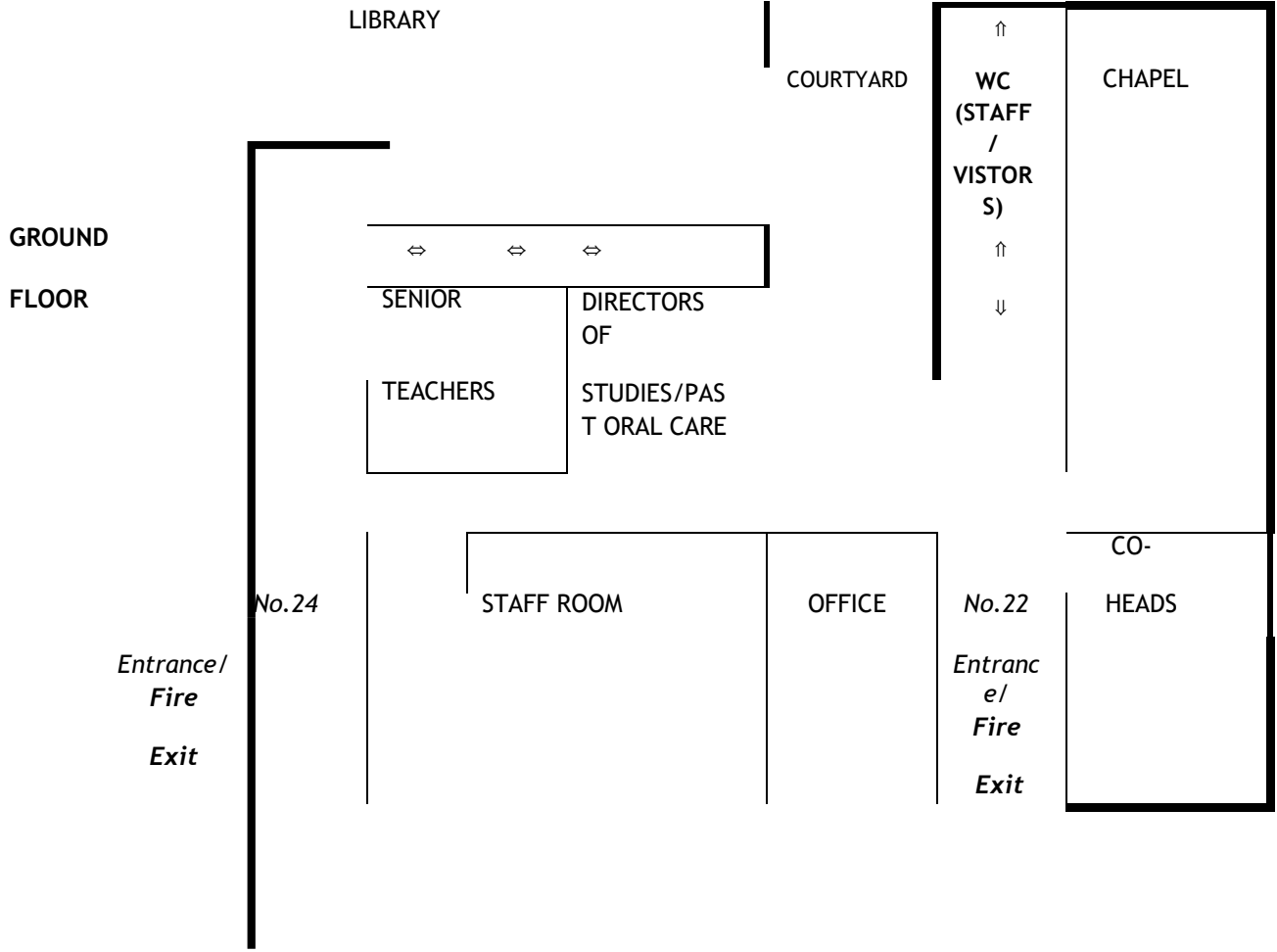
WC  
(girls)  
WC  
(girls)

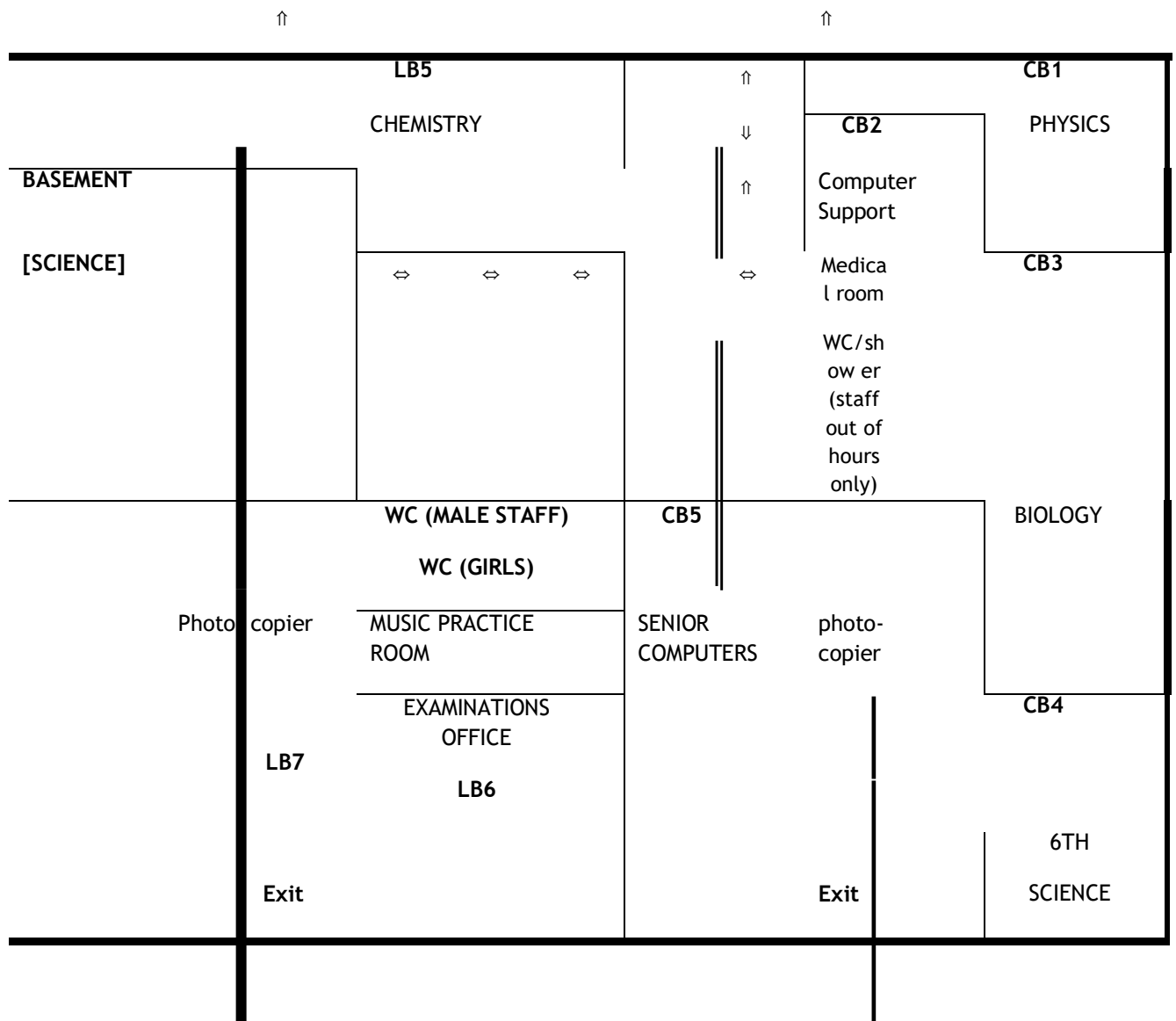












# Appendix 4: List of Staff and Support Staff

## Academic Staff

Initials:	Name:	Subjects:	Responsibilities:	Status:	
EA	Miss Evelyn ALDOUS	Psychology		Mon (pm), Tues, Wed	0.5
AA	Mr Alexander ARRES	Geography		Mon, Tues, Wed, Thurs	0.6
WA	Mr Wayne BENSKIN	MFL	Head of MFL Exams Officer Careers Coordinator	Ft	1
JBR	Mrs Joanne BRETT	Geography	Deputy Head Academic Head of Geography EPQ Coordinator	Ft	1
EC	Ms Emily CALDERWOOD	Music, Singing	Director of Music	Ft	1
SF	Ms Saskia FISCHER	English		Wed, Thurs, Fri	0.6
JF	Ms Jessica FRITH	English		Mon, Tues, Wed	0.6
LAG	Mrs Lynsey GARWOOD	English	Head of English	Wed, Thurs, Fri	0.6
CG	Ms Charlotte GODFREY	PE		Ft	1
SG	Miss Sarah GUNNER	Learning Support, Maths		Ft	1
FH	Ms Faith HAGERTY	Drama	Head	Ft	1
PH	Mr Paul HEGARTY	English			
OH	Ms Orla HENVEY	RS	Senior Teacher (Pastoral & PSHE)	Ft	1
BH	Ms Belinda HUNT	History of Art, English	Pre A Coordinator Enrichment Coordinator (academic)	Tues, Thurs, Fri	0.6
AI	Ms Alexandra INCHENKO	Science (Physics)	MACO Coordinator DofE Coordinator	Ft	1
VJ	Ms Victoria JACKSON	Drama	Head of Drama	Mon, Tues, Wed, Thurs	0.8
SJ	Mr Serenhedd JAMES	RS		Wed, Thurs	0.4
MK	Mr Mike KEELEY	Music, Digital Skills	Associate Head, DDSL	Ft	1
FK	Ms Farah KHIZAR	Science		Mon, Fri	0.4
JMZ	Ms Janet MAZEWSKI	Science (Biology, Physics)	Head of Physics Library Manager	Ft	1
JMI	Mr James MILLARD	History	Head of History & Classics MACO Coordinator	Ft	1
SN	Shivanjani (Shan) NAIDU	Science		Mon, Tues, Fri	0.6
SO	Miss Sinead O'CALLAGHAN	Drama, English	Head of Sixth Form	Mon, Tues, Wed, Fri	0.8
MO	Ms Molly ORMESHER	MFL		Mon, Tues, Wed	0.6

CP	Ms Claire PHELPS	PE	Head of PE	Ft	1
DR	Ms Davina REID	RS	Director of Pastoral Care Head of RS DSL Enrichment Coordinator (spiritual)	Ft	1
PR	Ms Phillippa REVELL	Business, Economics	Head of Business and Economics	Tues, Thurs, Fri (pm)	0.5
DJR	Miss Deborah RIGBY	Art & Design		Mon, Wed	0.4
JR	Mr Jonathan ROBERTS	SEN	SENCO	Ft	1
TR	Mr Toby ROBERTSON	Maths	Senior Teacher Academic Head of Maths ICT Coordinator Head of House (Santiago)	Ft	1
JRO	Mr Jorge RODRIGUEZ	Music			0.8
OS	Ms Olga SOLTANI	Mathematics		Ft	1
AS	Ms Amelia STANBURY	Maths		Ft	1
NS	Ms Nikolina STOJANOVIC	MFL (French, German), Digital Skills		Ft	1
RS	Ms Rosie SYM	Science	H&S Coordinator for Science	Tues, Wed, Thurs	0.6
RT	Mrs Rhiannon TUNNICLIFFE	Classics, Latin, English		Ft	1
KWA	Ms Katherine (Katy) WALLACE	History, RS		Mon, Tues, Wed	0.6
KW	Ms Kathryn WILSON	Art & Design, Textiles	Head of Art	Mon, Wed, Thurs	0.6
HY	Ms Hannah YATE	Art & Design, Textiles		Mon, Tues, Wed	0.6

**KEY:**

Orange - Heads of Department

Red - Senior Leadership Team

Green - other responsibilities

Blue - new member of staff

ft - full time

## Support Staff 2021-2022

JBL	Daphne (Bobbie) ELLIOTT	Director of Finance and Resources
JD	Mrs Jules DAY	Registrar
EL	Ms Emily LORCH	Lab Technician
SX	Miss Sam XIBERRAS	Marketing Officer
KM	Ms Katarina MACMILLAN	School Administrator, PA to Head

## Peripatetic Music Staff

Mr Olivier Taylor	Percussion
Ms Nedelina Zheleva	Guitar
Mr Jong On (Oakki) Lau	Violin
Mr Voya Milovanovich	Piano
Miss Victoria Mulley	Singing
Ms Emily Anderson	Woodwind
Mr Simon Sturgeon-Clegg	Trumpet
Mrs Anait (Anahit) Tchaouchian	Piano
Ms Helen Ashby	Singing

## Other Staff

	Ms Clare Ward	SEN/SLT
	Ms Judy Courtney	SEN/OT
	Ms Silviya Filipova	LSA
	Ms Hannah Gallagher	LSA
	Mr Brahim Ghebache	Chef
	Mr Peter Johnson	Kitchen
	Mr Mel Djedje	Kitchen
	Mr Andrea Fredolini	Kitchen
	Ms Dakota Matthews-Forth	Dance
	Mr Adrian Golabek	ICT
	Ms Pina Ciciretti	MFL assistant
	Victoria George	SEN
	Ms Janine Gayler	Counsellor/Therapist
	Ms Elizabeth Gillies	Counsellor
	Mr Fevzi Gjyshinca	Caretaker
	Mr Miguelito Dela - Cruz	Caretaker

## Appendix 5: House Staff

<b>CANTERBURY</b> HOUSE CAPTAIN: Alexia	<b>WALSINGHAM</b> HOUSE CAPTAIN: Mercedes
Katy Wallace	Janet Mazewski
Charlotte Godfrey	Claire Phelps
Davina Reid	Rosie Sym
Jonathan Roberts	S-J James
Mike Moon	Jules Day
Rhiannon Tunicliffe	Orla Henvey
Joanne Brett	Lynsey Garwood
Alexandra Inchenko	Paul Hegarty
Sam Xiberras	Belinda Hunt
<b>IONA</b> HOUSE CAPTAIN: Phoenix	<b>SANTIAGO</b> HEAD OF HOUSE: TOBY ROBERTSON HOUSE CAPTAINS: Daphne
Wayne Benskin	Phillippa Revell
Hannah Yate	Jorge Rodriguez
Deborah Rigby	Alexander Arres
Amelia Stanbury	Farah Khizar
Evelyn Adous	Molly Ormesher
Saskia Fischer	Victoria Jackson
James Millard	Kathryn Wilson
Nikolina Stojanovic	Emily Calderwood
Olga Soltani	Jessica Frith
Hannah Gallagher	

## Appendix 6: Form Tutors

### Years 7 to 11 Tutors

FORM	Form Tutor	Form Tutor	Rooms
7A	AS (F/T)	LG (P/T)	L37
7B	JR (F/T)	JF (P/T)	L38
8A	MO (P/T)	FK (P/T) + SF	L36
8B	SG (F/T)	VJ (P/T)	C33
9A	WB (F/T)	KWA (P/T)	L35
10A	NS (F/T)	SF (P/T)	C31
10B	CG (F/T)	JR (P/T)	C32
11A	EC (F/T)	AI (F/T)	C21
11B	CP (F/T)	JM (F/T)	C22

### Sixth Form Tutors

Back ups: RXS, AA

Form	Kahlo	Winfrey	Curie	Austin	Potter
Rooms	CB5	C32	C42	LB6	C41
Monday AM	HY	KW	JMI	RT	DJR
Monday PM	HY	OS	JMI	EA	DJR
Tuesday AM	HY	OS	JMI	EA	BH
Tuesday PM	HY	OS	JMI	EA	BH
Wednesday AM	HY	KW	SJ	EA	DJR
Wednesday PM	PH	KW	SJ	EA	DJR
Thursday AM	PH	KW	SJ	RT	BH
Thursday PM	PH	KW	SJ	RT	BH
Friday AM	PH	OS	JMI	RT	BH
Friday PM	PH	OS	JMI	RT	BH



## Appendix 7

As a Catholic school we like to start the day with a time for reflection and prayer.

Twice a week students will have the opportunity for prayer and reflection in assembly.

On at least one day when they have form time, students need to have the opportunity for prayer and reflection in form, using the Spirit & Truth programme. This is published weekly by the Head of RS and emailed to all staff. The Director of Pastoral Care or Head of RS will be happy to give you further guidance in the use of this programme.

**The aim of prayer time is to worship God and to show our concern for each other and for our world.**

The other non-assembly day is used for administration such as the recording of rewards and sanctions.

# Appendix 8: Learning Journey

