Milverton Primary School



Staff Handbook

2021/22

Staff Handbook

**This handbook is for all teaching staff, teaching assistants and students.**

1. **The School Day**

* School day for children: 8.55 a.m. – 3.20 p.m.
* Teaching staff are expected to arrive on site by 8.30 a.m. at the latest and leave at 3.40 p.m. at the earliest.
* The annual working hours are determined by the directed time agreement.

1. **Registration**

* This should be completed as quickly as possible between 8.55 a.m. and 9.05 a.m.
* Children arriving after this time must report to the office so that their absence can be converted to a late mark.
* Any forms or money should be sent to the office. The school uses ParentPay for school dinners and trips etc and so money passing from child to teacher should be very limited.
* Registers are legal documents and must be completed accurately.
* In the case of a fire or fire drill registers must be taken out to the playground and used to check your class. If they are in the office they will be brought out for you.
* Children leaving school to attend appointments etc during the school day must be signed in and out at the school office.

1. **Attendance**

* It is important that each teacher has an accurate overview of the attendance and lateness patterns in their class as this will inform the Headteacher and Inclusion Leader when they are monitoring attendance.
* Any absence from school must be authorised. When teachers receive an indication of the reason for an absence through note or word of mouth, it should be passed to the school office who will ask parents to complete a leave of absence form.
* Leave of absence forms (kept in the office) must be completed and authorised by the Headteacher / Attendance Lead for children who are being taken out of school for any reason during term time.

1. **Assemblies**

* **Teachers should walk their class to assembly 5 minutes prior to start time**
* **Children should sit down in silence and be ready to listen**
* Monday assembly will begin at 3.00pm and end at 3.15pm.
* Tuesday and Thursday assemblies are organised in phase or class groups.
* Friday celebration assembly begins at **1.20pm**

1. **Policies**

* School policies are available on the school website.
* New staff and student teachers must review key policies in the induction file.

1. **Playground Zoning**

* There are separate playgrounds for infants and juniors, and a mixed playground
* The quiet area near the dining hall is for quiet games, children should walk when here.
* Monkey Gym is KS2, Trim trail is KS2, Forest Castle is KS1
* During Tues, Thurs and Fri lunch LAFF club runs on the top playground.
* During Mon and Weds lunch BBB runs on the top playground.

1. **Breaks/Supervision**

* Infant teachers / teaching assistants supervise children entering the main infant building via the three entrances at 8.55am.
* Junior teachers / teaching assistants supervise children entering the main building from doors opening to the playground and quiet area.
* a.m. breaks Infant / Y34 10.15 – 10.30 a.m.

Y5/6 10.30 – 10.45 a.m.

* Lunchtime Infant 12.00 - 1.00 p.m.

Junior 12.15 - 1.15 p.m.

* p.m. breaks Infant 2.00 - 2.20 p.m.

Junior no afternoon break

* The duty rotas for playground supervision are arranged in phase teams and on the bulletin – changes to this rota should be explained to MF
* It is important that teachers and assistants who are supervising go into the playground at the beginning of break and remain on duty for the whole of the time.
* In any emergency where the supervising teacher has to deal with an individual child another child should be sent to the staff room to ask for support.
* Staff on duty must determine whether it is wet or dry and inform classes.
* The staff on duty must move through the play areas throughout the break so that they are supervising the whole area.
* Staff on duty must inform other members of staff of specific incidents involving children and must check bulletin for names of children to be aware of at break times.
* If staff are unable to do their break duty for any reason they must arrange cover.
* Student teachers must not supervise children in the playground on their own.

1. **Lunchtime**

* At lunchtime the Headteacher will decide whether it is wet or dry.
* If it is dry all children must be outside. If children are asked to remain working in classrooms at lunchtime when it is dry they are the total responsibility of the class teacher.
* If it is wet children should remain in their classroom/area until told to go to lunch.
* The order of children going into the dining room is on the wall inside the dining room and in the staff room.
* Lunchtime supervisors will let teachers know, either personally or through the Headteacher, if any child has caused problems at lunchtime.
* Midday Supervisors reward good behaviour with house points.
* Children requiring an early lunch need to wait outside the dining room at12.00 and 12.15 p.m. for instructions.
* Teachers responsible for running lunchtime clubs must advise the office of how many dinners will be needed at what time for children who will not go into dinner with the rest of their class.

