

# **Employee Handbook for School Based Staff**

For Employees covered by the NJC for  
Local Government Services, working in schools

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**A great place to live and work.**

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## Introduction

Welcome to the Local Authority.

This booklet gives information about your conditions of service, in addition to that supplied in your Letter of Appointment and enclosures, and forms part of your Contract of Employment with the Council. It is your personal property and, like your Letter of Appointment and enclosures, should be read and kept by you.

You will be notified of any variation in these conditions of service, and you should keep this booklet up to date for your own benefit.

If you are in a Foundation school, then the grievance and disciplinary procedures reproduced in this handbook may not apply to you. Instead, the grievance and disciplinary procedures agreed for your own school will apply and the Governing Body will notify you separately about these. Similarly, if you are employed at a Voluntary Aided school, you are not an employee of the Council and the disciplinary and grievance procedures which apply will be those which are operated at your school. Whilst you are not a Council employee, the other conditions of service contained in this booklet will apply to you.

## Chapter 1: Equal Opportunities

- 1.1. All employees are afforded equal opportunities in employment, irrespective of any protected characteristics within the Equality Act 2010. The Council and all schools must ensure that discriminatory practices are identified and removed and that non-discriminatory practices are applied in all areas of employment, including recruitment, training and promotion.

### Equal Opportunities Policy Statement

- 1.2. We are committed to and fully accept our legal obligations under the Equality Act 2010 to:
  - Treat people with dignity and respect and accept people as individuals.
  - Understand and address the needs of individuals or groups relating to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity (including breast feeding), race, religion and belief, sex, or sexual orientation.
  - Engage with service users, local communities, staff, stakeholders and contractors to identify and implement improvements.
  - Tackle barriers which restrict access to services and employment opportunities.
  - Knowing who uses (or should use) different services.
  - Ensuring our recruitment, selection, training and promotion processes support us to appoint the best candidate for the role and to develop and maintain the highest standards of skills and expertise.
- 1.3. Our statement complies with the Equality Act 2010 which makes it unlawful to discriminate either directly or indirectly on the grounds of any of these protected characteristics:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity

- Race, ethnicity or national origin
- Religion and belief
- Sex
- Sexual Orientation

**Direct discrimination:**

Occurs when someone is treated less favourably than another person because they have a protected characteristic.

**Associative discrimination:**

This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

**Perceptive discrimination:**

This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

**Indirect discrimination:**

May occur if certain rules, conditions or practices apply to everyone, but place a particular disadvantage to those with a protected characteristic, unless these are objectively justified (i.e. if it can be shown that it is ‘a proportionate means of achieving a legitimate aim’. Being proportionate means being fair and reasonable, including showing that ‘less discriminatory’ alternatives have been considered as part of the decision making process).

**Harassment:**

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Unwanted conduct covers a wide range of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person’s surroundings or other physical behaviour.

The word ‘unwanted’ means essentially the same as ‘unwelcome’ or ‘uninvited’. ‘Unwanted’ does not mean that express objection must be made to the conduct before it is deemed to be unwanted. A serious one-off incident can also amount to harassment.

Unwanted conduct ‘related to’ a protected characteristic has a broad meaning in that the conduct does not have to be because of the protected characteristic. It includes the following situations:

- a) Where conduct is related to the worker’s own protected characteristic.
- b) Where there is any connection with a protected characteristic

Regardless of the intended purpose, unwanted conduct will also amount to harassment if it has the effect of creating any of the circumstances defined in paragraph one.

## **Victimisation:**

Victimisation occurs when someone is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. The Act also includes a new and additional protection relating to disability.

## **Discrimination Arising from Disability:**

Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the unfavourable treatment cannot be justified.

1.4. We also undertake not to discriminate unfairly on the grounds of:

- Trade Union membership and activity
- Non-Trade Union membership
- Being a part time or fixed term worker
- Political belief
- Unrelated criminal convictions

1.5. We are committed to implementing Equality of Opportunity in carrying out all our various functions. We are committed to developing effective policy, strategy and standards, through the use of monitoring and information systems to review and evaluate progress towards achieving Equality of Opportunity. Where it is appropriate and within the law to do so, we will take positive action to achieve equality of opportunity.

1.6. Policies, practices and procedures to eliminate unlawful and unfair discrimination can achieve much but we also recognise that Equality of Opportunity requires a programme of action that all employees are committed to taking responsibility for and implementing within their remit.

We are required under the Public Sector Equality Duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it. This involves considering the need to remove or minimise disadvantages suffered by people because of their protected characteristics; meet the needs of people with protected characteristics; and encourage people with protected characteristics to participate in public life or in other activities where their participation is low.
- Foster good relations between people who share a protected characteristic and people who do not share it. This involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.
- Complying with the Equality Duty may involve treating some people better than others, as far as this is allowed in discrimination law. This could mean making use of an exception or positive action provisions in order to provide a service in a way that is appropriate for people who share a protected characteristic – e.g. providing computer training for older people to help them to access information and services.

## **Code of Practice for Handling Complaints of Unfair Treatment**

- 1.7. The Code of Practice on Handling Unfair Discrimination, Harassment, Bullying and Victimisation (Chapter 3, Section 12 of the Personnel Handbook).
- 1.8. The Council seeks to increase employee contribution and productivity through valuing and investing in our workforce and by being a good, yet demanding employer.
- 1.9. We are therefore committed to eliminating bullying in the workplace, unfair discrimination, harassment and victimisation on the grounds of any protected characteristics listed within the Equality Act 2010.
- 1.10. The Code of Practice for Handling Complaints of Unfair Treatment seeks to develop an equality culture that respects the human rights and dignity of employees from diverse backgrounds at work, as customers and as job applicants.
- 1.11. Management may instigate an investigation under this code of practice and then move to other procedures, such as the Disciplinary, Grievance, and Capability Procedures, using the same investigation and its results.

## **A Strategy for the Recruitment, Retention and Development of Disabled People**

- 1.12. The Council is committed to improving employment opportunities for disabled people. As part of this commitment, the Council will:
  - Interview all applicants with a disability who meet the essential criteria for a job vacancy and consider them on their abilities,
  - Ensure disabled employees are smoothly and effectively inducted into the organisation,
  - Identify and provide any 'reasonable adjustments' to working arrangements or the working environment necessary for the effective performance of the job,
  - Ask disabled employees at least once a year during the employee's annual review what the Council can do to make sure they develop and use their abilities at work,
  - Make every effort to retain employees who become disabled while employed by the Council,
  - Take action to ensure all employees develop the awareness of disability needed to make these commitments work, including the provision of disability awareness training,
  - Each year review these commitments and what has been achieved, plan ways to improve on them and let employees know about progress.

## **What equality law means for you as an education provider**

- 1.13 Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life. In addition, in England, equality and diversity are specified factors that must be taken into account in Ofsted inspections. This means that if equality measures are not implemented effectively this may restrict the overall inspection grade.

The Equality and Human Rights Commission has published guidance which deals with the schools provisions of the Equality Act 2010 which prohibit schools from discriminating against, harassing or victimising:

- Prospective pupils
- Pupils at the school

- In some limited circumstances, former pupils

Further information on equality law from can be found on the [Equality and Human Rights Commission website](#).

## **Chapter 2: Salaries and Grading**

### **2.1. How and when you get paid**

Unless otherwise stated you will be paid monthly on the 27th of each month. Where the 27th falls on a weekend or a bank holiday you will be paid on the working day immediately before. In December the Christmas pay arrangements will be communicated to you by the school.

You will be paid with effect from your first day of employment with us. If you start on Monday 3rd June, for example, you will not be paid for 1st and 2nd June. If you leave a post with another local authority in order to take up your post with the Council the authority whose service you leave is responsible for paying your salary for any Saturday, Sunday, bank holiday(s) and extra statutory day(s) immediately following your last day of work with them.

### **2.2. School Teachers Pay & Conditions (STCPD)**

The School Teachers Pay & Conditions Document is published annually and conditions statutory provisions and decisions to be applied and made by schools including pay. Guidance in relation to the STCPD is provided by the Council to schools and can be found in Chapter 3 of the schools personnel handbook.

### **2.3. Schools Pay Policy**

In accordance with the Education Act 2002, the school should publish their pay policy on an annual basis, and it is advised by Central Bedfordshire Council that this is made available to all Schools staff.

### **2.4. Appeals Mechanism**

The Schools pay appeal process is set out in Appendix 1 of this document for both Teachers and school support staff.

### **This Section is with reference to School Support Staff Only**

### **2.5. Increases in your Salary**

Annual increments within your salary scale are paid on 1st April each year, until you reach the maximum of the scale. If you start your employment between 1st October and 31st March, you will receive an increment after 6 months from your start date.

Increments may be withheld for unsatisfactory service.

General increases in your salary are negotiated nationally and you will be informed of any national agreements and effective dates by your school.



## **2.6. Pay Grades**

The rates of pay for school support staff are negotiated nationally via the National Joint Council for Local Government Services. This is a joint national body consisting of employer and employee representatives.

The pay of school support staff is normally reviewed each year at 1 April and pay details, together with national conditions of service, are contained within the Green Book, a copy of which is available in all schools.

New staff to the school will be placed on a level and salary scale and a starting point from among the established ranges currently used by the authority. Details of the salary ranges for school support staff are set out at Appendix 2 of this document.

## **2.7. Job Description and Personnel Specification**

The job description is a vital tool in determining the level of a post. It should give a clear and precise definition of what the job involves and how it fits into the organisation. The job description provides the basis from which to draw up a personnel specification which has a key part to play in the effective recruitment of staff and in resolving any disagreements which may arise in the future. Initially, however, these documents are used to inform the job profile and should be reviewed regularly by the school.

In accordance with the national recommendations, posts have been determined to fall in one of four levels (Levels 1-4). Each level covers a range of points on the pay spine (see Appendix 2). For example, Level 1 covers a range of points from spinal column point 2 to spinal column point 3 (points 2 to 4 for staff in special schools). Level 4 posts, on the other hand, will be within the range spinal column point 11 to point 22 (14 to 24 for special schools).

It is a matter for schools to determine where within the incremental scale each post falls within the available range. At Level 1, for example, the possible scales are 2-3. In determining the appropriate scale of points for a particular post, the governing body will consider the following factors:-

- **Job Weight and Complexity:** The size of the school and the nature of the post may impact on the breadth of the role to be undertaken and the range of conflicting priorities.
- **Recruitment and Retention:** For posts where skills are in short supply or where a post has been advertised and not filled, the governors will wish to consider a higher scale within the range available.
- **The Circumstances of the School:** Large proportions of children with SEN and/or a higher than usual incidence of free schools meals might be a factor that governors would wish to consider in identifying an appropriate point scale.

