



Greenfields School Staff Handbook 2025-2026

Implemented	By Whom	Last Review	By Whom	Next Review
June 2025	R.Hill	March 2026	R. Redman and C.Singh	March 2027

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
03/10/25	2	Creslyn Singh	Review and update
12/03/26	3	Creslyn Singh	Reviewed

Welcome to Greenfields School

Welcome to Greenfields School. We are proud of our learners, our community, and the highly committed staff who work here. We hope you experience the same sense of belonging, purpose and positivity that we strive to create for every learner.

This handbook provides an overview of how we work at Greenfields. Please take time to read it carefully, and if you have any questions, feedback or concerns, the Headteacher will be pleased to support you.

Greenfields School provides a therapeutic, relationship-based learning environment designed to meet the needs of learners with Social, Emotional and Mental Health (SEMH) profiles. Our bespoke Greenfields Curriculum draws upon Welsh principles for wellbeing, high-quality learning and progression, appropriate for independent SEMH schools. Our approach emphasises high aspirations, meaningful experiences and trusted relationships—ensuring provision is tailored to support every learner to grow, feel safe and thrive.

Greenfields School Mission Statement

“Preparing young people for their futures by providing a meaningful and life-enhancing education that nurtures confidence, resilience and ambition—enabling every learner to realise their potential and thrive as adults.”

Expectations of Staff

All staff play a vital role in shaping the culture, consistency and stability that our learners rely on. We expect colleagues to model professional, caring and emotionally-attuned behaviour at all times.

Professional Conduct and Collegiality

- Attendance – Report absence to the Headteacher/Deputy Headteacher as early as possible.
- Communication – Share information openly, accurately and promptly; consult senior staff before taking actions that affect the wider team.
- Team Ethos – Contribute positively to the whole-school community and support colleagues.
- Confidentiality – Handle information sensitively and professionally.
- Courtesy & Respect – Treat learners, staff, families and visitors with professionalism and kindness.
- Professional Standards – Maintain high expectations in conduct, presentation, language and punctuality.
- Uphold the Welsh Teaching and Leadership Standards in day-to-day practice

Teaching, Learning & Support

- Planning & Preparation – Plan engaging, adaptive and well-scaffolded learning experiences.

- Feedback – Provide constructive, strengths-based feedback that supports progression within the Greenfields Curriculum and Taith360 framework.
- Strategies & Approaches – Use a variety of evidence-based teaching and therapeutic strategies appropriate to SEMH learners.
- Consistency – Apply routines, boundaries and expectations fairly and reliably.
- Assessment & Reports – Complete assessment tasks, documentation and reports on time and to a high standard.

Relational & Therapeutic Practice

- Trauma-Informed Practice – Respond to learners with empathy, patience and understanding, using co-regulation and restorative conversations as appropriate.
- Emotional Safety – Prioritise the wellbeing, safety and sense of belonging of learners at all times.
- Positive Influence – Recognise your role as a model for emotional regulation, resilience and respectful behaviour.
- Professional Reflection – Engage in reflective practice and continuous learning.

Values & Ways of Working

- Integrity & Honesty – Be trustworthy in your actions and decisions, including in financial matters.
- Openness – Be approachable for learners, families, staff and external partners.
- Support for School Vision – Promote the ethos, aims, policies and practices of Greenfields School.
- Adaptability – Demonstrate willingness to learn, adapt and embrace change.
- Awareness – Remain observant and proactive, helping to prevent issues before they escalate.
- Work Ethic – Be someone others enjoy working with; contribute to solutions rather than complications.

Staff deliver the Greenfields Curriculum, ensuring it remains coherent, progressive, personalised and responsive to learners' needs.

Staff maintain trauma-informed, relational practice, consistent with guidance for SEMH learners.

Staff contribute to a culture of safety, connection, emotional stability and wellbeing.

Staff promote Welsh language and culture through incidental Welsh, culturally relevant experiences and support for Cymraeg 2050. Staff ensure all digital practice aligns with Welsh Government *Keeping Safe Online* expectations.

