



# Staff Handbook 2020 - 2021

**Executive Headteacher: Ivan Pryce**

**Heads of School: Sarah Hurtado & Eleanor Bukht**  
**Assistant Headteachers: Adriana Martyr & Lauren Crew**

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**THE Auriga**   
**Academy TRUST**

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## Overview

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**Welcome to Strathmore School.** The school is situated across three campuses, co-located with inclusive-minded mainstream schools. Strathmore is a happy, thriving, special school for 100+ children and young people age 4 -19 with severe and complex learning difficulties, including those with a diagnosis of autism and/ or physical sensory disabilities.

More information on the school and its' provision can be found in the Special Educational Needs (SEN) Information Report

[Strathmore/School Information/Policies/SEN Information Report](#)

Strathmore is part of the Auriga Academy Trust (AAT) which was formed as a partnership between Clarendon School, Capella House School and Strathmore Schools. The strategic vision of the Trust is to establish a centre of excellence for the education of children and young people with special needs in the local community. Through the Trust, the schools work collaboratively together to ensure maximum benefit for all students through shared good practice, resources and economies of scale.

More information about the Trust and the individual schools at

[Auriga Academy Trust](#)

## Accessibility

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A school's accessibility plan is divided into three sections and covers how school aims to improve access to the physical environment of the school and increase access to the curriculum for learners with disabilities.

This policy can be found on the school website:

[Strathmore School/ School Information/Policies/ Accessibility Plan](#)

## Mission Statement, Aims and Values

### OUR VISION

#### *Individual, Inclusive, Independent.*

#### **Our vision:**

We are dedicated to preparing every learner to become an active contributor to their community by:

- ✓ *championing independence*
- ✓ *engaging families and*
- ✓ *promoting communication.*

### OUR AIMS AND VALUES

#### **Enhanced learning and communication**

- Our focus is on supporting learners to develop their communication skills. We work closely with therapists as part of a multi-professional team, use specialised using multi-modal means such as sign, symbol and voice output to enhance speech and literacy.
- We will match our high expectations with specialised and appropriate support providing training in current methods such as TEACCH, PECs (Picture Exchange and Communication System) and Makaton.
- Learners are enabled to access a fun, flexible and personalised creative curriculum in which meaningful learning opportunities are provided in real - life contexts. We value the integrity of every learner, seeking to motivate and enable them.
- We close monitor individuals' progress, towards both individual curriculum and EHCP targets, and as a whole person functioning in his or her community with confidence and self-esteem.

#### **Safety, dignity and value**

- We promote the highest standards of physical and emotional health for all, in our provision of therapies, behaviour support and care plans, and our commitment to Safeguarding.
- We acknowledge the value and contribution of all learners, staff, families and visitors to our school. We welcome a rich mix of people across cultures, ages and experience to share our community.
- We aim to provide a rich quality of life for every individual, to include relationships, rights, responsibilities and access to opportunities.
- We acknowledge and promote a rich spiritual life for each individual within the multiple cultures of our community.
- We are inclusive and actively anti-racist.

## **An outward-looking learning community**

- We aim for all of our learners to live as independently as possible as members of their communities.
  - Our curriculum reaches into the local community, with well-prepared links and visits.
  - We welcome a thriving team of peers from other schools to join our children and young people in their learning within school.
  - Our staff work as a trans-disciplinary team with families and with other professionals to plan for best practice for learners during their time at school, and for transitions into supported work, further education, supported leisure and living into adulthood.
  - Our learners and staff are members of a learning community within and beyond the school, in which all are encouraged to share and develop knowledge, skills and understanding through formal and informal contacts.
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### **Code of Professional Conduct**

Every member of staff at Strathmore is a critical part of the team that meet the complex needs of learners at Strathmore.

The staff at Strathmore School act in a professional manner at all times – in our words and actions and how we treat everyone in school.

This means that we:

1. Put the wellbeing, development, progress and dignity of children and young people first, including responding appropriately to safeguarding procedures.
2. Take responsibility for maintaining and improving the quality of our practice.
3. Help children and young people to become confident, successful learners and prepare them for adulthood.
4. Demonstrate respect for diversity and promote equality.
5. Strive to establish productive partnerships with parents and carers.
6. Work as part of a whole-school team.
7. Co-operate with other professional colleagues.
8. Demonstrate honesty, integrity, confidentiality and uphold public trust and confidence in the teaching profession.

For more information about The Code of Conduct see:

[Auriga Academy Trust/ About the Trust/ Policies/ HR Policies/ Code of Conduct](#)

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## Dress Code

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All employees must present a positive image of the Schools within the Auriga Academy Trust and are therefore a professional appearance and dress appropriate for the role that they perform, is required.

The Trust recognises the diversity of cultures and religions of its employees and will take a sensitive approach when this affects dress and uniform requirements. However, priority will be given to health and safety, security and other similar considerations.

It should be considered that what staff wear could put themselves and others at risk, this includes classroom-based and non-classroom-based staff. This links in with our use of Team Teach to support behaviour.

