

## STAFF HANDBOOK

### COMMUNICATIONS

This handbook is intended as a contribution to the communication process in providing essential information about the policies and practices of the school in readily available form for all staff. Above all things it is intended to be useful and therefore used regularly.

No formal systems or documents however can replace the day to day commitment of all staff to communicate effectively with each other. In planning and doing anything this year, asking yourself the following four questions and then acting on them will be vital:

1. Is it consistent with school *policy* and *practice*?
2. Who do I need to *consult* with in advance?
3. Who needs to know in *advance*? How?
4. Who needs to know *afterwards*? How?

Getting our communications right will make us an altogether more efficient and effective school, and everyone will gain.

Further information is available on the school web site:

<http://www.marchesschool.co.uk>

All school policies are available on this site for download

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## AIMS OF THE SCHOOL

### **Our Aims For Ourselves**

1. To promote a caring environment in which young people can grow towards adulthood.
2. To develop positive teaching strategies geared towards maximising the learning potential of our pupils.
3. To foster a climate of awareness in which personal and professional development is seen as a fundamental need for all staff.
4. To promote constructive evaluation of what we do at all levels.
5. Actively to promote the principle of equality for all people whatever their abilities, background, race or gender.
6. To promote and maintain a positive relationship with parents and the local community based upon mutual respect and understanding.
7. To strive towards excellence in everything we do.

### **Our Aims For Our Pupils**

1. To develop in each child a positive self image.
2. To develop a sensitivity to the needs of both self and others and the ability to balance the two when necessary.
3. To promote and provide opportunities within and beyond the curriculum which encourage and enable our pupils to develop a sense of meaning and purpose in their own life and in life as a whole.
4. To 'enlarge knowledge, experience and imaginative understanding and so develop awareness of moral values and the capacity for enjoyment'. (Warnock).
5. To develop skills relevant to employment and to survival in a changing world.
6. To develop the ability to think and to manage ideas.
7. To develop an enquiring mind with the ability to question and to argue rationally.
8. To develop the ability to work positively with and amongst other people and as part of a group.
9. To promote high attainment and the pursuit of excellence.
10. To educate for responsible adulthood.

## MISSION STATEMENT

In September 2006 the school entered Phase 4 of Technology College status and subsequently was designated a Training and Leading Edge School. This means that we have additional funding to develop a significant commitment to supporting the development of community links and partnerships with local businesses, secondary and primary schools.

In 1995, in submitting our first phase bid for Technology College status we identified our mission statement as follows, and it has appeared in all of our brochures and handbooks since then:

**To provide all pupils with the knowledge, skills, technological capability and personal attributes necessary to thrive as living and working adults in the 21<sup>st</sup> century.**

This remains true. We recognise however that we also need to widen our conception to meet the needs of the whole community in which our pupils live, and so we expanded our mission statement as follows:

**As a Technology College, to identify and meet the educational needs of the wider community of Oswestry. This involves raising the attainment of our pupils to the highest possible level and locating this firmly in the wider Scientific and Technological context of their future working and living environment. It also means providing education in the context of the whole community, becoming a focal point and provider for other educational establishments, particularly primary schools, and becoming a school in the heart of the community.**

The essence of this statement remains true today and is part and parcel of the simple statement 'Making our best better!'

## EXPECTATIONS

**Each Teacher at The Marches School and Technology College is expected to:**

Have a lesson plan / structure prepared which follows the subject scheme of work. This should take into account pace, progression, differentiation, equal opportunities and SEN provision.

Have clear MLO's (main Learning objective's) set at the start of each lesson

Have an awareness of the ability spectrum of the pupils to include those with SEN as well as the Gifted and Talented.

Use a variety of balanced teaching methods which suit the lesson objectives and a variety of stimulating teaching resources to aid differentiation. Use rewards and sanction procedures to ensure good discipline.

Monitor the performance of all pupils. Work should be marked at least once every six lessons and returned with constructive comments. Assessment will follow subject and whole school policy.

Check the standard of homelearning, ensuring that meaningful task are set in accordance with the homework policy.

Ensure that there is a productive and pleasant working atmosphere. Have an awareness of the interest levels of the pupils and ensure that there is a positive working relationship with pupils. Be aware of equal opportunities issues in the classroom.

Have a tidy desk and classroom and ensure that there is stimulating and 'Fresh' work displayed in the classroom and surrounding corridor.

Sum up the learning objectives/outcomes at the end of the lesson and evaluate the effectiveness of your plan and teaching methods.

Have an awareness of the school's mission statement, the aims and objectives; and the areas of focus in the school development plan.

**Each Pupil at The Marches School and Technology College is expected to have:**

- \* A thoughtful, sensible approach to work
  - the best that can be achieved
- \* Acceptable behaviour amongst each other and in groups
  - no violence or abuse
- \* Respect for all staff at all times
  - polite responses
  - acceptance of discipline
  - compliance with all teacher requests
- \* Behaviour consistent with the school codes of conduct and dress

## EXPECTATIONS FOR A WELL ORGANISED LESSON

It greatly aids both colleagues and general discipline around the school when staff work together in setting a consistent standard of expectation and behaviour in class. Standards are high at **The Marches School and Technology College** and it is expected that subject staff will follow these guidelines with all classes across the school in addition to those outlined on the previous page.

1. Insist on a punctual start to each lesson with pupils entering quietly. Punish persistent lateness and chewing of any sort.
2. Ensure that coats are removed, bags kept out of the way and only necessary equipment is out on the table.
3. Expect pupils to bring basic equipment such as pencils, pens, rulers, rubbers plus any other specialist equipment needed for your subject.
4. Ensure that there is an orderly start to each lesson and that MLO's are set and explained.
5. Register every group each lesson.
6. Ensure an orderly end to the lesson and an organised dismissal of the group.

## THE TIMES OF THE SCHOOL DAY

08.30 a.m.	Staff onsite
08.40 a.m.	Period 1
09.40 a.m.	Period 2
10.40 a.m.	Morning Break
10.55 a.m.	Period 3
11.55 p.m.	Period 4
12.55 p.m.	Lunch Break
13.35 p.m.	Period 5
14.35 p.m.	Tutor groups and Assemblies
15.00 p.m.	End of School Day
15.00 p.m.	Extra Curricula Activities

