



# *Staff Handbook*



# Welcome to Releasing Potential

Welcome to Releasing Potential and being part of our team. By being positive role models and showing a child that we care for them they start to care what we know. We look forward to seeing your contribution to the children's education and making a difference in the life choices they can make.

We hope that you will thrive as part of the Releasing Potential community as much as the children we work with do.

**Mike King, CEO**

## About Releasing Potential

### History

Releasing Potential (RP) began in 2001 when RP became a registered charity and a company limited by guarantee. The charity is governed by a board of trustees gathered from the worlds of education, social care and business. The school is governed by a board of governors with expertise in specific areas. Governors regularly visit the school as part of their monitoring and evaluation programme to ensure accountability of school leaders.

The charity's origin is in outdoor education which was originally delivered through an alternative provision. Since then, the charity has expanded and includes two school sites, a sailing centre, cafe and farm.

The charity, the RP School, Outdoor Education incorporating the Alternative Provision Outreach and RP Training.

# Releasing Potential Charity Values 2024/25

## ‘Helping each other to make good choices’

As a charity we believe that all people should be able to experience fun, freedom, power, belonging, and survival as they are fundamental aspects of human motivation and behaviour. Here’s a brief exploration of each:

### **Fun:**

**Meaning:** The pursuit of enjoyment and pleasure. Activities that provide fun often lead to happiness and relaxation.

**Importance:** Fun is crucial for mental health, fostering creativity, reducing stress, and improving overall well-being.

### **Freedom:**

**Meaning:** The power or right to act, speak, or think without hindrance or restraint. It includes the ability to make choices and pursue one's own path.

**Importance:** Freedom is essential for personal development, self-expression, and achieving one's potential. It is often seen as a fundamental human right.

### **Power:**

**Meaning:** The capacity to influence the behaviour of others, the course of events, or to achieve one's goals.

**Importance:** Power is important for leadership, achieving goals, and bringing about change. It provides a sense of control and autonomy.

### **Belonging:**

**Meaning:** The feeling of being accepted and included in a group. It involves connection with others and feeling part of a community.

**Importance:** Belonging is fundamental to emotional health, providing support, security, and a sense of identity.

## **Survival:**

**Meaning:** The basic need to maintain life and physical well-being. It includes accessing essential resources like food, water, shelter, and safety.

**Importance:** Survival is the most fundamental human need, underpinning all other values. Without survival, other pursuits become irrelevant.

Each of these values plays a crucial role in shaping human behaviour and interactions and when in balance allows a person to contribute to society.

As a school we believe we need to create an environment where children can thrive by feeling safe, healthy, achieving their potential, experiencing positivity, and engaging in enterprise. In practice the values are:

## **Safe**

**Physical Safety:** Ensure that the environment is free from hazards and that safety protocols are in place and practiced regularly. This includes secure facilities, regular safety drills, and supervision.

**Emotional Safety:** Create an emotionally safe atmosphere by promoting respect, kindness, and empathy. Implement anti-bullying policies and provide support for children who need it.

**Digital Safety:** Educate children on internet safety and monitor online activities to protect them from cyberbullying and inappropriate content.

## **Healthy**

**Nutrition:** Provide access to healthy meals and snacks. Educate children about the importance of nutrition and making healthy food choices.

**Physical Activity:** Encourage regular physical activity through sports, playground time, and physical education classes. Promote an active lifestyle.

**Mental Health:** Support mental health by offering counselling services, stress management programmes, and activities that promote mental well-being, such as mindfulness and relaxation exercises.

## **Achieve**

**Personalised Learning:** Tailor education to meet the individual needs and learning styles of each child. Set realistic, yet challenging, goals to help children achieve their potential.

**Academic Support:** Provide resources such as tutoring, homework help, and additional support for children who need it. Recognise and celebrate academic achievements.

**Skill Development:** Focus on developing a broad range of skills, including critical thinking, problem-solving, creativity, and communication, to prepare children for future success.

## **Positive**

**Positive Reinforcement:** Use positive reinforcement to encourage good behaviour and achievements. Recognise and reward efforts and accomplishments.

**Positive Relationships:** Foster positive relationships among children and between children and adults. Promote a culture of kindness, cooperation, and mutual respect.

**Optimistic Environment:** Create a positive and uplifting environment with inspiring messages, vibrant classrooms, and a focus on the positive aspects of learning and growth.

