



LIFE Education Trust Rural Primary Presentation Policy

Ratified:

Review date: October 2024

The following policy guidelines are for use by all teachers. All pupils should be familiar with them. A consistent approach with high expectations should realise high standards of presentation.

Books

A typed label with the child's name, year group and the subject should be typed and stuck on the front of their book. All books should have a plastic cover.

Handwriting

Pupils are taught print style handwriting in EYFS and Year 1. Pupils are encouraged to develop and use a cursive style of handwriting from Year 1 or Year 2 (depending on ability and confidence), using upstrokes. From Year 2 upwards, all children are expected to write in cursive handwriting. This is what is expected in each year group:

Reception: Printing letters. Most letters are formed accurately. There is knowledge of capital and lower-case letters. There is acceptable spacing between words.

Year 1: Letters are now more evenly sized. There is a growing confidence and fluency in the use of print script. Words sit fairly accurately on the line. Some more able children are moving on to cursive, using upstrokes.

Year 2: The size of script is becoming smaller and a certain maturity and style is beginning to develop. Letters are joined consistently using upstrokes.

Year 3: The size of script is now small and uniform throughout. Letters are evenly sized and spacing consistent.

Year 4: The handwriting is now confident. Size, spacing and letter formation is consistent and there is an ease and fluency evident.

Year 5 and 6: The handwriting is now developing personal style. The spacing is much closer together and there is a much greater degree of maturity.



The teacher will have a clear objective for all handwriting lessons.

Pen/Pencil

Children use pencils. Pens may be introduced when writing is joined, neat, tidy and evenly sized, from Year 5 onwards. Pens should be used for all subjects, except maths. They should **not** be used for **diagrams or illustrations**. Pupils should only use handwriting pens in blue ink.

Underlining/Use of Ruler

All titles should be underlined, and at Key Stage 1, where appropriate. Rulers should always be used for labelling, diagrams and mathematical shapes, etc. In maths, a ruler should be used to draw a 2 square margin on the left hand side of the page. Year 5/6 may also do a middle margin, when appropriate.

Date/Start of Page

Write the date, if appropriate, on the top line at the left hand side of the page. In Key Stage 1, the short date should be written, e.g. 14.9.21. In Key Stage 2, the long date should be written in all subjects e.g. 14th September 2021, with the exception of maths where the short date should be written. The date should always be underlined in KS2, and in KS1, if appropriate.

All completed work should be underlined with a line gap below the end of the work.

Learning Objective

These should be written at the start of each lesson and underlined. They should be written one space after the date. This should be underlined and separated from the rest of the work by a line being missed. Younger pupils may not be capable of writing the learning objective but there may be times when this can be written in for them.

Worksheets

In A4 books, worksheets should be trimmed and glued in flat and straight.

Illustrations

Illustrations are encouraged to be used within work where it will enhance the final product and positively develop the child's attempts to write.

Errors

Any errors should either be rubbed out or crossed out with one neat line.





Rural Primary School Use of Reasonable Force and Physical Restraint Policy and Procedures

Ratified by Governors: Feb 2021

Review date: Feb 2026

Aims of this policy:

Our school is committed to the achievement of all children and all our policies and practice must support this commitment.

A Christian school is recognisable by the quality of its community within which Christian principles are fostered, both within the curriculum and through the relationships which exist between pupils, parents, teachers, support staff, governors, and the wider community. It strives to be a welcoming place offering the support necessary for individuals to develop and achieve fully their potential. Such a positive and caring ethos demands an active antibullying policy.

It follows that, within a Christian school any behaviour which is the abuse of power and results in hurting others is totally unacceptable. Pupils and their parents must be confident that such bullying behaviour will be dealt with seriously.

To be read and used alongside Dfe guidance available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Physical Restraint Objectives

- To protect staff and pupils
- To prevent serious breaches of school discipline
- To prevent serious damage to property
- To reduce the likelihood of actions by staff being successfully challenged in the courts

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them.



5. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
6. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
7. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Minimising the need to use force

It is important to have a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind. Wherever practical, staff will issue a warning to a pupil that force may have to be used before using it.

Staff authorised to use force

All teachers and members of staff, who have the Headteacher's authorisation to be in control of or take charge of pupils, automatically have the power to use force.

Deciding when to use force

Staff can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a. Causing personal injury to, or damage to the property of, any person (including the pupil themselves); or
- b. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Any force used must be in proportion to the consequences it is intended to prevent

The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified:

- Pupil attack on staff or pupil
- Pupils fighting
- Damage to property
- Rough play
- Use of dangerous objects
- Absconding if likely to involve safety

Using force

Wherever possible, staff should tell the pupil to stop and be calm and measured. They should not give the impression of acting out of anger, frustration or punishment. Force should cease quickly. Examples include:

- Standing between pupils, leading by the arm, hand on the centre of the back and finally, appropriate restrictive holds.

The degree of force used should be the minimum needed to achieve the desired result

When exercising the power to use force, staff must also take proper account of any special need and/or disability that a pupil might have.



Staff working with special needs pupils will have an awareness of situations that may provoke difficult behaviour, preventative strategies and de-escalation techniques. They will know of any previous incidents and handling strategies that are recommended. SLT and medical staff may be called – though not necessarily waited for. They should be involved in post-incident follow up.

Reasonable force may also be used to search pupils without their consent for weapons. The Department for Education strongly advises schools not to search pupils where resistance is expected, but rather to call the police.

It is always unlawful to use force as a punishment.

Staff should always avoid touching or restraining in such a way that could be interpreted as sexually inappropriate conduct. Sometimes physical contact may be proper or necessary – such as sport and first aid.

Staff training

There may be particular needs for staff that work closely with pupils with additional needs or disability; however, training will be offered to all staff.

Staff should be made aware of this policy and procedures during their induction.

Recording and reporting incidents

Systematic records of any serious incident are kept using the specific form and the school's management information system (MIS) - (See Appendix 1).

It is very important to have a *witness* to what happened. After any recordable incident, parents should always be informed (telephone first and then confirm in writing).

Post-incident support

First aid and emotional support will be offered for staff and pupils. Punishments such as exclusions and pastoral support programmes may follow.

Dealing with complaints and allegations

Parents and pupils have a right to complain about actions taken by school staff and should contact the Headteacher.

Monitoring and review

Members of the Local Governance Committee and the Senior Leadership Team will review this policy every 3 years.



APPENDIX 1 – Record of Serious Incident Form

NAME OF SCHOOL Details of pupil or pupils on whom force was used by a member of staff	
Name	
Class	
Date, Time, location	
Names of staff involved (directly or as witnesses)	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons	
Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used	
Reason for using force and description of force used	
Any injury suffered by staff or pupils and any first aid and/or medical attention required	
Any information about the incident shared with staff not involved in it and external agencies	
When and how those with parental responsibility were informed about the incident and any views they have expressed.	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by: Name, role and date	
Report countersigned by: Name, role and date	





'Love to learn: learn to love'

Dame Tipping C of E Primary School

DRAFT Admissions Policy for September 2024

The Governors welcome applications for places for children whose parents wish them to be educated at Dame Tipping CofE Primary School. Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below. After the admission of pupils with Education Health and Care Plans where Dame Tipping CofE Primary School is the named school, the oversubscription criteria will be applied in the order in which they are set out below.

Definitions

Sibling

A brother or sister (that is, another child of the same parents, whether living at the same address or not), or half-brother or sister or a step-brother or sister or an adoptive or foster sibling, living as part of the same family unit at the same home address.

Child

Anyone under the age of 18.

Children Looked After (previously Looked After Children):

A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

Adoption includes children who were adopted under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders).

Child arrangements orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

Children of staff

Where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post.

Policy and number for entry into Year R

Dame Tipping CofE Primary School provides a 4 to 11 education. Children will be admitted at age 4 without reference to aptitude or ability. The number of intended admissions for the year commencing the 1 September 2024 will be 15.

Applying For a Place- Cohort Applications

You must make an application to the Local Authority for your child to attend Dame Tipping CofE Primary School. The Governors recommend that parents/carers read the current Havering Co-ordinated Admissions Arrangements,

available to download from the Infant/Primary section of the Havering website www.havering.gov.uk/admissions before completing any application.

Oversubscription for entry in Year R

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit.

- 1) Looked after children and all children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
- 2) Children of staff at the school.
- 3) Siblings on roll in September 2023.
- 4) Children living nearest the school as measured by the agreed by the local authority measuring system.

Home Address

The home address excludes any business, relatives or childminders address and must be the child's normal place of residence. Where the child is subject to a child arrangements order and that order stipulates that the child will live with one parent/carer more than the other, the address to be used will be the one where the child is expected to live for the majority of the time. For other children, the address to be used will be the address where the child lives the majority of the time. In other cases, where the child spends an equal time between their parents/carers, it will be up to the parent/carers to agree which address to use. Where a child spends their time equally between their parents/carers and they cannot agree on who should make the application, we will accept an application from the parent/carer who is registered for child benefit. If neither parent is registered for child benefit, we will accept the application from the parent/carer whose address is registered with the child's current school or nursery.

Dame Tipping CofE Primary School will not generally accept a temporary address if the main carer of the child still possesses a property that has previously been used as a home address, nor will we accept a temporary address if we believe it has been used solely or mainly to obtain a school place when an alternative address is still available to that child.

The address to be used for the initial allocation of places will be the child's address at the closing date for application. Changes of address may be considered in accordance with Havering's coordinated scheme if there are exceptional reasons behind the change. Any offer of a place on the basis of address is conditional upon the child living at the appropriate address on the relevant date. Applicants have a responsibility to notify the school and the Havering School Admissions Team of any change of address and must provide verification of the new address immediately. This should be supported by evidence from a solicitor regarding the date of exchange of contracts if parents/carers are purchasing a new home or the signed tenancy agreement if they are renting a property. The length of a tenancy agreement from the letting agent should be sufficient to cover the date on which their child would start attending the school.

If a parent/carer is found to have used a false address or deliberately provided misleading information to obtain a school place, the offer will be withdrawn (or if before the allocation of places, the application will be cancelled).

Waiting Lists:

These are administered by the local authority.

In the event that parents/carers are offered a lower preference school, Havering will automatically place children on a waiting list for higher preference schools. The child's name will automatically remain on the waiting list for the Autumn Term (September to December) unless a parent advises the School Admissions Team to remove them from the list/s.

The Havering School Admissions Team holds and maintains the waiting lists for all schools in Havering.

Havering are not responsible for waiting lists for schools located outside of Havering. Parents/carers should contact the individual school concerned or the schools Local Authority to ask about waiting list procedures.

Priority cannot be given to children based on the date that their application was received or their name was added to the waiting list. Waiting lists are re-ranked in accordance with the schools published admission criteria each time a child's name is added to the waiting list.

A child's position on the waiting list can move up as well as down.

In Year Admissions

For all In Year Admissions, please read the Havering "Finding a School Place" booklet, which is available to download from: www.havering.gov.uk/admissions

All parents must complete an In Year Common Application Form (ICAF) application, which is available to download from: www.havering.gov.uk/admissions/ICAF.

Tie Break

Proximity to the school will first be applied if the school is oversubscribed in any criteria (apart from the criteria applying to Looked After Children/Previously Looked After Children) with those living closest to the school. Distance will be measured from the centre of the child's home to the centre of the school.

Random allocation will be used as a tie-break to decide who has highest priority for admission if the distance between a child's home and the school is the same in any individual case.

If children of multiple birth (twins and triplets) are tied for the final place, those siblings will be admitted over PAN.

Deferred entry for infants

In recognition that some parents will feel that their child is not ready to start school in the September after their child turns four, parents can request that their child attends part time until they reach statutory school age or that the date their child is admitted to school is deferred until later in the same academic year, but not beyond the start of the summer term of the academic year for which a place has been offered. In addition, parents of summer born children (those born between 1 April and 31 August) can request for their child to be admitted to reception a year later outside of their chronological year group, thereby starting school only once they reach statutory school age. This does not apply to children born in the autumn and spring as these children must legally be in school full time in the term after they turn five years old (Further information is provided below).

Admission of children outside their normal age group

Applicants may choose to seek a place outside their child's chronological (correct) year group. Decisions will be made on the basis of the circumstances of each case and what is in the best interests of the child concerned.

- Applicants who are applying for their child to have a decelerated entry to school, i.e. to start later than other children in their chronological age group, must initially apply for a school place in accordance with the deadlines that apply for their child's chronological age. If it is agreed for the child to have a decelerated entry to Dame Tipping CofE Primary school the place cannot be deferred and instead the Local Authority will be informed of the decision and the application will be cancelled. The applicant will be invited to apply again in the following year for the decelerated cohort.
- Applicants who are applying for their child to have an accelerated entry to school, i.e. to start earlier than other children in their chronological age group, must initially apply for a school place at the same time that other families are applying for that cohort. If it is agreed for the child to have an accelerated entry to Dame Tipping CofE Primary School, the application will be processed. If it is not agreed for the child to have an accelerated entry to the school, the Local Authority will be informed of the decision and the application will be cancelled. The applicant will be invited to apply again in the following year for the correct cohort.

Applicants must state clearly why they feel admission to a different year group is in the child's best interest and provide what evidence they have to support this.

Appeals

All applicants refused a place have a right of appeal to an independent appeal panel constituted and operated in accordance with the School Admission Appeals Code. Applicants are only able to appeal once each academic year, unless there is a significant change in circumstance.

For information on how to appeal appellants should contact the school within 20 days of being notified that their application has been unsuccessful. Information on the timetable for the appeals process is on each school's website.

Admissions Advice

If, after having read the following documents, you have any queries about applying for a place at Dame Tipping CofE Primary School, please contact Mrs McCarthy 01708 745409 or via e mail at: office@dametipping.havering.sch.uk or at the main school office.