## **2.8. Starting Salaries**

In normal circumstances, staff are appointed to the minimum spinal column point on the appropriate grade. Governing bodies do have discretion, however, to depart from this. It may be appropriate to appoint to a spinal column point other than the minimum where, for example, an employee had previously been paid on the same scale at a higher point and had a break in service of less than one year. The starting salary could fall at any point within the scale identified for the

post but, if it is near to the top of the scale, there is less opportunity to progress. In determining the starting salary point equality principles must be adhered to.

## **2.9. Regrading**

Regrading may apply in situations where it has been identified that there has been a substantial change to the job since it was last reviewed. In such situations it may be necessary to draw up a revised job profile, in conjunction with the post holder which can then be used to grade the post in accordance with the job evaluation scheme.

## **2.10. Increments**

Increments are paid on 1 April each year until the maximum of the scale is reached for the employee's level and band. Employees with less than six months' service in the grade by 1 April are granted their first increment six months after appointment, promotion or regrading. An increment may be withheld for unsatisfactory performance, subject to a right of appeal. In such circumstances, the Governing Body should follow the Capability procedure.).

## **2.11. Accelerated Increments**

Governing bodies may award accelerated increments within the scale applicable to the post. In awarding accelerated increments, it will be necessary to identify objective criteria and, in this context, governing bodies will wish to give consideration to time limited one-off tasks which the member of staff has been asked to undertake and which have not been included in the job description or give consideration to minor increases in responsibility which would not affect the level of the post. Any significant increase in responsibility should be subject to a regrading review. When the Governing Body is considering accelerated increments equality principles must be adhered to.

## **2.12. Acting up Allowances**

The Governing Body should consider the payment of an acting up allowance to an employee if it has called upon the employee to undertake the full duties and responsibilities of a higher graded post. The advice of the authority is that consideration must be given to an acting allowance where an employee has undertaken such duties for four weeks. It may be appropriate to consider an honorarium in circumstances where the employee is asked to perform duties outside the normal scope of the job over an extended period or where the additional duties and responsibilities involved are exceptionally onerous. Calculation of an acting up allowance or honorarium should ideally be based on a recognised salary point to ensure fairness.

## **2.13. Overtime (as uplifted from the Green Book Conditions of Service)**

Overtime (other than planned overtime) is payable only to employees in receipt of basic salary scale point 22 or less on the following basis:-

- Employees where contracted to work longer than the standard 37 hours a week are entitled to overtime payments, unless additional hours are recognised by some other recognised payments or arrangements.
- For overtime on any day other than Sunday, or a general or public holiday, payment shall be at time and a half. For overtime on a Sunday, payment shall be at double time.

- In exceptional cases where planned overtime is carried out by employees who do not qualify for overtime payments, such overtime must be authorised for a specified period, and an honorarium paid.
- Part-time employees are entitled to the overtime enhancement only at times and in circumstances in which full-time employees would qualify. Otherwise a full working week for full time-time employees should be worked by a part time employee before these enhancements apply.

#### 2.14. Term Time Only Working – Calculation of Part Time Proportions

The arrangements for term time only working were agreed with the Council’s recognised trade unions and form part of the Council’s Single Status Agreement. The term time only calculation is based on 40 working weeks and the method of calculating the number of weeks per year is as follows:

Length of Service	Method for calculating the number of weeks per year	TTO number of weeks per year
0 to 5 years	<p>Term time only employees work 40 weeks in the year.</p> <p>Contractual annual leave is pro-rata at 3.8 weeks. This is calculated as follows: 40 working weeks, divided by 52 weeks in the year, multiplied by 25 days leave for employees with up to 5 years’ service = 19 days which is 3.8 weeks.</p> <p>Add 40 weeks to 3.8 weeks leave entitlement = 43.8 weeks.</p> <p>Then add a further 1.6 weeks for the 8 bank holidays = 45.4 weeks.</p>	45.4 weeks
5 to 10 years	<p>Term time only employees work 40 weeks in the year.</p> <p>Contractual annual leave is pro-rata at 4.6 weeks. This is calculated as follows: 40 working weeks, divided by 52 weeks in the year, multiplied by 30 days leave for employees with service between 5 and 10 years’ = 23 days which is 4.6 weeks.</p> <p>Add 40 weeks to 4.6 weeks leave entitlement = 44.6 weeks.</p> <p>Then add a further 1.6 weeks for the 8 bank holidays = 46.2 weeks.</p>	46.2 weeks
10+ years	<p>Term time only employees work 40 weeks in the year.</p> <p>Contractual annual leave is pro-rata at 4.9 weeks. This is calculated as follows: 40 working weeks, divided by 52 weeks in the year, multiplied by 32 days leave for employees with 10+ years’ service = 24.5 days which is 4.9 weeks.</p>	46.5 weeks

Add 40 weeks to 4.9 weeks leave entitlement = 44.9 weeks.
Then add a further 1.6 weeks for the 8 bank holidays = 46.5 weeks.

Further details on part time calculations can be found in Appendix 3 of this document.

## Chapter 3: Learning & Development

Support staff are increasingly expected to take on wider and deeper roles in support of teaching and learning. To help such staff perform these roles, schools will wish to set clear annual priorities for the training and development of staff at all levels. These should be in line with the cycle of school and budgetary planning and the development of whole school objectives designed to promote continuous improvement. Costed training and development plans should enable clear priorities to be set and decisions to be followed through; clear personal development plans should be created and training recorded systematically. Regular reviews of the impact of training and development, delivered through a range of media including mentoring, job shadowing, individual learning, courses, conferences and so on will help to determine the effect upon individual performance and how effective the investment has been.

The BEST Teaching School Partnership will assist schools by working with Headteachers to address the continuing professional development needs of school support staff, providing regular advice and guidance to schools on the development programme, skill assessments and training opportunities available. The Council circulates a weekly term time newsletter to Schools called Central Essentials, which is instrumental in keeping the School up to date on the learning and development opportunities available. Information relating to the BEST Teaching School Partnership can be found on their [website](#).

Support staff should be included in relevant team meetings and staff briefings as a matter of course. Where these meetings take place outside of normal working hours, appropriate pay arrangements should be made. Schools may wish to explore standards for good people management and development such as Investors in People and / or Investment in Excellence. This will help to develop a cycle of continuous learning and development.

When seeking to recruit support staff with the right skills and knowledge, schools can obtain specialist advice and expertise from [BESA \(Bedford Employment and Skills Academy\)](#), trade unions and the School Improvement Team. The Department for Education have developed guidance on staff development which can be found on the [school improvement support from the DfE page](#).

Bedford Employment and Skills Academy's (BESA) aim is to support schools to achieve the highest possible standards by ensuring that staff are developed as skilled practitioners in their respective roles. Their programme of learning includes a range of role-specific and multi-agency opportunities for career development as well as enhance wellbeing. They deliver a range of qualifications, apprenticeships and employability support. For further information on all the qualifications they offer and how to apply for these, please visit the [BESA website](#). Alternatively, they can be contacted for advice at [BESA@centralbedfordshire.gov.uk](mailto:BESA@centralbedfordshire.gov.uk).

Central Bedfordshire Council's Learning Management System (LMS) is another platform to support the continuing professional development and training of all who work with children, young people

and their families. It is an online searchable directory and booking system with learning opportunities provided by a range of approved training providers. There are a range of classroom training opportunities that can be booked as well as eLearning.

Central Bedfordshire Council's LMS helps staff and organisations to identify appropriate development opportunities available to them and keep individual and organisation records of CPD. The site has been developed to include a dedicated link to training opportunities for different workforce sectors including Schools, Social Care, Early Years and Multi Agency. However, staff need only register once to see opportunities across all of these areas. Events on the LMS can be found by individuals, by clicking on the following link to sign in to their account:

<https://centralbed.plateau.com/learning/user/portal.do?landingPage=login&siteID=SITE-001>

If individuals do not have an LMS account they can register using the same link as a 'new user', and if they have difficulty, contact the learning and development team for further information by email at [learningcentral@centralbedfordshire.gov.uk](mailto:learningcentral@centralbedfordshire.gov.uk).

Guidance for schools regarding [apprenticeships](#) can be accessed on the Schools Portal. The contact for further information in relation to apprenticeships is [apprenticeships@centralbedfordshire.gov.uk](mailto:apprenticeships@centralbedfordshire.gov.uk).

Safeguarding training is hosted by [Safeguarding Bedfordshire](#) who is the multi-agency training provider for the Safeguarding Boards in Bedford Borough, Central Bedfordshire and Luton - [Safeguarding Bedfordshire](#). Their training is aimed at those working or volunteering with children and young people across Bedfordshire. Their multi-agency approach ensures a shared understanding of the priorities held by each of the boards and promotes partnership working in order to safeguard children and young people. The platform of learning includes face to face classroom learning and eLearning and can be found by individual's registering for an account using this link: <https://bedfordshiretraining.vc-enable.co.uk/Login/Login?ReturnUrl=%2F>

### **3.1. Job Profiles and Performance Appraisal**

All members of staff should have a comprehensive job description and personnel specification for the post which they occupy. This will set out clear line management structures and each person needs to be sure of how their role contributes to the raising of standards. The Council has published comprehensive generic job descriptions, personnel specifications and job profiles to assist schools with this exercise and can be accessed on the [Schools Portal](#).

If training and development policies are to be effective, the development of staff should be discussed as part of the annual performance management process in accordance with the school's performance management policy.

Where possible, school support staff appraisals should take place during normal working hours. Whilst all school-based employees should be encouraged to take responsibility for their own learning, ultimately, headteachers, governors and line managers will all have a role to play in helping individuals to achieve their full potential. Headteachers and line managers are also in a position to look for joint learning opportunities by sharing and coordinating information not only within the school but among groups of schools with similar identified training needs.

### **3.2. Career Progression for School Support Staff**

Many school support staff hold no formal qualifications but have become “qualified” by virtue of long experience. A key factor in identifying training needs has, therefore, been the ability to accurately identify current skill levels and assess existing qualifications. Some issues have also been identified by schools as a barrier to utilising available training including funding, release time, cover and most crucially, managing candidate’s expectations once qualifications have been obtained.