## **Enterprise**

**Entrepreneurial Skills:** Introduce basic concepts of entrepreneurship, such as problem-solving, creativity, and innovation. Provide opportunities for children to develop and present their ideas.

**Project-Based Learning:** Implement project-based learning where children can work on real-world problems, create solutions, and see the impact of their work.

**Financial Literacy:** Teach financial literacy skills, including budgeting, saving, and understanding the value of money. Provide hands-on experiences like school stores or fundraising projects.

## **Implementation Strategies**

**Holistic Approach:** Integrate these values into the curriculum, extracurricular activities, and school policies to create a well-rounded educational experience.

**Community Involvement:** Engage parents, caregivers, and the community in supporting these values. Partner with local organisations and businesses to provide resources and opportunities.

**Continuous Improvement:** Regularly assess and adjust strategies to ensure they are meeting the needs of the children and promoting these values effectively.

**Professional Development:** Provide ongoing training for educators to equip them with the skills and knowledge to support these values in their teaching and interactions with children.

By embedding these values into the educational environment, we can help children feel safe and healthy, achieve their potential, experience positivity, and develop an entrepreneurial mindset, setting them up for lifelong success and well-being.

## Remember

### Do ...

- *build positive relationships with young people - take an interest in them*
- *be honest about your practice and your mistakes*
- *be the adult in the relationship*
- *be a positive role model*
- *ask for help if you're struggling with a situation*
- *keep yourself safe*
- *have fun with the young people!*
- *maintain professional boundaries*

### Don't ...

- *keep things to yourself*
- *be aggressive with young people (it's worth thinking about your volume, words used, tone of voice and body language)*

- *leave young people unattended*
- *bring your personal life to work*
- *be afraid to ask for help (the team is supportive!)*
- *put yourself in dangerous situations*



## General Information

### Hours of Work:

The normal working day is 8.30 am - 4.30 pm. There are times when staff are expected to be flexible according to operational needs. If you need to leave early or take time for a personal reason this must be agreed in advance with your line manager and **you will need to make up the time.**

If you wish to negotiate flexible working on a regular basis, you need to discuss this with your line manager. We will consider these requests on a case-by-case basis and will agree only if operational need allows.

### Holiday:

All staff working in the school must take their leave in the school holidays. Your annual holiday entitlement will be 34 days plus Bank Holidays. You will be emailed a holiday form which should be returned at the start of each academic year. You will need to mark on the sheet the days you want to take as holiday. We like to see leave days spread though the academic year so that everyone has a chance to rest and re-charge each time there's a school holiday period. You will also need to mark any planning and training on the holiday sheet and provide your line manager with a programme of work for the days you are not in school 2 weeks prior to the school holiday.

Every keyworker is expected to contact the students they are responsible for in the last week of the summer holiday as a wellbeing check and to prepare them for their return to school the following week. If this week has been

booked as holiday, the contact should be made in the previous week.

An entry should be made on CPOMS to record the contact and a short summary provided. This will be monitored by SLT.

### Sick Leave:

RP operates a discretionary sick pay scheme, up to a maximum of 5 days within a rolling 12-month period, providing you have been working for RP for 3 months; this will be reviewed after the first 5 days of absence and a decision will be made as to whether RP will continue to pay you in full.

If you are unable to come to work because of illness or injury you need to telephone your direct line manager, at least one hour before you are due to start work and each subsequent day you are off, unless you have a certificate from your GP. On your return you will be asked to complete and sign a self-certification form. Absences for more than 5 working days, will require you to obtain a sick certificate from your GP.

### Appraisal Process:

Appraisals take place annually.

- Line Managers will agree a meeting date with you and issue paperwork 2 weeks before the meeting date
- Complete the paperwork and return to line manager a week before the meeting date
- Feedback from observation if not carried out previously
- Discussion and completion of the appraisal meeting record during the meeting
- Line manager will type up meeting notes and send for you to sign and return
- Line manager and staff member to sign and date form, send to Head of School for signature, then HR for inclusion in member of staff's folder.
- Training requests will be collated and discussed at SLT meetings to identify whole school and individual training needs.



- Any actions requiring follow up will be undertaken by the line manager in consultation with the Head of School.
- Probation progress meetings will be held after 1, 3 and 6 months.

## Petty Cash:

### Expenditure

During the month you may need to spend money on your student(s), either on activities, materials for a project, or a reward. Most resources will be ordered and purchased centrally, but all delivery staff are issued with an Equals payment card to use for incidental purchases. The Equals app will need to be put onto your work mobile and you are responsible for requesting top-ups on your card in plenty of time so that you are ready for your session.

