



Chad Vale Primary School Staff Handbook 2021



“It is our vision to create a learning community that provides the highest quality of learning and teaching to enable our children to achieve and exceed their potential. We are extremely proud of our school community, our well-behaved, confident, caring and creative children; our exciting curriculum that brings learning to life and the opportunities that we provide to embed lasting memories and a lifelong love of learning.”

Sep 2021 v1

This handbook, whilst not definitive, is designed to support all staff. Staff should refer to this handbook frequently. If you have any worries about routines or systems you should consult with your mentor or line manager.

Child Protection and Safeguarding

The **Designated Safeguarding Lead (DSL)** at Chad Vale Primary School is Paul Sansom (**Head Teacher**). He has been trained and has frequent updates on current practice and legislation. All child protection concerns must go through him. In the event of his absence the **Deputy Head Teacher, Steve Dubberley and Helen Larcombe are Deputy Designated Safeguarding Leads**. Within the before and after School provision Ama Osei is a trained DSL.

The nominated Safeguarding Governor is **Lynne Paino**.

The Safeguarding Policy is a 'must-read' document for all staff and volunteers in school and is available on the school website. There is annual training in-school that all staff must attend and **ongoing refresher and update training throughout the year**

Keeping Children Safe in Education is a key document and all staff must read and sign to say they have understood Part A and Annex A. DSL's will share any updates to this document as they arise and the most up to date version is available on the policies page of our school website.

Safeguarding Key issues and Principles

- Safeguarding is everyone's responsibility
- The child's welfare should be of paramount consideration throughout
- Child Protection concerns should always be given immediate priority
- Any individual with a child protection concern has a responsibility, regardless of their place in the organisation, to take the matter further

Indicators of Safeguarding Concerns

- Patterns of attendance
- Changes in mood
- Changes in classroom attitude
- Changes in social groups
- Behaviour
- Relationship with peers and staff
- Appearance
- Medicals
- Changes in family situations
- Response to swimming/PE changing
- Parental comments/interest (or lack of)

Dealing with disclosures

- It is vital to offer the child time to talk
- The red triangle system should be used to alert another member of staff to cover the lesson while a disclosure is made
- Don't be judgmental, or express horror or anger
- Use only open-ended questions
- **Never promise confidentiality**
- Recording should be verbatim using the actual words of the child and noting any questions the child raises. Make notes as soon as possible on the Notice of Concern/Incident Form

- Note days, time, who was present, positions in the room, anything factual about the child's appearance
- If possible use a silent witness to record and clearly clarify
- Check notes with the child
- Always sign and date notes
- **Never:**
 - Take photographs
 - Arrange medical examination
 - Attempt a medical judgement
 - Remove clothing
 - Tape record an interview

Examples of open questions

- ✓ Has something happened to you?
- ✓ Can you tell me what happened?
- ✓ Where did it happen?
- ✓ When did it happen?
- ✓ Was anyone else there?
- ✓ Tell me about it...

Examples of leading questions

- Was it ***** or your ***** that hit you?
- Does your ***** bully you?
- Did it happen at *****?
- So that must have upset you?
- Has it happened before?

Fundamental Principles for Protecting Yourself

- Always offer support rather than assume it is needed
- Treat the child with dignity and respect
- Look after the children in the same way in which you expect to be looked after
- Use the same rules you would in any situation- basic common sense
- If something does go wrong then tell someone
- Be as public as you can
- Can you look another adult in the eye and justify what you did?

Physical contact

- Always avoid unnecessary physical contact
- Redirect attention away from personal matters which may arise ('that is an adult question so when you are an adult you can ask it.')
- Contact during class activities should be restricted to what is appropriate and should be as visible as possible to others
- If a child is distressed physical contact can be given but discretion should be used over the level and justification. Avoid this in a one to one isolated area
- Apparently sexualised behaviour should be discouraged. Discuss with DSL (Designated Senior Lead)

Remember that you must **NEVER** leave your children unsupervised (that is, no adult present) in the classroom at any time for any reason. If you need a toilet break use the Red Triangle. Teachers in neighbouring classrooms with a connecting door or 'shutter' in Key stage 2 may supervise two classes for a very short emergency period.

Recording and reporting a Child Protection Concern/My Concern

All child protection and safeguarding concerns are recorded on MyConcern. Every member of staff will be issued with a username and password to access the system and training will be provided. The DSL will take appropriate action following any incident log. **If you wish to refer any Child Protection concerns directly, you should call Children's Advice and Support Service (CASS) for further information on 0121 303 1888.** They will 'triage' your call and refer you to the Multi Agency Safeguarding Hub (MASH) if required.

Right Help, Right Time

This is the model Birmingham uses to help provide extra support to a child or family. The vast majority of our children will be in the 'Universal Needs and Universal Plus' category. If a child requires additional support beyond what is normally provided to all other children, they will be in the 'Additional Needs' or 'Complex/Significant' category. The Notice of Concern form asks DSL's to indicate where the child is on this model and this helps to guide further support where required. (see the appendix for a flowchart with more information)

Early Help

This is the model of assessing need within Birmingham and focuses on what is going well for a child/family, what are we worried about and what needs to happen to improve things for a child. The Early Help assessment form, available from the LSCB website can be used as initial tool to assess a child's need and provide access to early support. If you have concerns about a child or family, please discuss this with a DSL in the first instance.

Use of Force

The school has a regularly reviewed Care and Control policy of which every teacher and teaching assistant has a copy. All staff are trained using the 'Team Teach' approach/system. Physical restraint should only be exercised on rare occasions **when there is no alternative**. The designated adult will use the **minimum amount of force for the minimum period of time**. All other attempts to resolve the situation should have been used and the child must be informed clearly that force will be used. A SCHOLARPACK record must be made following any positive handling incident and the DSL informed.

Physical restraint will normally only be necessary to prevent the pupil:

- Causing harm to himself/herself or others
- Causing serious crime to property
- Committing an act which risks harm to other people

'PREVENT'ing Extremism and Radicalisation

We have created a PREVENT school risk assessment which is available on the school website. It assesses the overall school risk as LOW. The government's 'PREVENT' strategy sets out how public bodies manage the risks of radicalisation and extremism.

The Single Point of Contact (SPOC) for any issues relating to extremism/radicalisation is Paul Sansom.

"Schools can play an important role in helping young people to become more resilient to the messages of violent extremists, and in tackling the sorts of grievances extremists seek to exploit."

At Chad Vale we create an environment where all young people learn:

- ✓ to understand others (Behaviour Policy/**Jigsaw**/RE/assemblies/PSHE)
- ✓ to value and appreciate diversity (Behaviour Policy/**Jigsaw**/RE/assemblies/PSHE)
- ✓ to develop skills to debate and analyse (**Jigsaw**/RE/English/Topic)

- ✓ to learn about and explore the values shared by different faiths and cultures (Jigsaw/RE/school ethos)
- ✓ the historical context and issues around citizenship, identity and current affairs (Jigsaw lessons/History/Geography)
- ✓ to explore controversial issues facilitated by teachers (Jigsaw/PSHE/RE)
- ✓ to broaden their horizons by fostering good links with different community groups and external organisations (PSS, HEU, Police, Childline)

If we have concerns that a pupil may be being exposed to extremist material or influences, we offer support through mentoring and by ensuring that the school is involved in the local partnership structures working on preventing violent extremism. **Any concerns relating to matters of radicalisation or extremism are reported to the DSL for Child Protection and usual Child Protection protocols are followed.**

Female Genital Mutilation (FGM)

Any concerns about children affected or at risk of FGM must be reported immediately to the police via the DSL.

Forced Marriage

Any concerns about children affected or at risk of Forced Marriage must be reported immediately to the DSL who will refer to CASS and the police. Parents must not be informed of this referral.

Code of Conduct for Staff

The governors have accepted the local authority 'Code of Conduct- The Birmingham Contract' (for support staff) and the Teachers' Conduct- Guidance for Schools and expects all staff to follow this guidance. It is re-issued each year and available from the school website.

Our Values and Behaviours in Schools

We expect all staff to follow the city council's Core Values:

- We put citizens first, especially young citizens. We are empathetic and respectful in everything we do.
- We are true to our word. When we make promises we keep them.
- We act courageously. We lead, we manage and we tackle the difficult issues: every day, every one of us.
- We achieve excellence. We aspire to get things right first time every time.

Expectations of staff

These are brief summaries of the broad expectations of each group. For further information please refer to your job description.

The Governors will:

1. Monitor progress in the SDP via specific link governors- (SEN, English, Maths and Safeguarding) and via the Head teacher's reports to governing body. They are all encouraged to come into school as often as they can to visit.
2. Act as a critical friend and hold the Head Teacher to account for school improvement.

The Head Teacher will:

1. Maintain and develop the vision for Chad Vale Primary School for the future.
2. Be responsible for the standards of teaching in the school through the monitoring of pupil learning, internal and external school data and by creating the School Self Evaluation in collaboration with stakeholders.

3. Create and monitor the success of the main targets on the School Development Plan with the governors, ensuring that performance management, budget, staffing and the ethos of the school are delivered effectively and legally.
4. Empower the SLT and TLR teams to develop the curriculum and the capacity of their teams.
5. Be one of the Designated Safeguarding Leads for child protection and ensure the school is legally compliant with legislation.
6. Ensure that the school maintains good, and moves toward outstanding, at the next OFSTED inspection and that staff are empowered to lead at the most appropriate level for any given task.

The Deputy Head Teacher will:

1. Oversee pupil monitoring and assessment procedures.
2. Lead on Staff Appraisal for teaching and support staff.
3. Lead early reading (**Little Wandle**) and monitor progress and achievement in Phonics.
4. Lead on Curriculum Development, monitoring and design.
5. Be one of the Designated Safeguarding Leads for child protection and ensure the school is legally compliant with legislation.
6. Manage timetabling and cover requirements, work/school experience requests.
7. Monitor pupil attendance and emotional, health and wellbeing support.
8. Deputise for the Head Teacher in his absence.

The Assistant Head Teacher:

1. Carry out specific pupil mentoring and coaching programmes for emotional wellbeing.
2. Carry out teacher and support staff appraisal in line with school targets.
3. Lead the TLR Team to monitor and evaluate existing school projects/programmes and evaluate new initiatives and research outcomes.
4. To lead Pupil Voice/School Council.
5. Lead the improvement of behaviour in school (Behaviour Co-ordinator).
6. Identify and provide booster groups for children identified through appraisal/pupil progress meetings
7. Model good practice, coach and mentor.
8. Deputise for the HT/DHT in their absence.