## TEACHING STAFF

Sarah Longville: Headteacher  
Linda Arthan: Director of Transition + PE  
Yannick Baker: Joint Assistant Subject Leader Languages  
Hannah Beecham: ICT  
Claire Brown: English  
Howard Burton: Teacher  
John Burton: Director of KS4 + Design Technology  
Jennifer Card: History  
Anthony Coupe: Director of Performing Arts  
Adele Crowson: English  
Mari Davies: Assistant Subject Leader PE  
Derris Dean: ICT  
Liz Devismes: Science + Assistant Assessment Co-ordinator  
James Dilks: English  
Robert Dodds: Maths  
Elaine Dorward: Subject Leader English  
Graham Dyke: PE  
Angela Elliott: Design Technology  
Sara Fletcher: Science  
Victoria Ford: Art  
Sharon Geddes: Acting Subject Leader ICT  
Nicola Gillham: RE + English  
Salvatore Giugno: Languages  
Jan Glover: Deputy Head + RE/PSD  
Helena Griffiths: Humanities  
Nick Griffiths: Assistant Subject Leader Design Technology  
Andrew Hall: Joint Assistant Subject Leader Science  
William Harris: ICT  
Sue Harvey: Joint Assistant Subject Leader Science + Leadership Challenge  
Catherine Hayes: Humanities  
Emma Hayward: Maths  
Justine Holdsworth: Humanities  
Sali James: Music + Deputy KS4 Director  
Edward Jenkins: Art Co-ordinator  
Gareth Jones: PE  
Peter Jones: Training School Manager/Professional Mentor  
Susan Jury: ICT  
Aurelia Le Brech: Languages  
Lance Leonard: Assistant Subject Leader Maths  
Julie Leoni: SEALS Co-ordinator  
Rhian Lloyd: Assistant Subject Leader English  
Ruth Lloyd: Assistant Head + English  
Christopher Luther: Maths  
Neal Martin: Director of Sport  
Steven McGill: Design Technology  
Sarah Mulla: Joint Assistant Subject Leader Languages  
Frank O'Brien: Assistant Head + Geography  
David O'Toole: Deputy Head + ICT  
Maralyn Parry: Science + International Projects  
Sarah Peacock: Citizenship and RE Co-ordinator  
Alison Pearson: Assistant Head + Science  
Samantha Peck: Subject Leader Humanities  
Joanna Phillips: PE + Deputy Key Stage Director  
Dee Powell: Design Technology  
Lynda Pugh: Assistant SENCO  
Hamid Rami: Maths  
Chris Ratcliffe: KS3 Director + Science  
Kate Reynolds: English  
Pauline Rhodes: English  
Laurence Rickards: Languages  
Kirsten Roberts: Maths + Maths ICT Co-ordinator  
Linda Rogers: Subject Leader Languages  
Clare Rose Savage: Assistant Director of Performing Arts  
Carrie Sayce: Assistant Subject Leader Humanities  
Sian Scott: PE  
Pat Sheppard: Specialist Route Co-ordinator  
Ken Smith: Advanced Skills Teacher + Subject Leader Maths  
Ian Sykes: Director of Inclusion + PE  
Claire Trickett: Design Technology  
Georgina Walker: Humanities  
Patricia Ward: Science  
Lindsey Watson: Maths  
Liz Weston: English  
Colin Williams: Subject Leader Design Technology  
Craig Williams: Science  
Steve Williams: Design Technology  
Sally Wilmot: Acting Subject Leader Science  
Irene Windows: SENCO  
Lucy Wright: Geography

## **Administration, Services and Support Staff**

### **Administration**

Ms S Davies	Business Manager	Mrs P Ramsay	Medical Assistant
Mrs M Stefanazzi	Headteacher's PA	Mrs A Beckett	Clerical Assistant
Mrs C Dingwall	Enterprise & Learning Champion	Mrs C Pritchard	Clerical Assistant
Mrs S Smith	Office Manager	Mrs K Aspinall	Clerical Assistant
Mrs H Lloyd	Training School Administrator	Miss A Senior	Clerical Assistant
Mrs W Woodcock	Receptionist	Mrs H Lowe	Clerical Assistant
Miss C Evans	Exams & Data Officer	Mrs B Ball	Clerical Assistant
Miss J Smith	Finance Officer	Mrs C Darrall	Clerical Assistant
Mrs K Evans	Finance Assistant	Mrs L Wells	Clerical Assistant
Mrs M Richards	Resources Assistant	Mrs S Simmons	Pastoral Support and Attendance

### **Assistant Key Stage Directors**

Mrs S Atkinson      Miss C Cass

### **Cover Supervisors**

Miss L Bowes      Mr P Fantham

### **Site Management**

Mr C Sagar	Site Manager
Mr D McAliee	Asst Site Manager
Mr T Pritchard	Caretaker (Team Leader)

### **Learning Mentor + Literacy Plus Manager**

Ms R Bailey

Mr L Rickards

Mr K Morris	Caretaker
Mr I Teagle	Caretaker

### **Science Technicians**

Vacancy	Senior Technician	Mrs H Cawley	Technician
Mrs S Kendrick	Technician	Mrs K Roberts	Technician

### **Technology Technicians**

Mr S Burrage	Network Manager	Mrs D Dalton	Home & Food Technology Technician
Mr C Jarman	Senior ICT Technician	Mr B Noble	Design Technology Technician
Mr P Brain	ICT Technician	Mr P Little	Design Technology Technician
Mr J Slipper	Web Designer & ICT Support		

### **Library Assistants**

Mrs S Richards	Senior Library Assistant
Mrs S Greville	Library Assistant
Mrs K Kelly	Library Assistant

### **Teaching Assistants**

Mrs B Mainwaring	SEN Office Manager		
Mrs M Rowe	Miss V Foster	Mrs P Jones	Mrs S Goode
Mrs A Lewsey	Miss N Morris	Mrs S Roberts	Mrs L Robinson
Miss L Smith	Mr L Williams	Mrs T Williams	Miss G Jones

<b>Director of Bridging Centre</b>	:	Mr I Sykes
<b>Deputy Director of Bridging Centre</b>	:	Mr R Thomas
<b>Bridging Centre Teaching Assistant</b>	:	Mr D Deakin
<b>Education Welfare Officer</b>	:	Mr A Clarke
<b>Catering Manager</b>	:	Mrs S Lockett
<b>School Nurse</b>	:	Mrs C Hinton
<b>Cleaning Contract Supervisor</b>	:	Mrs P Mansfield
<b>Connexions Personal Advisor</b>	:	Ms S Barber

# **STAFFING POLICY**

## **Policy of the Staffing Committee of the Governing Body**

### **External Advertisement**

1. Straightforward replacements below Subject Leader or Director level, and falling within agreed budget.

a) Headteacher places advertisement, in consultation with the relevant departmental staff and director, and informs the committee chairman.

b) Shortlisting is done by the Headteacher in consultation with relevant departmental staff and director.

c) Interviews include the Headteacher and one member of the staffing committee. The interviewing panel should not be greater than four.

2. Straightforward replacements at Subject Leader, Director, or any other post at this level or above and falling within the agreed budget.

a) Headteacher discusses post initially with staffing committee chairman and area adviser and places the advertisement.

b) Shortlisting is done by the Headteacher, the relevant line manager and a relevant subject consultant.

c) Preliminary interviews are likely to be held. The final interview should include the Headteacher, a relevant external subject consultant and at least one member of the staffing committee. The interviewing panel should not be greater than five.

3. Any appointment at Headteacher or Deputy Headteacher level is governed by both the 1986 and 1988 Acts where formal procedures are laid down.

4. Appointments where any increased funding is necessary or where a post is changed significantly in nature should first be discussed with members of the staffing committee (or the chairman if speed is necessary). Procedures, once agreement is reached, should be as in 1 or 2 above as appropriate.