Sometimes you might need to have cash; this can be requested from the Chichester or Havant admin office where you will need to sign for having received it & note this on your petty cash sheet. You will be responsible for this balance.

Receipts for all purchases need to be kept and handed in with the Equals or petty cash return, as applicable.

Purchases using the Equals card will need to be annotated with the group or student initials & the reason; cash purchases will need to be similarly recorded on the petty cash sheet.

These returns need to be completed & handed in promptly each month; there will be a reminder emailed out along with a deadline for returning.

## Mileage:

If you need to use your personal car for work travel during work hours you will be able to claim mileage. You need to make sure you are covered on your own motor insurance for business use, or driving between different places of work & will need to give a copy of your insurance certificate to HR. There is a mileage form for you to record the date, miles travelled and purpose of the journey.

This should be submitted at the end of the month and the money will be paid into your bank account around the middle of the following month.

### Mobile phones:

All staff are issued a Smart phone to be used for work. You will need to add a PIN or pattern to keep the phone secure. It is your responsibility to keep your phone charged and switched on during working hours. The “StaySafe” app is loaded on to each phone, which includes a GPS tracker. You will be reminded to turn on your phone and “StaySafe” at morning briefing and to switch it off at the end of the school day. This enables us to know where each member of staff and students are at all times. StaySafe includes an emergency button which supports our lone working/personal safety arrangements. Please ensure you download and enable the “What3Words” app, so we can assist you in an emergency.

Work phones are provided for professional use only and random checks are carried out periodically. Personal mobile phones must not be used when you are with students, unless there is an emergency.

You will find the telephone numbers of the sites and work numbers for staff on a sheet in each office, which is updated and circulated periodically.

Put key numbers in your phone in case you need them when you’re out and about and don’t forget to update it when a new list is issued.

It is the responsibility of staff to ensure their phone is sufficiently charged for each day.

### IT

Our IT needs are managed by VOXIT. Any IT concerns should be reported to them. Their email is [support@voxit.co.uk](mailto:support@voxit.co.uk)

### **Tutor Daily Tasks Breakdown**

**8.20** Arrive ready for work.

### 8.30 Working day starts, sign in on arrival.

- Morning team briefing - state plan for the day, cars, turn on StaySafe whether you are with a student or not
- Complete board in office with days plan.
- Get car keys and students offsite wallet.
- Organise items for the day, books, bag, kit, phone, on or off site.

### 9 to 9.30

- Students arrive for Tea and Toast.
- Send attendance text.
- Gather lunch pack items or get students lunch out of the freezer to defrost.

### 9.30

- Lessons start. Complete SHAPE target with student.

### 12.30 – 12.45

- Send Attendance Text

### 2.30

- School day ends. Opportunity to call parents/carers with progress of the day.
- Return student offsite wallet and car keys wallet to correct place having completed car sheet.
- Mark work (in green), file correctly ensuring every sheet/page has **Date, LO, Feedback and Signature.**
- Each day staff must enter safeguarding and behaviour information on CPOMS and curriculum progress on Earwig. Ensure all safeguarding concerns are recorded accurately. On a weekly basis the keyworker should collate information from tutors regarding the student they are responsible for and summarise the behaviour, engagement and attendance of the student for the week on CPOMS. This should be tagged 'weekly behaviour log'.

### 2.45

- Group Debrief – Reflect on the day, What went well? What didn't go so well? What could be done differently?
- Opportunity for peer support
- Highlight safeguarding.

- Turn off StaySafe.

#### **4.00**

- Prep for the next day's lessons, tidy classroom/working space and car. Rooms and cars to be tidied and monitored daily.

#### **4.30**

- Working day ends. Sign out when leaving.

### **Throughout the day**

#### **Break and Lunch Times are taken with students**

- Complete SHAPE with student at the end of each lesson including lunch.
- If returning to or going off site sign in/out.
- If location changes while out call office so they can update the board.
- Opportunity to highlight the positive events of the day

## **Continuing Professional Development**

Releasing Potential is committed to supporting its staff to grow as professionals.

All staff are required to complete the following mandatory in-house & online training;

- *Safeguarding*
- *The Management of Challenging Behaviour L2 CPD*
- *Food Hygiene*
- *Fire Safety*
- *First aid*
- *Navigation*
- *Keeping Children Safe in Education*
- *Working Together To Safeguard Children*

- *Prevent*
- *Child on Child Abuse*
- *GDPR*

We are able to provide a package of accredited training, please discuss this with your line manager.