The Leadership Team (TLR) will:

1. Keep themselves up to date with new initiatives and monitor the impact of teaching and learning across the school.
2. Lead curriculum areas, monitoring delivery, coverage, quality and assessments of their subject.
3. Ensure standards in teaching and learning are high and that progression is evident for all pupils.
4. Be clear about how their leadership can impact upon the successful implementation of the School Development plan and how it impacts on SEF judgements.
5. Be accountable for the progress of vulnerable groups within their subject focus.
6. Work with other senior leaders to develop plans to improve the curriculum and assessment.
7. Ensure standards across the year groups are high and that progression is evident between year groups at various academic levels.
8. Ensure effective communication between classes and year groups.
9. Report progress, achievements, strengths and areas for development to governors and SLT.
10. Be accountable for their subject budgets, ensuring best value.
11. Performance manage, mentor and coach as appropriate.

Upper Pay Scale Teachers will:

1. Demonstrate that they are highly competent in all elements of the Teacher Standards.

2. The criterion of 'highly competent in all elements of the relevant standards' will be defined as teaching performance which meets all elements of the Teachers' Standards and in addition, the post-threshold standards.
3. Demonstrate achievements and contributions impacting the whole school that are 'substantial and sustained'.
4. The criterion of 'substantial' will be interpreted as a significant contribution to improving standards of teaching and learning for other staff, through sharing and disseminating knowledge and skills by coaching, mentoring, demonstrating and curriculum development activities. The purpose of this contribution is to help those teachers improve the outcome for pupils.
5. The criterion of 'sustained' will be interpreted as maintaining these contributions over at least two years.

Class teachers will:

1. Develop the learning, teaching and assessment for the children they teach.
2. Be accountable for the progress of all children they teach and track vulnerable groups.
3. Work with senior leaders to develop and implement plans to improve learning and teaching.
4. Ensure that planning demonstrates a commitment to outstanding practice and enjoyment for our pupils.
5. Be committed to outstanding teaching through engagement with performance management or NQT targets, ongoing CPD opportunities (within and outside of school) and actively keeping themselves up to date with new initiatives relating to learning and cognition.
6. Line manage their teaching assistants and support them in meeting their performance management targets.

Subject Leaders will:

1. Lead on curriculum planning, assessment and delivery across the school for their subject.
2. Audit practice and create action plans for improvement.
3. Identify and share best practice within the school and beyond.
4. Monitor delivery and coverage of their subject ensuring it meets any statutory requirements.
5. Manage the subject budget/cost centre and ensure the subject area is well resourced.
6. Produce verbal and written reports to governors and the SLT to identify areas of strength and development.

HLTAs will:

1. Model high quality interventions and support other TA's in the development of this.
2. Line manage and provide development opportunities for the TA team.
3. Cover whole class teaching for up to 2 days per week.
4. Pro-actively contribute to curriculum planning, assessment and delivery.
5. Lead on a specific area of responsibility within school.
6. Be committed to outstanding teaching through engagement with performance management, ongoing CPD opportunities (within and outside of school) and actively keeping themselves up to date with new initiatives relating to learning and cognition.

Teaching assistants will:

1. Support teachers in the learning, teaching and assessment for the children that they work with.
2. Know how to scaffold and support learning to ensure children's progress.
3. Know the needs and ability of the children that they work with.
4. Work with teachers to develop plans to improve the curriculum and assessment.
5. Be committed to outstanding teaching through implementing the ideas outlined in performance management in order to develop their practice.
6. Maintain accurate records of interventions and ongoing assessments.

7. Attend planning meetings with teachers to discuss learning and assessments.

The School Finance Team will:

1. Ensure that the agreed budget is monitored effectively and resources are deployed legally and effectively.
2. Ensure that budget predictions are accurate and that funds are well managed
3. Look for ways to economise and generate funding. The finance team may lead this in conjunction with interested governors or staff.
4. Work with the SLT to make strategic decisions and advise on the economic soundness of decisions.
5. Ensure that all relevant financial compliance requirements are met.
6. Ensure that all contracts are legal and staffing projections are accurate.

The Office Manager and PA to the SLT will:

1. Ensure that visitors to school are treated with respect and follow all safeguarding procedures.
2. Support the ethos of the school in all dealings with children and adults.
3. Support carers in managing debt effectively (through not allowing school bills to become unmanageable) and ensuring their children feel safe and secure in attending school regularly.
4. Be an effective front of house team, supporting the SLT by supporting clear communication between stakeholders.

The Kitchen staff will:

1. Plan, prepare and serve a healthy cooked meal for all children who require it.
2. Manage allergens and pupils' dietary needs.
3. Monitor food wastage and uptake, reporting concerns to teaching staff where necessary.

The Lunchtime Supervisory Staff will:

1. Organise a range of playtime games for children.
2. Deal with issues and incidents involving the children at lunchtime.
3. Support children in making healthy choices at lunch and assisting them with their dinners where needed.

The Wrap Around Care Team will:

1. Plan and deliver a range of safe and enjoyable before and after school activities.
2. Maintain the health and safety of all children attending.
3. Provide a friendly, welcoming environment

TLR/SLT Key Responsibilities

If you require support or advice in the areas listed below, please go to the named person who will do their best to help:

Steve Dubberley: Phonics/BECO

Helen Larcombe: SEND and Nurture

Rupinder Sohal: EAL Leader, Creative Arts (Artsmark)

Matt Cham: Maths

Laura Geobey: EYFS

Kerry Grosvenor: Computing

Neesa Khan: Library

Naomi Burnett: Writing, SPAG

Rhys Bowen: School Sports, Educational Visits Co-ordinator/**MIDAS trained/Wider Curriculum Lead/Staff Governor**

Subject Leaders

Noor Begum: History
Nikki Latham: Spanish
Louise Wood: Science
Pritesh Patel: PSHE and Collective Worship
Jake Pollak: Geography
Siobhan Cutts: Art, Arts Award, DT Leader
Andy Clark: Walk to School/Eco-Committee
Sophia Pajic: Music

Staff Health and Sickness

The expectation for staff attendance at work is 100%. All doctors, dentist, optician's appointments should be in school holidays or out of school time, whenever possible, as LA directive. If appointments are in school time or it is a hospital appointment (over which you have no control) please bring the appointment card for Paul or Steve to see and place in the diary. All requests for absence or special leave will be monitored. Please fill out a Special Leave Request form (available from the office) and enclose any supporting documentation (e.g. appointment letter) seven days before you are requesting leave.

If you are sick and cannot attend work then you must inform the school by speaking to Paul. Paul's direct line is 0121 820 1082 and he is available most mornings from 8.00a.m. He is also available on mobile from 7am (see him for the number). Please also ensure you let Steve know via text message as soon as possible so that cover can be arranged (see Steve direct for the number).

Please inform the school when you will return to work before 3.00 p.m. On your return from illness you must not start work again without a 'return to work interview' with Paul or Steve. This will allow them to make sure that you will have the necessary support and to inform you of any events/ incidents that may have taken place in your absence.

If you are sick and should be attending a course then you must inform Paul that you are ill and will not be able to attend the course.

If you are unwell in school you must inform Paul that you are too sick to continue work and that you are going home or to the doctors.

Managing Attendance

Chad Vale Primary School has adopted the Birmingham LA's Managing Attendance Procedures. These procedures give additional guidance on frequent short-term sickness absence and long term sickness absence. Where one of the indicators below is met, the Managing Attendance procedures are initiated (see further the full procedures on the website). The Managing Attendance procedures can result in dismissal.

'Absence Indicators'/Absence Causing Concern

- a) Two or more separate episodes of sickness absence within a term (an episode is any period of sickness absence lasting a working day or more); and/or
- b) A continuous absence due to sickness lasting four continuous weeks or more; and/or

- c) Any other sickness absence trend which is giving cause for concern e.g. the persistent Friday and/or Monday absentee or an employee who is repeatedly on sick leave at certain points in the year.

Sickness of family members

If your child or family member is ill and you cannot attend work then you should inform Paul. You are entitled to one day of paid leave for the sickness of your child so that you can organise child-care for any subsequent days where they require care from home. If this care is provided by you, after the initial day, this leave will be classed as unpaid, so that a substitute teacher can be arranged. Paid leave if your child is unwell is limited to no more than 3 days per term so that cover can be provided in your absence. After 3 days of paid leave any further days may be given as unpaid leave.

If you have child care issues concerning your child's school Teacher Days then please seek permission from Paul for your child to attend Chad Vale for the day. Paul will seek agreement with the respective class teacher for your child to join a class or if a secondary age pupil to support some of the younger children. Please note that if your child is unwell enough to attend their own school, then they should not be brought into Chad Vale.

Special Leave

Employees are obliged to attend for work under their contracts of employment. In the case of teachers, there is a statutory obligation to be available for work on the 195 days specified by the employer and for support staff who are based in the classroom or employed on term-time only contracts there are parallel contractual requirements. For staff who are employed all year round and who are not based in a classroom there is nonetheless an expectation that they will take annual leave during school holidays. School term dates are published to you all in advance and are available from the school office.

Under the leave of absence scheme which is part of teachers' conditions of service, head teachers have discretion to grant a limited amount of special leave in certain specific circumstances and subject to specified limits. This discretion is to be exercised subject to the needs of the school. Any requests for special leave outside head teachers' discretion are a matter for the Governing Body. Full guidance on special leave, including the leave of absence scheme, can be found in the Local Authority's Notes for Guidance: Employees in Schools.

Employees with caring responsibilities are urged to plan in advance for the possibility that normal caring arrangements may be disrupted at any time, for example, if a child's school is closed unexpectedly.

In order for the school to make arrangements for cover it would be helpful if any employees wishing to take special leave during term time for a religious ceremony which their religion requires them to observe unavoidably and which cannot be celebrated on the nearest weekend or out of school hours could apply to the head teacher for such leave at the beginning of the school year. If the exact date of the ceremony is not known at this stage, please indicate the approximate date.

Staff must not book or take holidays during term time. Please share this information with friends and family members, so that there can be no misunderstanding over 'surprise' holidays, for which the Governors have decided that special leave will not be granted. Special leave will only be considered for the exceptional circumstances outlined in the leave of absence scheme. Employees must apply for any special leave and seek approval in reasonable time from the head teacher, who will refer any request outside the head teacher's discretion to the appropriate committee of the governing body. This is particularly important when the request is one which the head teacher does not have discretion to grant and must refer to the committee.

You should also be aware that any employee taking unauthorised leave will be in breach of contract, and that conditions of service provide for pay to be deducted in such cases. Breach of contract is also a disciplinary matter and disciplinary action may therefore be taken.

Arrival/Leaving Times for Teaching Assistants and HLTAs

Teaching Assistants must be ready to begin work at 8.30am- this may mean that you arrive at around 8.15am so that you can get a drink, settle in and go through any planning or tasks required by the teacher. Your normal leaving time is approximately 3.45pm, although you must ensure you have met with your teachers and shared any outcomes of learning with them. HLTAs attendance time should mirror the times that teachers arrive and leave.

At times, you will be directed to stay for teacher training sessions (e.g. statutory training for safeguarding). You are more than welcome to attend other INSET training throughout the year, in fact, we strongly recommend that you do.