1. **Records**

* Personal and confidential records with addresses, telephone numbers, etc. are kept in the school office. They must remain there so that they are available for emergencies.
* Assessment records are to be updated termly by the set due date, both teaching assessment and test scores.
* These documents should be updated termly to include any child who is considered pupil premium, SEND or EAL.

1. **Planning**

* Teachers in phase teams are responsible for ensuring that all teaching activities are appropriately planned.
* There are long term, medium term planning and schemes of work available and have been developed by phase teams. The primary document is the Long-Term plan.
* The Long-Term plan should include:
  + Wow openings
  + Celebration Endings
  + Enrichment activities, trips, special visitors and special activities
  + Super Learning Skills organised into half termly coverage, planned opportunities
  + English Writing genre types, main focus, incidental pieces and core reading texts
  + Cross curricular maths
  + Each subject Key Objectives
  + Final outcome that will enable assessment – POP tasks
  + Each subject – knowledge and skills coverage – broken into umbrella themes
  + Planned teaching sequence for PSHE
  + Activities that enhance SMSC
  + Termly Social / Community / Enterprise project
  + Activities that enable pupil voice in shaping learning
* It is considered good practice for year group/key stage teams to plan together whenever it is appropriate to do so; PPA is provided across phase teams to facilitate this.

**English timetabled sessions should include the following:**

* + Daily Phonics using RWI planning and resources (EYFS & KS1)
  + 4 RWI Spelling KS2 using RWI planning and resources
  + English (writing DAILY) – following the Milverton mastery approach (see below)
  + Daily Whole Class Guided Reading in KS2
  + Structured KS1 reading morning + reading skills during fruit and milk + additional group and 1:1 readers where needed
  + Handwriting – following the NELSON SCHEME IWB and maximising learning opportunities to include grammar or spelling teaching points
  + Additional cross curricular application opportunities for reading and writing - quality genres that have been taught before
  + Targeted support sessions for groups/individuals – with a clear focus/outcome

**Whole Class Reading in KS1 should broadly following this structure:**

9.30 - 10.00 - INTRODUCE THE BOOK

* + Talk about the story: look at the cover and blurb or what happened in the first part of the story- predict what might happen, discuss characters etc.
  + Introduce key vocab, discuss meanings and add to our 'vocab pad' on the wall.
  + Discuss any links to phonics/spelling rules/grammar & punctuation and other words we know that mean the same thing.
  + Read today's section of the story

10.00 - 10.25 - READING PRACTICE

* + Using an extract from the book, practice reading: teacher reads, echo & choral read.
  + Choose children from today's focus groups to read extract whilst I complete a running record.

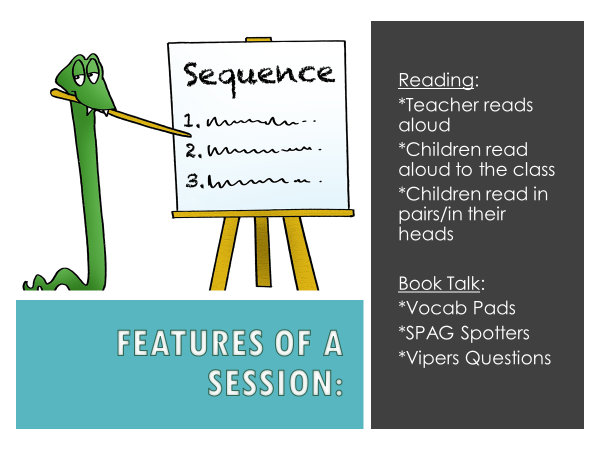
10.40 - 11.00 snack time - FIND AND RETRIEVE

* + Children have the same extract on paper with highlighters.
  + Whilst they are doing this, teachers will also listen to children that aren't confident to read aloud yet.
  + Share independent task

11.00 - 12.00 - INDEPENDENT TASK & GROUP WORK

* + \*Children work on independent task
  + \*VIPERS questions one group at a time with the teacher (support group first)