Staff Information

Hours of Work

Hours of work are from 8.30am until 4.30pm, Monday to Friday during term time. There may be times when you are expected to work outside of these times, for example to complete training sessions or attend urgent meetings. Where possible, these will be communicated as far in advance as possible. If, under exceptional circumstances, you need to start or finish work outside of these times please seek appropriate authorisation from the Head Teacher.

Curriculum Reviews

Greenfields School implements its own bespoke SEMH curriculum, underpinned by principles of high-quality learning and wellbeing. The Greenfields Curriculum prioritises emotional regulation, therapeutic learning, functional literacy/numeracy, life skills, vocational preparation, and personalised pathways for progress. Curriculum design is reviewed regularly to ensure compliance with the Independent School Standards (Wales) Regulations and Estyn expectations for independent schools.

Displays

Displays should reflect Greenfields Curriculum themes, therapeutic and SEMH values, and Welsh cultural identity.

Continual Professional Development Procedure (CPD)

It is important to have CPD in order to enhance teaching and keep up to date with educational procedures, developments and policies.

The Head Teacher will liaise with you to organise CPD, but you can request CPD when you want to discuss training.

Greenfields School are committed to the training and development of all staff. Along with the Myrus modules, there are many courses running throughout the year. Please liaise with the Head Teacher during your supervision.

Cambian will consider support for training outside of the company if it will enhance your role. If you find a course please discuss with the Head Teacher and if approved, apply (TRF) in the normal way. Please provide full course details and costs along with the benefits to both yourself and the company. It is your responsibility to keep your 'Record of Staff Training' up to date.

CPD must reflect the Welsh Government Professional Learning expectations and the Independent School Standards (Wales) Regulations

Mandatory training includes: safeguarding (Keeping Learners Safe), Prevent, trauma-informed practice, ALN, health & safety, positive behaviour support, and safe intervention.

Staff are expected to uphold the Welsh Teaching and Leadership Standards

Staff Absence

Sickness

On the first day of absence, staff must phone the Head Teacher at the earliest opportunity (by 8am where possible).

Staff will ensure that the Head Teacher is kept up to date about the anticipated length of absence by maintaining telephone or email contact. Staff are required to provide cover work in the event of absence from school.

If a member of staff has diarrhoea and vomiting, they may return to work when they feel well enough to continue their usual role within the school and no earlier than **48 hours after the last episode of illness.**

On return to work, the Head Teacher/ Deputy Head Teacher will conduct a Return to Work Interview with the member of staff who has been absent.

All staff must complete a Self-Certification Form, regardless of length of absence. Forms should be submitted to the Head Teacher or Deputy Head Teacher as soon as possible for forwarding to HR and Payroll.

If the absence is for more than 7 days, a Doctor's Certificate is required. Again, this should be submitted to the Head Teacher or Deputy Head Teacher as soon as possible for forwarding to HR and Payroll.

Any referrals to Occupational Health will be completed after the Return to Work Interview.

Sick pay is paid as SSP, in exceptional circumstances a request for pay can be submitted to the Head Teacher and the regional director.

Compassionate leave

Compassionate leave is given when a near relative has taken seriously ill or passed away. In these circumstances the Head Teacher is to be contacted straight away to ensure you have full support where required. Compassionate leave is fully paid for 3 days.

Appointments

Where possible, appointments should be made outside of normal working hours. However, in exceptional circumstances, if this is not possible staff should inform the Head Teacher as soon as they are aware that time off work will be required. In this instance, a letter of confirmation of the appointment is required to be handed to the Headteacher when one is available and an absence form is to be completed.

Please refer to Greenfields school Absence Policy.

Fire procedures

Greenfields School Fire Action Plan

Aim of the Fire Action Plan

- To ensure the safety of all learners, staff and visitors should a fire take place
- To ensure that all staff and learners are aware of their roles and responsibilities on discovering a fire or when the fire alarm sounds.

Objectives of the Fire Action Plan

- To evacuate the buildings safely and quickly in the event of an alarm activation.

Actions

Discovering a Fire

Greenfields school has smoke detectors. There is no automatic signalling to the Emergency Services in case of a fire. Anyone discovering a fire or suspects that there may be a fire MUST raise the appropriate alarm by immediately using the nearest fire call point.

