



## Staff Document

# Woodfield School

## Working at Woodfield: Our Ethos and Values

*This information is for new staff who have  
joined the Woodfield team.*

*We hope it will enable you to learn what  
Woodfield School is trying to achieve and how  
you play a part in that process as a member of  
the team. Welcome to our school.*

**Reviewed: September 2020**

# WORKING AT WOODFIELD

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This booklet is designed to give all staff and potential staff a flavour of what it means to work at Woodfield.

We had our last Ofsted inspection in November 2017 and received Outstanding, of which we are very proud. We have continued to improve due to the hard work and commitment of our staff team. We pride ourselves on the positive atmosphere in the school with staff and pupils working together to fulfil our motto of:

***Sharing, Caring, Achieving Together.***

## **OUR SCHOOL AIMS**

At Woodfield we aim to:

- Inspire and motivate our pupils by providing a stimulating and relevant curriculum which challenges them to take responsibility for their own learning and enables them to realise their potential.
- Develop pupils' confidence, self-esteem and independence by providing a safe, supportive and happy environment.
- Foster effective partnerships with parents, carers and the wider community enabling pupils to become valued and respected members of society.
- Develop strengths and skills by valuing everyone as individuals and treating each other with dignity and respect.
- Enable pupils to develop the most appropriate communication skills so that they are empowered to exercise some control over their own lives.

## **WHAT MUST WE DO TO ACHIEVE OUR AIMS?**

In order that we achieve our aims we need to work in a manner which will ensure that this can happen. The following points are a summary of a document which looks at how we can achieve each of these aims and gives a flavour of the ways we expect staff to work.

We must:

- give our pupils the means to communicate; and value what they tell us
- help our pupils to learn about taking responsibility both for their behaviour and when carrying out tasks and requests.
- be enthusiastic about activities and act as positive role models for the pupils.
- give our pupils the skills to handle increasingly difficult situations.
- help our pupils to develop the ability to solve simple problems for themselves.
- set high expectations for our pupils in all areas of learning and target lessons so that each individual is stretched and challenged to achieve.
- encourage pupils to ask questions.
- teach pupils to be enterprising so that they can discover their own capabilities

- know that if a pupil cannot understand it is the teaching not the child which is the problem
- use a variety of teaching methods and make learning fun; model enthusiasm and enjoyment.
- celebrate achievement in all areas of our pupils' lives not just academic work.
- help our pupils to understand that they have rights and give them the confidence to speak for themselves whenever possible.
- ensure that the views of the school council are given serious consideration and that they are consulted whenever possible on school issues.
- encourage our pupils to form positive relationships with other pupils and with familiar adults and to enjoy the company of others.
- encourage pupils to develop tolerance towards other people and to show respect for what others try to do.
- ensure that staff are available to talk to pupils about their worries and fears and that we listen to and act upon their concerns. We ensure that staff know their pupils well enough to understand when a non verbal child has problems
- set clear guidelines on what constitutes acceptable behaviour.
- encourage staff to see themselves as learners and ensure that they have their training and development needs met and their achievements celebrated.
- offer our pupils many opportunities to socialise in the local and wider community so they can learn to adapt to new situations.
- accept that parents are our most important partner in helping a child to develop
- develop links with our local schools and community partners to give breadth to the education of our pupils

## **INDUCTION, PROFESSIONAL DEVELOPMENT AND PERFORMANCE MANAGEMENT**

A member of the Senior or Middle Leadership Team will lead you through a period of induction over your first months in post. You will be given information and support from a range of staff. You will receive a handbook giving guidance on school organisation, which will answer many queries. We also have a friendly and supportive staff team who are willing and able to give all the help and advice necessary. We all recognise that we are all still learning so never be afraid to ask – even the 'silly' questions. Never be afraid to ask for help – it is better to ask for help than to struggle. We all need to ask for help at times .....even staff who have huge amounts of experience.

Any initial needs you have for training will be identified during your induction period and you will be prioritised for such training. All staff are encouraged and enabled to continue their own learning. Any needs you have for further training and support will be identified through the probationary period and beyond this through the performance management process. As part of this process key targets will be set for your areas of professional development over the year. Pay and progression are linked to performance against the targets set as well as against professional standards for behaviour.

