

Baltica

Staff Policy

Introduction

This document defines the term and sets out the principles, practices and procedures which *Baltica* will follow in the appointment, management and control of its staff.

Aims and Principles

The object of this policy is to ensure that the aims of *Baltica* are met, whilst bearing in mind that the children and young people's safety and wellbeing is paramount. *Baltica* also wants to ensure that all staff are supported in their positions. With this in mind, *Baltica* undertakes that all staff will:

- Work under the supervision and guidance of the *Baltica's* Management Committee.
- Be made aware of and be expected to adhere to *Baltica's* policies including Equal Opportunities, Child Protection and Health & Safety.
- Have references taken up.
- Be police checked.

Contracts of Employment

A 'written statement of employment' setting out some of your main terms of the contract will be provided within two months of starting work. This statement will include:

- amount of wages
- hours of work
- holiday pay, including how much time off you are entitled to
- sick pay
- how much warning (notice) the employer must give you if you are dismissed.

An example of the written statement of employment can be found embedded below:

Job Descriptions

Union Representation

There is no collective agreement with trade unions or other employment groups affecting this employment.

Advertising for Posts

In agreement with *Baltica* Equality Policy, all advertising in relation to recruitment of staff or management will not be limited to a single method and where appropriate, positions will be advertised in minority as well as mainstream press.

Training and Induction

All staff will be required to attend an Induction. The Induction will cover the following policies – Equalities, Child Protection, Information Sharing, Health and Safety, emergency procedures, job responsibilities, risk management, behaviour management.

Absence

The Head teacher must be informed in advance of any planned absence. If a staff member cannot attend the school unexpectedly, Baltica's Head teacher should be informed immediately.

Dress Code

It is essential that staff members dress in a respectful and culturally appropriate manner to work with the pupils that attend *Baltica*.

Equal Opportunities

In accordance with Baltica's Equalities Policy, staffing positions at *Baltica* will be open to individuals irrespective of race, gender, disability, sexuality, age or marital status.

Health and Safety

This school has a statutory responsibility under the Health & Safety at Work Act 1974, not to harm or damage the health of its staff through their involvement in the activities of the school.

All staff and volunteers are expected to conduct themselves in a safe manner and not to act in a way that may cause injury to others or his/herself. They also have a responsibility to co-operate with others who have duties in relation to health and safety.

Further information can be found in Baltica's Health and Safety Policy.

Child Protection

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children.

All volunteers and staff will be informed of their responsibilities in being alert to the signs of abuse and the procedures for referring concerns to the Designated Person.

Further information can be found in *Baltica's* Child Protection Policy.

Confidentiality

Staff members should regard all information they have access to or are given as a result of their position as being confidential unless advised otherwise. No information should be released to a third party without first seeking the agreement the Chair of the Management Committee and/or the individual concerned, as appropriate.

Termination of Employment

The Management Committee reserves the right to terminate a contract of employment, where:

- A member of staff has breached any of the schools policies – Health & Safety, Child Protection, Finance, Equalities, etc.
- There are frequent unexcused absences

- Behaviour with other staff members, volunteers, pupils, parents and/or Management Committee members is deemed inappropriate

The Disciplinary procedure must be followed (as outlined in *Baltica's* Constitution).

Complaints Procedure

The complaints procedure will be outlined to all staff and volunteers at their induction. Appendix B (of this policy) also provides formal definitions of topics that might be beneficial when making a formal complaint about someone's behavior.

Discipline and Grievance Procedures

If a complaint has been raised against any member of paid staff, a sub committee of no more than three members of the Management Committee will be appointed to investigate the problem/allegations.

Expenses

Staff will be reimbursed for out of pocket expenses. Receipts must be submitted in accordance to the *Baltica's* Finance Policy.

Insurance

Staff will be covered by *Baltica's* Public Liability Insurance.

Staff records

Original copies of the staff application form, references, interview notes, and specific checks are held in a locked file. Staff records are accorded confidentiality and each member of staff will have access to their own personal record in accordance with data protection. Should one wish to see these records this can be arranged by giving the Head Teacher 24 hours notice.

Training and involvement

Where a staff member is based at *Baltica* on Sundays (Term Time) basis s/he will be expected to be involved and included in general activities, such as meetings, when necessary. Staff members will also be required to attend a Child Protection Training session every two years.