If the alarm sounds at ANY time, the buildings MUST be evacuated immediately.

Fire extinguishers and fire blankets are provided in accordance with Welsh Fire & Rescue Service requirements.

Nobody is to attempt to tackle any fire unless they have received suitable training.

Fire Safety equipment is inspected annually by a qualified contractor. Procedures follow Welsh Government fire safety requirements for schools.

IF IN DOUBT, ALWAYS EVACUATE

Assembly Points

The Assembly Point is the school carpark once directed by the fire marshal (Creslyn Singh, Rhys Redman or Sylvia Joslin).

Evacuees must not linger close to the building nor must they attempt to move vehicles until advised that it is safe to do so. Any movement of vehicles may hinder the attendance of Emergency Services.

It is the responsibility of the Site Supervisor to ensure that cars are parked correctly.

The Head Teacher must be made aware of ALL persons with limited mobility. This will then form part of the school's evacuation procedures.

Responsibilities

The Head Teacher

The Head Teacher has responsibility for the whole of the School premises, staff, learners and visitors, and, as a consequence, their welfare and security.

The Head Teacher will nominate responsible persons to perform specific tasks to enable compliance with statutory requirements.

Only the Head Teacher or the Fire Marshalls will authorise any call to the Emergency Services and will instruct the re-occupancy of the buildings when safe to do so.

The Fire Marshalls will:

- Ensure good order at the evacuation point directing staff, learners and visitors as required;
- Ensure the Emergency Services have been called if required;
- Understand the role of the Health and Safety Representative and verbally check that his/her responsibilities have been carried out.

Health and Safety Representative

The Health and Safety Representative will:

- Ensure that all areas in their immediate vicinity have been safely evacuated;
- Support the Head Teacher in conjunction with other nominated staff to ensure that the School buildings have been safely evacuated and in the event of areas being overlooked to physically confirm evacuation;
- Be fully aware of the Fire Alarm points in the building;
- Be fully aware of the Assembly points;
- Be fully aware of the location of appropriate equipment;
- Have at least one Deputy, also familiar with the above.
- Is responsible for ensuring Registers/Visitors Books are removed from the building and taken to the Assembly Point (School Administrator/Teachers).
- Is responsible for notifying the Head Teacher of all unaccounted learners, staff and visitors.

Teachers

Teachers are responsible for:

- Ensuring registers are completed daily, taken outside during a fire evacuation and checked against learners and all learners are accounted for. Missing learners must be notified to the Head Teacher immediately.
- Ensuring that a leading role is taken in ensuring that good order is maintained during the evacuation and any subsequent period of removal until re-occupancy is authorised.

General Responsibilities

In case of an evacuation, all users must leave the building via the closest available exit.

Greenfields, Forge Road, Bassaleg, Newport, South Wales, NP10 8AT
,The Cambian Group

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Personal belongings must be left in the building and nobody is to remain in the building or return to collect belongings or search for others.

Evacuations must be carried out calmly with everyone in each area moving in the same direction.

All staff, learners, visitors and contractors must comply with these instructions and are expected to follow all directives from the Head Teacher.

All groups using the building must be made aware of the Fire and Safety Policy as well as the location of all exit routes.

Fire Exits

All Fire Exits at Greenfields school are clearly marked. At no time must doors or the access areas around them be hindered by any obstacle.

Classrooms

- Entrances into classrooms must be kept clear of all obstructions;
- Classrooms must be kept tidy at all times;
- Flammable material must be kept away from all heaters and lighting.
- Litter is to be disposed of in the bins provided. It is the responsibility of the Teachers to ensure bins that are filled are notified to the cleaning team and they are emptied as soon as possible.

Break Time Procedures

Staff responsible for supervising learners are responsible for evacuating the building and/or proceeding to the designated Assembly Point.

School Uniform

Learners are to wear Greenfields school issued uniform which includes a white polo shirt/t-shirt, black bottoms, a black jumper during the colder months.

Tidiness of Classroom

The teachers have a duty to keep the classrooms neat, tidy and organised. This aids learner learning and enables learners to become more independent learners.

Learner Council

All learners are involved in the school council, contributing their opinions. These meetings are held half termly. Minutes are kept.