Professional Relationships

Staff must ensure that they follow their respective 'Codes of Conduct' and maintain appropriate and professional relationships with colleagues, visitors and parents. Staff should not begin friendships or relationships with parents who have children at the school. In doing so, they may be in breach of their Code of Conduct or the Teacher Standards.

Any issues or problems arising between staff members should initially be discussed face-to-face. Please do not use email. Where issues or queries cannot be settled amicably, you should speak to your line manager who can arrange mediation.

Parent/carer members of staff

Members of staff whose children also attend the school should ensure clear boundaries between their professional role and that of a parent. You should avoid 'parenting' during working hours and make it clear to your child(ren) that you are here to do a job. We expect all parent members of staff to fully support the school curriculum, rules, rewards and consequences. You should be particularly careful with confidentiality about school matters in front of your children or other parents.

The Staff Room

The staff room is available for all-teaching staff, non-teaching staff, college/university students, adult volunteers, visiting professionals and adult guests to use. Parents should not use the staffroom unless they are on PPTA business, parent helpers or governors.

There is a rota for the maintenance of a clean and tidy room. Staff pay £1.00 per week to maintain the facilities available. Guests are normally free unless they wish to volunteer a contribution.

Please be aware of the people in the staffroom and tailor your conversations appropriately. Unguarded, thoughtless or inappropriate comments could result in disciplinary action.

Staff Meals

A school dinner or a sandwich of your choice can be booked by ordering and paying with the Office Manager, Mrs. Sohal. Please see the school office staff for current charges.

Routines

Start of School

Gates are opened at 8.40am and all parents are encouraged to be ready to come into school at this time. The register should be taken at 8.55am so that learning can start promptly at 9am.

Latecomers arriving after 8.55am will enter school independently and will be required to sign in on the screen in the main entrance.

Ball games, cycling/scootering on the playground is not allowed prior to school start, at playtime/dinnertimes or at home-time, to ensure the safety of everyone on the playground/drive.

Please encourage the children to come to school on time. Remind the children regularly that being late is unacceptable.

Sharon and Steve will monitor all attendance and lateness. However, you should still make a note of any extended absence (longer than 3 days) or pattern of absence (e.g. every Monday/Friday) and refer to Sharon or Steve for further investigation.

Dinner money

Dinner money must be sent to the office on the day it is received. EYFS/KS1 pupils are entitled to universal free school meals.

Trip money

Any money being taken for trips should be recorded in your Class Trips book and sent immediately to the office. Receipts can be issued by the office staff should they be required by parents for any monies paid into school.

End of lessons

The school bells are a signal in most cases to start the next lesson/event. It is not an 'end of session' bell. Therefore, you need to anticipate that the bell will ring. All clocks in school are radio controlled and therefore extremely accurate.

At the end of the day, classrooms need to be left tidy. The floor should be left clean and free of litter.

Chairs at the end of the day

Chairs should be stacked against a wall at the end of the day. The back of the chairs should face the centre of the room with the seat of the chair facing the wall to prevent them falling over.

Tables are cleaned every evening. Additional wiping of tables throughout the day (if required) can be done by the class teacher, teaching assistant or as a monitor job by a child.

Behaviour Guidance

- **All new members of staff must read and follow the Behaviour and Achievements policy**
- In brief, the policy states the following actions for behaviour incidents;
- Reminder
- Warning
- 1st Time Out (5 mins in next class up and SCHOLARPACK Behaviour Record and Incident Slip)
- On return from 1st Time Out, go immediately to 2nd Timeout if behaviour continues (rest of lesson in next class up and further SCHOLARPACK Behaviour Record and update letter) **Do not repeat reminders and warnings.** You must inform the Behaviour Co-ordinator that a child has been sent out twice in a day.
- On return from 2nd Time Out, go immediately to 3rd Timeout if behaviour continues (rest of session in next class up and further SCHOLARPACK Behaviour Record and Incident Slip) **Do not repeat reminders and warnings.** You must inform the Head Teacher that a child has been sent out for a third time in a day.
- **Do not make exceptions,** please comply with the policy to the letter.

- If you feel that a child in your class needs an alternative approach please speak to the Behaviour Co-ordinator before implementing anything new.
- Remember, a **fresh start every term for all children.**
- If you have recorded a behaviour incident on Scholarpack you need to inform parents in person or on Marvellous Me on the day.
- Class rules need to be set within the first two days of the autumn term and agreed with the children and displayed. On no account should class rules clash or alter the school behaviour policy in any way.
- If there is an incident in the playground or within school and you need adult assistance, send the RED TRIANGLE.
- The RED TRIANGLE system is used when you need to send for an adult. Give the red triangle to the child and say "Please give this to the first adult/grown up you meet and bring that adult/grown up to me. Thank you."
- If you have forgotten to take out a red triangle and there is an incident that needs adult support, select a reliable child and ask them to say, "Red Triangle" to the first adult they meet and to bring the adult back to you. This adult should then follow the child back to the incident.
- When a child arrives in your class please acknowledge them, place her/him at a desk or chair and then 5 minutes later return him/her. "Five minutes is up you may return to your class now".
- Where a child has been out of class for 5 minutes time-out their behaviour should improve. Please 'catch them being good' as soon as you can and praise them for the desired behaviour.
- See the section on Child Protection for further information about the school's Care and Control (restraint) policy.

Please also enforce the rules below at all times:

- Walking on the left.
- No eating on school corridors. "If there's carpet underneath your feet...you are not allowed to eat"
- No caps/hats worn inside school
- Sensible shoes should be worn (high heels, open-toed sandals are not permitted- see uniform guidance on website for further information).
- Toilet- the children should put up their hand to ask to go and are sent one at a time. **You should not refuse a child permission to go to the toilet.** If you feel a child is abusing the system then inform the child's parent. **For younger children, a pass system works very well. On no account should children ever be sent 'en masse'.**

Where a class has a teaching assistant, small groups (no more than 5) of children can be sent where the teaching assistant directly supervises.

The behaviour of every child is everyone's responsibility. **You must never ignore an incident of unacceptable or poor behaviour** because you are reluctant to confront. Similarly, good behaviour is the responsibility of every member of staff. Praise every time you see children adhere to the school rules using descriptive/3-part praise; "You're walking slowly and sensibly, thank-you", "'NAME', you put your rubbish in the bin, that helps to keep our school clean and tidy" "Thank you for saying good morning NAME, how very polite/Chad Vale/kind."

Never walk past a child or group of children without acknowledging them.

Behaviour Interventions (in brief)

- After 3 SCHOLARPACK behaviour records- parents to meet with Class Teacher and Intervention 1 put in place
- After 4 SCHOLARPACK behaviour records- parents to meet with Senior Teacher and Intervention 2 put in place

- After 5 SCHOLARPACK behaviour records- parents to meet with Behaviour Co-ordinator and Intervention 3 put in place.
- After 6 SCHOLARPACK behaviour records- parents to meet with Deputy Head Teacher and Behaviour Co-ordinator to write an IBP (Intervention 4- ongoing) and explore outside agency support
- Should the IBP not be successful, the Head Teacher will meet with parents to discuss other options, which may include alternative provision or exclusion.
- All interventions for all children last 2 weeks.

Achievements

There are a range of achievements available on Marvellous Me to record for your children. HT/DHT/AHT will record badges on Marvellous Me when they are collected from the office but teachers should record other achievements such as Perfect Points, Star/Learner certificates and VIP. To see the range of achievements available on SCHOLARPACK, please open the drop-down menu in the achievements section. If you require an additional achievement to be added to the system, please see the HT.

Golden Ticket/Perfect Point Events

Children are rewarded with a special event at the end of each term. Teachers should use their knowledge of the children to decide who has earned a 'golden ticket' and is able to take part in the event.

Playtimes/dinnertimes/playground duty

A playtime duty rota is on the staff room wall. The playground 'duty team' will need to liaise with each other to ensure all areas are covered during playtimes. Please ensure you are out there before the bell goes to ensure no child is left unsupervised. Teachers should release any TA's a couple of minutes early so that they can be on duty first.

If you know that you will be away from school because you are on a course or you are taking your class on a trip, then you must arrange for someone to swap duties with you or inform your supply teacher that they will be doing your duty. If your absence means that you will not be able to return to take a club then try to arrange for someone else to take it or cancel it. The children should have at least 48 hours' notice of a club cancellation.

Please open the outside door to the toilets and close the indoor door also bolting the doors by reception. This will allow the children to go to the toilet at playtime without having access to the whole school. Outdoor toilets are open by the MUGA for children having playtime on the MUGA/field. For children playing on the front playground (classes 2 and 3) the studio doors should be open for access to the toilets.

Please be proactive at playtimes; **walk around** all areas of the playground and MUGA keeping mobile and praising the good behaviour of the children, **asking them to pick up litter** (volunteers only and remind them to wash their hands afterwards or supply them with plastic gloves) or supporting their play activities.

Please ensure that the children don't sit on the tennis net or hang from the basketball hoops!

It is everyone's responsibility to ensure the children to wear suitable clothing for outside play. Children cannot come back into school to collect items they have forgotten.

Trim Trail Supervision

One member of staff has been allocated each playtime to the Trim Trail. Please position yourself on the monkey bars section (or close this off with the barriers if you cannot do this). The monkey bars are a higher risk activity that needs supervising at all times while children are using it. It is only available for Y3 and above.

Wet play

If you are on duty, **you** make the decision whether to go out to play or not. If you decide that play cannot be outside then you must ring the school bell 4 times as a signal for all staff to keep their children in the classroom.

If there is a sudden downpour during playtime then one of the members of staff on duty should ring the school bell 4 times. **On hearing this bell all staff should immediately return to their classrooms.**

Strong advice – if it is very cold outside (**freezing** or below) **AND** it is **windy** then we would recommend **not** having a playtime **outside**.

If wet play is announced by four bells then children remain in their classrooms and are supervised by the staff on duty. Teachers should ensure that there are wet play games available for the children. Children during wet play must always be seated either on the carpet or on a chair.

When the children are outside the end of play is announced by one of the teachers blowing a long blast on the whistle. When this happens, all children **must** line up. The teachers then collect and escort their children back to class.

If you are on duty your class will be escorted last. You must not leave the MUGA or playground until all classes have been collected. There are instances where senior staff are dealing with an emergency and are unavoidably delayed. If the delay extends longer than a couple of minutes then bring in both classes into your classroom.

For those children who find it difficult to line up when they should, the ideal time to practice is golden time (never learning time).

Dinner Supervision

The rota for lunchtime staff is made available each week. Please do not change the rota without consulting the DHT/HT.

Chill Out Room

~~A chill out room is available at dinnertimes as a reward or for children who find dinnertime play difficult. Tickets are issued to each class for teachers to distribute. Some children have a long term pass.~~

First Aid at Dinnertime

First Aiders on duty all have fully stocked bags to complete first aid outside. A child with a bumped head **MUST** be given a bumped head wristband so that parents are informed. The First Aid Record must always be completed and if a hospital visit is necessary an LA Accident Form filled out and sent to the council Safety Services. These are available from the school office.

