



THINKING  
SCHOOLS  
ACADEMY TRUST



Working at:  
Holcombe Grammar School  
2022 – 2023



# WELCOME MESSAGE FROM OUR PRINCIPAL

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At Holcombe, our aim is to develop students into successful, well-rounded, confident young people who are equipped with the academic and life skills necessary to thrive in the modern world.

Students at Holcombe are given the academic and intellectual tools to help them structure their thinking and learning effectively, thus enabling them to engage successfully in their studies. We believe in developing our students' understanding of how their brain works and how to deliberately use their brain in the most effective fashion for both academic and personal success.

Every individual is encouraged to 'Be Your Best Self' and there is an emphasis on celebrating student progress as well as attainment. Whilst many students go on to achieve places at Oxford, Cambridge and other Russell Group universities, we celebrate the achievements of all students.

All of this is delivered in a caring, supportive environment which ensures that every student has a sense of community and belonging.

In April 2018, Ofsted confirmed the findings of their original inspection (2014) and stated that "This school continues to be good". They found that:

The leadership team has maintained the good quality of education in the school since the last inspection. The Governors, middle leaders, staff and students share the vision for the school as well as commitment, dedication and work ethic.

Students' progress and attainment continue to be well above national averages.

Holcombe is sponsored by The Thinking Schools Academy Trust and is part of a family of local schools including The Rochester Grammar School, The Victory Academy, The Gordon Children's Academy, All Faiths Children's Academy, Cedar Children's Academy and New Horizons Children's Academy.



*Lee Preston*

Lee Preston  
Principal

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Transforming Life Chances by providing an educational framework that promotes the development of effective habits and cognitive structures. Challenging everyone to aspire to and strive for personal excellence. Enabling each individual to realise their potential and become the master of their own destiny.



# HISTORY

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Holcombe Manor was built in 1887 by Major George Winch, first Mayor of Chatham, for his wife Mary and named from her home in Holcombe Regis, Devon. It has a mock Tudor style design by John Belcher, architect, who also designed the Institute of British Medicine in Henrietta Street, London. The house was designed with an observatory in the attics, a rotatable dome being included in order that a telescope could be used. The grounds which had a small lake to walk around, also held stables for horses, coaches and a car. Greenhouses and an Italian garden were also features of the property.

It first became a school in 1913 when it was known as Chatham Technical Institute and School of Science and Art. It was a single sex school, established to train boys aged 13-16 for careers in the Royal Navy, or via the Royal Dockyard School, as engineers.

The School evolved to become a centre of academic excellence as Chatham Grammar School for boys, offering GCSE and A Levels as well as an Advanced Level Vocational Courses. The school moved to its current site in the 1920s, with its premises based around Holcombe Manor. After 1945 it became a specialist technical school (Chatham Technical School for Boys) and in 1982 it became a grammar school, Chatham Grammar School for Boys. In 2016 the school name was changed, after a consultation with pupils, staff and parents the name 'Holcombe Grammar School' was selected.



# HPA AND MET AT HOLCOMBE

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HPA – stands for High Prior Attainment. So a HPA student is a student who has previously performed at a higher level, demonstrating very high ability

## How is a High Prior Attaining (HPA) student defined in each year group? – from September 22

- Current Year 7  
These students have completed the new style of SATs in year 6, so their HPA status will be based on this KS2 data which is official, nationally recognised data.
- Current Year 8 and 9  
These students did not do SATs (due to COVID) so have completed GL Assessments in English and Maths last year which have been used to determine HPA status
- Current Year 10, 11  
These students completed SATs when they were in year 6 and so have official, nationally recognised, KS2 data which is used to determine HPA status
- Current Year 12 and 13  
HPA status is based on their GCSE grades.

**There are approximately 45% of each year group identified as HPA at Holcombe. This is shown on all SIMS marksheets**

**The expectation is that staff know who these students are, have them identified on their seating plans and have high expectations of them.**

MET – this is a whole school aim to deliver Mastery, Endeavour and Thinking. All students, whether HPA or not, should be challenged to:



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- Develop **Mastery**: Students will be supported to realise their potential and encouraged to achieve mastery of their own learning and destiny.
- Show **Endeavour**: Students will join a community of enterprising citizens who challenge themselves to work hard to reach their goals.
- Evolve their **Thinking**: Students will join a community of thinkers who are committed to developing their thinking skills.

## Holcombe Habits

Persisting

Empathy and Understanding

Thinking About Thinking (Metacognition)