We run INSET/training days every year where various topics relevant to delivery are addressed. All school staff are expected to attend INSET/ training days.

All delivery staff are subject to a rolling programme of observation/feedback/review, where a manager regularly sits in on sessions to ensure consistency of delivery across the organisation.

Releasing Potential believe firmly in a reflective practice model in all aspects of our work and encourage all staff to keep a reflective practice journal. A reflective journal should be completed when requested by your line manager or the Senior Leadership Team, and it is expected that all staff will complete a reflective journal entry termly which will be discussed during the appraisal meeting. This can then be used in supervision with a line manager to identify training needs. If a staff member identifies external courses which they would like RP to consider supporting, they will need to discuss with their line manager. A decision will be made based on operational benefits and logistical viability in terms of time and financial cost.

## Transport

Duty SLT are responsible for the daily allocation, running and upkeep of vehicles. The facilities manager is responsible for their annual maintenance. We own a 'fleet' of vehicles, including minibuses and cars. We usually use Solent Motor Services for servicing and repairs.

Please advise the Duty SLT if you notice any mechanical issues with the vehicles. Vehicles are allocated according to the demands of the timetable. In almost all cases a car/minibus is available for all groups and one to ones.

If a vehicle is out of action because of a mechanical problem this will be indicated by a red tag on the key, in which case the vehicle should not be driven.

As part of induction, an online driving licence check is carried out for all new starters, to ensure we are all legally qualified to drive children; the same checks can be repeated annually.

There are transport boards in all offices which show where each vehicle is at any time. This uses a colour coded system of magnets and key rings. You need to put the magnet which corresponds to the vehicle you're using next to your name and write in the details of where you're going and when you'll be back. If there is any change to the destination, activity or return time the staff member needs to let the office know asap so that the board can be updated. It's essential to know where colleagues and students are at all times. The keys are in the designated trays in the school office.

In each vehicle there is an Allstar Fuel Card, which is accepted as payment in all petrol stations. You'll need to present the card like a credit card when paying and give the registration and mileage to the cashier. All fuel receipts should be put in the appropriate plastic wallet for the vehicle, which can be found in the school office at each site. Each vehicle has a mileage sheet, which is stored in it. This must be completed after every journey.

After every tenth journey the sheet indicates oil, screen wash, coolant, water and tyres must be checked by the person driving on that trip and initialled once checked. When completed the sheets should be put in Steve Skinner's tray in the Havant office.

Staff are expected to keep vehicles clean and tidy on a daily basis. Anyone driving a minibus with young people in it needs to undertake training with the Facilities Manager which includes a short practical driving assessment.

One to one students who are within the school, are usually picked up at home and dropped off afterwards. Other students are transported by taxi which is paid for by the referring authority or school.

This is arranged by the parent and is administered within the school by the School Administrator. If a child needs to go home early, please let the School Operations Administrator know so that they can communicate with the taxi providers and parents.

## Attendance

Attendance must be sent by text to the School Administrator on the attendance phone twice daily: in the morning between 9:30 and 9:45 and in the afternoon between 12:30 and 12:45. Staff will receive a reminder text at each point in the day.

If the tutor knows the student will be arriving/picked up later than this, they should respond to the attendance text and advise the School Administrator. When the student arrives/is picked up, this should then be communicated to the School Administrator. Any issues relating to Safeguarding must be completed on CPOMS the same day of working with that student.

## Abbreviations

Here are some common acronyms which you will hear at Releasing Potential

Abbreviation	In full	Comments
CLA	Child Looked After (CLA Reviews)	Formerly LAC
DfE	Department for Education	Government department, deals with registration of Independent School
DofE	Duke of Edinburgh's Award Scheme	RP is a licencing authority for DofE. Several of our staff are accredited to deliver and assess training
DSL	Designated Safeguarding Lead	
EHCP	Education Health & Care Plan	This replaces the Statement of Educational Needs. Any student who is funded by SEN will have an EHCP – it sets out the needs of the young person, which the Local Authority has a duty to meet. All of our students have an EHCP
LA (LEA)	Local Authority	Previously called Local Education Authority
LADO	Local Authority Designated Officer	Person in the LA responsible for Safeguarding concerns about other professionals
NCFE	Northern College of Further Education	We use NCFE to offer courses to our students; these range from Entry Level to Levels 1 and 2. Our NVQ3 in MCB is also accredited through NCFE
RA	Risk Assessment	
SENCo	Special Educational Needs Co-Ordinator	
SLT	Senior Leadership Team	
SW	Social Worker	
TAC	Team Around the Child	
TAF	Team Around the Family	



