



Morton Church of England Primary
School



Staff Handbook
2016-17

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Introduction

A warm welcome to Morton Church of England Primary School. We hope your time at Morton Church of England will be a happy, rewarding time of learning for both you and for your pupils.

This handbook has been compiled to provide you with the necessary information about school procedures. The School Handbook is available to all staff and reading it is highly recommended. Staff should also refer to other school policies which are published on the school website and in the policies folder. This handbook incorporates the Professional Standards for Teachers. Teaching staff should also refer to the document 'Teacher's Standards' (DfE) for further guidance to achieve the very best as a professional and a colleague.

If any of this information is unclear, or if we have missed out anything that you feel you need to know, please do not hesitate to ask any senior leader or current member of staff; we are all here to help each other. Please do not feel any question is too trivial. What you tell or ask us will enable us to improve this Staff Handbook for future colleagues. Your perspective as a new member of staff member is vital in this process.

This handbook is organised into three sections

- Section 1 - Ethos, Culture and Core Values
- Section 2 - The Safer Code of Conduct
- Section 3 - The Day-to-day Organization

Section 1

The Ethos and Values of the Morton Church of England School

Hand in hand together we can - Respect, Achieve, Enjoy, Believe

- We promote learning together for the whole school community and are fully inclusive of all levels of leadership.
- We are an ambitious school who want the best outcomes for all our children with a desire for continuous improvement.
- We care about the whole child and all staff and governors strive to create an atmosphere where children feel empowered to achieve.
- We are a school with a strong Christian ethos which is the cornerstone of our values in developing children's spiritual, moral and cultural development.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (Teacher's Standards 2011 -

where word teachers is used we would expect this to cover all staff who work in our school).

Principles of Professional Practice

All staff, governors and volunteers as appropriate to the role and/or job description of the individual, must:

- place the well-being and learning of pupils at the centre of their professional practice.
- have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
- treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils' education.
- seek to work in partnership with parents and carers, respecting their views and promoting understanding and cooperation to support the young person's learning and wellbeing in and out of school.
- reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.

Propriety, Behaviour, Reputation and Appearance

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general. An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute.

A person's dress and appearance are matters of personal choice and self expression. However staff and volunteers should recognise that they are role models to the children and their choice of dress should uphold the school's expectations for the children. Staff and volunteers must ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

Items of footwear can cause issues from a health and safety perspective. Staff are asked to wear shoes that have a proper support around the foot (therefore flip flops are not acceptable as footwear). Staff must remember that clothing should be carefully considered so it maintains modesty and the high standards expected of school uniform.

Personal property of a sexually explicit nature such as books, magazines, DVDs or such material on any electronic media must not be brought onto or stored on the school premises. Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which

could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

Confidentiality, Integrity and Security

We expect staff to have an awareness and high regard for the confidential, sensitive and important nature of their role and will be mindful of this at all times including formal and informal discussions with parents, other members of staff, children and the wider school community. Particular attention should be paid in public areas of the school such as corridors, the playground and the staff room.

A "needs to know" approach should be adopted to safeguard this principle and to ensure no child or group of children is unfairly stereotyped or unnecessarily spotlighted. Where possible no names should be explicitly mentioned whether for positive, negative or information purposes in public areas, unless it is on a needs to know basis for all present to hear.

Staff should avoid being 'drawn' into discussions which relate to school matters or matters regarding an individual child, group of children or their families. If there are any concerns in this matter please refer them to the Headteacher. Details relating to children are confidential and should only be shared with staff, as part of their professional role or with the parents/guardians of the child in question.

Confidential records including those in hard copy, on a laptop or on a memory stick should be kept in a safe place at all times and should not be left in open places in school at home or left in cars.

Section 2

The Safer Code of Conduct

The governing body of The Morton Church of England Primary School will foster a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty upon staff, volunteers and governors to abide by it. All staff, governors and volunteers have a duty to keep pupils and themselves safe and to protect them from physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that demonstrate integrity, maturity and good judgment. Following this Code of Conduct will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to pupils.

