

# Staff Induction Procedure 2023-2024

**Author:**

M Keeley & C Phelps, Associate Head &  
Deputy Head Academic

**Approved by the Governing Board:**  
September 2023

**Date of next review:**  
July 2024

**MORE  
HOUSE  
SCHOOL**

KNIGHTSBRIDGE

# Procedure for the Induction of new staff

## Welcome

It is always a pleasure to welcome new staff to More House School. We look forward to working with you and to supporting you to develop and flourish in your new role.

## Inclusion

More House School is committed to encouraging equality, diversity and inclusion among our staff and students and eliminating discrimination.

## Responsibilities

### The Head

The Head has overall responsibility for the implementation of the policy, for liaison with the Board of Governors, parents and external agencies as appropriate and for the training and support of Staff.

### ECT and New Staff Coordinator

The ECT and New Staff Coordinator (ENSC) is delegated day-to-day responsibility for the implementation of this policy.

## Staff Induction Day

All new staff receive an initial induction 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:

- Welcome (Head);
- Staff procedures (ENSC)
- Safeguarding, Pastoral and other procedures including Visitors' and Visiting Speakers policy, (Head, DSL/DHP - Deputy Head Pastoral, Head of Sixth Form);
- Health and Safety arrangements (Head of Operations);
- Teaching and Learning (DHA - Deputy Head Academic);
- Introduction to whole-school platforms including CPOMS, iSAMS and Google Education (Deputy Head Academic), and
- Staff wellbeing (Senior Teacher PSHE and Staff wellbeing)

## Mentoring

New staff are paired with a mentor (usually on a similar level (eg main scale teacher, Head of Department or management), who will guide them during their first year/ 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 and discuss expected behaviours and attitudes;
- to clarify what is expected of the member of staff or volunteer during their probationary period, and

- to provide feedback ahead of the mentee's regular meetings with the ENSC, the Head and/or Deputy Head Academic (DHA)

## Training

### Safeguarding - Induction programme

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

- Reinforcing key safeguarding messages including, but not limited to:
  - 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 attend Induction Training and will receive regular updates (including, as necessary, set National College courses) on safeguarding and child protection in line with the requirements of KCSIE 2023;
- 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 contract for all new staff and volunteers.

### Other training opportunities

Regular in-house training opportunities for new staff will be scheduled (usually p6 on Fridays) during the first year of employment. The School subscribes to the National College. New staff are encouraged to take advantage of this resource in order to develop and widen their knowledge in all areas linked to their professional duties.

### Monitoring performance

- An initial meeting with the ENSC/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 teaching at least once by the ENSC or 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 staff development policy and set against the relevant person and job specification.
- All new staff will meet with the Head, ENSC or DHA once each half term during their probationary period in order to provide support and to discuss feedback from the DSL/ENSC/HOD/DHA. The DSL/ENSC/HOD/DHA will provide feedback on pastoral work and teaching for that meeting including feedback from observed lessons.

- Records are kept of all meetings and observations, which are shared with the new member of staff.

## **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, ENSC or DHA at least once every half term during your first year at More House School in order that we can support you in your varied roles in the school. You will also have a mentor to provide further guidance and support;
- Early Career Teachers will follow the ECT programme in conjunction with the ENSC;
- 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 School - please ask any of the SLT or ENSC 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
Religious Life of the School	<p><b>Mission Statement:</b> Through living by Catholic values, our pupils are invited to achieve their God-given potential, by striving to be tolerant and thoughtful members of our community, whilst offering the very best version of themselves to all that they do. They will reflect our core values by acting with commitment, integrity, and compassion.</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
Staff Handbook	You can find the staff handbook in the Staff Drive of Google Drive. This is a working document and you are welcome to contribute to its further development (please contact Mike Keeley)		
Key Personnel	Head Deputy Head Academic Deputy Head Pastoral Senior Teacher (Pastoral and PSHE) Head of Sixth Form Director of Finance and Resources Head of Operations Registrar Office Manager and Marketing Pastoral Support Officer ECT and New Staff Coordinator	Faith Hagerty Toby Robertson Claire Phelps Lynsey Garwood Sinead O’Callaghan Suzana Coco-Bassy Mike Keeley Hannah Lee Sam Xiberius Paulette Monteiro Saskia Fischer	Section A  See also Appendix 4
Structure of the Day	See Appendix 2		

Layout of the School	See Appendix 3	Section A
Term Dates (including training days)	The staff Google Calendar will be shared with you	
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 - Claire Phelps (Deputy Head Pastoral) <a href="mailto:cphelps@morehousemail.org.uk">cphelps@morehousemail.org.uk</a></li> <li>• Deputy DSL - Lynsey Garwood <a href="mailto:lgarwood@morehousemail.org.uk">lgarwood@morehousemail.org.uk</a></li> <li>• Deputy DSL- Mike Keeley ( Head of Operations) <a href="mailto:keeley.head@morehousemail.org.uk">keeley.head@morehousemail.org.uk</a></li> <li>• Chair of Governors - Ian Bogle (<a href="mailto:office@morehousemail.org.uk">office@morehousemail.org.uk</a>)</li> <li>• Governor with responsibility for Safeguarding - Susan Shale (<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>• <a href="#">Keeping Children Safe in Education 2023: Part One and annex B</a></li> <li>• Safeguarding &amp; Child Protection Policy</li> <li>• Staff Code of Conduct</li> <li>• Public Interest Disclosure (Whistleblowing) Policy</li> <li>• Behaviour Policy</li> <li>• Absence Policy (including School response to children who go missing from education)</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 CPOMS</li> <li>• One-to-one teaching out of hours: you are required to inform the DSL or member of the SLT if you are teaching/tutoring individuals after school</li> <li>• Further details of induction, procedures and responsibilities are listed in Appendix 1.</li> </ul>	Section C Section E
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 a register will be handed to you to register your form and collected by the Deputy Head Academics</p>	Section D Health and Safety