### **Internal Promotions and Appointments**

5. Internal promotions resulting in increased TLR allowances, may from time to time be recommended to the committee by the Headteacher. This should be in the context of the staffing budget. As a general rule, increased TLR allowances should be made as a result of an expanding job, an increased responsibility or to rectify an identified anomaly. Once agreed, these appointments will simply be announced.

6. Where a job is a new post, or following a committee decision to advertise a post only internally, procedures outlined in 1 and 2 above should apply. Advertisement in these cases will be internal.

## **PERFORMANCE MANAGEMENT**

Over the past few years the school has established and embedded a system of subject and Personal Review time. Every year each subject undertakes a lesson observation week that is clearly scheduled in the calendar. During that week you will be observed teaching at least once and will then be given a formal written report on the observation. Please refer to the school calendar for dates of subject reviews.

## CRITERIA FOR SUBJECT REVIEW

### **Aims**

To enable the Subject Leader and staff to focus intensely for one week on the Teaching and Learning within their curriculum area.

To engage in discussion which will identify both good practice and areas for development within the curriculum.

To enhance Teaching and Learning across the curriculum in accordance with the SDP

To share good practice and thereby raise standards.

To enable the Headteacher and Leadership Line Manager to work with individual subjects in pursuit of excellence.

To meet the requirements of the School's 'Performance Management Policy' and the IIP system.

### **Key Mechanisms**

Headteacher, Leadership Line Manager and Subject Leader to observe lessons.

Leadership Line Manager and Leadership Group to cover the Subject Leader and, where relevant, other staff, to enable observations to take place.

### **Planning**

The subject considers the application of the school's main priorities within the SDP.

Every member of staff is clear about the process.

There may be Governor / Adviser involvement where necessary or possible but only by prior agreement.

### **Outcomes**

A written report by the Leadership Line Manager and Subject Leader to appear in the Staff Bulletin within two weeks of the Subject Review.

Further training and/or time for the Subject and/or individual staff where agreed, and as necessary. Requests for INSET to be passed on to Ruth Lloyd.

Clear common standards established across the school.

Improvement in Teaching and Learning leading to the raising of standards overall.

Familiarity for all staff with the OHMCI Lesson Observation criteria.

## ABSENCE AND COVER FOR STAFF

### **(Arranged Absence - known in advance)**

All staff must complete the 'Request for Staff Leave of Absence' forms as soon as the absence is known. The earlier that the school is informed of the absence the easier it is to arrange appropriate cover.

On the 'Request for Staff Leave of Absence' forms teachers should indicate clearly:

The date/s of absence

The Teaching groups in terms of Year and ability (broadly)

The room/s used

Any 'cause for concern' issues or pupils

Arrangements for duty 'swaps' (applies only to full time teaching staff)

The Subject Leader's signature

If Supply is to be paid and who is paying

These forms must be sent to Ruth Lloyd. Once absence is agreed, we will process the form, arrange cover and return the slip at the base of the form to you indicating cover has been arranged.

It is always our intention to minimise the time that teachers spend out of the classroom. Wherever possible staff should arrange medical, dental, legal etc., appointments out of school time. If appointments have been made during school time (including non-contact time) the school reserves the right to refuse paid leave to attend such appointments except at the discretion of the Headteacher.

### **The Setting of Work**

*Arranged Absence:* It is assumed that teachers will set manageable work for classes they would normally take. Class lists should also be provided.

*Unanticipated Absence:* Unless faced with an emergency or sudden and incapacitating illness most teachers will be able to set manageable work for classes they would normally take and provide the class lists required.

### **Sickness**

If you are taken ill you should telephone the school on 664440 as soon as possible. Messages can be left on the answerphone before 8.00 a.m. Reception will be staffed and Helen Lloyd available after 8.15 a.m.

### **The legal attendance requirements for all teaching staff**

Since the implementation of the Education Order of 1987 a teacher must be available for work for 195 days in any school year. The teaching day begins at 8.30 am and finishes at 3.00 pm. Teachers are required to be present at school a minimum of 10 minutes prior to the start of the morning session and for 10 minutes after the end of afternoon school.

### **Directed Time calendar**

Teachers are required to fulfil on average, 1234.3 hours of directed time. Additional duties are covered by the Leadership Group, the Subject Leaders, the Directors and the Assistant Directors.

## GUIDELINES FOR TUTORS

The Tutor has a crucial role to play in the development of the school. He/She has a registration group and should play a major part in fostering positive approaches to work, to the school and in the community as a whole. Tutors will need to keep a sense of balance and work at the various elements of the role as part of an ongoing process throughout the course of the school year.

As a matter of course Tutors should adopt the following procedures.

1. Arriving for registration on time and ensuring that pupils do so is vital.
2. Pupils should not be allowed out of registration. Pupils should sit on chairs and remove their coats. Marking the electronic register in silence is a legal requirement. Tutors should ensure that registers are kept clearly and accurately. Lateness and regular latecomers should be punished and reported to Key Stage Directors. Messages must be collected from resources each afternoon and returned promptly.
3. Tutors should check uniform every afternoon particularly looking for trainers, extreme hairstyles and jewellery. Tutors should check pupils' equipment - pens, pencils, rulers, rubbers, and pupil planners according to the weekly activity timetable.
4. Pupils should be escorted to assembly, and enter quietly with coats already removed. Tutors should sit with their groups ensuring good behaviour for full assemblies
5. Tutors should be alert to social problems, following up possible difficulties and counselling pupils when this seems necessary. An atmosphere of sensitivity and tolerance amongst the group members should be promoted with a view to encouraging spiritual and moral awareness.
6. Time spent with the group enables Tutors to mentor individual pupils with a view to removing barriers to learning and encourage a positive outlook to school work. Pupils should be praised whenever possible and discussions held with the tutor group and individuals about their work. Those with problems will need help and encouragement to achieve their potential. Pupil planners must be checked and signed every week.
7. Tutors are the focus of the school organisation for the group. Regular slots should be found to pass on bulletin and briefing information as appropriate. It is important to encourage positive communication between home and school, whilst liaising with Key Stage Directors, their assistants, subject staff and Subject Leaders.
8. Tutors are required to keep records in accordance with school policy including Records of Achievement, reports, profiles and writing Tutor comments.
9. In addition Tutors are expected to follow the registration activities timetable as provided by Assistant Directors, also to mentor every pupil individually, at least once a term.
10. As a school we try very hard to promote awareness of the environment in school. This may involve Tutors in specific liaison with those who have responsibilities in this area, promising good use of classroom display, general tidiness and avoidance of litter both within the form room and general school environment.
11. For much day to day business, Tutors are the first contact point for parents. They should foster this as much as possible, both through ordinary notes to and from school, and in the wider sense through developing contacts made at parents evenings and other events. Tutors should feel free to contact parents directly about issues concerning their children.

## BRIEFINGS AND BULLETINS

Good communication is very important in a large school.

A full staff briefing will take place at 8.30 a.m. in the main hall on every Monday, Wednesday and Friday during term time. All teaching staff not on duty are expected to be in the Hall in good time for the briefing. Minutes are e-mailed to admin staff and are posted in the workroom.