Questioning and Posing Problems

Creative Thinking

Taking Responsible Risks

Accuracy, Clarity and Precision

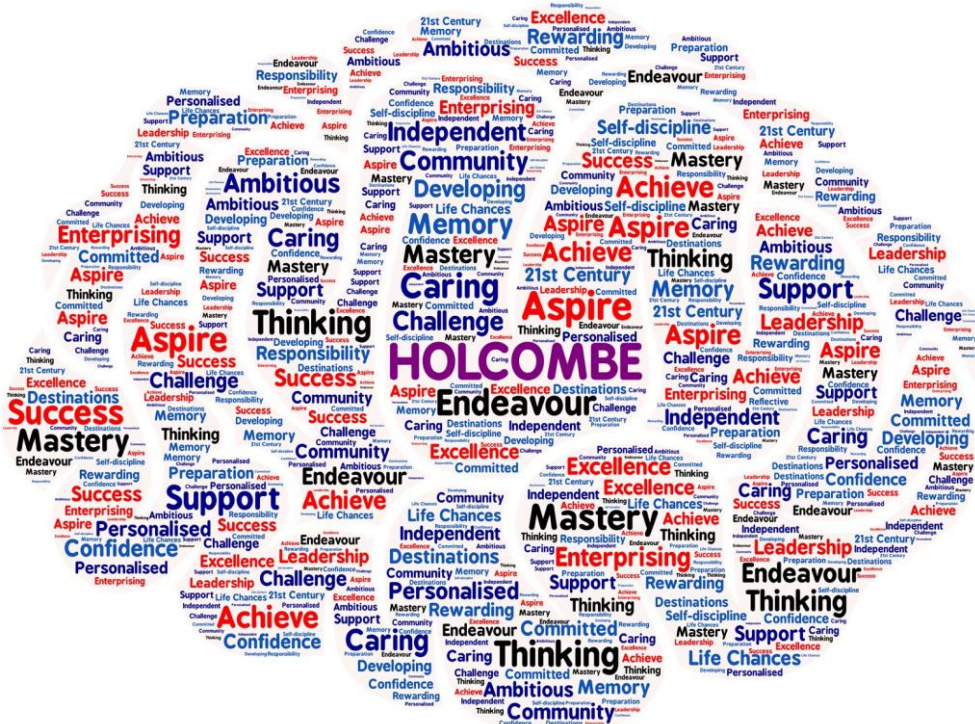
Applying past knowledge

Gathering Data using all Senses

Wonder and Awe

Continuous Learning

Thinking Interdependently



# ORGANISATIONAL CHART

	<b>Principal</b>  <b>Lee Preston</b>	<b>Vice Principal</b>  <b>Alison Tanti</b>	<b>Assistant Principal 6th Form and Student Futures</b>  <b>Andy Anderson</b>	<b>Assistant Principal Behaviour and Welfare</b>  <b>Chris Potter</b>	<b>Assistant Principal Teaching and Learning</b>  <b>Aimee Banks</b>
<b>Whole School Responsibilities</b>	Ethos and Values Safeguarding Curriculum oversight & COSMOS / Timetabling Outcomes Trust Governance / AAB Unions / Directed Time SDP / SEF External QA Policies Finance Website/Compliance Open Day / Prospectus Marketing and Comms Trips Holc Ass / Residents Ofsted preparation	Curriculum KS3&4 Achievement Day to Day Operations Cover Exams Calendar Whole School Data Assessment, Recording and Reporting Assessment Group HODs meetings/DDPs GCSE Options Pupil Premium Yr 11 Celebration Ofsted preparation	6th Form Achievement 6th Form Welfare Post-16 Transition UCAS / Post 18 pathways Student Futures whole school (inc Gatsby) School Captains House System Founders Day Extra-Curricular 6th Form Open Evening Yr 13 Celebration Ofsted preparation	Culture & Behaviour Inclusion / Rewards Exclusions & GDCs YDPs Attendance & Punctuality SEND / LAC School / Year council Mental/Physical Health British Values Tutors Duties Assemblies On call/Bridge Year 6 Transition Ofsted preparation	Teaching & Learning Thinking & Reflection Digital Learning Homework / Feedback Planners HPA Internal QA CPD Drive Team Senior Professional Mentor - ITT/NQT New staff Induction Literacy Library Ofsted preparation
<b>Line Management</b>	Vice Principal Assistant Principals x 3 Principal's PA Designated Safeguarding Lead Liaison with JVA re: site/IT/finance/ staffing Admissions Eng (inc Drama) & Maths	HOY 10 and 11 - academic LP - KS3&4 Outcomes Cover Exams Data Manager Science, Media, MFL, Business / Economics / Finance	Dep Head of 6th Form HOY 12 and 13 Careers 6th Form Administrators Comp Sci, DT, PE, Law	HOYs 7-11 Pastoral Personal Development Lead SGD & student Services LWD & Office team SENCo Mid-day supervisors DofE History / Politics	LP - T&L / ITT LP - HPA agenda Drive Team Digital Learning Lead RS, Music, Soc & Psych, Art Literacy
<b>SDP responsibilities</b>	Leadership and Management Personal Development	Quality of Education	Sixth Form	Personal Development Behaviour and Attitudes	Quality of Education

**Stacey Sommerville** - 0.4 Trust Assistant Principal, leading on our Equality and Diversity work alongside Chris Potter. Line Manager of Geography



# DESIGNATED SAFEGUARDING TEAM

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## SAFEGUARDING TEAM



**Miss S Gould**  
DSL-LEAD & Student  
Services Manager



**Mr L Preston**  
Principal & DDSL



**Mr A Anderson**  
DDSL



**Mrs S Sommerville**  
DDSL



**Mr D Hayes**  
DDSL and SENCo



**Mrs K Boxall**  
DDSL



**Mrs A Banks**  
DDSL



**Mrs L Bridges**  
DDSL

If you need to talk to a member of the Holcombe Safeguarding Team email  
[safeguarding@holcombegrammar.org.uk](mailto:safeguarding@holcombegrammar.org.uk)

For out of hours emergencies, please contact Medway Social Care on 03000 419191

**For out of hours emergencies, please contact Medway**



# DESIGNATED SAFEGUARDING LEAD

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## **Designated Safeguarding Lead: Sue Gould**

### **Deputies:**

Lee Preston – Principal

Andy Anderson – Assistant Principal 6th Form & Student Futures

David Hayes - SENCO

Aimee Banks – Assistant Principal Teaching and Learning

Stacey Sommerville – Assistant Principal EDI

Jade Arnold – Attendance Improvement Coordinator

Kerry Boxall – Student Services Assistant

Lorraine Bridges – Assistant SENCO

### **Basic guidelines for dealing with disclosures**

1. Remember that the child's welfare and interests must be the paramount consideration at all times.
2. Listen carefully and actively to the child. At this stage there is no necessity to ask questions. Let the child guide the pace.
3. Do not show shock at what you are hearing. This may discourage the child from continuing their disclosure as they will feel that the adult receiving the information is unable to cope with what they are hearing and may be thinking badly of the child.
4. Do not investigate. If you need to clarify what is being said and whether the child is at risk, ask open questions (TED, what, when, who, how, where, do you want to tell me anything else? etc.) but only to the point of clarification being achieved. Avoid the question 'why?' as this can imply guilt / responsibility on the child.
5. Stay calm and reassure the child that they have done the right thing in talking to you.
6. Never promise to keep a secret or confidentiality. You have a duty to ensure the information is passed on to the DSL or Deputy DSL. Lee Lucas has a safeguarding responsibility for the whole Trust whilst David Hayes and Andy Anderson are also trained. If a child requests confidentiality, use a 'prepared' response, such as 'I'm really concerned about what you have told me and I have a responsibility to help ensure that you are safe. To help make sure you are safe, I have to tell someone (name person) who will know how to help us to do this'. Make sure the child understands what will happen next with their information.
7. Record factually what the child has told you or what you have observed on Safeguard as soon as possible. Ensure records include the date, time, place of disclosure, behaviour and words used by the child. Failure to accurately record information or writing down your 'interpretation' of the child's account may lead to inadmissible evidence.
8. If you have seen bruising or an injury, use the body map attached to the concern on Safeguard.

9. Do not ask the child to repeat what they have told you to another staff member. This is stressful for the child. The more times a child is asked to tell their story the greater the chance of the facts becoming lost and any subsequent investigation being compromised. The DSL/DDSL will have all of the facts you have provided on the Safeguard system.

If you have immediate concerns for the child's safety and no one is contactable at school, phone the police (01622 690690). yourself – do not send the child home to a dangerous environment under any circumstances.

10. Do not gossip to other staff about what you have heard. The information should remain confidential to those who 'need to know'.
11. Maintain contact with the child. They have trusted you enough to 'tell', will need to know that they are not rejected as a result and may need continued support.
12. Ensure that you have support for yourself in managing the information you have received. The Trust provides a free confidential counselling service (0800 1116387).

NOTE: Disclosures relating to allegations against colleagues and members of staff should be treated in the same way. This information must be passed immediately to the Principal who will contact the LADO and ensure the appropriate procedures are followed. Do not discuss with any other staff members

Basic guidelines for dealing with disclosures When a child discloses abuse:

1. Stay calm and listen
2. Go slowly
3. Reassure them that they have not done anything wrong
4. Be supportive
5. Gather essential facts
6. Tell what will happen next
7. Report to DSL or Deputy DSL by adding the concern on Safeguard

# USEFUL CONTACTS

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## **PA to Principal**

Donna Read

## **Office Manager**

Leigh Wood

## **Cover Manager**

Cally Brookes-Smith

## **Examinations Officer**

Emma Fox

## **Catering Manager**

Sarah Shane

## **School Designated Safeguard Lead**

Susan Gould

## **SENCO**

David Hayes

## **Assistant SENCO**

Lorraine Bridges

## **Student Services Manager**

Susan Gould

## **Attendance Improvement Coordinator**

Jade Arnold

## **Sixth Form Administrators**

Donna Bloomfield / Rebecca Miller

## **Premises Manager**

Phil O'Nyon

## **Heads of Department**

### **Art**

Ruby Mourino

### **Business Studies, Finance and Economics**

Head of Business/Economics & Finance: Sharon Lyons

### **Head of English:**

Gemma Dacey

## **Media Course Leader:**

Emma Morris

## **Drama Course Leader:**

Lisa Stocker

## **MFL**

Helena Ortega

## **Computer Science**

Mike Fielding

## **Mathematics**

Fiona Williamson

## **PE**

Andy Nanson

## **Geography**

Charlotte Obee

## **RS**

Heather Cook

## **Science**

Patricia Wilson

## **History**

James Wrigley

## **Design Technology**

Harry Ackers

## **Sociology, Psychology & Criminology**

Kuldip Jhaj

Criminology Course Leader: Katy Etches

## **Biology**

Giles Phillips

## **Chemistry**

Chris Rayner

## **Physics**

Brian McGovern

## **Law Course Leader –**

Amrit Sandhu

## **Music**

John Zwanzig

**IT Support** - [helpdesk@thinking-technology.com](mailto:helpdesk@thinking-technology.com)

**Site Support** - [helpdesk@thinking-facilities.com](mailto:helpdesk@thinking-facilities.com)



# FORM TUTORS

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<b>YEAR 7 Courtyard Line Up</b>		<b>HOY- BRADLEY PAY B Block Office</b>	
<b>FORM</b>	<b>TUTOR</b>	<b>ROOM</b>	<b>STAFF CODE</b>
Conquest	Harry Ackers	H25	HAS
Guardian	Chandan Sandhu/ Katalina Leighfield	H24	CSU/ KLD
Shannon	Ella Laming	H23	ELG
Barfleur	John Still	H14	JSL
Ardent	Brian McGovern	H13	BMN