## RP Sites and Facilities

Site	Address	Telephone
<b>Releasing Potential School, Havant Site</b>	7,8,9 Kingscroft Court, Ridgway Havant Hampshire PO9 1LS	<b>Tel: 02392479762</b> Company No: 1097440 DfE No: 850/6093 URN: 144808 UKPRN: 10071825
<b>Releasing Potential School, Chichester Site</b>	Unit 4 St James's Works, St Pancras Chichester PO19 7NN	Tel: 01243778202
<b>RP Sailing Centre</b>	Northney Marina Northney Road Hayling Island PO11 0NH	Tel: 07809414996 Emma
<b>RP Alternative Provision Centre</b>	Emsworth Yacht Harbour Thorney Road Emsworth Hampshire PO10 8BP	Tel: 01243 374152
<b>The Willow Farm</b>	Hook Lane Aldingbourne Chichester PO20 3TL	Tel: 07549031593 Jackie
<b>Blue Brew</b>	Chalcraft Lane Bognor Regis PO21 5TS	Tel: 07706732739
<b>Stansted Estate Woods</b>		

## Safeguarding and Child Protection

Releasing Potential takes its responsibility for safeguarding young people very seriously. Lesley Brown is the Designated Safeguarding Lead.

Designated Operational Safeguarding Leads are Russell Tapley and Carol Page.

**If you have any concerns or questions about safeguarding you need to speak with one of these colleagues immediately, or before the end of the day at the latest.**

They will always ask you to complete an incident report on CPOMS on the same day. All delivery staff are required to complete an online entry for the student(s) they have been with that day if there are any behaviour or safeguarding concerns. The DSLs will follow up any actions that are required and may ask staff for additional information. The numbers to report safeguarding and child protection concerns if the DSLs are unavailable and the situation is urgent are:

### **West Sussex Integrated Front Door (formerly MASH):**

01403 229900

### **Hampshire Professionals Line:**

*During Office Hours (8.30am – 5:00pm)* 0300 555 1384

*Out-of-hours Service:* 0300 555 1373

*\* These details are reproduced on the back of staff ID cards*

You will be part of an informal debrief with colleagues at the end of the day, and you can talk about your concerns then. Make sure you get support if you are worried about a young person.

***All staff must read the Releasing Potential Child Protection and Safeguarding Policies, as part of their induction and are required to read annually and keep up to date with any changes to policy.***

***All staff will complete mandatory online safeguarding training, and be given a copy of KCSIE, as part of the induction process.***

## Incidents Involving Students

If an incident involving a student takes place during the day, the Tutor should speak to the Duty SLT who will decide next steps. The Duty SLT will decide if the student should be sent home and will ask the Tutor to make a brief call home to let parents/carers know that there has been an incident.

If a student is being sent home, the call should take place immediately; and further details will be available regarding decisions and consequences after debrief.

This prevents conflicting information being passed to parents/carers. SLT can support you with this.

## Allegations and disclosures against staff

If a student makes an allegation against a member of staff, or if you are concerned about the behaviour of a colleague towards a young person, you should alert the lead DSL or Head of School. If you are unable, or uncomfortable to talk to a DSL, you can contact the LADO directly:

**Hampshire LADO:** 01962 876364

**West Sussex LADO:** 0330 222 6450

## Duties and Professional Expectations

## Best practice

Every day and in every interaction with young people you are the adult and the role model. For this reason, you will need to set a good example by looking after yourself, for example always applying sun cream (minimum Factor 30) when going out in the sun with students, whether you would do this in your own time or not.

At Releasing Potential, it is your job to ensure the safety of young people, and to help them make the right choices in sometimes difficult situations. You are a representative of Releasing Potential at all times, and the highest standard of professionalism is expected in your interaction with students, families, internal and external colleagues, whether in person or over the phone. We work hard to maintain a warm and relaxed atmosphere, and relationships between staff and students should balance informality with healthy boundaries and mutual respect. Students use our first names. All staff must ensure that their social media activity does nothing to bring Releasing Potential into disrepute. All staff must use the tightest possible security settings on social media so that their accounts are not visible to students or their families. Staff must not have contact of any kind with students or their families outside of work hours without prior consent from their line manager.