Key Stage Directors will hold a briefing for all staff in their teams and who are not on duty in the allotted on Tuesdays and Thursdays at 8.30am

Bulletins for pupils to which all staff can contribute messages and information are produced each day. The deadline for items is midday at reception by the previous working day or via email to [dailynotices@marcheschool.com](mailto:dailynotices@marcheschool.com)

The Head produces a staff bulletin for all staff every Friday morning. The deadline for items is midday on the Wednesday at the main school office. Entries can be made by e-mail to: [bulletin@marchesschool.com](mailto:bulletin@marchesschool.com)

Messages and announcements for pupils are put into tutors trays and must be collected at the start of registration each day.

## Tutors 2009/2010

7	8	9	10	11
Gareth Jones E3 7GJ	Hannah Beecham 8HB TC6	Adele Crowson 9AVC E6	Y Baker/Sarah Mulla 10YB L5	Angela Elliott 11AE T1
Craig Williams 7CAW S10	Victoria Ford 8VF C2	Will Harris 9WH TC4	Claire Brown 10CB E4	Graham Dyke 11CGD C9
Sarah Fletcher 7SF S9	Steve Williams 8SBW TC3	Cathryn Hayes 9CAH G4	Sue Harvey S3 10SH	Salvatore Giugno 11SG L3
Derris Dean 7DD TC7	Helena Griffiths 8HG H3	Ed Jenkins 9EJ C4	Mari Davies 10MD R2	Nick Griffiths 11NG T4
Carrie Sayce 7CS H1	Andrew Hall 8AH S7	Aurelia Le Brech 9ALB L4	Rhian Lloyd/JHoldswor 10RL E8	Emma Hayward 11ELH M2
Jim Dilks 7JD E2	Steve McGill 8SMG T5	Christopher Luther 9CL M5	Maralyn Parry 10MP S2	Lance Leonard 11LL M7
Susan Jury 7SIJ TC5	Dee Powell 8DP T8	Liz Devismes 9EJD S4	Kate Reynolds 10KER E7	Peter Jones 11PJ S1
Nicola Gilham 7NRG R1	Claire Trickett 8CT T3	Linda Pugh 9LP TC1	K Roberts/P Rhodes 10KR M1	Mandy Rowe 11MR M4
Sian Scott 7SPS T2	Jenny Card 8JC H2	Clare-Rose Savage 9CRS C6	Patricia Ward 10PW S6	Hamid Rami M6 11HMR
		Georgina Walker 9GW G1	Lucy Wright 10LAW G3	Lindsey Watson 11LW M3
<b>9 tutor groups</b>	<b>9 tutor groups</b>	<b>10 tutor groups</b>	<b>10 tutor groups</b>	<b>10 tutor groups</b>

## THE CODE OF CONDUCT

**What we expect from you as a pupil of the school and as a member of the community:**

You need to organise yourself to arrive at school, at registration and at all lessons on time. Your late arrival will cause a disturbance and hold up others.

Come to lessons with **all books and equipment** you will need. This must include a pen, a pencil, a ruler and your Pupil Planner. If this ever causes problems, see your teacher before the lesson concerned. High standards of the presentation of work are expected from all pupils.

Concentrate, think about what you are meant to do, and ask sensibly if you are not sure about it. Don't distract other people from their work.

Talking about the right things at the right time can be a very good way of learning. Idle chatter certainly isn't. We expect you to know the difference.

You must behave with respect to fellow pupils, teachers and other adults. Avoid rudeness, shouting, swearing and interrupting people who are already talking. Failure to do so will cause you serious trouble.

Act with self-control. Never use physical violence. Think first!

Always try to produce work which is the best you can do, and to present it well. Respond to teachers' comments about your work. You may be able to do better than you think.

Know the rules of movement about the school buildings and the surrounding areas. Don't run or make a lot of noise. Open doors for others.

What you look like says something about you. You must ensure that you are dressed properly according to the school Code of Dress at all times.

Looking after the building, its furniture and equipment costs a great deal of money raised by the taxes your parents pay. Think about how you treat school property and that of others: if you damage something it has to be paid for.

Litter is unpleasant, always put litter in the bins. If you see litter around the school pick it up and put it in the bin.

You should eat at break and lunchtimes in the restaurant only and not in lesson time. Chewing gum is not allowed.

The misuse of fire alarms or extinguishers will result in a £30 fine and 15 day exclusion.

Observing these twelve basic guidelines at all times will make our school community a pleasant place for everyone.

## THE CODE OF DRESS (School Uniform)

We believe that how pupils dress for school is an important part of how they behave and helps to set the right kind of expectations. Our code of dress for all pupils is as follows:

White shirt or blouse - any suitable style.

School ties - purchased from the school (£3).

Medium or dark plain grey trousers or skirt. Girls may wear trousers at any time during the year provided they conform to the same standard as boys' trousers. YEAR ELEVEN PUPILS may wear black trousers or skirts as an alternative, and there is a specific Year 11 tie. Skirts should be a respectable length.

Dark blue sweater (School logo style) £15 from school. Sweaters should be 'V' neck and not polo neck. YEAR ELEVEN PUPILS may wear black as an alternative.

Socks (or tights for girls) in a sensible colour and style.

Black shoes in any sensible style with low heels (2 inches or 5 cm maximum). Trainers should **not** be worn for school.

During the sunny summer weather pupils are allowed to wear the blue school cap, without any logo, outside the school buildings.

During the winter months outdoor coats create the image of the school. Dark top coats. No tracksuits, leather or Denim.

Jewellery should be kept to an absolute minimum. Only one plain ear stud in each ear is allowed. Only one finger ring is allowed.

Certain items will not be accepted as school wear. These are:

Cord trousers or skirts  
Earrings other than plain studs  
Any other visible body piercing  
Make-up in Years 7, 8 and 9

Trainers  
Denim, canvas or leather in  
any form  
Extreme hair styles

Nose studs of any kind (unless worn as an aspect of a clearly identified religious faith).