The London Borough of Havering Admissions team can be contacted at schooladmissions@havering.gov.uk or on 01708 434600 or by post to Admissions Team c/o Town Hall, Main Road, Romford, Essex RM1 3BD.

Please pay particular attention to the various deadlines detailed throughout the documents.



Dame Tipping Church of England Primary School Behaviour Policy



Implementation Date	September 2022
Review Date	September 2024

Rationale

At Dame Tipping CE Primary School, we expect every child to demonstrate high standards of behaviour at all times to ensure that:

- Every child has the right to feel safe, secure at school, and have the opportunity to enjoy learning without distraction from others.
- Every teacher and adult to be able to teach without obstruction and to work in a mutually respectful and professional environment.
- Every parent/carer know that their child is safe, treated fairly and will be supported to develop the skills to enable them to engage positively in our school community

Beliefs

Our Trust's beliefs are at the heart of everything we do and we believe that promoting these values will create, not only a great learning community, but enable our pupils to be successful learners in later life. Our values are:

Boundless Creativity **Heartfelt Compassion** **Courageous Optimism**

This policy aims to promote these beliefs whilst focusing on good positive learner behaviour in school at all times. When discussing school rules with our pupils and the type of learning community we all wanted, we decided that all expectations could be summarised in three key expectations. They are to be:

Ready to learn **Respectful** to others **Responsible** for yourselves and your actions

Aims

- To ensure all members of the school community can learn and work together in a safe, happy and secure environment.
- To provide a high standard of education through effective teaching and learning for all pupils to succeed within a broad and balanced curriculum.
- To provide equal opportunity for everyone at our school regardless of race, class, gender, sexuality, special educational need, religion, culture or ability.
- To encourage and develop independent thinking, life-long learning, self-esteem and confidence, alongside respect and support for others.
- To provide a safe, caring, happy and stimulating atmosphere driven by our Trust Beliefs, the school's expectations and Golden Rules
- To encourage an educational partnership between children, staff, parents/carers and governors and to promote links with the wider community.
- To develop the role and understanding of staff and pupils of self-responsibility as well as the confidence to recognise behaviours which are not acceptable and to challenge them e.g. their role as a bystander.
- To create a school ethos that encourages children to disclose bullying incidents.
- To raise awareness in the school community of what bullying is and that bullying is unacceptable behaviour.
- To support those who are affected by bullying behaviour and for those involved in bullying behaviour.

Staff Responsibilities

Staff ensure positive learning behaviour through:

Implementation of best practice in learning and teaching:

- Quality first teaching (inclusive, fun & inspiring) ensuring that every child can succeed in every lesson
- Feedback and marking which provides achievable targets that encourage positive learning attitudes

By building positive relationships:

- Rewards - e.g. actively noticing good behaviour, moving up the traffic light, house points, stickers, certificates, Headteachers award and positive messages to parents.
- Good relationships with parents by being available, taking concerns seriously and by informing them of good behaviour and learning success as well as behaviour, which is a concern.
- Remembering a teacher's own role in the behaviour of a class & being mindful of reasons that may be linked to certain behaviour e.g. through inappropriate activity, lack of challenge, breaks in routine etc.
- Balance of reward & sanction - not punishing a whole class for the actions of individuals and knowing that sometimes telling off is enough.
- Knowing the children as individuals. This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults.
- By recording significant contact with parents and carers using the agreed school record keeping systems.
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By modelling and teaching learning behaviours:

- Helping children become independent and active learners, by listening and acting on their knowledge and understanding, encouraging them to think for themselves, develop their own opinions, and to organise their own time and resources effectively, with support from the teacher.
- By ensuring, a child is calm before discussing any negative behaviours knowing that an agitated or angry child will not listen until they are calm.
- Knowing that humour can be an extremely powerful behaviour management tool.
- Adults giving explicit direction and being clear with reasons for actions and consequences for actions e.g. 'I have moved you because you were disturbing other children and if you continue to talk I will sit you on your own'.
- By not engaging children in extended discussion about incidents but simplifying them in relation to school expectations e.g. 'You kicked someone and even though you were provoked it is still unacceptable'.
- To clearly set the expectation that respect means pupils not raising their voice at you or answering back.
- By utilising a variety of positive redirection.
- Using role play/drama and circle time to help children develop strategies to deal with situations and giving the child strategies to deal with a situation if it should arise again.
- By taking pupil concerns seriously and applying, the school's policy on bullying fairly and with an awareness that bullying occurs in every school and is a hindrance to a positive learning climate for both pupils and adults. By ensuring consistency of expectation from all stakeholders
- Referring to school expectations and Golden Rules displayed around the school.
- All adults being proactive in ensuring that children from Reception to Year 6 are expected to enter and leave assembly and to walk around the school quietly in single file with hands by their sides to avoid touching others.
- Ensuring that when a sanction is used it is fair and appropriate for the action.
- Negotiating class rules with the children at the beginning of a school year and displaying these in the classroom.
- Actively discouraging children from leaving the classroom to use the toilet during lesson times and use escorts for the least trustworthy to ensure learning time is maximised.
- By listening but being clear that your decision is final regardless of whether it is perceived as right or wrong.

- By supporting the school policy of ensuring that children who are old enough to go home without an adult at the end of the school day, do so immediately with due respect for our local neighbours and community. Upholding our Trust Beliefs and positively representing our school whilst in our community.

The Parents'/Carers' Responsibilities

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers all want their children to succeed and be safe and happy within school. Parents can support their child to adhere to the expectations of the school community by:

- Explaining to your child what school is a place for learning where they will be living with other people and that means sharing - books, equipment, adult attention and co-operating with others.
- *Helping your child with their learning:* This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources and attending parents' meetings and open evenings to discuss your child's progress with the class teacher.
- *Supporting the school:* Any worries or concerns should be shared first with the class teacher. It is not always appropriate to voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding.
- *Acting on messages from the school:* This may mean praising your child at home for actions at school or discussion and sanctions at home to support those imposed at school as well as understanding that undermining your child's teacher in front of your child will create further situations that may be very difficult to repair.
- *Understanding that the school can act to prevent and stop bullying.* Bullying takes many different forms and the school will always take a balanced view and listen to all sides of a story before acting.
- By not attempting to deal with issues yourself through conversations with children or other parents in the playground.
- *Understanding that children also learn from watching the behaviour and actions of their parents and siblings:* If the parent/carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents/carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved.
- *Sending your child to school on time.* Every day. If they are not well enough to come make sure that they return at the earliest opportunity.
- *Sending your child to school ready to learn:* Children need to concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- By actively supporting the school policy of ensuring that children who are old enough to go home without an adult at the end of the school day, do so immediately with due respect for our local neighbours and community. Upholding our Trust Beliefs and positively representing our school whilst in our community.
- *Communicating with the school any special medical needs:* Or any special circumstances at home that may affect your child's learning.

The Child's Responsibilities

The Golden Rules of Dame Tipping CE Primary School are displayed throughout the school. These rules are regularly explained and discussed with children. The core expectation of behaviours we require from children at in and out of the classroom are:

- Be **ready** to learn - *'Love to learn: learn to love'*
- Treat others with **respect** - always speak and listen appropriately
- Be **responsible** for yourselves and your actions - keep your hands and feet to yourself
- Use school equipment correctly

Rewards

At Dame Tipping C of E Primary School, the staff promote positive discipline by commending good behaviour and making an example of this. The following strategies are used:

- Every Friday one child from each class is nominated by their teacher to receive a Work of the week certificate or a Commendation certificate which is linked to one or more of our Trust Beliefs. The certificates are presented by the Head of School during Celebration Assembly where the teacher outlines the reasons why they have been selected. In addition, the Head of School awards the Headteachers trophy to one pupil each week.
- Staff reward children stickers to celebrate and promote good work and good behaviour. Children collect their stickers in a sticker book and receive a certificate in Celebration Assembly each time they complete their sticker book.
- Verbal praise is given to individual children, groups or whole classes whenever appropriate.
- House Points are awarded by staff up to a maximum of 2 points at any one time, these are handed by way of coloured tokens which are placed in the jars displayed in the school hall. These may be awarded for demonstrating our Trust Beliefs, school expectations and Golden Rules at any time whilst at school. Weekly House Points are collated and the winning house is announced during Celebration Assembly.
- Children, who demonstrate our Trust Beliefs, school expectations and Golden Rules consistently, may be given additional responsibilities around the school including roles such as our Librarians.
- Conversations with parents to inform them about their child's excellent behaviour.

In order to support children who experience difficulty in adopting successful learning behaviours the school uses a range of support strategies. The most important aspect of this is to have full parental support in the wider aims and ethos of the school in correcting behaviour, which is to the learning detriment of pupils. Other such strategies include:

- A system for logging incidents which allows for an analysis and tracking of issues and the identification of pupils at risk of suspension, as well as any patterns of bullying.
- Weekly/Daily behaviour reports with individual targets that are monitored by senior members of staff and communicated home.
- Pastoral Support Programmes for children who are identified to be at risk of suspension including the involvement of external agencies.
- Social skills groups for children who present particular difficulties.
- Restorative justice meetings for pupils facilitated by a member of school staff.
- Re-integration meetings with pupils returning from suspension.
- Organised/'Zoned' playground activities with adult led and supervised team games as well as resourced quiet areas.
- Alternative play opportunities at lunchtime for children who find the long period difficult.
- Engaging with outside agencies for support.

Whole School Behaviour Tool - The Traffic Light System

In each classroom the children's names are displayed on a 'traffic light'. The colours on the traffic light start with red at the bottom, and move up to amber, green, silver and then gold. The children's names begin on the green section each morning and their names are moved up or down according to their behaviour throughout the day (see possible examples of each behaviour outlined below). If a child's name reaches gold or remains on red at the end of the day, a conversation with the parent will take place by the class teacher. SLT are informed where necessary.

		Continued Silver behaviour Heartfelt acts of kindness Fantastic learning including homework Amazing learning behaviours	
		Showing resilience in learning Consistently demonstrating Trust Beliefs Continued Green behaviour Consistently following instructions	
		Demonstrating good learning behaviours Following Golden Rules/Class Rules Completing work set by an adult Demonstrating Trust Beliefs	
		Getting out of seat / moving around classroom Calling out Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/minor annoyances Pushing in the line Talking during silent work Not following Golden Rules/Class Rules Minor playground Incidents	Eating sweets in school Refusal to work/unacceptable output Deliberate disruption Accidental damage through carelessness Cheek, offhand comments Minor challenge to authority Minor, non-directed swearing Spitting Repeatedly annoying other children
		<ul style="list-style-type: none"> • Repeated amber behaviour • Deliberately throwing small objects with intention of harming or breaking them. • Harming someone with intent • Damage to school/pupil property • Leaving class without permission • Repeated refusal to do set tasks • Deliberate rudeness to adults • Harmful/offensive name calling/directed swearing at another child or adult • Bullying (including cyber bullying) • Playground incident (targeted harm) • Inappropriate use of school equipment 	

Sanctions

The sanctions ladder (Appendix A) outlines a hierarchy of sanctions and record keeping to guide teachers in consistency of approach across the school. Staff members have the right to confiscate items such as jewellery, mobile phones, toys and sweets and keep them in a safe place until the end of the day/week/school term/until collected by a parent or carer. The wearing of inappropriate clothing or shoes as outlined in the school dress codes will result in contact with the parent/carer to change into full uniform unless previous arrangements have been made. Repeated uniform violations will require the involvement of a senior member of staff.

Repeated absence or lateness as recorded by school systems will trigger interventions by a senior member of staff and Educational Welfare Officer (see the attendance policy).

All staff have an active responsibility to intervene at any point or any stage where behaviour is deemed to be inappropriate. The Head of School can undertake suspensions. Internal Suspension requires a pupil to be excluded from all contact with classmates during the school day including break times and assemblies and to be supervised by a senior member of staff with the parent or carer informed of actions. Fixed Term (external) Suspension will only be used as a serious sanction where other strategies have failed or in response to a breach of discipline that is serious enough to put student's learning opportunities at risk, and/or the health and safety of other pupils or staff.

Behaviour Outside of School

Dame Tipping C of E Primary School expect pupils to represent the school positively in the local community and whilst on school trips. Our behaviour code applies to off-site trips and visits. For behaviour outside of school but not on school business, sanctions will apply if there is a clear link between that behaviour and damage to the reputation of the school or maintaining good behaviour and discipline amongst the pupil body as a whole. It is the school policy for children who are old enough to go home without an adult at the end of the school day, do so immediately with due respect for our local neighbours and community. Upholding our school Trust Beliefs and positively representing our school whilst in our community.

Searches and confiscation

The school recognises that we have a duty of care to all of our pupils; in all cases, the need to safeguard all pupils attending Dame Tipping C of E Primary School by confiscating harmful, illegal or disruptive items is vital. There is also a requirement to safeguard the needs and wellbeing of pupils suspected of possessing these items.

We will confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with Head of School and parents, if appropriate.

Searching a pupil

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. The member of staff will contact a designated team member who has authorisation to conduct the search.

Head of School and authorised staff members such as; Deputy designated safeguarding lead or Executive Head, will carry out the search of a pupil. The search should be conducted by the same gender as the pupil and with another adult present; before any search is undertaken consent will be sought from the pupil.

If the authorised member of staff considers a search necessary, but is not required urgently, they will seek the advice of the head of school, designated safeguarding lead or Executive Headteacher who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure details are reported on the school's Safeguarding Tool to ensure the DSL is immediately notified.

The school will only search a pupil if the school has good reason to and all searches will be conducted in such a manner as to minimise embarrassment or distress to the pupil. The school recognises that the action of the school in such cases could infringe on the pupil's wellbeing and rights. The school will consider that all pupils have the right to expect a reasonable level of personal privacy, under Article 8 of the European Convention of Human Rights.