Staff, governors and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. A member of staff who, in good faith, "whistleblows" or makes a public interest disclosure will have the protection of the relevant legislation

This Code of Conduct cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to pupils. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests

of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils in their charge.

All teachers must by law be registered with the Department for Education and comply with the Code of Conduct and Practice for Registered Teachers and the Statement of Professional Values and Practice which are therefore incorporated into this Code of Practice. The document *Guidance for Safer Working Practice for adults who work with Children and Young People in Education Settings March 2009* is also incorporated into this Code of Conduct.

This Code of Conduct forms part of the school's disciplinary rules for staff. A serious breach of the Code will be regarded as gross misconduct. A less serious breach may result in a disciplinary warning.

Where an allegation of abuse is made against a member of staff the governing body will follow the guidance set out in the *Child Protection and Safeguarding policy*. This guidance is about managing allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. It will be used where it is alleged that a member of staff or a volunteer or a governor has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Confidentiality

Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil.

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated pupil protection responsibilities.

Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required. If a member of staff is in any doubt about the storage of sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

Sexual Contact with Children and Young People and Abuse of Trust

Any sexual behaviour, whether homosexual or heterosexual, by a member of staff, volunteer or governor with or towards a child or young person is illegal.

Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. All adults working in the school who have contact with pupils are in positions of trust. The Sexual Offences (Amendment) Act 2000 specifically established a criminal offence of the abuse of trust in relation to teachers and others who are in relationship of trust with 16 -18 year olds.

Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to Safeguard Children', defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening'. There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person, and manipulate that relationship so that sexual abuse can take place. Staff and volunteers should be aware that conferring special attention without good reason or favouring a pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

A relationship between a member of staff, a volunteer or a governor and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of pupils and all adults have a responsibility to ensure that the unequal balance of power is not used for personal advantage or gratification. It is important to recognise that women as well as men may abuse a position of trust.

Infatuations and Crushes

Adults must recognise that a pupil may be strongly attracted to a member of staff or volunteer and/or develop a heterosexual or homosexual infatuation. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, must report this without delay to a senior colleague so that appropriate action can be taken. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the pupil. It should also be recognised that careless and insensitive reactions may provoke false accusations. Whilst the risk of infatuation is not limited to younger members of staff, newly qualified teachers must recognise their particular vulnerability to adolescent infatuation.

Seeking advice in circumstances where concerns arise. Examples of situations which must be reported are given below:

- Where a member of staff or volunteer is concerned that he or she might be developing a relationship with a pupil which could have the potential to represent an abuse of trust,
- Where a member of staff or volunteer is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.
- Where a member of staff or volunteer is concerned that actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others.
- Where a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer, or receives information about such a relationship

Gifts

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the school's behaviour policy, recorded, and not based on favouritism.

Social Contact and Social Networking

Staff in school should not establish or seek to establish social contact with pupils or parents for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes social networking sites such as MySpace and Facebook and blogging. Even if a pupil seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgment in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place the member of staff in a very vulnerable position.

Staff and volunteers must not give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so is agreed with senior management.

Staff should also use social networking sites with caution ensuring that they have enabled **all** security functions so that their 'chat' is completely private. (refer also to confidentiality section above - ensure that names or other information that could connect to an individual child or the school are not used). Staff should not enter into dialogue about any children, colleagues or the school in general.

Issues regarding parental conduct on Facebook must be reported to the Senior Leadership team immediately.

Physical Contact and Personal Privacy

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil.

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported.

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation

to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review.

Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and - so far as is possible - use a level of contact which is acceptable to the pupil for the minimum time necessary.

There may be occasions when a distressed pupil needs comfort and reassurance.

This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil

Pupils are entitled to respect and privacy when changing clothes. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment.

Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

Behaviour Management and Physical Intervention

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Shouting aggressively or hectoring is not acceptable in any situation. Deliberately intimidating pupils by overbearing physical presence is not acceptable in any situation.

The circumstances in which staff can physically intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The school has a separate policy on the use of physical intervention which forms part of this Code of Conduct. The school has trained 'Team Teach' personnel who will be able to advise on deescalation techniques and the use of physical restraint.