Educational Visits.

Learners can derive a great deal of educational benefit from taking part in visits with the school. In particular, they have the opportunity to undergo experiences that may not be available in the classroom setting. Visits can help to learners to develop:

- Investigative skills
- Independence skills
- Planning and reviewing skills
- Social skills
- Relationships
- Knowledge of the world around them
- Knowledge of environmental issues
- Site specific knowledge

Roles in Organising an Educational Visit

Educational visits can take many forms, including:

- Day trips to places of interest
- Outdoor education activities (see policy for outdoor education)
- Sports activities away from the school site
- Individual visits by learners as part of their curriculum

For the planning and carrying out of an offsite educational visit, the personnel involved should be the Head Teacher and the EVC Co-ordinator. This should be in full collaboration with the parents/ carers ensuring all risks are checked and mitigated. Teachers are expected to contribute to organising Educational visits in the subjects they teach at Greenfields. Greenfields adheres to Welsh Government guidance for Educational Visits and Outdoor Learning.

Responsibilities for Visits

Legal framework

1. Under Health and Safety at Work legislation employers are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by their activities. This includes participants in off-site visits.
2. These duties apply to all school visits. Teachers and other staff in charge of learners also have a common law duty to act as any reasonably prudent parent would do in the same circumstances.

Approval for visits

It is good practice for the school to have at least two members of staff involved in the planning and management of educational visits. The visits need to be approved by The Head Teacher. It is part

of the policy of Greenfields school that any educational visit being organised is checked with the parents/carers of the learners. This is because they will have an awareness of whether the learner has any needs that should be addressed before/during the visit, of which the school staff may not be aware. Please see the Education Visits Planning document for further information.

The Role of the Head Teacher/Educational Visits Co-ordinator

The Head Teacher has responsibility for the sanctioning and authorisation of visits and that the visit is organised within the guidelines stated in this policy. They should make sure that visits comply with the Welsh guidelines in line with Welsh Government guidance 'Educational Visits, Off-Site Visits and Outdoor Learning'.

Essentially, the Headteacher/Educational Visits Co-ordinator must ensure that:

- All necessary actions have been completed before the visit begins;
- The risk assessment has been completed and appropriate safety measures are in place.
- The teacher has experience in supervising the age group(s) going on the visit and will organise the group effectively
- The group leader or another teacher is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place;
- Arrangements have been made for the medical needs and Additional Learning Needs (ALN) of the learners;

The Role of the Educational Visits Co-ordinator

The education visits coordinator should ensure that:

- Adequate first-aid provision will be available
- There is a contingency plan for any delays including a late return home.
- The mode of travel is appropriate;
- There is adequate and relevant insurance cover.
- They have obtained the Head Teacher prior agreement before any off-site visit takes place;
- The purpose of the educational visit is appropriate to the learners age and level of understanding and forms part of their educational programme
- They are familiar with the visit location/centre where the activity will take place;
- They have taken account of relevant health and safety legislation
- They review regularly undertaken visits/activities and advise the Head Teacher where adjustments may be necessary;
- The ratio of supervisors to learners is appropriate for the needs of the group;
- They consider stopping the visit if the risk to the health and safety of the learners is unacceptable and have in place procedures for such an eventuality;

In short, the Educational Visits Co-ordinator must ensure that all adults taking part in the visit do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.

Learners

The teacher should make it clear to learners that they must:

- Not take unnecessary risks;
- Follow the instructions of the leader and other supervisors including those at the venue of the visit;
- Dress and behave sensibly and responsibly;
- Bring suitable provisions or equipment as requested by the visit leader.

Parents/Carers

The visit leader will need to ensure that the School site has all the necessary information to be able to provide parents/carers of all relevant aspects of the visit in advance of it taking place.

The learner's parents/carer should ensure that they: -

- Provide the education visits coordinator with emergency contact number(s);
- Parents/carers should provide any information required to support risk assessment and visit planning.
- Give the education visits coordinator information about their child's emotional, psychological and physical health which might be relevant to the visit.

Insurance

All visits should be adequately insured. The School Education Visits Coordinator (EVC) must ensure that the venue has its own Public Liability insurance and that this is sufficient in scope to cover our learners and their actions when on site.