<b>YEAR 8 Year 7 Playground Line Up</b>		<b>HOY- PETER HARRIS B Block Office</b>	
<b>FORM</b>	<b>TUTOR</b>	<b>ROOM</b>	<b>STAFF CODE</b>
Conquest	James Murray	E10	JMY
Guardian	Kuldip Jhaj	E11	KJJ
Shannon	Matt Stairs	A11	MSS
Barfleur	Ruaraidh Campbell	E13	RCL
Ardent	Kathryn Etches	E12	KES

**GPA (Mon A & B, Tues A & B Thurs A) to support**

<b>YEAR 9 Year 9 Main Field Line Up</b>		<b>HOY- SPENCER HOLDSTOCK B Block Office</b>	
<b>FORM</b>	<b>TUTOR</b>	<b>ROOM</b>	<b>STAFF CODE</b>
Conquest	Ruby Mourino	B15	RMO
Guardian	Mumina Usmanali	B14	MUI
Shannon	Tia Malt	B10	TMT
Barfleur	Hakeem Adedeji	B23	HAI
Ardent	Giles Philips	B22	GPS

**SMD (A Tues-Fri, B Wed-Fri) to support**

<b>YEAR 10 Year 10 Main Field Line Up</b>		<b>HOY- JENNIFER LEE B Block Office</b>	
<b>FORM</b>	<b>TUTOR</b>	<b>ROOM</b>	<b>STAFF CODE</b>
Conquest	Heather Cook	A20	HCK
Guardian	Byron Williams	A10	BWS
Shannon	Joseph Clynshaw	A21	JCW
Barfleur	Chris Rayner	A12	CRR
Ardent	Rose Geldart	A22	RGT

**CGN (A & B Mon, Tues & Wed) to support**

# FORM TUTORS

<b>YEAR 11 S Block Line Up</b>		<b>HOY- DAVID HAYES S Block Office</b>	
<b>FORM</b>	<b>TUTOR</b>	<b>ROOM</b>	<b>STAFF CODE</b>
<b>Conquest</b>	Lola Owolabi	S13	OOI
<b>Guardian</b>	Andy Nanson	S16	ANN
<b>Shannon</b>	Antonia Caffarena Fernandez/ Geraldine Senges (Mon, Tues & Thurs)	S10	ACZ / SE
<b>Barfleur</b>	Charlotte Obee ( am FT Tues/Thurs off Wed) Joanne Thompson (Tues Wed Thurs)	S11	COE
<b>Ardent</b>	Gemma Dacey	S12	GDY

**LSR (A & B Mon - Thurs) to support**

<b>YEAR 12</b>		<b>HOY -TRACY MANNING</b>	
<b>FORM</b>	<b>TUTOR</b>	<b>ROOM</b>	<b>STAFF CODE</b>
<b>12.1</b>	Matt Wells	M13	MWS
<b>12.2</b>	Justin Claessens	M14	JCS
<b>12.3</b>	Charlotte King	M11	CKG
<b>12.4</b>	Alex Milne	M10	AME
<b>12.5</b>	Sam Faulkner	S14	SFR
<b>12.6</b>	Tracey Brown	S15	TBN
<b>12.7</b>	Patricia Wilson/ Khadeeja Sheikh	M12	PWN / KSH

**ASU (A Mon- Wed, B Mon- Wed) to support**

<b>YEAR 13</b>		<b>HOY -JAMIE ECOTT</b>	
<b>FORM</b>	<b>TUTOR</b>	<b>ROOM</b>	<b>STAFF CODE</b>
<b>13.1</b>	Elizabeth Panayiotou	P20	EPU
<b>13.2</b>	Jose Olea	E20	JOA
<b>13.3</b>	Teresa Peres	E21	TPS
<b>13.4</b>	James Wrigley	E22	JWG
<b>13.5</b>	Fiona Williamson	P21	FWN
<b>13.6</b>	Sally Moore	P22	SME
<b>13.7</b>	John Zwanzig	C12	JZG

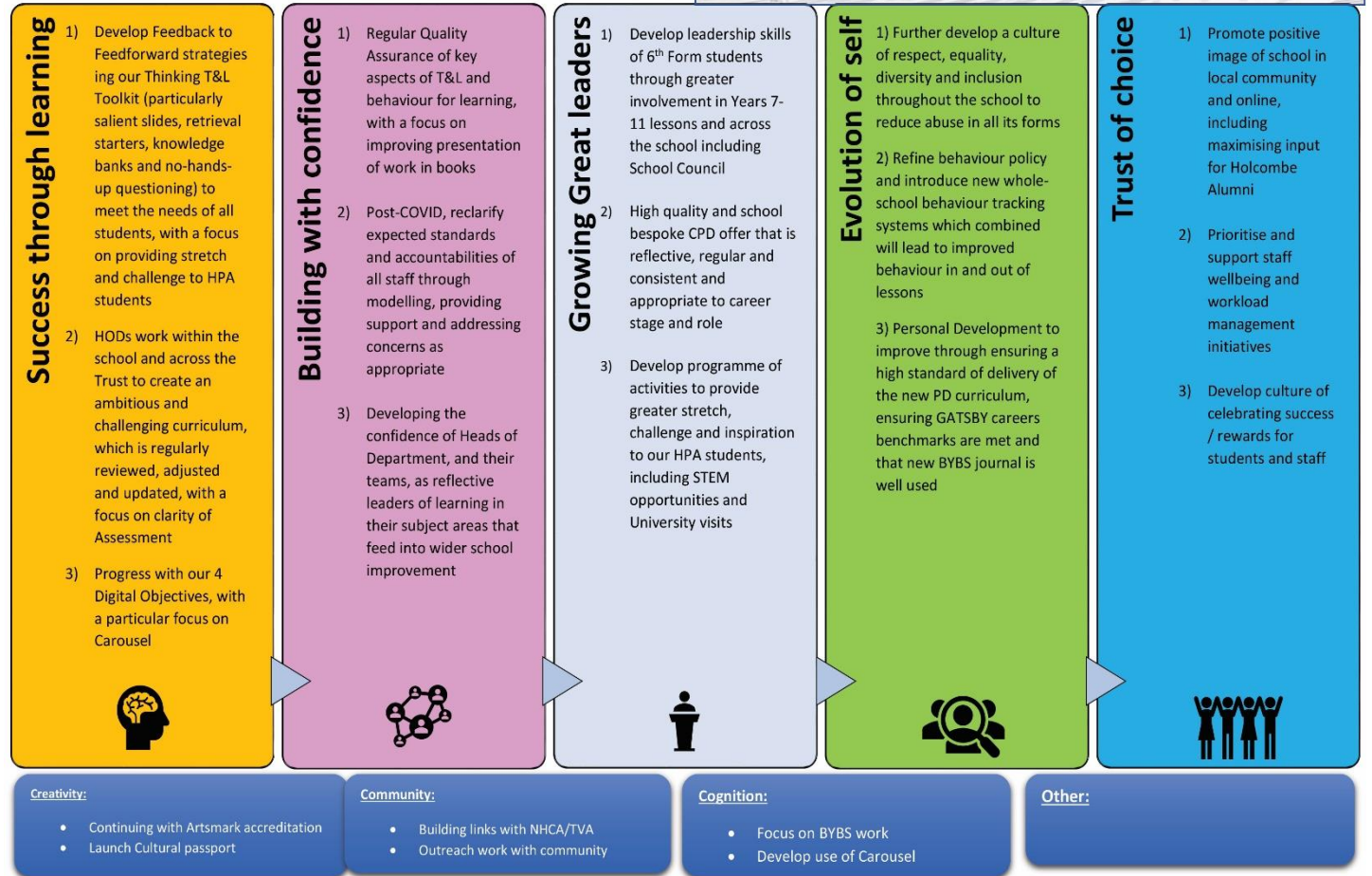
**ASU (A Mon- Wed, B Mon- Wed) to support**