All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

One to One Situations and Meetings with Pupils

Staff working in one to one situations with pupils are more vulnerable to allegations. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted unless approval is obtained from their parent/ guardian and the head teacher or other senior colleague with delegated authority.

Transporting Pupils

In certain situations e.g. out of school activities, staff, volunteers or governors may agree to transport pupils. Wherever possible transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort. Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

Educational Visits and School Clubs

Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. The school has a policy on educational visits which forms part of this Code of Conduct.

Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils'

questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff.

The governing body is required by law to have a policy on sex and relationships education and it forms part of this Code of Conduct.

Photography, Videos and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act 1998 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child for any images made such as those used for school web sites, productions or other purposes.

Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place. Pupils who have been previously abused in this way may feel threatened by the use of photography, filming etc in the teaching environment.

Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

Using images of pupils for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Images must not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

When using a photograph the following guidance must be followed:

- if the photograph is used, avoid naming the pupil
- if the pupil is named, avoid using the photograph
- images must be securely stored and used only by those authorised to do so.
- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify the images made
- do not make images in one to one situations.
- do not take, display or distribute images of pupils unless there is consent to do so.

The school has additional guidance on the use of images which includes a consent form. The guidance forms part of this Code of Conduct.

Internet Use and Electronic Communication

The school has a separate policy on internet use, electronic communication and security which forms part of this Code of Conduct. Under no circumstances should adults in school access inappropriate images. Deliberately accessing pornography on school equipment will be treated as gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely lead to criminal prosecution and may result in barring from work with children and young people.

Sharing Concerns and Recording Incidents

All staff, volunteers and governors must and governors must be vigilant and share concerns and report incidents. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion.

The following "Red Flag Behaviours" give indications of the kinds of situations which should be shared with a senior member of staff.

An adult who:

- Allows a pupil/young person to be treated badly; pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in away which is inappropriate for the job role
- Does not treat pupils fairly - demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses his/her position of trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a pupil or pupils
- Appears to have special or different relationships with a pupil or pupils
- Seems to seek out unnecessary opportunities to be alone with a pupil

Child Safeguarding Competences for staff and volunteers who work with Children and Young People

The following competences are necessary:

Emotional Awareness

- Aware of the range of emotions in self and others
- Demonstrates empathy for the concerns of others
- Listens to and understands directly and indirectly expressed feelings
- Encourages others to express themselves openly
- Manages strong emotions and responds constructively to the source of problems
- Listens to personal comments without becoming defensive
- In highly stressful situations, keeps own feelings in check, takes constructive action and calms others down
- Has a range of mechanisms for dealing with stress, can recognise when to use them and does so
- Shows respect for others' feelings, views and circumstances

Working within Professional Boundaries

- Demonstrates professional courtesy

- Accepts responsibility and accountability for own work and can define the responsibilities of others
- Recognises the limits of own authority within the role
- Seeks and uses professional support appropriately
- Understands the principle of confidentiality

Self-awareness

- Has a balanced understanding of self and others
- Has a realistic knowledge of personal strengths and weaknesses
- Can demonstrate flexibility of approach
- Shows a realistic appreciation of the challenges of working with this client group

Ability to Safeguard and promote the welfare of children and young people

- Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances
- Has a good understanding of the safeguarding agenda
- Can demonstrate an ability to contribute towards a safe environment
- Is up-to-date with legislation and current events
- Can demonstrate how s/he has promoted 'best practice'
- Shows a personal commitment to safeguarding children

Section 3

School Organisation

THE SCHOOL DAY (alternative arrangements exist in Foundation Stage)

8.45 Gates and doors are opened and pupils are expected to come straight into school.

8:45 Morning Activities

9.00 Registration

9:10 Session 1 (this session could be broken into 2 shorter sessions)

10:20 Spelling, Punctuation and Grammar session from Years 1 - 6

10:40 Breaktime

11:00 Session 2

12.00 Lunch

1.00 Registration

1:10 Assembly (Monday, Tuesday, Thursday and Friday) Assembly on Wednesday will be at 9:00

1:30 Session 3

2.30 Session 4

3.15 End of school day.

COLLECTIVE WORSHIP & ASSEMBLY TIMES

On Monday the assembly is often a Values assembly. All teaching staff should attend this assembly which allows the school vision to be articulated and shared and introduces the theme for the week's assemblies.