In all cases the school will

- Seek consent from the pupil
- Conduct the search in a calm and respectful manner
- Explain to the pupil why the search is happening
- Explain how the search will be conducted and by whom
- Inform the pupil where this will take place
- Ask the pupil if they have any questions

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head of School or Deputy designated safeguarding lead, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder

Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as "prohibited items"), the pupil may be searched without their consent. Where possible the school will inform the parents that a search will be carried out for a prohibited item, prior to the search being carried out. However, in circumstances where it has not been possible to make contact the parents will be informed of the search and outcome after the event and within a timely manner. All searches will be treated as a safeguarding concern; the DSL will be informed and details will be logged on the school's safeguarding tool My Concern, recording:

- The date, time and location of the search
- Which pupil was searched
- Who conducted the search and any other adults or pupils present
- The reason for the search
- What items, if any, were found

- What follow-up action was taken as a consequence of the search

Authorised staff will search a pupil's bag, pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes:

- Gloves
- Scarves
- Shoes

The school will search for:

- Any items with the pupil's informed consent
- Prohibited or banned items, with or without the pupil's consent

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers & Vapes
- Fireworks
- Pornographic images
- Scissors
- Razor blades
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including the pupil) or damage property

Pupils who have been in the possession of drug, alcohol or weapons will be considered vulnerable and at risk of exploitation. The school will work with and endeavour to seek the appropriate help from professional services to support the young person.

When items are found, they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon, it must be passed to the Police.

The staff are **not** allowed to carry out strip searches, including the Head of School and authorised staff. Only police under the Police and Criminal Act 1984 (Code A) and in accordance with the Police and Criminal Evidence Act (Code C) who have been asked to come to the school may decide whether a search is necessary and carry it out.

Before calling the Police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations. It is appropriate to discuss incidents with the child, suggest alternative games, make a record of event and inform one of the designated safeguarding officers. If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform the designated child

protection officer immediately. Repeated or serious sexualised behaviour will result in a referral to Children's Social Care/Police Services.

Pupils with Special Educational Needs & Disabilities

To be fully inclusive the school expects the same standards of safe and respectful conduct from all of its pupils. This behaviour policy applies to all pupils who attend the school however, the school acknowledges its duty not to discriminate on the basis of special educational need or disability and that it has a duty to make reasonable adjustments to ensure that all children are included and receive their education entitlement. For children with additional needs who present behavioural challenges the school will additionally seek the support and advice of external agencies. Reasonable adjustments may include changes to timetabling, to the received curriculum and the provision of resources and scaffolds such as visual timetables and additional adult support.

Bullying

Bullying can happen anywhere; however, it prevents equality of opportunity and it is everyone's responsibility to prevent it from happening and to deal with it robustly when it does occur.

What is bullying?

The term 'bullying' has changed over time. The Department for Education defines bullying as:

- Repetitive, wilful or persistent behaviour intended to cause harm, although one-off incidents can in some cases also be defined as bullying
- Intentionally harmful behaviour, carried out by an individual or a group
- An imbalance of power leaving the person bullied feeling defenceless.

The Anti-Bullying Alliance defines bullying as:

- Intentional, repetitive or persistent
- Hurting of one person by another, where the relationship involves an imbalance of power Bullying can be physical, verbal or emotional by a single person or a gang.

There are four main types of bullying. All of these types of bullying can take the form of Homophobic/Racist/Ability or gender-based bullying:

Verbal: Verbal bullying is when someone is called names, threatened and made to feel bad

Physical: Physical bullying is when someone is hit, punched, pushed or have their personal items stolen and any other kind of physical, aggressive contact

Social: Social bullying is when someone is left out of games, deliberately ignored and has bad things spread about them and made to feel like an outsider

Cyber: With the technology age a new type of bullying was born; Cyber Bullying. This type of bullying can be chat rooms, online, instant messaging, on a mobile phone or even e-mails

What can the school do?

We encourage all children to approach adults when they are upset. Where bullying is suspected teachers will speak to all the children involved and try to find out the cause of the issue. This process will often involve discussions about what happened and why. Children will be encouraged to understand what has gone wrong, reflect and confront the impact of what they have done. All serious reported incidents are recorded which are recorded and regularly reviewed. If there are repeated issues involving the same child then the school uses social skills groups, increased playground supervision, circle (social and citizenship) times in class, lunchtime clubs (including Reflection Zone) and on rare occasions of serious & sustained bullying children can be excluded.

Strategies for Reducing and Eliminating Bullying

Reasons a pupil may experience bullying may include:

- Race / Gender / Class/ Sexuality
- New child in school
- Child with family crisis
- Disability or difference of any kind
- Children who are not assertive (timid), unlikely to fight back, children with few friends, anxious or fearful children, younger children and those outside a group.

Reasons for being a bully may include:

- Experiences of violence
- Enjoyment of power / creating fear
- Low self-esteem
- Copying behaviour seen at home or on television

We firmly believe that prevention is better than cure, so we:

- Regular training for staff in behaviour management, including identifying and dealing with bullying
- A Personal Social, Health & Citizenship Education curriculum which addresses social issues such as bullying and an annual anti-bullying week
- Regular class circle time which is used to address bullying and explore issues of feelings / friendship / asking for help when needed
- Each class has a 'Worry Monster' through which children are provided with a further opportunity to report bullying and anxieties.
- Pupils are regularly reminded of our referral systems for bullying: self-referral (this is when a child is directly involved in an incident); peer referral (when a child has witnessed an incident but is not directly involved); parent / carer referral (when a parent raises a concern about bullying). We have clear referral routes for all pupils.

We actively follow-up all incidents as this is crucial to pupils feeling confident that the school has taken the incident seriously and that action will be taken. Advice for Parents/Carers try to keep a perspective and be calm. As children are growing and learning social skills they can fall out and have arguments. This does not always equate to bullying and both sides of a story need to be heard before anything can be assumed. Follow the school procedures for dealing with incidents and don't try to deal with them yourself which poses the risk of being accused of bullying yourself. Parents who approach other children or parents about issues very often make the situation much worse. Don't give permission for bullying by encouraging children to hit back, or to 'toughen up'.

Procedure for Dealing with Bullying - See Appendix B

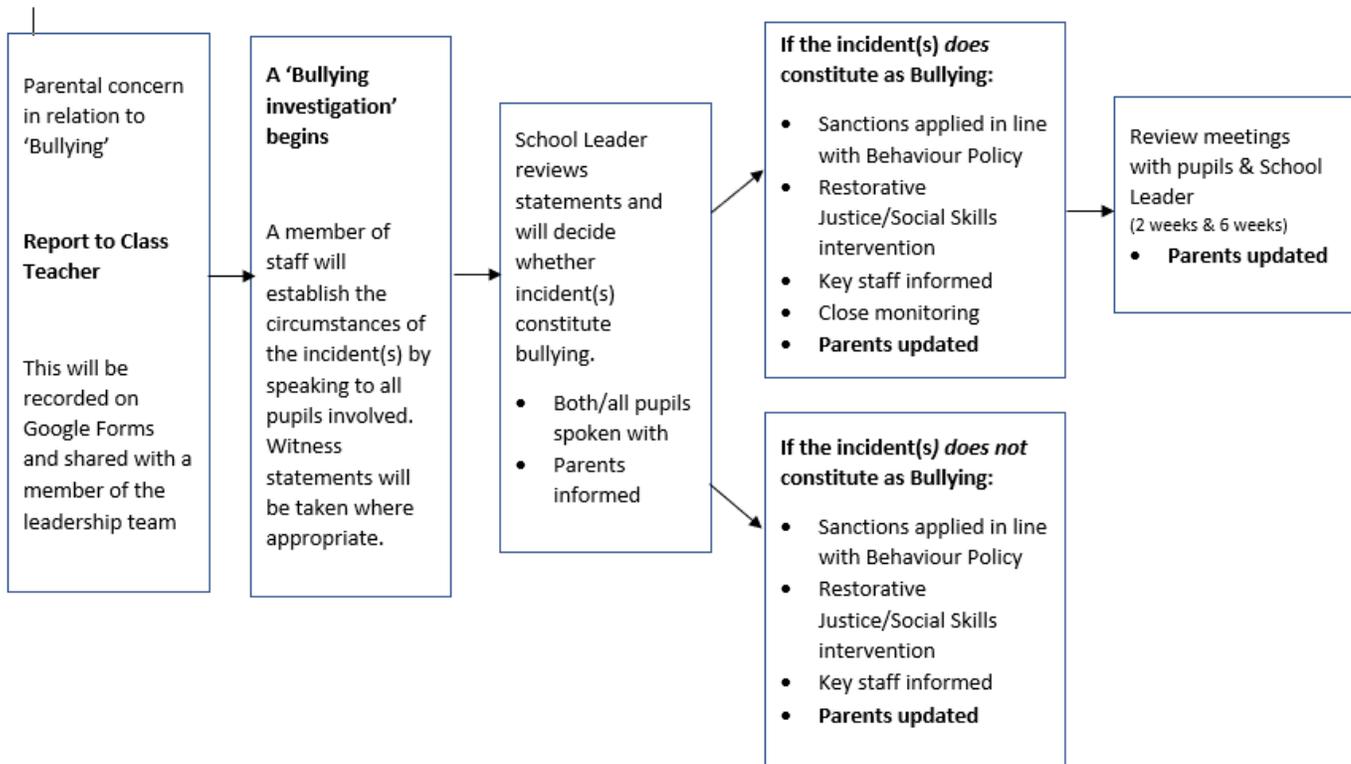
Appendix A

Sanction Ladder

Level	Examples of Behaviour	Appropriate Sanction	Comments
1	<ul style="list-style-type: none"> Calling out Getting out of seat / moving around classroom Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/minor annoyances Pushing in the line Talking during silent work Minor playground Incidents 	<ul style="list-style-type: none"> Eye contact or tactical ignore Reminders Verbal reprimand Statement of inappropriate behaviour and consequences for repeating it Change of seating Use of in class behaviour system (e.g. moving to warning) 5 minute playground cool down (shadowed by Staff) 	<ul style="list-style-type: none"> Not recorded No other staff members involved. Peer Mediators /TA on duty deal with playground incidents After 3 repetitions within a small time frame then move to Stage 2
2	<ul style="list-style-type: none"> Repeated Stage 1 behaviour Eating sweets in school Refusal to work/unacceptable output Deliberate disruption Accidental damage through carelessness Cheek, offhand comments Minor challenge to authority Minor, non-directed swearing Spitting Repeatedly annoying other children Playground conflict (not targeted) Being in a building unauthorised 	<ul style="list-style-type: none"> Moved down on 'traffic light' Separation from the rest of the class within classroom Writing a letter of apology during break time (with class teacher) 5 - 20 minute missed lunchtime to complete unfinished work/complete pupil behaviour reflection (with year group lead) 5 minute playground time out Repair/clean up of damage. 	<ul style="list-style-type: none"> Child may be spoken to at the end of the lesson (at the teachers' discretion) Staff on duty to deal with playground incidents Repeated incidents within a short time frame to be reported to class teacher
3	<ul style="list-style-type: none"> Repeated Stage 2 Behaviour Deliberately throwing small objects with intention of harming or breaking them. Harming someone with intent Damage to school/pupil property Leaving class without permission Repeated refusal to do set tasks Deliberate rudeness to adults Harmful/offensive name calling/directed swearing at another child or adult Bullying (including cyber bullying) Playground incident (targeted harm) Inappropriate use of school equipment 	<ul style="list-style-type: none"> Moved down on 'traffic light' Child may be removed from classroom and sent to work in another classroom. Class teacher to inform parents of this. Informal contact with parents (class teacher) Separation from the rest of the class to complete work in another classroom Lunchtime detention (Resolution Zone) including the completion of reflection Behaviour chart (sticker chart) monitored by teacher and shared with parent Withdrawal from school events e.g. trips 	<ul style="list-style-type: none"> Incidents recorded on Pupil Asset (kept on file) Parental contact recorded on Google Forms (kept on file) Reported to Head of School or SENDCo repeated incidents within a short time frame
4	<ul style="list-style-type: none"> Repeated Stage 3 Behaviour Repeatedly leaving the classroom without permission Fighting in the classroom Playground incident (repeated intentional physical harm) Throwing large dangerous objects Serious challenge to authority Verbal abuse/swearing to any staff or parent Bringing the school into disrepute e.g. on public transport, locality. Vandalism/graffiti Stealing Persistent or serious bullying including cyber bullying Racist/homophobic incidents Truancy Malicious or inappropriate use of new technologies (see also ICT policy) 	<ul style="list-style-type: none"> Moved down on 'traffic light' Formal telephone call/contact/ letter/ meeting with parents by member of SLT. Possible recompense for damaged property from parent School 'community service' Behaviour chart (sticker chart) monitored by Senior member of staff & shared with parent Possible denial of technology access rights Lunchtime detention (Resolution Zone) including the completion of reflection Suspension from site at lunchtimes Internal suspension up to 3 days Possible fixed term suspension up to 15 days/Permanent suspension Withdrawal from school events e.g. trips 	<p>Requires immediate involvement of Head of School/SENDCo</p> <ul style="list-style-type: none"> Incidents recorded on Pupil Asset (kept on file) Parental contact recorded on Google Forms (kept on file) SENCO to review SEND need Involvement of outside agencies e.g. CAMHs Personal Support Plan (PSP) to be put in place
5	<ul style="list-style-type: none"> Repeated Stage 4 Behaviour Extreme danger or violence Very serious challenge to authority Verbal or physical abuse to any staff Possession of a weapon considered dangerous by an adult at Dame Tipping C of E Primary School. Possession of illegal drugs or substances portrayed or believed to be a danger by an adult at Dame Tipping C of E Primary School 	<ul style="list-style-type: none"> Fixed term or permanent suspension. 	<ul style="list-style-type: none"> Requires immediate involvement of Head of School/Executive Head Suspensions reported to LEA and Governing Body Parallel Procedures for official out of school activities (PRU)

Appendix B

Bullying investigation procedure





Feedback and Marking Policy



Implementation Date	September 2022
Review Date	September 2024

The aims of this policy are:

- To promote independent learning for all children
- To be inclusive ensuring all children enjoy and achieve
- Increase opportunities for *constructive* feedback to be given during the lesson
- To maintain consistently high standards for all children

To provide children with the best possible opportunity to make progress, almost all feedback and marking takes place during the lesson. The role of the teacher is to address misconceptions and give advice to children which enables them to make improvements. Advice is immediate and given as part of the lesson. Children action advice given during the lesson immediately - this will be evidenced in their learning books.