### NOTE FOR STAFF

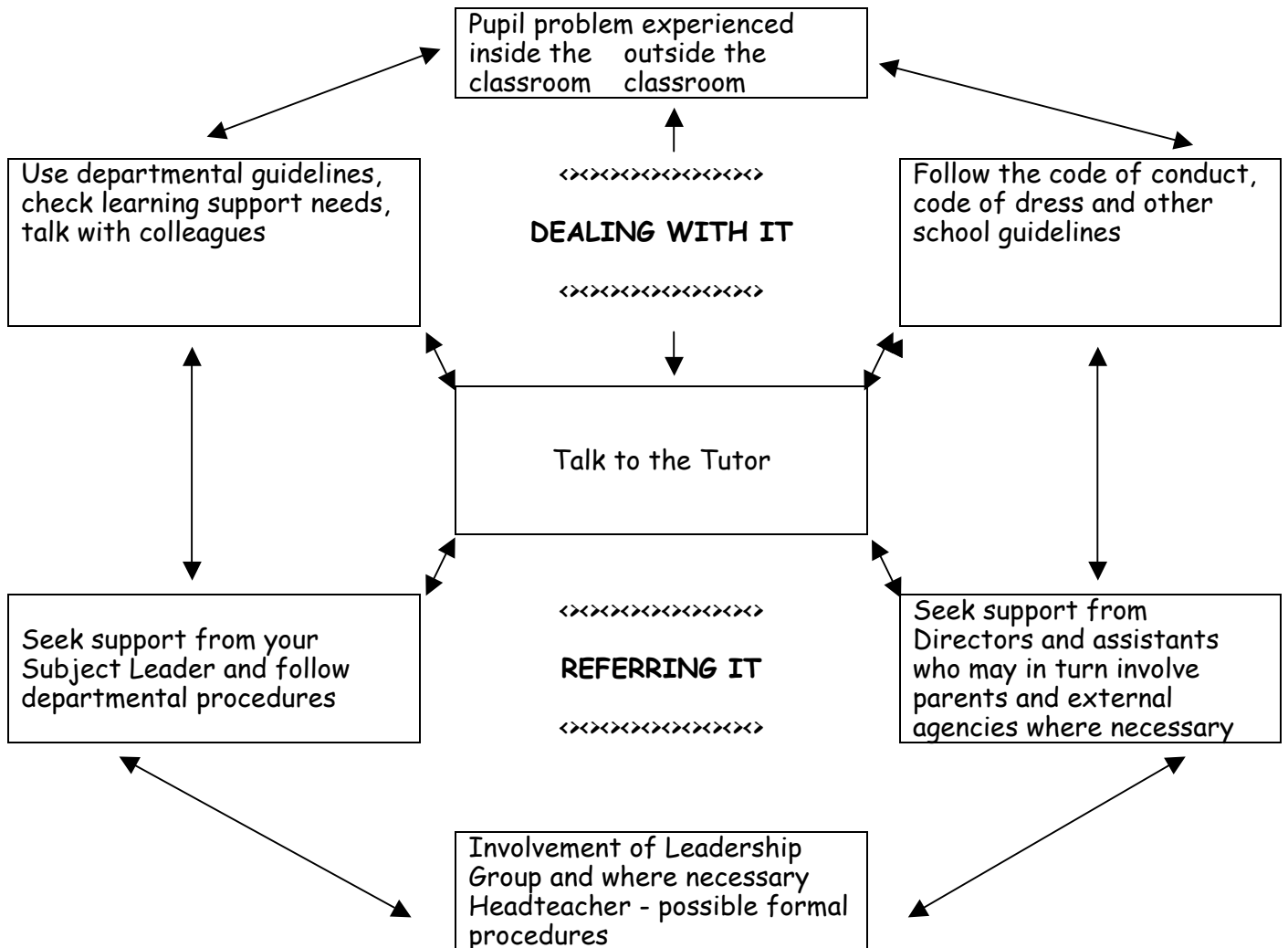
There is an expectation that staff maintain a professional dress code and that ID badges will be worn and will be on show.

## PUTTING IT INTO PRACTICE

How you can play your part in making the system work

..... and what to do when it doesn't

### THE REFERRAL MODEL



Running an effective school is the responsibility of all of us. Help needs to be available for individual staff, but each one of us needs to respond positively when faced with a problem. The key question is:

### **CAN I DEAL WITH THE PROBLEM MYSELF?**

If the answer is **YES** you should deal with it, following the proper school guidelines.

If the answer is **NO**, or if you have tried the procedures indicated above and still not succeeded, you need to follow the proper referral route outlined.

Most of all, never ignore a problem. Always do something. Getting help when you need it - through the right channels - is your professional responsibility.

# REWARDS

**As a school we offer a range of rewards to:**

Recognise the value of pupils' achievements, effort, service and leadership with the school.  
Give positive encouragement to pupils to succeed and to contribute.  
Enhance pupil/teacher relationships within the school.  
Improve a pupil's sense of self-confidence and worth.

**We use the following rewards to do this:**

- Staff are encouraged to praise verbally all positive achievements whenever opportunities present themselves.
- Staff should write positive and encouraging comments in planners, exercise books and folders when they are marked at least once every six lessons.

## **Display of work**

- In the classroom
- Around the school on departments notice boards and display areas in corridors, reception and the assembly hall.

## **Publicity**

- In front of a class.
- Recognition by Subject Leader / Leadership Group
- In a letter to parents at the end of each term for pupils who have shown consistent effort in class work both verbal and written and in homework. Examination performance should also be taken into account.
- Form Award Sticker, given for noticeable effort; outstanding presentation; evidence of research; a better standard of work than usual, good organisation, using planner effectively.
- Certificates, given to individuals with a complete set of Awards. Form Certificate awarded to the form with most awards each term. (Form tutor to pass on names to Directors, presented in assembly)
- Subject Award Sticker, for excellent work during a lesson, for a piece of homework or other subject contribution. (Names passed to Subject Leader)
- Certificates for excellent work: 5 Subject Awards - Bronze Certificate, 10 Subject Awards - Silver Certificate, 15 Subject Awards - Gold Certificate and more. Collections for certificates are made every half term and printed centrally in resources.
- Continuous Attainment in Subject resulting in a congratulatory letter home.

- Half Colours and Colours awarded at the end of KS3 (Half Colours) and Colours (at the end of KS4) for consistent membership of a school team, county team or higher, excellent team spirit and/or leadership of a team. (PE department to organise)

### **Year team rewards**

- Publicity and praise in assemblies to individuals and groups.
- Every week and half term 100% attendance pupils get stickers. Every term they get certificates and gift tokens. At the end of the summer term 100% attendance pupils as well as the rewards above are entered in a raffle for a compact CD player.
- Attendance trophy given weekly in assembly to the form with the highest attendance for the previous week. Certificates given to forms who are second and third placed
- Exemplary conduct badges are given for good citizenship, behaviour, community spirit, involvement in charities, school council and duties each term. Letters to parents, certificates and badges are then presented for sustained good conduct. (From September 2004, this will be incorporated into the citizenship award, encompassing behaviour, community involvement and good citizenship. There will be five stages, one for each year group with cumulative requirements to achieve the certificate)
- Places on trips which are extra curricular.
- Success badges and certificates given for individual or group achievement in activities either in or out of school, e.g. county honours, public speaking competitors, citizenship awarded by - -
- Deputy Head (pastoral) on recommendation from subject staff for good work, act of good citizenship, litter picking.

**Carrots are better than sticks, smiles achieve far more than scowls, rewards succeed where punishments fail. The Marches School and Technology College believe in achievements through caring.**

## GUIDELINES FOR REGISTRATION

You are expected to take a register every lesson, which is done electronically. Access to the system is via the classroom computers. A full guide is available from the network manager. Lesson 1 and afternoon registration are the official record. In the event of a system failure complete a slip with names of absentees and pass back to attendance manager as soon as possible after the session.