First Aid records are important documents which may be used in future legal proceedings. They must only be completed by an adult, who is First Aid trained.

Disrespectful behaviour at dinnertime to adults

All adults at all times should be respectful to children. The words 'please' and 'thank you' **MUST** always be used.

Contact at Dinnertimes

Adults are not allowed to hold or restrain a child unless they have read and fully understand the circumstances where this may be appropriate and legal to do so, as specified in the Care and Control Policy.

You should not initiate any personal contact yourself, but acknowledge it if children offer it to you. If a child would like to hold your hand then this is fine but you should hold their hand for a maximum of three minutes before you find them a friend to play with or distract them onto a different activity.

Raffle Tickets

We reward good dinnertime behaviour with 'raffle tickets'. It is particularly important to reward those children who have been in trouble with a ticket as soon as possible when they have been spotted conforming to the school rules. You cannot give out too many raffle tickets particularly to the older children (they are often neglected). Remember even Year 6 are still children and are not mini-adults!

Supervisor Training

Training outside of the designated lunchtime hours is always paid professional development (both the course and the hours.) Supervisors are encouraged to attend 'School Training Days' for which they will be paid.

Golden Time

Golden time is a reward for the children who behave and work well in school. If a child breaks rules on a Monday then it would be legitimate to say that they have lost ALL their golden time and over the next few days, they earn it back. If rule breaking happens on a Friday then a loss of five minutes golden time would be more appropriate. Remember that you should still record unacceptable behaviour as per the behaviour policy. **DO NOT make a note on the board of children who have missed or are missing golden time.** If you need to record this information please do it away from the children's eyes but tell them quietly that it has been recorded.

Golden time is not extra playtime. Golden time works best when special activities based in the classroom are organised (board games, fun quizzes, and 'party style' games) as well as giving the opportunity for children to play outside. Golden time is not a break time for staff and ALL available staff should be supporting the children.

Golden Time points should be recorded on ClassDojo. Please ensure that you are also awarding golden signatures for great learning and Marvellous Me badges for specific rewards.

Removal of Golden Time

Golden Time works best when it is a group award for everyone's good behaviour however golden time may be removed from individuals, tables, groups or, in rare cases, the whole class. It should only be removed as a 'whole class sanction' if you and your class have agreed that it can be given as a 'whole-class reward'.

Consider whether removal of golden time is appropriate after the sanction of a behaviour incident (the child is potentially being punished 3 times for a single incident if they; receive a text, get told off at home and then miss their golden time).

As stated in the Homework/Home Learning policy, we recognise the range of learning that takes place outside of school. Golden Time should not be removed because homework has not been handed in.

Assemblies

Assemblies start promptly at 2:30 in the hall/studio/classrooms. 'Chad' in hall and 'Vale' in studio (this will change each year). They should end after 15 minutes. Everyone should attend the whole school/ split school assemblies. All adults should be proactive in assembly praising children who are setting a good example by sitting quietly with their legs crossed and arms folded. Teachers should sit with the younger children.

Where teachers are not sat with their children they should be sat where they can make direct eye contact with their class and the class should be aware that they are being observed. Practically, this means you sit opposite your class in assembly. If a child is misbehaving then please whisper to the child that his/her behaviour is unacceptable then immediately praise when the child conforms.

Adults who lead assembly can get everyone's attention by saying very quietly "If you can hear me clap once" "If you can hear me clap twice" "If you can hear me fold your arms" "If you can hear me, smile" etc. **Teachers taking assembly must not allow 'chatting' or over excitement. They must insist on quiet and calm. If necessary Golden Time can be used to practice being calm and quiet.**

When a prayer is said the children should be invited to put their hands together and close their eyes. Pause for a moment of quiet reflection. The children exit the assembly silently and in single file. They are dismissed a class at a time by the person taking assembly.

General school notices should not be announced during assembly, but if they are given then it should be made plain that the assembly is over and that the notices are separate.

The assembly rota is available on the notice-board in the staff room.
Assemblies follow the pattern below:

Monday	Worship in song
Tuesday	Classroom Assembly: story and reflection
Wednesday	Whole School story and reflection
Thursday	Classroom Assembly: story and reflection
Friday	Celebration assemblies in the Hall and studio: 'thought for the day' or whole class achievements or class assembly.

Rights of withdrawal from RE/Collective Worship

Both pupils and teachers have a right of withdrawal from taking part in, or delivering the education of RE or collective worship. Parents/teachers should speak to the Head Teacher for more information about this should they require.

Learner of the week/Star of the Week/Writer of the Week

Every Friday is celebration assembly. **Every class should select one child for each category.** The teacher should write the name of the child on the certificate and date it. It is helpful to record the reason on the certificate. Only one child per certificate, please. Whole class certificates should be avoided. You should invite the parents of your certificate holder to the assembly via note, email or text, a week in advance. The office staff can help you with this.

A piece of work should be presented with the learner of the week and this should be dated and backed ready to go onto the Celebration Board.

Please also take a photo of the certificate holder (showing the anonymous side!) and put it into the shared area so that it can be put on the newsletter each week.

Presentation of work in class

The following points must be adhered to by all staff. The raising of standards of presentation in all aspects of the children's work is very important and must be a priority. Please ensure that you follow these guidelines and insist that they become second nature to the children.

- All books and loose pieces of paper should be named with both **first and last names of every child**.
- All work (including worksheets) must be correctly **dated**
- There must be NO graffiti, logos, slogans or doodles on the covers or pages of the children's books.
- The decision to use pens will be made on an individual basis by the class teacher.
- Blue ink must be used unless stated by SEN requirements.
- All writing must be legible including notes and planning. A high quality of presentation must be expected and insisted upon for everything.
- Rulers must be used for all underlining and the drawing of all lines.
- Rubbers may be used in art lessons only. Remind the children that their mistakes are often the 'best parts' of their learning.
- Both key stages will use WALT (We are learning to...) and WILF (What I am looking for - success criteria/outcomes for learning objectives.)
- Learning objectives should not be underlined.

Maths Presentation

- Margins must not be drawn in books as a matter of routine.
- At the end of each lesson the work should be ruled off using a ruler.
- Work for new lessons should be started under the line not on a clean page.
- Work should be in pencil. Mistakes must be bracketed and marked with a cross (x)
- When using squared books the rule is 1 square per digit.

Writing Presentation

- All work must be well presented and legible (including spellings)
- Work must be ruled off at the end of each lesson.
- New work must start under the line at the end of the last piece of work.
- Margins must be used for all written work.
- Mistakes must be bracketed and marked with a cross (x)
- Dictionaries must be on desks ready for use when children are writing.

Computing Presentation

- Discourage the underlining of words in electronic documents, as this makes them look like hyperlinks.

Staff Presentation/Spoken Language

- Remember your own writing should reflect high standards and should be neat and legible
- Model correct diction, pronunciation and syntax
- Make comments on children's presentation when marking. Poor presentation should always invoke a comment
- When teaching phonics you **MUST** use pure sounds and correct yourself if you make a mistake

- Familiarise yourself with the levels for handwriting as found in the mark schemes.
- Encourage development of cursive handwriting.
-
- **From day 1 introduce regular skills sessions.** These should include sessions on:
 - ✓ Correct use of rulers for drawing lines, using an ink pen, measuring and crossing out.
 - ✓ Use of scissors, cutting skills.
 - ✓ Letter formation and handwriting practice.
 - ✓ Letter joining from Year R

Display Boards: Communal

Hall boards will be changed frequently. You will be informed of the theme. All learning displayed should be clearly labelled and named with children's names. There should also be a description of the learning that took place to create the display work.

Corridor boards

These boards may serve the function of overflow from classrooms i.e. when you need to remove a display from the classroom you may place in the corridor or when you have little display space in your classroom. They may serve the function of whole school display such as an art competition or photographs of an event such as a parent workshop.

Classroom Display

All classrooms should have: **an English display board** (displaying vocabulary, talk for writing vocabulary and actions, spelling rules etc.); **a Maths interactive display board** (displaying vocabulary, tables, rules, 100 square, number-line etc.); **Science/Topic board, a school council information board, key punctuation for the year group and vocabulary/spelling supports should also be displayed. Displays should have an interactive element where appropriate and be 'learning/working wall' style. All children's learning on display should be marked and named.**

It might also be useful to have a 'Celebrations' board where you transfer work from the celebrations board into the classroom.

You should not create 'static displays' with materials from the internet that are left up for long periods of time. Remember that the classroom belongs to the children and the environment should be a celebration of their learning

Responsibility for other areas of the school

Co-ordinators are responsible for their storage areas but we all have a responsibility to keep them tidy. These should be labelled clearly and if necessary, systems put in place for the safe and orderly return of resources.

Children should not be asked to collect or return items from curriculum areas (such as maths or music equipment) or stock cupboards. An adult must do this.

Adults should return laptops and iPads into their trollies.

Outside doors

Under no circumstances should any outside door be held open by any device.

First aid during the day

Each classroom has a green first aid box. It is your responsibility to see that it is well stocked. Please liaise with Nicola Millward for any items you require.

First Aid should be administered by a designated first aider (all teaching assistants are currently First Aid trained).

Children should never be sent to the office unaccompanied if they are feeling unwell. If children are feeling unwell the best place for them may well be the classroom sat by an open window. Staff in the office cannot be responsible for sick children, their role is to contact the parents. No child should be sat in a corridor. **A child should never see illness as a way out of the classroom.**

The First Aid Record must always be completed and a LA Accident Form completed if the child is relayed to hospital.

Senior First Aiders are: Debbie Schofield, Nicola Millward and James Fenech.

Please see the main office for a list of current first aiders.

Staff drinks

When children are on the premises, staff must only take hot drinks in the staff room. Cold drinks may be taken into classrooms but cups must be returned, please.

Letters to parents or anyone else

Under no circumstances are letters to go out of school without the signature or approval of HT/DHT/AHT. An electronic copy should be sent to Louise to print off any further copies that may be requested by a parent. She will also upload a copy to the school website newsletters page.

Curriculum Newsletters/Class Pages on website

These must go out by the second Friday at the latest of the autumn, spring and summer terms. They must be current and **inform parents of how they can support their child's learning**. It should also give **dates of trips** that term and what they need to bring with them together with details of how to contact you if they want parental support.

Class Pages on the Chad Vale website should include information about the learning and topics during that term. Teachers should upload any photos via the galleries so that parents can access the learning from home.

Homework/Home Learning

English homework and Maths homework **must** be set weekly and valued. See homework policy for more information. Be aware that not all children have easy internet access at home, so a paper version of any 'electronic' homework must be available.

If you get feedback that 'the work is too easy' remind parents that homework is an independent activity that can if needed be extended by the parent. If work is 'too hard' and cannot be undertaken independently then ways that parents can support their child should be included. **Always give the expectation that they must be reading or being read to every night of the week.**

Children must not be penalised for not completing homework. However, children who do complete 10 pieces of homework will be awarded a homework certificate. Please record this on Marvellous Me.