Costs

Visits should be financially sound and this should be considered during the planning stage. On occasions, it may be necessary to ask learner's care managers/carers to contribute towards the cost of a visit in order for the visit to take place.

Transport costs should be kept to a minimum and this can mean car sharing may be an appropriate method of travel. Consideration to travel arrangements should be given during the planning stage and should be addressed as part of the risk assessment process. Under normal circumstances, transport will be provided by Greenfields School.

Risk Assessment

Risk assessments are carried out by the Visit Leader and checked by the EVC and Head Teacher.

An assessment should be completed well before the visit, and need not be complex but it should be comprehensive. It does not generally require technical formulae or professional health and safety expertise but specialised information for some visits may be necessary.

A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Learners must not be placed in situations that expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained then the visit must not take place.

The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

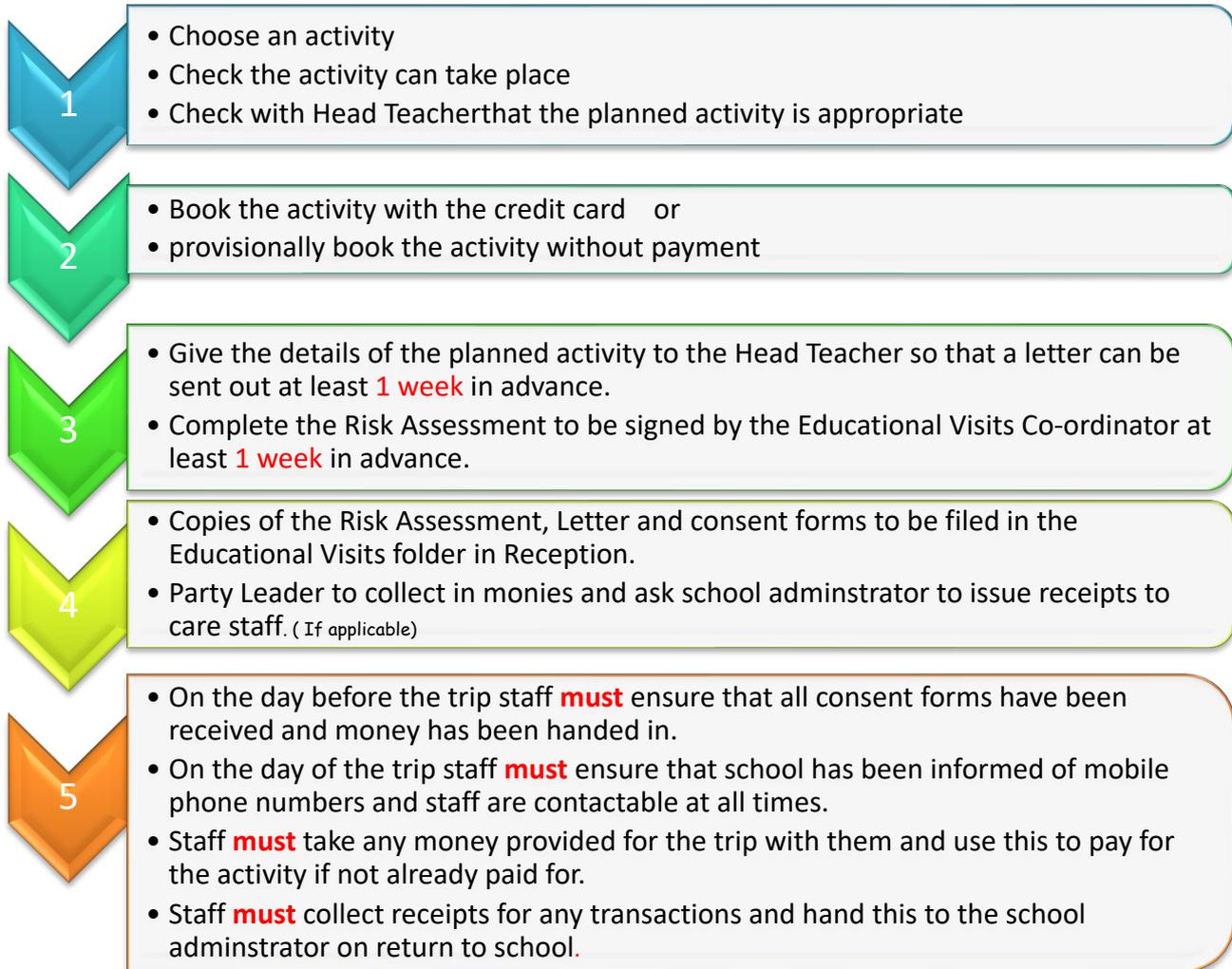
Frequent visits to local venues e.g. sports centre, may not need a risk assessment every time. Nevertheless, it is essential not to become complacent. A generic assessment of the risks of any such visits should be made at regular intervals, and careful monitoring should take place.