Monitoring and review

It will be the responsibility of the Chair of the Management Committee to regularly review the operation of *Baltica's* Staff Policy to ensure that it is in accordance with *Baltica's* Equalities policy.

Performance Management

On an annual basis each member of staff should have a review meeting with the Head Teacher and Chair of the Management Committee. At these meetings the following topics should be covered:

- an overall assessment is made of the individual's progress taking into account the objectives set at the beginning of the previous cycle. (see Appendices C&D for Performance Indicators for teachers and school support staff respectively)
- monitoring and support which is on-going throughout the cycle

- objectives are set for the next year and a personal planning and review statement is produced. These objectives must take into account the employee's job description and the relevant professional standards / job competencies.
- if there are any changes in pay for the upcoming year, this is discussed.
- if performance has been determined to be inadequate, then a timely plan must be put into place to improve performance. In some cases, the contract will be terminated if performance does not improve in the outlined period of time.

Pay Policy

Where performance has been determined as good or outstanding, a pay increase may be awarded where funding is sufficient. This must be approved by the Management Committee.

Safe Recruitment

To ensure that staff are recruited in a manner that ensures the safety of the children and young people of the school, the following must be followed:

- Job adverts clearly state that "*Baltica* is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment".
- All successful applicants (including volunteers) will need to undertake a CRB check. Employment records, references and qualifications will be verified for staff positions and references will be taken up for volunteers.
- All job descriptions state the main duties of the post, include the statement that 'all adults employed by *Baltica* are responsible for safeguarding and promoting the welfare of children s/he is responsible for, or comes into contact with'.
- The Person Specification will state the competencies and qualities required by the successful candidate and will state that the interview will thoroughly explore issues relating to safeguarding and promoting the welfare of children. Additionally, for short-listed candidates, any relevant issues relating to employment breaks or reference queries will be taken up at interview.
- The information pack for candidates will include; the application form, job description, person spec (see above) and *Baltica*'s Child Protection Policy.
- When short-listing, the *Baltica* will pay particular attention to:
 - unexplained gaps in employment
 - discrepancies
 - repeated changes of employment
 Incomplete application forms will not be accepted.
- References will be sought before interviews take place. Open references and testimonials provided by applicants will not be accepted. No candidate will be appointed until a verified reference is received and scrutinised. For successful candidates, written references will be verbally verified.
- All applicants will undergo a face to face interview where questions pertaining to child

protection will be asked.

- All candidates will be asked to bring identity proof with them e.g. a current driving licence or passport, a full birth certificate, plus a document such as a utility bill showing the candidate's current name and address.
- All candidates will be asked to bring documents confirming any educational and professional qualifications relevant to the post.
- All interviews will be conducted by a minimum of two (usually three) people. At least one member of the Management Committee will always be present.
- As well as the above checks (qualifications, references), all candidates will undergo a CRB check, even if this has been recently carried out by a previous employer. All appointments are subject to these checks being satisfactory.
- Where there are serious concerns about an applicant's suitability to work with children, the facts will be reported to the police and the DfES Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team).
- All appointed staff will undergo an induction process which includes information and written statements of; policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti racism, physical intervention/restraint, internet safety and professional conduct.
- For volunteers, close attention will be taken to why the applicant would like to work with children and young people and follow up questions will be necessary prior to the appointment being made.
- It might be necessary to request the contact details of another reference if there is any uncertainty of the appropriateness of the applicant to work with children and young people.

Appendix A - Code of Behaviour for Staff

What a Staff Member Can Expect

- to be valued as an individual
- to have clear guidelines within which to carry out duties
- to be respected for their individual knowledge and skills
- to have support, feedback, appreciation, and encouragement
- to have opportunities to contribute to *Baltica's* developments
- to have opportunities to discuss concerns or problems relating to their duties
- not to have their duties changed without prior discussion
- to be reimbursed for out of pocket expenses
- to be insured while at *Baltica*
- up to date information about the school and its development
- a safe working environment
- to be given an induction as a staff member of the school – outlining the policies and procedures that they need to adhere to

What the School can Expect of its Staff Members

- a completed volunteer application form, positive reference and approved CRB disclosure
- show commitment to the school
- treat pupils, staff and volunteer colleagues with respect
- have a flexible approach to their duties
- be sensitive and tactful in their dealings with pupils
- follow policies, procedures and instructions
- be punctual
- be reliable and regular in their attendance
- inform the school in all cases of absence (in advance where possible)
- report any accidents promptly to the Head Teacher or Chair of the Committee
- respect confidentiality
- be prepared to undertake appropriate training
- carry out their tasks to the best of their ability
- Discuss concerns with the appropriate person
- consult the appropriate person, if in need of help and guidance

Some Do's and Don'ts for Staff Members

Do help to provide a safe, stimulating environment for children and young people.