A whole school approach to training and development is likely to be the most effective first step and the use of in-service training days should be used as an important tool by headteachers to help staff maintain and develop their professional skills and knowledge for whole school development planning. When planning Inset provision for the next academic year, headteachers and governors will wish to take account of the training needs of school support staff, particularly those involved in the delivery of learning in the classroom and link subsequent decisions to the school development plan. The changes proposed for school support staff with regard to training and performance appraisal should not lead to an increase in responsibility or workload for teaching staff.

The four levels of school support staff posts are broadly linked to National Vocational Qualifications (NVQs) and these are based on national occupational standards. These work base qualifications provide an important stepping stone for those who wish to accredit their current competence, work towards increased competence or to progress their careers further.

## **Chapter 4: Working Time and Time Off**

### **4. Leave of Absence for all School Staff**

#### **4.1. Introduction**

It is recognised that there are occasions which mean that you will require time off from work and the following guidelines outline the policies and principles that operate within the Authority and that are recommended to governing bodies to adopt within schools.

All employees, regardless of length of service and hours worked, have the right to take reasonable time off to deal with unexpected problems. The purpose of these guidelines is to promote a consistent and reasonable approach throughout schools and the Authority.

These guidelines apply to both teachers and school support staff, unless indicated otherwise.

The guidelines are by no means exhaustive and careful consideration will need to be given to respond fairly and sympathetically to each request, whilst recognising individual circumstances and any cultural differences which may exist. The demands of the service and employee availability need to be balanced against employee rights and requests. The need for reasonableness in the management and request for leave and other time off is a fundamental principle.

It is vital that accurate records are kept for each instance of time off, for reference purposes and consistency of approach. The records should be kept on employees’ personal files.

Any time taken off under the terms of these guidelines must be used for the purpose specified only. Failure to comply will be dealt with under the Disciplinary Procedure and may result in disciplinary action, up to and including dismissal.

Employees will be afforded equality of opportunity in respect of these guidelines, irrespective of their protected characteristics in accordance with the Equality Act 2010.

Arrangements for absence because of personal illness, injury or other disability, and payment during that period of absence are covered, in the case of teachers by the Conditions of Service for School Teachers in England and Wales, and in the case of school support staff, by the NJC Conditions of Service for Local Government Services.

Arrangements for maternity, adoption, and other family related leave and payment during absence are covered by statute and the Conditions of Service for School Teachers in England and Wales and in the case of support staff, by the NJC Conditions of Service for Local Government Services. Details of these arrangements for staff can be found in the Maternity, Paternity & Family related leave policy.

**4.2. Annual Leave**

- School support staff who are employed throughout the year are entitled to annual leave as tabled below (pro rata for part-time staff).
- School support staff employed term time only, are required to take their holidays during school closures, and although they do not have an annual leave entitlement, they receive a payment included in their salary for holiday pay based on the pro rata for part-time staff calculation.
- Annual leave entitlement does not apply to teaching staff as they are required to take their holidays during school closures and have their working time defined under the School Teacher’s Pay and Conditions Document.

Annual leave entitlement is based upon length of service. Details are as follows:-

Years of Service	Number of days
Up to 5 years’ continuous service	25 days
Completion of 5 years’ continuous service	30 days
Completion of 10 years’ continuous service	32 days

Employees will receive the additional days’ leave (on a pro-rata basis) in the leave year in which the 5th or 10th anniversary of appointment falls.

The annual leave year runs from 1 April to 31 March. Annual leave must be approved by line management and can only be taken at times convenient to the service, as it is not possible for everyone to take leave at the same time. All annual leave should be recorded on a card provided for that purpose and should be signed by line management.

New entrants build up leave entitlement proportionate to the completed months of service during the leave year in which employment commences. In such circumstances, leave may be carried forward to the following year. For all other employees, leave should not be carried forward without the express permission of line managers.

Annual leave will be taken by mutual agreement, other than in those services where the agreement already provides that holidays are taken during particular periods.

**4.2.1. Part-time Employees**

Annual leave will be taken on a pro-rata basis for part-time employees.

**4.2.2. Ex-Manual Employees**

The annual leave entitlement for ex-manual (pre-April 1997) employees is as follows:

Years of Service	Number of days
Up to 5 years' continuous service	22 days
Completion of 5 years' continuous service	27 days
Completion of 10 years' continuous service	29 days

In addition to the above, ex-manual employees are entitled to 2 extra-statutory days, to be taken at the spring and summer bank holidays.

**4.2.3. Bank and Public Holidays**

In addition to annual leave, employees are entitled to a holiday on each of the following days:

- New Year's Day
- Good Friday
- Easter Monday
- May Day
- Spring Bank Holiday
- Summer Bank Holiday
- Christmas Day
- Boxing Day

**4.2.4. Payment in lieu for annual leave not taken**

Payment in lieu will be made in the following circumstances where the employee has been unable to take their annual leave prior to leaving the authority:

- Long term sickness absence up to the date of leaving.
- The governing body requiring the employee to work up to their leaving date due to the exigencies of the service.
- A redundancy situation.



- Resignation after maternity leave. (See Maternity, Paternity & Family Related Leave Policy, Chapter 3, Section 6 in the Personnel Handbook for Schools).

The above does not extend to situations where an employee has deliberately chosen not to take the balance of annual leave to which they were entitled.

**4.2.5. Annual leave and sick/family related Leave - *this section is only applicable to those who are on NJC Terms and Conditions of Employment and are employed on a 52-week contract (i.e. not those on term time only contracts)***

**Sick leave**

Employees have a right to book and take annual leave while they are on sick leave, although they must not engage in any activity that's incompatible with their illness or injury and that might worsen their condition or prolong their recovery. There is no right to be paid in lieu of holidays not taken, unless their employment terminates. Taking annual leave whilst on sick leave does not constitute a return to work and therefore does not trigger an increase in sick pay entitlement.

If an employee has been on long term sickness absence and is unable to take their annual leave on their return to work because there are an insufficient number of weeks or months left to take it, then they will be able to carry over up to 20 days (pro rata for part-time staff) of their untaken statutory annual leave into the next leave year. The total amount of annual leave which can be carried over to a new leave year is inclusive of any agreed in this policy. This carried forward leave must be taken within 18 months of the end of the annual leave year in which it was accrued. Schools will seek advice from their HR provider when determining the amount of statutory leave that can be carried over.

An employee who falls sick during annual leave shall be regarded as being on sick leave from the date of the fitness for work certificate. They shall be entitled to take the balance of holiday at a later date after return to work, provided the balance of holiday is taken before the 31st March following the absence. In the event that the holiday cannot be taken before 31st March, employees should read the bullet point above.

Where a public or extra-statutory day occurs during sickness leave no substitute public or extra-statutory holiday will be given.

**Family related leave**

If an employee is prevented from taking statutory annual leave as a result of taking a period of family related leave (e.g. maternity, paternity, adoption, shared parental leave) they will be entitled to carry forward up to a total of 28 days (pro rata for part-time staff) of their statutory annual leave, into the following leave year with the agreement of their manager. Schools will seek advice from their HR provider when determining the amount of statutory leave that can be carried over and the time in which it must be taken.

#### **4.2.6 Carry-over of Annual Leave**

Employees may carry over up to 5 days' annual leave from one leave year to the next, with the prior agreement of line management.

#### **4.2.7 Transfer from another Authority – Continuous Service**

For the purposes of annual leave and sick pay entitlement (and for the calculation of term time only salaries), continuous service will include continuous previous service with any public authority to which the Redundancy Payments (Continuity of Employment in Local Government, etc.) (Modification) Order 1999 applies.

### **4.3. Carers Leave**

**4.3.1** Employees are entitled to unpaid leave to give or arrange care for a dependant who has:

- A physical or mental illness or injury that means they're expected to need care for more than 3 months
- A disability (as defined in the Equality Act 2010)
- Care needs because of their old age

The dependant does not need to be a member of the employees' family but must be someone that relies on them for care and falls under the definition of a dependant outlined in section 4.4.6 of this handbook.

#### **4.3.2 Requesting Carers Leave**

With agreement from your manager, you can take up to one week's unpaid leave (pro-rated where necessary to reflect different working arrangements) every 12 months. You can either take a whole week off or take individual days/half days throughout the year.

If you need to care for more than one person, you cannot take a week of carer's leave for each dependant. You can only take one week every 12 months, but you can use the week of leave on more than one dependant.

You are not required to supply evidence to support a request to take leave but you will need to ensure that you provide your manager with suitable notice which would be based on:

- 3 days notice for a request for half a day or 1 day
- Twice as long as the period of leave requested for a request that is more than 1 day. For example, if you want 2 days unpaid carer's leave you will need to give at least 4 days' notice.

Your manager can ask you to postpone a request if your absence would cause serious disruption to the School. In these circumstances, your manager will seek advice from the HR provider.

### **4.4 Compassionate Leave**

Compassionate leave is somewhat difficult to define but would normally be applied to necessary absence from work to cover personal emergency situations or other serious personal difficulties, which arise. Compassionate leave would normally be granted to cover absences, which could not be predicted in advance.

This scheme cannot cover all eventualities, nor does it prescribe compassionate leave in a rigid way. The following guidelines and examples are therefore intended as a framework within which governing bodies may consider applications. The most important factor is to promote a consistent and fair approach whilst dealing with each application on its own merits.

#### **4.4.1. Death**

Paid leave of absence of up to five working days in any one year will be granted in the case of the death of an employee's:

- Spouse
- Partner
- Child
- Parent\*
- Brother/sister
- Parent/son/daughter-in-law
- Grandparent
- A person who stands in place of a parent to that employee or vice versa
- Any other relative or person if normally resident with the employee

\* Where both parents die within one 12-month period then paid leave of absence should be agreed on both occasions.

#### **4.4.2 Attendance at a funeral**

Paid leave of absence will be granted for attendance at a funeral in a representative capacity. Allowance for time off will count towards the five days entitlement in any one year. detailed above. Leave of absence for attendance at the funeral of any other relative may be granted at the discretion of the governing body but would normally be unpaid.

#### **4.4.3 Parental Bereavement Leave**

We understand that, while dealing with any bereavement is difficult, the loss of a child is among the most devastating events anyone can ever face.

If you suffer the loss of a child (under the age of 18) that you are parentally responsible for, or suffer a stillbirth after 24 weeks of pregnancy, you can take Parental Bereavement Leave in addition to any other eligibility to Special Leave.

You can take two-weeks' Parental Bereavement leave within 56 weeks of the date of bereavement. This may be taken by you, as:

- a single block of two weeks; or
- two separate blocks of one week each, at different times.

This allows you some flexibility as to when you take the leave, although it cannot be taken as individual days.

If more than one child has passed away, you can take 2 weeks leave in respect of each child.