# HOLCOMBE GRAMMAR SCHOOL STRATEGIC DEVELOPMENT PLAN 2022/2023



**Chatham hub strategic development plan 2022/23: Collaboration for Impact**

Overarching intent: To identify and embed productive collaborative working across all three schools, that recognises our individual unique strengths and utilises these to support our shared development for the benefit of all children and young people within our hub



This sets out Holcombe's priorities for 22/23



## TIMINGS OF THE SCHOOL DAY

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8.40 – 9.00	AM Registration/Assembly
9.00 – 10.00	Lesson 1
10.00 – 11.00	Lesson 2
11.00 – 11.20	Break
11.20 – 12.20	Lesson 3
12.20 – 13.20	Lesson 4
13.20 – 13.55	Lunch
13.55 – 14.50	Lesson 5
14.50 – 15.05	PM Registration – dismissal not before 15.05
15.05	End of school day

# TERM DATES

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## **Term 1**

Start: Thursday 1st September 2022: Staff Development Day  
Friday 2nd September 2022: Staff Development Day  
Monday 5th September 2022: First day back for Years 7 and 12 (tbc)  
Tuesday 6th September 2022: First day back for rest of school  
Open Morning: Saturday 8th October, 2022  
Finish: Thursday 20th October 2022: Whole school finishes

## **Autumn Break**

Monday 24th October 2022 to Friday 28th October 2022  
Monday 1st November 2021: Staff Development Day

Friday 21st October 2022: Staff Development Day  
Monday 31st October 2022: Staff Development Day

## **Term 2**

Start: Tuesday 1st November 2022  
Friday 18th November 2022: Day off in lieu (tbc)  
Finish: Friday 16th December 2022: Whole school finishes

Christmas Break: Monday 19th December 2022 to Monday 2nd January 2023  
Bank Holiday: Monday 2nd January 2023

## **Term 3**

Start: Tuesday 3rd January 2023 Finish: Friday 10th February 2023

February Break: Monday 13th February 2023 to Friday 17th February 2023

## **Term 4**

Start: Monday 20th February 2023 Finish: Friday 31st March 2023  
Spring Break: Monday 3rd April 2023 to Friday 14th April 2023

## **Term 5**

Start: Tuesday 17th April 2023  
Finish: Friday 26th May 2023

Early May Bank Holiday: Monday 1st May 2023  
May Break: Monday 29th May to Friday 2nd June 2023  
Bank Holiday: Monday 29th May 2023

## **Term 6**

Start: Monday 5th June 2023  
Finish: Friday 20th July 2023  
Friday 21st July 2023: Staff Development Day

# REPORTING STAFF ABSENCE

**Email:** [staffabsence@holcombegrammar.org.uk](mailto:staffabsence@holcombegrammar.org.uk)

Please report your absence before 7:30am by email and send a copy to your Head of Department/Line manager, Lee Preston and Alison Tanti on the email above.

If you prefer to telephone then please ring 033336 02132 this must be followed up by an email to the above email address. A member of the cover team will be in school by 7:30am so please do not be surprised if your call is answered.

In your email give brief answers to the following questions:

1. What is the nature of your illness?
2. How long do you expect to be absent?
3. Do you intend to see your GP?
4. Have you spoken to your Line Manger/Head of Department?
5. Have you remembered to copy any emails to the relevant staff?

Staff who have been signed off via a certificate and who have informed the school of their return date will not be required to ring daily, unless they have an update for the reason of absence or an amended return date.

**Teaching staff:** you are required to email cover work to [staffabsence@holcombegrammar.org.uk](mailto:staffabsence@holcombegrammar.org.uk) as well to your Line Manager/ Head of Department before 8:00am

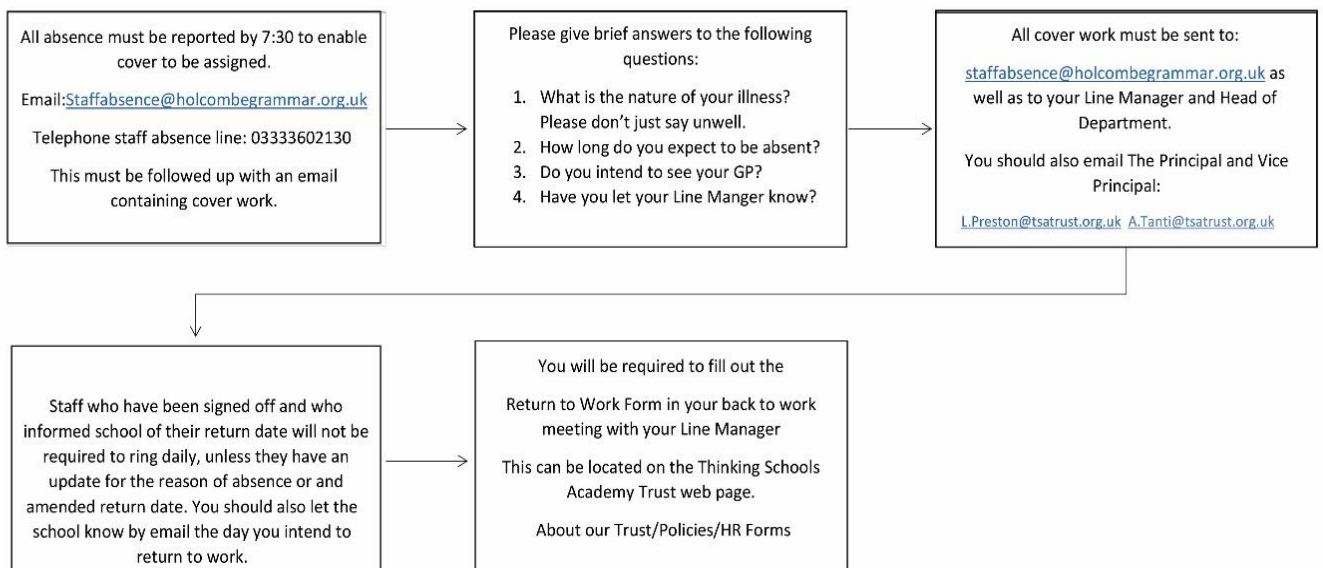
ALL RETURNING STAFF

**Please email on the morning of your return before 7:30am to inform us of your return to school to allow for planning using the staff absence email.**



Holcombe Grammar

## Reporting Staff Absence





# DRESS CODE

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All clothing should be of a type that promotes dignity and professionalism and is not provocative, or could be construed as such. All clothes should be clean and presentable and consistent with presenting a professional public image. All members of staff are expected to act as role models for our students and have due regard to compromising child protection or safeguarding.

## **Information for all staff:**

1. Clothing must be professional attire and not casual wear.
2. Shirt, tie, trousers, jacket and smart shoes (except for PE staff and designated support staff) are appropriate.
3. Skirt or trouser suits are acceptable, as well as smart dresses, skirts/trousers and jackets.
4. Any cropped trousers must be formal and tailored. Shirts, blouses, knitwear and other smart tops may be worn.
5. Flip flops or Roman sandals may not be worn
6. In a Primary school setting, the Headteacher may exercise their discretion with regards to a formal dress code, particularly in EYS setting.
7. For Secondary schools, sleeveless or strappy tops worn without a covering jacket are not acceptable. Jackets should be worn at all times outside of classrooms unless 'short-sleeve' order has been announced.
8. No extreme hair styles are acceptable (for example, shaved designs)
9. Jewellery should be discreet with visible piercings restricted to ears. Single nose studs may be worn for reasons of culture or religious observance only.
10. On formal occasions (such as parents evening), all staff attending should dress in a professional manner befitting the event.
11. When 'short-sleeve' order is announced, jackets and ties do not need to be worn outside classrooms and offices.
12. Where a member of staff believes they are not able to adhere to all aspects of the dress code, the Headteacher will consider the reasons for this and will be able to make the decision to waive part of the dress code in special circumstances.