There is a weekly training programme for staff, which means that every week you will have a training session on a relevant subject, such as assessment for learning, autism, behaviour, curriculum, as well as covering statutory updates such as moving and handling. Training takes place every Friday at 2.30 for one hour. *(School finishes for pupils at 2.30 on Fridays to enable this training to take place)*

We offer a great deal of 'on the job' training and coaching. INSET days are primarily aimed at teachers and nursery nurses and are statutory for these staff. However INSET days are open to any staff to attend if they are interested in the topic under discussion. Unfortunately we are not able to pay support staff for attendance at INSET days unless it is a statutory training session such as the Local Authority Safeguarding training, in which case staff are paid to attend. We offer the opportunity to attend long and short term training courses provide by external bodies. Staff are able to take up qualification opportunities such as NVQs and Masters degrees organised through school or the Local Authority.

Staff must be open to supportive feedback and committed to wanting to learn and continually develop their knowledge, understanding and skills in order to **provide the best education for our pupils.**

### **THE WAY WE WORK**

The partnership between staff, governors and parents for the benefit of the children is very important. You are a major part of ensuring that this partnership works. Communication is extremely important and it is imperative that we all communicate positively with each other and promote positive attitudes and spirits. We all want to work together as part of the whole school team to create harmony not contention; and to work together to find solutions when things don't quite go to plan! We recognise that no one person or system is perfect; what is important is the way we work together as a team to support each other to develop and improve.

The success of the school depends upon the success of every partner. Staff must be committed to being professional in their work, show respect for colleagues and parents and do their jobs to the best of their ability. **Our children deserve only the best; and poor performance cannot be tolerated.**

### **STAFF CODE OF CONDUCT**

Staff are the role models for our young people. It is essential that all staff adhere to this code of conduct to ensure the safety and well being of the young people and to prevent allegations of misconduct against staff.

**Physical Contact:** We have no wish to ban staff from having physical contact with pupils. It would be inappropriate to refrain from physical contact with very young pupils, who require nurturing. Pupils working at lower cognitive levels need sensory input and this will often require physical contact. However it must be carried out in a way that is appropriate to the age of the child. Cuddling a toddler who is hurt, or sitting a young child on a lap for a story is acceptable. However the same would not be appropriate with an older pupil, no matter how severe their learning or physical disability. *Physical contact must always be acceptable to both the adult and child.*

**Intimate Care Procedures:** Intimate care and toileting procedures should always be carried out in a discrete manner for the sake of the privacy and respect of the child. Except in emergency or exceptional circumstances male members of staff should not change or toilet female students. Due to the nature of our staffing female staff may be involved in these procedures with boys of all ages, but every effort should be made for the older males to be dealt with by a male adult.

Generally two members of staff will deal with changing a pupil on a changing bed for both health and safety and protection reasons. As only one member of staff needs to accompany a more physically able pupil to the toilet, to minimise risks for staff and pupils, staff should aim to do this whilst other people are present in adjacent areas.

Staff must always ensure that other adults in the team know that they are with a child.

**Out of School Contact:** No member of staff should make arrangements to meet children out of school hours for private meetings, or to make contact via social media. Some members of staff are employed by parents to provide care for pupils out of school under the Direct Payments scheme. All members of staff who undertake such work **must** notify the member of Senior Leadership Team in charge of their department.

**Dress Code:** All members of staff must dress in a manner that is compatible with their professional duties. Staff should be positive role models in all areas of their contact with pupils including dress. Shoes and clothes must be suitable for working with children, including being suitable for e.g. hoisting and manual handling. Staff must be aware that children may tug or pull at earrings, necklaces and scarves which could result in damage to the wearer. Wearing of such items is at your own risk.

There are impressionable and vulnerable young adults amongst our pupils, many of whom may experience problems with their own developing sexuality and find difficulty in understanding boundaries. Staff dress should reflect our responsibility in this area. For women low cut tops must not be too revealing and must not gape open when bending forward. For both sexes short shorts are not appropriate for school wear. Underwear **must not** be visible above the tops of trousers.

Whilst our work can be physical and clothes need to be comfortable and practical jeans may only be worn if they are smart – ripped, or distressed jeans are not acceptable.

Teachers should also consider how their dress reflects their professional standing and make decisions on dress for occasions such as annual reviews and parent evenings that may be more formal than their day to day classroom wear which has to be practical.

***Our children are vulnerable and we owe them a duty of care. We take our duties in respect of Child Protection very seriously; our Safeguarding and Child Protection Policies give more details and set out our procedures. No breach of conduct will be accepted. All instances of child abuse, of any kind, by any person, are reported and all staff are trained and required to be vigilant for signs of distress or abuse. Inappropriate behaviour will not go unnoticed or be tolerated, excused or ignored.***