It is imperative that our **previously high attaining** children are presented with as many open, investigative, challenging tasks as possible and that children with SEN are supported with homework that matches their **targets/next steps**.

Walking with children outside school/local visits

When walking to Harborne Academy or to Blue Coat School there must always be a ratio of 1 adult to 15 children and at least 2 adults (one first aid trained) for safe crossing of roads. When crossing a road, the children must use a pelican or zebra crossing if available. At all other times and particularly if crossing Nursery Road the children must use the zebra crossing. Please refer to the local visits risk assessment from the Education Visit Co-ordinator (Rhys Bowen).

All children must wear their Chad Vale uniform (unless on a themed trip e.g. World War II). All children should wear the school 'I'm on a visit' identification wristband when they go out of school for the day.

School Uniform

Children must wear school uniform- **there are no exceptions. Letters must be sent home each and every time a child is not in full uniform.** Children must never be castigated for non-compliance- it is the parents fault not the child's. These letters should be given discreetly in an envelope or posted. Please see the School Prospectus for full details of uniform requirements.

P.E.

On PE days, children should come to school in their PE kit and remain in these during the day.

All adults leading P.E should wear suitable clothing for sport.

All children must take part in Physical Education lessons unless they have a doctor's note.

No child of whatever age may take part in P.E. wearing only underwear. **If the child has a doctor's note then they must still watch the P.E. lesson taking notes of what has been taught.** This should be kept by the child and valued.

Every child will go swimming. If they have a doctor's note then they make detailed notes of what has been taught in their group. If the child has no costume then again, the child must take detailed notes of the lesson missed and a letter should go home to the parents telling them that their son or daughter neglected to bring a costume. Do not berate the child, as it might not be their fault; gently remind them to bring their costume next time.

After school clubs/Dinnertime Clubs

Please let us know what clubs you would like to support or run each term. There is no expectation that any club would last longer than 1½ terms. Taking a club allows you a more 'relaxed' relationship with the children (though never informal) and you see them in a different light. They also allow you to work with children that you wouldn't normally.

Teaching assistants are welcome to take a club if they wish. It is recommended that clubs are taken by two adults so that if one is absent the club can continue.

Food/Cooking in Class

A letter must be issued informing parents of the ingredients used and the equipment that children are going to be using. If you have children who are allergic or intolerant please offer an alternative activity, or ask the parents to come in and support. Please check the risk assessment before using any cooking equipment and be dynamically assess the risk for each child (there may be children who need additional supervision with a grater, for example). See School Food Policy for more information.

Medical Needs in School

Please ensure that you make yourself aware of any medical or dietary needs for your class. The most up-to-date information from SCHOLARPACK is available from the school office. See Medical Needs in School Policy for more information.

Dietary Requirements at Dinner-time

Please ensure you have an up-to-date dietary list for your class and ensure the children know whether they are halal, vegetarian, intolerant etc. These lists are available from the school office.

The School Code



Name Badges

Staff name badges must be worn at all times. At the start of the year, for the first three weeks it is a good idea for all children to wear name badges however **children must never wear their 'name badge' after school or when they are outside of school (e.g. on a trip).**

Staff Signing-In

Staff must sign in when they arrive on site and sign out when they leave. This is to ensure fire evacuation procedures are correctly followed and to enhance safeguarding.

Messages to Staff

The staff white board in the staff room is a useful vehicle to inform colleagues. This is open for all staff to use. Be aware non-members of staff may use the staff room.

Pigeonholes and the electronic school diary should be checked daily. It should be a habit to check on arrival at school or when you leave.

Electronic Staff Diary

The Office365 electronic school diary is for staff to use. It is your responsibility to look in the diary for advance notice. **Do not book events without first consulting the diary – events for the Head to attend begin 'Paul to...'** You should also add any attendees into the event, so that a request is sent to them. **Attendee requests, if accepted, will appear in your own 'Calendar' on 365.**

If you are booking an event that parents/children need to know about, please also enter this into the Public School Diary- which is available to everyone via the school website.

Please use the group and 'reply all' function carefully. Try not to send messages intended for 1 or 2 people to everyone. We would recommend that staff set their own 'email curfew' times. There is no expectation

that staff respond to emails from within school or outside of school (e.g. to parents) outside of the normal working day (e.g. 8.00am-5.30pm).

Email/Facebook/Blogging/Twitter/Social Media (Personal Use)

When communicating online using personal social media, you must be aware that these are public documents and must never contain expletives, homophobic, disablist or racist language. Photographs that can be viewed must be appropriate and should reflect well on the school. You must read the school Social Media Policy if you use any sort of social media personally. You must not make comments about the school, pupils or parents on any personal and public social media. You should not be friends with any parents who currently have children at school and should be very careful about becoming friends with 'ex-parents' who may have links with current parents at school.

Email/Facebook/Blogging/Twitter/Social Media (School Use)

All use of school equipment must follow our Acceptable Use Policies (see E-Safety Policy). Be aware that all use of computers in school is monitored and is **NOT PRIVATE**. Policy Central software takes screen-shots of particular words/phrases that may be associated with bullying/swearing/grooming activity and these screenshots are reviewed by the Head Teacher, Deputy Head Teacher and local authority.

Ensure that you have checked which children DO NOT have photo consent before posting pictures, learning or video on social media.

Password Protocols

Passwords for any school related access or websites must be secure, and at a minimum, have a mixture of letters and numbers, lower case and uppercase characters and a non-alphabetic character (e.g !,-{])

Passwords must not be shared with others and all staff must log-off from computers when they are finished. Staff should model e-safety and remind the children of the need to keep their own passwords safe and secure. More advice is available from the ICT Co-ordinator.

Data Security/Protection

We are bound by the General Data Protection Regulations to keep personal information about staff and pupils safe and secure. We advise that you do not remove any electronic media from school that has pupil or staff data on it, unless it is securely encrypted and can only be accessed by you. School issued iPads are subject to the Acceptable Use agreements and should not be used by other members of the family/friends/relatives. Staff iPads may be recalled at any time for checking and updating. Please note that you can be held personally liable for any data loss by law, and the consequences can be large fines or a jail sentence.

School Council

Each year group elects two children (one boy and one girl) for the school council every year. It must be a secret ballot with the teachers and assistants also having a vote.

Class teaching assistants may accompany Year 1 reps to meetings. The school council has a budget and its decisions feed into the school development plan and guide the governors. (The school council chooses the 2 charities the school supports each year.) Meetings take place monthly and councillors will need to give feedback to classes on same day as the meeting – this must take place.

Annually two pupil governors are elected by the whole school from Year 6. These pupil governors will be expected to attend Parents and Community meetings. These pupils will meet and greet guests of the school.

Staff Meetings and Inset (Curriculum)

Staff briefings and Inset/Curriculum meetings are in the diary, the days can change so check regularly. Attendance at both meetings is compulsory for teaching staff. All staff are welcome to attend staff meetings and agendas will always incorporate one policy document review.

Parents' evenings are directed time and are over 3 evenings for the autumn and spring term. The summer parents' evening is a drop in session. For teachers it is part of their contractual duties and teacher standards to attend these meetings.

Timetables

A copy of any revised class timetable must be in by the first Friday of term please to Paul. Every child should make at least two copies of the timetable, one for their desks and one for their bedroom walls. **The timetable should always be adhered to and a new copy issued to children if they are updated mid-year.**

Your current timetable must be displayed on the wall outside the offices and be available on your school website class page. Please ensure to update all versions if changed.

Planning (Medium Term)

Medium Term plans and curriculum overviews for the term should be placed in the shared area of the school network within the first 2 weeks of every new term (A, Sp and Su). These will need to be reviewed and updated half termly. If you are using a scheme's MTP (for example, Charanga) please ensure that a copy is loaded onto shared area or scanned and saved for subject leaders to access. Copies of medium term planning and overviews need to be uploaded to your Class Page on the website.

Planning (Weekly/Short Term)

All teachers should complete their electronic planning prior to teaching for the week, with the evaluations completed. **Where there are twin classes, the planning burden should be shared and a weekly meeting must take place to ensure both classes are receiving the same entitlement. Teachers must arrange a planning meeting with their Teaching Assistant once a week (minimum) and arrange time at the end of each day for feedback and sharing of information.** Teaching assistants should know where your planning is kept and can access it at any time. This should be kept on the Shared Area, Teacher Planning File of the school network. You may be asked by a senior member of staff to share your planning with them at any time.

Teachers are also asked to prepare an 'emergency day' planning folder. This might be if you have a home emergency that could not have been foreseen and the TA or substitute teacher cannot access the electronic planner. This emergency planning may be held in the Shared Area or a paper copy kept in your class' blue folder. Once used this planning must be changed.

Information required when out on a course/CPD

If you are out on training or other activities you must have the lessons clearly planned for your substitute teacher. Remember to include information about children in your class who have specific educational/medical needs or behaviour plans. Include or indicate where in the classroom the guidance is for the school system of managing behaviour and time-out. Teachers are reminded to refer to the Teacher Standards that refer to professional expectations regarding teaching, planning, and assessment and reporting.

Assessment

Educater is used to record and monitor progress, achievement and targets of pupils throughout the school. It requires regular updates and you must use the tools available to help assess the children's skills and

knowledge. Pupil targets must be recorded on here so that they feed into Interim Termly Reports and the final annual reports. You should update every pupils' records and targets at least once every half term and use the tools available to plan next steps. There are comprehensive Help Cards within Educater or please ask within school.

Please ensure you take note of the Assessment Deadlines at end of term. This is so that whole school analysis can be done by SLT during the holiday periods and end of half term Snapshot Reports can be printed for parents.

We use 'Age Related Expectations' ratings as a means to record assessments.

Monitoring of school/classroom performance

The School Development Plan, school data/SEF drives the monitoring. Monitoring of classroom performance will continue to take place either through the NQT process or the performance management process. There will be unannounced visits from leaders in school throughout the year and during 'Monitoring Fortnights'. These visits are separate from performance management and are to support and celebrate your teaching, **not to catch you out!** The focus will be on learning/classroom management.

Progress of groups of children you are responsible for will be monitored through book and data analysis and by talking to the children. This will be undertaken by senior members of staff.

Performance Management

Teachers and Teaching Assistants should ensure that they meet with their appraiser to set new objectives for the academic year and return paperwork/complete tasks on Standards Tracker to Paul/ Steve by 31st October each academic year. A mid-point review meeting between Teacher/ Teaching Assistant and appraiser must take place to ensure that any support or CPD needed is identified in plenty of time to have impact.

Mid-point reviews must be completed by 31st March. Teachers should arrange a classroom observation with their appraiser, linked directly to their performance management objectives for the academic year in the Summer monitoring fortnight.

Teacher Standards

Teachers are reminded to refer to the Teacher Standards for performance expectations at all times and staff working at post threshold (or looking to pass through threshold) must also refer to post threshold standards.