However, there may still be a need for some marking to take place outside of the lesson. Teachers may need to provide recorded feedback, including corrections, positive praise, stickers and targets. Marking should still support assessment and inform planning adaptations.

Feedback should:

- Be regularly provided to pupils.
- Give children opportunities to reflect upon their learning needs and evaluate their own and their peers' learning
- Use feedback to assist teachers in assessment and planning of pupils' work.
- Allow children to know the next step in their own learning and motivate them to action this.

Feedback strategies

- Peer and self-assessment
- Immediate targets given in lesson
- Judge against criteria/age related expectations
- Scaffold feedback using the IPad as a visualiser

Feedback

Feedback should focus on the learning intention of the task. The emphasis of feedback should be to address and clarify misconceptions and enable children to make improvements which lead to progress in their learning. However, presentation should be referred to where appropriate and targets provided, e.g. for spelling and letter formation. Focused comments must help the child in 'closing the gap' between what they have achieved and what they could have achieved.



Feedback Codes



✓✓✓	The child has met the LO (To be marked next to the LO)
✓✓	The child has partially met the LO (To be marked next to the LO)
✓	The child has not met the LO (To be marked next to the LO)
	<p>Stamp to be used during the lesson for immediate feedback which addresses misconceptions/raises standards.</p> <p>Stamp to be placed in the body of the learning predominately for challenge but may be used for positive feedback.</p> <p>Where possible, children are to write their targets (in KS2 use the Purple Pen of Progress)</p> <p>Stamp can be used at the end of the lesson where additional feedback is required.</p>
Children writing in purple pen (KS2)	Children annotate and improve their work using the Purple Pen of Progress.
✓	Correct (Teacher, Peer, Child)
●	Incorrect (Teacher, Peer, Child)
Sp _____	Incorrect spelling KS1 - next to word KS2 - in margin on left
//	Paragraph
	Stickers regularly provided by adults and added to children's books
Not achieved ● (Red) Part achieved ● (Yellow) Achieved ● (Green)	To be used by the children at the end of every piece of work (Using coloured pencil)

Appendix 1

Examples of improvements prompts given in the lesson for immediate response

(Be specific, use concise phrases and link directly to learning)

Use of consistent and accurate language related to terminology - see National Curriculum

Please do not create your own codes

- (STAMP - Mrs _____ says) Check full stops
- (STAMP - Mrs _____ says) Check place value
- (STAMP - Mrs _____ says) Use the correct operation
- (STAMP - Mrs _____ says) Remember the decimal point
- (STAMP - Mrs _____ says) Use a dictionary to check.....
- (STAMP - Mrs _____ says) Use ambitious vocabulary
- (STAMP - Mrs _____ says) Remember finger spaces
- (STAMP - Mrs _____ says) Show the calculation
- (STAMP - Mrs _____ says) Include a colon
- (STAMP - Mrs _____ says) Use an A,A sentence
- (STAMP - Mrs _____ says) Form the letter f correctly
- (STAMP - Mrs _____ says) Use a ruler
- (STAMP - Mrs _____ says) Fantastic use of exclamation sentences for effect
- (STAMP - Mrs _____ says) Amazing explanation of your method
- (STAMP - Mrs _____ says) Remember fair test
- (STAMP - Mrs _____ says) Don't forget to read it back
- (STAMP - Mrs _____ says) Start here
- (STAMP - Mrs _____ says) What will (character name) do next and why?
- (STAMP - Mrs _____ says) Which words did you like in this text and why?
- (STAMP - Mrs _____ says) Move onto the challenge
- (STAMP - Mrs _____ says) Make your lower case letters smaller

Appendix 2

Examples of children's reflective writing at the end of a unit of learning

(This list is by no means exhaustive and will be added to regularly)

This could link to the thinking hats.

Detail in the reflective writing will be age dependent

Writing - I am really pleased with my word choices during this topic such as curious as it builds suspense.
I would like to learn how to use inverted commas correctly in my next story.

Maths - I really enjoyed this unit because I now feel more confident dividing using formal methods. I learnt short division and am looking forward to applying this to arithmetic tests.

Science - I didn't know very much about how to build an electrical circuit. During the topic we used electrical components to create our own circuits and now it all makes sense!



LIFE Education Trust

PAY POLICY 2022-23

Policy	PAY POLICY
Staff Consulted	To 14.10.22
Policy adopted by Trust Board	13.9.22
Reported to LGBs for implementation	17/10/22
Implementation Date	17/10/22
Review Date	September 2023
Policy Source	HES HR

LIFE Education Trust Pay Policy

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A. Introduction

1.0 Introduction

- 1.1 The Pay & Personnel Committee has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for those employed by the Trust.
- 1.2 The policy complies with the School Teachers' Pay & Conditions Document (STPCD), the National Joint Council (NJC) national agreements, and LIFE specific terms and conditions for Central Trust employees.
- 1.3 The Pay & Personnel Committee is established with delegated powers in respect of this policy and to review the application and outcomes of the Trust's and Local School's pay and performance arrangements.

2.0 Aims of the Policy

- 2.1 To ensure that pay and establishment arrangements enable the current and future delivery of the curriculum and local school improvement plans.
- 2.2 To support the recruitment and retention of great people.
- 2.3 To demonstrate that decisions on pay are both objectively justifiable and equitable by recognising the principle of equal pay for like work and for work of equal value.
- 2.4 To provide flexibility to recognise individual employee performance linked to pay decisions.

3.0 Principles

3.1 Diversity and Equal Opportunities

- 3.1.1 The Trust seeks to ensure equal opportunities and respects the diversity of all employees regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 3.1.2 The Trust will promote equity in all aspects of school life, particularly as regards to advertising of posts, appointments, promotions, pay, training and people development.

3.2 Performance

- 3.2.1 All employees on school teachers' terms and conditions are subject to performance related pay arrangements will be assessed in accordance with the Trust's Appraisal Policy (Attachment 4).
- 3.2.2 Annual progression within any pay range is as set out in the contracts of employment for Employees on NJC Terms and Conditions and Central Trust employees respectively and will be determined through the performance management process.

B. STCPD Employees

4.0 Pay Reviews

- 4.1 The Pay & Personnel Committee will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
- 4.2 The Pay & Personnel Committee will ensure that the Head Teacher's annual pay review is completed by 31 December. This requirement also extends to Executive Head Teachers and Heads of School.
- 4.3 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A formal statement will be issued after any review and, where applicable, will give information about the basis on which it was made.

5.0 Pay Determination

5.1 Headteacher Pay Determination

- 5.1.1 The CEO will recommend the pay range and starting salary of Executive Headteachers, Headteachers and Head of Schools including assigning a seven point Individual Pay Range (IPR) based on the school group size and any permanent additional relevant factors, as determined within the framework of the current STPCD for approval by the Pay & Personnel Committee.
- 5.1.2 The salary can exceed up to 25% of the maximum of the school(s)' combined group size by the Pay & Personnel Committee making a determination to increase the IPR. Other than in exceptional circumstances, the IPR will not exceed 25% of the maximum of the school group size. A decision to exceed 25% of the maximum of the school group size must be supported by a clear business case referred for external independent advice before being considered by the Pay & Personnel Committee.
- 5.1.3 The Pay & Personnel Committee will ensure that, other than in exceptional circumstances, there is no overlap of salary bands between the Headteacher and other leadership posts.
- 5.1.4 In addition, the Pay & Personnel Committee may consider an additional payment to the Headteacher in respect of temporary additional duties and responsibilities not included as a permanent factor in the calculation of the IPR. The additional payment will be time limited and will not exceed 25% of the agreed salary or 25% of the school group size, whichever is lower.
- 5.1.5 The IPR may be reviewed and subject to change to fill a vacant Headteacher post. For a newly appointed Headteacher the salary will be within the agreed IPR taking into account the experience of the successful candidate.
- 5.1.6 The Pay & Personnel Committee will ensure that the reasons for setting the pay range at a given level are recorded and that the process for the determination of all Headteacher posts is objectively justifiable.

LIFE Education Trust Pay Policy

5.2 Deputy/Assistant Headteacher Pay Determination

- 5.2.1 The Executive Headteacher/Headteacher will determine a five point pay range and starting salary for teachers on the Leadership Pay Ranges after consultation with the CEO.
- 5.2.2 The maximum of the Deputy or Assistant Head Teacher's pay range must not exceed the maximum of the Headteacher group for the local school. The pay range for a Deputy or Assistant Head Teacher should only overlap the Headteacher's pay range in exceptional circumstances.
- 5.2.3 On appointment, a teacher paid on the leadership scale will be appointed according to their experience at any point below the maximum of the pay range.
- 5.2.4 Any salary ranges or starting salaries outside the current pay structure must be approved by the Pay & Personnel Committee.
- 5.2.5 The pay range for teachers paid on the leadership spine will be reviewed on 1 September each year. Alternatively, the pay range may be reviewed at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for an employee on the leadership spine.
- 5.2.6 The Pay & Personnel Committee will ensure that the reasons for setting the pay range at a given level are recorded and that the process for the determination of all leadership posts is objectively justifiable.

5.3 Leading Practitioners Pay Determination

- 5.3.1 The Executive Headteacher/Headteacher will determine a salary range and starting salary for Leading Practitioners after consultation with the CEO.
- 5.3.2 These posts will carry responsibility for modelling and leading the improvement of teaching skills across the local school and within the Trust which impact significantly and positively on pupil progress. These posts will assume a leadership role in developing, implementing and evaluating policies and practices in the local school that contribute to school improvement.
- 5.3.3 The pay range will be within the minimum and maximum of the range for Leading Practitioners as set out in Attachment 3a for Havering schools and in Attachment 3b for Essex schools.
- 5.3.4 When determining the pay range for such posts, the Executive Headteacher/Headteacher will do this by reference to the weight of responsibilities of the post and also the need to ensure objectively justifiable pay relativities between other posts.
- 5.3.5 Any Leading Practitioner appointment will be placed at the bottom point of their pay range.
- 5.3.6 Any salary ranges or starting salaries outside the current pay structure must be approved by the Pay & Personnel Committee.

5.4 Unqualified, Main & Upper Pay Range Teachers Pay Determination

- 5.4.1 The Pay & Personnel Committee will ensure that posts are paid in accordance with the Unqualified, Main & Upper Pay Ranges are set out in Attachment 3a for Havering schools and in Attachment 3b for Essex schools. These pay ranges are determined by the current STPCD.
- 5.4.2 A teacher will normally be appointed to the minimum pay point of the band, or their current pay point where continuous service applies. However, appointment to a higher pay point in the band may be agreed to take account of a teacher's previous salary and/or relevant skills and experience.

LIFE Education Trust Pay Policy

- 5.4.3 For a main pay scale Teacher, who is appointed directly from another school/trust for the start of the Autumn term and is not at the top of the scale, it will be expected that they would be appointed at the next pay point. The exception to this would be if the previous school had notified to both the teacher and the Trust that their incremental progression would have been withheld had they remained.
- 5.4.4 The pay point awarded on appointment will be determined by the Executive Headteacher/Headteacher after consultation with the CEO subject to 5.4.1 to 5.4.3.

6.0 Pay Progression Based on Performance

6.1 Head Teacher Pay Progression

- 6.1.1 The Headteachers' Performance Management Review Panel will be responsible for making pay progression recommendations for Headteachers. .
- 6.1.2 These recommendations will be reviewed and further recommended by the CEO and approved by the Pay & Personnel Committee

6.2 Other Leadership Group & Lead Practitioners Pay Progression

- 6.2.1 The Executive Headteacher/Headteacher will be responsible for making pay progression recommendations for teachers on the Leadership and Lead Practitioner Pay Ranges
- 6.2.2 These recommendations will be reviewed and further recommended by the CEO and approved by the Pay & Personnel Committee.

6.3 Upper Pay Range, Main Pay Scale & Unqualified Pay Progression

- 6.3.1 The Executive Headteacher/Headteacher will be responsible for making pay progression recommendations for the teachers on these salary ranges.
- 6.3.2 These recommendations will be reviewed and further recommended by the CEO and approved by the Pay & Personnel Committee.
- 6.3.3 Irrespective of performance, there is no entitlement to automatic pay progression from Unqualified to Main Pay Scale or from Main Pay Scale to Upper Pay Range or Leading Practitioner.
- 6.3.4 There will be automatic pay progression for teachers on the Main Pay Scale unless concerns about standards of performance have been formally raised with the teacher during the performance management cycle and have not been sufficiently addressed by the end of the process, despite appropriate support provided to the teacher in which case pay progression can be withheld. This may be done without requiring the need for capability procedures.
- 6.3.5 For teachers' whose performance has been determined as exceptional there is scope for pay to move two progression stages.
- 6.3.6 A teacher on the Upper Pay Range will be eligible for biennial performance pay progression where they have:
- Demonstrated increasing levels of outstanding teaching overall
 - Met the requirements of their job description/job role
 - Met their individual performance management objectives, although consideration will be given where factors beyond the teachers' control have impacted on their ability to meet those objectives
 - Demonstrated a personal responsibility for identifying and meeting their CPD needs

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6.4 Pay Progression & Teacher Absence

6.4.1 *Maternity Leave*

6.4.1.1 Teachers should not be disadvantaged by being on maternity leave and as such, the Executive Headteacher/Headteacher will base any pay and appraisal determination on the evidence available for any period before and after the maternity leave, including taking account of performance in previous appraisals.