**Whole class guided reading in KS2 should follow the structure below:**

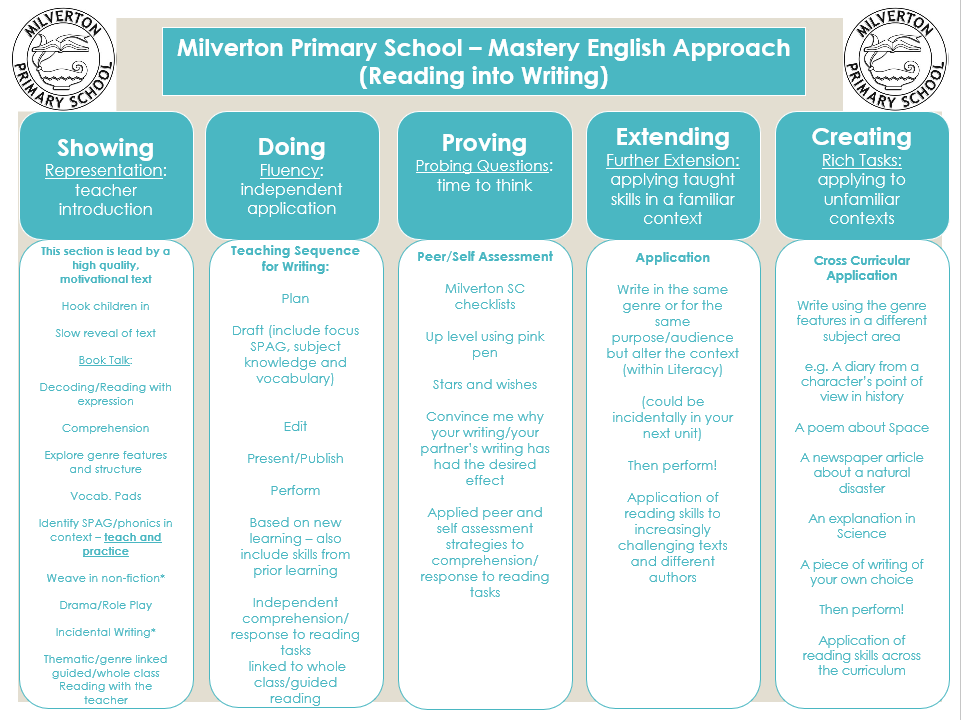
Vocab. Pads are used to note new vocabulary, classifying it into word classes.

SPAG spotters are used to reinforce spelling patterns, punctuation and grammar used, in line with year group expectations.

Comprehension questions span all reading domains, organised into child friendly VIPERS skills

**Teachers should consult the Milverton Reading Curriculum Document for more detail**

* Writing should be taught following the Milverton Mastery Approach as follows:



**Teachers should consult the English Mastery INSET Slides for more detailed guidance**

* Maths planning is taken initially from the White Rose Hub planning scheme.
  + This planning may be enhanced through other links such as NCETM and Power maths with Enrich
  + Teachers should use Deepen and Challenge for all class activities
  + Teachers should use the blue boxes for GD and Yellow boxes for Stem sentences
  + Teachers should use fluency fun time.
  + ½ termly KIRFS are used to reinforce fluency facts

1. **Assessment**

* Teachers complete termly assessments for English Reading / Writing, Maths, Science
* Children do an English Reading Test and Maths test to support the teacher assessment
* Teachers use the assessment documents to track against the set objectives in these areas. While these are not submitted they should be used as a live document to help track where children are and are not achieving in these subjects. It will also give evidence to support he teacher assessment assigned to each child.
* Teachers will complete the assessment tracking document at the end of each term.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name | | Prog | | | KS1 PA | KS1 Read | Aut  TA | Aut  Test | Spr  Test | Spr  TA | Sum test | Sum  TA | Predict  EOY |
| John | Jones |  |  |  | Mid | Sec | OT | 13 | 16 | OT | 13 | OT |  |
| **Mary** | **Gregory** |  |  |  | Mid | Sec | OT | 16 | 20 | OT | 12 | OT |  |
| Peter | Round |  |  |  | Mid | Sec | OT | 12 | 12 | OT | 12 | OT |  |
| **Elisa** | **Broom** |  |  |  | Mid | Sec | OT | 11 | 18 | OT | 13 | OT |  |
| *David* | *Osprey* |  |  |  | Mid | GD | OT | 16 | 20 | GD | 18 | GD |  |