School trips/Educational Visits

Our Educational Visits Co-ordinator is Rhys Bowen. All classes are expected to have at least two school trips in the school year. You may ask the office or Rhys for help and support but it is your responsibility to book the event and the coach. It is important you **BOOK EARLY** to gain the best price and date you require.

Ideally have all trips for the year booked by the end of September.

When organising a school trip you need to keep this in mind.

- Notice of a trip needs to go out to parents at least 4 weeks in advance. If you want parent volunteers then you should make clear that it is first come, first served.
- You might wish to organise a pre-planning meeting for interested parents 4 weeks prior to a trip.
- **A risk assessment must be taken of the activity and given to Rhys Bowen.** This is not onerous and training can be given by Rhys.
- Make the organisation of the trip clear. With designated meeting points for all adults at regular times.

- An emergency cache of money (£50) can be made available for use during the trip (2 weeks notice please to the Office Manager)
- Make sure that someone has a mobile phone and a school contact number.
- Make sure that all adults are clear and happy with all the arrangements.
- The cost of the trip should not exclude any child, where you know a family will have difficulties please let Paul know so those funds can be provided.
- Preview/inspection visits **MUST** always be made if it is to a new site or event. This can be done in school time with prior arrangement and agreement with HT/DHT.
- Costings of trip must be cleared with HT/DHT before letters are sent out. Letters should be drafted and approved by a member of the Senior Management Team.
- Please ensure that any pupils with SEND are well prepared for trips. This will differ depending on the child's needs but could include; providing additional information beforehand, timetable of the day, a visual map of the venue and an opportunity to discuss any concerns or worries that the child may have. You must consider their needs as part of the overall risk assessment and liaise with parents throughout this process. If additional adults will be required to support their attendance on trips, this should be arranged well in advance (at least 2 weeks).

Governor Visits

It may be that a governor will visit your class with an agreed agenda. This agenda will always be linked with school policies and they will only be there to see that the policy/policies are being followed. They do not have a role in the performance management process or reviewing your teaching and learning. Always make governors welcome as they have a difficult role to play in monitoring the functions of the school. They will be looking to see that what the Head Teacher says is happening in classrooms or around school is actually happening. All governors have a classroom protocol that they must adhere to.

If you have any concerns about the way governors work or visited your classroom then the correct procedure is to speak to Paul Sansom and your staff governor representative Steve Crombie. The matter can then be brought to the attention of the governing body (or relevant committee). Please bring any Staff Matters to the attention of Steve, who will report these directly to the Governing Body.

Mobile phones

Mobile phones must be switched off during teaching and learning time and should not be used during the school day. **You must not use your phone to take photographs of any kind of pupils or staff.** Please do not make or take phone calls in the staffroom as this can cause inconvenience and or embarrassment to colleagues. If you wish to make or receive a call than please use the school office or an outside area away from any children.

Tutoring/additional work outside of school

It is good professional practice to inform the head teacher of any activity that you take part in, after or before working time, that may reflect (either positively or negatively) on the school or that affects your performance at school. Taking on additional work outside of school hours is not recommended- teaching is a full-time job!

One area of contention can be private tutoring. **It would not be acceptable for any member of staff to privately tutor a child that attends Chad Vale.** If you intend to tutor children that do not attend this school it would be professionally courteous to inform the head teacher of such an activity.

Taking care of children's property – Practical Guidance and Policy

Children should never bring any object or possession into school that is valuable or any object that if they lost it, it was broken or stolen, would upset them and/or their parents.

Where children are encouraged to bring their own devices (BYOD) into school to support their learning teachers must ensure that they are secure at all times. They must be locked in the classroom or inside a lockable cupboard.

Where a teacher has asked for a child to bring anything into school the teacher is responsible if it is lost or stolen. In this event please see the Head teacher immediately. The duty of a parent is never to allow a child to bring such an object into school without a teacher's permission. The duty of a child is never to bring such an object into school or immediately inform a teacher that such an object is in their possession by accident or intent.

The teacher may decide to confiscate (confiscated items should in every case be returned to a parent so that they are aware their child has brought the item into school). If you need to temporarily confiscate an item, please follow the guidance below:

- The pupil should be given a signed and dated 'receipt'
- The item should be labelled with the pupil's name with the other raffle ticket attached;
- The item should be stored securely and safely. This must be in a locked filing cabinet, box or room, staff room, or even the school safe, depending upon the item's value and size;
- **Items should be handed back to parents individually (see above for confiscated items) and they should sign the raffle ticket to acknowledge they have had it returned;**

Teachers must be aware that if they cannot show that they have not been negligent whilst looking after a pupil's property, they will be liable for loss or damage whilst in their control.

Ordering Equipment/Materials from School Budget

If you are a budget holder you may order items for your class/subject in one of the following ways:

1. Fill out an 'Order Form for Finance' (available on the P: drive), get it authorised by the budget holder (this is either you or the subject co-ordinator), get it signed by the Head/Deputy and leave it in the Finance tray. They will then create the order, send it and arrange payment from your 'cost centre'. This process is likely to take 1-2 weeks.
2. Fill out a 'Payment Card Order Form' (for orders under £500, available on the P:drive) and give it to Louise in the office. She will make payment using the school 'Virtual payment card' and can order from a range of websites. This process is likely to take less than 1 week).
3. Make payment yourself and get a VAT receipt in order to reclaim any money, limit of £50 (not recommended).

Please do a price comparison before ordering any item and be aware that school cannot reclaim VAT from items ordered on Amazon, so please always check UK based sites too.

Red Sign/Green Sign on Head/Deputy Head Office

Please check the sign before entering. Please knock first if the sign is on green and wait to be called. A conversation may have become 'private/confidential' unexpectedly and we have been unable to change it to red. If on 'Red' please do not disturb. If there is an emergency which requires our immediate attention, please show a Red Triangle at the window.

Code 99 Missing Child Alert

Please refer to the Code 99 guidance in every classroom. The emergency 8-bell signal will be rung to indicate for you to turn walkie-talkies on. You will then be issued with further guidance and information about the missing child. You may be asked to be part of the search team but please do not leave your own class or group unattended at any time- there will be plenty of others available to help.

Walkie-Talkies

These should be kept charged and accessible at all times because they are increasingly used in emergency situations. Please check it regularly. The radio can be used to summon assistance and there are always people in the building who have their radios on at all times. For further guidance please read the guidance document on the school website.

I don't want to get it wrong so...

What do I call everyone?

- ☺ We all use first names but never if children or parents are present.

What should I wear?

- ☺ Smart, practical clothes are ideal for school. We must set the example for the children. Training days are professional days and you should be smart whether in school or out of school. Your dress code will reflect your professionalism to parents and colleagues so avoid clothing that is too 'revealing' or unsuitable for crawling around the floor in! On 'tidy up days' jeans and t-shirt are acceptable.
- ☺ When taking P.E. you should be suitably dressed wearing either pumps or trainers and suitable clothing. You should change out of sports clothes at the first opportunity and should not remain in P.E. kit all day.

Where should I park?

- ☺ There are parking spaces available on the drive. Please do not use the designated spaces for the Head Teacher and Deputy Head Teacher. If parking is full please park on Yateley Road.

Can I go out at lunchtime?

- ☺ This time is your own time. If you do leave the building please remember to sign out, and back in again when you return.
- ☺ Please ensure you are back on the premises in good time to prepare for the afternoon lessons.

What would it be inappropriate for me to ask children to do?

- ☹ Return your drink cup at playtimes.
- ☹ To leave the buildings and grounds.
- ☹ Admit adults or children onto the premises.
- ☹ To keep a secret.

What is expected of me in school?

- ☺ To maintain a commitment to raising the achievement of all pupils in school, having high expectations and respect for their social, cultural, linguistic and ethnic backgrounds.
- ☺ To recognise the importance of being part of a team and to develop good working relationships with all members of staff.
- ☺ To demonstrate and promote the positive values, attitudes and behaviour that you expect from your pupils.
- ☺ To remain motivated and to take responsibility for your own professional development with support from senior members of staff.

- ☺ To have a professional attitude towards your teaching and to establish a purposeful learning environment where your pupils feel secure and confident.
- ☺ To actively support the equality agenda set out in the Equality Act 2010 and work to ensure no-one is discriminated under the '9 Protected Characteristics' under this act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)

Are there any things that are frowned upon?

- ☹ **Shouting.** Raising your voice at children or other adults in anger is unacceptable. We are a 'no-shouting' policy school. The only exception to this is where shouting may help to prevent an immediate danger or risk to a child (e.g. shouting 'watch-out' if a car is coming)
- ☹ **Tone of voice.** Be aware that many children will tell their parents they have been 'shouted at' after being 'told off' – avoid an 'aggressive' tone. Behaviour modifications are more effective when carried out calmly and with mutual respect.
- ☹ **Humiliation.** This is an unacceptable form of punishment.
- ☹ **Smoking.** This is not allowed anywhere on the school site. Electronic cigarettes must not be used on the school premises. Be aware of using these devices in public when out of school- you may be seen by a pupil!
- ☹ Leaving cups around school in your classroom or in communal areas.
- ☹ Untidy, outdated or irrelevant displays. It is your responsibility to create a stimulating environment for your pupils.
- ☹ Clutter. Your classroom should be well organised and an efficient, work like environment (tidy classroom=tidy thinking).
- ☹ Having your mobile phone switched on or carrying it around during teaching time.
- ☹ Not returning equipment or materials to shared stock areas, or leaving them in a mess.
- ☹ Accepting gifts from parents; whilst small gifts are often given by parents for Christmas or end of term, accepting money or high value gifts may affect your tax status and is un-professional.
- ☹ Sitting down at your desk during teaching time/not working directly with individuals or groups
- ☹ Leaving lights or projectors on in unused classrooms
- ☹ Leaving external doors open when they should be closed
- ☹ Talking/whispering/texting during staff INSET sessions!
- ☹ Changing or 'adapting' agreed school policy procedures or messages given out to pupils/parents. This may seem insignificant but can cause huge problems for SLT
- ☹ Inappropriate 'banter' between members of staff that could cause offence to others

What do I do if I require time off for religious observance?

The head teacher should be informed as soon as you know of the expected date. By informing the head you are asking for his permission to grant special leave. This may not be automatic.

Safeguarding Information for Visitors and Volunteers

The information below is given to all visitors to school. Please make yourself aware of it:

The school's first priority is the welfare of our pupils. We are committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times.

At Chad Vale we respect each other's age, disabilities, gender, race, religion, gender identity and sexual orientation. This is our 'School Code'.

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse and that all staff are well placed to identify such abuse and offer support to children in need.

At Chad Vale Primary School, in order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to,
- Recognise signs and symptoms of abuse,
- Respond quickly and effectively to cases of suspected abuse.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying,
- Promoting a caring, safe and positive environment within the school.