	<p>Some staff will have special responsibilities which will be explained to them by the Head of Operations</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> <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/Deputy.</p> <p><b>House Captains:</b></p> <table border="1"> <thead> <tr> <th>HOUSE:</th><th>Captain</th><th>Deputy</th></tr> </thead> <tbody> <tr> <td>CANTERBURY</td><td>Lexi</td><td>Laura</td></tr> <tr> <td>IONA</td><td>Elisha</td><td>Becca</td></tr> <tr> <td>SANTIAGO</td><td>Yana</td><td>Lucrezia</td></tr> <tr> <td>WALSINGHAM</td><td>Amelia</td><td>Martha</td></tr> </tbody> </table> <p>House meetings take place once or twice each half term according to the assembly rota and all staff are expected to attend</p>	HOUSE:	Captain	Deputy	CANTERBURY	Lexi	Laura	IONA	Elisha	Becca	SANTIAGO	Yana	Lucrezia	WALSINGHAM	Amelia	Martha	<p>Section C</p> <p>See also Appendix 5</p>
HOUSE:	Captain	Deputy															
CANTERBURY	Lexi	Laura															
IONA	Elisha	Becca															
SANTIAGO	Yana	Lucrezia															
WALSINGHAM	Amelia	Martha															
Head Girl	Athena																
Dress code	Please refer to the Dress Code Policy	Section E															
ICT matters	<p>You will be issued with a school laptop.</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> </ul>																

	<ul style="list-style-type: none"> <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> <li>You will need to activate two-factor authentication, which requires a code to be sent to your phone each week to login to Google services.</li> <li>Your laptop must have be password protected as advised by IT Support</li> </ul>	
Staff Meetings	Staff Briefing - every Wednesday at 10:45 in Dining Room - all staff are expected to attend	
	HODs meeting dates are posted on the HOD electronic calendar through Google Classroom and will take place in Friday Period 6 about once per half term.	
Calendar	<p>Google calendar: You will receive an invite via Gmail - please refer to the calendar for all school events, trips, deadlines and more.</p> <p><b>Please look out for events marked *** which all staff (including part-time staff) are expected to attend</b></p>	
Absence and Lateness	<p>All staff are expected on site by 08:15 - if you are delayed, please contact Mike Keeley (Head of Operations) - <a href="mailto:mkeeley@morehousemail.org.uk">mkeeley@morehousemail.org.uk</a> (07393 392745) or Claire Phelps <a href="mailto:cphelps@morehousemail.org.uk">cphelps@morehousemail.org.uk</a></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 07:30. Cover work should be set on Google Classroom and a cover sheet sent (Handbook Appendix 16) 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 C & Section E
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 via the HOD (a term in advance) using the City Curriculum Planning document.</p> <p>All trips will require an academic motivation and should include opportunities for cross curricular learning or cross-curricular collaboration. Please see TR for further information.</p> <p>Once the date is approved a trip sheet and risk assessment* (appendix 7 &amp; 8) should be sent to Mike Keeley</p>	<p>Section D Health and Safety</p> <p>Appendix 7 &amp; 8 in handbook</p>



	*MK will give guidance on completion of this form	
Extra-curricular Activities	There is an expectation that all staff should contribute to the co-curricular programme by running at least one session each year. Claire Phelps is responsible for lunchtime and after school clubs.	Section C
Contacting Parents	<p><u>Academic issues</u>: must be checked by the HOD; upload details in CPOMS</p> <p><u>Pastoral issues</u>: must be sent by the form tutor and cc'd to the Head of Key Stage or Head of Sixth Form as appropriate; upload details in CPOMS</p> <p><u>Trip letters</u>: must be checked by the HOD and cc'd to MK. CCD letters to be sent centrally through consultation with NS and TR.</p> <p><u>Telephone calls</u> to parents: please upload details in CPOMS</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 undertake some of the following duties according to a timetable circulated at the start of each term:</p> <ul style="list-style-type: none"> <li>● <b>Lunch Duty (13:05-13:35 or 13:35-14:05)</b></li> <li>● <b>Break Duty (10:45-11:15)</b></li> <li>● <b>Academic Catch-up (Monday 13:05-13:35)</b></li> <li>● <b>You will be required to organise at least one co-curricular club.</b></li> </ul>	Section C