If you have 26 weeks Continuous Service, you will receive your normal pay whilst you are on leave.

If you begin a period of another type of statutory leave before your requested Parental Bereavement Leave is due to end, your remaining amount of Parental Bereavement Leave can be taken after you end the other leave, as long as it is taken in a single consecutive period and within the 56-week period of bereavement.

### **Telling Your Line Manager**

You will need to let your line manager know:

- the date you were bereaved,
- the date on which you choose any period of absence to begin (If you are taking a remaining amount of Parental Bereavement Leave after you end another type of statutory leave, you will need to give this information to your line manager again), and
- whether you intend to be taking a period of one- or two-weeks' leave.

You cannot cancel any week of Parental Bereavement Leave that has already begun.

### **If you will be taking Parental Bereavement leave within 56 days of the date you lose your child:**

You can begin the leave immediately, by letting your line manager know no later than when you are due to start work or, if that is not achievable, as soon as reasonably possible. If you have requested the leave during this period, you can change your mind, if you let your line manager know before you would have been due to start work.

### **If you will be taking Parental Bereavement leave more than 56 days after the date you lose your child:**

You will need to give your line manager at least one week's notice of your intention to take the leave. You can change your mind during this period, if you let your line manager know at least one week in advance.

### **Returning to Work**

You have the right to return to the same job, if your period of leave is 26 weeks or less, when added to any other period of statutory leave in relation to the same child.

You shall be able to return to another job that is suitable and appropriate for you, rather than the same job, if:

- the period of leave taken is more than 26 weeks, when added to most other periods of statutory leave taken in relation to the same child; and
- it is not reasonably practicable to return you to the same job.

#### **4.4.4. Attendance at a Wedding**

An employee, at the discretion of the governing body may be granted up to one working day's unpaid leave of absence to attend the wedding of a:

- Child
- Parent
- Brother

- Sister
- A person who stands in place of a parent to that member of staff or vice versa,
- Any other relative who is normally resident with the member of staff.

Essential travel time may also be allowed at the discretion of the governing body however, this would also be unpaid leave. An employee would not normally be expected to arrange their own wedding to take place during working time and could not expect to be granted leave for this: should such leave be granted, however, it would be unpaid. If the employee is a member of support staff and contracted to work on an all year-round contract, then this time off should be taken as annual leave, time off in lieu or unpaid leave.

#### **4.4.5. Domestic Emergencies/Unavoidable Personal Business**

An employee, at the discretion of the governing body, may be granted leave of absence for unavoidable domestic emergency such as flooding, fire or burglary normally the first day of any such leave would be paid but any extra could be unpaid at the discretion of the governing body.

#### **4.4.6. Time off for dependants**

Employees are allowed to take a reasonable amount of time off work to deal with sudden unexpected incidences or emergencies (for example, burglary, flooding, house fire as per above).

Employees may also take time off for dependants to enable them to make any necessary longer-term arrangements. A sick dependant is someone who is the employees:

- Spouse
- Partner
- Child
- Parent
- or a person who stands in place of a parent to that employee or vice versa
- or a person resident with the employee at the time of illness (for example elderly aunt or grandparent).

Paid leave of absence of up to three working days in any one year may be granted at the discretion of the governing body, after which, this time off will be unpaid. Parents attending a statement review for a child with special educational needs should be granted one further day of paid leave.

### **4.5. Other Leave of Absence**

#### **4.5.1. Attendance at Award Ceremonies**

Up to one day's paid leave may be granted to an employee, at the discretion of the governing body, for attendance at a ceremony for the presentation of an honour or decoration either to that employee or a spouse, partner, child, parent, or a person who stands in place of a parent to the employee.

#### **4.5.2. Attendance at Court**

An employee must be granted necessary paid leave of absence for attendance at court or at an inquest as a witness, a juror or for compulsory legal business directly connected with school duties. If the employee has been called as a witness on private business at a crown court or a

magistrate's court outside Bedfordshire, he/she should claim loss of earnings from the court and inform the school afterwards so that the appropriate deductions can be made from his/her salary.

#### **4.5.3. Attendance for Interview**

An employee must be granted necessary paid leave of absence for attendance for interview for another appointment. In such cases where a teacher is absent for a whole day in order to teach in the school where the vacancy is e.g. for observation or familiarisation purposes, it will be necessary for the schools between them to determine which school should meet the cost of supply cover.

#### **4.5.4. Broadcasting**

The granting of leave for an employee to participate in, or rehearse for a television or radio broadcast is at the discretion of the governing body. Where that employee is making a specific educational contribution to the broadcast by virtue of his/her profession, any leave should be paid, although the governing body may wish to consider whether the employee should retain any fee earned, including for repeat performances, as a result of release from school duties. If an employee's involvement in the programme has no direct bearing on his/her educational duties, any leave granted should be unpaid.

### **4.6. Elections**

If an employee is a candidate in elections, then:

- Political activities must not take place in employer's time.
- All employees should be cautious and prudent about any activities during the school day; where an activity is legitimate according to the letter of the law (e.g. canvassing at lunch breaks) this may still give rise to concerns and complaints and is therefore counselled against.
- Employees must not use school facilities for political activities (i.e. telephones, notice boards etc.).
- The display of political posters on school property is prohibited.
- Employees should remember that irrespective of how strong their own political views may be, it is likely that they will have to work with people of all political persuasions and therefore keeping counsel on political issues during the school day is a wise course of action.

#### **4.6.1. Parliamentary Elections**

An employee who is a candidate in a parliamentary election may, at the discretion of the governing body, be granted unpaid leave from the first day in which nomination papers may be delivered up to and including second day after the election.

#### **4.6.2. Local Elections**

An employee who is a candidate in a local election may, at the discretion of the governing body, be granted unpaid leave on the day of polling only.

### **4.7. Doctors/ Dentists/ Hospital Appointments/ Medical Screening**

Employees are expected to arrange routine medical or dental appointments outside of their normal working hours. If an employee needs to attend an appointment during working time, the Headteacher will decide whether to grant paid time off, unpaid time off or, where applicable,

request for the time to be made up at a later date. Paid time off will be considered on an individual basis and will usually only be granted for hospital/specialist appointments that are out of the employees' control. Paid time off will only be granted where an employee can produce written evidence of such appointments (e.g. an appointment card or a copy of the appointment letter).

Where an employee has a disability, reasonable paid time off to attend appointments may be given as part of reasonable adjustments. What is defined as reasonable time off will depend entirely on each individual as disabilities can affect people in differing ways and so this should be discussed and agreed with the headteacher as part of a reasonable adjustment assessment.

Treatment as an outpatient is regarded as sick leave and should be recorded accordingly.

Necessary paid time off shall be granted for the purpose of cancer screening.

#### **4.8. Government or Local Authority Duties**

Members of staff must be granted paid leave of absence for duties and attendance as:

- Members of a local authority or any committee or sub-committee thereof.
- A member nominated by a government department or local authority on a committee, tribunal, panel or other similar body or for attendance at meetings of the Education Committee and any sub-committee thereof, as a representative of a local authority or approved professional association or union.

#### **4.9. Fertility Treatment**

Any application for leave of absence to undergo fertility treatment should be handled sensitively and compassionately, taking into account the probable emotional impact on an employee leading up to, during, and following treatment.

Staff wherever practicably possible should be encouraged to arrange treatment outside of school hours or outside term time. In the event that it is not possible to arrange treatment outside of school time, the governing body may, at its discretion grant up to five days paid leave in any one year on compassionate grounds.

If treatment is unsuccessful and further absences are required within any one-year period the governing body may, at its discretion, grant unpaid leave of absence.

If an employee becomes incapacitated from work and the reasons for this are linked to their fertility treatment then the absence should be recorded separately from other sickness and disregarded when monitoring and managing sickness triggers under the schools Health and Attendance Policy. In such cases the normal procedures for notification of sickness and sick pay should apply.

#### **4.10. Jury Leave and Other Public Service**

##### **4.10.1. Jury Service**

Unless exemption has been secured, an employee must be granted leave for jury service if summoned. That employee will continue to be paid a full salary.

#### **4.10.2. Other Public Service**

An employee must be granted up to 5 days paid leave of absence per year to undertake duties as a magistrate. Reasonable paid leave must also be granted to an employee to act as a member of any:

- Statutory tribunal
- Regional health authority
- Family practitioner committee
- Area water authority
- District health authority
- Governing body of an educational establishment maintained by a local education authority, a foundation school or a higher education corporation.

#### **4.11. Participation in Sporting Events**

If an employee is representing his/her country, region or county in a sporting event in an amateur capacity, he/she may, at the discretion of the governing body, be granted 2 days paid leave in the case of county representation, 3 days for regional representation (10 days in the case of winter sports). Where national representation in Commonwealth, European or Olympic games is concerned, or in the case of British Lion Tours, the governing body will need to consider each case on an individual basis. Leave is not normally granted for an employee to take part in sporting events on a professional basis.

#### **4.12. Professional Development**

##### **4.12.1. Conferences**

In addition to conferences referred to below, an employee may, at the discretion of the governing body, be granted paid leave of absence to attend approved conferences, including those of recognised professional associations, or meetings of societies on educational matters for up to 3 working days in any one year.

##### **4.12.2. Examinations (teaching staff) - leave to sit/study leave**

Leave of absence with pay may be granted to a teaching member of staff for the purpose of sitting an examination in order to improve educational qualifications. With the approval of the governing body, the member of teaching staff may be granted paid leave before the examination for the purposes of preparation, the amount of paid leave granted will be in accordance with the Purple book.

##### **4.12.3. Examinations - Support Staff**

A member of the school support staff who is following a day release or correspondence course for a first professional qualification must be granted paid leave for the purpose of sitting for appropriate examinations and in addition may, at the discretion of the governing body, be granted paid leave for revision purposes at the rate of one half day for each examination paper to be taken, up to a maximum of 3 days. Such leave is normally granted on condition that an equal amount of annual leave is taken at the same time, if applicable. As far as possible such leave should be taken in the week immediately preceding the examination(s). These arrangements



would apply only to examinations being attempted for the first time and not to full-time or block release courses.

#### **4.12.4. Leave for Preparation/Marking of Examination Papers - Teaching Staff**

The circumstances under which teachers must be granted paid leave in connection with the preparation and marking of external examination are explained in the Teachers' Conditions of Service. In essence, teaching staff must be granted paid leave of absence to attend, as examiners or advisers, meetings of approved examining bodies.