6.4.1.2 This also applies for employees on adoption leave and shared parental leave.

6.4.2 *Long Term Sickness*

6.4.2.1 The pay progression process shall be suspended for when a teacher is absent from work due to long term sickness.

6.4.2.2 On return from sickness absence the Executive Headteacher/Headteacher should consider an assessment of overall performance for the review year on a case by case basis.

6.4.3 *Sabbatical Leave*

6.4.3.1 The pay progression process shall be suspended for the duration of their sabbatical.

6.4.4 *Suspension from Work*

6.4.4.1 The pay progression process shall be suspended for the duration of their suspension.

6.4.4.2 If the Teacher returns with no formal action having been taken against them, then they should not be disadvantaged by this.

6.4.4.3 If formal action is taken then absence from work due to suspension should not be taken into consideration in reviewing their performance for the year.

7.0 Movement to the Upper Pay Range

7.1 Applications and Evidence

7.1.1 Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

7.1.2 Applications must be made on the appropriate form and submitted to the Executive Headteacher/Headteacher by 31 October in each year.

7.1.3 Applicants with a minimum of six years' teaching experience, with two of those years being at the maximum of the main pay scale will be automatically considered. Anything less than that will be at the Executive Headteacher/Headteacher's discretion.

7.1.4 If a teacher is simultaneously employed at another school either outside or within the trust they will need to submit separate applications if they wish to apply to be paid on the upper pay range in both schools. A local school will not be bound by any pay decision made by another school either within or outside the Trust.

7.1.5 Applications should contain evidence from the applicant's last three appraisals and any other evidence that they feel demonstrates that they meet the relevant teaching standards.

7.1.6 Where an applicant has had a break in service due for example to maternity leave and the evidence above is not available, the Executive Headteacher/Headteacher considering the application can take account of other evidence presented in place of the appraisal reports.

LIFE Education Trust Pay Policy

7.2 The Assessment

- 7.2.1 An application from a qualified teacher will be successful where the Executive Headteacher/Headteacher is satisfied that the teacher is highly competent in all elements of the relevant standards, and their achievements and contribution to the local school are substantial and sustained.
- 7.2.2 For the purposes of this pay policy “highly competent” means performance which is not only consistently good but also good enough to provide coaching and mentoring to other teachers by giving advice and demonstrating effective teaching practice on how to make a wider contribution to the work of the local school, in order to help them meet the relevant teaching standards and develop their teaching practice.
- 7.2.3 For the purpose of this pay policy “substantial” means:
- Of real importance, validity or value to the local school
 - Playing a critical role in the life of the local school
 - Providing a role model for teaching and learning
 - Making a distinctive contribution to the raising of pupil standards
 - Taking advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning
- 7.2.4 For the purpose of this pay policy “sustained” means maintained continuously over a period of 3 years.
- 7.2.5 Where a teacher has been absent on maternity leave, the local school will base any pay and appraisal determination on the evidence available for any period before and after the maternity leave, including taking account of performance in previous appraisal periods.
- 7.2.6 The Executive Headteacher/Headteacher will recommend to the CEO as to whether or not the application should be successful.
- 7.2.7 This recommendation will be reviewed and further recommended by the CEO and approved by the Pay & Personnel Committee.

8.0 Part Time Teachers

- 8.1 Teachers employed on an ongoing basis at a local school but who work less than a full working day/week are deemed to be part-time. The Trust will ensure that part time teachers’ pay and working time will be dealt with in accordance with the current STPCD. All part-time teachers will be given a written statement detailing their working time obligations and the basis on which their pay has been calculated. This is subject to the provisions of the statutory pay and working arrangements and by comparison with the local school’s timetabled teaching week for a full-time teacher in an equivalent post. Pay scales and pay progression will be determined in line with the relevant arrangements stated elsewhere within the policy.
- 8.2 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non-contact time and directed time which will also allocated on a pro rata basis.

9.0 Short Notice/Supply Teachers

- 9.1 Teachers employed on a short notice or supply basis will have their pay determined in line with the arrangements as stated in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.
- 9.2 Teachers who work less than a full day will be paid at an hourly rate, calculated by dividing an annual amount by 1265.
- 9.3 A short notice teacher who is employed by the local school for a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.

10.0 Allowances

10.1 Teaching & Learning Responsibility Payments

- 10.1.1 TLR payments will be awarded to a teacher on the Main Pay Range or Upper Pay Range where a teacher is required to undertake a clearly defined and sustained additional responsibility within the local school's organisational structure. This additional responsibility will be for ensuring the continued delivery of high quality teaching and learning for which they are accountable.
- 10.1.2 The Executive Headteacher/Headteacher will determine the value of a TLR1 and TLR2 payment after consultation with the CEO.
- 10.1.3 For a post to be eligible for either a TLR1 and TLR2 payment it will need to cover all of the following criteria (for a TLR3 payment it is the first 3 criteria only):
- Is focused on teaching and learning
 - Requires the exercise of a teacher's professional skills and judgment
 - Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.
 - Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum.
 - Involves leading, developing and enhancing the teaching practice of others.
- 10.1.4 Part time teachers must, be paid on a pro rata basis for any TLR1 or TLR2 payments but will be paid at the full rate for a TLR3 payment. Where a part time teacher undertakes the full additional responsibilities of a TLR1 or 2, their contractual working time can be adjusted in order that it both fully reflects the additional time spent undertaking those additional responsibilities and provides the full additional payment for such responsibilities.
- 10.1.5 The Executive Headteacher/Headteacher may award a temporary TLR (TLR3) payment to a post requiring additional duties for a time limited period for a specific project. This project will be either identified as a priority within the School Development Plan, or as a substantial local school improvement project or an exceptional one off externally driven responsibility.
- 10.1.6 The value of any temporary TLR3 will be determined by the Executive Headteacher/Headteacher, in consultation with the CEO, according to complexity, level of responsibility and time spent on the role.

LIFE Education Trust Pay Policy

10.1.7 The duration of such temporary TLR3 payments would normally not exceed a set period after which time they will be reviewed and may be extended if appropriate. The Executive Headteacher/Headteacher will formally notify the teacher the purpose for which the responsibility is paid, the length of the fixed term, the amount of the award and that it will be paid in monthly instalments.

10.1.8 There will be no safeguarding of any TLR3 payments.

10.2 Special Educational Needs (SEN) Allowance

10.2.1 The Executive Headteacher/Headteacher will award a Special Educational Needs Allowance, in consultation with the CEO, to a classroom teacher in the following circumstances:

- Who is in a SEN post that requires a mandatory SEN Qualification.
- Who teaches pupils in one or more designated special classes or units in the local school.
- Who is in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit where the post:
 - Involves a substantial element of working directly with children with special educational needs.
 - Requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs.
 - Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the local or unit within the local school.

10.2.2 The value of any SEN allowance in the local school will be within the range prescribed in the current STPCD.

10.3 Acting Allowances

10.3.1 A teacher who covers all of the duties, for a period of at least 4 weeks, associated with a post of a higher grade or additional allowances to their own will be considered for an acting allowance.

10.3.2 A determination should be made within a period of 4 weeks, beginning on the day on which the duties are first assigned and carried out. If such a determination is made to pay an allowance, this payment will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post. The payment will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

10.4 Recruitment & Retention

10.4.1 The Executive Headteacher/Headteacher may authorise a recruitment and retention payment, after consultation with the CEO, where there is clearly demonstrated evidence that such a payment is:

- Required to attract suitable candidates for a post which it has been or it is considered difficult to fill.
- Required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- To recognise a teacher's performance which exceeds the local school's expectations and which is not recognised through accelerated salary progression in other sections in this policy.

10.4.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case and will take to account salary relativities across the Trust's organisational structures and known establishment changes in the future.

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10.4.3 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of no more than 3 years and will be subject to annual review, which may extend the period if appropriate. Any agreement to award a recruitment and retention payment will be formally notified and will include details of the amount of the award, the duration of the award and the review date after which the payment can be withdrawn.

10.4.4 Other than in respect of housing or re-location expenses, the Leadership Group will not be entitled to a separate recruitment and retention payment. Remuneration in respect of any recruitment and retention payment will be reflected in their IPR.

10.5 Unqualified Teacher Allowance

10.5.1 The Executive Headteacher/Headteacher may determine, in consultation with the CEO, that an additional allowance be paid to an unqualified teacher where they have taken on a sustained additional responsibility which is focused on teaching and learning and **either** requires the exercise of a teachers' professional skills and judgement **or** qualifications or experience which bring added value to the role they are undertaking.

11.0 Additional Payments

11.1 Out of School Learning Activities

11.1.1 Teachers who undertake agreed voluntary learning activities outside the normal school day, and whose salary range does not take account of such activity, may be entitled to an additional payment. The Executive Headteacher/Headteacher, will consider each case individually before the activity takes place. Such activities may include but are not limited to:

- Activities for more able children
- Breakfast clubs
- Curriculum linked sporting or arts related activities or clubs.
- Holiday revision groups
- Homework clubs
- Saturday morning booster classes
- Study support groups
- Summer Schools.

11.1.2 The rate of payment will be determined according to circumstances, but will usually be at the teacher's daily or hourly rate calculated by reference to their actual salary on the Main or Upper Pay Range or by reference to a uniform notional spine point salary which would most appropriately be the maximum point of the Main Pay Range.

11.1.3 Where the activity involves an increase in the individual teacher's responsibilities this should be reflected by payment for the activity being on a higher spine point.

11.2 Provision of Services to Other Schools

11.2.1 The Trust may authorise teachers, including Leadership Group, to undertake additional responsibilities and activities relating to the raising of standards in one or more other school/academy.

11.2.2 Where such an agreement is authorised, the CEO will determine, what, if any, payment should be paid in recognition of the associated additional responsibility and how much shall be retained by the Trust to cover associated costs such as administration or supply cover.

11.2.3 All such payments are temporary with no entitlement to safeguarding when they cease.

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11.3 Activities related to the provision of initial teacher training (ITT)

11.3.1 The Trust does not make payments for ITT activities but employees may be reimbursed by organisations for which they deliver activities.

11.4 Continuing Professional Development

11.4.1 The Trust does not make payments for CPD outside of the school day.

12.0 Safeguarding

12.1 The Trust will apply the salary safeguarding provisions of the current STPCD. Where a pay determination may lead to the start of a period of safeguarding, the required notification will be given as soon as possible and no later than one month after the determination.

13.0 Appeals

13.1 Teachers may seek a review of any determination in relation to their pay or any decision taken by the Trust, or Pay & Personnel Committee or individual acting with delegated authority that has affected them.

13.2 A Pay Appeals Committee will consider appeals on the grounds that the decision:

- Was incorrectly applied to any provision of the Pay Policy or other statutory provision.
- Failed to have proper regard for statutory guidance.
- Failed to take proper account of relevant evidence.
- Took account of irrelevant or inaccurate evidence.
- Was biased.
- Had unlawfully discriminated against the teacher.

13.3 The procedure for considering appeals is set out in Attachment 5.

C. NJC Employees

14.0 Pay Determination

14.1 Pay & Grading

14.1.1 The Pay & Personnel Committee will determine the pay and grading of NJC employees in accordance with the National Joint Council (NJC) for Local Government Services and those agreed locally by the Trust (see Attachments 6a, 6b, 6c).

14.2 Salary on Appointment

14.2.1 It is normal practice for new employees to be offered and appointed on the first spinal point of the grade.

14.2.2 It may be appropriate to appoint at a higher spinal point where the preferred candidate for the post has been in receipt of a higher hourly rate than the first spinal point of the grade.

14.2.3 In these cases the Executive Headteacher/Headteacher should consider the following factors before making a decision in consultation with the CEO:

- Evidence of the preferred candidate's current or most recent salary.
- Preferred candidate's recruitment selection outcome compared to the second placed candidate.
- Benefits to the local school in appointing the preferred candidate on a higher rate of pay.
- Potential impact on other post holders of appointing the preferred candidate on a higher rate of pay.

14.2.4 Where a candidate is appointed with continuous service in the same role they would automatically retain their hourly rate on appointment.

14.3 Term Time Working

14.3.1 Employees who are term time working and not all year round are regarded as being part time workers and therefore the Local Government Services National Agreement on Pay and Conditions of Service applies equally to them.

14.3.2 The only exception to this is annual leave, for which there is no entitlement to take during term time. Therefore, as also in the case of casual workers, their pro-rata annual leave entitlement is paid as added working weeks as set out in Attachment 7a for Havering schools and Attachment 7b for Essex schools.

15.0 Pay Progression

- 15.1 The Executive Headteacher/Headteacher will be responsible for making pay progression recommendations for NJC employees.
- 15.2 These recommendations will be reviewed and further recommended by the CEO and approved by the Pay & Personnel Committee.

16.0 Additional Responsibility Payment

- 16.1 This is payable when a higher graded post becomes temporarily vacant for a continuous period of at least four weeks for any reason other than annual leave.
- 16.2 This payment is made to employees who carry out the full duties and responsibilities of the higher graded post and will receive the salary that would apply if they were promoted to the position, i.e. the first spinal point. However, if cover extends for more than six months, employees may be eligible for incremental progression.
- 16.3 Additional Responsibility Payments should not exceed twelve months unless it is covering the substantive post-holder's absence or the post falls within the scope of a proposed organisational change.