### **Suitable clothing for classroom-based staff;**

Comfortable, practical clothing that is appropriate for working with children and young adults, for example:

- Flat shoes
- Minimum jewellery; necklaces, earrings and scarves should not be worn when working with learners, unless for cultural reasons.
- Hair tied up

### **Examples of inappropriate clothing (applies to all staff);**

- Clothing with slogans or symbols that could cause offence
- Tops with thin 'spaghetti' straps
- Low cut or revealing tops
- Scruffy or torn trousers/ripped jeans
- Clothing that reveals underwear, bra straps, cleavage or mid-riffs
- Transparent or sheer clothing
- Flip flops or open toed sandals
- Short dresses/ miniskirts
- Excessively split skirts/ dresses/ trousers

### **Examples of inappropriate personal appearance (applies to all staff);**

- Inappropriate tattoos
- Long nails (nails longer than fingertips)
- Extreme hairstyles
- Excessive or unconventional jewellery
- Hats or sunglasses worn indoors

In line with our safeguarding practice, all staff must wear the relevant school lanyard with their name badge/ID showing.

If you have any queries regarding the dress code, please speak to a member of the School Leadership Team or Carla Osborne. Failure to follow the dress code may result in formal action being taken.

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## School Organisation

### Executive Headteacher

Ivan Pryce

### School Leadership Team:

Sarah Hurtado: Head of School

Eleanor Bukht: Head of School

Adriana Martyr: Assistant Head/Head of Centre

Lauren Crew: Assistant Head (Acting)

Susie Connor: School Business Manager

### Class Teachers

Delphini: Sarah Terrey

Luna: Olga Tomas

Hercules: Amy Upton

Leo: Donna Grimsley

Nova: Helen Baldwin

Phoenix: Sinead Allen/ Tean  
Cater

Perseus: Bronia Mrozek

Vega: Maria Klamut

Capella: Angela Lopez

Andromeda: Penel Cummings

Aquila: Luis Ferreira

Pegasus: Chris Lewis

Mira: Pamela Taylor

### Admin and Premises Team

Nadia St Paul: Trust Administrator/ Staff  
Absence Co-ordinator

Carla Osborne: HR and Pupil Administrator

Susan Dilley: Finance Assistant

Jacqui Brinsden (Tu, Thu, F): Receptionist/ Admin  
Natasha Chander (Mon, Wed)

Receptionist/ Admin

Tori Laming: Receptionist/ Admin

Natalie Guarino: Receptionist/ Admin

Ayshea Ashford: Receptionist/Admin

Amanda Bungey: Receptionist/ Admin

Paul Scarborough: Site Manager

### Therapy and Specialist Staff Team

tbc: Family Worker

Amelia Collis: SaLT

Jenny Hung: SaLT

Charlotte Flack: OT

Alison Garces: OT

Helen Knight: HLTA OT

Sasha Lewis: Physio

Pip Fraser-Smith Physio

Christian & Felipe, Physio Assistants

Maureen Brannigan-Freeman: Nurse

Sophie Mawhinney: Music Therapist

Kamila Almabetova: Music Therapist

Deb Pryce: Music Teacher

Liz Neaves: Music Teacher

## The Local Governing Body

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The Local Governing Body is the school's accountable body. It is responsible for the conduct of the school and for promoting high standards. The governing body aims to ensure that learners are attending a successful school which provides them with a good education and supports their well-being.

The three core strategic functions are:

- a) Ensuring clarity of vision, ethos and strategic direction;
- b) Holding the Executive Headteacher to account for the educational performance of the school and its learners and the performance management of staff; and
- c) Overseeing the financial performance of the school and making sure its money is well spent.

The group is composed of parents, members of the community and staff representatives. The full Local Governing Body meets each term and committees meet each half term.

Each governor serves a four-year term of office and is elected or co-opted by the people they represent or by the Local Governing Body itself.

The Local Governing Body committees are:

- Finance and Premises
- Learner Achievement
- Personnel and Safeguarding

<b>Governing Body</b>	
Gaëlle Newland- Chair of Governors and Governor responsible for Safeguarding - Co-opted Governor	Harry James – Vice Chair, Community Governor
Ivan Pryce - Headteacher	Yolanda Bryant - Co-opted Governor
Linda Sheehan – Associate Governor & Governor responsible for Safeguarding	Niki Crookdake - Co-opted Governor
Michael Harlow - Community Governor	Lauren Crew - Staff Governor
John Watkin - Governor	Sarah Hurtado - Associate Governor
Suzan Dormer – LA Governor	Eleanor Bukht - Associate Governor
Jane Curzon – Parent Governor	Susie Connor – Associate Governor

Further information on the Local Governing Body can be found at:

[Strathmore School/ School Information/ Governors](#)

## Leadership of the School

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The School Leadership Team (SLT) is made up of the Executive Headteacher, Ivan Pryce, Deputy Headteachers (Heads of School) Sarah Hurtado and Eleanor Bukht, Assistant Headteachers Adriana Martyr and Lauren Crew and the School Business Manager, Susie Connor. They are responsible for the day-to-day running of the school and for providing leadership for the school as a whole.