Exploratory Visit

The visit leader should undertake an exploratory visit, to:

- Ensure at first hand that the venue is suitable to meet the aims and objectives of the school visit;
- Obtain advice from the Head Teacher
- Assess potential areas and levels of risk
- Become familiar with the area before taking a group of young people there.

If in the last resort an exploratory visit is not feasible, the visit leader will need to consider how to complete an adequate assessment of the risks. A minimum measure would be to obtain specific information by letter from the venue.



All other Policies

The policies folder is located in the school Head Teacher office and on the shared drive and website

Staff are required to familiarise themselves with these policies and sign to indicate the date they were read.

The Complaints Policy is also available on the Greenfields school website.

Record Keeping Expectations

The teachers will use daily teaching plans to record how lessons are taught. Learners need to be given the opportunity to self-assess according to the aim of the lesson which will have been shared with the learners.

Marking must have relevant comments that refer to the lessons' objective. Marking must also include next steps and praise where a child has gone on to meet these targets in future work. Reward incentives must be used consistently and effectively as per Greenfields school reward Scheme. Please refer to Greenfields school Marking Policy. Feedback should promote reflection, progress and emotional safety, aligned with Greenfields' assessment model (Taith360).

Safeguarding

The school has a comprehensive Child Protection Policy which you must make a priority to read. The school's **Designated Safeguarding Person is Rhys Redman (DSP)** and the **Deputy DSP's is Creslyn Singh**. Overall Safeguarding is the responsibility of the DSP (Creslyn Singh).

The safeguarding policy and all documents are in the school office for you to access when required and on the shared drive and website. Greenfields follows Welsh Government's *Keeping Learners Safe* guidance (2022 Update). All concerns follow Wales Safeguarding Procedures.

Schemes of Work Guide

All subjects should have up to date schemes of work in place and be placed in appropriate folders along with access for all on the shared drive.

Finance Systems and Procedures

Petty Cash

All purchases at Greenfields schools should be authorised by the Head Teacher before the items are bought.

Petty Cash is kept in the safe. Staff members should see the School Administrator (Sylvia Joslin) to obtain Petty Cash if required before purchasing items.

A receipt for goods purchased for Greenfields school and any change, should then be given to the School Administrator.

Petty Cash is balanced at the end of each week by the School Administrator.

Procedures

- Orders must be approved before any goods and services are ordered.
- It is not acceptable to request approval of invoices. Invoices are usually received once goods and services are delivered.

Consumables and stationary

All schools are given an annual budget which they are required to work within. This budget ('other costs') will be reviewed on a monthly basis as part of the P&L discussions. At all times staff should

be mindful of unnecessary waste in order to reduce environmental impact as well as conserving funds which may be used for other learner activities. For example:

- Photocopying and printing should be kept to a minimum, printing on both sides of paper in black and white – colour copying being exceptional.
- Other good housekeeping should be monitored and addressed where practice is poor e.g. lights being left on in empty rooms; computers left running; standby on electrical equipment not switched off.

General information

Key holders

All Greenfields school staff have a master key which opens the main buildings and all internal doors. It is your responsibility to keep these safe. All staff also have a fire alarm key and plastic key to open school fire boxes.

Medical information

This is recorded in the learners' files and the manager will inform the Head Teacher of any changes. Details of treatment needed are kept in the office.

Mobile Phones - Learners

Learners are not allowed mobile phones in school.