### Electronic Registration

- ❑ Log into the network, Then Logon to the VPN, Then Logon to SIMS - passwords available from the network manager

### LESSON REGISTER - Data Entry

- ❑ Click in the active cell beside the first name in the list
- ❑ Use the / key to mark a student present.
- ❑ Use the N key to mark a student absent.
- ❑ The software automatically moves you down the column.
- ❑ The ↑ and ↓ keys allow you to move up and down the column to correct or change entries.
- ❑ Save at the end of the register
- ❑ If a student arrives late, change the N to L and click the save icon.

## **HOME LEARNING AND HOME STUDY**

The efficient setting and marking of home learning tasks is central to the processes of teaching and learning which we value highly. We believe it to be essential for academic success. Appropriate tasks help pupils to develop as independent learners, to consolidate skills learnt in the classroom and to develop new skills of research, investigation and discovery. Set consistently, home learning encourages good study habits, and ensures that commitment to the work ethic is part of the school culture. Home learning is also a contact point for pupil, parent and teacher, and as such forms an important part of our home/school partnership. The Governing Body has approved the whole school home learning policy and copies are in each department for reference. The subject teacher must keep a record of tasks set in their planner, and ensure that the pupils record the tasks in their own planners. Both will be subject to periodic monitoring. Further information concerning amounts and frequency of tasks can be found in the full policy document.

## **LEADERSHIP DEVELOPMENT**

The development of leadership skills is a vital element in the professional development of all staff. There are several opportunities during the school year when training sessions will be offered to staff at all levels, and it is assumed that these opportunities will be taken with enthusiasm. It is our aim to develop transformational leaders who can take the school forward with confidence and expertise, in the knowledge that we all share the same vision. Our Advanced Skills Teacher programme will offer regular courses related to teaching and learning throughout the year. Optimus Training offers high quality in-house training in a wide range of teaching and learning aspects. Each half-term a focus on the skills associated with Qualified Teacher Status, suitable for Trainees and less experienced staff, possibly in their first post will be run. These meetings will also be available to colleagues from other schools and are co-ordinated by Mr P Jones who acts as both Professional Mentor for Trainee Teachers and Training Manager for all other internal events. County course INSET is used as part of updating professional information for all subject leaders.

## DAILY COVER SHEETS

These will be displayed as early as possible in the staff work room, the Design Technology area, the ICT area, the Creative Studies area, the Language area, the Millennium Block and the Learning Development Centre . Please check regularly during the day.

From September 2006 MSTC will not require staff to undertake internal cover. It is still however the responsibility of subject leaders to ensure that all classes are taught to the best standard possible.

NOTE: Snowline

If the school is closed because of adverse weather conditions, the decision will be made as early as possible and you will be telephoned personally. Don't ring in as this will clog the system. For this reason it is vitally important that temporary staff give their phone numbers to the office. This includes regular staff and associate teachers.

## SITE RULES FOR PUPILS

It is important to keep the number of rules to a minimum in order to avoid becoming excessively prescriptive. Most of the key issues are in fact covered in the Code of Conduct. There are however some things which are sufficiently basic to be worth listing.

The following site rules apply across the whole school. Teachers should make them clear to all pupils and reinforce their importance on a regular basis.

1. Keep to the left of stairways and corridors.
2. Wait quietly and sensibly for lessons to begin.
3. Keep to pathways around the school and do not take short cuts cross grass or garden areas.
4. Movement around the site must be by the designated routes.
5. Do not cycle on school premises.
6. Do not leave the premises without permission.
7. All ball games must be played on the top yard.
8. The cycle sheds are out of bounds from 8.40 a.m. to 3.00 p.m.

## DUTIES

Duties are an essential part of our requirement as teachers to exercise what is known legally as our 'duty of care'. Duties immediately before and after school and break duties are part of our contractual responsibility and are included in directed time. Separate contractual arrangements apply to lunchtimes for those who are employed to undertake lunchtime duties.

The detailed staff duty list together with an explanation of each duty is posted in the staff room. Each day's duty rota also has a Team Leader whose general responsibility includes checking that the team is complete. Frank O'Brien is responsible overall for the duty programme across the school.

If you know that you will be away on a day that includes a duty, arrange a swap with a colleague if possible. If you are unable to make a swap, you should inform the duty Team Leader for that day or Frank O'Brien to ensure that your duty is covered.

All duties are important in helping to ensure children's wellbeing and safety in and around the school, and in maintaining good order and discipline. Your presence has an automatic effect and the most important part of your duty is to be in the right place at the right time. At break and after school, it is anticipated that you are in position for your duty when the bell rings to mark the start of break or end of school. This in itself will prevent many potential problems. Please ensure that you arrive in position promptly and you are proactive in carrying out your duty.

## WET WEATHER ARRANGEMENTS

Arrangements for wet weather and other circumstances when pupils cannot go outside at breaks and lunchtimes are as follows:

### 1. *Signal*

A wet **break** or **lunchtime** will be signalled by a number of additional rings on the main bell after the break bell has been rung. The Team Leader will make the decision in liaison with colleagues and will ring the bell intermittently for about 10 seconds.

ALL DUTIES WILL COME INDOORS ON HEARING THIS SIGNAL

2. At **breaks** pupils whose next lesson is ENGLISH, GEOGRAPHY, R.E., HISTORY, FRENCH, GERMAN, SCIENCE, P.E., ICT, go directly to the hall.

3. At **breaks** pupils whose next lesson is ART, DRAMA, MUSIC, TECHNOLOGY, MATHS or are in the Learning Development Centre, wait in the long corridor in the New Building.

4. At **lunchtimes** in addition to the above, pupils may also remain in the hall and dining areas.

## HEALTH AND SAFETY

We have a detailed health and safety policy document which all Subject Leaders have. A staff guide to health and safety has been issued to all staff. Make sure you are familiar with its contents and in particular, the fire arrangements. Read and understand the fire notices in the rooms you use. Sarah Davies is the school's Health and Safety Officer who checks the implementation of the school policy.

In case of *accidents* where medical attention is necessary alert Pat Ramsay, or if no reply, resources. There is a medical room next to Resources. We have several staff with First Aid training. These are listed in all rooms. There are legal requirements about reporting accidents. Appropriate forms are held by Subject Leaders and Pat Ramsay. Pat Ramsay is available to deal with children's injuries and illnesses during the normal school day. She is also responsible for the administration of all pupil medicines in school time and all requests should be passed on to her by Tutors and other staff. Mary Richards is also first aid trained if Pat Ramsay is not available.

## SMOKING POLICY

Smoking is not allowed anywhere in The Marches School and Technology College buildings or grounds. This is a health and safety policy which must be strictly observed. It also applies to all lettings and any visitors to school.

## CHILDREN AT RISK FROM ABUSE

From time to time children make disclosures to teachers about personal problems, and this may include information about physical or sexual abuse. There are now strict legal requirements about how we deal with such matters. If such a disclosure is made to you, or if you suspect a child is at risk through some form of abuse, **you must on the same day as the disclosure is made**, report your information and your concerns to Jan Glover. Jan will then deal with the matter urgently through the established procedures.