Other staff will join the SLT for specific meetings and discussions. The team meets regularly and is responsible for reviewing and shaping the direction of the school in consultation with Governors, parents and staff.

In the Executive Headteacher's absence the two Deputies (Sarah and Eleanor) will step up to take responsibility for the school.

All teachers are leaders of their class teams and as middle leaders, have an area of responsibility. Newly qualified teachers are not required to take on such leadership until the start of their second year, i.e. after successful completion of their NQT year. QTS route and agency teachers would also not be routinely required to lead an area of learning, but may support another middle leader.

## School Development Plan (SDP)

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The SDP outlines the key priorities in shaping the direction of the school over the school year. The plan is issued annually. All staff are expected to contribute to the plan and governors and parents are also invited to contribute.

Each class has a copy and it also possible to access it on the server: [S:\SDP](#)

## Continuing Professional Development

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During the year there will be five INSET days when training will be delivered. The training will be linked to the SDP (School Development Plan).

Staff will be provided with regular training in Strathmore Approaches over the course of the year. This includes Makaton, PECS, Team Teach and Manual Handling. Staff will also be trained on the administration of medicines including Buccal Midazolam (an epilepsy medication) in order to be able to support learners' health care needs.

All staff will undertake Performance Management and Continuing Professional Development (CPD) will form part of the process. If you have identified specific CPD needs linked to your Performance Management, this must be agreed with the Heads of School. Please fill in a request form in collaboration with your line manager:

[S:\Continuing Professional Development\Training Request form.dotx](#)

For more information on Performance Management and Appraisal please see the links below on the Auriga Academy Trust web-site:

[Auriga Academy Trust/ About the Trust/ HR Policies/ Teachers and Leadership Performance Appraisal Policy](#)

[Auriga Academy Trust/ About the Trust/ HR Policies/ Performance Management Policy for Support Staff](#)

## NEW STAFF

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### **Assisting and Admin Staff**

Other than teachers, all new staff will have a probationary period of 6 months. Correctly used, probationary periods aim to ensure the successful induction of new support staff into their jobs. The Auriga Academy Trust Probationary Policy can be found at

<https://www.aurigaacademytrust.org.uk/page/?title=HR+Policies&pid=24>

### **Newly Qualified Teachers**

NQTs will be supported to pass their Induction year. They will be provided with an NQT Mentor and a programme to support their development. The Induction Checklist found in the Auriga Academy Trust Probationary Policy (see above) will be followed, where relevant.

The Auriga Academy Trust NQT Induction Policy can be found at

<https://www.aurigaacademytrust.org.uk/page/?title=HR+Policies&pid=24>

### **Other Teachers**

Depending on the individual role and post holder experience, the Induction Checklist found in the Auriga Academy Trust Probationary Policy (see above) will be followed, where relevant. Other induction will be identified and provided as part of the Teacher Appraisal procedure found in the AAT Performance Appraisal Policy for Teachers.

<https://www.aurigaacademytrust.org.uk/page/?title=HR+Policies&pid=24>

## Smoking

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Staff are not permitted to smoke anywhere in the school grounds, or outside the school grounds if visible to learners or visitors to the school.

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## Child Protection and Safeguarding

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**Sarah Hurtado** and Eleanor Bukht (Heads of School) are the **Designated Safeguarding Leads** and will explain the child protection procedures to all new staff as part of their induction. Adriana Martyr and, on appointment, the substantive Assistant Head at SRR campus are the **Deputy Safeguarding Leads**. Lauren Crew will be the interim Deputy Safeguarding Lead.

If a learner enters school with unexplained marks on their body and staff have not been given a satisfactory explanation, Sarah or Eleanor (DSLs) or one of the Deputy DSLs must be informed. All safeguarding concerns should be filled out using our new online safeguarding child protection recording system called CPOMS. Yellow safeguarding concern forms will be available for non Strathmore staff, e.g. visitors, parents and governors.

Please read the Safeguarding and Child Protection Policy for more detailed information: [Strathmore School/ School Information/ Policies/ Learner Policies/ Safeguarding Children and Vulnerable Adults](#)

In addition, all staff must read the Government publication, "Keeping Children safe in Education – September 2020":

[Gov.uk/ keeping children safe in education](#)

All staff should sign [Appendix 3](#) of the policy to show they have read both documents and understand the contents.

Gaëlle Newland and Linda Sheehan are the linked Safeguarding Governors.

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. Strathmore School's **Prevent** Strategy can be seen here:

[Staff/ safeguarding/ Prevent](#)

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## Mobile Phones

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All personal mobile phones must be switched off when working with learners in school, so that staff and learners are not distracted and in order to maintain strong safeguarding practice. Keep your phone in your locker or allocated safe place and not in your pocket.

When out on educational visits, staff may have their phones switched on to contact each other, should there be an emergency. However, the school has a number of mobile phones available for use on educational visits. There may be times when it is necessary to use personal mobile phones but these should be the exception.