17.0 Honorarium Payment

- 17.1 This payment is made to employees who carry out the partial duties and responsibilities of a higher graded post.
- 17.2 Employees who undertake part of the duties and responsibilities of a higher graded post will receive a partial payment. For example, if 20% of the higher graded duties and responsibilities were being covered then 20% of the grade differential will be paid.
- 17.3 An honorarium payment may be shared between two or more employees on a pro-rata basis

18.0 Safeguarding

- 18.1 The arrangements for the safeguarding of salaries for NJC employees is for a maximum period of 18 months.

D. Central Trust Employees

19.0 CEO

19.1 Pay Determination

19.1.1 The Pay & Personnel Committee will be responsible for determining the Headteacher individual pay range and starting salary of the CEO.

19.2 Pay Progression

19.2.1 The CEO Performance Management Review Panel will be responsible for making pay progression recommendations to be approved by the Pay & Personnel Committee.

19.3 Allowances

19.3.1 The CEO will be paid a fixed allowance in addition to their substantive role as an Executive Headteacher.

19.3.2 This allowance will take to account the size and complexity of the Trust and will be determined by the Pay & Personnel Committee.

20.0 Trust Employees

20.1 Pay Determination

20.1.1 The CEO will recommend the pay range and starting salary for approval by the Pay & Personnel Committee.

20.1.2 Trust Employees may also be given fixed allowances in addition to substantive salaries which will be recommended by CEO and approved by the Pay & Personnel Committee.

20.2 Pay Progression

20.2.1 The CEO will be responsible for making pay progression recommendations in accordance with employees' contractual terms and conditions to be approved by the Pay & Personnel Committee.

20.3 Allowances

20.3.1 STPCD or NJC allowances will also apply to Trust Employees as stated in their contractual terms and conditions.

E. List of Attachments

23.0 List of Attachments

- A1a Head Teacher – Groups/Pay Ranges – Havering Schools
- A1b Head Teacher – Groups/Pay Ranges – Essex Schools
- A2a Leadership Group – Pay Ranges – Havering Schools
- A2b Leadership Group – Pay Ranges – Essex Schools
- A3a Teaching Rates of Pay- Havering Schools
- A3b Teaching Rates of Pay- Essex Schools
- A4 LIFE Education Trust Teacher Appraisal Policy
- A5 Teaching Pay Appeals Procedure
- A6a NJC Pay Scales – FBA, Benhurst, The Bridge
- A6b NJC Pay Scales – Dame Tipping
- A6c NJC Pay Scales – Essex Schools
- A7a Term Time Working – Additional Paid Weeks – Havering Schools
- A7b Term Time Working – Additional Paid Weeks – Essex Schools

Head Teachers - Groups / Pay Ranges Havering Schools wef 1 September 2022

School Group Size

	1	2	3	4	5	6	7	8
6	£53,637							
7	£54,990							
8	£56,174	£56,174						
9	£57,488	£57,488						
10	£58,876	£58,876						
11	£60,308	£60,308	£60,308					
12	£61,623	£61,623	£61,623					
13	£63,077	£63,077	£63,077					
14	£64,553	£64,553	£64,553	£64,553				
15	£66,073	£66,073	£66,073	£66,073				
16	£67,740	£67,740	£67,740	£67,740				
17	£69,218	£69,218	£69,218	£69,218				
18	£70,169	£70,871	£70,871	£70,871	£70,871			
19		£72,542	£72,542	£72,542	£72,542			
20		£74,249	£74,249	£74,249	£74,249			
21		£75,250	£76,003	£76,003	£76,003	£76,003		
22			£77,795	£77,795	£77,795	£77,795		
23			£79,635	£79,635	£79,635	£79,635		
24			£80,718	£81,526	£81,526	£81,526	£81,526	
25				£83,464	£83,464	£83,464	£83,464	
26				£85,441	£85,441	£85,441	£85,441	
27				£86,604	£87,471	£87,471	£87,471	
28					£89,555	£89,555	£89,555	£89,555
29					£91,682	£91,682	£91,682	£91,682
30					£93,877	£93,877	£93,877	£93,877
31					£95,164	£96,116	£96,116	£96,116
32						£98,411	£98,411	£98,411
33						£100,744	£100,744	£100,744
34						£103,177	£103,177	£103,177
35						£104,606	£105,651	£105,651
36							£108,178	£108,178
37							£110,785	£110,785
38							£113,439	£113,439
39							£114,964	£116,114
40								£118,930
41								£121,811
42								£124,770
43								£126,539

Spinal Point

Note: Salaries at the following points have two values with the maximum of the pay range clearly shown for those Head Teachers paid at the top of the school group range:
L18, L21, L24, L27, L31, L35, L39

Head Teachers - Groups / Pay Ranges Essex Schools wef 1 September 2022

School Group Size

	1	2	3	4	5	6	7	8
6	£50,122							
7	£51,470							
8	£52,659	£52,659						
9	£53,972	£53,972						
10	£55,359	£55,359						
11	£56,796	£56,796	£56,796					
12	£58,105	£58,105	£58,105					
13	£59,557	£59,557	£59,557					
14	£61,042	£61,042	£61,042	£61,042				
15	£62,560	£62,560	£62,560	£62,560				
16	£64,224	£64,224	£64,224	£64,224				
17	£65,699	£65,699	£65,699	£65,699				
18	£66,683	£67,350	£67,350	£67,350	£67,350			
19		£69,022	£69,022	£69,022	£69,022			
20		£70,732	£70,732	£70,732	£70,732			
21		£71,764	£72,483	£72,483	£72,483	£72,483		
22			£74,282	£74,282	£74,282	£74,282		
23			£76,122	£76,122	£76,122	£76,122		
24			£77,237	£78,010	£78,010	£78,010	£78,010	
25				£79,948	£79,948	£79,948	£79,948	
26				£81,926	£81,926	£81,926	£81,926	
27				£83,125	£83,956	£83,956	£83,956	
28					£86,039	£86,039	£86,039	£86,039
29					£88,170	£88,170	£88,170	£88,170
30					£90,364	£90,364	£90,364	£90,364
31					£91,679	£92,596	£92,596	£92,596
32						£94,898	£94,898	£94,898
33						£97,255	£97,255	£97,255
34						£99,660	£99,660	£99,660
35						£101,126	£102,137	£102,137
36							£104,665	£104,665
37							£107,267	£107,267
38							£109,921	£109,921
39							£111,485	£112,601
40								£115,410
41								£118,293
42								£121,257
43								£123,057

Spinal Point

Note: Salaries at the following points have two values with the maximum of the pay range clearly shown for those Head Teachers paid at the top of the school group range:
L18, L21, L24, L27, L31, L35, L39

Leadership Group Pay Ranges Havering Schools wef 1 September 2022

1	£47,820
2	£48,932
3	£50,060
4	£51,225
5	£52,415
6	£53,637
7	£54,990
8	£56,174
9	£57,488
10	£58,876
11	£60,308
12	£61,623
13	£63,077
14	£64,553
15	£66,073
16	£67,740
17	£69,218
18	£70,871
19	£72,542
20	£74,249
21	£76,003
22	£77,795
23	£79,635
24	£81,526
25	£83,464
26	£85,441
27	£87,471
28	£89,555
29	£91,682
30	£93,877
31	£96,116
32	£98,411
33	£100,744
34	£103,177
35	£105,651
36	£108,178
37	£110,785
38	£113,439
39	£116,114
40	£118,930
41	£121,811
42	£124,770
43	£126,539

Leadership Group Pay Ranges Essex Schools wef 1 September 2022

1	£44,305
2	£45,414
3	£46,548
4	£47,706
5	£48,894
6	£50,122
7	£51,470
8	£52,659
9	£53,972
10	£55,359
11	£56,796
12	£58,105
13	£59,557
14	£61,042
15	£62,560
16	£64,224
17	£65,699
18	£67,350
19	£69,022
20	£70,732
21	£72,483
22	£74,282
23	£76,122
24	£78,010
25	£79,948
26	£81,926
27	£83,956
28	£86,039
29	£88,170
30	£90,364
31	£92,596
32	£94,898
33	£97,255
34	£99,660
35	£102,137
36	£104,665
37	£107,267
38	£109,921
39	£112,601
40	£115,410
41	£118,293
42	£121,257
43	£123,057

Teaching Pay Scales – Havering Schools wef 1 September 2022

Main Pay Range (MPR)	
Pay Progression Stage 1	£32,407
Pay Progression Stage 2	£34,103
Pay Progression Stage 3	£35,886
Pay Progression Stage 4	£37,763
Pay Progression Stage 5	£40,050
Pay Progression Stage 6	£43,182

Upper Pay Range (UPR)	
Pay Progression Stage 1	£44,687
Pay Progression Stage 2	£46,340
Pay Progression Stage 3	£48,055

Unqualified	
Pay Progression Stage 1	£22,924
Pay Progression Stage 2	£25,144
Pay Progression Stage 3	£27,362
Pay Progression Stage 4	£29,323
Pay Progression Stage 5	£31,539
Pay Progression Stage 6	£33,759

TLR		
	Min	Max
TLR 1	£8,706	£14,732
TLR 2	£3,017	£7,368
TLR 3	£600	£2,975

SEN	
Min	Max
£2,384	£4,703

Leading Practitioners	
Min	Max
£48,055	£71,220

Teaching Pay Scales – Essex Schools wef 1 September 2022

Main Pay Range (MPR)	
Pay Progression Stage 1	£28,000
Pay Progression Stage 2	£28,064
Pay Progression Stage 3	£29,800
Pay Progression Stage 4	£30,144
Pay Progression Stage 5	£31,570
Pay Progression Stage 6	£32,344
Pay Progression Stage 7	£33,850
Pay Progression Stage 8	£34,630
Pay Progression Stage 9	£35,990
Pay Progression Stage 10	£37,409
Pay Progression Stage 11	£38,810

Upper Pay Range (UPR)	
Pay Progression Stage 1	£40,625
Pay Progression Stage 2	£41,274
Pay Progression Stage 3	£42,131
Pay Progression Stage 4	£42,801
Pay Progression Stage 5	£43,685

Unqualified	
Pay Progression Stage 1	£19,340
Pay Progression Stage 2	£20,184
Pay Progression Stage 3	£21,559
Pay Progression Stage 4	£22,402
Pay Progression Stage 5	£23,777
Pay Progression Stage 6	£24,620
Pay Progression Stage 7	£25,733
Pay Progression Stage 8	£26,841
Pay Progression Stage 9	£27,954
Pay Progression Stage 10	£29,060
Pay Progression Stage 11	£30,175

TLR		
	Min	Max
TLR 1	£8,706	£14,732
TLR 2	£3,017	£7,368
TLR 3	£600	£2,975

SEN	
Min	Max
£2,384	£4,703

Leading Practitioners	
Min	Max
£44,523	£67,685



LIFE Education Trust

TEACHER APPRAISAL POLICY

Policy	Teacher Appraisal Policy
P&P consulted on Pay Policy	
Trust consulted on Pay Policy	
Policy adopted by Trust Board	
Reported to LGBs for implementation	
Implementation Date	

LIFE Education Trust Teacher Appraisal Policy

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LIFE Education Trust Teacher Appraisal Policy

1.0 Purpose

- 1.1 This policy sets out the framework for a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the Trust and local schools are more effectively achieved, while at the same time benefiting teachers in terms of recognition of performance, professional development and career guidance.
- 1.2 The policy seeks to minimise the impact on workload for individual teachers, appraisers and Headteachers to avoid unnecessary bureaucracy for all parties concerned.
- 1.3 This policy will also be used to address any concerns that are raised about a teacher's performance and sets out the arrangements that will apply in these circumstances.

2.0 Scope

2.1 Application

- 2.1.1 This policy applies to all teachers except for:
- Those on contracts of less than one term.
 - Early Career Teachers
 - Anyone who is the subject of formal capability proceedings.

2.2 Teachers' Standards

- 2.2.1 The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to teachers' performance published by the Secretary of State that the Governing Body shall determine as being applicable.
- 2.2.2 In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

3.0 Appointment of Appraisers

3.1 Headteacher Appraisal

- 3.1.1 The Trust Board will appoint an appraiser for the CEO and Headteachers.
- 3.1.2 Where a Headteacher or CEO is of the opinion that the appraiser is unsuitable for professional reasons, then they can submit a written request to the Chair of the Trust Board for that person to be replaced setting out the reasons why.

LIFE Education Trust Teacher Appraisal Policy

3.2 Teacher Appraisal

- 3.2.1 All appraisers will have received training as required to enable them to fulfil all aspects of their role appropriately and effectively, including appraisal review meetings, objective setting, classroom observation and providing quality feedback to appraisees.
- 3.2.2 The Headteacher is responsible for the appraisal of all teachers, but may delegate this responsibility to the teacher's line manager.
- 3.2.3 Where a teacher is of the opinion that the person to whom the Headteacher has delegated the appraiser's duties is unsuitable for professional reasons, the teacher can submit a written request to the Headteacher for that appraiser to be replaced stating the reasons why.
- 3.2.4 Where it becomes apparent that the appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons, the Headteacher may perform the duties instead or delegate them in their entirety to another teacher. Where this teacher is not the appraisee's line manager, the teacher will have an equivalent or higher status in the organisational structure as the appraisee's line manager.
- 3.2.5 Where a teacher is experiencing difficulties and the Headteacher is not the appraiser, the Headteacher may choose to undertake the role of appraiser.
- 3.2.6 An appraisal cycle will not begin again in the event of an appraiser being changed.