RP has a policies and procedures folder, which will be provided and must be read and signed as part of your induction. The policies in combination with this handbook, forms part of the contract of employment which all staff work under. You should read the policies at least once a year when they are updated and you will be asked to sign a statement confirming you have done so at induction, and annually after that.

If a staff member fails to adhere to policy and procedure this may be viewed as a disciplinary matter. If an accident/incident takes place because of a staff member's failure to comply with policies and procedures, they may be held personally liable for damage/injury caused.

Please follow the link below to access Organisation Policies and Guidance:

[Policies September 2024](#)

[Guidance 2024](#)

### Home Visits/Personal Safety

It is not our normal practice to work with the young people in their homes. However, if there are extenuating circumstances, we will do so, but only if parent/carer is present and a risk assessment is in place. When working one-to-one with young people staff need to keep themselves and the young person safe. The StaySafe app will show where you are at all times. Where possible one-to-one meetings should happen in a public place such as a café, library or in one of the RP buildings.

When it is not appropriate to meet in a public place staff will inform someone else of their meeting stating how long they expect to be involved in the meeting and will ensure that the exit is clear for both them and the young person. The location board should be updated for any changes which may take place during the day by telephoning the School Administrator.

If you take a young person home and there is no one in the house, you need to contact the parent/carer to ask whether they are happy for the young person to let themselves in and for you to leave them. If the young person has a key and the parent/carer has advised the school, you may leave the young person and make your way back to the office. In this case, don't forget to log the parental consent on CPOMS for your student.

Generally, we have a responsibility to drop students at the home address; in exceptional circumstances, and with agreement from parent/carer, we have discretion to vary this and drop them to grandparents, for example. However, we do not take students to friends or other places.

When driving alone in the car with a young person staff should ensure that they have recorded the length and expected purpose of their trip on the location board in the office.

Best practice suggests that the young person travels in the back of the car, but this is up to the discretion of that staff member, children under 135cm tall should always travel in the back of the vehicle.

## Kit

If you are working with young people you will need to get resources together before the day begins, whether it's art equipment, cooking equipment, activity equipment or first aid kit or something else. During the day it's your responsibility to ensure that all kit is used safely and in line with policies and procedures, including replacing First Aid items used and ensuring items are in date.

At the end of your session all equipment used should be returned as you found it and in the correct place.

## Food and drink

We offer tea and toast to students each morning, and use the breakfast period to spend relaxed, quality time together in preparation for learning.

We eat lunch with students and never leave them unattended, even during breaks. During term time no one at RP is allowed to have fizzy drinks at school or work.

Fast food and food from a van or trailer is not acceptable in our working environment, nor are fizzy drinks of any kind. **This also applies to energy drinks.** We need to set this example and maintain the boundary with young people so that their behaviour won't be negatively affected by what they eat and drink with us, it also helps promote positive choices to young people who are not used to looking after their health and fitness.

Please encourage young people to respect property and the environment. It is expected that young people clear up after themselves, and this includes after a meal. Set the example and take responsibility for your own mess too.

### First Aid Kit

All RP delivery staff are trained First Aiders and anyone working off site will be issued with a kit. First Aid kits are also kept at each office. If you are working offsite with young people, always carry your First Aid kit with you. Please liaise with the Havant admin team regarding replenishing stock. It's your responsibility to ensure that your First Aid kit is replenished and up to date.

### Mobile phone

Make sure you always have your work mobile with you, charged up and all the relevant numbers you need for the day. You are required to keep this phone on you, charged and with the ringer switched on at all times when working.

### Water

Always carry spare water especially in the warmer months.

### Medical forms

A medical consent form is completed for each young person we work with termly when carrying out target setting with parents. It contains contact information of parents/carers, and details of any illnesses and allergies the student suffers from, and parental consent to activities, photographs etc; we are not allowed to take a young person anywhere without it.

Medical information and parent contact details for the student you are working with should be held safely within the child's wallet which should accompany the child at all times. The wallet should be held within the staff rucksack when offsite.

### Uniform

All staff are issued with a Releasing Potential uniform, which comprises:

- 3 x tops (polo shirt and/or sports t-shirt) with logo

- 2 x fleece with logo
- 1 shower-proof jacket with logo

It is your responsibility to take care of the uniform and replace any items which are lost or damaged. Additional items of uniform can be purchased through the Charity Financial Officer. Shorts need to be smart/casual. Clothes will not be overly revealing or display any offensive or political slogans.

Shoes worn by delivery staff must be non-slip, closed-toed, casual shoes or trainers, not be sandals, flip-flops, or clogs.

### Visitors to the school

- All visitors must sign in and be given a visitor badge to wear
- Offer them all a safeguarding for visitors leaflet
- Explain that we are not expecting a fire drill, but if the alarm sounds they should muster in the car park at the front of the building
- Don't leave visitors unattended in areas where they can access the school itself

### ID Badges

We all carry RP ID cards, which are particularly important when we're working with schools and parents. Laminated cards and lanyards will be issued. A head and shoulder photo against a white background will be taken.

### Timings

Keep to the timings of the day as far as possible as our students benefit from routine and predictability. If you are out and are going to be late returning, you need to let the office know so that taxis and parents can be made aware and asked to wait.

### Annual Reviews

An Annual Review process takes place for each student with an EHCP. For Year 11 students this will include devising a Transition Plan for college, apprenticeships or the RP Post-16 programme. You will be asked to provide details regarding progress towards EHCP outcomes and curriculum achievement which should be returned to the SENCO by the given date.



## Keys and Security

The buildings are set up so that all doors will open from the inside but need a key to open from outside. This is so that students can leave easily if they need to and are able to return when ready.

All internal doors at 7,8 & 9 Kingscroft Court and 4 St James's Works can be opened with the same Yale key. This also opens the front door at 4 St James's Works. Units 7, 8 and 9 at Kingscroft Court each have their own Yale keys which are used to lock up at the end of each day.

Unit 7 has an electronic entry system which requires a push button to open from the inside (located on the wall to the right of the door), and a fob (issued to all staff) to open from the outside. The system is linked to a video phone in the admin office and can also be opened remotely from there.

There are key boards in the admin office or staff workroom, where labelled keys for all other doors are kept. If you need to use one, please tell someone in the office and return it as soon as possible after use.

## Fire Safety

Duty SLT and some admin staff are designated fire safety people and will inform you about basic fire safety procedures. All staff undertake online fire safety training during induction.

The evacuation procedure at both sites is as follows: On discovery of a fire the designated fire safety person will activate the fire alarm if it is not already sounding. Staff and students will exit the building through the nearest exit and will muster in the car park. The designated fire safety person will telephone the fire service.

## Taking Phone Messages

The working day can be very busy with staff focusing on young people; it is not enough to give a colleague a verbal message arising out of a phone call. Please

do not attempt to answer questions for other colleagues as they may wish to provide an alternative answer.

All phone messages should be written down and forwarded in an email to the person concerned. All staff should check their email at least once a day and put in place 'Out of Office' when on leave or away for more than a day.

## Supplies

Please liaise with the Havant admin officer regarding stationery and supplies. Also, please advise them if you use the last of anything or if stocks are becoming low.

## Meetings

A formal morning briefing and afternoon debrief takes place at each site every day at 8.30am and 3.30pm for staff. This is an opportunity to share information and get support and advice from colleagues. All delivery staff need to attend both at the site where are working that day. These last approximately 30 minutes and de-brief should include what went well, what didn't go so well and what could be done differently; all staff should have time to share the main points, get support and advice if needed. We all need to feel able to challenge and ask questions of each other, but this should be done in a respectful and supportive way.

Whole team meetings take place regularly, through Zoom or at either site, these usually start at 4.00 pm to give everyone the chance to gather after teaching finishes; you should be prepared to work late as the whole team meeting finishes at 5.00 pm or later.

## RP School Curriculum

The school delivers a varied curriculum which is designed to help students achieve, who have not thrived in mainstream education.

The curriculum is focused on creating development opportunities through outdoor education and industry placements which are underpinned by functional skills.

Core subjects are English, Maths, Outdoor Ed., Food Studies and PSD. These are studied at the level appropriate for the student.

Additional subjects in Years 7-11 are CDT, Duke of Edinburgh Award and Employability. For Post-16 student's options will include English, Maths, Employability, Duke of Edinburgh Award, and Work Experience.

It is essential that the curriculum is delivered creatively; Earwig will record how this is happening; Subject Leads will check student's work and Senior Leaders will observe lessons on a rolling basis to offer feedback, support, and guidance.

## Planning

All Tutors must plan for all sessions in advance so that they are prepared for each day. Additional Tutors should be incorporated into the planning to be used effectively, and their role should be clearly communicated to them before the start of the session.