Your mobile must not be used to make personal calls or send personal texts whilst you are supervising learners. Staff are allowed to use personal mobile phones only during break times and in the staffroom or off school site.

***Staff are strictly prohibited from using their personal mobile phones to take photos or videos of learners.***

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## Data Protection Policy & Privacy Notice

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Our Trust aims to ensure that all personal data collected about staff, pupils, parents/ carers, Governors, Trustees, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill. This policy applies to all personal data, regardless of whether it is in paper or electronic format.

Our data protection officer (DPO) is Nadia St Paul and is contactable via [dp@aurigaacademytrust.org.uk](mailto:dp@aurigaacademytrust.org.uk) and is the person you should contact if you wish to make a subject access request or report a data protection breach.

The DPO (Data Protection Officer) is responsible for overseeing the implementation of the GDPR policy, monitoring our compliance with data protection law, and developing related policies and guidelines where applicable.

The Auriga Academy Trust Data Protection Policy and Privacy Notice can be found at [Strathmore/School Information/Pupil/Policies](#)

## Photographs, Videos, Social Media

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Please make sure you know what permission has been granted from parents about videos and photographs being published and used. All photographs and videos can only be taken on school cameras or iPads. The link to the photo permissions is here: [Staff /Pupils/Photo Permission](#)

**Staff are never allowed to use their personal phones or cameras to take photographs of pupils. Staff are strictly prohibited from sharing photos, comments, videos or any anecdotes of pupils or colleagues/ other stakeholders on social media. This is in breach of the Safeguarding Policy and will be dealt as a disciplinary matter by SLT and Governors.**

If you have any queries relating to the above please contact Carla Osborne.

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## Health and Safety

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### **Health and Safety is the responsibility of all staff.**

The lead for Health and Safety on all campuses is the site manager, Paul Scarborough. Every member of staff has a responsibility to read the school's Health and Safety Policy and be aware of their responsibilities as employees, which can be seen on **page 4, page 8, page 11 and 12** of the policy:

[Auriga Academy Trust/ About the Trust/ Policies/ Health and Safety Policy](#)

**If you have any health and safety concerns, these need to be reported by email as soon as possible to our Site Manager, Paul Scarborough:**  
**[premises.751909@helpdesk.schoolassetmanager.co.uk](mailto:premises.751909@helpdesk.schoolassetmanager.co.uk)**

Every learner has information about their intimate care needs on their Medical Card and this details:

- how many staff members are needed,
- whether there are hoisting / handling needs, what equipment is needed,
- which rooms are to be used and
- what language is used with that particular child.

Personal protection equipment (plastic gloves and aprons) are provided for use of staff when they are required to help with intimate care. Special nappy bins are provided and training is given to staff with regard to moving and handling of learners. There is an [intimate care policy](#) which must be read by all staff.

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## Coronavirus (Covid-19)

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There is a separate Covid-19 School Risk Assessment which is located in [S:\Classes\2020-2021\COVID 19 RA](#). This has been produced by the school following advice from Local Authority, Department for Education, Department of Health, Public Health England and Trade Unions.

Different campuses will have more detailed Covid-19 Risk Assessments regarding specific aspects of their situation, e.g. procedure for greeting pupils may vary due to location of vehicles etc.

Individual pupils and rooms may have their own Risk Assessments.

It is the responsibility of all staff to ensure they are familiar with and follow the details of the Risk Assessments.

If a member of staff identified a situation not covered by the Risk assessment they should report this to Paul Scarborough a.s.a.p. or alert admin and SLT immediately if it is an emergency.

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## Accidents and First Aid

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If a learner has an accident resulting in injury, the member of staff taking responsibility must call one of the First Aiders and explain what has happened. Notices as to who is a First Aider are in reception and prominently displayed around the school.

The First Aider will apply treatment as appropriate and complete an incident form. The class staff will inform the parents by telephone. The accident/incident should be reported to the Head of School.

An Accident/Incident report should also be completed. This should be done through AMS (Accident Management System). A training video for this system is available here:

[Staff area/ AMS staff SAVE/ AMS training](#)

For login and support using this system contact Tori Laming:  
[flaming@strathmore.richmond.sch.uk](mailto:flaming@strathmore.richmond.sch.uk)

## Emergency Evacuation Procedure

All rooms in school are clearly labelled with directions to the nearest fire/emergency exit. In the event of fire, the fire alarm will sound. Classes must make their way to their nearest fire exit.

There is a Fire Action Plan in every room. Every member of staff is expected to familiarise themselves with the site specific plan and be aware of the location of the fire evacuation meeting point. The Fire Wardens will organise regular fire drills.

- **ON DISCOVERY OF FIRE, BREAK THE GLASS CALL POINTS TO SOUND ALARM.**
- **ON HEARING THE ALARM, EVERYONE MUST EVACUATE THE BUILDING.**
- **FIRE FIGHTING MUST ALWAYS TAKE SECOND PLACE TO SAFETY.**

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### Hearing the Fire Alarm

Upon hearing the Fire alarm, a Fire Marshall must call the Fire Brigade, giving the school name, address and telephone number.