Mobile Phones – Staff

Greenfields policy states that no mobile phones should be in the classroom. All phones should be kept on silent in staff lockers or bags which are located in the front office.

Kitchen

No food should come out of the kitchen unless eating in the garden. Drinks can be taken out the kitchen but not boiling hot drinks.

Focus of Attendance and Engagement in lessons

With the school's core values at the heart of what we do at Greenfields, we allow learners the opportunities to reflect on their choices. Greenfields follows Welsh Government Attendance Guidance (2024) and interprets attendance through a wellbeing and SEMH lens.

Behaviour and Attitude to learning (Termly Monitoring)

In every lesson, learners can accumulate up to ten points for the three main focus points, Safe, Ready, Respectful. Lessons are split up into three fifteen-minute blocks where learners can earn a point for each. A bonus point can then be awarded at the end of the lesson if warranted. In the case of undesirable behaviour, negative points can be awarded instead of the positive. Whether positive or negative points are awarded, a total of ten points need to be allocated to each learner, each lesson (table 1). At the end of the week, points are totally up and turned into a percentage of positive points versus the negative points. This is then turned into a monetary amount which is earnings of £1 each day. The maximum amount a learner can earn during a week is £5. Example, 100% positive points over a % day school week means the learner has earned £5 towards their end of term total.

	Safe	Ready	Respectful	Bonus	Totals
First 1/3	1	1	1	0	3
Second 1/3	1	1	1	0	3
Third 1/3	-1	-1	-1	0	-3

Table 1. Example of points awarded during a lesson.

The points are accumulated and recorded using a system called Class charts which breaks down which subject areas learners are thriving in and what negative or positive award are issued to a learner.

On Friday, payslips are generated for each learner based on the amount of positive points they have gained each day.

Attendance and engagement (Weekly Monitoring)

Lesson attendance is recorded for each learner, each day with levels of attendance to lessons (table 2) resulting in a two-tiered reward system (table 3) during golden time on Friday afternoons. Each timetables slot is recorded in green or red highlight to illustrate attendance or non-attendance.

	Breakfast	Reading	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	DofE	Lesson 5	Lesson 6	
	8:50	9:10	9:30	10:10	10:50	11:10	11:50	12:30	13:00	13:30	14:15	
	-	-	-	-	-	-	-	-	-	-	-	
	9:10	9:30	10:10	10:50	11:10	11:50	12:30	13:00	13:30	14:15	15:00	
Monday	A		LLC	Maths		Music	Topic			Outdoor Ed.		
	B		Maths	LLC		Science	PSHE			Outdoor Ed.		
	C	ACT - Construction										
	D		LLC	Maths		Humanities	Art			PE		
	E		LLC	Maths		Humanities	Art			PE		
	F		LLC	Maths		Humanities	Art			PE		
	G		LLC	Maths		Humanities	Art			PE		

Table 2. Example timetable monitoring of attendance to lessons by learners.

< 60% attendance in lessons	No reward
60 – 80% attendance in lessons	Tier 1 reward
>80% attendance in lessons	Tier 2 reward

Table 3. Reward system for attendance to lessons.

An example of the rewards system includes:

- Tier 1 reward – agreed reward
- Tier 2 reward – extended reward

Reading is a priority

When supporting learners in school please bring a book to read in class to promote this to learners

Equipment Orders

All orders are to go through the Head Teacher for authorisation and then ordered by the school administrator. Stationary is kept in the school office.

Dress code and conduct

Teachers are seen as role models and as such should consider how they dress and act. Smart office wear is recommended in order to encourage learners to dress in a similar manner.

It is expected that teachers will maintain a professional relationship with learners at all times and conduct themselves in a proper and acceptable way in their dealings with them. Teachers must exercise judgement in deciding upon the difference between open, honest, friendly and caring involvement with learners based upon trust and good humour against over-familiarity which might lead to a breakdown of what is universally accepted as correct teacher/learner relationships.

At times an adult may need to make physical contact with a learner in dealing with first aid matters, or when side hugging a learner who is in distress. The school accepts this as normal practice. However, staff must not place themselves in a position where accusations of improper conduct could be made.