Everyone working with our pupils should be aware that:

- Within the staff handbook is a section on child protection and they should read this as a priority at the earliest opportunity.
- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised.
- They should involve the Designated Safeguarding Lead (DSL) immediately.
- If the DSL is not available the Deputy should be contacted.
- Disclosures of abuse or harm from children may be made at any time.

If you have a concern that a child is being harmed or at risk of being harmed, or receive a disclosure (intentionally or unintentionally) you must contact the following staff member. **If anything worries you or concerns you, tell the DSL straight away.**

DSL name **Paul Sansom (Head Teacher)**

If this person is not available please contact:

Deputy DSL names **Steve Dubberley (Deputy Head Teacher)**
Helen Larcombe (SENDCo)
Naomi Burnett (AHT)
Ama Osei (WACC Manager)

If anyone, by the way they speak to you or look at you, makes you feel uncomfortable then please take your concerns to the Head Teacher. If he has acted inappropriately then please speak to the school secretary who will in turn contact the Chair of Governors.

Please enjoy your time here at Chad Vale and thank you for visiting. **Don't forget to sign out and return your badge when you leave!**

Emergency Action Plan (EAP)

Purpose

The following plan describes the actions to be taken in the event of emergencies. Staff must be aware of their duties and required actions, to safeguard themselves and those in their care.

Any event which is outside normally expected working conditions and is sufficiently serious to have major consequences for the safety of the school and its occupants or neighbours will invoke this emergency plan.

Emergency events may take the form of:

- Fire

- Flooding
- Severe weather damage
- Bomb threat/terrorist incident
- Civil disorder

Emergency Actions: Fire

The Head Teacher (or Deputy) will take on the role of 'Fire Marshall' and will liaise with the emergency services. The Head will be assisted by the Senior Management Team.

Any person discovering a fire, or suspecting a fire, will immediately operate a break-glass call point. Please note that automatic smoke detection is present throughout the new build and in some areas of the old build. The detectors will automatically trigger the alarms throughout school. Should you hear the alarms, please evacuate quickly and safely, closing all windows and doors behind you. Ensure you take inhalers with you; they should be in a box that can 'grabbed' quickly.

All staff will assist with evacuating all persons from the school via the **nearest** available exits, in line with practised fire drills and procedures. Please see attached site plans for locations of exits and call points. The **Emergency Assembly point** is on the MUGA.

Administration staff will call the Fire Service by dialling 999 and giving the following details:

"Fire at Chad Vale Primary School, Nursery Road, Edgbaston, B15 3JU. Access for fire engines is at the front of the premises on Nursery Road"

Telephone Number 0121 464-7329

A member of the staff team will meet the Fire Service at the bottom of the drive.

No-one will re-enter the building until the Head Teacher (or Deputy) gives the all-clear, in liaison with the Fire Service.

No-one will be allowed to leave the assembly points until permission is given by the assembly point supervisor. Records must be kept of all persons who have been allowed to leave the premises.

Parents and others must not drive onto the school premises. Access roads are to be kept clear.

The priority is to clear the building: DO NOT QUEUE inside!

Fire-lists

The Office Manager will print a 'fire list' before any evacuation and will bring these, the visitor list and paper copies of pupil/staff emergency contact details to the MUGA. Please collect your class register and ensure all children are accounted for. Inform the HT/DHT of any missing child/visitor.

Bomb/Terrorist Threat within school

Evacuation will proceed as for a fire. Office Manager/Head Teacher (or Deputy) will call the Police and Fire Service. **The use of mobile phones is forbidden and mobiles will be switched off.**

As soon as the registers have been called at the assembly points, if necessary, all pupils will proceed to the secondary assembly point at Harborne Academy, under staff supervision.

The Head Teacher (or Deputy) will decide, in liaison with the Police, whether to release children for collection by parents, or return to the school.

Dynamic Lock-down Procedures

The government recently introduced guidance for public bodies on dealing with terrorist attacks. The guidance is: RUN, HIDE, TELL. At Chad Vale the aim of this procedure is to minimise any injury from an aggressor attempting to come into school from the outside and to ensure that, as far as possible, all adults and children are 'hidden' from sight.

In the event of an impending or actual terrorist type attack from outside of school the Dynamic Lockdown 'HIDE' procedures must be followed;

1. 8 bells will be rung as a signal for walkie talkies to be turned ON and the emergency services will be contacted by office staff.
2. The code word LOCKDOWN, LOCKDOWN, LOCKDOWN will be given over the radio.
3. Office staff will ensure gates and front doors are locked from inside and will move inside school, locking themselves inside the black gates at the end of old build corridor. They will check all external doors are closed and secure.
4. Classes occupying OLD CLASSROOMS must break the glass to their key cabinets and LOCK the window shutters and then drop all blinds. Children should be instructed to move away from the windows and you should create a safety barrier with the tables and sit the children on the floor.
5. Classes occupying NEW CLASSROOMS must drop all external blinds and be ready to LOCK their classroom door if required. Emergency keys will be provided and should be hung above the door at all times. Classes should sit on the floor, away from windows, tables can be upturned to provide additional barriers.
6. Classes outside or in the hall should move quickly back to their normal room.
7. It may be necessary to move ALL children/staff from the old build to the new build so classes in the new build should be prepared to receive additional children.
8. If you are unable to sufficiently 'hide' your class due to broken blinds you should move to another class where this is possible.
9. Children should be told to keep silent, teachers should do their best to re-assure. Turn walkie talkie volumes down but at a level where you are able to receive further instruction.
10. You should take an emergency register using your emergency file and inform over the radio of any missing children.
11. You should wait further instruction from the police or Head Teacher before ending 'lockdown' procedures.
12. You should also think of your own contingency plans in the case of a rapidly changing emergency situation (e.g. your nearest exit point, alternative places to move to) if required.
13. Children will NOT be released to parents whilst in a lockdown situation. Schoolcomms/social media will be used to keep parents updated.
14. The Head Teacher, Deputy Head Teacher or Assistant Head teacher will manage the lockdown and all communications should go through them.
15. Non-essential communications via mobile phones, landlines or walkie talkies must be minimised to enable emergency notifications to get through.

Lockdown Procedures when out of school

The Educational Visits Risk Assessment includes a section for emergency lockdown procedures. All staff arranging visits should request information from the destination of suitable locations to evacuate to in case of an emergency. This should be shared with all staff on the trip. On local visits, teachers should carry out pre-visits to identify suitable arrangements in the case of a lockdown situation. You should arrange to take walkie talkies on trips to maintain good communication between adults in charge.

Toxic Gas Release

If there is a warning of toxic or dangerous fumes in the atmosphere, the school will **not** be evacuated.

All doors and windows will be closed. Children will remain in classrooms.

The Head Teacher (or Deputy) will liaise with emergency services and await further instructions. Birmingham LA is to be informed. Administration staff will listen to local radio station(s) to hear public information announcements.

Flooding

Affected part(s) of the school will be evacuated, with children assembled in the unaffected hall/room(s).

Site Manager will isolate local electricity supply, if necessary.

Severe Weather

The Head Teacher (or Deputy) will decide whether to evacuate the school (or parts affected) depending on circumstances at the time.

Fire Service will be called, if necessary.

Birmingham LA will be informed of any actions taken to evacuate the school.

The decision to evacuate the entire school will only be made under extreme circumstances. Otherwise, children from affected parts of the school will be moved to unaffected areas within school.

Civil Disorder

If there is an incident involving rioting in the surrounding area, the Police will be called and advice sought.

All doors and windows will be secured.

No-one will leave the school until the Head Teacher (or Deputy) has been given the all-clear by the Police.

Any Other Emergency Incident

The Head Teacher (or Deputy) will decide on the appropriate course of action. 8 bells will be rung as a signal to turn walkie-talkies on. Advice will be sought from local emergency services and communicated further via the radios.

Fire Safety/Health and Safety

The Fire Alarm system in school is tested in school weekly, from a different call point every time.

If you become aware of any issue that may affect the Health and Safety of the staff, children, visitors, volunteers or contractors you **MUST** inform the Deputy Head Teacher, or in his absence, the Head Teacher.

Please note that you have duty under the Health and Safety legislation to ensure your fire exits are kept clear at all times. Please train the children to hang up coats and ensure you dynamically risk assess your room on a regular basis.

You have other roles/responsibilities in regard to Health and Safety;

- ✓ Ensure Fire Exits/corridors/exit points in your classrooms are clear and free of items such as coats, boxes, P.E kits etc.

- ✓ Any hazardous items (e.g. medicines, cleaning products/some arts materials) are kept out of reach by **ALL** children (not just your own class).
- ✓ Any flammable items (aerosols, matches, lighters etc.) are kept in a locked metal cupboard and stored away from any exit point.
- ✓ Ensure that your displays are not near electrical products and you do not store flammable or accelerant products on top of monitors etc.
- ✓ All equipment/materials/furniture in your classroom is safe and fit for purpose.
- ✓ Your classroom computers/projector/electrical equipment **MUST** be turned off before you leave your classroom every evening.

Visitor Security

Visitors to the school will be signed in on Inventory and be issued with a Visitors Badge. Please **QUESTION** anyone that you see around school, who you do not recognise, if they are not wearing a Chad Vale Visitor Badge. It is good practice to say, 'How can I help you....' rather than 'Who are you?' as this may help to avoid any unnecessary confrontation!

Asbestos on Site

There are asbestos-containing materials (ACM's) on site in all old building ceiling coatings, window sills and solid panels behind black/white boards and external windows. You must report any damage in the classrooms to the Buildings Manager so that any asbestos risk can be determined. **DO NOT** remove any pins already placed in ceilings and do not pin, stick, sellotape or blu-tack anything to the ceilings in the old building.

It is not permitted to make changes to the fabric of the building in any way (e.g. drilling holes) without first seeking Landlord Permission. An additional Asbestos survey may be required for this type of work.

Risk Assessments

There are a range of risk assessments available on the school website and you should check and update these every time a risk assessment is required. If you require support with creating a new risk assessment please speak with the Head Teacher or Educational Visits Co-ordinator. Any activity that involves a possibility of injury or harm to you or others must have a risk assessment.

Dynamic Risk Assessments

We recognise that there are times when written risk assessments may need to change to reflect the circumstances. Please be 'actively' dynamically risk assessing as you are teaching and moving around school. If you spot any hazards please report them straight away to the school office.

Additional Subject Guidance- 'Non-Negotiables'

Writing 'non-negotiables'

1. ENGLISH BOOKS

Children from y1 – y6 have 2 English books – a yellow one for SPAG work, short burst writing and first drafts of writing and a red one for independent cold tasks and re-drafted final pieces of writing. You may also use a file folder for sheets but each child must have their own file if you use this method of filing work. If sheets are used and are stuck into books please ensure that they are trimmed down appropriately so that they do not hang out of books. Steps to Success should be used for any substantial writing task, although they can be non-specific for the independent writing tasks (eg. 'I can use Y3 punctuation accurately' rather than 'I can use speech-marks.'). You may also wish to encourage children to write their own Steps in the final hot task.