#### **4.12.5. Training Courses - Teaching Staff**

At the discretion of the governing body, a teaching member of staff may be granted up to one year's paid leave of absence for attendance at an approved source of further training.

#### **4.12.6. Training Courses – Delivery**

At the discretion of the governing body paid leave may be granted in order to assist with a training course arranged either inside or outside the school or county by an approved organisation.

#### **4.12.7. Visits to Schools or Other Educational Establishments**

At the discretion of the governing body, an employee may be granted paid leave in order to visit other establishments for the observation of different practices which may be appropriate to the individual's own role. This could include the acceptance of a scholarship or interchange post arranged by an approved organisation in an overseas country.

### **4.13. Moving home**

At the discretion of the governing body, one day of paid leave within a single year may be granted for the purposes of moving to a new house.

If the employee is a member of support staff and contracted to work on an all year-round contract, then this time off should be taken as annual leave, time off in lieu or unpaid leave instead.

### **4.14. Religious Observance**

Governing bodies may grant leave of absence for religious observance and requests will be handled sensitively and with consideration. In accordance with the principles of this policy, paid leave of up to two days may be granted. Additional leave may be considered by the Governing body, but this will be unpaid leave.

### **4.15. Services in the Non-Regular Forces**

#### **Support staff employed throughout the year**

A Volunteer Reservist must be granted 5 days paid leave to attend annual camp. Any requested leave in addition to this will be unpaid and granted at the discretion of the Governing Body. Support staff who are employed throughout the year may choose to take annual leave in addition to their 5 days paid leave. Where an allowance is payable, this should be claimed and paid to the school.

## **4.16. Unions and Professional Associations**

(See Chapter 3 Section 15 of the Personnel handbook which provides details of the Facilities Agreement)

Members of staff who are members of the national executive of a recognised union or professional association must be granted reasonable paid leave of absence for the attendance of appropriate meetings in that capacity.

Members of staff who are elected trade union representatives have a statutory right to a reasonable amount paid time off to carry out certain specified duties (related negotiations with their employer), and to undertake relevant training. Individual union members also have a statutory right to reasonable unpaid time off when taking part in trade union activities.

Members of staff may, at the discretion of the governing body, be granted paid leave to attend approved conferences, including those of recognised professional associations, or meetings of societies on educational matters for up to three working days in any one year. Certain unions have agreed facilities for attendance at national conference.

## **4.17. Information for Employees Regarding Sickness Absence**

### **4.17.1.Introduction**

It is important that you familiarise yourself with your school's reporting procedures and are aware of the school's policy on the management of sickness absence.

- As an employee you are required to comply with the following:
- Attend work when fit to do so
- Comply with the school's sickness absence reporting procedures
- Ensure medical advice and treatment, where appropriate, is received as quickly as possible in order to facilitate a return to work
- Provide the school with completed self-certification forms or statement of fitness for work (fit note) from the doctor, nurse, occupational therapist, pharmacist or physiotherapist as required
- Keep the headteacher (or Chair of Governors, in the case of the headteacher) informed of any significant developments

The school's procedures for reporting and managing sickness absence s outlined below.

### **4.17.2.Recruitment**

You will have completed a pre-employment medical questionnaire and received medical clearance before you commenced your employment at the school. If you have a medical condition which falls within the terms of disability within the Equality Act 2010, agreement will have been reached between yourself and your headteacher concerning reasonable absence relating to the condition and any workplace adjustments which may be required.

### **4.17.3.Reporting Absences**

It is your responsibility to inform your headteacher or nominated representative that you are prevented by illness to attend work. If you are unable to do this personally, a relative or friend can

do this on your behalf but, in any event, notification must be provided within one hour of your normal starting time.

Sending a text message, email or communication via social media to report an absence isn't acceptable unless it is followed up with a phone call on the same day of the absence by you or your relative/friend later if you are unable to do so personally. The reason for your absence should be given and, where possible, an indication of the likely length of the absence. Further information on reporting absences and the sickness procedure can be found in the schools Health & Attendance policy.

If the absence continues for a period longer than initially anticipated, you should contact your headteacher to inform him / her of the up-to-date situation.

Please note that if you became unwell over a weekend, rest day or public holiday, you should inform your headteacher of this when reporting your sickness.

Upon return to work you should inform your headteacher when you were fit to return irrespective of there being any requirement to have worked on that day.

Sickness absence must not be taken for reasons other than your own illness. If you are unable to attend work for some other reason, e.g. domestic emergency, car breakdown etc., you must discuss the situation with your headteacher and the absence will be dealt with under the school's leave of absence arrangements depending upon the individual circumstances. Medical certificates submitted which do not relate to your own illness will not be accepted.

#### **4.17.4. Self-Certification Forms and Fitness for Work Certificates**

You will be required to complete a Self-Certification Form upon your return to work. On your return to work your headteacher should hold a return to work meeting to discuss your absence and to update you on any work issues.

If your absence continues into the 8th day (including weekends, rest days and public holidays) you must obtain a Fitness for Work certificate from your GP and send it to your headteacher without delay. You must continue to submit fitness for work certificates for the duration of your absence.

If your absence lasts longer than 14 days, before returning to work, you must obtain a final statement from your GP giving the date on which you can return to work.

If you fail to provide notification of your sickness or do not produce the required fitness for work certificates, consideration will be given to suspending sick pay until the correct procedure is followed.

#### **4.17.5. Occupational Sick Pay and Statutory Sick Pay (SSP)**

Details of Occupational Sick Pay and Statutory Sick Pay entitlement are given in the Personnel Handbook for Schools (Chapter 4, Section 4)

#### **4.17.6. Short Term Absences**

Headteachers are required to monitor levels and frequency of sickness absence in their schools.

If you are absent frequently but your absences are of a short duration you may be asked to attend a review meeting with your headteacher. The meeting will be held in private and used to discuss your absence and their effects and to assess if you need any assistance in achieving improved attendance. You should seek advice from your GP if appropriate.

If your medical condition falls within the definition of disability in the Equality Act 2010 an assessment of your welfare will take place with an Occupational Health Adviser and your medical adviser.

Following the review meeting, your attendance levels will continue to be monitored and a further review meeting arranged. You are encouraged to be accompanied by either a Trade Union or other representative. If, at the review meeting your attendance levels have improved, no further action is necessary other than routine monitoring by the headteacher. If, however, your absences are still causing concern you may be referred to the Schools appointed Occupational Health Consultant for advice on your medical condition and potential work attendance.

The role of an Occupational Health Consultant is to arrange an appointment to see you and, with your permission, seek details of your medical history from your GP. The Access to Medical Records Act 1998 gives you the right to see your medical report if you so wish. Having considered all the information, the Occupational Health Consultant will advise accordingly.

A further meeting will be arranged with you by the headteacher to discuss the advice received and any further action if necessary.

If an underlying health problem is identified consideration will be given to making reasonable adjustments or redeployment to a more suitable post. In the event that no suitable solution can be found the headteacher may institute proceedings for dismissal on the grounds of capability due to Ill Health. Further information on ill health retirement can be found within the Pensions section of the Schools portal.

If no underlying health problem is identified, you will be advised that your attendance levels must improve and a further review period will be arranged. Failure to improve your attendance could result in the headteacher taking action under the procedure for handling dismissals on the grounds of incapability. It should be emphasised that this course of action is only likely to be taken in exceptional circumstances once all other options have been exhausted and full consultation with the employee and / or representative, if applicable, has taken place.

#### **4.17.7. Long Term Absences**

If your absence is considered long term or the schools may require additional information to support or facilitate a return to work, your headteacher may request a medical report from their Occupational Health Consultant concerning your likely return to work, temporary adjustment to duties, redeployment or ill health retirement.

The Occupational Health Consultant will then arrange an appointment to see you and seek your consent to contact your GP for details of your medical condition, medication and treatment etc. The Occupational Health Consultant will advise you of your rights with regard to the access to Medical Records Act. If you decide to withhold your consent to the Occupational Health Consultant contacting your GP, the Occupational Health Consultant will still give advice but based only on the information available during the course of the appointment.

Once the report is received from the Occupational Health Consultant its contents and action will be discussed and agreed with you which could include:

- (a) **No further action** - if your medical condition is improving and you are likely to return to work in the near future, no further action would be necessary.
- (b) **Phased return to work** - if your medical condition is improving but you need to be phased back into work gradually, either in terms of hours or duties, these will be discussed with you and your headteacher and a gradual programme of return to work arranged.

*Please note that you will need to provide a fitness for work certificate from your GP as to the actual date of your return. You will receive your normal pay from the first day you return, regardless of work.*

*Your progress will be monitored on a regular basis but you should aim to resume full hours / duties within three months of return.*

- (c) **Redeployment arrangements** - if your medical condition is such that returning to your post will cause a detrimental effect on your health but, that you are able medically, to be considered for alternative employment, redeployment arrangements will be discussed with you. In such cases you will be asked to complete a Career Profile Form.
- (d) **Ill health retirement** - if your medical condition necessitates ill health retirement, the implications of this will be discussed with you and the necessary arrangements made for this to be accomplished.

## **Chapter 5: Allowances & Benefits**

### **5.1. First Aid Payments**

All required First Aiders receive an allowance of 5p per hour. The requirement for First Aiders will be determined by risk assessment of the environment and will involve consultation between management, employees, trade union representatives and health and safety representatives.

### **5.2. Allowances**

Current rates of allowances for travel and subsistence can be found within the Travel & Subsistence Allowances policy which is on the Schools portal. Alternatively, ask your line manager for the latest version.

### **5.3. Ex-Gratia Payments Scheme**

Under this scheme the Head has discretion to approve small ex-gratia payments to employees towards the cost of replacing or repairing clothing or personal property lost or damaged in connection with their employment. This excludes vehicles or property left unattended in vehicles.

### **5.4. Local Government Pension Scheme**

The Local Government Pension Scheme is a statutory, funded pension scheme and its benefits are defined and set out in law.

The Local Government Pension Scheme is open to all Support staff up to the age of 75 years and who have a contract with more than 3 months duration.

Most staff will automatically become a member of the pension scheme when they begin their employment through contractual enrolment. Your school or their payroll provider will arrange this when you commence, unless you opt not to join. You may choose to opt back in at a later date if you so wish to do so.

Contribution rates are currently between 5.5% and 12.5% depending on what you earn and you will, during your time in the pension scheme, have the choice to pay into the 50/50 feature. This may provide you with the ability to pay half your normal pension contributions and build up half your normal pension benefits. The 50/50 section is designed to be a short-term option for when times are tough financially.