Tuesday assemblies are on a rota with representatives from our local churches. A member of the SLT will be present at these assemblies.

Wednesday assemblies are led by the class teacher and are themed according to the Collective Worship timetable and Growth Mindsets. This should be a short assembly to enable children to access a full teaching session before breaktime.

Additional resources to support planning activities for these sessions can be found in the individual planning booklets available for all the SEAL themes.

Thursday's assembly is a singing assembly led by staff.

On Fridays there is a whole school 'Stars of the Week' assembly.

REGISTRATION

All staff are reminded that this is a legal document and must be completed at the beginning of each session. The register should be completed clearly to enable the office to insert the data electronically. The register must be sent to the office immediately after morning registration.

The registers should be marked as follows:

- those present in black ink / for am and \ for pm
- those absent in black ink by 0 and additionally the code inserted for authorised absences. A list of codes is within the register.

All absence notes should be forwarded to the office. If no note or message is received a phone call home will be made by the office to establish the reason for absence. Persistent lateness should be brought to the attention of the Headteacher. Children who are late should enter via the main entrance where they can be marked in the register. It is important that all late children should report to the office to ensure accuracy of the registers in case of emergency.

The Education Welfare Officer supports the school regarding pupils' persistent lateness/absenteeism; let the Headteacher/Deputy Head know of any issues that need to be raised with the EWO.

NON TEACHING TIME SUPERVISION

The rota is on display in the staff room. Staff should be on the playground at 10.40am for break time.

At lunchtimes the Midday Supervisors supervise the children eating lunches and on the playground. The Headteacher and Assistant Head will be available for dealing with discipline issues.

The bell should be rung promptly to enable teaching sessions to begin on time.

Children are to remain on the playground until the morning bell rings to allow staff time to get classrooms ready. Pupils may come in if it is raining or cold.

It is the decision of the duty staff member as to whether or not it is to be an indoor playtime. Staff should be notified before the start of break so that children can be dismissed as required. If the duty staff member considers the playground to be unsafe for the children, i.e. due to ice, then they should notify staff of an indoor playtime.

If an accident occurs during playtime requiring first aid to a pupil then the duty member of staff should send the injured child with another child to the entrance hall for attention. Where the member of staff needs the assistance of another member of staff to deal with an incident they should send a responsible pupil to the staff room to request immediate assistance.

WET PLAY

During wet playtimes children may use 'wet play' games and activities as indicated by class teachers and midday supervisors. This will happen under controlled supervision in the Hall. Where there is a Teaching Assistant in the class she/he will supervise the class and receive their 15 minutes break afterwards. Classes without a TA will be predominantly supervised by the teacher on duty.

ACCIDENTS

All injuries that happen on school premises or whilst on a school trip, and the treatment given, should be noted in the minor accident book kept in the stock cupboard. Serious incidents should be recorded on the LEA incident form. This also applies to accidents to staff.

Parents should be informed of incidents their child has been involved in (unless **very** minor). A head injury note should be issued if the child has had a bump to their head. If a child receives a blow to the head the parent must be informed immediately. This does not mean that the parent has to come to the school but the option to do so is offered. This policy should be used if there is any doubt about the extent of the injury. If in doubt, seek a second opinion.

POSITIVE BEHAVIOUR

The school promotes and expects high standards of behaviour from all its school community. There is an agreed policy which uses a system agreed by all (see Behaviour Policy) Rules are kept to a minimum and are there to ensure the safety and well-being of pupils.

Pupils are rewarded for good behaviour through praise that reinforces acceptable behaviours. In particular desirable learning behaviours are particularly reinforced thus pupils are rewarded for effort and perseverance in addition to successful outcomes.