4.0 The Appraisal Cycle

- 4.1 The annual appraisal cycle will run from 1 September to 31 August. The performance of teachers will be reviewed on an annual basis.
- 4.2 Where a teacher joins a local school part way through a cycle, the Headteacher, or in the case where the teacher is the Headteacher the Trust Board in consultation with the appointed appraiser, shall determine the length of the first cycle for that teacher, with a view to bringing the cycle into line with the other teachers at the local school as soon as reasonably practicable.
- 4.3 Where a teacher transfers to a new post within the Trust part way through a cycle, the Headteacher or, in the case of a teacher taking up the post of Headteacher the Trust Board in consultation with the appointed appraiser, shall determine whether the cycle should begin again and whether to change the appraiser.
- 4.4 Where a teacher or Headteacher is employed on a fixed term contract for longer than a term but less than 12 months, the length of the appraisal period will be determined by the duration of the contract.

LIFE Education Trust Teacher Appraisal Policy

5.0 Objective Setting

5.1 Headteachers & CEO

- 5.1.1 The Headteacher/CEO objectives will be set by the Trust Board using the Bluesky system in line with published guidance, after consultation with the appraiser and the Headteacher/CEO.
- 5.1.2 Both the Headteacher/CEO and the Trust Board will seek to agree the objectives, but where a joint decision cannot be made, the Trust Board will make the decision after taking advice from the appraiser.

5.2 Teachers

- 5.2.1 The objectives will be set for each teacher using the Bluesky system in line with published guidance, before, or as soon as practicable after, the start of each appraisal cycle and will be Specific, Measurable, Achievable, Realistic and Time-bound and will, if achieved, contribute to the Trust and local school's plans for improving educational provision and performance, improving the education of pupils and also by taking into account the professional aspirations of the teacher.
- 5.2.2 Suitable objectives include those related to classroom instructional practices, contributions to the development of school curriculum and relationship with pupils, colleagues and parents/carers.
- 5.2.3 Objectives should also be justifiable and equitable when judged across teachers with similar roles and responsibilities as well as being appropriate to the teacher's role and level of experience.
- 5.2.4 On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the Trust and local school.
- 5.2.5 The appraiser and appraisee will seek to agree to the objectives, but where a joint decision cannot be made then the Headteacher shall make the decision.
- 5.2.6 The appraisal is not designed to cover the full range of a teacher's role and responsibilities, but instead to focus on the individual priorities for the appraisal cycle. It will therefore be assumed at the performance assessment stage that those aspects of a teacher's role and responsibilities not covered by the appraisal have been satisfactorily carried out.
- 5.2.7 All teachers will be required to show evidence that they have met the Teachers' Standards. A teacher will therefore need to demonstrate that their practice is consistent with all the aspects displayed in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct) of the Teachers' Standards document.

LIFE Education Trust Teacher Appraisal Policy

6.0 Reviewing Performance

6.1 Gathering the Evidence

6.1.1 As part of the overall appraisal process, it is important that the teacher is clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and in turn make a substantiated and evidence based pay recommendation.

6.1.2 Evidence should show and demonstrate a contribution towards:

- A positive impact on pupil progress.
- A positive impact on wider outcomes for pupils.
- Improvement in specific elements of practice.
- A positive contribution to the work of the school.

6.1.3 The evidence gathered will largely be determined by the nature and scope of the agreed objectives and the Teacher's Standards. Examples of evidence may include but not be limited to:

- Classroom observations
- Task observations
- Reviews of assessment results
- Reviews of lesson planning records
- Internal tracking
- School Improvement Plans
- Moderation within and across other local schools
- Pupils' voice
- Parents' voice
- Headteacher walkabouts
- Evidence supporting progress against Teachers' Standards

6.2 Observation

6.2.1 Observation of classroom practice and other responsibilities is important as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can inform local school improvement more generally and enabling teachers to learn from each other and collaborate. Observation should be carried out in a supportive fashion and not add to teacher workload.

6.2.2 Any classroom or task observations will be carried out in accordance with the local school's classroom and task observation protocol.

6.2.3 Where evidence emerges about the appraisee's performance, which gives rise to concern during the appraisal cycle, additional observations may be arranged during the cycle.

LIFE Education Trust Teacher Appraisal Policy

6.3 Development & Support

- 6.3.1 The local school's Continuing Professional Development (CPD) programme will be partially informed by the training and development needs identified through the appraisal process. It is the shared responsibility of both the appraiser and appraisee to highlight development and support needs.
- 6.3.2 The budget planning will ensure that, as far as reasonably practicable, resources are made available for appropriate development and support agreed for appraisees maintaining access on an equitable basis.
- 6.3.3 With regard to the provision of CPD in the case of competing demands on the local school's budget, a decision on relative priority will be taken with regard to the extent to which:
- The CPD identified is essential for an appraisee to meet their objectives.
 - The extent to which the development and support will help the school to achieve its priorities

6.4 Feedback

- 6.4.1 Appraisees will receive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further development. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:
- Give clear feedback to the teacher about the nature and seriousness of the concerns.
 - Give the teacher the opportunity to comment and discuss the concerns.
 - Set clear objectives for required improvement.
 - Agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns.
 - Make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the local school but should reflect the seriousness of the concerns).
 - Explain the implications and process if no, or insufficient, improvement is made – e.g., impact on pay progression and potential move to formal capability.
- 6.4.2 When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

LIFE Education Trust Teacher Appraisal Policy

7.0 Annual Assessment

- 7.1 Each teacher's performance will be formally assessed at the end of each appraisal cycle and assessment of performance will be on the basis agreed at the beginning of the cycle. In assessing the performance of a Headteacher the Trust Board must consult the appraiser.
- 7.2 In assessing performance, the following where appropriate, shall also be taken into consideration:
- 7.2.1 Where factors beyond the teacher's control have impacted on their ability to meet objectives.
- 7.2.2 Where a teacher has been absent for some or all of the assessment period, an assessment will be based on appraisal during any periods of attendance and/or prior appraisal. This will be considered alongside the assumption that, in order to progress, the teacher will have been present for the majority of the cycle.
- 7.3 The teacher will receive as soon as practicable by the end of each appraisal cycle a report which will be completed within the Bluesky system, which they will then have the opportunity to comment upon. The appraisal report will include:
- 7.3.1 An assessment of the teacher's performance against their objectives
- 7.3.2 An assessment of the teacher's performance against their roles and responsibilities and relevant standards.
- 7.3.3 An assessment of the teacher's professional development needs and identification of any action that should be taken to address them.
- 7.3.4 A recommendation on pay where that is relevant.
- 7.4 A review meeting will take place to discuss the content of the report and further action required and to inform objective setting for the next cycle.

LIFE Education Trust Teacher Appraisal Policy

8.0 Pay Progression

8.1 The Pay & Personnel Committee will consider annually whether or not to increase the salary of teachers who have completed a year of continuous employment since the previous annual pay determination and if so, to what salary within the relevant pay ranges.

8.2 Deputy/Assistant Headteacher & Lead Practitioners

8.2.1 A teacher on a Leadership or Lead Practitioner pay range will be eligible for performance pay progression where they have:

- Played a critical role in the life of the Trust/Local school
- Inspired those around them and worked with others to create a shared strategic vision which motivates pupils and employees alike.
- Taken a lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others.
- They have confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning
- Been assessed at an overall outstanding level of teaching, where appropriate for the role.

8.3 Upper Pay Range Teachers

8.3.1 An upper pay range teacher will be eligible for biennial performance pay progression where they have:

- Demonstrated increasing levels of outstanding teaching overall
- Met the requirements of their job description/job role
- Met their individual performance management objectives, although consideration will be given where factors beyond the teachers' control have impacted on their ability to meet those objectives
- Demonstrated a personal responsibility for identifying and meeting their CPD needs

8.4 Main Pay Range & Unqualified Teachers

8.4.1 A teacher will be eligible for annual pay progression where they have:

- Been assessed as meeting all of the teaching standards throughout the assessment period.
- Met their appraisal objectives
- Had their teaching assessed as at least good overall during the assessment period.
- Met the requirements of their job description/role.
- Demonstrated a personal responsibility for identifying and meeting their CPD needs.

8.4.2 In determining pay progression one pay point will normally be awarded, and two pay points may be awarded where performance has exceeded expectations of the role. In the event of a teacher falling somewhat short of expectations incremental progression could be withheld.

8.4.3 To qualify for a pay point increase the teacher would need to demonstrate most of the following:

- To have met all of the objectives and all of the relevant standards.
- Shown a commitment to improving their own performance as well as others and to continuing professional development.
- All their teaching will have been assessed as at least good.

LIFE Education Trust Teacher Appraisal Policy

- 8.4.4 To qualify for a two pay point increase the teacher would need to demonstrate most, if not all of the following:
- To have exceeded all of the objectives and have fully met all of the relevant standards.
 - Shown a strong commitment to the local school by going above and beyond the expectations of their job, acting as an exemplar for others and having shown a commitment to improve their own performance and their continuing professional development.
 - All their teaching was assessed as outstanding.

9.0 Appeals

- 9.1 At specified points in the appraisal process, such as when setting targets, reviewing of progress at mid-year or during the final review, all teachers have a right of appeal to the Headteacher, and in the case of the Headteacher/CEO to the Trust Board against any of the entries in their review statements.
- 9.2 Where a teacher has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.
- 9.3 A teacher may make a formal appeal against a decision on pay, which must be submitted in writing within ten working days of receipt of written notification of that decision.
- 9.4 A Pay Appeals Committee will consider appeals on the grounds that the decision:
- Was incorrectly applied to any provision of the Pay Policy or other statutory provision.
 - Failed to have proper regard for statutory guidance.
 - Failed to take proper account of relevant evidence.
 - Took account of irrelevant or inaccurate evidence.
 - Was biased.
 - Had unlawfully discriminated against the teacher.

LIFE Education Trust Teacher Appraisal Policy

10.0 Transition to Capability

- 10.1 When a teacher is experiencing difficulties in meeting the performance standards and objectives set in the appraisal cycle and is unable to be resolved through support and guidance, the appraiser will arrange a meeting with the teacher as part of the appraisal process to:
- 10.1.1 Provide formal feedback to the teacher about the nature and seriousness of the concerns.
 - 10.1.2 Give the teacher the opportunity to comment on and discuss these concerns.
 - 10.1.3 Give the teacher at least five working days' notice that a meeting will be held to discuss targets for improvements alongside a programme of support.
 - 10.1.4 Agree and establish, in consultation with the teacher, an action plan with clear objectives and support that will help to remedy specific concerns.
 - 10.1.5 Make clear how progress will be monitored and when it will be reviewed.
 - 10.1.6 Explain the implications, including impact on pay progression, and process if no, or insufficient improvement is made.
- 10.2 The teacher's progress will continue to be monitored as part of the appraisal process which will normally be between four and eight working weeks and in any case shall only be as long as necessary to allow reasonable time for improvement.
- 10.3 If sufficient progress is made then the teacher should be informed of this by the end of the review period and the appraisal process will then continue as normal.
- 10.4 In cases where insufficient progress has been made, the teacher will be invited to a transition meeting to determine whether formal capability proceedings will be invoked, at which they can choose to be accompanied by a work place colleague or trade union representative. Also present would be the Appraiser and the Headteacher/CEO (or the Chair of the Trust Board if it is the capability of the CEO in question). There may also be a note taker and a LIFE HR representative present.
- 10.5 The meeting will consider the following matters, of which will have been submitted to the teacher in writing at least five working days before the meeting:
- 10.5.1 The evidence that has given rise to the specific concerns about the teacher's performance.
 - 10.5.2 The seriousness of the concerns and their impact on the performance of the local school.
 - 10.5.3 The support that has been provided to date.
 - 10.5.4 The time for which the concerns have persisted.
 - 10.5.5 The degree of improvement achieved and whether or not this has been sustained.
 - 10.5.6 The extent to which the employee has shown insight and has engaged with the support provided throughout the appraisal process.
 - 10.5.7 Any mitigating factors.
- 10.6 The teacher will be formally notified of the decision, normally within five working days. The decision will be either to continue with the appraisal process or to invoke the capability procedure by convening a formal capability meeting.

LIFE Education Trust Teacher Appraisal Policy

11.0 Monitoring and Evaluation

- 11.1 The Pay and Pay Personnel Committee will monitor the operation and effectiveness of this policy.
- 11.2 The CEO will provide the Pay & Personnel Committee with a written report on the operation of this policy annually. The report will not identify any individual by name.
- 11.3 This report will include an assessment of the impact of this policy on:
- Race
 - Sex
 - Sexual Orientation
 - Disability
 - Religion and Belief
 - Age
 - Part-time Status
 - Maternity and Pregnancy
- 11.4 The CEO will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Teaching Pay Appeals Procedure

Teaching Pay Appeals Procedure

1.0 Informal Resolution

- 1.1 If following receipt of the written confirmation of the pay determination the teacher is not satisfied with the pay recommendation being made to the Pay & Personnel Committee, they may choose to resolve the matter informally within 10 working days of the notification decision in the first instance.
- 1.2 Informal resolution would usually be sought through an informal discussion between the appraisee and the appraiser or Headteacher/CEO, before the pay recommendation is submitted to the Pay & Personnel Committee.
- 1.3 The teacher may also submit a formal statement setting out the grounds upon which the pay recommendation is disputed to the Pay & Personnel Committee for their consideration before the decision is made.
- 1.4 If the matter is either not raised or not resolved by informal resolution then the formal procedure will need to be followed.

2.0 Formal Notification of Appeal

- 2.1 The teacher will be formally notified of the pay determination of the Pay & Personnel Committee and their right of appeal.
- 2.2 Any appeal must be submitted to the the Chair of the Trust Board, unless otherwise advised, within 14 calendar days from receipt of written confirmation of the decision.

3.0 Arranging the Pay & Personnel Appeals Committee

- 3.1 The appeal will normally be heard within four working weeks of the receipt of the written notification of appeal. The teacher will be given an opportunity to make representations in person and/or be accompanied by a work colleague or trade union representative.
- 3.2 The Pay & Personnel Appeals Committee shall consist of at least three representatives of the Trust Board, none of whom shall be employees or members of the Pay & Personnel Committee, one of whom will act as Chair.
- 3.3 Also in attendance will be a Pay & Personnel Committee representative and/or the CEO, a note taker and a Life HR representative to advise the appeals committee, at the request of the Chair.