For further details on the Local Government Pension Scheme (LGPS) you should contact the Pensions team based at Bedford Borough Hall on 01234 228872, or [alternatively visit the LGPS website](#). [Further information on teacher's pensions can be found on the Teachers Pensions website](#).

For employees on JNC Conditions for Youth & Community Workers, your pension rights will be governed by the provisions of the Teachers' Pension Acts and Regulations.

## **5.5. Cycle Loan Scheme**

This benefit is offered as part of the Council's Staff Travel Plan to encourage more environmentally friendly travel.

The Staff Cycle Loan Scheme only operates with specific cycle retailers enabling you to buy a bike and equipment with the loan through the recommended retailers listed in the scheme details.

When you have chosen your bike your headteacher will need to authorise your loan.

Further information on the cycle scheme and how this operates can be obtained from your school's office.

## **5.6. Eye Care**

If you are classed as a Display Screen Equipment – (DSE) User (either now or shortly to become) you are entitled to receive a free 'DSE eye test' paid for by the School. A DSE user is a member of staff who normally uses DSE as part of their work on most working days, for continuous or near-continuous spells of an hour or more at a time.

The usual cycle of eye tests paid for is every two years, unless the optician recommends an eye test is carried out sooner. In the time before your next test is due, you may request another DSE User eye test if you experience visual fatigue or discomfort that you consider relates to your use of DSE at work. If this is the case, you must complete a Risk Assessment with your manager to identify work practices that may be contributing to it, for example working practices such as not taking sufficient 'screen breaks', monitor settings and the working environment.

If you are employed in a Maintained, Community or VA school, your manager will be able to obtain a free DSE eye test e-voucher to use at Specsavers from the Council's HR Team by emailing [hr\\_records@centralbedfordshire.gov.uk](mailto:hr_records@centralbedfordshire.gov.uk) and providing your work email address t.

If you are requesting the DSE eye test e-voucher for yourself please ensure that you include the approval from your Headteacher as part of your request to [hr\\_records@centralbedfordshire.gov.uk](mailto:hr_records@centralbedfordshire.gov.uk), as without this we cannot process your request. If you are sending the request from your personal email, please ensure that you also provide your work email address in this request .

Please also ensure that all requests include your cost centre as part of the approval process so that the cost of the DSE eye test e-voucher can be charged back to your School.

Once approved by HR, Specsavers will issue you with a DSE eye test e-voucher via email. Please note that within this email, Specsavers will refer to the e-voucher as a 'VDU Eyecare Voucher'. This is because Specsavers choose to use VDU (visual display unit) to describe the test which differs to CBC's preferred terminology of DSE.

When you attend your eye test appointment, you will need to present your DSE eye test e-voucher to the Specsavers branch to cover the cost of your examination. If the test leads to a prescription for spectacles which is related solely to your needs for DSE use, then a basic pair of DSE single-vision spectacles will be provided from the Specsavers £50 range, or an equivalent value contribution made towards a more expensive pair if that is what you choose. Where the optician has advised that 'special' spectacles (e.g. bifocal or varifocal) are needed for DSE work, the e-voucher will be used to pay for the eye test only and you will be required to pay for the full cost of the bifocal/varifocal spectacles.

Contact lenses, or single vision lenses, suitable for general use are not eligible..

Further information is accessible from the Health and Safety Executive guidelines on [working safely with Display Screen Equipment \(DSE\)](#).

## **Chapter 6: Conduct & Performance**

### **6.1. Code of Ethics**

As customers, the public are entitled to expect employee conduct of the highest standard. Therefore, you should behave and present your actions in accordance with your schools values, ethical standards and the relevant guidance for your role. [The Department of Education has published guidance on Teaching Standards](#). For support staff including HLTA's and TA's you should discuss these standards with your Head teacher.

This document must be read in conjunction with the [Council's constitution](#) which has been drawn up to provide you with guidance on how you will be expected to conduct yourself when carrying out duties and responsibilities associated with your employment.

### **6.2. Confidential Reporting (Also known as 'Whistle Blowing')**

The Council is committed to the highest possible standards of openness, probity and accountability. In line with that commitment we expect employees and others that we deal with

who have serious concerns about any aspect of the Council's work to come forward and voice those concerns. It is recognised that most cases will have to proceed on a confidential basis.

Employees are often the first to realise that there may be something seriously wrong within the Council or the School. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the School. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The Confidential Reporting Policy document makes it clear that employees can raise serious concerns without fear of victimisation, subsequent discrimination or disadvantage and is intended to encourage and enable employees to raise those concerns within the Council, rather than overlooking a problem or 'blowing the whistle' outside. The full policy on confidential reporting is in chapter 3 of the [Schools Personnel Handbook](#).

### **6.3. Anti-Fraud and Anti-Corruption Strategy**

In administering its responsibilities the Council is set against fraud and corruption whether it is attempted on or from within the Council and is committed to an effective Anti-Fraud and Corruption Strategy designed to:

- Encourage prevention;
- Promote detection;
- Identify a clear pathway for investigation and
- Seek to impose sanctions against anyone who commits fraud against the Council, its clients or the public purse

The Council's expectation on propriety and accountability is that Members, Employees and Partner Organisations at all levels will lead by example in ensuring adherence to rules, procedures and recommended practices. [Full Council strategy on Anti-Fraud and Corruption](#).

### **6.4. Data Protection**

[The Council has established a framework to ensure it can fulfil its responsibilities under the General Data Protection Regulations \(GDPR\).](#)

All employees have a responsibility to know what is required of them under these regulations. If you require any further information on the issues or feel that the Council is any way failing to meet the best practices, [please view the Councils Personal Data Breach Incident Management Procedures](#) or contact your Headteacher or other senior member of staff.

### **6.5. Declaration of Interests**

Where a contract has been entered into or is proposed to be entered into by the Council or the School, an employee has a legal obligation to give written notice of any pecuniary interest direct or indirect that they have in the contract.

Such a notice should be given to the Headteacher who may seek further advice from the schools Legal Advisers/Insurers and the HR provider.



The legal obligation is particularly relevant to employees who may be involved in a process leading to the award of contracts on behalf of the Council or the School, or who may be involved in a process leading to the award of contracts on behalf of the Council or the School, or who wish to bid, or hold an interest in a company bidding for a contract.

An example of the circumstances that might apply is where the employee is in business with, or in the employment, of a person with whom a Council contract is to be made, or is a member of a company or other body with which the Council contract is to be made e.g. as a shareholder.

If anyone is in doubt as to their position in particular circumstances contact their Headteacher who will liaise with the schools Legal Advisers/Insurers and/or the HR Provider.

## **6.6. Information Security Statement**

### **6.6.1. Objective**

The objective of this statement is to provide direction for the protection of information owned by Central Bedfordshire Council, the School, and its customers, employees, partners or suppliers, in whatever form it may be held or communicated, whether verbal, on paper or electronic. Information is one of our most valuable assets. Of equal value is the trust of our partners, employees and customers that we will protect the information that they have shared with us. Information relating to Central Bedfordshire Council, the School, pupils, parents, customer, partner, employee or supplier, when created, stored, transmitted or communicated, must be protected from unauthorised access, use, modification or destruction. [Full Council Information Security Statement](#).

### **6.6.2. Information security policy**

Information stored and processed by the Council, Schools or by third parties working on behalf of the Council and information systems are critical and vitally important assets. Without adequate levels of protection, confidentiality, integrity and availability of information, the council will not be able to fulfil its obligations including the provision of government services and meeting legal, statutory and contractual requirements.

Accordingly, the Council and the School have a duty to preserve the confidentiality, integrity and availability of our information assets within the jurisdiction of the Council.

This means that the Council and Schools must take appropriate steps to ensure that information and information systems are properly protected from a variety of threats such as error, fraud, embezzlement, sabotage, terrorism, extortion, industrial espionage, privacy violation, service interruption, and natural disaster. [Full Council Information Security Policy](#). Please note that this policy does not apply to those schools with delegated powers (where the school is the employer), unless adopted by the governing body.

### **6.6.3. Responsibilities**

All persons having access to Council and School information, systems and equipment are responsible for adhering to the policy.

All Headteachers and senior staff through the delegation of the governing body are directly responsible for implementing the policy within their School and for regularly informing employees of their responsibilities.

## **6.7. IT Acceptable Use Policy**

The Council and the School provides IT resources to its users for business use. Personal use of IT resources is permitted within the constraints defined in this document; however use of the Council and School's IT resources to operate a personally owned business or for personal financial gain is unacceptable. All access to Council and School's IT systems is based upon business need and related to the post held and role undertaken. Head teachers and senior staff should satisfy themselves as to the suitability of candidates IT skills during the recruitment process and ensure IT training and skills needs analysis form part of ongoing staff management.

All Council and School employees who are provided with access to any IT service not designated as a public facility must sign the declaration contained within the IT Acceptable Use Policy to confirm that they have read and understood and will abide by the policy.

This policy applies to all members of staff including temporary/ supply or agency staff, authorised third party employees and consultants/contractors who are provided with access to any Council or School provided IT service not designated as a public facility.

For more information please contact your schools IT team or view the [Council's IT Acceptable Use Policy](#).

## **6.8. Security within Council Establishments**

It is difficult to reconcile the accessibility of public buildings with the need for increased security, but it is important that the public and employees feel safe when using the Council establishments. You should check the school policy on the security arrangements for the School with your Headteacher.

## **6.9 Discipline at Work**

The School operates a local disciplinary procedure in order to ensure that fair and effective arrangements exist for dealing with disciplinary matters and to ensure that as far as possible standards are observed for all employees.

This procedure is designed to help and encourage all employees to achieve and maintain standards of conduct. An acceptable standard of conduct is essential for the efficient and effective delivery of the School's services.

The Headteacher and senior staff are responsible for setting and maintaining standards of conduct for their employees. This procedure provides for matters to be dealt with quickly, using a fair and consistent method, where there has been failure to observe the standard of conduct expected by the Governors.

The School recognises its responsibility to ensure that whenever relevant, appropriate rules, procedures and standing instructions issued by the Governors, are brought to the attention of relevant employers and that they remain accessible to them.

This procedure provides for matters to be dealt with quickly, using a fair and consistent method, where there has been failure to observe the standard of conduct expected by the Council.

The disciplinary procedure does not replace the normal interchange between manager and employee, and recognises that in most instances minor breaches of conduct can and should be dealt with informally and promptly by the line manager, without recourse to the formal disciplinary procedure. The use of supervision, coaching, counselling and informal reprimand can be effective in improving conduct.