Reason you are essential to the success of the school. Your role in ensuring that the pupils are in an environment where they are able to learn is paramount.

Do ask questions if you are not clear about what your role is or what is expected of you.

Reason there can be last minute changes. Always make sure you are confident you know what you are doing. This also will be reassuring for the pupils you are working with.

Do help to ensure that equipment is maintained and that anything damaged or dangerous is removed.

Reason accidents do occur and materials do get broken. Adult volunteers and staff members play a key role in ensuring that safety is maintained at all times.

Don't develop a physical relationship with pupils. Clear boundaries are essential.

Reason you are in a more powerful position than the pupils and such a relationship would be exploitative. This is for your and the pupil's protection.

Don't accept/put up with any form of harassment from pupils, staff or volunteers. If such incidents occur, or you feel they are likely to occur, please contact Head Teacher , who will support you in dealing with this.

Reason: any form of harassment, intimidation or abuse is not to be tolerated and you have the right to conduct your voluntary work without fear of it.

Don't give your home address to pupils and never invite pupils into your home.

Reason: during your agreed time with pupils you are protected by policies and guidelines and in your time you are not.

Appendix B - Definitions

What are discrimination, harassment, victimisation and bullying?

They are actions or attention from a person or group of people, which may be open, implied or suggestive. If these actions or attentions are unwanted, unwelcome and not returned by the person receiving them, they will amount to some form of discrimination, harassment, victimisation or bullying.

Discrimination

Discrimination is about actions: people may hold a number of prejudices, which become discrimination when their actions are based on those prejudices. Discrimination can be direct or indirect. It can be an individual act, or a series of acts, or it can be institutionalised. Examples of evidence will be required. **Direct discrimination** occurs when a person or group of people receives less favourable treatment, which is unjustified, on grounds of age; disability; gender; HIV status; gay, lesbian, bisexual or transsexual; race; or religion. **Indirect discrimination** occurs when an unjustifiable requirement or condition is applied, which has a disproportionate impact on a person or group of people.

Harassment

Harassment is unwanted, offensive or humiliating conduct affecting the dignity of those at work. It includes unwelcome verbal, non-verbal and physical conduct that could amount to unlawful discrimination. A person or group of people may harass someone deliberately or unknowingly. It is the harassed person's perception of the behaviour that is important. Harassment may be an isolated incident or a series of events. The European Commission's Code of Practice on measures to combat sexual harassment also considers harassment on grounds of sexual orientation (that is, whether you are gay, lesbian, bisexual or transsexual) as sexual harassment.

Victimisation

Victimisation is treating a person less favourably than others in the same circumstances because that person has:

1. made a grievance or allegations of discrimination, harassment, victimisation or bullying;
2. acted as a witness in any proceedings;
3. been involved in the matter in any other way.

Victimisation may also occur as a result of a person's participation in trade union activities or membership.

Bullying

A single incident, or a series of incidents, can amount to bullying. Bullying may include:

1. persistent criticism;
2. personal abuse and/or ridicule;
3. ignoring someone;
4. excluding someone;
5. other behaviour, either in public or private, that humiliates and demeans the person involved, and which has the effect of eroding their confidence and performance.

Bullying may involve:

1. the abuse of authority;
2. the exercise of unfair disciplinary measures;
3. unreasonable changes in an employee's responsibilities;
4. the exclusion of an employee from normal social, consultative and decision-making processes.

Examples of inappropriate and unacceptable behaviour

Inappropriate physical conduct ranges from touching another employee to serious assault, including the threat of such actions.

Inappropriate verbal conduct includes:

1. sarcastic comments;
2. unwelcome advances, propositions and/or jokes;
3. lewd comments or abusive language;
4. innuendoes and jokes that are of an offensive nature.