## **As an indication, the following is a list of unacceptable dress:**

Torn clothing

Clothing with inappropriate writing, logos or visible designs.

Jeans, thin/casual leggings or combat trousers (note: thick/smart leggings with suitable long top is permissible)

Shorts

Flip flops

Bare shoulders

## **The Wearing of Uniform**

Where uniforms are required in support functions such as Technicians, Facilities, Canteen/Catering Department - uniforms will be provided by the Academy and should be worn at all times. Staff should note that it may be a criminal offence not to wear safety dress in certain situations (headwear in kitchens, hard hats in construction areas, etc.) Failure to wear the correct safety dress can amount to gross misconduct, which could lead to dismissal.

For teachers in departments where a uniform is required such as the PE Faculty, uniforms will be provided and should be worn for lessons as required. Track suits provided may be worn at other times including assemblies, covering of other subject lessons, lunch/breaks and non-teaching administration time, with the exception of formal events such as parent's evenings.

## **Name Badges & lanyards**

All staff when working shall wear a name badge attached to their lanyard, worn in such a way to prevent it being obscured from students and visitors view.

Any staff wearing uniform, name badges and lanyards should be mindful of their behaviour when travelling to and from work, and when leaving the site during the working day (E.g. when having a break). Staff are representing the school and Trust and must therefore behave in a way to ensure the reputation is upheld at all times.

## **Head Dress**

Hats/caps are not permitted inside (except where necessary on health and safety grounds).

Head dress in line with the beliefs and traditions of various religions and sects are allowed except any head covering that covers a substantial part of the persons face. Anything that does cover a substantial part of the face is allowed in staff communal areas, where staff are not expected to communicate with students.

## **Footwear**

Footwear must be appropriate to ensure a safe environment for staff and clients. No trainers should be worn, except where staff are involved in sporting activities. Shoes should have a back strap as a minimum and be of smart appearance. Heels should be moderate height avoiding the risk of trips/falls.

## **Hair/Nails**

Hair should portray a professional image. Nails should be clean and of reasonable length. False nails are prohibited in departments involved with catering, science, practical work or food preparation.

## **Tattoos**

Wherever possible, tattoos must be covered at all times.

The above is designed to provide guidance, but cannot cover all situations. Failure to uphold and/or adhere to appropriate standards of dress may result in formal action being taken. Please seek clarification as required from your line manager should you be unsure with regards to the dress code policy.

## **Smoking**

Smoking is not permitted on site at any of our schools and staff are reminded to not smoke on or near the school premises. Please refer to your school specific guidance on the designated smoking area.

# POLICIES

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All of our policies can be found online at <https://www.tsatrust.org.uk/about/policies/>.

Various policies are reviewed and updated on an annual basis and you will be expected to familiarise yourself with these policies throughout each academic year.

Prior to or upon joining the Trust you are required to familiarise yourself with the following key policies:

- Code of Conduct
- Keeping Children Safe in Education (DfE guidance)
- Information Security Policy
- ICT Acceptable Usage Policy
- Please familiarise yourself with the schools GDPR practices

Should you require any information or have further questions regarding our policies, please contact your Office Manager/PA directly or contact a member of the HR Team on 0333 360 2050 or by email at [hr@tsatrust.org.uk](mailto:hr@tsatrust.org.uk).

Please could you also familiarise yourselves to Holcombe Grammar School's school policies which can be found online at: <https://www.holcombegrammar.org.uk/about/policies/>

Ones in particular to read upon your arrival in September are:

- Behaviour & Learning Policy
- Health & Safety Policy
- Safeguarding and Child Protection Policy

Before new staff start they will need to have completed:

- On-line GDPR training
- On-line Prevent training
- Enhanced DBS check

Once in employment all staff will be required to attend Safeguard Training delivered by Lee Lucas, TSAT Head of Safeguarding



# FIRE & EMERGENCY EVACUATION PLAN

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## Emergency instructions

Please make sure that you read and understand the fire evacuation plan and procedures stated in this document.

1	<p><b>How will people be warned if there is a fire</b></p> <p><i>The fire alarm system will sound on operation of the manually operated alarm call-point or activation of a smoke detector</i></p> <p><i>The fire alarm is a continuous siren. A fire alarm test is carried out every Monday between 6.15pm and 6.30pm. If you hear the fire alarm at any other time, or for more than 60 seconds, evacuate the building immediately.</i></p>
2	<p><b>The action staff should take if they discover a fire:</b></p> <p><i>Immediately activate the nearest alarm call-point and leave the building by the nearest exit and assemble at the assembly point – <b>Front School Field</b>.</i></p> <p><b>DO NOT</b> attempt to fight the fire in any way unless you have been trained to do so and feel safe.</p>
3.	<p><b>Firefighting equipment provided:</b></p> <p><i>Fire extinguishers are located in circulation areas and near fire exit doors.</i></p> <p><b>DO NOT</b> use the fire extinguisher unless you are trained and feel safe to do so.</p>
4.	<p><b>The action staff should take if they hear the fire alarm</b></p> <p><i>All staff should evacuate the building and proceed to the assembly point – <b>Front School Field</b>.</i></p> <p><i>If teaching a class at the time, the teacher should supervise a calm evacuation:</i></p> <ul style="list-style-type: none"><li>- <i>Students should leave coats / bags etc in the room and evacuate as quickly as possible</i></li><li>- <i>Staff should ensure all students leave the classroom - and should not lock doors on departure</i></li><li>- <i>Staff should supervise students as they move from classroom to the field – ensure students are behaving sensibly, not running and are silent</i></li><li>- <i>Staff should then supervise students on the field to ensure they are lining up in Form Groups and are silent so they can be registered and hear further instructions from the person in charge.</i></li><li>- <i>Tutors / HOYs should be with their respective Year Groups on the field</i></li><li>- <i>All other staff and support staff should assemble on the right hand side of the field (near the main driveway) to await instructions</i></li></ul>
5.	<p><b>How the evacuation of the building will be carried out?</b></p> <p><i>Everyone in the building should leave by the <b>nearest fire exit</b> and report to the assembly point on the <b>Front School Field</b>. (so, staff should familiarise themselves with what is their nearest fire exit).</i></p> <p><b>The fire wardens on duty (see below) will check the building area allocated to make sure it has been evacuated.</b></p>

6.	<p><b>Identification of escape routes</b></p> <p><i>All exit doors can be use as escape routes. Signage is located within the premises indicating route to assembly point.</i></p>
7.	<p><b>Once all staff / students / visitors are on the field:</b></p> <ul style="list-style-type: none"> <li>- <i>All staff to support the maintenance of silence amongst students</i></li> <li>- <i>Office staff will provide fire registers to Tutors / cover teachers if Tutor is absent</i></li> <li>- <i>Form Tutors will complete registers and report to HOYs to confirm full attendance or alert any absences</i></li> <li>- <i>HOYs to liaise with office team re: reported absences / students signed out and then confirm full attendance of their Year group to the Person in charge (see Appendix A)</i></li> <li>- <i>All teaching and Support Staff to report in to Donna Read and Leigh Wood to confirm their presence</i></li> <li>- <i>All visitors should be guided by the staff member they are with to report in to Holly Smith.</i></li> </ul>
8.	<p><b>Duties and identity of employees with specific responsibilities in the event of fire. (see also appendix A for full details)</b></p> <p><b>On hearing the alarm:</b></p> <p><i>All staff will show students and visitors the way out of the building and assemble at the muster point (Front School Field)</i></p> <p><i>Fire wardens:</i></p> <ul style="list-style-type: none"> <li>• <i>Art Block - Chris Zygmant / Ella Laming</i></li> <li>• <i>DT Block - Chris Zygmant</i></li> <li>• <i>PE block – Fiona Williamson</i></li> <li>• <i>Music/C block – John Zwanzig</i></li> <li>• <i>B-Block – Lesley Darlington</i></li> <li>• <i>A block – Facilities Officer on duty</i></li> <li>• <i>E block –Joseph Clynshaw</i></li> <li>• <i>H-block – Rebecca Martin</i></li> <li>• <i>S-block – Emma Fox</i></li> <li>• <i>M-block – Donna Bloomfield</i></li> <li>• <i>The Hive – Rebecca Miller</i></li> </ul> <p><i>They will ensure:</i></p> <ul style="list-style-type: none"> <li>• <i>Their areas are cleared of people</i></li> <li>• <i>The Fire Brigade is called if necessary – Member of Facilities on duty.</i></li> <li>• <i>All staff / students / visitors are reporting to the assembly point</i></li> </ul>
9.	<p><b>Arrangements for the safe evacuation of people identified as being especially at risk, such as contractors, those with disabilities, members of the public and visitors.</b></p> <ul style="list-style-type: none"> <li>• <b>Visitors:</b> <i>Visitors will be shown their nearest fire exit on arrival. (reception) – with Holly Smith at the assembly point.</i></li> <li>• <b>Contractors:</b> <i>will be given information about fire procedures on arrival. (site team – notice on reception)</i></li> <li>• <b>People with disabilities:</b> <i>Information will be given on arrival. (reception) See also Appendix C – <b>Students with disabilities.</b></i></li> </ul>