This procedure is supported by guidelines for both managers and employees. ([Chapter 4 of the Personnel Handbook](#) provide full details of the procedures for conduct and capability issues).

## 6.10. Procedure for Settling Grievances

The School operates a procedure for settling grievances. The aim of this procedure is to provide a fair arrangement by which individual employees, or a collective group of employees, may raise grievances in the course of, and connected with, their employment and have them settled promptly and satisfactorily as near to the point of origin as possible. To view the full Grievance Policy & Procedure for school based employees please see [Chapter 3 of the Personnel Handbook](#).

This procedure does not apply:

- To a grievance in relation to salary grading and related matters (this will be dealt with by the pay policy adopted by the Governing Body);
- In the first instance, where the complaint is of unfair discrimination, harassment or victimisation employees and managers should refer to the Council's Code of Practice on handling unfair discrimination, harassment, victimisation and bullying [in Chapter 3 of the Personnel Handbook](#)).

The Grievance Procedure will not be used to raise complaints, or further challenge issues that are being dealt with as a matter of discipline, incapability or under the sickness absence guidelines.

## 6.11. Probationary Service Review

The School operates a formal probationary scheme that is effective for all new support staff who join the Council and who have not previously worked in a local government environment. To view the full Probationary Review Guidelines please see [Chapter 2 of the Personnel Handbook](#).

The purpose of a probationary period is to allow both the employee and their manager an opportunity to assess the suitability, performance and conduct of the starter within the role. Managers' must support this process by:

- Providing initial assistance, encouragement and feedback to the employee to support them in adapting to a new job (including the duties, responsibilities and working environment).
- Providing the employee with an opportunity to discuss how they feel their new role is going and to raise any concerns they may have.
- Discussing areas where some improvement is needed and to explain clear standards and targets that the employee will be expected to achieve. This will usually include:
  - their performance to date
  - the performance standards required

- further training and supervision to support the employee. It is important that assistance is provided to enable the employee to improve their performance and/or conduct in their job.
- timescales for improvement (where the employees' performance or conduct is below the expectations for the role)
- levels of attendance
- standards of conduct
- consequences of not improving (where the employees' performance or conduct is below the expectations for the role)

By the completion of the probationary period, the employee must be capable of fully performing in their role with the range of tasks for the job and grade concerned.

Note: If during the probationary period the individual's conduct (including attitude, attendance and timekeeping) is falling below the required standards then such matters should be dealt with immediately under the Council's Disciplinary Procedure.

Performance matters that arise following the successful completion of a probationary period will be dealt with using the School's Capability Guidelines.

## **6.12. Children of employees on Work Premises**

It is your responsibility to ensure that you have made adequate childcare arrangements whilst you are working.

If you have childcare problems due to unforeseen circumstances, you should refer to Chapter 4: Working Time and Time Off and speak to your line manager at the earliest opportunity.

You are not allowed to bring children onto School premises whilst you are working because of insurance and health and safety restrictions and the obvious distraction to other employees unless you have the express permission of the Headteacher.

## **6.13. Safekeeping of Personal and Private Property**

The safekeeping of personal and private property (e.g. handbags, wallets etc.) is your own responsibility. No responsibility is accepted for cars, motorcycles, bicycles etc. parked on the School or Council property.

The Council's insurance scheme does not cover any loss of employees' own personal belongings and therefore any such loss would have to be met by you.

## **6.14. Employee Relations**

The Council believes in the principle of solving employee relation's problems by consultation and negotiation and supports the concept of collective bargaining. For practical purposes this can only be conducted by representatives of the employees and therefore we will recognise trade unions in accordance with the Council's Trade Union Recognition Policy. We respect the right of employees to join trade unions and take an active part in trade union activities. [View the recognised trade unions for collective bargaining purposes.](#)

The Council is committed to consulting with employee representatives on a regular basis. This will be achieved for NJC employees by the Education Employee Relations (EER) Working Party Forum.

Employees should not be allowed to bring children onto School premises whilst they are working because of insurance and health and safety restrictions and the obvious distraction to other employees.

The Council accepts that differences and disputes may arise from time to time, but will do everything to endeavour that they are kept to a minimum and resolved as soon as possible.

The Council recognises that time-off for trade union activities is allowed and grants this in accordance with the appropriate Facilities Agreement. We will disclose information for the purposes of collective bargaining in accordance with the Trade Union and Labour Relations (Consolidation) Act 1992 and the ACAS Code of Practice on Disclosure of Information for Collective Bargaining purposes. [View the Facilities for representatives of unions and professional associations guidance.](#)

Finally the Council also recognises that whilst much can be done to achieve good employee relations it requires commitment and dedication of Members and officers at all levels, and a willingness to resolve issues on the part of the trade unions.

The Council recognises three Trade Unions for consultation and collective bargaining purposes in respect of school support staff, these being UNISON, GMB and Unite. The Council has a contractual statement of commitment to the support of collective agreements, nationally, regionally and locally.

## **Chapter 7: Health & Safety**

[Complete information on all Health and Safety policies can be found on the Health and Safety pages of the schools portal.](#)

### **7.1. Health and Safety Policy**

This Policy has been designed to comply with the statutory obligations placed on Community, Voluntary Controlled (VC) Schools and Nurseries and Central Bedfordshire Council (the Council) as an employer by Section 2(3) of the Health and Safety at Work etc. Act 1974.

Community, VC Schools and Nurseries and Central Bedfordshire Council (CBC) recognise and accept their responsibility as an employer for providing a safe and healthy working environment for its staff, agency workers, contractors, volunteers, the general public and anyone else that may be affected by its activities.

So far as is reasonably practicable, the School and the Council will take all steps within its power to meet its responsibilities, paying particular attention to the provision and maintenance of:-

- Plant, equipment and systems of work that are safe and without risks to health;
- Arrangements for the use, handling, storage and transport of articles and substances which are safe and without risks to health;
- Information, instruction, training and supervision to enable staff to avoid or manage risks and contribute positively to their own safety and health at work;
- Where under the Council's control, a place of work which is safe and without risks to health, and with safe access to and from it;

- A working environment which is safe, without risks to health, and adequate as regards facilities and arrangements for welfare at work.

The School and the Council will also ensure, so far as is reasonably practicable, that its work activities do not endanger the health and safety of the general public and others not employed by the School or Council such as visitors, contractors, pupils and volunteers.

Without detracting from the primary responsibility of the School Governing Body and Headteacher for ensuring safe conditions and systems of work, the School and the Council will, so far as is reasonably practicable, provide competent technical advice on health and safety matters where this is necessary to assist line management with this task.

The School and the Council reminds its staff, agency workers, contractors and volunteers of their own responsibility to take care of their own safety and that of other persons who may be affected by their acts or omissions, to co-operate with the School and the Council so as to enable it to carry out its legal duties, and not to misuse or interfere with anything provided in the interests of health, safety and welfare.

The Council's remit is varied. Many activities are delivered through partnerships and contracts which involve working closely with suppliers and stakeholders. Therefore, it is expected that these arrangements have high standards of health and safety and for stakeholders to work with us in achieving compliance and good practice wherever possible.

Good health and safety is not a 'nice to have' but plays an essential part in enabling the Council to meet its corporate objectives and to demonstrate its commitment to the quality of life of its stakeholders. The School and the Council will ensure that health and safety remains a priority and forms an integral part of the Council's decision making process.

Head Teachers and Governing Bodies of Community and Voluntary Controlled schools are responsible for operational delivery of health and safety policies and procedures, ensuring risk assessments are conducted, followed, and reviewed and that their staff are aware of their responsibilities and duties in respect of health, safety and welfare.

Staff are required to follow health and safety procedures, report any hazards, concerns or incidents to their line manager as soon as is reasonably possible and work in a safe manner without putting themselves or others at undue risk. [Further information in relation to the Health & Safety Policy.](#)

## **7.2. Display Screen Equipment**

Schools and offices are usually seen as 'safe' environments, but they do have specific hazards unique to them, which includes the use of display screen equipment (DSE).

Users of DSE equipment have a duty to work in accordance with the training and instruction given by their Head Teacher. If you are deemed to be a 'DSE User' you should complete a DSE questionnaire, which can be found under Display Screen Equipment (DSE) by following the link to [policy and guidance documents, templates and signposts.](#)

Prolonged use of Visual Display Units (VDU's) can result, for some users, in headaches, eyestrain, or muscle pain. Using the correct equipment in the right working conditions, and knowing how to adjust your workstation, can ensure your comfort.

If you use a VDU for a significant part of your working day, it is important that you refer to the Display Screen Equipment Guidelines which can be found under Display Screen Equipment (DSE) by [following the link to policy and guidance documents, templates and signposts, located on the Schools Portal](#).

### **7.3. Policy on Smoking**

The dangers to health and safety of cigarette smoking have been known for several years. Research has shown that an individual who smokes faces a higher risk of heart disease and lung cancer as well as the risk of exacerbating other health problems. Clinical research has also shown that non-smokers subjected to passive smoking have a 50% greater chance of developing lung cancer. It is also apparent that exposure to cigarette smoke can be detrimental for those who suffer from asthma. Because of these identified risks, many people are now using electronic cigarettes (or 'e- cigarettes) as an aid to quit smoking. These are battery-powered or electrically charged products that give off a visible vapour. They contain liquid nicotine that is inhaled by the user. It is worth noting that electronic cigarettes (or 'e-cigarettes') fall outside the scope of smoke-free legislation.

The Council is mindful of the research and its duty to provide and maintain a working environment for its staff that is safe and without risk to health. Employers are increasingly seen as responsible for the risk to health of non-smokers exposed to tobacco smoke generated by others. However, the Council is also aware that smoking is a legal activity and that many smokers cannot easily give up the habit. With this consideration, as well as the health issues cited above, the Council has recognised that some staff will want to smoke during the working day.

Accordingly, the policy on smoking is in [Chapter 3 of the Personnel Handbook](#).

### **7.4. Emergency Procedures**

All staff must ensure that they are conversant with the emergency procedure applicable to their place of work. These procedures will be displayed around the building.

Make sure you know where the nearest fire exits, and protected staircases are situated and the method(s) used to warn of an emergency. Although procedures and particular arrangements to ensure the safe evacuation of a building will vary, nevertheless there will be basic similarities as follows:

#### **1. Action by the staff in the event of fire**

##### **(a) On discovering a fire raise the alarm**

##### **(b) On hearing a fire warning:**

- (i) Leave the building in a brisk and business-like manner using the nearest fire exit.

- (ii) On no account attempt to use the lifts or return to your place of work to collect personal effects or carry bulky items or beverages.