Planning is an ongoing process, where development and progress should be key aims. Forward planning should be completed and sent to subject leads 2 weeks prior to the end of each half term. Should planning not be received the tutor will be expected to attend work on the first day of the following holiday to complete their planning.

Research, printing, gathering resources/equipment and any other prep should be done in advance of the session, as well as booking of rooms, off site centres or any facilities.

When gathering information for students, please use trusted and quality websites. (Wikipedia is not a valued source for information, as anyone can add information to this site.)

Please ensure any resources, hand-outs, information sheets you give to students are of good quality and where possible, display the RP logo and has ©Releasing Potential in the header.

If you are unsure about any planning or need support in a subject area, please speak to the lead person for that subject.

## Sharing Good Practice

When staff have delivered successful lessons, it is always good to share how that was done. If you create a good lesson or resource, it is good practice to share it with the rest of the staff during meetings, so that we can continue to improve the quality of our delivery. Please bring information along to meetings about successful, creative and inspiring lessons.

## Marking

When marking students' work, it is important to focus on the success of the work and how it can be improved.

- Please always mark in Green pen ONLY.
- Tick work that is correct, but DO NOT cross work that is in-correct.
- Always date and initial the marking you have completed.
- Ensure praise is specific and relevant for the individual student
- Provide next step comments, examples or questions to engage the student in developing their work.
- All marking should be done within 2 weeks of work being completed, or if continuous, then 2 weeks from the last lesson as a maximum, if not before.

## SHAPE

We use our values – SHAPE - to underpin our practice. It is essential that SHAPE is followed consistently and completed in all student booklets.

SHAPE is an acronym for...

**S** – Safe

**H** – Healthy

**A** – Achieve

**P** – Positive

**E** – Enterprise

Targets for SHAPE are set individually each day with students and are reviewed at the end of the session providing opportunities for discussion and development for the student.

If a young person achieves all five SHAPE they get a sticker on their chart which then allows them to save up for a prize of their choice (within reason and in keeping with the ethos of the school).

### Being outdoors

Releasing Potential began as an outdoor company, and being outdoors remains at the heart of what we do. The outdoors is a fantastic tool to engage our young people. It allows them to be given responsibility, learn new things, build self-confidence and gives the individual the ability to achieve, something which they may not have experienced in a positive way before.



### Releasing Potential Enterprises

Part of the remit of RP School is to provide opportunities for students to develop work-readiness skills. This can be difficult for our young people as they don't always cope well in standard work settings. It is for this reason that we have set up the following Releasing Potential Enterprises: -

### Emergency Action Sheet



In the case of an emergency take the following action.

- Ensure the safety of the group
- Administer first aid to any casualties
- Try to attract help by shouting, using whistles or torches
- Identify where you are either by grid reference or local features
- If required, contact emergency services 999
- Mountain Rescue – call 999

Contact Releasing Potential to inform of incident and arrange any assistance you require.

### Emergency Contact Numbers

**RP Havant Site -**

**02392 479762**

**RP Chichester Site -**

**01243 778202**

The School Administrator should be contacted in the first instance.

Leave a message on each number leaving the following information.

- Who is calling
- What has happened
- Where are you
- How can you be got hold of
- How many of you there are
- What other action have you taken

### Important Things To Remember

- Keep calm
- Stay one step ahead, keep an eye on the weather and any possible deterioration of the situation

- Take the name and contact details for any member of the public who helps out
- If there is time, ask all the adults present to jot down what happened to help with recording the incident

***In the event of a serious accident do not speak to the media. Legal liability should not be discussed or admitted, nor should the name of the casualty be divulged.***

### Emergency Incident Useful Information

Use this international alphabet when spelling out names to aid clear communication.

A- ALPHA  
 B- BRAVO  
 C- CHARLIE  
 D- DELTA  
 E- ECHO  
 F- FOXTROT  
 G- GOLF  
 H- HOTEL  
 I- INDIA  
 J- JULIET  
 K- KILO  
 L- LIMA  
 M- MIKE  
 N- NOVEMBER  
 O- OCTOBER  
 P- PAPA  
 Q- QUEBEC  
 R- ROMEO  
 S- SIERRA  
 T- TANGO  
 U- UNIFORM  
 V- VICTOR  
 W- WHISKEY

X- X-RAY  
Y- YANKEE  
Z- ZULU

To phone the police when it is not an emergency

Hampshire Constabulary – 0845 0454545

Sussex Constabulary - 0845 6070999