Staff and learners must leave the building by the nearest exit, closing doors behind them, and assemble in one of the designated assembly areas. Staff have a prime responsibility for ensuring the safe evacuation of all learners in their charge. They must follow the PEEPS (Personal Emergency Evacuation Plans) for learners who require assistance. These are kept in [S:\PEEPs](#).

If you are leaving the school site during the working day **you must sign in/ out** at reception so that you are accounted for.

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### Security

**All visitors must** report to Reception, sign in and take a visitor's badge and must be accompanied around the school. Do not let anyone you do not recognise into the building; direct them to the Reception and inform admin staff of the visitor.

Personal possessions are brought in at the owner's risk. The school cannot be held responsible for any loss or damage. It is advisable to keep items locked away and lockers are available if required.

Should there be any need to remove valuable items, such as the campus laptop, from the school premises they must be signed out.

## Staff punctuality and directed time

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It is the responsibility of all staff to ensure that they **arrive ready to begin carrying out their duties** at the times below.

Persistent lateness is a disciplinary matter and will be dealt with accordingly.

### Strathmore @ St Richard Reynolds and Russell:

Monday	8:50 – 12:00/12:35	12:45/1:20 - 3:30
Tuesday	8:50 – 12:00/12:35	12:45/1:20 - 4:05
Wednesday	8:50 – 12:00/12:35	12:45/1:20 - 4:30
Thursday	8:50 – 12:00/12:35	12:45/1:20 - 4:00
Friday	8:50 – 12:00/12:35	12:45/1:20 - 3:30

### Strathmore @ Grey Court:

Monday	8:25 – 12:00/12:35	12:40/1:15 - 3:20
Tuesday	8:30 – 12:00/12:35	12:40/1:15 – 3:20
Wednesday	8:30 – 12:00/12:35	12:40/1:15 - 4:30
Thursday	8:30 – 12:00/12:35	12:40/1:15 – 3:20
Friday	8:30 – 12:00/12:35	12:45/1:20 - 3:20

**Please note: these are the times staff are due to start work - not to arrive.**

Staff contracted to work less than 32.5 hours will follow the hours specified in their contracts.

The class teacher and Higher Level Teaching Assistant is responsible for ensuring there is work for staff to undertake and staff are responsible for liaising with teachers about tasks and priorities.

Although staff will usually be able to take a morning break, this is not a contractual entitlement and so does not appear in the hours above. If staff miss their lunch break due to an outing or visit, any changes to directed time will be laid out in the risk assessment, prior to the trip occurring.

If staff wish to request a school lunch, they must inform admin by **10:00 am at the latest**. Admin will be able to inform staff of the cost.

## Registers

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The accurate keeping of registers is a legal requirement and the register must show both authorised and unauthorised absences. At Strathmore, we take registers electronically via our School Management Information System, **Arbor**.

### **For Teaching and Support Staff**

When completing your registers only mark a learner as **Present**.

### **For Admin Staff**

You can find a list of absence codes on Arbor when taking the register. These must be used appropriately.

**If a learner arrives between the below times, they are on time and can be marked as present.**

#### **GC**

- 8.50am – 9.00am: Present

#### **SRR** and **RUSS**

- 9.05am – 9.15am: Present

**Registers must be completed in the morning by 9.20am for all Campuses and in the afternoon by 1.30pm for all Campuses.**

**On no account must a learner be entered as present until the staff member responsible for taking the register has actually seen them and they have arrived in class. If a learner is absent, do not mark their attendance, the Admin team will follow up any absence and complete the register.** If a learner is absent in the morning but will be returning in time for lunch, the member of staff responsible for taking the register must tell the receptionist on their site so that lunch can be ordered.

Where you have been notified of a learner's medical appointment or absence via the home book or phone calls please report this to the Admin team as soon as possible.

Learner attendance policy is available on the school web-site:

[Strathmore School/ School Information/ Policies/ Learner Policies/ Attendance Policy](#)

## Staff Absences

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If you are absent from school you must phone the school (020 8948 0047) dial extension **104** between **7.00am and 7.30am**. Staff are asked to speak directly to Nadia St Paul and to phone in person, unless the illness is of a very serious nature, in which case a call from a family member is permissible. **DO NOT LEAVE A VOICEMAIL.**

Before the end of the day you must phone (**before 3.00pm**) and speak to Nadia stating whether you are able to return to school the next day or whether you are likely to be off for a longer period of time. This is so appropriate arrangements can be made to cover your absence.

When the member of staff returns to work, it is their responsibility to personally go and see the Heads of School or Carla Osborne (HR) in order to report fit for work again and to catch up on any important information about their work. All staff are required to have a Return to Work meeting with their line manager within 5 days of their return to work. This meeting will discuss the reason for the absence and any measures the schools needs to take in order to support you.

If you are absent on the last or first day of terms you will need to provide a doctor's note. If this is not available due to self-certification, please discuss this with your line manager at your Return to Work meeting.

A Statement of Fitness for Work from your GP needs to be provided for absences of more than 7 days.

If staff are absent for 7 days within a 12 month rolling period, they will be invited to an informal discussion with a member of SLT. 10 days' absence within a rolling year period triggers a formal Stage 1 Meeting in accordance with the Managing Health & Attendance policy which is available to all staff on the school website:

**[Strathmore School/ School Information/ Policies/ Staff Policies/ Managing Attendance Policy](#)**

## Leave of Absence (LOA)

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If a staff member needs to take leave they will have to make a formal request via the LOA form (located in the staff server). The decision on whether to grant the leave with or without pay are made with reference to HR guidance and at the discretion of SLT.

All LOA forms must be emailed to [loa@strathmore.richmond.sch.uk](mailto:loa@strathmore.richmond.sch.uk). LOA must be requested with at least 2 weeks' notice otherwise they may not be accepted. SLT approve all LOA requests and will inform you if your leave has been granted.

To view the Special Leave Policy:

[Auriga Academy Trust/ About the Trust/ Policies/ HR Policies/ Special Leave Policy](#)

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## Staff wellbeing

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Strathmore subscribes to 2 Employee Assistance Programmes:

Staff can seek support and advice via the telephone: 0800 243 458 / 020 8987 6579 or by going to [www.workplaceoptions.co.uk](http://www.workplaceoptions.co.uk)

Username: **Richmond**

Password: **employee**

Staff can also seek support from Educational Mutual by filling in the form on their web-site: <https://educationmutual.co.uk/request-help.html>

Throughout the year there are a number of well-being events and opportunities for staff through our well-being programme. This is led by a variety of school staff and have included massage, mindfulness, yoga, salsa, body-conditioning, staff choir and special treats in the staffroom.

Staff are rewarded an extra well-being day off (usually to be taken during the summer term), as a gesture of good will. This is subject to each member of staff's overall performance, attendance, punctuality and conduct. See the Wellbeing Day Policy: [Staff/ POLICIES/ staff policies and guidelines/ Wellbeing Day Procedure](#)

In recognition of the contribution all staff make to changing the outcomes of learners, the Auriga Academy Trust has entered into a Corporate Membership Agreement with Kew Gardens. This allows:

- unlimited free admission for all Trust employees to Kew Gardens and Wakehurst place;
- 50% off one adult guest admission per employee per visit;
- Complimentary admission for up to 5 children per employee per visit; and
- 10% discount in Kew and Wakehurst gift shops.

Please contact the Nadia St Paul in order to arrange your card.

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## Behaviour Support

The school has adopted **Team Teach** approach to support pupils with positive behaviour and reduce risk and restraint. Adriana Martyr and the substantive Assistant Headteacher at SRR Campus are the Pupil Behaviour and Wellbeing Leads. Luis Ferreria is the Team Teach trainer. More information about Team Teach training courses is available on the Strathmore School Website:

[Strathmore School/ School Information/ Team Teach](#)

Pupils who demonstrate challenging behaviour will have a **Behaviour Support Plan (BSP)**. The plan is written by the class teacher in consultation with class staff and in consultation with parents/carers and the relevant AHT/Head of School.

To view the Behaviour Policy;

[Strathmore School/ School Information/ Policies/ Pupil Policies/ Behaviour Safety Policy](#)

The existence and whereabouts of BSPs in the classroom must be made clear to everyone who will be working in that class. BSPs are kept in a file in the classroom and shared with the Therapists and SMSAs. BSP may also be shared with other agencies that support our pupils outside of school with parental consent.

Any incident requiring physical intervention must be logged and reported to the SLT and the child or young person's parents/carers using **Sleuth** (an electronic behaviour tracking system). Any pupil requiring physical intervention should have a Risk Assessment carried out and reviewed periodically alongside the systematic evaluation and review of their BSP.

Only correct Team Teach strategies/techniques can be used when using physical intervention as a last resort to keep pupils, staff and property safe.

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## Learner Information

Each learner has a file where information is stored, such as their engagement profile, Annual Learning Targets, Therapy programmes, BSP, PEEPS (Personal Emergency Evacuation Plan) and any other information that may be relevant. These need to be read by all staff who work with the learners. [S:\Pupils](#)

Key information for agency staff is available on the class keyrings, provided to them when they sign in with Admin. [S:\Pupil Passport Information\Pupil keyrings](#)

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## General Admin Arrangements

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The School Office is for Admin, Premises and SLT staff only. If you need anything from the school office including keys, lunch tokens or assistance with an IT/premises issue you must go to reception. **Please do not enter the office.**

Each campus has a printer, laminator and guillotine for all staff to use and these are in a central location. When there is a jam in the printer or consumables (e.g. toner cartridges) need to be replaced, do not attempt to do these yourself, find a member of the admin team.

You may experience issues printing for example your documents not displaying on the printer. As this could be a server issue do not turn off the printer from the mains or from the printer itself, inform a member of the admin team so they can investigate.