* This document asks teachers to fill in the teacher assessment for each child as one of 4 gradings.
  + More than a year below the level of assessment for this year group (RED)
  + Working towards the expected level in this year group (YELLOW)
  + At the expected level for this year group (GREEN)
  + Working at greater depth for this year group (BLUE)
* Please also type in the test scores and indicate which colour this fits into
* The phase leader will then find the total and the % scores in each year group including the % scores for the focus groups of PP, EAL, Boys and SEND (not progress scores)
* Please Use Century Gothic size 9 for the table
* Please use the same colours throughout the document
* There is a consistent key for Focus group indicators on children’s names
  + Bold and Blue is Pupil Premium
  + Underline and purple is SEND
  + Italic and Peach is EAL
* If a child falls into two categories use both colours and both types – See Mary Gregory
* Progress is measured from EYFS Score for KS1
* They will either be at GLD or not from EYFS
  + Progress in KS1 should be green if GLD moves to on track
  + Progress in KS1 will be blue if moving from GLD to Greater depth
  + Progress in KS1 will be blue if not GLD at EYFS and they move to on track
  + Progress will be yellow if GLD at EYFS and move to working towards at KS1
* Progress in KS2 will be measured from KS1 score
  + Progress in KS2 should be green if Secure moves to on track
  + Progress in KS2 should be green if Greater Depth moves to Greater Depth
  + Progress in KS2 will be blue if moving from Secure to Greater depth
  + Progress in KS2 will be blue if moving from working towards to Greater depth
  + Progress will be yellow if secure at KS1 and move to working towards at KS2
  + Progress will be yellow if Greater depth at KS1 moving to on track at KS2

1. **Curriculum Documents**

* These are the key terms newly introduced in 2021
* **Umbrella Theme** 
  + Overarching theme for a term’s experiential learning e.g. Milvertate
* **Curriculum Drivers**
  + The key aims that shape our curriculum
* **Key Concepts**
  + Main objective headings for each subject from the National Curriculum
* **Milestones** 
  + Expectations set for the each phase, grouped under the key concepts
* **Key Connectors**
  + Stemming from key concepts - used to make meaningful links across year groups, within subjects
* **Procedural Knowledge** 
  + How to do – skills objectives
* **Semantic Knowledge** 
  + Factual – world knowledge
* **Cultural Capital** 
  + Vital background knowledge
* **Knowledge Maps**
  + One page outline of key semantic knowledge
* **Retrieval quizzes**
  + Feature of daily lessons – used to ensure retention (link Ernie Enquiry Owl)
* **POP Tasks** 
  + End of unit tasks, set to assess against the knowledge maps
* For every umbrella theme we are going to produce a collection of knowledge maps that will show the key knowledge we expect the children to know in each subject following the teaching.
* The knowledge maps will be given to children and available on the school website.
* When making Knowledge maps please adhere to the following guidelines:
* Use one page only
* Edit the blue header to add year group, subject and term e.g. Years 5&6, History, Au Term
* Include a topic heading e.g. World War 2
* Outline all images/text boxes in blue
* Font – use ariel narrow for content and century gothic for headers
* Include images and writing (ensure it is age group specific)
* Consider layout and alignments carefully
* All knowledge maps must have a key vocabulary box
* Use subject key connectors as sub-headings

1. **New Curriculum changes to teaching expectations**

* Staff should use the new language with the children – this means they need to know it!
* Staff should refer to previously taught knowledge in this and other year groups under the same connector heading – helping to establish links in learning.
* Staff should use retrieval quizzes throughout the day – returning to previously taught concepts to help children embed their learning to their long-term memory.
* Staff should use planned in POP tasks at the end of a unit to ensure they are able to assess what the children have learned.