10.	<p><b>How will the Fire Brigade and any necessary emergency services be called and who will be responsible for doing this?</b></p> <ul style="list-style-type: none"> <li>• On hearing the alarm and identifying a real fire <b>Phil O’Nyon</b> (Facilities Manager) will Dial 999 and ask for the Fire Brigade or other emergency service as appropriate.</li> <li>• <b>Facilities Officer (FO) on duty</b> will call the Fire Brigade in the absence of <b>Facilities Manager</b></li> </ul>
11.	<p><b>Procedures for liaising with the Fire Brigade on arrival and notifying them of any specific risks, e.g. the location of highly flammable materials.</b></p> <ul style="list-style-type: none"> <li>• <b>Phil O’Nyon or FO on duty</b> will liaise with the Fire Brigade on their arrival.</li> </ul> <p><b>Areas with specific risks.</b></p> <ul style="list-style-type: none"> <li>• Container by 3G pitch contains jerry can with petrol (30/40Ltr)</li> <li>• Folder in main reception contains fire extinguisher and hazardous areas locations (taken by a member of the office).</li> </ul>
12	<p><b>Before staff / students / visitors can return to buildings:</b></p> <ul style="list-style-type: none"> <li>- HOYs to confirm to Person in charge that all students are present</li> <li>- Donna Read / Leigh Wood to confirm to Principal that all teaching / support staff are present</li> <li>- Facilities Manager or Facilities Officer on duty will report to Principal to confirm if / when it is safe to return to the buildings</li> </ul> <p><b>**Only when Person in charge (see Appendix A) confirms it is safe return will staff and students return to buildings</b></p>
13	<p><b>The following arrangements and training is given to staff at the school:</b></p> <ul style="list-style-type: none"> <li>• All staff: Fire Drills.</li> <li>• All staff: Fire briefing once a year (may be in conjunction with fire drill)</li> <li>• Fire Warden training: for designated fire wardens via H&amp;S portal</li> </ul>

## **Appendix A – Duty and identity of employees with specific responsibilities in the event of a fire.**

### **On hearing the fire alarm**

**ALL RADIOS MUST GO TO CHANNEL 4**

**Only dedicated SLT/Office Manager member to communicate with FM or FO on duty**

### **The member of staff in charge:**

- Will be Lee Preston, Principal, if on site
- If not on site, the person in charge will be Alison Tanti, Vice Principal
- If neither Lee Preston or Alison Tanti are on site, it will be Andy Anderson (Assistant Principal – Sixth Form and Student Futures)

### **Facilities Manager – Phil O’Nyon/FO on duty**

- Will go to the nearest fire panel to locate the source of fire and go to that location to determine whether it is a real fire or a false alarm.
- In the event of a real fire FM will inform members of staff via radio (Channel 4) and call fire brigade (attempt to put the fire out ONLY if it is safe to do so)
- FM will leave the building and wait for fire brigade at the front of building.
- In the event of a false alarm, FM will inform SLT/Office Manager via radio and reset the system.
- If Facilities Manager is off site, the Facilities Officer on duty will be the officer in charge.

### **Facilities Officers on duty**

- Will sweep their designated area to make sure it is cleared and report to the assembly point

### **Receptionist/Office staff**

- Will take all relevant signing in books to the muster point – on the right hand side of the field (if viewed from the buildings) next to the main driveway.
- Will take radio to communicate with FM or designated FO on duty

### **Fire Wardens**

- All fire wardens will sweep their designated areas (as stated on point 6) to make sure they are clear and report to the assembly point.



## **Appendix B – Fire Procedure During Exams**

Students in the exam hall will exit and gather on the field by the exam hall. Students in P22 will exit and gather in the same location. Students will remain under exam conditions. The invigilators will register the students using the exam hall seating plan. When the all clear is sounded the exam students will re-enter the exam hall before the main school are allowed to leave the field.

## **Appendix C – Students with disabilities**

Students with disabilities that are unable to gather on the field will gather in the staff car park to be registered.