## PASTORAL

Topic	Information	Staff Handbook Ref.
Form Tutors	<p>0825: AM Registration 1405: PM Registration (taken by p5 subject teacher)</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 Deputy Head Pastoral/Head of Sixth Form/Key Stage Heads</li> <li>• <u>Assemblies</u> - all staff are expected to attend assembly with their form on the appropriate days (KS4/5 on Monday and KS3 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 C/ appendix 6</p> <p>Section B</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 C
Mentors	All girls in year 7 are assigned a sixth form mentor as part of the Big Sister programme 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-Wed (see Lynsey Garwood or Claire Phelps for referrals)</p> <p>There is also a year 10 mentor programme which includes drop-in sessions for KS3 pupils</p>	Section C

ACADEMIC		
Topic	Information	Staff Handbook Ref.
Key Staff	<ul style="list-style-type: none"> <li>• <b>Deputy Head Academic (DHA):</b> Toby Robertson</li> <li>• <b>Head of Sixth Form:</b> Sinead O'Callaghan</li> <li>• <b>Assessment and Data Lead:</b> Jorge Rodriguez</li> <li>• <b>Exams Officer:</b> Jorge Rodriguez</li> <li>• <b>SENCO:</b> Johnathan Roberts</li> <li>• <b>ECT and New Staff Coordinator (ENSC):</b> Saskia Fischer</li> <li>• <b>Be More Coordinator:</b> Molly Ormesher</li> </ul>	
Academic Concerns	<p>If you are worried about the academic achievement of a student, please refer this to the HOD who will refer it to the tutor and/or DHA should this be necessary. If the concern is pastoral in nature, please refer to the relevant pastoral guidance.</p> <p>Please upload all concerns, communications and actions in CPOMS using the relevant categories</p>	
Academic Detentions	<p>Academic detentions are run on Friday period 6 from 15:00 - 15:25. They are issued according to our Behaviour for Learning document or for not handing in homework a day after it is due (see Homework below).</p> <p>When issuing a detention, please include details of the work that must be completed by each student.</p> <p>Academic Detentions take precedence over any clubs or meetings during first lunch.</p> <p>A register must be taken through iSams.</p>	Section C
Academic Focus areas for 2023/2024	<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, staff development and Google Classroom Checks will focus on developing these.</p>	Section C

<b>Appraisal</b>	Staff development is designed to be collaborative and developmental in nature. There are a number of checkpoints throughout the academic year. The staff development process is explained in the staff handbook and organised by the Deputy Head Academic.	Section C
<b>Assessment</b>	<p>Formative assessment should take place in each lesson to check for understanding using any available method:</p> <ul style="list-style-type: none"> <li>• Mini whiteboards</li> <li>• Formative</li> <li>• Google Forms</li> <li>• Retrieval practice etc.</li> </ul> <p>Departments are required to set their own summative assessment requirements in advance each term. These are checked by the Assessment and Data Lead and then the appropriate dates are entered into the assessment calendar. Departments should ensure that there are no more than 3 assessments on any one day. A single percentage each term is reported home to parents along with a comment on their progress.</p> <p>Grades and comments are reported each term according to the assessment timeline.</p>	Section C
<b>BYOD</b>	<p>Every student will have a laptop device. 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 C</p> <p>Section C</p>
<b>CPD</b>	<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. Wakthrus has also been purchased and can be managed within departments.</p> <p>Further details can be found in the Staff Development policy</p>	Section C
<b>Department Handbooks</b>	These are located on the Staff Google Drive	

<b>Feedback and marking</b>	<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 C
<b>Google Classroom</b>	<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>	
<b>Homework</b>	<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> <p>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</p>	Section C
<b>High Expectations of BfL</b>	<p>Class teachers are responsible for dealing with behavioural issues in the classroom in the first instance.</p> <p>The High Expectations of Behaviour for Learning 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.</p>	<p>Section C</p> <p>Appendix 8</p>
<b>Learning Visits</b>	<p>A number of learning visits may take place through the year and these include:</p> <ul style="list-style-type: none"> <li>• Observations of new staff by DHA</li> <li>• Observations of ECTs by ENSC 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 C
<b>More Able pupils</b>	<p>Stretch and Challenge for all is a vital part of every lesson. This is particularly important for More Able pupils.</p> <p>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.</p> <p>The Be More Coordinator is Molly Ormesher</p>	Section C
<b>Parents' Evenings</b>	<p>These take place after school according to the staff electronic calendar. There are two parents' evenings for each year group per academic year.</p>	Section C

	<p>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="#">School Cloud</a> as well as in person for certain year groups.</p>	
<b>Registration</b>	<p>Please ensure that you take the register through iSams for every lesson. This allows us to track missed classes and identify any concerning trends in attendance.</p>	
<b>Reports</b>	<p>Each girl receives three written reports per academic year. See Assessment above.</p> <p>Reports are written using ISAMS. Staff are reminded of the importance of meeting deadlines which are published in the staff electronic calendar.</p>	Section C
<b>SEN</b>	<p>The Department for the Support of Learning is run by <b>Johnathan Roberts</b></p> <p>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.</p> <p>Details of pupils with SEN are listed on ISAMS, with recommendations for the classroom and teaching strategies.</p> <p>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.</p>	Section C
<b>SOWs</b>	<p>These are located on the Staff Google Drive</p>	