1. **Teaching and Learning Expectations**

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| --- | --- | --- |
| **Learning Focus** | Children know and understand what they are learning in the lesson | LO is shared successfully with class |
| LO uses language that children can understand |
| Children understand how to be successful | SC are shared successfully with the class |
| Model examples are shared with the class |
| The SC are generated by or with the children |
| Clear instructions and directions are provided |
| Children are motivated and enthusiastic about their learning | There is an exciting ‘hook’ into the learning |
| There is a positive learning atmosphere |
| The teacher is positive and enthusiastic |
| Children commit learning to long term memory | Use retrieval quizzes for previously taught material |
| Connectors are discussed to create links in learning from previously taught material |
| **Assessment of and for learning** | Children feel successful when achieving the SC and LO | Children are assessed against the LO |
| Children are assessed against the SC |
| Children take control of their own learning, understanding what it means to be successful | Children self and peer mark their work |
| Children are able to respond to feedback |
| Children are able to show immediate progress from feedback | Children are able to respond to feedback |
| Evidence in books suggests good progress over time | Standard of work improves over time |
| Pitch of activities and LO raise over time |
| POP tasks help teachers formulate accurate judgements on children’s progress | Pop tasks are used to assess end of topic expectations |
| **Learning Behaviours** | Children demonstrate ‘Super Learning Behaviours’ (SLB)  (Collaboration, Enquiry, Motivation, Self-Awareness, Problem Solving & Creative Thinking) | Teacher identifies examples of and praises SLB |
| Activities allow SLB to develop |
| Children are motivated and enthusiastic about their learning | There is an exciting hook into the learning |
| There is a positive learning atmosphere |
| The teacher is positive and enthusiastic |
| Children show pride in their achievements | Work is presented to the highest standard |
| Children are focused and attentive to their task | The teacher applies consistent behaviour management strategies |
| The teacher is calm and clear in their direction |
| Children use a variety of communication strategies | E.g. partner talk, talking triangles, snowballing, envoying, hot-seating, role playing, presenting and jig-sawing |
| **Questioning** | Children have the opportunity to discuss their learning and bounce ideas with peers | Children use talk partners, talking triangles, envoying, snowballing and jig-sawing. |
| All children have the opportunity to answer questions and all are prepared to do so | Children use talk partners |
| Teacher uses lolly sticks to select random responder |
| ‘Show me’ strategies are employed to include all (e.g. mini whiteboards, number fans, digit cards etc.) |
| Children’s learning is extended and challenged through whole class sessions, group direction and individual support | Questioning is used to extend, stretch & challenge (e.g. ‘tell me more’, ‘why’, ‘how’ and ‘prove it’) |
| Teachers use ‘basketball questions’ not ‘tennis questions’ to involve more learners |
| Teachers use examples of the 10 question types to challenge thinking (statements, range of answers, odd one out, right and wrong, opposing views, starting at the end, true or false, ordering statements, ASN and silly questions) |
| **Using effective planning, organisation and time management** | Children experience a variety of structures to lessons over time, including group, individual and partner work | Flexing the model – varying strategies and organisation using the teacher and TA (if present) to best meet the needs of the learners |
| All children receive support and recognition of their achievements | Adults in the room are able to move between groups and activities |
| Mini plenaries share and celebrate success, address misconceptions and move learning forwards |
| Additional adults are used effectively to support groups in different ways |
| Children are enthused, motivated and achieve well during the lesson | Good pace is maintained |
| Clear instruction and direction is given |
| There is a clear structure to well planned activities |
| Children have time to complete intended activities effectively | Good time management, pace and organisation |
| **Differentiation** | Activities are pitched correctly to suit the children’s ability | ‘No Limits Learning’ – choice of 3+ levels of differentiation – effectively planned activities, not used in maths mastery |
| Teachers help direct children to the most suitable |
| Resources are provided to support and extend learning (e.g. word banks, models, scaffolds, number lines, numicon, cubes etc.) |
| Effective assessment for learning guides teacher |
| Stretch and challenge opportunity for MA |
| Children with special educational needs are catered for | EHCP/IEP provision as required |

1. **Provision Maps**

* Teachers should complete provision maps following assessments for the following term.
* These need to identify children who have not made expected progress or working below expected levels and the type of support that will be put in place.
* We should also indicate all additional support that
  + EHCP children receive
  + Pupil Premium Children receive
  + EAL children receive
  + SEND Children receive
* These should be completed fully – then checked with teams prior to the pupil progress meeting

1. **Staff and Responsibilities**

See **appendix 1** – teaching staff additional responsibilities

See **appendix 2** – teaching staff structure

See **appendix 3** – Teaching staff

See **appendix 4** – Teaching assistants

* Louisa Wallace Business Manager
* Debbie Hone Administration Assistant
* Terry Heard Site Manager

1. **Staff Teams**

* All Teaching staff are members of a curriculum team which is led by a Curriculum Leader.
* See **appendix 5** – curriculum teams
* Curriculum Leaders are responsible for a number of subjects. Some meeting time will be given over to curriculum team meetings in which all teaching staff are expected to participate.
* All teaching staff are expected to participate in North Leamington Curriculum networks. Beyond staff meetings teachers are expected to support the work of their team leader and whenever possible non-contact time will be made available to support development work.

1. **Meetings**

* There is a teaching staff meeting every week (Set Days See Bulletin) 3.30 pm. – 5.00p.m.
* These meetings are planned in advance and the list is on the bulletin.
* Teaching Assistant Meetings, day and time TBC
* Minutes of Staff Meetings are circulated.
* Senior Leadership Team Meetings take place at 3.40pm fortnightly on Monday – minutes of these meetings are circulated.

1. **Equipment**

* There is open access for teachers to all store rooms and all equipment.
* Some stores are locked and keys are kept in the staff room.
* The photocopiers are set to print black and white. Colour copying can be done on the office copier using the office access code - this is displayed next to the photocopier.
* Order of general classroom resources is done through Infant and Junior Teaching Assistants.
* ALL purchases must be authorised by a signature (Phase Leader / Head) on a Purchase Order Form available from the school office. This is mandatory for ALL orders including those purchased on the Headteacher's credit card (limited use), and purchases funded through the PTA (these are purchased through the school account and then the PTA is invoiced for reimbursement).  Green reimbursement forms must be completed and signed by the Head for purchases made by staff with their own funds.

1. **School Development Plan**

* This is updated and reviewed on a termly basis.
* All staff should be familiar with it and understand how they can contribute to achieving the outcomes detailed within it.
* Curriculum leaders meet termly with subject leaders to evaluate the plan.
* The plan is organise into termly actions for subject leaders or school leaders to complete.
* The plan is reviewed with the link governor on the second staff meeting of a new term.
* The targets and actions in the plan are either issued school wide depending on main focus of the current academic year or made in agreement between subject leader and curriculum team leader. The headteacher reviews, amends and agrees following this initial cycle. The process should begin in the Summer term as the previous years plan is being completed.
* The school uses this plan as the main driver for change.

1. **Behaviour**

* All staff should know and understand the Behaviour and Anti-Bullying Policy.
* Maintaining good behaviour in classrooms and around the school is everyone’s responsibility.
* The Golden Rules should be displayed in every classroom.

**Golden Rules**

* We display the values shown in the ‘Fruits of Milverton’.
* We follow instructions from all school adults.
* We use kind words, hands and feet.
* We look after everyone’s property, Milverton School and our school grounds.
* We always walk inside the school building and move safely around the grounds.
* We do our best to complete our learning in time and help others to do the same.
* We use the Super Learning Skills during the school day.
* All challenges to children’s behaviour should be guided around the golden rules.
* Showing **The Fruits of Milverton** should be promoted, expected and praised when seen. A list of phase expectations will be circulated in the bulletin.
* Showing **Super Learning Skills** should be promoted, expected and praised when seen. A list of phase expectations will be circulated in the bulletin.
* Being **Responsible, Organised And Ready to Learn (ROAR)** should be promoted, expected and praised when seen. A list of phase expectations will be circulated in the bulletin.

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| --- | --- | --- | --- |
| **Super Learning Skills** | **Fruits of Milverton** | | **ROAR** |
| **Enquiry** | **Confidence** | **Community** | **Responsible** |
| **Problem Solving** | **Friendship** | **Sharing** | **Organised** |
| **Collaboration** | **Creativity** | **Respect** | **Ready to Learn** |
| **Self-Awareness** | **Kindness** | **Individuality** |
| **Creative Thinking** | **Honesty** | **Helpfulness** |
| **Motivation** |

* See Behaviour policy for further guidance
* There is a home school agreement.
* There is public praise in assemblies and in classrooms.
* The school is a ‘no put down zone’.
* No member of staff is expected to face challenging behaviour alone.
* Some children may hold an individual behaviour plan that all must be familiar with.
* Behaviour issues such as how children behave in the playground, assembly, etc. should be brought to the attention of the child’s class teacher and when appropriate to the Headteacher.
* Children should walk down school corridors using a quiet voice, those children not following this guidance should be reminded of this and sent back to repeat.
* Children should be praised for holding the door open, showing good manners and completing instructions immediately.
* Everyone can and should give out house points for good behaviour.
* Children should come into assembly and be seated ready to listen, listening to the music or seeing the picture on the board.
* The silent stop signal should be used by all adults to get children to be silent and looking at the leader in group situations. House points given to those complying quickly.
* Children should be asked to clear up equipment and bin all rubbish before leaving the classroom.

1. **Safety and Security**

* There is a Health and Safety Policy. Every teacher should read a current copy.
* Maintaining a safe and healthy working environment is everyone’s responsibility.
* There is a Security Policy which must be understood by all staff.
* No member of staff should use chairs to stand on when working off the ground. Step ladders are available in each building.
* All visitors must sign in and out with new I pad system and wear a lanyard issued from the office.
* All visitors who will be unsupervised in school or working with children will be asked for their DBS certificate to be checked. This information will be added to the school Central Record for future visits.
* All external gates will be locked between 9.05 a.m. and 3.15 p.m.
* All doors to the playground will have a member of staff monitoring children coming into and leaving the building at the beginning and end of the school day.
  + **Staff must stay on the door until 9.05am when TH has locked the external gates.**
  + **TH locks doors at the end of the day before unlocking external gates.**
  + **Doors must remain locked until staff open for children to leave onto playground.**
  + **Staff member stays on the door until children have left.**
  + **Door is then locked again when staff member leaves door.**
* All lone workers must be aware of what to do. This information is available in the Security Policy.
* Health and Safety notices displayed by all projectors and whiteboards must be followed.
* All electrical equipment must be checked annually and marked with a green safety sticker by an approved technician.
* During school holidays members of staff must inform the Site Manager when they arrive at and leave the school site.

1. **Valuables**

* Every adult working in school needs to be aware that they are vulnerable to theft.
* No handbags or valuables should be left in classrooms, shared areas or staffrooms. Lockers are available for staff and locks can be supplied by the Site Manager.
* When not in use laptops should be stored out of sight and at the end of the school day should be locked in the I.T. cupboard if they are not being taken home.
* Children should be told not to bring valuables to school.
* During PE and Games, watches and jewellery will be kept by the class teacher in a safe box.
* Small items of school equipment such as cameras and stop watches, etc. must not be left out where they could be damaged or stolen.

1. **Fire Regulations**

* These are displayed in each classroom with a list of roles and responsibilities.
* Practice fire drills will take place regularly throughout the year.
* When the fire bell rings everyone must evacuate the buildings.
* Any problems with the fire drill evacuations will be reported to all teachers.
* There is also a building Lockdown plan that all staff members should be familiar with and will be practiced every year.

1. **Outside Visits**

* It is important to check the viability of a visit with the Headteacher who is the school’s Educational Visits’ Co-ordinator.
* Pro-formas and risk assessments need to be completed before the visit and copied to the Headteacher, two weeks prior to trip. We use the WCC evolve platform.
* The outside visit must be booked through the school office so that dates, times and coach company (where applicable) are known.
* The office are able to provide quotes for trips provided they are given appropriate time to carry out research.
* Trip costs will be calculated by the business manager and payment information added to the trip letter. Trip letters must not be sent home until it has been confirmed that the Parentpay service has been set up – notified by the business manager.
* The school has two mobile phones which are kept in the school office that should be used for communication during school visits whenever possible.
* Any teacher organising day visits must make sure that school meals have been cancelled, etc.
* Visiting music teachers will also need to be informed prior to children going on the visit.
* All adults helping on trips should be DBS checked.
* There is a checklist for working with parent volunteers included in the planning proformas that should be used.
* If there are problems re. cost and not enough voluntary contributions have been received, the visit may have to be cancelled.

1. **Communication**

* **Every school event should be posted on the school calendar.**
* **Please ask school office to send a weduc message reminder for school events.**
* The weekly bulletin is complied by the headteacher and circulated on a Friday.
  + The bulletin was introduced so one communication point is sent out each week that everyone reads, thus reducing the volume of work emails staff receive throughout the week.
* Staff should clear pigeon holes regularly and not allow them to become overfull.
* A news update is sent home by Weduc every Friday and copied in for staff.
* The Weduc newsfeed is a facebook style thread of pictures and good news celebrations on the school app – staff should try to add 2 – 3 posts per week.
* The school will send most letters, messages and notes out via Weduc messages.
* All letters or notes going home should be seen by the headteacher before going out.
* A copy of all letters sent home to parents should be given to the school office.
* Only in difficult or urgent circumstances will messages be sent to classes during teaching time.