Teaching Pay Appeals Procedure

4.0 Holding the Appeal Hearing

4.1 Introduction

- 4.1.1 The Chair to confirm that it is an Appeal Hearing and that it will be conducted according to the Trust's Pay policy.
- 4.1.2 The Chair to state that notes will be taken by the notetaker during the proceedings. The purpose of the notes is meant to assist the Pay & Personnel Appeals Committee in recollection of the proceedings and will not be verbatim. The Pay & Personnel Appeals Committee decision will be made on the information presented during the appeal hearing and will not be dependent upon the notes. The notes of the meeting, when formally written up, will be sent to the employee and companion.
- 4.1.3 The Chair to facilitate introductions to the appellant and companion.
- 4.1.4 The Chair to remind the appellant of their right to be accompanied if they attend alone.
- 4.1.5 The Chair to confirm that the appellant and the companion have received the documentation issued for this hearing.

4.2 Pay & Personnel Appeals Committee Roles

- 4.2.1 Chair to explain the roles of the chair, committee members, LIFE HR representative, and companion as follows:

4.2.1 **Chair**

- 4.2.1.1 The Chair has full authority during the course of the appeal hearing. The Chair's decision is final and ensures that the appeal hearing is conducted fairly and reasonably. If there is an instance where the Chair has any concerns, or is unclear about any point in the procedure, an adjournment can be called to seek advice. The Chair will ensure that questions are relevant to the points at issue. The Chair has the right to stop a line of questioning of any party or ask that the questioning be modified should the Chair consider the line/tone/purpose of questioning to be unacceptable.

4.2.2 **Pay & Personnel Appeal Committee Members**

- 4.2.2.1 The Committee Members will assist the Chair to assess the merits of the case and to reach a decision in light of the information presented and made available.

4.2.3 **LIFE Human Resources Representative**

- 4.2.3.1 The HR Representative will advise the Appeal Committee on HR policies and procedures. The HR Representative may ask questions that are relevant to those policies and procedures. Also if necessary, the HR Representative may bring certain matters to the Chair's attention during the proceedings.

4.2.4 **Companion**

- 4.2.4.1 The Appellant has a right to be accompanied by a trade union representative or a work colleague who is referred to as the companion. The companion has the right to address the Appeal Committee to put the employee's case forward, sum up the case, respond on the appellant's behalf to any view expressed during the appeal hearing, and confer with the appellant after the appeal hearing. The Companion does not have the right to answer questions on behalf of the appellant, address the Appeal Committee without the appellant's consent, or do anything calculated to prevent the Pay & Personnel Committee and/or the CEO representative from explaining their case or stop anyone else from making a contribution.

Teaching Pay Appeals Procedure

4.3 Grounds for Appeal

- 4.3.1 The Chair to read out the ground(s) of appeal.
- 4.3.2 The Chair to confirm that those are the ground(s) of appeal with the appellant and they understand the purpose of the hearing.
- 4.3.3 The Chair to explain the order of business which is as follows:
 - 4.3.3.1 Presentation by the companion and/or appellant, after which the Pay & Personnel Committee representative and/or the CEO may ask questions of the companion and/or appellant. The Pay & Personnel Appeals Committee may also ask questions.
 - 4.3.3.2 Presentation by the Pay & Personnel Committee representative and/or the CEO, after which the companion and/or appellant can ask questions. The Pay & Personnel Appeals Committee may also ask questions.
 - 4.3.3.3 There will be a short adjournment to allow both parties to prepare their summaries.
 - 4.3.3.4 The companion and/or appellant summarises their response, taking to account both presentations.
 - 4.3.3.5 The Pay & Personnel Committee representative and/or the CEO summarises their case, taking to account both presentations.
 - 4.3.3.6 The appeal hearing will be concluded to allow the Pay & Personnel Appeals Committee to consider both presentations and the information made available in order to reach a decision.
 - 4.3.3.7 The Chair will then formally notify the decision to all attending parties and the reasons for it within 7 calendar days.

4.4 Companion and/or Appellant Presentation

- 4.4.1 The companion and/or appellant should present their grounds of appeal.
- 4.4.2 The Pay & Personnel Committee representative and/or the CEO will then have an opportunity to ask questions to the companion and/or appellant regarding the grounds for appeal. Please note that they must be questions, as statements or observations will not be considered appropriate.
- 4.4.3 The Pay & Personnel Appeals Committee will then have an opportunity to ask questions of their own to the companion and/or appellant. As above, statements or observations will also not be appropriate.

4.5 Pay & Personnel Committee representative/CEO Presentation

- 4.5.1 The Pay & Personnel Committee representative and/or the CEO should respond to the grounds of appeal stating the reasons made for the original decision and the factors which were taken to account.
- 4.5.2 The companion and/or appellant will then have an opportunity to ask questions to the Pay & Personnel Committee representative and/or the CEO. Please note that they must be questions as statements or observations will not be considered appropriate.
- 4.5.3 The Pay & Personnel Appeals Committee will then have an opportunity to ask questions of their own to the Pay & Personnel Committee representative and/or the CEO. As above, statements or observations will also not be appropriate.

4.6 Companion and/or Appellant Summary

- 4.6.1 The companion and/or appellant summarises their response, taking into account both presentations.

Teaching Pay Appeals Procedure

4.7 Pay & Personnel Committee representative/CEO Summary

- 4.7.1 The Pay & Personnel Committee representative and/or the CEO summarises their response, taking to account both presentations.

4.8 Concluding the Appeal Hearing

- 4.8.1 Should the Pay & Personnel Appeals Committee feel it necessary, further questions to clarify or explore a certain matter relating to the summing up may be asked.
- 4.8.2 The Chair will then directly ask the appellant if there is anything further they would like to say before the hearing is concluded.
- 4.8.3 The Appeal hearing will come to an end to allow the Pay & Personnel Appeals Committee to consider all the information presented to them, and to reach a decision as to whether the appeal is upheld or not.
- 4.8.4 The decision will be made within 7 calendar days from the date of the appeal hearing and the appellant will be formally notified of this and there is no further right of appeal.
- 4.8.5 In cases where the appellant will not be in their school at this time, the Chair should establish that the appellant will be have access to their e-mail and/or be at their home address around the date of notification.

NJC Pay Scales - FBA, The Bridge, Benhurst - 2021/22				
Grade			Spinal Point	Annual Salary
			1	£21,228
		Scale 1	2	£21,399
	Scale 2		3	£21,783
			4	£22,179
		Scale 3	5	£22,575
			6	£22,983
	Scale 4		7	£23,400
			8	£23,817
			9	£24,243
			10	£24,684
			11	
		Scale 5	12	£25,578
			13	£26,040
			14	£26,508
			15	£26,985
			16	
			17	
	Scale 6		18	£28,470
			19	£28,983
			20	£29,502
			21	
			22	
		SO1	23	£31,122
			24	£31,590
			25	£32,112
	SO2		26	£32,988
		PO1	27	£33,909
			28	£34,809
	PO2		29	£35,496
			30	£36,378
			31	£37,353
			32	£38,385
		PO3	33	£39,564
			34	£40,566
			35	£41,586
	PO4		36	£42,585
			37	£43,605
			38	£44,628
		PO5	39	£45,576
			40	£46,638
			41	£47,661
			42	£48,681
			43	£49,674
		LPO7(a)	44	£50,700
	LPO7(c)	LPO7(b)	45	£51,717
			46	£52,746
			47	£53,793
			48	£54,873
			49	£55,980
			50	
		LPO8(b)	51	£58,173
	LPO8(a)		52	£59,262
	LPO8(c)		53	£60,366
		LPO8(d)	54	
			55	£62,547
			56	
	LPO8(g)	LPO8(e)	57	£64,749
			58	
		LPO8(f)	59	
			60	£68,343
			61	£69,768
			62	£71,229
			63	
		LPO8(h)	64	£74,247
		LPO8(i)		

NJC Pay Scales - Dame Tipping - 2021/22			
Grade	Spinal Point	Annual Salary	
Grade 1/2	1	£21,228	
	2	£21,399	
	3	£21,783	
	4	£22,179	
Grade 3	5	£22,575	Please note that TA2 allowance is £408
	6	£22,983	
	7	£23,400	
	8	£23,817	
	9	£24,243	
Grade 4	10	£24,684	
	11		
Grade 4	12	£25,578	
	13	£26,040	
	14	£26,508	
	15	£26,985	
	16		
	17		
Grade 5	18	£28,470	
	19	£28,983	
	20	£29,502	
	21		
	22		
Grade 5	23	£31,122	
	24	£31,590	
	25	£32,112	
Grade 6	26	£32,988	
	27	£33,909	
	28	£34,809	
	29	£35,496	
	30	£36,378	
Grade 7	31	£37,353	
	32	£38,385	
	33	£39,564	
	34	£40,566	
	35	£41,586	
Grade 8	36	£42,585	
	37	£43,605	
	38	£44,628	
	39	£45,576	
Grade 9	40	£46,638	
	41	£47,661	
	42	£48,681	
	43	£49,674	
	44	£50,700	
Grade 10	45	£51,717	
	46	£52,746	
	47	£53,793	
	48	£54,873	
	49	£55,980	
	50		
Grade 11	51	£58,173	
	52	£59,262	
	53	£60,366	
	54		
Grade 11	55	£62,547	
	56		
Grade 11	57	£64,749	
	58		
	59		
Grade 12	60	£68,343	
	61	£69,768	
	62	£71,229	
	63		
Grade 12	64	£74,247	
	65		
Grade 12	66	£77,022	

NJC Pay Scales - Essex Schools - 2021/22		
Grade	Spinal Point	Annual Salary
Scale 1	1	£18,333
Scale 2	2	£18,516
	3	£18,887
Scale 3	4	£19,264
	5	£19,650
Scale 4	6	£20,043
	7	£20,444
Scale 5	8	£20,852
	9	£21,269
	10	£21,695
Scale 6	11	£22,129
	12	£22,571
	13	£23,023
	14	£23,484
	15	£23,953
	16	£24,432
	17	£24,920
	18	
Scale 7	19	£25,927
	20	£26,446
	21	£26,975
	22	£27,514
	23	£28,226
Scale 8	24	£29,174
	25	£30,095
	26	£30,984
	27	£31,895
Scale 9	28	£32,798
	29	£33,486
	30	£34,373
	31	£35,336
	32	£36,371
	33	£37,568
Scale 10	34	£38,553
	35	£39,571
	36	£40,578
	37	£41,591
Scale 11	38	£42,614
	39	£43,570
	40	£44,624
	41	£45,648
	42	£46,662
Scale 12	43	£47,665
	44	£48,659
	45	£50,066
	46	£51,463
	47	£52,835
	48	£54,244
Scale 13	49	£56,745
	50	£58,160
	51	£59,579
	52	£61,007
Scale 14	53	£62,416
	54	£64,713
	55	£66,339
	56	£67,966
	57	£69,579
	58	£71,194
Scale 15	59	£72,458
	60	£74,276
	61	£76,085
	62	£77,892
Scale 16	63	£79,706
	64	£85,629
	65	£87,778
	66	£89,910
	67	£92,046
	68	£94,193
Scale 17	69	£96,708
	70	£99,222
	71	£101,727
	72	£104,240
	73	£106,753
	74	£109,265

Term Time Working – Additional Paid Weeks – Havering Schools

EMPLOYEES WHO ARE CONTRACTED TO WORK LESS THAN 52 WEEKS PER YEAR						
The table below shows the number of weeks worked per annum and weeks paid inclusive of annual leave and bank holidays from 1 April 2022 to 31 March 2023						
YEARS OF CONTINUOUS SERVICE						
WEEKS WORKED PER YEAR	Up to and including SCP 10			Above SCP 12		
	Less than 5 Years	More than 5 Years	More than 20 Years	Less than 5 Years	More than 5 Years	More than 20 Years
38	43.6	44.1	44.7	43.9	44.5	45.1
39	44.7	45.2	45.9	45.0	45.7	46.3
40	45.8	46.4	47.0	46.2	46.8	47.5
41	46.9	47.6	48.2	47.4	48.0	48.7
42	48.1	48.7	49.4	48.5	49.2	49.8
43	49.2	49.9	50.6	49.7	50.3	51.0
44	50.4	51.0	51.7	50.8	51.5	*
45	51.5	*	*	*	*	*

* In these circumstances the employee would be appointed on an all year (52 week) contract

Term Time Working – Additional Paid Weeks – Essex Schools

EMPLOYEES WHO ARE CONTRACTED TO WORK LESS THAN 52 WEEKS PER YEAR						
The table below shows the number of weeks worked per annum and weeks paid inclusive of annual leave and bank holidays from 1 April 2022 to 31 March 2023						
YEARS OF CONTINUOUS SERVICE						
WEEKS WORKED PER YEAR	Up to & Including SCP22		From SCP23 to SCP 34		From & including SCP35	
	Less than 5 Years	More than 5 Years	Less than 5 Years	More than 5 Years	Less than 5 Years	More than 5 Years
38	43.6	43.9	43.5	44.1	43.7	44.3
39	44.5	45.0	44.7	45.2	44.8	45.5
40	45.6	46.2	45.8	46.4	46.0	46.6
41	46.7	47.4	46.9	47.6	47.1	47.8
42	47.9	48.5	48.1	48.7	48.3	48.9
43	49.0	49.7	49.2	49.9	49.4	50.1
44	50.2	50.8	50.4	51.0	50.6	51.3
45	51.3	*	51.5	*	51.7	*

* In these circumstances the employee would be appointed on an all year (52 week) contract