The pupils are organized into one of six houses. Sandringham, Belton, Belvoir, Chatsworth, Grimsthorpe and Burghley. Pupils are also awarded house points for a range of positive behaviours hard work, kindness to others, cooperation etc This encourages a sense of belonging and fosters cooperation. The achievement of each house is celebrated at Friday assemblies.

In addition pupils are awarded certificates again awarded at Friday learning assemblies.

Occasionally pupils present with undesirable behaviours which disrupt the learning of the class or the smooth running of the playground. Staff have been trained, On the first instance of undesirable behaviour the staff member will give a "reminder" = "That's One". Usually that will be sufficient. Should the behaviour continue then the child will be given a "warning" = "That's Two" If the behaviour persists then there will be a

consequence. This will be a specified sanction that has been agreed and discussed with the pupils. e.g. missing some or all of a playtime, withdrawal of privileges etc. Staff have a duty to keep parents informed if their child is involved in acts of disrespect, aggression or repeated disruptive behaviour.

Serious misbehaviour should be referred to the Assistant Head/Headteacher. Any incident brought to the Headteacher's attention on a Yellow or Red Card. Where necessary parents will be informed and if the behaviours persist parents will be invited to attend a meeting to look at ways to resolve the problems that the child is experiencing. The class teacher maybe invited to join this meeting. Staff have a responsibility to support and promote the positive behaviour of pupils at all times including non-directed times e.g. when pupils are in the corridor, in the lunch hall or entering the classroom. "A school is no place to say it is not my job!"

EDUCATIONAL VISITS

When a child starts at school parents will be asked to sign a consent form for their children to be taken off site for local visits e.g. church, local area etc. All other outings need specific consent forms to be completed by the parent/guardian. No child is allowed on a trip unless the parent/guardian's consent has been given.

The Headteacher must approve all visits well in advance of the trip. Staff are responsible for asking for permission for any educational visit they are planning to undertake with their class, asking the office staff to book and cost the trip, completing a risk assessment, and drafting the letter to parents. The Headteacher must approve the letter before it is sent to parents. The appropriate forms in the red LA educational folder must be completed. Staff must give due regard to the ratio of adults to children as outlined in the red folder. All non staff adults must be CRB checked, and be aware of their role and responsibility. Staff should leave contact details in the office.

Whilst by law no child can be excluded because of non payment, trips cannot take place unless the majority of the cost of the trip is covered by way of voluntary contributions. Any issues arising from this should be referred to the Headteacher.

SAFEGUARDING CHILDREN, CHILD PROTECTION, VULNERABLE CHILD & WHISTLEBLOWING PROCEDURES

The Headteacher is the designated teacher for safeguarding. If you have any concern about a child you should bring it to the immediate attention of your line manager or one of the designated personnel for child protection. Having taken advice you may be required to complete a logging form. Please refer to the Safeguarding Children Policy for more details.

VULNERABLE CHILDREN

The Morton Church of England became an extended school in September 2009 and works with a number of external agencies and other providers to meet the Every Child Matters Agenda(Children's act 2004) to support the needs of families and young people. Additional support services include the Education Welfare Officer, Parent Support

Advisor, the School Nurse, ClubActive, Bourne Children's Centre. Should you have any concerns about a child these must also be brought to the attention of the Headteacher or deputy Headteacher. Every case needs to be assessed by a Designated Person and a Single Agency Referral Form will be completed.

Should the case be more complex and involve a multi-agency approach, a Pre-CAF/CAF will be completed and the case brought to the attention of the Local Safeguarding Children Board.

CASE CONFERENCES/ TAC/ CIN

From time to time teachers may be required to attend case conferences. Advice should be sought from the Headteacher on written and verbal reporting at such meetings.

EMERGENCY PROCEDURES - FIRE ALARM

The continuous ringing of the school alarm system is the signal to evacuate the building. The class teacher will take responsibility for leading the class out onto the playground. Each class must leave the building from the nearest exit (as dictated in the diagram in each classroom, the hall, library and ICT suite) and line up on the far grass area outside the fences. The teaching assistants should check the toilets in their area. Office staff will check staffroom/ staff toilets and the hall. The Headteacher will check all areas throughout the school to ensure that everyone has been evacuated.