N.B Once an evacuation is in progress, any instructions issued by a Fire Marshall, deputy Fire Marshall, or similar responsible person known to be in charge must be followed. Staff who ignore such instructions could face disciplinary action.

### **(c) Assembly Area**

All staff and visitors evacuating the building during an emergency must proceed to their designated assembly area.

Staff may only re-enter when told to do so by a responsible person in charge of the evacuation.

### **(d) Disabled Persons**

Where disabled staff are employed, Schools must ensure adequate arrangements for their safe evacuation.

## **2. Action by staff on suspecting a bomb**

(a) Anyone suspecting an object to be a bomb, placed inside or outside a building, must not touch it under any circumstances.

(b) Report its position immediately to a responsible person such as the Head Teacher or other senior member of staff. If the Head Teacher or other senior member of staff is not present, then inform the police.

### **REMEMBER: -**

YOU MUST TAKE ADEQUATE PRECAUTIONS TO AVOID CAUSING A FIRE.

REPORT TO A SENIOR PERSON, ANY SITUATION WHICH YOU CONSIDER COULD CAUSE A FIRE TO DEVELOP.

AND MAKE SURE YOU KNOW THE EMERGENCY PROCEDURES AND ARRANGEMENTS THAT EXIST IN YOUR PLACE OF WORK.

## **7.5. Guidance on Physical Contact and Intervention in Schools**

Detailed guidance in relation to [physical contact and intervention in schools for governing bodies, head teachers and school staff](#) has been produced by the Department for Education.

## **7.6. Assaults on Members of Staff**

Detailed information in relation to assaults on members of staff can be found within the [Violence & Aggression & the Lone Working Policy & Guidance](#) which can be found within the Health & Safety pages of the Schools Portal.



## Appendix 1

### APPEAL MECHANISM

1. The Education Act 2002 provides for the governing body to determine the salary of levels of school support staff posts. This must be in accordance with the salary scales recommended by the authority and in the light of any advice offered by the authority. This requirement is designed to enable the authority to ensure that comparable staff are employed on comparable terms and conditions so as to avoid problems of equal pay claims.
2. The authority therefore expects schools to follow the codes of practice outlined in the Personnel Handbook for Schools and ensure that school support staff are paid in accordance with the principles enshrined within the Single Status Agreement. The pay scales used by schools must be those adopted by the authority. The authority has, in place, an appropriate job evaluation procedure and this is set out in the Support Staff Job Descriptions section of the Schools portal.
3. It is important that governing bodies, wherever possible, seek advice from the authority before difficulties are encountered.
4. Appeals will be considered where they are made on the grounds of:-
  - A like job (where work is the same or broadly similar) within the employment of the Council has been more highly graded; or
  - A job of equal value (work which is different but of equal value in terms of the demands of the job) within the employment of the Council has been more highly graded.
5. A principal underpinning the advice of the authority is that a small group of governors, probably three, should be responsible for all pay issues within the school and there should be an annual review of all staff (teaching and support staff) as a result of which staff would be informed, in writing, as to their pay position for the next academic/financial year. Those staff who feel that their posts had not been graded correctly then have an opportunity to raise concerns via an appeal panel of governors, once the appeal has been lodged, the pay committee of the governing body will be able to seek advice from the authority in order that a formal evaluation can be carried out. Any formal evaluation will take place with the trade union and human resource representatives present and the result of the evaluation would be fed back to the school as part of the appeal mechanism. If for one reason or another the school then chose not to accept the advice of the authority, it may become necessary for the authority to alert the school to the risks of having to pick up a liability resulting from equal pay claims were the school to be used as a comparator.
6. The process of annual review for staff on NJC Local Government Services' conditions is recommended as good practice to all governing bodies. It would not, of course, preclude the possibility of staff or senior managers seeking a re- evaluation of a post at other times. The outcome of such a review, however, would be subject to the same appeal procedure.
7. Accordingly, the Governing Body has adopted the following procedure at hearings or appeals in respect of matters relating to pay.

## **PROCEDURE AT HEARINGS OR APPEALS IN RESPECT OF MATTERS RELATING TO PAY**

8. The Governing Body has adopted an appeals procedure in respect of pay which will operate outside the normal grievance arrangements, but which will ensure a fair hearing to all parties concerned. A full written note will be made of the hearing and the appeal panel's decision.
9. A panel of governors (the Appeal Panel) shall be constituted for the purpose of hearing appeals relating to the pay of a member of staff. It shall exclude members of the Governing Body's Staffing Committee on Pay. The Director of Children's Services or his/her representative may be present for the purposes of giving advice. The member of staff with the grievance (or his or her representative) shall make an opening address explaining his or her case and may then be questioned by the other parties involved (or their representatives) or by the Appeal Panel.
10. The member of staff (or his or her representative) shall call on any witnesses who may be questioned by the other parties involved (or their representatives) or by the Appeal Panel. The witnesses shall withdraw once they have given their evidence.
11. The Chairperson of the Staffing Committee on Pay (or his or her representative) shall have the right to make an opening address and may then be questioned by the other parties involved (or their representatives) or by the Appeal Panel.
12. The Staffing Committee on Pay (or their representative) may call any witnesses who may be questioned by the member of staff (or his or her representative) or by the Appeal Panel. The witnesses shall withdraw once they have given their evidence.
13. Each party (or their representative) shall then have an opportunity to sum up his or her case, the member of staff making the appeal to do so last.
14. The parties involved, their representatives and any witnesses shall then withdraw.
15. The Appeal Panel, together with the Director of Children's Services or his/her representative who may be present for the purposes of giving advice only, shall deliberate in private, only recalling the parties involved (and their representatives) to clear points of uncertainty on evidence already given. If recall is necessary, all parties must return even if only one party is concerned with the point giving rise to doubt.
16. The Appeal Panel shall announce the decision to the parties involved personally at the end of the hearing where possible and, subsequently, confirm the decision in writing. The decision of the Appeal Panel is final and binding on all parties and shall be reported to the next full meeting of the Governing Body.

## **Appendix 2**

### **Salary Structure for School Support Staff**

If you would like to view the below table in an excel format (which also includes the salary scales indicative on-costs for budgeting) this can be accessed on the Schools Finance pages on the Schools Portal [here](#).

		Spinal Column Point Range					
Level	Band	Mainstream Schools	Special Schools	Level	Band	Mainstream Schools	Special Schools
<b>Level 1</b>	A		2	<b>Level 3</b>	A	5 to 7	6 to 9
	B	2	2 to 3		B	6 to 8	7 to 11
	C	2	2 to 3		C	6 to 9	8 to 12
	D	2 to 3	2 to 4		D	7 to 11	9 to 14
<b>Level 2</b>	A	3 to 4	4 to 5	<b>Level 4</b>	A	11 to 15	14 to 19
	B	3 to 5	4 to 6		B	12 to 17	15 to 20
	C	4 to 5	5 to 6		C	14 to 19	17 to 22
	D	4 to 6	5 to 7		D	15 to 20	19 to 23
				<b>Level 4+</b>	E	17 to 22	20 to 24

## Appendix 3

### Part Time Proportion Table for Term Time Only Staff

Hours per week	Weeks per year (depending on length of service)		
	Up to 5 years (45.4)	5- 10 years (46.2)	10+ years (46.5)
0.25	0.0059	0.0060	0.0060
0.5	0.0118	0.0120	0.0121
1	0.0235	0.0239	0.0242
1.5	0.0353	0.0359	0.0362
2	0.0471	0.0479	0.0483
2.5	0.0588	0.0599	0.0604
3	0.0706	0.0718	0.0725
3.5	0.0824	0.0838	0.0845
4	0.0941	0.0958	0.0966
4.5	0.1059	0.1078	0.1087
5	0.1177	0.1197	0.1208
6	0.1412	0.1437	0.1449
6.5	0.1530	0.1557	0.1570
7	0.1647	0.1676	0.1691
7.5	0.1765	0.1796	0.1812
8	0.1883	0.1916	0.1932
8.5	0.2000	0.2035	0.2053
9	0.2118	0.2155	0.2174
9.5	0.2236	0.2275	0.2295
10	0.2353	0.2395	0.2415
10.5	0.2471	0.2514	0.2536
11	0.2589	0.2634	0.2657
11.5	0.2706	0.2754	0.2778

12	0.2824	0.2874	0.2898
12.5	0.2942	0.2993	0.3019
13	0.3059	0.3113	0.3140
13.5	0.3177	0.3233	0.3261
14	0.3294	0.3353	0.3382
14.5	0.3412	0.3472	0.3502
15	0.3530	0.3592	0.3623
15.5	0.3647	0.3712	0.3744
16	0.3765	0.3831	0.3865
16.5	0.3883	0.3951	0.3985
17	0.4000	0.4071	0.4106
17.5	0.4118	0.4191	0.4227
18	0.4236	0.4310	0.4348
18.5	0.4353	0.4430	0.4468
19	0.4471	0.4550	0.4589
19.5	0.4589	0.4670	0.4710
20	0.4706	0.4789	0.4831
20.5	0.4824	0.4909	0.4952
21	0.4942	0.5029	0.5072
21.5	0.5059	0.5149	0.5193
22	0.5177	0.5268	0.5314
22.5	0.5295	0.5388	0.5435
23	0.5412	0.5508	0.5555
23.5	0.5530	0.5627	0.5676
24	0.5648	0.5747	0.5797
24.5	0.5765	0.5867	0.5918
25	0.5883	0.5987	0.6039
25.5	0.6001	0.6106	0.6159
26	0.6118	0.6226	0.6280
26.5	0.6236	0.6346	0.6401
27	0.6354	0.6466	0.6522
27.5	0.6471	0.6585	0.6642
28	0.6589	0.6705	0.6763
28.5	0.6707	0.6825	0.6884
29	0.6824	0.6945	0.7005
29.5	0.6942	0.7064	0.7125
30	0.7060	0.7184	0.7246
30.5	0.7177	0.7304	0.7367
31	0.7295	0.7423	0.7488
31.5	0.7413	0.7543	0.7609
32	0.7530	0.7663	0.7729
32.5	0.7648	0.7783	0.7850
33	0.7766	0.7902	0.7971

33.5	0.7883	0.8022	0.8092
34	0.8001	0.8142	0.8212
34.5	0.8119	0.8262	0.8333
35	0.8236	0.8381	0.8454
35.5	0.8354	0.8501	0.8575
36	0.8472	0.8621	0.8695
36.5	0.8589	0.8741	0.8816
37	0.8707	0.8860	0.8937