## TRIPS AND ACTIVITIES

The 1988 Act makes the whole question of school trips a more complicated one. The Governing Body has a clear policy which must be followed at all times. It is as follows:-

1) For any activity which occurs for more than 50% of its length outside school hours as defined in the 1988 Education Act, the Headteacher or delegated member of staff with his approval will publish in advance to parents the details of the activity together with details of costs. Parents will be invited to indicate their agreement to their child or children going on the trip and agree to the costs incurred. Collection of monies will then take place in the existing agreed ways within the school, either by a single payment in advance, or for more expensive trips by deposit and periodic payments to be completed by the time of the trip. Any such letters to parents will, where appropriate, invite parents who believe they have a genuine case for special financial consideration to inform the school (via an identified member of staff) in confidence. Each such case will then be considered on its merits for a partial or total remission at cost. For these extra curricular trips however support is discretionary.

2) For any activity which occurs for 50% or more of its length within school hours as defined in the 1988 Education Act and for which the Headteacher or delegated members of staff considers it will be necessary to recoup some or all of the cost of the trip, a costing per head will be calculated in accordance with the requirements of the 1988 Act.

The Headteacher or delegated member of staff will then inform relevant parents of the possibility of the trip and will invite parents to indicate whether they would like their child or children to go on the trip and whether they are prepared to make a voluntary contribution. Parents will be informed where appropriate that viability does depend upon voluntary contribution. Parents will also be offered the chance to indicate in confidence as in (1) above that they would like their child or children to go on the trip but believe they have a reason for special financial consideration. Normally this will be because the family is in receipt of Income Support or Family Credit.

In accordance with the 1988 Act, board and lodging charges for residential visits taking place in school time as above may be made. Full remission for parents in receipt of Income Support or Family Credit benefits will be made.

Once returns have been made a decision will be made as to whether the trip can proceed. This decision will depend upon the preparedness of parents to make voluntary contributions. Where a trip proceeds, no child will be excluded from such a trip on financial grounds.

### ***Further Information***

In writing to parents it is essential to operate in accordance with the governing body's policy. You must also, in planning your trip, satisfy all necessary health and safety and insurance requirements. For further advice, see Sarah Davies, who has a copy of the county guidelines on trips and will provide the appropriate risk assessment documentation. You must also book your trip through Ruth Lloyd, allowing ***at least ten days notice***. Obviously, much longer notice is needed for some trips.

## INTERNAL TELEPHONE NUMBERS

Any changes to this information will be forwarded on a replacement sheet.

<b><u>SENIOR MANAGEMENT TEAM</u></b>		<b><u>CAREERS</u></b>	
Mrs S Longville	414	Sally Barber - Shropshire Youth	472
Miss J Glover	405		
Mr D O'Toole	421	<b><u>CREATIVE STUDIES</u></b>	
Mrs R E Lloyd	449	Office - Mr E Jenkins	454
Mr F O'Brien	403		
Mrs A Pearson	418	<b><u>MUSIC</u></b>	
		Mr A Coupe	442
<b><u>KEY STAGE DIRECTORS</u></b>		Drama Office - Miss C R Savage	443
Miss L Arthan	493	Office	441
Mr J Burton	494		
Mrs C Ratcliffe	490	<b><u>ENGLISH</u></b>	
		Office - Miss E Dorward	461
<b><u>ASST KEY STAGE DIRECTORS</u></b>			
Miss J Phillips Yr8	492	<b><u>HUMANITIES</u></b>	
Miss S James Yr10	496	Office	438
Miss C Cass KS4	495	H1 - Ms C Sayce	408
Mrs S Atkinson KS3	491	RE Office	434
Mrs S Simmons - Attendance	411		
Mr A Clarke - EWO	498	<b><u>PLC</u></b>	
		Office - Mrs Windows	456
<b><u>TEACHER MENTOR</u></b>		J2	482
Pat Sheppard	497	J5	460
<b><u>BRIDGING CENTRE</u></b>		<b><u>MATHS</u></b>	
Ian Sykes - Director of Bridging	451	Office - Mr K Smith	457
Daniel Deakin - Assistant	451		
Roger Thomas - Deputy Director	453	<b><u>MFL</u></b>	
		Office - Mrs L Rogers	437
<b><u>ADMINISTRATION</u></b>		Staffroom	468
Wendy Woodcock	0		
Sheila Smith - Office Manager	422	<b><u>PE</u></b>	
Cara Darrall - Pupil Services	432/407	Office - Mr N Martin	423
Lorna Wells - Pupil Services	479		
Amy Senior - Pupil Services	432/407	<b><u>SCIENCE</u></b>	
Kate Aspinall - Pupil Services	407	Main Preproom	428
Front Desk- Emergency	412	Brian Lovell Preproom	425/426
Pupil Window	458	Office - Mrs S Wilmot	463
Marian Stefanazzi - Head's PA	415	Staffroom	427
Ceinwen Evans - Exams Officer	469		
Sarah Davies - Business Manager	471	<b><u>TECHNOLOGY</u></b>	
Caroline Dingwall - Enterprise	448	S Burrage - Network Manager	480/462
Mary Richards - Resources	416/419	IT Technicians	480
Pat Ramsay - Medical Room	416/419	ICT Office - Mrs S Geddes	436/433
Janet Smith - Finance Officer	402	DT Office - Mr C Williams	446
Karen Evans - Finance Assistant	406	T8 Office - Miss D Powell	444
Kitchen - Sue Lockett	413	Diploma Suite - Mrs D Dean	481
Library - Sarah Richards	485	T1 - Mrs A Elliott	450
Cliff Sagar - Site Manager	477		
Don McAliece - Workshop	431	<b><u>ROOMS</u></b>	
Caretakers	430	Conference Room	291
Peter Jones - Professional Mentor	464	IE Room	267
Julie Leoni - Seals Co-ordinator	420	Work Room	429
Training School	476		
Maralyn Parry-International Projects	428/462		

## FURTHER INFORMATION

Of necessity, this handbook contains only limited information. The following is a list of further information you may need through the year, together with some indication of where to get it.

**Health and Safety:** see your staff guide to Health and Safety or Sarah Davies

**First Aid:** Contact Pat Ramsay in Resources, see trained staff list in each department office.

Equipment is in the medical room, offices, laboratories and workshops.

**Children at Risk from Abuse:** see Jan Glover **URGENTLY**

**Fire Practices:** see Health and Safety document and notices in rooms

**Security and Damage Procedures:** see Cliff Sagar, and use the central log in reception to report issues..

**Trips:** see Ruth Lloyd initially, fill out calendar form. There is a standard risk assessment and insurance procedure, and appropriate forms, which must be completed before any trip takes place. See Sarah Davies for further details.

**Mini-Bus:** see reception to book and for further information.

Professional development is the responsibility of Ruth Lloyd. Professional development days are published in the school calendar.