Email Use

Email and the internet enable employees to have more ready access to information and their colleagues. It transforms the way in which jobs are done and can enrich the working environment. It is therefore something to be welcomed and used whenever possible to streamline communication.

Legitimate use is as follows:

- Communication on behalf of the school or as an aid to pursuing tasks within the employee's job remit
- Conducting research into work related matters
- Personal research of the internet or sending emails outside working hours
- Personal purchasing of goods and services via the internet outside working hours.

Emergency Contact Numbers

Copy of staff personal details are in the staff files – kept in a locked cabinet in the school office. It is each staff members' responsibility to ensure their contact details are up to date.

Corporate Identity

In order to maintain the corporate identity all paperwork sent out from school must be uniform and consistent. Copies should be made for the files.

First Aid

All staff should complete the online module for mandatory first aid training.

Dealing with Money

All school money is handled by the administrator in the school office. Once you are authorised to make a purchase the administrator will give you the money or the school bank card. When you make the purchase, you must return all change and receipts to the administrator. Any

discrepancies will be investigated and any monies lost must be replaced by the person that has misplaced it.

Visitors to the School

Any visitors coming into school **must** sign in and be issued with a visitor's badge, making them easily identifiable to staff and learners. The exceptions to this are delivery drivers. All visitors should have made an appointment. Visitors must be hosted by the relevant member of staff. At **no** time should a visitor be left on their own with any of the learners.

Maintenance and cleaning

If you see anything that requires repair or you need anything putting on the wall it must be passed to the Head Teacher or Deputy Head Teacher that they can contact maintenance. Maintenance staff come into school when required.

We do have cleaners on site weekly but it is the staffs' responsibility to keep their work space tidy and organised at the end of each day.

Learner Records

All learner records are kept in the school office, both personal and academic. All relevant paper work for learners must be kept in the learner files. An electronic copy is saved in the shared drive.

When learners leave the school, appropriate information should be sent on to their next school by secure courier and other items archived for the appropriate amount of time.

Learner Code of Conduct

The outline of our expectations for our learners is:

At Greenfields School, we are committed to creating a therapeutic, trauma-informed environment where every learner feels safe, ready, and respected. Our approach is rooted in positive relationships, restorative practice, and a belief that behavior is a form of communication. All team members are expected to model and reinforce our core values in every interaction.

Value	What it Means	Examples
Safe	Keeping ourselves and others free from harm	Staying in class, using equipment properly, following team member instructions
Ready	Being prepared to learn and engage	Arriving on time, having the right equipment, listening actively

Respectful	Treating others, ourselves, and our environment with kindness and care	Using kind words, following rules, looking after property
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Staff at Greenfields School believe that in order to enable effective engagement to learn and progress, positive actions and choices in all aspects of school life are desirable.

Timings of the day

8:50 – 9:10	Breakfast Club
9:10 – 9:30	Tutor Time
9:30 – 10:10	Lesson One
10:10 – 10:50	Lesson Two
10:50 – 11:10	BREAK
11:10 – 11:50	Lesson Three
11:50 – 12:30	Lesson Four
12:30 – 1:00	LUNCH
1:00 – 1:30	Activities
1:30 – 2:15	Lesson Five
2:15 – 3:00	Lesson Six
3:00 – 3:15	Clean Up and Home Time

Learner Reward Scheme

Rewards must be consistent with Welsh Government's Rights, Respect, Equality framework as a means of acknowledging an effort, attitude and achievement.

Rewards must never be given as bribery as this will undermine school processes and may serve to promote a behaviour that we would not wish to see in our school.

Greenfields follows Welsh Government's *Rights, Respect, Equality* (anti-bullying) expectations and Estyn's guidance for relational, trauma-informed practice in SEMH settings. Our approach prioritises co-regulation, de-escalation and relationship-based strategies.

This handbook is subject to change and is for use by all staff that joins the team at Greenfields school.

Please sign and date the below to confirm you have read, understood and agree to the above. You are to keep this handbook for your records and the reply slip will be kept in your file.

If you have any questions, please contact the Head Teacher.

Name:

I can confirm I have read the staff handbook relating to Greenfields school.

Signed:

Date: