

Staff Induction



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A Warm Welcome to Northampton School for Girls

We would like to warmly welcome you to the team at Northampton School for Girls. We are pleased you have chosen to join our school and I hope that the following information supports you to understand the culture, values and systems of our wonderful school community. Our school is everything but ordinary and our students never fail to impress us with their achievements and the genuine desire they have to help others. They are incredibly talented, industrious, open hearted and courageous and we are unapologetically driven to supporting their successes.

Northampton School for Girls continues to be one of the academically highest achieving schools in the county and this does not happen by chance. We are committed to achieving academic excellence for our students and to ensuring that they flourish personally and make a difference to the world around them: locally, nationally and internationally. We do this by consistently seeking out ways to improve the quality of our provision. We are equally ambitious for staff at the school and are committed to supporting their wellbeing, professional aspirations and learning.

We have strategic partnerships with a range of organisations, including Ambition Institute, Teach First and the Northampton Teaching School Hub and have a track record of delivering nationally recognised and accredited professional development programmes.

Underpinned by our values of 'Respect for Self, Respect for Others and Respect for Learning', together our staff and students strive to exceed the limits of their potential through a rigorous and ambitious curriculum which meets the needs of individual learners' talents and interests, building the foundation for their future successes in a fast-changing world. We provide our students an enriching curriculum and an impressive co-curricular offer that builds their character and resilience, whilst also inspiring and enabling them to achieve and become successful, rounded young adults.

From its inception in 1915, Northampton School for Girls has recognised and celebrated everyone as individuals and has also understood the power of the community. Our students recognise the

impact that they have on others and particularly the responsibility that they have to give of their time, talents and charity to the wider community. We foster an environment where students can expand their minds, think flexibly, develop the skills of leadership that they all have within them, and grow as individuals.

We are a school with an impressive reputation, rich cultural diversity and a long-standing track record of success: we are proud to be Northampton School for Girls.



Cristina Taboada-Naya
Headteacher

Our People

Wellbeing and workload

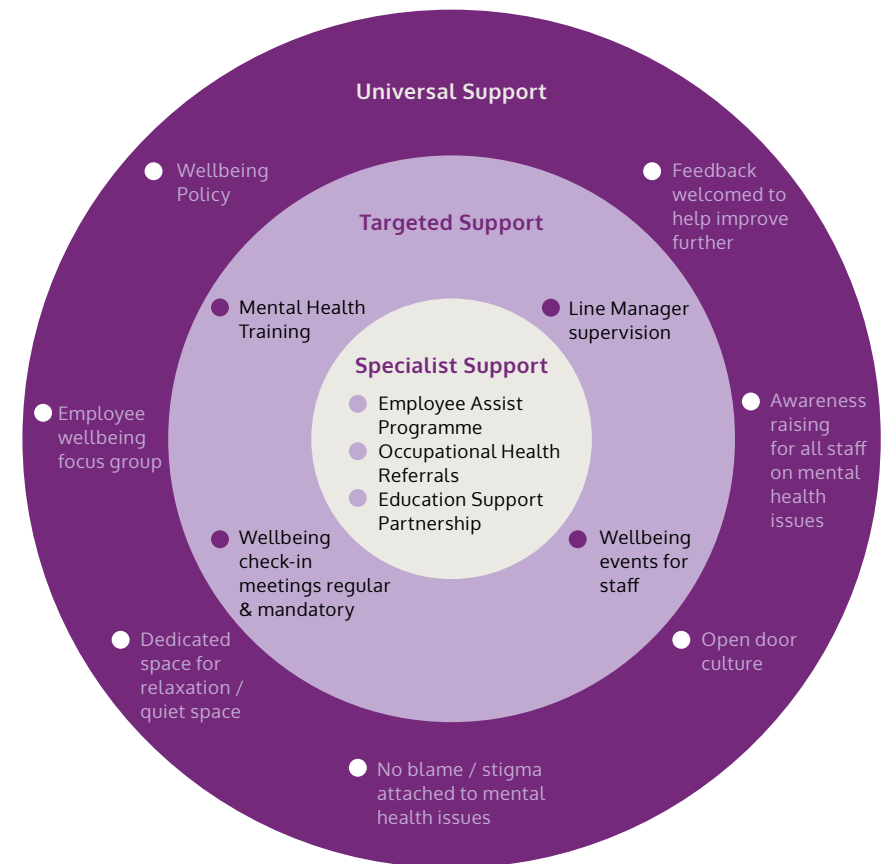
Wellbeing

At NSG we are committed to supporting good mental health and wellbeing for our students and our staff.

A key aspect of this is encouraging openness about mental health and wellbeing.

The mental health and wellbeing of our students are supported through our pastoral structure and the extensive PSHE curriculum delivered by experts.

The following are some of the key ways that Northampton School for Girls offers support for staff wellbeing and these are under regular review:



The support available is categorised into three areas, as per the diagram above. The following provides examples of the support available under each category but is not a definitive list.

Specialist Support

- The **Employee Assist Programme** is free for all staff to access and offers a range of support for employee wellbeing including a dedicated telephone line and wellbeing website.
- NSG works with a specialist Occupational Health Advisor and refers individual cases through as appropriate, via HR.
- The Education Support Partnership is the only UK charity dedicated to improving the health and wellbeing of the education workforce. Their details are shared with NSG people as part of the wellbeing offer.

Targeted Support

- NSG offers support to line managers to develop their skills in respect of supporting their team and recognises that this is an ongoing programme of work with the aim of building the managerial skills and experience needed to support all employees.

- The school has built in wellbeing check-ins with all employees as part of the professional review and professional improvement process.
- Any member of staff who would benefit from some kind of supervision to help them feel confident that they are taking the right decisions when supporting students experiencing complex issues, including safeguarding and mental health, is encouraged to speak to a member of the Senior Leadership Team or a Mental Health Lead.
- NSG has a strategic **Workload and Wellbeing Charter**, one strand of which is dedicated to the school's wellbeing strategy. Employees are encouraged to raise concerns with their line manager but for anyone who does not feel comfortable approaching their manager about concerns regarding their mental wellbeing, there are other sources of support. Employees can contact the Mental Health First Aider or a member of the SLT in safety and confidence as part of our open-door culture.

The framework below provides a guide for managers in responding to employee wellbeing issues, making clear the boundaries of their responsibilities and the expectations of them as line managers.

- The school has a wellbeing forum within school which has previously offered events such as the menopause cafe, swimming and fitness sessions on site and mindfulness sessions.

- As well as having a team base within their own building, staff may use the Clare staff room or either of the Clare meeting rooms (if free) to take some time out. Staff may also benefit from taking a walk outside, either within or outside of the school grounds.
- All NSG staff are asked to abide by the published protocols for sending emails, i.e. that emails should only be sent between the hours of 7.00am to 7.00pm on a working day. If emails are sent at non-standard hours, there is no obligation on any employee to read it, reply, or take action from it until they are at work. That said, the heaviest times of each employee's workload may differ and each employee will have different preferences for when to do their work. If an employee chooses to reply or act on an email at a non-standard time, then they should schedule their email(s) to be sent within the timeframe set out above.
- The diagram below sets out the school's framework for handling employee wellbeing issues. It seeks to clarify a best practice approach, outlining each party's responsibilities and the steps that should be taken. The school recognises that no two circumstances are the same and so there is flexibility within this process, as an individual situation dictates and authorised by the Headteacher.

Employee	Line Manager	Headteacher	Human Resources
<p>Initial stages of issue / short term absence</p> <ul style="list-style-type: none"> - Indicates struggle or problem - Asks for help 	<ul style="list-style-type: none"> - First line, informal support - A listening ear - Discusses & seeks to resolve any work-related element 	<ul style="list-style-type: none"> - Contact & support for employee or line manager - Refers to HR for individual risk assessment before decisions on adjustments/actions 	<ul style="list-style-type: none"> - Provides support & advice at any stage to employee or manager - Conducts risk assessment where needed
<p>Longer term absence</p> <ul style="list-style-type: none"> - 7 days+, signed off by doctor 	<ul style="list-style-type: none"> - Supports with workload/work issues (short fix only, no longer than one working day) - Refers longer term support to the Headteacher/SLT Link 	<ul style="list-style-type: none"> - Authorises any adjustments or actions to support employee within work, based on appropriate advice & recommendations 	<ul style="list-style-type: none"> - Ensures full & confidential documentation of decisions, adjustments, actions

Signposting to Employee Assist Programme at all stages

Workload

Data collection has been streamlined consistently. This stream lining has been possible due to the increased reliability and robustness of the assessments used for data collection. All assessments are quality assured by the senior leadership team. The process for the collecting and recording of data was arrived at in consultation with a working party representative of pastoral and subject leads, teachers with and without a TLR. This was in line with the quality assured parameters set by the leadership team. Data is collected three times a year. Data collections are proportionate and consist of a combination of learning Indicators where students are assessed against four criteria relating to the quality of their approach to learning and a progress score based on a recent assessment. The criteria for these were agreed by a working party and learning indicators include highly descriptive and comprehensive explanations that are shared with parents/carers. This has led to great efficiencies around report writing, making it manageable and sustainable for staff.

Marking and feedback processes are regularly reviewed. This allows time saving efficiencies to be explored and implemented that have no adverse impact on the quality and reliability of data and the feedback received by students.

EDI and the NSG Charter for Action

We take pride in, and are highly effective in, promoting Equality and Diversity in everything that we do at NSG. All students and staff are treated as equal, regardless of their religious beliefs, sexual orientation, race, gender, and gender identity and, crucially, differences are respected, recognised, and valued because diversity is our strength and something to be celebrated and respected.

Differences are taken into account and we are committed to eliminating any disadvantages and barriers with which some people are faced. These differences may relate to ethnicity, gender, faith, disability or sexual orientation.

NSG Charter for Action

The NSG Charter for Action forms the NSG strategy to embed an anti-racist culture at NSG.

The Charter for Action working group, consisting of members of the teaching and associate staff, have identified four key areas that need to be prioritised in regards to anti-racism at NSG.

1

Curriculum:

"An anti-racist curriculum would involve showing how the history of modernity is shaped by racism, coloniality and white supremacy... anti-racism would urge learners to look at the socio-political context of BME people in relation to white people." We have started to review and audit our current curriculum provision with a view to start decolonising what we offer our students. This work is ongoing and is conducted through consultation with our BAME students and staff so that we elicit a range of perspectives.

2

Training:

"In the context of schooling, 'racial literacy' refers to the capacity of teachers to understand the ways in which race and racisms work in society. It also involves having the language, skills and confidence to utilise that knowledge in teacher practice (Guinier, 2004)". We continue to explore and implement important and necessary training opportunities for all staff, inclusive of but not exhaustive: difficult conversations, implicit bias, positive discrimination, relationship building and the removal of cultural barriers.

3

Monitoring & Tracking:

We gather data that allows us as a school to accurately identify which ethnic groups are significantly underachieving, to better help us to intervene academically. This data also informs policies such as the NSG Behaviour for Learning Policy. In tandem, this also directs us as a school to where we may need to further engage with communities to improve outcomes for students.

4

Recruitment:

"According to the Department for Education in 2018, nearly 92% of teachers in England's state funded schools were white...the implication is that having more BAME teachers would help to raise the aspirations, and thereby the attainment, of students from BAME communities." We continue to review our recruitment processes to ensure that candidates from a wider range of backgrounds want to work at NSG.

Professional learning

The vision

Our core aim is to improve student outcomes with teaching that is based on the best current known practice. We are committed to professional development that is underpinned by robust evidence and expertise. The best professional development happens through high quality collaboration and expert challenge. We know our teachers are experts in their field and are highly skilled practitioners and we aim to continually support this. We also know that powerful professional development results in the best recruitment and retention.

The leadership team prioritise professional development that is sustainable and has measurable impact on student outcomes.

Professional Development Programmes

All teachers attend the directed Professional Development (PD) programme which is designed to meet the priorities for school improvement, particularly for embedding an outstanding curriculum leading to a sustained trajectory of improved outcomes for all students. This programme is mapped out in the school calendar.

Safeguarding

Ensuring that all students feel safe is the central priority for everyone at NSG. Regular, evidence informed, safeguarding training for staff and governors ensures that safeguarding is highly effective across the school.

Instructional coaching

The coaching culture is key to professional development at NSG as a means to unlock each teacher's potential, regardless of career stage and experience, to maximise their own performance.

All teachers will engage with instructional coaching. This involves teachers identifying an area for improvement for their teaching practice, facilitated by self-evaluation and non-judgemental, short observations. This will be followed by providing teachers with opportunities to receive feedback and to agree the next steps for improvement. It will also involve a coaching conversation to support other professional targets. The coaching model will be flexible to respond to the level of expertise of the teacher following a continuum from explicit guidance for the 'novice' to questioning to facilitate the 'expert' arriving at their own next steps for improvement.

Training and courses

The programme of Professional Learning also responds to PD requests identified through the school's Performance Management process, "Professional Review and Professional Improvement" (PRPI). Training requests are met with a combination of quality assured external training provision and training provided by internal expert practitioners.

Colleagues wishing to attend training delivered by an external provider that falls outside of the whole school schedule will do so by application. The application form has been included in this handbook and is available online in the shared drive.

Early Career Framework (ECF)

Staff from NSG work in partnership with approved DfE providers of the ECF to deliver training within our own school and across other schools in the county. This means that Early Career Teachers (ECT) from NSG engage in high quality, DfE approved, training programmes, delivered by our internal specialists and external experts.

All ECTs receive support from highly qualified and experienced mentors. The school places enormous importance on the quality of support that it provides mentors in order for them to fulfil the obligations of their role effectively.

Leaders provide training and development time, calendared throughout the year to ensure consistency across the school, protecting the statutory entitlements of ECTs in line with the ECF.

National Professional Qualifications (NPQ)

Teachers and leaders at NSG are eligible to receive Department for Education (DfE) scholarship funding for the reformed NPQ courses, and we fully support applications to participate in specialist NPQs or leadership NPQs

We work with delivery partners to ensure that participants receive quality assured training so that they have the knowledge and implementation skills they need to lead on school improvement to great effect.

Leadership development

Talent management structures across NSG ensure that staff are provided with professional development (PD) to support their development, increasing leadership capacity across the school and generating a constant flow of highly skilled leaders at all levels to meet the needs of the system, at the same time as supporting the career progression of motivated and talented colleagues. Talent management systems also ensure that staff are equipped with levels of expertise that support the improvement of student outcomes. This evidence informed programme of PD is directly linked to our priorities for school improvement. The structure of the programme combines explicit training with constructive collaboration opportunities led by our highly trained and experienced implementation team. The teaching and learning group builds capacity to facilitate the implementation of school improvement initiatives. These leaders also benefit from training from external agencies, along with training from strategic partnerships with other schools.

External training request form

Staff Details

Name: _____ Date: _____

Job Title: _____

Course Details

(Please complete with **as much detail** as possible)

If you received an e-mail with a link or as an invitation please also forward that to Bev Moore. Staff should **NOT book their own courses unless it is necessary**, if your course has been booked please make this clear on this form.

Course Provider: _____ Course code: _____

Course Title: _____

Course venue: _____ Member/non member(if req'd): _____

(Please indicate which workshops you wish to attend if applicable): _____

Any dietary req'ts: _____

Training need identified through: Professional Review / Department Development Plan / School Development Plan / Department Training Plan / Mentor or coaching sessions (**please circle**)

How will this help our students? (**please specify**)

How will this contribute to school improvement? (**please specify**)

How do you intend to implement/share the learning gained with others? (**please specify**)

Please estimate costs in the box below:

Course cost:
Travel costs (approx):
Cover costs (please circle):
Other costs (please specify e.g. accommodation):
Approval (Approval must be given before a course is booked)
Line Manager: _____ Date: _____
Cover available (RSS):
Signed (CCA): _____ Date: _____
To be completed if the external training course is not approved.
Reason for non-approval of course:
Suggestion for future:
Signed (CCA): _____ Date: _____

Professional review and professional improvement

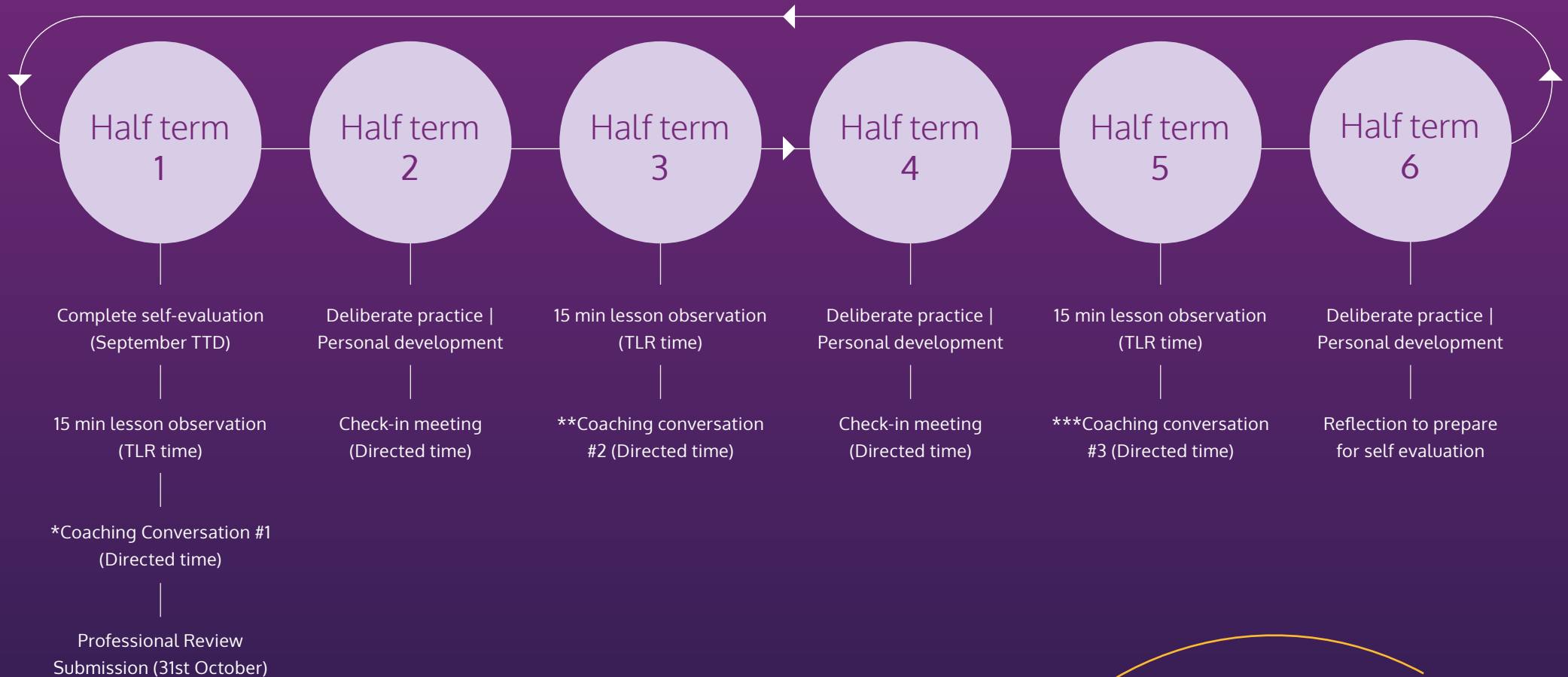
Appraisal and performance management at Northampton School for Girls is conducted through our Professional Review and Professional Improvement (PRPI) cycle. The PRPI process follows an instructional coaching model.

Instructional coaching

The school's coaching model has been designed to support the following:

- Align the strategy: agree short-term, strategically-aligned goals which drive individual and collaborative success
- Empower achievement: ensure that people have access to the training and support they need to perform to their full potential, by having frequent and meaningful conversations
- Optimise engagement and wellbeing: proactively monitor wellbeing and engagement, and empower individuals to take practical action
- Recognise contributions: leverage intrinsic reward and motivation. Prioritise fairness of extrinsic rewards and ensure transparency
- Reflect and review: build in continuous quality assurance and improvement opportunities. Encourage reflection, feedback, targeted action-planning and deliberate practice as a means to self-improvement

The Professional Review and Professional Improvement Cycle



Evaluating teacher effectiveness

All teachers review their performance using the self-evaluation tool. This provides criteria against which teachers can assess themselves according to the expectations of someone at their career stage under each of the Teachers' Standards. The criteria for each career stage are delineated by pay scales. The toolkit includes the expectations for teachers on, or working towards, the upper pay scale. This will ensure that evaluations are consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.

Lesson observations

The lesson observation is a non-judgemental process, the aim is that it directly leads to improved pedagogy or performance. The observations will be carried out by the reviewer on three different occasions throughout the school year. The focus should be agreed beforehand on one of the evidence-informed teaching techniques outlined below. The technique chosen should be one that the teacher has identified as an area for improvement and linked to their target/ what they want to achieve. It should be a 'best bet' for improving the progress for a particular class or classes they teach. The teacher and the reviewer should remind themselves of the best practice for the chosen area of focus by referring to the training materials. The lesson observation should last for approximately 15 minutes.

Teaching strategies for improved pedagogy

- Behaviour and relationships
- Curriculum planning
- Explaining and modelling
- Questioning and feedback
- Practice and retrieval
- Mode B Teaching

In between the three scheduled coaching sessions, as a means to self-improvement, teachers will respond to the feedback received, continue to engage with the training materials on best practice for their chosen teaching strategy along with the subject specific adaptations, and deliberately practise to develop mastery in their chosen pedagogical target for improved student progress. This should form part of their planning and preparation for lessons.

Deliberate practice includes activities such as scripting an explanation, or rehearsing a technique outside of the classroom so that, by the time the technique is tried live in front of students, it has already been refined.

They should also enact and practise the strategies agreed for improving towards their other targets.

Check-ins

There will be two informal check-ins. These will be brief, lasting for approximately 15 minutes. There will be a time frame for these published on the school calendar and they will take a total of 30 minutes of the allocated directed time. The actual meeting time for the check-in should be agreed at a mutually convenient time.

Summary notes should be made on the self-evaluation tool to capture any issues raised or achievements made so that they can be referred to on a more formal basis if necessary at a future coaching session. This can also be an opportunity to check in on wellbeing

Submitting the PRPI

The self-evaluation tool should have been used throughout the year to facilitate progress towards the agreed targets as part of the Professional Review and Feedback cycle, including summary notes of each meeting. At the end of the cycle, the reviewer should write a summary statement. Where appropriate they should include their recommendations for pay progression.

This should be signed and dated by both the reviewer and the teacher and submitted to the Headteacher's PA by 31st October.

Behaviour for Learning

Respect for **Self**

Respect for **Others**

Respect for **Learning**

Students at NSG are expected to behave with consistently high levels of respect for others. This is central to the ethos of the school and encouraged at every opportunity, by staff as well as students. We know, with exemplary behaviour, students feel safe and happy at school and the atmosphere is such that learning is at it's very best.

We share our values to establish this ethos through our NSG expects.

NSG expects



We will follow instructions given by any member of staff.



We will focus on our learning and complete all our work to the best of our ability in every lesson.



We will follow the hygiene rules, including washing our hands regularly and using hand sanitiser throughout the day.



We will follow the revised rules and expectations when we move around the school site in our year group bubble.



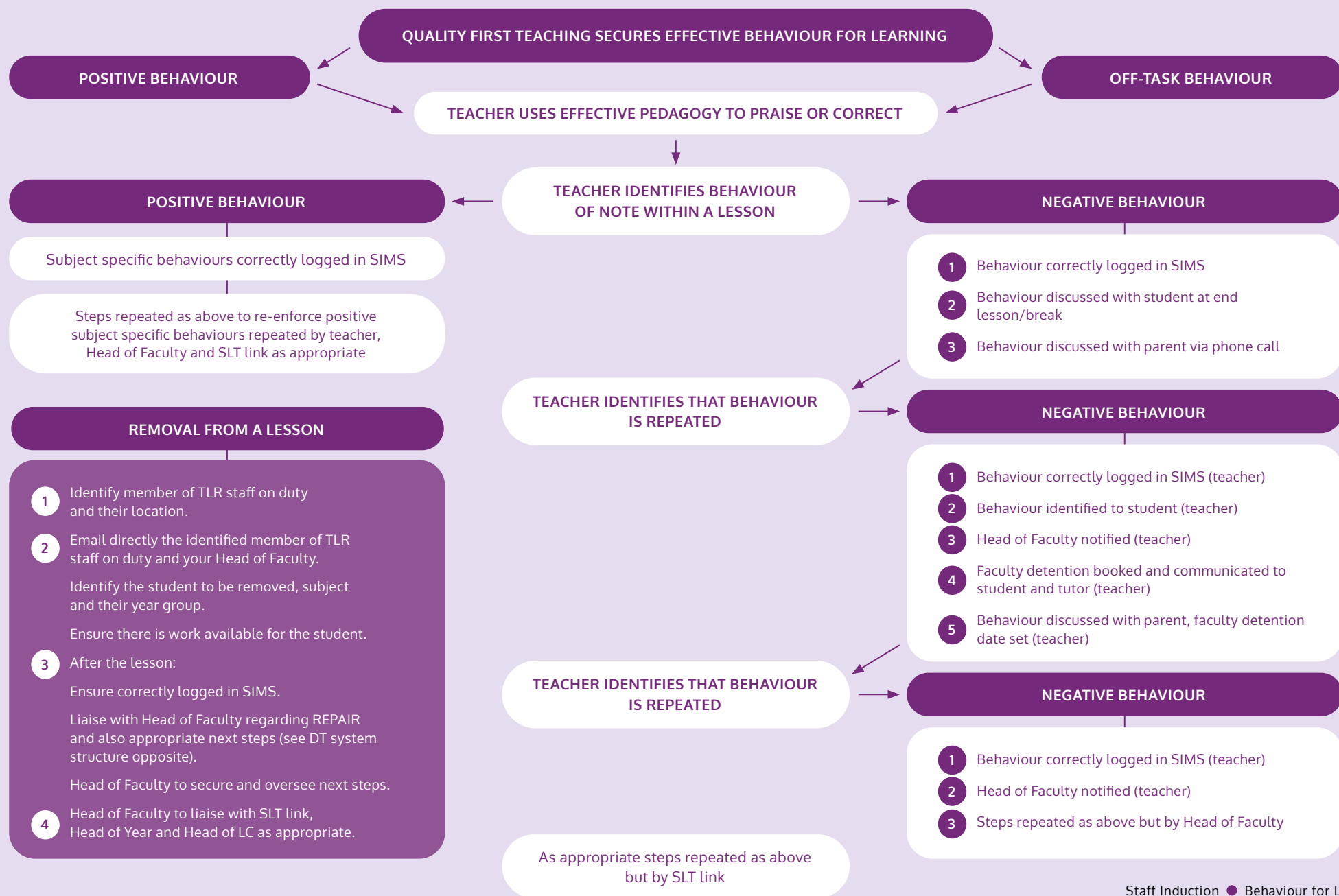
We will follow the usual rules for mobile phone use in school, and therefore we will not use our device between 8.45am and 3.30pm.



We will wear full school uniform as described on the school website when in school.

On the rare occasions that students need support with adhering to our NSG Expects, we have clear procedures to follow that allow us to respond with fairness and consistency.

Behaviour – action flow chart



Logging positive and negative behaviours

Positive behaviours are logged in Edulink via **Achievements**. When a positive behaviour is logged an automated email is sent to the student and their parent informing them.

Negative behaviours are logged in Edulink via **Behaviour**. Again an automated email is sent to students and their parents at this point. In addition where the behaviour results in a detention the student and parent will receive a second automated email 24 hours before, outlining the date, time and duration of this detention.

The NSG Detention System

This will be shared each term with the termly rota for staffing the detentions.

SIMS 1, 2, 3 – Updated guidance for staff when logging a behaviour incident.

The screenshot shows the 'Incident Details' form in SIMS 1, 2, 3. Key fields include:

- Incident Details:** Type (dropdown), Types Of Bullying (table with Description, New, Delete), Additional Types (table with Description, Points, New, Delete), Activity Type (dropdown), Location (dropdown), Date (28/06/2022), Time (dropdown), Lesson Information, Comments (text area), Recorded On (28/06/2022), Status (dropdown), Recorded By (Boddy Abigail), Change Log.
- Student Details:** Points, Parents / Carers Informed (dropdown), Role (dropdown), Action Taken (dropdown), Date of Action, Actioned by, Select Staff, Add Follow Up, Send, Detention, Report Card, Exclusion.
- Other Staff Involved:** Table with Name, Role, New, Open, Delete.
- Student Notes/Documents:** Table with Attachment, Summary, Type, Owner, New, Open, Delete.

1 Please ensure you accurately identify the behaviour type.

2 Please ensure you put the subject where the incident occurred in the **activity type box**. However if it is before break or lunch please identify where the incident happened in the **location box**.

3 It is imperative that your commentary is factually based and doesn't contain conjecture or your opinion. Please see the next page for exemplar if you are unsure. Please also ensure you include any actions you are going to take in this comments box. (Please put any actions in a new paragraph).

Remember, if you feel additional information, notes or statements need to be added then they can be attached here. This may help if the incident is complex.

Student leaving a lesson

Students should not be allowed out of lessons except in exceptional circumstances. They are expected to use the toilet and collect books and other equipment from lockers before school, at break, lunchtime and after school only. Students Services can also only be accessed before school, at break, lunchtime and after school.

Visiting the toilet

Generally, students are not permitted to visit the toilet during lesson time.

However, if they ask directly as they arrive or if it's a double lesson then this may be permitted. Use your discretion at other times.

Only one student should be out of the room at any time.

Music lessons

Students have vocal/instrument sessions with a tutor at appointed times during their school week.

They will ask for permission to leave to attend these.

School uniform

PE kit

- ✓ NSG black/white sports polo shirt
- ✓ NSG black/white sports fleece
- ✓ Black shorts and/or track pants
- ✓ Trainers
- ✓ One-piece swimsuit
- ✓ Long black football/hockey socks

Correct uniform

- ✓ Grey blazer with NSG logo.
- ✓ White formal shirt (suitable to wear with NSG tie).
- ✓ NSG branded tie.
- ✓ Plain black tailored trousers, full length to the ankle. Black jeans, skinny or tight fitting trousers and leggings are not allowed.
- ✓ Plain black skirt, straight or pleated. This may be tailored but must not be skin tight. Must be knee length.
- ✓ Socks should be black or white. They may be ankle or knee length. Tights must be plain black.
- ✓ Plain black leather shoes or plain black leather trainers. Heels must be a sensible height so that the shoe is comfortable and safe to walk in. No flip flops or open toed shoes. No canvas shoes or canvas trainers.
- ✓ School lanyard and ID card.
- ✓ Students may wear two items of jewellery. Earrings must be studs for safety reasons. We do not allow any form of facial piercing.
- ✓ If worn, religious headwear must be black.

The schoolwear shop

01604 635828

www.theschoolwearshop.net



School Procedures

Routines and expectations

Punctuality is key to maintaining the purposeful working atmosphere at NSG. It also role models our expectations for all students. If you are delayed for any reason, please communicate this with your line manager as soon as possible.

Timings of the school day

8:40 – 8:50	Staff briefing Monday and Thursday only
8:50 – 9:15	Registration, PSHE, Assembly
9:15 – 10:05	Lesson 1
10:05 – 10:55	Lesson 2
10:55 – 11:20	Break
11:20 – 12:10	Lesson 3
12:10 – 13:00	Lesson 4
13:00 – 13:45	Lunch
13:45 – 14:40	Lesson 5
14:40 – 15:30	Lesson 6
15:45 – 16:45	After school meetings and CPD Thursdays only
15:45 – 17:00	Extra curricula activities and after school detentions

Dress code

Northampton School for Girls is a professional workplace and we want our people to dress accordingly.

We respect that individuality, culture, religion, or custom may have a bearing on what you wear to work and we embrace this diversity, within the boundaries of what is considered smart and professional dress.

The Headteacher reserves the right to amend or review these details at any time.

Clothing

- Collared shirts for male teachers, tie optional
- Skirts should be of a modest length, no shorter than knee length
- SLT are expected to wear a business suit or business dress
- No denim or leggings
- No shorts

Footwear

- Trainers permitted only for PE staff
- or with Headteacher agreement due to a health condition
- No flip flops or open-toed sandals

Other

- Visible tattoos must be covered whilst at work

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. Staff should select a manner of dress and appearance appropriate to their professional role, which may be different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake.

Staff should wear clothing which:

- Promotes a positive and professional image
- Is appropriate to their role
- Is not likely to be viewed as offensive, revealing, or sexually provocative
- Does not distract, cause embarrassment or give rise to misunderstanding
- Is absent of any political or otherwise contentious slogans
- Is not considered to be discriminatory
- Is compliant with professional standards
- When working online, is similar to what they wear on a normal work day.

Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium- Addendum April 2020).

Assemblies

Assembly is a key point in the students' week. It is a time for reflection and calm.

Responsibility for leading assemblies is based on a rota. The themes of the assemblies are shown on the PSHE calendar. The day of assembly for each year group will remain the same for most weeks. Any changes to the day for a Year group's assembly will be emailed to staff and shared during the Monday briefing.

Monday	
Tuesday	Year 7 & 8
Wednesday	Year 11
Thursday	Year 9 & 10
Friday	Year 12 & 13

Tutors are expected to escort their tutor group to assembly to actively ensure students enter in silence and sit in their designated places. All bags and coats should be left in the tutor base. These must not be brought into the theatre. Tutors should make sure students are wearing the full school uniform, including blazer and lanyard. Tutors should take the register while waiting for the assembly to start. Tutors should sit with, and supervise, the students throughout assembly and as they are dismissed.

Staff briefings and meetings

Briefings

There are two morning briefings a week, on Monday and Thursday. These briefings start promptly at **8.40am and finish at 8.50am** in time for morning registration.

- **Whole school briefings** take place every Monday morning. These briefings will take place in the Clare dining room unless told otherwise. These briefings are used to share important whole school messages for the week ahead.
- **Faculty briefings** take place on alternate Thursdays. These briefings take place in team bases and are used to share subject specific information.
- **Pastoral briefings** take place on alternate Thursdays. These briefings take place in either Oak, Elm or the Sixth Form Centre. The pastoral leads will communicate the locations for these.

Meetings and directed CPD

All meetings and directed CPD Meetings take place on Thursdays from 3.45 to 4.45pm. On occasions, the directed CPD sessions will run until 5.15pm.

The meetings alternate between whole school, subject specific, pastoral and safeguarding themes.

The directed CPD sessions are implemented to support progress against the school improvement plan and individual professional improvement.

All meetings and directed CPD sessions are published on the school calendar.

Staff absence

Planned absence – professional or personal

Planned absence for any professional commitment or personal absence requires consent.

Use Every HR System and procedure.

Any Special Leave requests require a conversation with the Headteacher – please state this has taken place within the details box of the absence request on Every HR.

If you require absence for professional commitments including training, external meetings, PE fixtures, etc., please complete the relevant form and get it signed by your line manager and/or a member of SLT, as per the directions on the form.

Unexpected absence

Unexpected absence should be notified to the school as soon as possible and in any case no later than 7.30am each day of absence so that replacement arrangements can be made.

Please call 01604 679554 and leave a message on the voicemail to include:

- Your name
- The date of the absence
- The reason for absence
- The anticipated date of return

Certifying sickness absence

If you are sick you will receive a Self-Certification Form on your return to work. This needs completing and returning to the HR Administrator. After an absence of 7 calendar days you must provide a doctor's note. You should not come into school whilst signed off sick. The dates given on the doctor's note are always treated as inclusive, e.g. if the note says you should refrain from work until 1 June, you would be expected back into work on your next working day after 1 June.

Please call the HR Administrator on 01604 679545 if you need to discuss anything related to your absence.

Setting cover

If you have lessons which need covering, please send your instructions in as soon as possible.

Any cover work for pre-arranged absence must be set on the cover template. This can be found on the General Drive (M:\Cover\Cover template & Exemplar Cover Work\Cover Lesson Template).

Send your instructions to cover@nsg.northants.sch.uk.

Leaving the premises

If you leave the premises during school hours, including during lunchtime, you must sign out at main reception and sign back in again on your return.

Severe weather

You are expected to endeavour to attend work, bearing in mind weather and travel conditions and personal safety.

If school is officially closed it will be confirmed on the front of the school website. It may also be broadcast by local radio stations. If you feel you are not able to get to work safely you should call in for further advice.

If school is open but you may be late arriving you must phone school immediately.

Outside work

Any paid work undertaken outside the school requires the Headteacher's permission. This includes teaching elsewhere, course lecturing, the publication of articles, examination marking and moderating. Permission is granted so long as you can still fully undertake your school responsibilities and it does not conflict with students' learning.

Setting cover

Procedure for setting cover

All cover work needs to be emailed using the cover pro-forma to cover@nsg.northants.sch.uk by no later than 7.30am on the day of your planned or unplanned absence.

Copy in your Head of Department and any other relevant staff. The cover pro-forma can be found on the General Drive (M:\Cover\Cover template & Exemplar Cover Work\Cover Lesson Template). Save into your area for future use.

If you are unable to access the cover pro-forma due to exceptional circumstances, an email with details of the cover work will be acceptable.

Things to promote effective learning in a cover lesson

- Make cover work clear - so it is easy to follow and understand. Try to ensure tasks are straightforward and not too detailed, as moving from one lesson to another there isn't always time to prepare and read through things in great detail – (this will mean an efficient start to the lesson).
- Include extension tasks for early finishers.
- Preferably cover work should be a topic that the students have started – not a new one, again so it is a more productive lesson.
- Note any potential issues to be aware of and advise on procedures to follow.
- Indicate if there is a room change on the cover template.
- Provide up to date seating plans where possible.
- Remember provisions for SEND students, including differentiated work and prepared coloured copies of text for visually impaired students.
- Ensure someone is accountable in each department to make sure cover work is appropriate and in place, and if any resources are needed, e.g photocopying, that the person responsible advises us where they will be, either by phone or via the cover email.
- If you have named another member of staff on your cover work to refer to, check that they are in school.

Cover lesson

(Please consider this lesson may be taught by a non-specialist)

- Provide cover work rather than lesson plans and PowerPoints, (especially PSHE – don't just refer us to the Google Doc). Enabling a more productive lesson for the students, as we may have minimal subject knowledge.
- PSHE - If it is a delicate subject that we do not feel comfortable to discuss with students, be aware that this lesson will not be taken by cover and will have to be rescheduled.
- Provide examples/answers where possible/ appropriate - not necessarily to mark work - but to help us guide students in the right direction.
- Please consider that your lesson may be covered by either a Cover Supervisor or a Supply Teacher. Supply Teachers have no access to our computer system. This must be taken in to account when setting cover as it affects YouTube clips, DVDs and PowerPoints.
- Please remember to set cover for Tutor time and we will endeavour to ensure NSG expectations are followed.
- Check the information on your template to make sure it is correct, and corresponds to the class, lesson, room and day being covered.

Day/Date		Absent Teacher	
Period		Room	
Teaching Set		Subject	
Curriculum Leader/Subject Leader name and location			

To ensure the Cover Teacher has a positive experience, please check the following:

Questions to ask yourself when setting a cover lesson	Yes	No
Is there a Seating plan attached?		
Do students have their own exercise books?		

Learning objectives		
Activities (including extension work)	SEND Provision?	
Resources and location		
Homework and date due in		
	Team base / Where?	Leave in classroom / Where?
Please return work to		
Please return resources to		
Cover Supervisor comments:		

Duties and supervision of students

All staff have a responsibility to ensure students are safe and behave sensibly at all times.

Break and lunch time

The Clare Restaurant is open to students in years 7-11 at the following times:

08.00 – 08.30	10.55 – 11.20	13.00 – 13.35
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Hot food must only be eaten in the Clare Restaurant.

Post 16 students may study and eat in the Clare Restaurant at any time during the school day.

Students are allowed to eat in their tutor bases and are responsible for keeping their rooms free of litter. Tutors must ensure that their tutor group clear up any litter at the end of breaks/lunchtime.

Supervisory duties

All staff have a responsibility in supporting their colleagues to maintain high standards of behaviour especially outside lesson time.

Generally, teaching staff will undertake **two** duties per week.

If you wish to make a permanent exchange, negotiate with a colleague and let the person responsible for organising the rota know.

If you have a planned absence **you must** ensure your duty is covered **and indicate exchange on your Absence Request sheet.**

Purpose of duty

- To supervise students in your designated area
- To challenge unacceptable behaviour and take appropriate action
- To ensure students behave with due care and consideration to others and to property
- To actively patrol the designated area
- To ensure students move to lessons 5 minutes before the end of break (i.e. 11.15)
- To report serious breaches of conduct to the senior colleague in that area

Students are expected to

- Treat the buildings and furniture with care and show respect for their environment
- Sit on chairs not tables and not run around
- Not eat or drink whilst using computers
- Dispose of litter, leave all areas clean and tidy and pleasant for others to use (including toilet areas)
- Take care of buildings and equipment
- Talk quietly
- Queue in an orderly fashion (where appropriate)
- Not use mobile phones or have 'broadcast' music
- Go to shared areas e.g. dining areas, to be with friends from other tutor groups

Expectations for break time and lunchtime behaviour

Students in Years 7 – 11 are not allowed to leave the school site. If they do need to do so, they must have permission from parents. The permission will need to be provided to the school via the parents Edulink account. The permission will be checked by the staff on main school reception before a student is able to leave the site.

Students have permission to be in their own form room at break and lunchtimes. If students are in a classroom at break and lunchtime, they should be **sitting** on chairs and not on the tables. **Students only have permission to be in their own classroom** either working, talking quietly or involved in sensible activity. Students are expected to be in their own tutor rooms. Students with friends in other groups are expected to socialise in shared areas (e.g. Clare Restaurant, outside etc). Students must not gather on the landings or in corridors. Mobile phones are not to be used and, if seen, need to be confiscated and taken to the Finance Office or given to a senior member of staff with a note to say who was using the phone and when. Students must clear their litter after eating anywhere, including clearing their food in the classrooms and restaurant.

In all of the building's students should be calm and orderly and reasonably quiet, they should walk and not run in corridors and on the stairs.

ICT rooms – No food or drinks may be consumed at any computer benching. Where the computer rooms are also tutor bases, students in that tutor group can eat in their tutor area but away from the computers. **If there is any inappropriate use of the computer, ask the student to leave. Note the room, computer number and the time and give these details to Bruce Wainwright or a member of the ICT team and inform tutor.** Inappropriate use of the computer includes chat rooms, undesirable material, inappropriate language and any abuse of the equipment.

Lunch supervision

In addition, we are grateful to all staff who assist voluntarily in keeping students profitably employed throughout the lunch period, so that high standards are maintained throughout the day.

Communication

Accurate and thoughtful communication is an essential part of our culture and requires systematic effort from everyone, particularly given our extensive site.

Please would all staff:

- Read the minutes from the staff briefings
- Attend morning briefings at 8.40am, Monday for whole school briefings and Thursday for alternate faculty and pastoral briefings
- Attend assemblies
- Attend meetings as notified
- Any letters to be sent home to parents must be sent to the Headteacher for checking
- Health and safety messages will be emailed regularly. These must be read carefully
- Safeguarding information will be communicated via the pastoral team and the DSL, please read any safe guarding information as a priority

Action points from briefings should be noted by any member of staff affected.

Team Leaders/colleagues are asked to pass on information to staff absent from briefing.

Team Leaders should ensure that members who have missed any meetings have their attention drawn to key points. Agendas must be circulated in good time and action points circulated afterwards.

Messages

Telephone messages are e-mailed by receptionists. They will only be conveyed elsewhere in emergencies. If you have a serious problem and are expecting a personal message, the reception staff will help, if you forewarn them.

Telephones

All staff are asked to use the phones economically. Try to avoid phoning mobile numbers. Long distance calls can be made by arrangement with senior staff. Please inform the Finance Office if you make a private call. Please give personal contacts a direct line number if you have one.

Reprographics

Requesting photocopying from staff services

Request slips must be completed.

E-mails requesting photocopying/printing must state exact requirements and which budget is to be charged. Please send e-mail requests to **reprographics@nsg.northants.sch.uk** the subject line on the e-mail should state the date that the printing is required.

Please **keep your ID number secure**. If students become aware of your code they will be able to use it on any other photocopier-remember this is your budget!

Where possible, photocopying/printing requests should be passed to Staff Services with at least a **two full working days' notice**. Please give as much notice as possible and we will endeavour to complete requests on time. Please be aware that it may take longer to complete requests during busy periods.

The photocopier in the Library is accessible to all staff. Please use this copier for urgent copying only, do not block the machine with large amounts of copying. Urgent copying can be done on the machine in staff services before 8.30am or after 4.00pm, but not in large amounts that prevent access to other staff.

Word Documents for printing should be produced as single sided A4 pages. This enables us to turn them into booklets A4 or A5 size or print multiple copies to one page e.g. postcards.

Publisher Documents should also only be produced as A4/A3 single sided pages. The photocopier will not accept custom sized pages as we only use standard A4/A3 paper.

Googledocs that are e-mailed need permission given to print. Please be aware of page size when creating a google doc. Please select A4 or A3. It does not automatically default to these sizes.

Students work please check students work before sending it for printing. It is recommended that draft copies are printed in black and white, where possible, to save on costs and only print final pieces in colour.

E-mails requesting printing must state exact requirements and which budget they are to be charged to. Emails requesting colour printing must be sent via budget holders giving their permission. The subject line on the e-mail should state the date for when the printing is required. This enables Staff Services to immediately see any urgent requests.

Please take care with the machines, if jams occur and you do not know how to clear it, please ask for assistance.

We also do:

- Laminating up to A2 size
- Ring binding

Photocopier in the Design Building

The colour photocopier in the Design block is for ADT staff use only and not for general use.

If there is a problem with the photocopier please contact Staff Services.

Do not attempt to change toners. (Staff in Design 15 can do this)

If an error code appears report to Staff Services immediately.

Only subjects located in the Design block have use of the photocopier. Other codes are not inputted on the machine and will therefore not work. There is a colour photocopier in staff services and the usual procedures for colour photocopying/printing apply.

The password is exclusive to this machine and cannot be used on any other machine.

The machine will be switched on by a technician before 9am and will be shut down at 4pm every day and must not be switched back on for safety reasons.

Please speak to Staff Services if you are unsure or have any queries.

Student services photocopiers

Please note that the photocopiers in Student Services are for Student Services use only and not for general use.

Management of visitors to the school and events

Visitor procedure

This procedure is in place to protect our students and to keep the school a safe place for everyone. It goes to the core of safeguarding when we stop someone at reception, check their ID (are they who they say they are?), and check that they have followed the steps we've put in place to ensure that only those with a confirmed DBS can wear a black lanyard.

Never feel that you need to apologise to a visitor for asking them to follow the procedure. Instead be proud that we have a strong safeguarding protocol in place that ensures that we have a safe environment for all students.

Also remember that reception is at the forefront of 'gatekeeping' to ensure that we only allow approved visitors on site. Their job is to follow the procedures put in place and it helps them immensely if you can plan ahead and put arrangements in place ahead of the visit.

- Ensure that a room is available, if needed, and book through Edulink
- Email NSG receptionists with details:
 - Name
 - Organisation
 - Expected time of arrival
 - Name of the student the visitor will be seeing and who will be bringing the student to reception, if necessary
 - Name of the member of staff who will be collecting the visitor from reception and taking them to where they need to be. If the pre-arranged member of staff cannot collect for any reason they must arrange for someone else to do this and let reception know.

All visitors must sign in at main reception and must wear the lanyard and visitor badge that they are given, at all times.

Red lanyard – these are for visitors who are due to be accompanied at all times by NSG staff. No advanced notice is required.

Black lanyard – these are for visitors who are due to be unaccompanied anywhere on school site.

How to apply for a black lanyard

The operations manager must be informed well in advance if you are expecting any external visitors who will require a black lanyard.

You must arrange for the visitor's organisation to send an email to the operations manager in advance of the visit, to confirm that the named individual has been DBS checked.

If you follow these guidelines you will find that obtaining a black lanyard for your visitor is a straightforward process. It also helps your visitor to have a smoother process on arrival.

Please note that the school cannot:

- Process a request on the same day as the visit
- Issue a black lanyard unless the established procedure has been followed

NB: Only people who are signed in are covered by insurance.

Please inform Reception of expected visitors. Meeting rooms must be booked online.

Room changes

It is important that an accurate copy of the school timetable is maintained. If you do wish to make a permanent room change you must ensure that the timetabler is informed in writing, following your discussions with the appropriate Team Leader.

Subjects that carousel their groups, e.g. Technology, PE, must give amended timetables and locations to the timetabler.

Spinney Theatre

Staff wishing to use the theatre during the day (checking initially that it is not being used for a lesson or pre-booked) or out of school hours must request this by emailing the theatre technician. Do not make further arrangements until you have received confirmation that the theatre has been booked for you.

Use of premises

Please ensure that you keep all events within the 'core hours'. All use of the site out of core hours (before 8am, after 6pm or at weekends) MUST have been agreed at least one month in advance with the

Headteacher. You may be charged for use outside of core hours (8.00am to 6.00pm). For any event during the school day requiring site assistance or outside of core hours, full details of your requirements should be notified to the Site Office on the site request form provided, available from the Administration Manager.

If you are responsible for arranging concessionary use (e.g. for unions or primary schools) you are responsible for seeing that their needs are logged in the same way. All such events should be entered in the school diary in reception.

Computers

Computers are available around the school and in the library. Computer rooms can be booked using the online booking system.

All staff are expected to follow the school's e-safety policy on the use of ICT and the Internet.

Remember to switch off computers at the end of the day.

Health and Safety

All staff are responsible for their own safety and the safety of others. Everyone shares a responsibility to report any health and safety issues to the Health and Safety Manager. In an emergency contact the Health and Safety Manager or a member of the SLT team. If there is an ongoing concern, please notify the Headteacher in writing.

Accidents and incidents

Accidents to students should be reported on the NSG First Aid / Accident Recording Sheet. This can be accessed by a member of the NSG First Aid team.

Accidents to staff and visitors should be recorded on the appropriate Accident Form, obtainable from the Health and Safety Manager. They should be completed immediately and returned to the Health and Safety Manager.

All damage to property will result in a charge. All damages can be reported directly using the email address, NSGCaretakers@amey.co.uk. For urgent repairs which cause a health and safety issue, you can contact the Administration Manager or Health and Safety Manager, or, in their absence, the Site Staff directly, so that safety arrangements and/or repairs can be arranged promptly.

Any incident suggestive of threat, danger or violence (including interlopers on site). Contact Reception immediately so that this can be reported to the Headteacher, SLT or the Health and Safety Manager, and fully recorded on a communication form held in Reception. This ensures that accurate information is available to the police or any other agency called in to take action.

Students who are ill are not allowed to go to Student Services in lesson times unless it is a medical emergency. If a student feels unwell during your lesson, they should remain until the end of the lesson unless they are clearly too ill to do so. If this is the case, please complete the section in the students' planner for referral to Student Services. Staff in Student Services are qualified First Aiders. If a student is too ill to remain in school, they will be given a note by Student Services staff who will telephone home and arrange for them to be collected.

First aid

A list of First Aiders should be on display in each team base and office. The Health and Safety Manager is the Lead First Aider. Student Services and other key staff have the full certificate, and are the Senior First Aiders at NSG.

Evacuation procedures

PLEASE READ WHOLE DOCUMENT CAREFULLY

Important information
for everyone

On discovering a fire

On discovering a fire, break the nearest call point and begin evacuation immediately. Inform the AMEY Site Office, Senior Leadership Team (SLT) and the Health and Safety Manager of the location of the Fire, including details of any casualties and/or hazards close to the vicinity of the Fire.

Only trained staff who are competent in the use of fire extinguishers should tackle a fire, and only then if the fire is in the ignition stage and there is no immediate danger to life. Staff must never put themselves or others at risk.

On hearing the fire bell

The fire alarm will only ring in the affected building, and everyone including Fire Wardens, should evacuate the affected building in under three minutes. Evacuation must be done in silence, so that important information can be communicated and that any cries for help may be heard.

Teachers in charge of a class

Where there is no immediate danger to life and it is safe to do so:

- Instruct students next to the window to close them.
- Instruct students to leave all their personal belongings in the room and prepare them to evacuate in silence.
- Ensure the classroom is left safe and that no other incidents may arise during the evacuation. For example, cookers, Bunsen burners etc. are dangerous and must be isolated using the emergency cut off points.
- Ensure all students have vacated the room and close the door to the room as you leave, but do not lock it.
- Escort your class to the nearest safe exit to evacuate the building, ensuring everyone makes their way calmly to the Fire Assembly Point (paragraph 5.1.4 below).
- Students should line up with their class at the Fire Assembly Point. The class teacher must stand at the front of the line.

- If the bell rings during break, lunch, during lesson changeover or outside of lessons or registration, fire evacuation must be completed. More information is included at paragraph 5.1.3 below.
- Once at the Fire Assembly Point, await further instructions, in silence.
- There is no requirement to take a register of students, but if you notice anyone missing you must report it to SLT or the Health and Safety Manager.

If a non-mobile student is on the first or second floor of a building, the LSA or class teacher must remain with the student in the stairwell, by the evac-chair, and await instructions. See below.

If there is an immediate danger to life, begin the evacuation immediately, otherwise wait until a member of staff trained to use the evac-chair arrives. See below.

Staff not in charge of a class

- Close windows in your office or team base.
- Leave all personal possessions in the room and evacuate.
- Ensure the room is safe when you leave, closing the door behind you, but do not lock it.
- Leave the building via the nearest safe exit, and assist teaching staff with the safe evacuation of their class if necessary.
- Assemble at the Fire Assembly Points for staff (see below).

Emergency evacuation outside of lessons

When a fire alarm is activated outside of normal lessons/registration, emergency evacuation must still happen as indicated above, and everyone should report to their Fire Assembly Points.

If a fire alarm is activated during lesson changeover, those leaving the building to go to a lesson in another building should continue to make their way to their next lesson. Those who were due to remain in the building, or are moving to the building where the alarm has been activated should evacuate and report to their Fire Assembly Points.

Fire Assembly Points

This section must be read in conjunction with Appendix A, B and C of the emergency evacuation/inevacuation procedures.

Appendix A is a map of the school site and shows the location of the Tennis Courts in relation to each building. Appendix B is the layout of the Fire Assembly Points on the Tennis Courts. They are labels A to J, Staff and K to V. Signs with each Fire Assembly Point are displayed along the edge of the fence accordingly.

Appendix C is a table, showing where each class assemble and line up for each building. Each room has their Fire Assembly Point displayed on the notice board so they can see this as they exit the building.

Instructions to Fire Wardens

For full details, please refer to Appendix D of the emergency evacuation/inevacuation procedures.

Notification of a fire alarm using two-way radios

When a fire alarm is activated in a building, staff are asked to use a two-way radio to immediately alert SLT and the Health and Safety Manager to the location of the incident, i.e. the building where the alarm has been activated.

Any member of staff who has a radio should communicate this information. Alternatively, any member of staff in the vicinity of a radio (i.e. those working in team bases) should send the message and then leave the radio in situ ready for a Fire Warden to collect.

After relaying the message, follow the usual emergency evacuation procedures.

Instructions for site staff

When a fire alarm has been activated, site staff will check the location of the fire, and investigate the point of activation. Site staff will confirm to SLT and/or the H&S Manager, whether there is a fire or not so that the emergency services can be contacted.

Once site staff are satisfied there is no fire, they will reset the alarm, and notify SLT and/or the H&S Manager that it is safe to re-enter the building.

Instructions to SLT/ H&S Manager/Heads of Faculty

All available members of SLT are to make their way to the Fire Assembly Points when an alarm has been activated.

The H&S Manager will meet with the site team at the building concerned, to investigate the point of activation and to confirm when the building is safe to re-enter.

Following confirmation that the building has been safely evacuated and that the building is safe to re-enter, a member of SLT or the Health and Safety Manager will dismiss the students and staff back into the building class by class. This message may be sent via the Fire Wardens from the aforementioned.

In the unlikely event of a member of SLT or the Health and Safety Manager not being available, a Head of Faculty will take on the responsibility. The site team will advise and support.

In the unlikely event of a fire, a member of SLT or the H&S Manager will contact the Fire Brigade immediately, and AMEY staff will open the school gates.

Instructions to any member of staff trained to use the evac-chair

A timetable will be provided by the SENDCo to all evac chair trained staff to ensure they know where all non-mobile students are located in their building.

If there are students present, or it is lunch/break, make your way to the refuge point in the building and start with the safe evacuation of the student(s) using the evac-chair.

There are occasions when multiple students require assistance. On these occasions' student services will take wheelchairs to the door, outside the internal stairs of the relevant building, to support with evacuation. As each student is brought downstairs, they will be transferred to a wheelchair and taken to the fire assembly point. The final student will be taken to the fire assembly point in the evac chair.

Evacuation of persons considered to be at greater risk

This may include staff or students who are visually impaired or deaf for example. Students are always accompanied by an LSA who are trained to deal with them and will assist them during the evacuation. Individual staff will have adjustments made to support them in these situations.

Additional assembly points for The Clare Building and Performing Arts/Spinney Theatre

Due to the location of fire exits, there are two assembly points for these buildings. In the event of a fire, students and staff should always use the nearest and safest fire exit. Do not re-enter the building until you are instructed to do so.

Invacuation procedures

Invacuation is the opposite to evacuation. In the unlikely event that we need to clear all outdoor spaces, an air horn will sound three times or a message will be sent over the radios. On this signal, all students and staff must proceed to the nearest building. All staff are responsible for ensuring that students are safely in classrooms.

If the signal occurs during a break, lunchtime or lesson changeover time, students must proceed calmly to the nearest classroom and take a seat. This may mean that staff have a range of age groups in each room. Students are asked to sit calmly and await further instructions. Normal expectations apply. Please do not allow students to look out of windows. Please ensure that students are not using mobile phones.

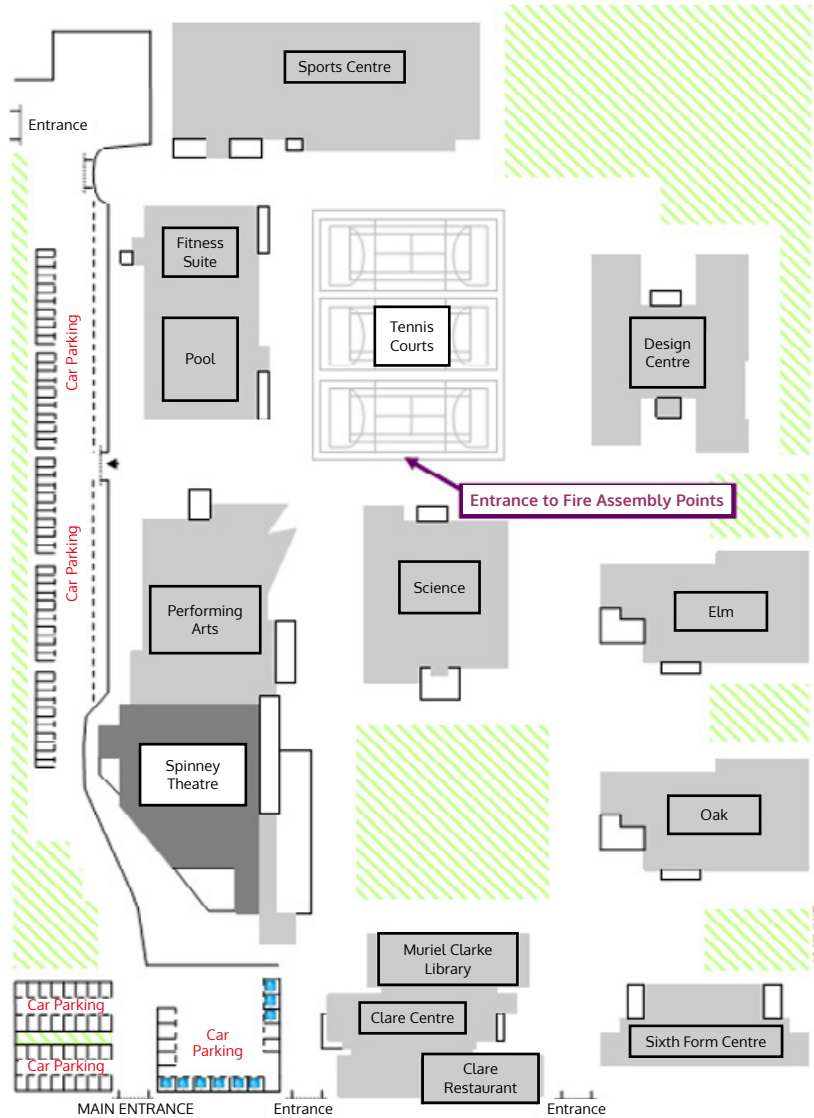
The most senior member of staff in each building is responsible for ensuring the access doors are manually locked. SLT and staff on radio duty will be responsible for communicating information, and instructions will be given from SLT in this way. If for any reason, use of the radios is not possible, all staff must ensure they can access their email as instructions will be given out this way instead.

If the signal occurs during lesson time, students must remain in that classroom until further notice. A member of staff will visit each classroom to ensure all teachers are aware that the signal has been given.

All communication will occur via radio. If it's not possible to use the radios, email will be used instead.

These procedures will not be drilled. If you hear the air horn three times you will know that we have an emergency situation where it is unsafe to be in any outside area. Clearly, we cannot predict how an emergency situation like this will develop, so we ask all members of staff to be alert, professional and calm. We ask that you ensure the safety and well-being of the students is your priority. Please do not take any unnecessary risks and always follow the instructions given. In such a situation, we wish to avoid anyone panicking, as this can cause further risk. For this reason, the use of mobile phones by students to contact families is not allowed. Concerned parents arriving at school or contacting school during a time of emergency puts pressure on school systems and any emergency services that are involved.

Site map to the Fire Assembly Points



Plan of the Tennis Court Assembly Points

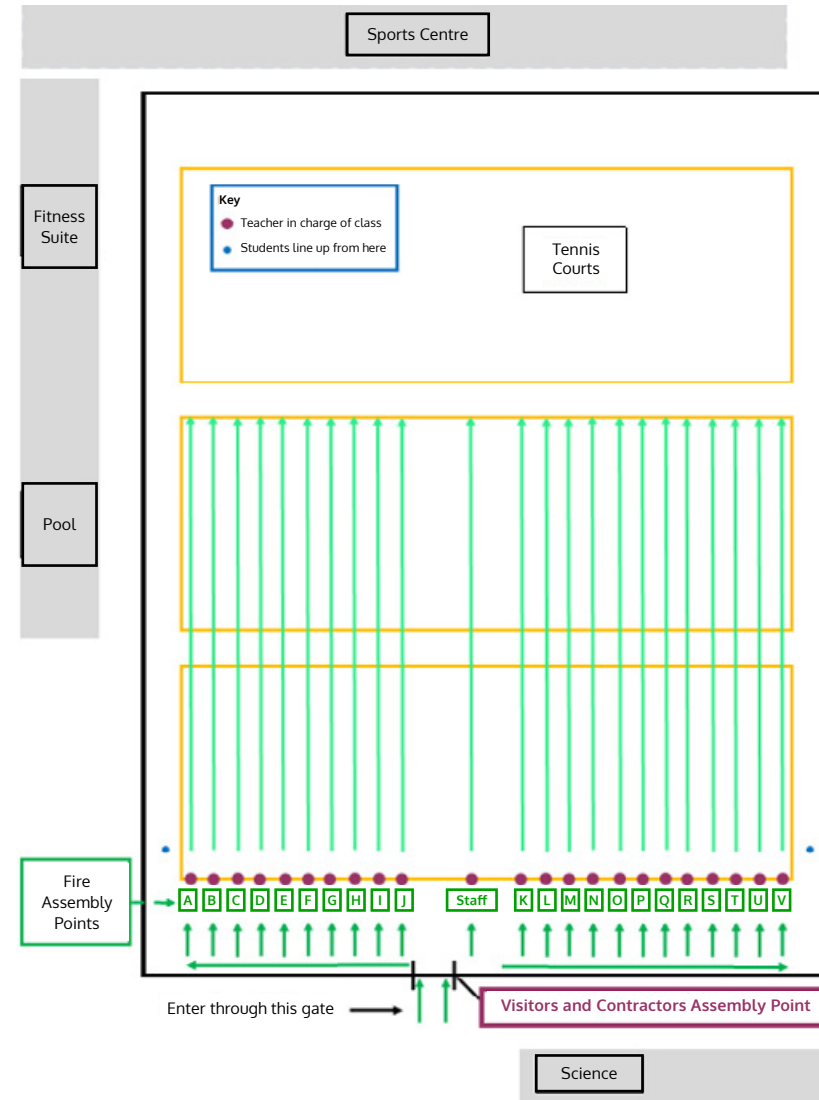


Table of Fire Assembly Points by Building and Room

BUILDING	FIRE ASSEMBLY POINTS																																		
	A	B	C	D	E	F	G	H	I	J	G A T E											K	L	M	N	O	P	Q	R	S	T	U	V		
ADT/ Design	Des 1	Des 3	Des 4	Des 5	Des 7	Des 8	Des 9	Des 10	Des 11	Des 12												Des 13	Des 14	Des 16	Des 17	Des 18	Des 19	Des 22	1st Open	2nd Open					
Clare Building	Clare Library					Clare Restaurant																AMEY Staff													
Elm	Elm 1	Elm 6	Elm 7	Elm 8	Elm 9	Elm 10	Elm 13	Elm 14	Elm 15	Elm 17												Elm 18	Elm 19	Elm 20	Elm 21	Elm 23	Elm 24	Elm 25	Elm 27	Elm 28	Elm 29	Elm 30	Elm 31		
Oak	Oak 1	Oak 7	Oak 8	Oak 9	Oak 10	Oak 11	Oak 14	Oak 15	Oak 16	Oak 18												Oak 19	Oak 20	Oak 21	Oak 22	Oak 24	Oak 25	Oak 26	Oak 28	Oak 29	Oak 30	Oak 31	Oak 32		
Science	Sc 1	Sc 2	Sc 3	Sc 4	Sc 5	Sc 6	Sc 10	Sc 11	Sc 12	Sc 13												Sc 14	Sc 15	Open Area											
Sixth Form Centre	SFC Library					SFC 3	SFC 5	SFC 6	SFC 9	SFC 11												SFC 12	SFC Study Centre												
Spinney Theatre / PA	PA 4	PA 5	PA 6	PA 7-12	PA 13-17	PA 18	PA 19	PA 20	PA 21													Spinney Theatre													
PE / Blue Lagoon / Pool	SPA 01	Fitness Suite		SEND Students			Swimming Pool														Gymnasium		Astro		Sports Hall		Sports Field								


Northampton School for Girls

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 [northampton_school_for_girls](https://www.instagram.com/northampton_school_for_girls)

 Northampton School for Girls

 **NORTHAMPTON
SCHOOL FOR GIRLS**