### Curriculum Developments:

**Information Technology:** Sharon Geddes

**Technology College Project:** David O'Toole

**Primary Liaison:** Linda Arthan

**Post 16 Liaison:** Frank O'Brien

**P.S.D.:** Jan Glover

**Learning Support:** Irene Windows

**Using Computer Rooms:** Sharon Geddes

**Resources:** Mary Richards

**Comenius/European Links:** Maralyn Parry

**Lunchtime Arrangements:** Frank O'Brien

**Lost Property:** Student Services in Main Office.

**Assemblies:** Rota in staff room. See Jan Glover.

**School Fund:** All day to day management -Janet Smith or Karen Evans

**Examination Arrangements:** Alison Pearson

**Timetable and Rooming details:** see Frank O'Brien.

**Booking School Premises:** see Sarah Davies for **any** event on school premises after 3.30 p.m.

or at weekends.

**Teacher Governors:** Peter Jones, Sally Wilmot

**Staff Governor:** Roger Thomas

**Special Needs Governor:** Roger Thomas

## **Advice for Shropshire Council employees**

1. Shropshire Council is committed to open and honest communication and the highest possible standards of integrity. Part of meeting that commitment is to encourage employees, members and others who have serious concerns to speak up. This may need to be on a confidential basis and the Council wishes to emphasise that if someone does 'speak up' they can do so without fear of reprisals. Such policies are termed "blowing the whistle" and this phrase is used throughout this statement but should be viewed as a positive action of speaking up.

### **2. Introduction**

Employees or members may be the first to see that something is seriously wrong within the Council. Such wrongdoings relate to:

- fraud and corruption
- discrimination
- abuse of vulnerable people
- damage to the environment

It is the duty of employees to speak up when they have serious concerns and it is the duty of the Council to act on those concerns and protect and support employees when they do. A failure to report a serious concern could be construed as collusion. Difficult as it may be to speak up, employees should be aware of their special position and of their duty to make their concerns known.

This policy statement makes clear what employees should do and what will happen as a result. The policy has been discussed with all the relevant trades unions and professional organisations and has their support.

This policy statement is issued to employees to advise specifically on blowing the whistle on wrongdoing. It should not be confused with the complaints procedure (where you can complain about the Council's services), the grievance procedure (where you can complain about your own treatment as an employee) or the child protection procedure (specifically relating to work in the Children and Young People's area).

### **3. Serious Concerns**

There are existing procedures in place to enable you to lodge a grievance about your own employment. This policy is intended to cover serious concerns outside the scope of those procedures.

A serious concern may be related to something that:

- is unlawful
- is against the Council's Constitution, financial rules, contract rules or other policies
- does not meet established standards or working practices
- amounts to improper conduct.

(Theft, bribery and corruption, discrimination, the abuse of children, vulnerable adults or staff, and environmental misuse are all the types of things which would fall into these categories).

### **4. Safeguards**

#### **4.1 Harassment and Victimisation**

The Council recognises that deciding to report a concern can be difficult, not least because of the fear of reprisal from those responsible for malpractice. The council will not tolerate

harassment or victimisation and will take action to protect you when you raise a concern in good faith.

This does not mean that if you are already the subject of disciplinary or redundancy procedures, that those procedures will be halted as a result of your whistleblowing.

#### 4.2 Confidentiality

The Council will do its best to protect your identity when you raise a concern and do not want your name to be disclosed. It must, however, be appreciated that the investigation process may reveal the source of the information and a statement by you may be required as part of the evidence.

#### 4.3. Anonymous Allegations

This policy encourages you to put your name to your allegation. Concerns expressed anonymously are much less powerful, but they will be considered at the discretion of the council. In exercising this discretion, the factors to be taken into account would be:

- the seriousness of the issues raised;
- the validity of the concern;
- the likelihood of confirming the allegations from other sources.

#### 4.4. Untrue Allegations

If you make an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against you. In such circumstances employees will be supported. If, however you make malicious or vexatious allegations, disciplinary action may be taken against you, but the matter would be referred to the appropriate Chief Officer before any action is taken.

#### 4.5. Support To You

Throughout and after this difficult process you will be given full support from senior management, your concerns will be taken seriously and the Council will do all it can to help you. If necessary, and you are happy to do so, you may be transferred to another job to ensure that you are fully protected.

### **5. How to raise a concern**

5.1. As a first step you should normally raise concerns with your immediate Supervisor or Line Manager. This will depend, however, on the seriousness and sensitivity of the issues involved and who is thought to be involved in the wrongdoing. If management is involved, you should approach:

- Chief Executive or Corporate Director - if the wrongdoing is about standards of behaviour or about the abuse of children or vulnerable adults
  - Monitoring Officer / Head of Legal and Democratic Services - if the wrongdoing is thought to be illegal. Tel: (01743) 252763
  - Chief Finance Officer / Director of Resources - if the wrongdoing is about improper payments. Tel: (01743) 252007
  - Head of Audit and Consultancy Services - If the wrongdoing is a fraud. Tel: (01743) 252027
  - Head of Sustainability - if the wrongdoing is an environmental issue. Tel: (01743) 252565
- Alternatively you can call the Standards Hotline (01743 252627) or invite your trades union or professional association to raise the matter on your behalf.

5.2. The earlier you express your concern the better and the easier it will be to take action. Concerns are better raised in writing. You should try to set out:

- the background and history to your concern;
- dates and places where possible;
- the reasons for your concerns.

5.3. Further advice and guidance on what to do can be found in the:

- guidance on how to deal with fraud and corruption;
- guidance note on the abuse of children, or vulnerable adults;
- guidance note on environmental issues;
- the harassment and bullying policy.

## **6. How will the Council respond?**

6.1. The action taken will depend on the nature of the concern. The matters raised may:

- be investigated internally with the Council but independently of those directly involved;
- be referred to the Police;
- be referred to the external Auditor;
- form the subject of an independent inquiry.

6.2. In order to protect individuals and the Council, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. These will be made confidentially and every attempt made to protect the employee. Concerns or allegations which fall within the scope of specific procedures (e.g. child protection or discrimination issues) will normally be referred for consideration under those procedures.

6.3. Some concerns may be resolved by agreed action without the need for investigation.

6.4. Within 10 working days of a concern being received, we will write to you:

- acknowledging that the concern has been received;
- indicating how we propose to deal with the matter;
- giving an estimate of how long it will take to provide a final response;
- telling you whether any initial enquiries have been made;
- telling you whether further investigations will take place and, if not, why not.

## **7. Corporate contacts**

Director of Community Services - Valerie Beint. Tel: (01743) 253701

Corporate Director, Children and Young People's Services - Liz Nicholson.

Tel: (01743) 254301

Director of Development Services - Tom McCabe. Tel: (01743) 255002

Corporate Director of Resources - Laura Rowley. Tel: (01743) 252007

Assistant Chief Executive, Legal and Democratic Services - Claire Porter.

Tel (01743) 252763

Online services and attachments

- [Speaking up about Wrongdoing.pdf](#) (93kb)

Contact

Customer Service

[customer.service@shropshire.gov.uk](mailto:customer.service@shropshire.gov.uk)

0845 678 9000

Shropshire Council

Customer Service

Shirehall, Abbey Foregate

Shrewsbury

Shropshire

SY2 6ND