Admin staff will **NOT** print/ laminate class work, this is the responsibility of your class team. Only in exceptional circumstances will admin staff print work for teachers / class teams.

All keys are kept in the school office, if you use a key please ensure you return it promptly.

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## Phone Calls

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Calls to staff are not passed on during the teaching day unless a specific request is made by the member of staff to their line manager or there is an urgent need to do so. All messages will be taken.

The school phones are to be used primarily for school business; if you need to make a short local phone call, this needs to be done during your break time.

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## Information Technology (IT)

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At Strathmore School, IT plays a huge role in teaching and learning and the continuous professional development of our staff. Each class has a certain number of laptops and iPads available to our learners to use and for staff completing essential schoolwork.

If you have any IT issues they should be logged using the below email:

[It.751909@helpdesk.schoolassetmanager.co.uk](mailto:It.751909@helpdesk.schoolassetmanager.co.uk)

Please give as much detail as possible and ensure that the **asset number** is also included in your email. The 'Asset Number' can be found on the blue sticker on the back of the device. The below is an example of what to report when logging your IT issue.

**To:** It.751909@helpdesk.schoolassetmanager.co.uk

**Subject:** No sound on Laptop - 26365358

Hi,  
*I am experiencing problems with the sound from my laptop being fuzzy and difficult to hear.*

*I have turned the volume down in settings and closed as many applications when I am on video calls: Microsoft teams and hangouts with no luck.*

*I can turn on the video on Microsoft teams, I can see others, but they can't see me.*

*Many thanks*

*Jacqui*

Direct Support, the team we employ to support our IT needs, visit on a Thursday weekly. If the issue is urgent, please contact the admin support on your site.

## Internal School Communication

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### School Calendar:

The Shared School Calendar is kept online via Outlook. Any arrangement that concerns the school needs to be entered online e.g. appointments to see parents or visitors coming to the school. The calendar must also be checked prior to finalising any new arrangements or visits. **It is everyone's responsibility to check the calendars daily.**

### Staff Briefing and Meetings:

Staff receive a Monday morning briefing at all campuses. Each staff room has a whiteboard where all significant activities and events are written at the start of each week plus on a daily basis as necessary. It is the responsibility of all staff to check the noticeboard daily.

Teachers are expected to pass on key information to their teams on a daily basis, at their class briefing before the learners arrive.

There are weekly teacher meetings, where teachers from all campuses meet together and there are regular twilight training sessions held with all staff, as well as training on Inset days.

### Newsletter:

There is a family and community focussed newsletter produced termly called **The Grapevine**, which staff are asked to contribute towards. There is also an occasional, informal staff newsletter sent out periodically.

## Contact with Parents and Carers

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We believe that clear, open communication between the school and parents/guardians has a positive impact on learner' outcomes because it:

- Gives parents/guardians the information they need to support their child's education;
- Helps the school improve, through feedback and consultation with parents/guardians;
- Builds trust between home and school, which helps the school better support each learner's educational and pastoral needs.

Therefore, contact with parents and carers to discuss aspects of a pupil's education is encouraged

- Every class has a class email address e.g. [nova@strathmore.org.uk](mailto:nova@strathmore.org.uk) so teachers must no longer communicate or reply to emails from parents using their "personal" address.
- Template for home school email – to be sent daily: <S:\Teacher Admin\Home school communication\Daily email to parents.dotx>
- Teachers and HLTAs will be responsible for managing the inbox on a daily basis
- **We aim to acknowledge all emails within 2 working days, and following this, to respond in full (or arrange a meeting or phone call if appropriate) within 3 working days.**

Parents should email [class]@strathmore.org.uk for **non-urgent** teaching and learning issues, including (but not exclusively):

- Daily updates about how the pupil has been at home

- Information relating to how they are (if they have not slept and this is likely to impact their ability to learn)
- Weekend news
- Requests for resources
- Requests for support with behaviour
- Request for appointment with therapist

Please ensure that Head of School/Centre has seen any letters prior to them being sent. Parents should never be contacted using the personal email or mobile phone of staff.

Any phone calls made to parents should be recorded on Arbor. You can use this function to log a voicemail left for a parent about permission for a trip. This is helpful to admin as they can see why you have contacted a parent and be able to follow up the phone call.

A weekly newsletter is produced for parents to make them aware of important dates. It also includes a list of pupils who have received certificates for their achievements.

Parents are invited to a coffee mornings and this is an opportunity to meet other parents on an informal basis. Coffee mornings are held in a rotation system across the three sites and are also held in off-site locations.

<S:\POLICIES\Pupil, parent policies and guidelines\Parent communication\AAT for STR Home-school communication Policy.docx>

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## **Educational Visits**

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Educational visits can extend and enhance the school curriculum, providing increased opportunities for learning and inclusion. Visits may include, for example, trips to museums, places of worship or theatres. Educational visits are identified within Medium-Term Plans.

The appropriate Educational Visits Pack must be completed a half term in advance of the proposed visit in the first instance, in order to:

1. obtain permission for the visit from the SLT team and
2. to complete all the associated planning and risk assessment paperwork.