2. TOPICS

There should be a fiction and non-fiction unit taught each term – Your class should cover at least 6 units throughout the school year. You should be planning out each unit using the planning framework that Naomi has asked you to use whilst we are developing new overviews. Each fiction unit should have a key focus, eg:

Years R – 3: Character description, Openings and endings, Punctuation, Setting, Character actions, Action, (y3 Suspense and style added)

Years 4 – 6: Setting, Character (characterisation), Action, Description, Suspense, Style/Vocab, Cliffhangers
The non-fiction unit should follow on from the fiction work and link to either the text used or topic work (eg. 'Instructions for creating a mummy' if studying Ancient Egypt).

There should also be opportunities for cross curricular writing identified within your topic MTP.

There should be a short poetry unit (1-2 weeks) taught at some point during the year, however this does not have to follow the Talk for Writing model.

3. TALK FOR WRITING PROCESS

Each unit of work should have:

- Imitation – model text learnt. This does not have to link to your topic. Remember that you are teaching English skills, not topic learning. Your model text should include the key aspects of your text-type such as structure, grammar and punctuation.
- Innovation – innovate and change the pattern through shared writing
- Independent Application – children writing a totally DIFFERENT version of the text type. This is where children can apply their written English skills to a topic – eg. a journey story through the rainforest.

Each unit should begin with a cold task – this identifies what children can already do. Then adapt your model text to exemplify skills the children need to learn in the topic. SPAG learning should be integrated into the text and unit of work. Stand-alone SPAG lessons may occasionally be necessary at the beginning of a unit but then this learning should be applied during subsequent English lessons.

4. DISPLAY

Each classroom should have a T4W display showing the learning process.

What to include:

- * Model Text
- * Boxing up
- * Co-constructed Toolkit (or 'cauldron' for KS1)
- * Word bank
- * Previously learnt skills (thermometer)

5. ASSESSMENT

* Cold Task at the beginning of the unit and final draft of the Hot Task at the end of teaching unit to be completed in Red books.

* Cold Tasks to be acknowledged by teachers and at least some pink/ green (pick a focus). Identify 2/3 targets that the child should be able to demonstrate at the end of the unit. Targets referred back to when giving feedback on the Hot Task.

* Writing to be edited and redrafted by children using purple pens and children should also respond to Steps for Success

* Written innovation work and final task drafts to be completed in Yellow writing books. Editing, peer and teacher feedback to be evident in yellow and red writing books.

Maths Non-negotiables

1. Planning for maths must be as team with your year-group partner (and ideally TA's).
2. Planning must use the AET framework for objectives and coverage, you are free to resource lessons as you see fit
3. Planning and teaching/learning must demonstrate the use of doing, thinking, exploring
4. Learning and teaching must follow the school calculation policy (see website)
5. All children should have an opportunity to reach the challenging activity
6. If there is an alternative to a worksheets, please use it!
7. If you must use worksheets, please consider how you will present this in books (e.g. you may need to pre-cut them before asking children to stick them in)
8. You should moderate your maths judgements regularly with your year group partner to ensure equality of opportunity for all
9. You may take photos of children completing practical activities for assessment purposes. These can be uploaded on to SPTO for Y1- Y6 Tapestry for EYFS and Y1 or stored in your class shared area. There is no need to print out and stick these into individual books

Science 'non-negotiables'

1. Teachers follow NC 2014 programme of science.
2. Teach 4 or 5 'knowledge and concepts' blocks and one 'working scientifically' block throughout the year.
3. Each lesson a working scientifically objective is shared with the children.
4. Each lesson, in which the children are recording in books, has steps to success to reach the WALT which are differentiated a minimum of three ways. These maybe self marked, peer marked or teacher marked.
5. Real applications of Science concepts are applied where possible.
6. Teachers create a medium term plan of each lesson plan short term lesson content on a weekly basis.
7. Teaching time (per week) in KS1 - 1 hour(minimum) KS2 1.5 hours (minimum)
8. Practical work is encouraged where possible as well as working in a cross curricular way.
9. Any resources used/ borrowed will be returned neatly and cleanly to whence they came.

RE 'non-negotiables'

1. The 24 dispositions from the Birmingham Agreed syllabus must be taught, following each year groups planning format.
2. The children should experience the following hours of RE each year: KS1- 36 hours, KS2- 45 hours.
3. The teaching of the dispositions must be evidenced in the children's topic books, photographs in a folder in the shared area or in a whole class RE evidence book. Any of these methods are acceptable as long as they are easily accessed by the RE leader.
4. Planning must be stored in the shared area.
5. All festivals and religious celebrations must be recognised. This can be as a stand-alone lesson teaching about the festival or during class assembly time.
6. EYFS must use the school's Mission Cards throughout the year to complement their Understanding the World topics.
7. To ensure all pupils access the learning differentiation is integral.

History/Geography non-negotiables

1. TOPIC BOOKS

Children to use their Topic Book to record History and Geography Learning.

If booklets are created these can be neatly stuck into Topic Books or stored in an individual topic file folder (each child to have a named file). Each piece of learning should have either a written or printed date and WALT. Any written work should be completed and presented to the same standards as English work.

You may also take photographs of practical sessions which can be uploaded to SPTO and attached to the appropriate objective or stored in the shared area.

2. TOPICS

All topics in your year group overview MUST be taught – please change them if you wish to but you must ensure the NC skills and knowledge are covered correctly across the key stage and update the subject overview for your Year group. Please outline in the weekly MTP when you will be teaching each History/ Geography topic.

Planning must be completed with year group Foundation Assessment Statements in mind. Please update these if they are incorrect before the start of the academic year

3. ASSESSMENT

Excel Teacher assessment grids should be completed at the end of every term and a final assessment ready to be stored into SPTO at the end of the academic year.

Design Technology ‘non-negotiables’

1. Children to use their Topic Book to record all DT evidence.

This will include;

- evidence of product research
- evidence of planning new product
- evidence of prototypes (where appropriate)
- sketches to show development of ideas; photos of completed work)
- an evaluation of each topic undertaken
- if booklets are created, these can be stuck into Topic Books

2. Each year group will complete 3 DT topics throughout the year

3. Planning must be taken and adapted from the Projects on a Page planning saved on shared resources. Planning must be done with year group Foundation Assessment Statements in mind.

4. There should be evidence of at least 6 lessons taught per topic.

5. Assessment (excel) sheets to be completed at the end of every term. There should be evidence in the Topic books to support your judgements.

EAL ‘non-negotiables’

INDUCTION

1. Office Manager to use updated admissions form with guidance attached to ethnic data form.
2. Office Manager to inform EALCo of all children new to Chad Vale who have a home language other than English.
3. EALCo and Class Teacher to be informed of new arrivals at least 2 days before start date.
4. Class Teacher to choose a 'buddy' for new EAL children. (For beginners, please use the home language lists provided by EALCo.)

INTERVENTIONS FOR NEW ARRIVALS (BEGINNERS IN ENGLISH)

1. EALCo to assess new arrivals, set up an intervention program and meet with Class Teacher and TA within 2 weeks of entry.
2. Class Teacher to organise EAL interventions timetable with TA within 2 weeks.
3. TA to deliver interventions as discussed and record progress on EAL Interventions Record Sheet.
4. TA to meet with EALCo every 2 weeks to monitor progress towards targets.

DIFFERENTIATION IN CLASS (BEGINNERS IN ENGLISH)

1. Class Teacher and TA to meet with EALCo for planning support.
2. Class Teacher MUST ensure English lessons are differentiated for beginners (use intervention targets and resources in folder on shared drive for complete beginners).
3. Class Teacher to ensure that beginners can access Maths/topic lessons through differentiated tasks or peer support, adult support if available, the use of key visuals, pre-tutoring of key vocabulary or dual language resources to aid comprehension).
4. All staff to encourage beginners to use home language to aid comprehension and communication in the early stages.

STEPS TO SUCCESS FOR BEGINNERS (WRITING)

1. All work MUST have a date and WALT. Beginners who are unable to form basic sentences DO NOT need Steps to Success.
2. Once beginners can write basic sentences, 'Steps to Success'* to be used. Steps must be related to the task provided. (Use or adapt the examples in EAL resources folder).

* Many of these will be ongoing until achieved.

PLANNING

1. Teachers to briefly annotate English/Maths planning to show differentiation for beginners (this may be on Easiteach).

2. Teachers with children taught by EALCo to email English planning/a brief overview to EALCo (if planning is not on the system the previous week.)

3. Class Teachers to ensure that work carried out in English lessons with the EALCo is not repeated and that this work is used in class.

MONITORING

1. EALCo to monitor Intervention Records once a term and carry out an EAL book scrutiny and learning walk twice a year.

ASSESSMENT

1. Data for beginners on EAL codes to be recorded on SPTO by EALCo.

2. Class Teachers to be aware of the EAL codes and Assessment Profile.

3. EALCo to complete the Assessment Profile for beginners once a term with Class Teacher.

4. Class Teachers to update EAL Proficiency Codes in January for the annual census. EALCo to update codes for beginners.

5. Data for new EAL children who are not beginners MUST be completed by the Class Teacher. This includes a baseline assessment for reading, writing and maths. Please seek support from the EALCo if needed.

PE 'non-negotiables'

1. All pupils undertake 2 hours of PE per week

2. All pupils take part in PE lessons unless parents have provided a suitable reason for non-participation prior to the lesson. Teacher to keep a record of non-participation so any patterns can be recognised.

3. Injured/ill non-participants either officiate games/work as a pupil coach/complete lesson observation form. They don't sit & read a book!

4. All pupils must wear suitable PE kit to take part in lesson. Spare PE kits are available from RB. These can be lent to a pupil who has forgotten their kit. Teachers should keep a record of forgotten kits so any patterns can be recognised. Send a completed no-kit letter home.

5. Teachers delivering a unit are responsible for assessing the unit & recording the assessment appropriately in Educater

Educational Visits 'non-negotiables'

1. Educational trip 'benefits checklist' to be completed & signed off (by EVC) before trip is booked.

2. Risk assessment (using the EVC approved pro forma) submitted to EVC no later than 7 days before the visit is scheduled.

3. Visit staffing to be approved & finalised no later than 7 days before the visit is scheduled.

4. If visit leaders need to 'borrow' extra staff it is the visit leader's responsibility to organise this and communicate it effectively with all staff involved. VC may need to approve the staffing.

5. Staff going on a visit are responsible for organising any cover required (first aid, playground, lunch time duty etc.) while they are off site.

6. Post EV assessment to be completed & returned to EVC within 7 days of the visit.

Updates to policies and procedures published in the Staff Handbook are shared with staff via INSET, email, the staffroom whiteboard or the 'must-read' board'. Please check these communication methods regularly to ensure you are following the most up to date guidance. The Staff Handbook itself will be updated throughout the year and the latest version will always be made available on the school website.

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