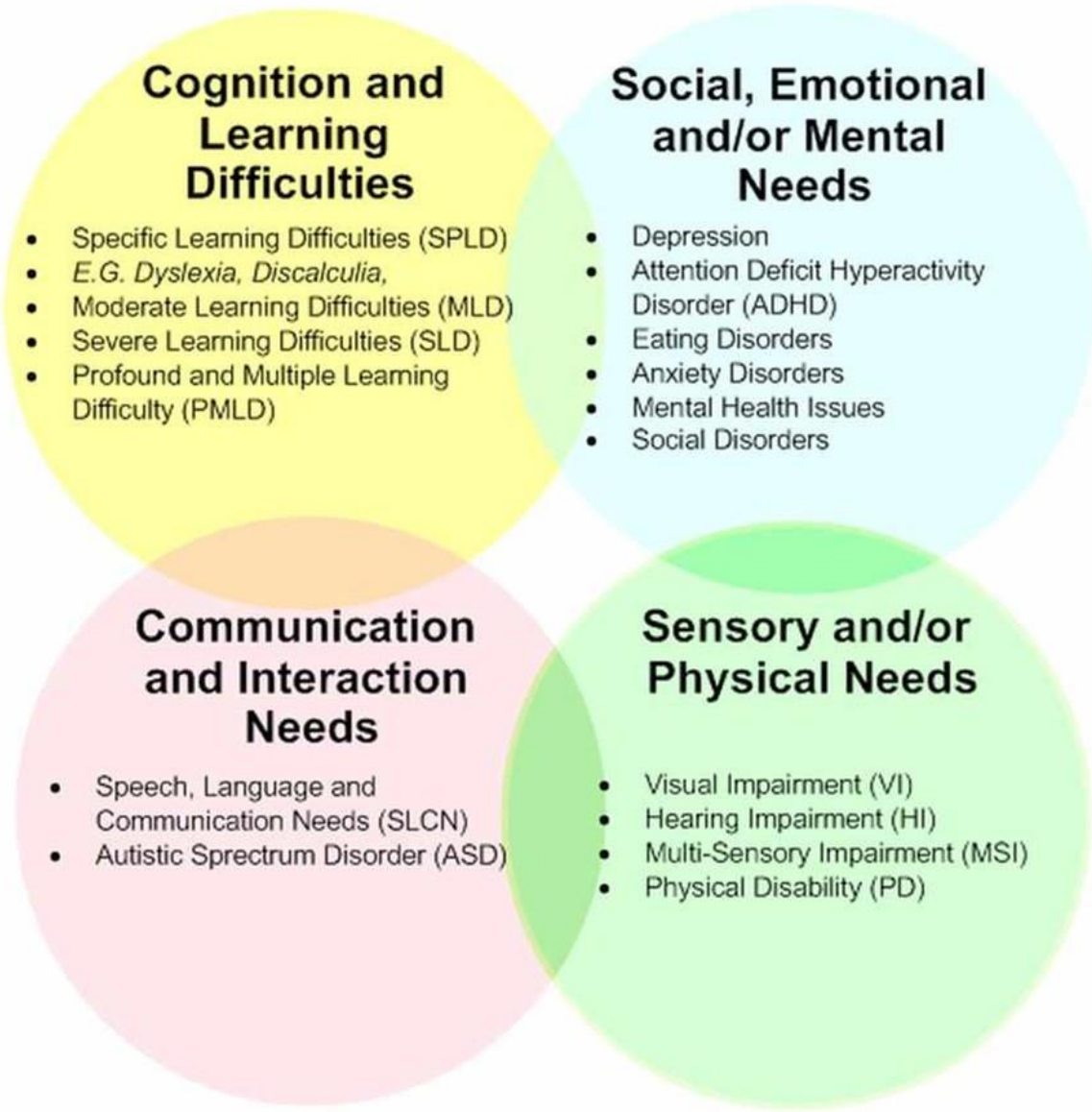
# A GUIDE TO SEND

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<p><b>SEND Staff:</b></p>	<p>Mr D Hayes (SENCO)          Mr M Bailey (SEN Governor)          Mrs L Bridges (Assistant SENCO)          Ms L Robinson (LSA)          Mrs B Sellers-O’leary (LSA) - 3 days          Ms D Sutton (LSA) - 3 days          Mrs W Tanner (LSA) - 2 days</p> <p><a href="mailto:send@holcombegrammar.org.uk">send@holcombegrammar.org.uk</a></p>
<p><b>SEND register:</b></p> <p><b>SEND Monitoring Register:</b></p> <p><b>Pupil Passports:</b></p> <p><b>Referral forms:</b></p> <p><b>SEN Policy:</b></p> <p><b>Exam Access Arrangements :</b></p> <p><b>SEN Code of Practice (2015)</b></p> <p><b>Medway Local Offer:</b></p> <p><b>SEN National Report (Jan 2020)</b></p> <p><b>National Data 2020</b></p>	<p><a href="#">SEN Register 2020-21</a></p> <p><a href="#">SEND Monitoring Register 2020-21</a></p> <p><a href="T:\HGS\SEND\Documents for all Staff SEND\Student Passports">T:\HGS\SEND\Documents for all Staff SEND\Student Passports</a></p> <p><a href="T:\HGS\SEND\Documents for all Staff SEND\SEN-Referral-form.docx">T:\HGS\SEND\Documents for all Staff SEND\SEN-Referral-form.docx</a></p> <p><a href="https://www.holcombegrammar.org.uk/about/policies/">https://www.holcombegrammar.org.uk/about/policies/</a></p> <p><a href="T:\HGS\SEND\Documents for all Staff SEND\Exam Access Arrangements 2020-21.xlsx">T:\HGS\SEND\Documents for all Staff SEND\Exam Access Arrangements 2020-21.xlsx</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</a></p> <p><a href="https://www.medway.gov.uk/info/200139/social_care_and_health/466/medway_s_local_offer/">https://www.medway.gov.uk/info/200139/social_care_and_health/466/medway_s_local_offer/</a></p> <p><a href="https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2020">https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2020</a></p> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england">https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england</a></p>
<p><b>February 2022</b></p>	<p>32 ‘K’ (SEND SUPPORT) STUDENTS (2.89% v 15.9% national average)</p> <p>3 ‘E’ (EHCP) STUDENTS (0.27% v 3.7% national average)</p> <p>90 ‘M’ (MONITORING) STUDENTS (8.15% of school roll)</p> <p>11.05% of students receiving support for SEN</p>

<p><b>To be reviewed Term 6</b></p>	<p>EAA - 88 students from Y10-Y13 (13.15%)</p>
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# SEND CATEGORIES



## Supporting Students with SEND through Quality First

<b>Approaches to support Communication and Interaction</b>	<ul style="list-style-type: none"><li>• Outcomes modelled and demonstrated</li><li>• Clear classroom organisation and structures</li><li>• Clear unambiguous use of language</li><li>• Opportunities to work independently without interruption</li><li>• Time provided for pupils to process language</li><li>• Teacher able to access and employ method of communication appropriate to pupils' need</li><li>• Clear and simple instructions repeated at least once</li></ul>
<b>Approaches to support emotional and mental health difficulties</b>	<ul style="list-style-type: none"><li>• Tactile sensory objects to calm students</li><li>• Time out arrangement</li><li>• Understanding of methods to motivate a range of learners</li><li>• Recognition of sensory needs and appropriate adjustments made</li><li>• Positive regular communication with parents</li><li>• Clear rewards and sanctions</li><li>• Consistent use of positive language</li><li>• Clear and understood behaviour policy</li></ul>
<b>Approaches to support sensory and/or physical needs</b>	<ul style="list-style-type: none"><li>• Environmental adaptations to suit cohort or individual pupils</li><li>• Access to equipment to ensure mobility</li><li>• Awareness of seating positions to take into account sensory difficulty</li><li>• Adaptations of resources to ensure accessibility</li><li>• Access to developmentally appropriate materials and resources</li><li>• Adaptations to presentation of learning</li><li>• Effective use of resources and technology</li></ul>
<b>Approaches to support cognition and learning needs</b>	<ul style="list-style-type: none"><li>• Reading material accessible to students</li><li>• Students can present knowledge in a variety of ways</li><li>• Assessment for learning concepts- pupils are aware of the next steps in learning and how to achieve them</li><li>• Accessibility to personalised learning aids such as word banks, number lines etc.</li><li>• Repetition and reinforcement of skills</li><li>• Collaborative working opportunities</li><li>• Multi-sensory approaches to learning</li><li>• Methods to summarise and highlight key teaching points</li><li>• Questions differentiated in accordance to level of understanding and emotional needs</li><li>• Interactive learning opportunities as appropriate</li></ul>



## **Supporting Students with SEND through Quality First**

### **SEND CODE OF PRACTICE (2015)**

“School’s must ensure that children with SEN engage in activities of the school alongside pupils who do not have SEN” (6.2)

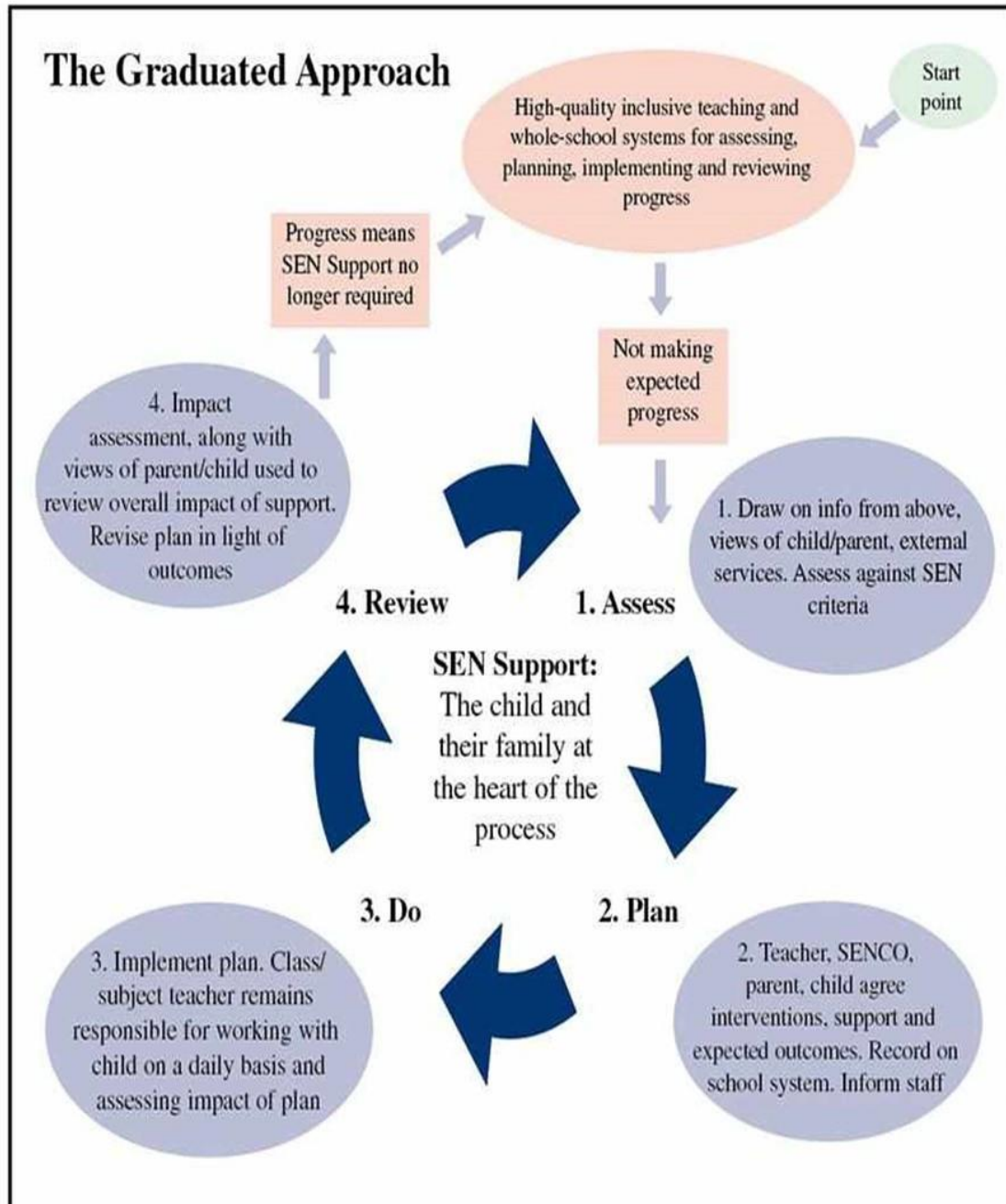
“School’s must make reasonable adjustments” (6.9)

“Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement” (6.12)

“The first response ... should be high quality teaching targeted at their area of weakness” (6.19)

“Teachers are responsible and accountable for the progress and development of the pupils in their class” (6.36)

# The Graduated Approach



# ACCESSING PAYSLIPS AND “SELF-SERVICE” PORTAL

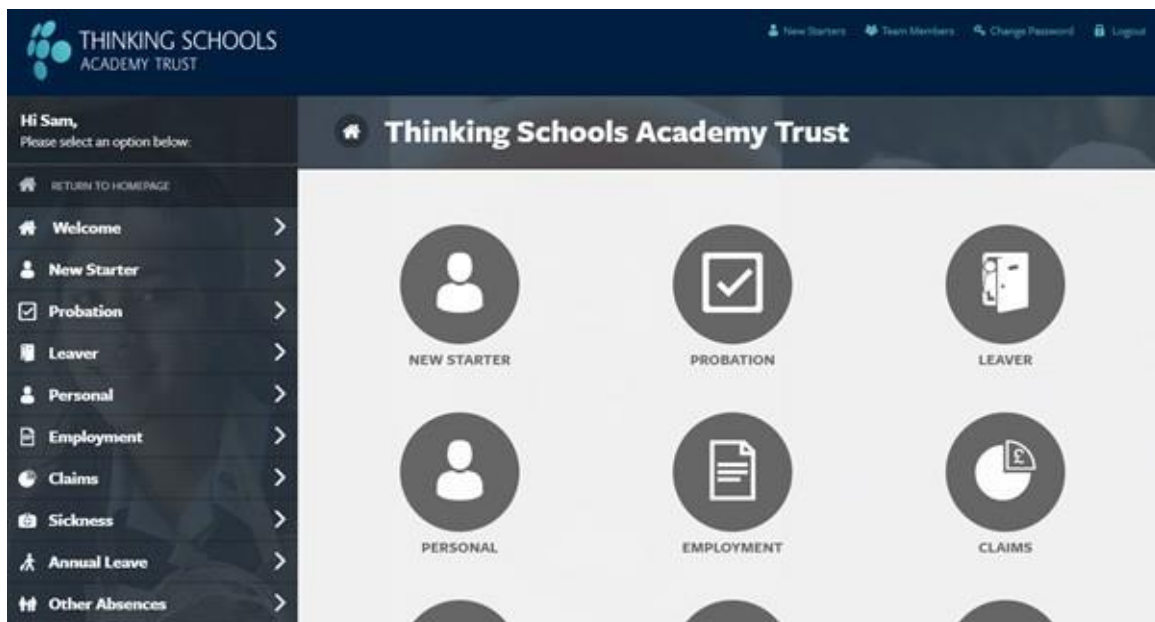
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Upon joining the Trust, you will be sent login details to access your HR self-service portal. This system will allow you to access your employment details and address all of your employee lifecycle needs in one place.

You will regularly use this system to:

- View/print payslips and P60s
- Request annual leave
- Update personal details (e.g. address)
- Update bank details
- View key contact details (e.g. pension scheme providers)
- Access key HR policies and documents

The link to the website is <https://tsatrust.selfservice.global/>. The system can be accessed from your own personal device, as well as devices on Academy networks.



When you log in for the first time, you will need to change your password using the link at the top right of the home page.

If you have any queries on the HR Portal, please contact the HR team at [hr@tsatrust.org.uk](mailto:hr@tsatrust.org.uk) or 03333 602050.

# WELLBEING

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We as a Trust provide a free confidential counselling service administered by Workplace Wellness.

This provides staff with 24 hours a day, 7 days a week access to confidential counselling, financial and wellbeing support via telephone, website and, where appropriate, a set of 4 face-to-face counselling sessions with a fully qualified counsellor.

To access the service please call 0800 1116387 quoting Thinking Schools Academy Trust or visit the website [www.my-eap.com/login](http://www.my-eap.com/login). Our username is "TSATwell".

The site has helpful support on careers, money, health and wellbeing, emotional support and much more.

## Being a Wellbeing Ambassador and why wellbeing is so important?

In a recent health report of education professionals, 84% said they had suffered from some form of mental health problem in the last 2 years. This worrying statistic got us thinking about how we can encourage all members of the school community to actively address wellbeing at work and maintain positive mental health.

Six ways to wellbeing looks at ways in which small changes can be made to our lives which impact on us and others around us in a really positive way. More and more research is showing us how certain things we do can improve our moods, reduce the risk of depression, strengthen relationships, keep us healthy and even add seven years to our lives.

As a Wellbeing Ambassador you can actively encourage and promote good mental health within your school by encouraging your colleagues and the rest of the school community to take part.

Each term we will be focusing on one or more of the six ways to wellbeing and this guide will give you some practical and engaging ideas of what you can do in your School.

To encourage your school to get involved we will be giving away some fantastic prizes for the most imaginative and inspiring workplace challenges.



# RESIGNATION DATES

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The resignation dates and notice periods for teachers in schools within England and Wales are set out in the terms and conditions for teachers, commonly known as the 'Burgundy Book'.

The Burgundy Book refers to three notional terms:

Spring term 1 January to 30 April Summer term 1 May to 31 August

Autumn term 1 September to 31 December

## HEADTEACHERS

For headteachers to leave their post at the end of either the autumn or spring term they must give a minimum of 3 months' notice. If a headteacher resigns at the end of the summer term a minimum of 4 months' notice must be given.

Term	Date by which notice must be submitted	Leaving date
Autumn	30 September	31 December
Spring	31 January	30 April*
Summer	30 April	31 August

## ALL OTHER TEACHING STAFF

In the autumn and spring terms, the minimum notice required is 2 months'. For resignation to take effect at the end of the summer term, a minimum of 3 months' notice is required.

Term	Date by which notice must be submitted	Leaving date
Autumn	30 October	31 December
Spring	28/29 February	30 April*
Summer	31 May	31 August

*\*Please note, irrespective of when Easter falls, the leaving date for the spring term will always be 30 April. If however, they are moving to a new school, or another educational establishment, the leaving date will be the date before they take up employment at their new school or educational establishment where this falls before 1 May.*





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