# 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: **Claire Phelps** (Deputy Head Pastoral): 020 7235 2855, [cphelps@morehousemail.org.uk](mailto:cphelps@morehousemail.org.uk)
- The deputy DSLs are : **Mike Keeley** (Head of Operations): 020 7235 2855, [keeley.head@morehousemail.org.uk](mailto:keeley.head@morehousemail.org.uk)
- **Lynsey Garwood** (Senior Teacher Pastoral & PSHE): 020 7235 2855, [lgarwood@morehousemail.org.uk](mailto:lgarwood@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: **Sue Shale**, [office@morehousemail.org.uk](mailto:office@morehousemail.org.uk)
- **Chair of Governors for the School**  
The Chair of Governors for the School is: **Ian Bogle**, [office@morehousemail.org.uk](mailto:office@morehousemail.org.uk)
- **Vice Chairs of Governors for the School**  
The Vice Chairs of Governors for the School are: **Sue Shale** and **James Fyfe** [office@morehousemail.org.uk](mailto:office@morehousemail.org.uk)

## Safeguarding - Induction programme

This information and guidance is written with regard to KCSIE 2023 and with particular reference to Part one: Safeguarding information for all staff.

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

- Reinforcing key safeguarding messages including, but not limited to:
  - 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 DDSLs;
- Assessment of any training needs: as a minimum, all new staff and volunteers will be required to attend Induction Training and will receive regular updates (including, as necessary, set National College courses) on safeguarding and child protection in line with the requirements of KCSIE 2023;
- 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

Induction will include a requirement to read and understand key policies including:

- Keeping Children Safe in Education 2023: Part One and annex B
- Safeguarding & Child Protection Policy
- Staff Code of Conduct
- Public Interest Disclosure (Whistleblowing) Policy
- Behaviour Policy
- Absence Policy (including School response to children who go missing from education)
- E-safety Policy
- Health & Safety Manual

Your induction 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? (see paragraphs 1-76 in KCSIE 2023);
- What systems support safeguarding at MH (including procedures to deal with peer on peer abuse)?;
- Who is the Designated Safeguarding Lead (DSL) and who are the 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?;
- How might I identify children who may benefit from Early Help?;
- What is the procedure in the School for disclosures and how do you record them? 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 and Annex B 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, 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 **CPOMS**.

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 is important that staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected.

It takes a lot of courage for a child to disclose that they are being neglected and/or abused. They may feel embarrassed, humiliated or may be being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. They may fear 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. It is important that you are able to reassure the child that they are being taken seriously and that they will be supported and kept safe. They should never be given the impression that they are creating a problem by reporting any abuse or neglect or to feel ashamed for doing so.

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. Only those who need to be involved (such as the DSL and local authority children's social care) should be informed.

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

- Allow them to speak freely.
- Remain calm and do not overreact - 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 1 of the Safeguarding and Child Protection Policy should be followed;
- if the DSL is not available, ensure the information is shared with a 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 or the police if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the Head 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 LSCP Kensington & Chelsea/Westminster in the first instance for advice on how to refer (you may be referred to another Local Authority LSCP team):

- Kensington and Chelsea - [socialservices@rbkc.gov.uk](mailto:socialservices@rbkc.gov.uk) or tel: 020 7361 3013
- Westminster - [accessstochildreancesservices@westminster.gov.uk](mailto:accessstochildreancesservices@westminster.gov.uk) or tel: 020 7641 4000

The 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 or:
- Safer Schools Officer - PC Jarrett at [Kerry.Jarrett@met.police.uk](mailto:Kerry.Jarrett@met.police.uk) 02073218569 or 07879640801
- NSPCC - for help if you are unsure whether to report your concerns. Call 0808 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 and will be aware of the following safeguarding issues:

- Child sexual exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Female genital mutilation (FGM)
- Mental Health
- Child on Child Abuse including but not limited to:
  - bullying
  - abuse in intimate personal relationships between children

- physical abuse
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting
- initiation/hazing type violence and rituals
- Serious Violence
- Domestic abuse
- Students who are Vulnerable to Extremism (specific indicators are listed in the school Child Protection Policy)

## Indicators of abuse and neglect

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.

		Monday		Tuesday		Wednesday		Thursday		Friday	
		Year 7 and 8	Rest of school	Year 10	Rest of School	Year 9	Rest of school	Year 11/13	Rest of school	Year 13	Rest of school
07:45 - 08:25	Before school	Before school clubs									
08:25 - 08:55	Registration	Form Time	Form Time / KS4-5 Assembly	Year 10 PE - Meet at Battersea Park	Form Time / KS3 Assembly	Form Time Spirit and Truth/Mass		Year 11 and 13 PE Meet at Battersea Park	Form Time	Year 12 PE Meet at Battersea Park	Form Time
08:55 - 09:50	Period 1	Year 7 and 8 PE	Lessons	Lessons	Lessons	Year 9 PE	Lessons	Lessons	Lessons	Lessons	Lessons
09:50 - 10:45	Period 2										
10:45 - 11:15	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
11:15 - 12:10	Period 3	Lessons									
12:10 - 13:05	Period 4										
13:05 - 13:35	Lunch 1	Lunch 1 / KS 3 Lunch Clubs									
13:35 - 14:05	Lunch 2	Lunch 2 / KS4 & 5 Lunch Clubs/Intervention									
14:05 - 15:00	Period 5	Lessons									
15:00 - 15:55	Period 6	KS3 Music Clubs	Rest of school Lessons	Y10 Sport Club KS3 Clubs Y11 Intervention	Sixth Form Lessons	KS3 Clubs	Rest of School Lessons	KS3 Sport Clubs Y10 Clubs Y11 Intervention	Sixth Form Lessons	Staff development	
15:55 - onwards	After school	Clubs									15:00 - 15:55 Senior Detention

## Form Time Activities (08:25-08:55)

Days	Year 7	Year 8	Year 9	Year 10	Year 11	6 <sup>th</sup> Form
Mon	Well-being booklet	Well-being booklet	Well-being booklet	Assembly	Assembly	Assembly
Tues	Assembly	Assembly	Assembly	PE	Well-being booklet	Viewpoints
Wed	Mass/Spirit and truth	Mass/Spirit and truth	Mass/Spirit and truth	Mass/Spirit and truth	Mass/Spirit and truth	Mass/Spirit and truth
Thurs	Literacy and Numeracy	Literacy and Numeracy	Literacy and Numeracy	Well-being booklet	PE	Year 12 - PE Year 13 - 1-1s
Fri	The Day	The Day	The Day	The Day	The Day	Year 12 - PE Year 13 - 1-1s

# Appendix 3: FLOOR PLAN OF MORE HOUSE SCHOOL

## KEY TO ROOM CODES:

C=Capel 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 AND BASEMENT

(All WCs equipped with wash basins)

4TH  
FLOOR  
THE SIXTH FORM

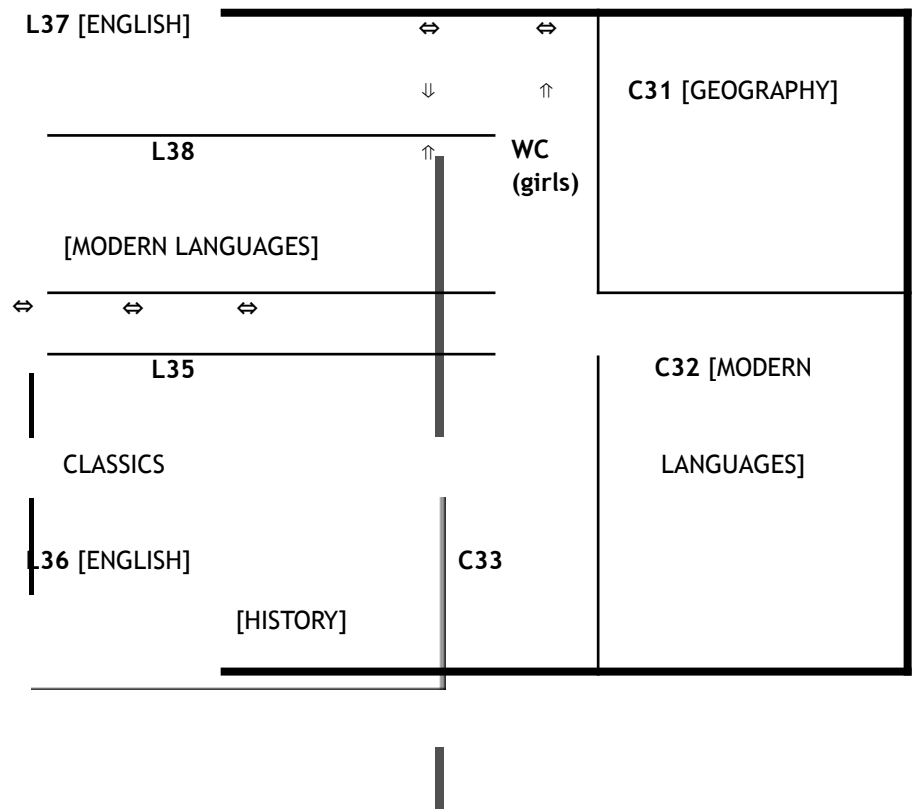
LIBRARY SIDE	CHAPEL SIDE		
L6th STUDY ROOM	↑	HEAD OF SIXTH FORM	[HISTORY of ART] C41
	↓		
	↑		
WC (girls)			
WC (girls)			
Kitchen			
SIXTH FORM CENTRE	C44- 6 <sup>th</sup> FORM ART	C43 DEN	C42 [ECON]



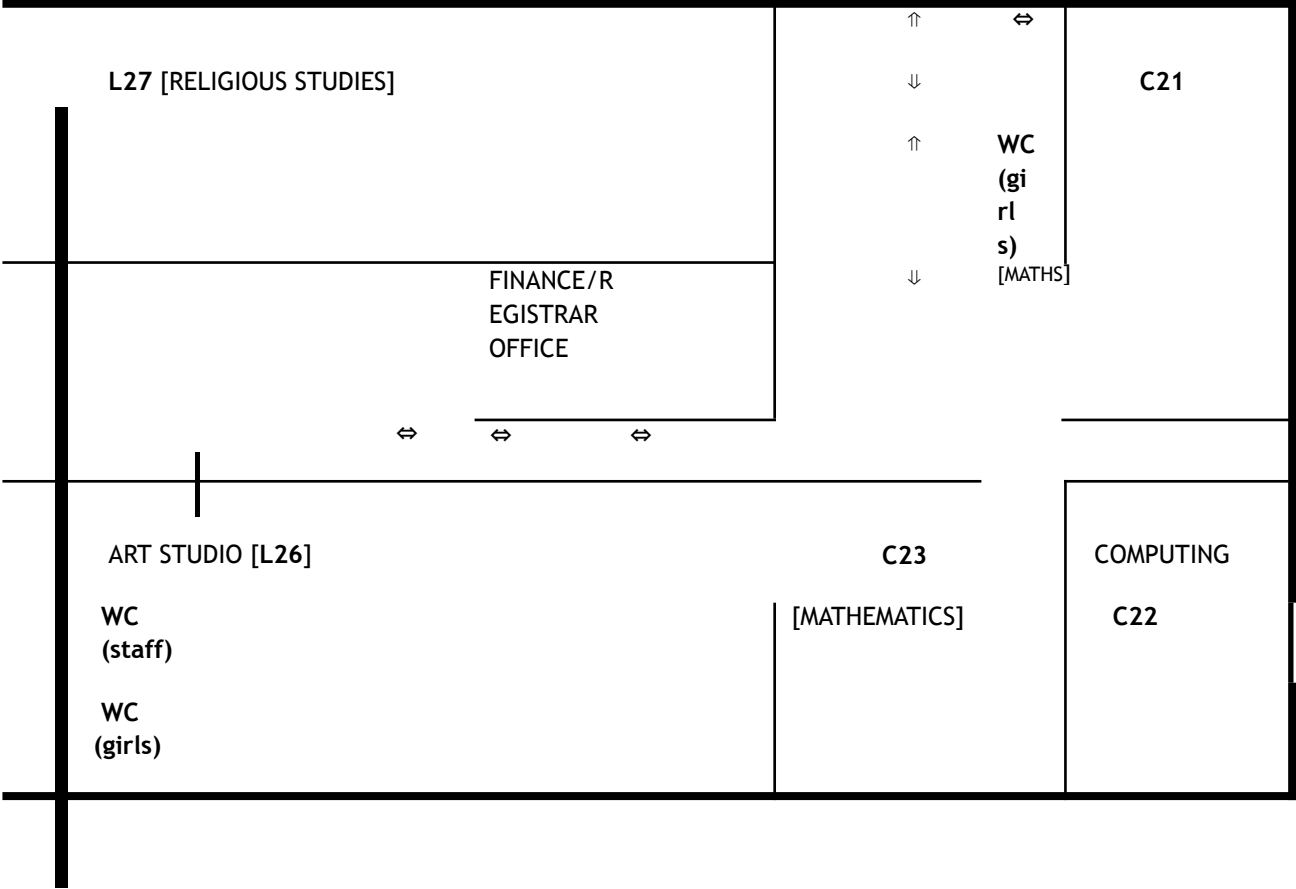
3RD  
FLOOR

WC  
(girls)

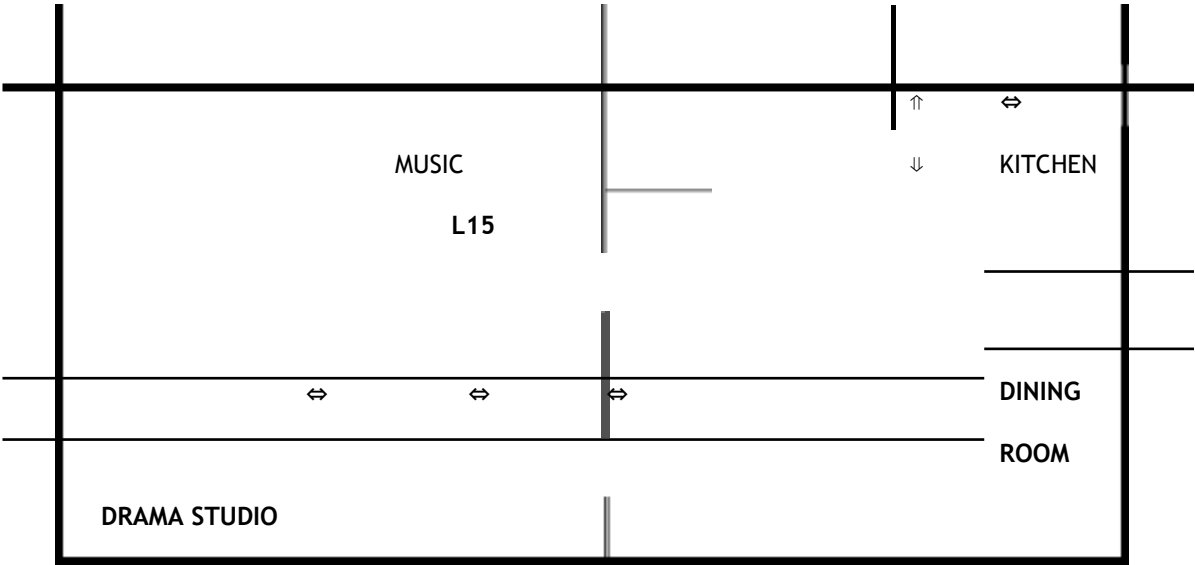
WC  
(girls)



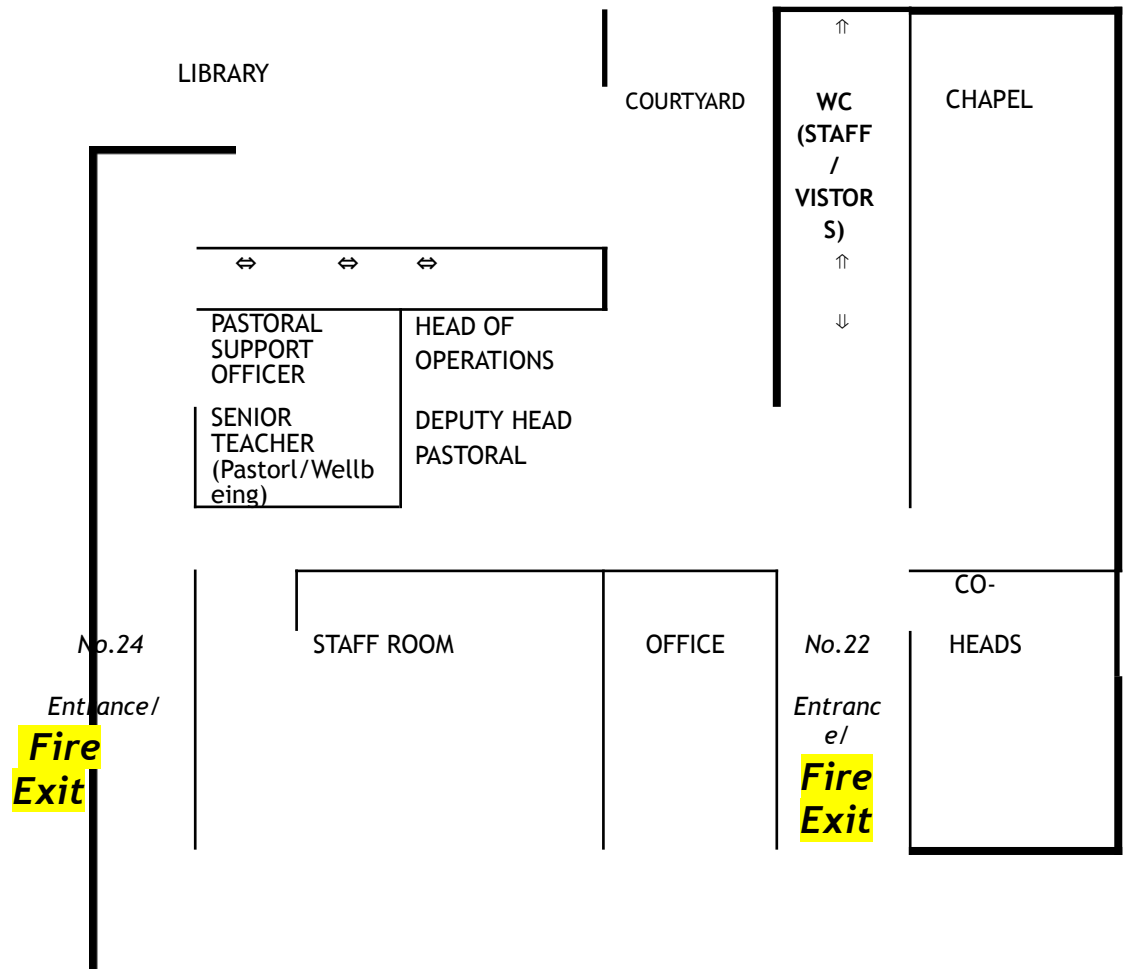
2nd Floor



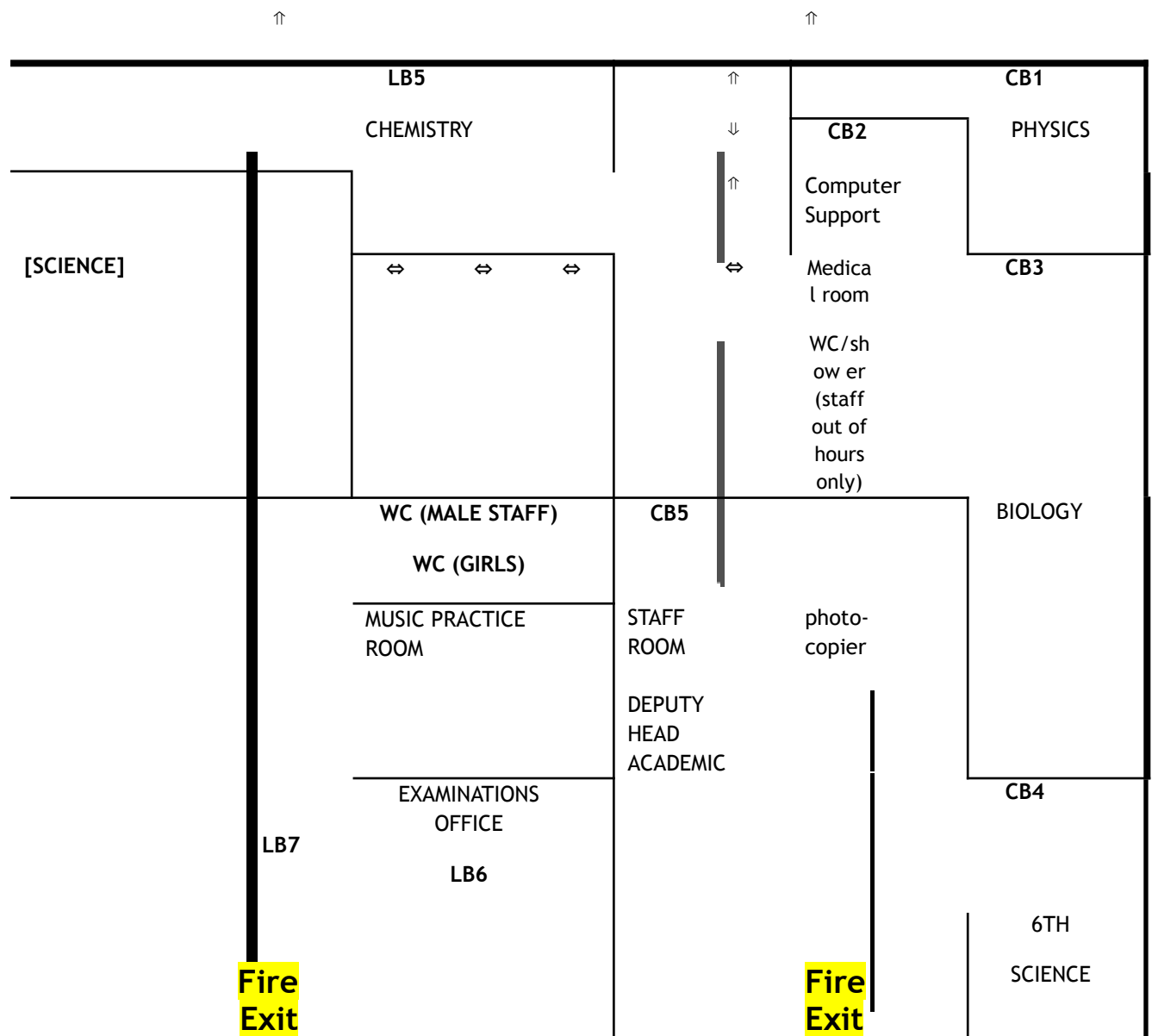
1st Floor



GROUND  
FLOOR



## Basement



## Appendix 4: List of Staff and Support Staff

see shared drive

## Appendix 5: House Staff

House Coordinator: Emily Calderwood

<b>CANTERBURY</b> HOUSE CAPTAIN: Lexi DEP HOUSE CAPTAIN: Laura	<b>WALSINGHAM</b> HOUSE CAPTAIN: Amelia DEP HOUSE CAPTAIN: Lucrezia
Jonathan Roberts	Oliver Adkin
Megan Lewis	Claire Phelps
Rhiannon Tunicliffe	Sinead Heatley
Venice van Someren	Sarah Gunner
Sophie Banks	Jonny Crowe
Dominic Cronie	Orla Sanders
Samia El-Ali	Lynsey Garwood
Mike Keeley	Paul Hegarty
Sam Xiberras	Belinda Hunt
	Andrea Bauer
<b>IONA</b> HOUSE CAPTAIN: Elisha DEP HOUSE CAPTAIN: Becca	<b>SANTIAGO</b> HOUSE CAPTAIN: Yana DEP HOUSE CAPTAIN: Martha
Hannah Yate	Jorge Rodriguez
Kirsty McGregor-Ritchie	Alexander Arres
Alicia Mcmorrow	Hannah Lee
Evelyn Adous	Molly Ormesher
Saskia Fischer	Tia Williams
Gordan Esler	Kathryn Wilson
Nikolina Stojanovic	Emily Calderwood
Olga Soltani	Jessica Frith
Sinead O'Callaghan	Paulette Monteiro

## Appendix 6: Form Tutors

### Form Tutors 2023/24

#### Years 7 to 11 Tutors

FORM	Form Tutor	Rooms
7TW	Tia Williams	C31
7NS	Nikolina Stojanovic	C32
8JC	Jonny Crowe	L38
8AM	Alicia McMorrow	L37
9JR	Johnathan Roberts	L27
10JZ	Jorge Rodriguez	C33
10SG	Sarah Gunner	L36
11EC	Emily Calderwood	C23

#### Sixth Form Tutors

Form	Sinead Heatley	Alexander Arres	Rhiannon Tunnicliffe	Sophie Banks	Kirsty McGregor-Ritchie
Rooms	C42	C21	L35	C41	C22

## Appendix 7

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

Once 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 Deputy Head Pastoral 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.**



## Appendix 8: High Expectations of Behaviour for Learning