1. **Courses**

* The Headteacher, Deputy Headteacher or business manager will confirm/agree and manage course attendance.
* Courses will be linked to the SDP and teacher and teaching assistant performance management targets.
* Courses will be booked through the Headteacher or Business Manager.
* Supply cover will be booked through the office.
* Updates from training to share with others should be passed to others through the bulletin.
* No cover means no course so each teacher needs to check that cover is available.

1. **Timetables**

* There should be timetables outside each of the shared rooms, e.g. library, computing room and hall.

1. **First Aid**

* There are four first aid boxes located :
  1. in the office
  2. in the junior corridor
  3. in the hall
  4. in the Reception classes cloakroom area
* Each box contains a folder for recording accidents and first aid administered in. All minor accidents/incidents should be recorded in one of these books by the person administering first aid.
* Mobile first aid kits are kept in the men’s room for use on visits.
* The trained first aiders in school are identified in the school office
* Children should be given antiseptic wipes and a plaster to put on themselves wherever possible if needed.
* Anything other than a minor accident should be seen by another teacher and/or the first aider.
* If there is any doubt about the seriousness of an accident then parents should be informed (using the telephone numbers available) and, where necessary the child should be taken to casualty. Decisions of this nature will have to be taken by the teacher dealing with the accident on some occasions but ideally the Headteacher and/or Deputy Headteacher should be involved.
* All head bumps should be treated seriously and the child closely observed. The child’s parents must be informed at the end of the day – there is a standard letter for this and the office should also be informed so that a text message can be sent home.
* Following an accident where a child has been sent home or to hospital, a LA accident form must be completed. These are available in the school office.

1. **Administering Medicines**

* The school has agreed procedures for administering medicines.
* Staff, when they are happy to do so, should only administer medication as a last resort, i.e. it cannot be done outside the school day or parents are unable to do it.
* Parents should complete the appropriate form at the office to allow medication be administered at school.
* When administering medication staff should ensure that there is another adult present and that all administering is recorded on the appropriate sheet.
* Children who have severe allergies have medication packs kept in the school office or if in the infant building the infant first aid cupboard. These packs contain careplans, medication and a photo of the child.

**26. E -Safety**

* All staff should understand their responsibilities with regard to e-safety and should have read and understood the checklist for staff and signed a staff agreement form.
* Any e-safety ‘incidences’ should be reported to the E-safety Co-ordinator (Alastair Geddes) or Headteacher immediately.

**27.Smoking**

* The school and grounds are no smoking zones.

**28.Car Parking**

* The school has no car park.
* Staff should park considerately on Greatheed Road and try and avoid parking directly outside house numbers 5 – 9.

**29.Staff Illness**

* If staff are ill they must let the school know by contacting the Headteacher by 7.30am at the latest.
* Only assume text messages have been received if you receive a response within 10 minutes, otherwise please follow up with a phone call.

**30. Child Protection**

* The Headteacher, Laura Nicol, Amanda Parks, Danielle Belmega and Louisa Wallace are the staff with designated responsibility for child protection (DSL).
* The school has a Safeguarding Policy that all staff should be familiar with.
* School staff should receive regular safeguarding updates.
* All adults in school have a responsibility to listen to concerns children have and report, using the green form, to a DSL.

**31. Volunteers in School**

* The school welcomes parents and other persons volunteering in school.
* Danielle Belmega oversees the allocation of volunteers in school.
* Teachers need to make a judgement as to whether a parent of a child in their class supporting in the classroom is appropriate – please seek advice from DB/MF if unsure.
* All volunteers supporting in classrooms or on school visits should have completed a DBS check.
* All volunteers should be given a copy of the ‘Volunteer Information’ folder and must read and understood it (kept in the green folder in the staff room).

**32. Visitors in School**

* Visitors in school are an important part of our experiential curriculum and should be encouraged and welcomed.
* All visitors should read and acknowledge understanding of the visitors responsibility sheet given at the school office.
* Visitors do not need to have a DBS check unless they are working unsupervised with children.
* Where visitors do not have DBS checks then a red visitor badge is issued.

**33. Music Lessons**

* Children may leave lessons to take part in individual music lessons.
* We value this as an important part of their school experience as an individual.
* A timetable will be provided for teaching staff.
* Children should be welcomed back into lessons and provided with support of any information they may have missed.