The relevant forms, along with guidance notes including an **Educational Visits Protocol checklist** can be found in:

[Staff/ Risk assessment/ Education Visits and RAs](#)

These forms must be given to SLT at least a half term in advance so that they can be amended if necessary and passed to Susan Dilley (finance assistant). Susan can book trips, confirm permission, collect money from parents and cancel school lunches.

It is important that Therapists, specialist teachers, volunteers etc. are informed of any planned visits. Other pre-planned activities (e.g. health/medical clinics, school photographs etc.) may prevent some, or all, of the pupils attending a visit.

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## Claiming Expenses and Petty Cash

Whenever possible staff should order resources needed for class by completing an order form (S:\ORDERS). If required, staff can claim expenses for items such as equipment, toys and craft materials bought for classes but must check with the budget holder and receive authorisation before spending money. Staff can request refunds from Admin from petty cash for small expenses such as staff room provisions (milk). Staff need to inform Admin if they require items to be ordered such as stationery (paper, laminating sheets etc.), and toiletry items such as toilet paper, blue roll and soap.

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### Cash Receipts

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If staff receive cash from parents for trips or for dinners, please give the cash to Admin in an envelope marked with the child's name and what the cash is for. Admin will properly account for the monies received and issue a receipt to parents for money received.

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### Booking Rooms

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There is a separate Room Booking System for the minibuses, hydro pool (at Grey Court campus) and shared rooms such as the food technology rooms. To book any of the above rooms please login to the room booking system:

<https://strathmore.roombookingsystem.co.uk/> . If you do not have a login or need help accessing your account, please email Jacqui Brinsden:

[jbrinsden@strathmore.richmond.sch.uk](mailto:jbrinsden@strathmore.richmond.sch.uk)

## Volunteers/work experience/University students

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Volunteers are welcomed at Strathmore. There are times when we do not have sufficient space to accommodate all of the volunteers/students wanting to spend time with us. Carla Osborne will liaise with the Heads of School to identify when and where there are opportunities for volunteers or students to be placed. Class teachers will direct volunteers or be the direct support for students on placement and will liaise with Heads of School. **No person is allowed to work with learners (paid or unpaid) unless they have gone through the safer recruitment procedures:**

[Strathmore School/ School Information/ Policies/ Staff Policies/ Safer Recruitment and Selection Policy](#)

All volunteers complete an enhanced DBS disclosure.

## Friends of Strathmore School (F.O.S.S.)

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The school's PTA is called FOSS (Friends of Strathmore School) and hold regular fundraising events to support the school. The school is also supported by The Victoria Foundation. All staff are expected to actively participate in the wider life of the school including attending and helping arrange event organised by FOSS. FOSS have a Facebook page: <https://www.facebook.com/friendsofstrathmoreschool/>

## School Policies

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You will need to be familiar with a range of key school policies and procedures. These are available to view on the Strathmore school website or the Auriga Academy Trust website.

**There is a checklist of the below policies at the end of this document which you are required to detach, tick to record that you have read the policies, sign and date and return to HR, as part of your induction.**

Please seek clarification if you are unclear about any of the policies and procedures listed from the relevant member of staff:

1. Child Protection and Safeguarding Children and Vulnerable Adults  
[Strathmore School/School Information/ Policies/ Learner policies/Child Protection and Safeguarding](#)
2. Probation and Induction Policies
3. Sickness Absence Procedure  
[Strathmore School/ School Information/ Policies/ Staff Policies/ Managing Attendance Policy](#)

4. Accessibility Plan  
[Strathmore School/ School Information/ Policies/ Accessibility Plan](#)
  5. Data Protection  
[Strathmore School/ School Information/ Policies/ Data Protection Policy and Privacy Notice](#)
  6. Equalities Policy  
[Strathmore School/ School Information/ Policies/ Staff Policies/Equalities Policy](#)
  7. Complaints Policy  
[Strathmore School/ School Information/ Policies/ Complaints Policy](#)
  8. Behaviour Support Policy  
[Strathmore School/ School Information/ Policies/ Learner Policies/ Behaviour Safety Policy](#)
  10. Medicines Policy  
[Strathmore School/ School Information/ Policies/ Learner Policies/ Medicines Policy](#)
  11. Whistle blowing Policy  
[Auriga Academy Trust/ About the Trust/ Policies/ HR Policies/ Whistle Blowing](#)
  12. Health and Safety Policy  
[Auriga Academy Trust/ About the Trust/ Policies/ Health and Safety Policies/ Health and Safety](#)
  13. Fire Safety Policy (AAT website)  
[Auriga Academy Trust/ About the Trust/ Policies/ Health and Safety Policies/ Fire Safety Policy](#)
  14. Staff ICT Usage Policy (AAT website)  
[Auriga Academy Trust/ About the Trust/ Policies/](#)
  15. Staff Social Media Usage Policy (AAT website)  
[Auriga Academy Trust/ About the Trust/ Policies/](#)
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