Inappropriate non-verbal conduct includes:

1. threatening or intimidating behaviour (including aggressive body language);
2. the display or circulation of offensive or suggestive pictures, objects or written material;
3. graffiti;
4. any conduct which degrades someone else.

Other unacceptable conduct includes

1. isolation or non-cooperation at work;
2. exclusion from group social activities;
3. coercion;
4. intrusion by pestering, spying;
5. abuse of power.

Mediation

Mediation is a method of helping people resolve disputes and find ways of working together more effectively and can be beneficial at either the preliminary or the formal stage. Everyone who is involved in conflict, either directly or indirectly, is affected and for some people this might be in the form of feeling stressed or emotionally distressed, performance at work suffering, poor morale amongst teams, loss of enjoyment of work, or sickness absence. A mediator will use specific skills which are impartial and they will facilitate a process that aims for a workable agreement between the parties. Other benefits of mediation are:

- * it helps people learn or improve their skills for interacting with others in a positive way;
- * it improves relationships and encourages co-operation between colleagues and managers;
- * it can reduce and change a culture of blame, harassment and bullying.

Mediation is most effective before people begin to feel extremely angry or distressed because of the conflict, and before tension, low morale, poor job performance and disillusionment permeate the team.

Frivolous, Vexatious, Malicious

The use of the procedure for a reason other than a genuine concern about wrong actions/behaviour in the workplace, eg to upset someone, or to cause disruption in the workplace.

Appendix C – Performance Descriptors – Teachers

Outstanding

The achievements of the teacher have been substantial and sustained and this is evidenced by at least three of the following:-

- The successful achievement of all performance objectives that have been set.
- The quality of teaching is rated as good or outstanding in classroom observations which formed part of the performance management agreement.
- The relevant professional standards / job competencies are being consistently exceeded.
- The teacher has contributed personally to the successful achievement of more than one whole school priorities.

Good

The achievements of the teacher have been substantial and sustained and this is evidenced by at least three of the following:-

- The successful achievement of performance objectives, but where this has not been possible there are good reasons why they have not been achieved.
- The relevant professional standards / job competencies are being met and exceeded in some areas.
- The quality of teaching has rated as good or outstanding in the majority of classroom observations which formed part of the performance management agreement.
- The teacher has contributed personally to the successful achievement of a whole school priority.

Satisfactory

The teacher is meeting the professional standards / job competencies in all respects and has achieved the majority of their performance objectives and there are good reasons why some of the other objectives have not been achieved.

Where the employee has a class teaching role the classroom observations, which form part of the performance management agreement have identified their teaching is adequate and good in some areas

Inadequate performance

The teacher's performance is not satisfactory. These could be evidenced by:-

- No good reason for the non-achievement of performance objectives.
- Where the teacher has had classroom observations, their performance has been assessed as inadequate in one or more observations.
- The teacher not fulfilling the requirements of their job description despite support and guidance from their reviewer during the performance management cycle.

Appendix D – Performance Descriptors – Support Staff

Outstanding

The achievements of the employee

- substantially and consistently exceed performance expectations of the job role
- achieves all expected outcomes in the performance agreement
- always looks for better ways of doing things and adapts quickly to changing situations
- able to work on own initiative with minimal supervision
- has made a significant contribution to the achievement of the work of the whole team/school
- demonstrates creativity in the role

Good

The employee

- consistently meets performance expectations of the job role, exceeding some
- achieves all expected outcomes in the performance agreement unless there are good reasons why some of the objectives have not been achieved
- looks for better ways of doing things and adapts to changing situations
- usually able to work on own initiative with minimal supervision
- contributes to the work of the whole team/school

Satisfactory

The employee has

- consistently delivered on performance expectations of the job role
- achieves all expected outcomes unless there are good reasons why some of the objectives have not been achieved
- sometimes looks for better ways of doing things
- usually able to work on own initiative with minimal supervision

Inadequate Performance

The employee

- did not consistently meet performance expectations of the job role; some improvement needed
- achieved some of the expected outcomes
- doesn't look for better ways of doing things and does not adapt quickly to change
- needs supervision
- does not fully contribute to the work of the team/school

Agreed by the Management Committee

Signed:.....Date:

Date implemented	Future review dates			
	2013	2015	2017	2019
Date reviewed				
Date approved by trustees				