Once outside the class registers will be brought to teacher by the office staff. The class teachers call the register as quickly as possible, children only being required to shout "Yes" to establish that all are present. Once all children are accounted for the teacher holds the register up to signal that all children are present. Staff and children should stay in the evacuation area and await further instruction. There will be at least one drill per term.

DISPLAY/CLASSROOMS/CORRIDORS

Teachers should give priority to the creation of an informative, stimulating and well organised environment within the classroom. Classroom environments are very important communicators of school values and expectations, and a high regard should be given by all staff to ensuring that rooms and shared spaces including cloakrooms, team rooms and corridors are tidy, attractive and clutter free.

The quality of displays forms a non-verbal statement about the ethos of the school, the importance it places on a quality learning experience, the curriculum opportunities and the school's improvement priorities.

Displays can inform and stimulate, prompt inquiry, celebrate achievement and model high expectation. Displays are changed at least three times a year and are monitored by the school's curriculum leaders. A display timetable is updated giving a clear rotation of responsibility for most corridor boards.

Towards becoming a sustainable school and to promote positive ecological values staff should model the importance of caring for finite resources e.g. taking care when

photocopying, recycling pieces of paper, accounting for pencils, putting curriculum resources away carefully so that they can be found quickly by other staff. Staff should also encourage children to take responsibility for resources, to put them away tidily and to understand that resources are finite, everything costs and everything has a value.

It is the responsibility of the class teacher to ensure that all resources are returned to the appropriate place and in the conditions they were found. In the event of items being returned untidily the subject leader will expect the class teacher to rectify the issue immediately.

We have 2 joint storage areas, a kitchen, staff room and other cupboard areas. It is very important that the school is kept tidy.

Any teachers wishing to store items around the school must ask the appropriate curriculum leader or the Headteacher.

NEWSLETTERS

Newsletters are a useful communication to families and children and go out biweekly, usually on a Friday. If you wish to add something to the newsletter, please add it directly to the G:Drive - Newsletter by Wednesday at the latest. The newsletter communicates events that are coming up and also inform families about interesting events that have happened. If a child misses a newsletter these can be given on their return to school, alternatively they can be found on the website each week and a hard copy is stored in the folder in the front entrance. Any letter sent from the school should be on headed paper and therefore should have been seen and approved by the Headteacher or Assistant Head before it is sent home.

SCHOOL DRESS CODE

The school has adopted a clear dress code for the pupils, which are set out in the school prospectus. It is designed to promote high expectations of the pupils as well as a sense of belonging. The predominant colour is navy blue with grey.

Items with logos including football team preferences are strongly discouraged as this can be invidious. It is the responsibility of class teachers to encourage children to be smart and presentable in wearing the school uniform/colours and teacher should address any concerns with the child's parents as necessary. Families can purchase school clothes from the school office.

Jewellery

For safety, particularly during PE, pupils should be encouraged to keep long hair tied back and all jewellery with the exception of watches and small stud earrings, are discouraged. Earrings must be removed for PE lessons. This is available from the office. Make-up is not allowed and nail varnish is strongly discouraged.

STAFF DRESS AND CONDUCT

Staff are seen as a role model and, as such, should always give careful consideration to how they dress and act. To ensure consistency across the school it is important that the message given to pupils about expectations for clothing is reflected in the professional clothing choices of all staff. E.g. No jeans, or flip-flops, uncovered shoulders (i.e. no

"spaghetti straps" on summer clothes), sports clothes when not teaching sports etc (although it is perfectly acceptable to wear sports clothes for the whole day when it is timetabled). Whilst it is not possible to list every possible clothing option here, it is hoped that staff will support the safer code of professional conduct and will dress in a way that reflects the high esteem we are held by children and their families.

- Teaching assistants attending to support the learning of pupils in a PE or Games lesson should at a minimum have a change of appropriate shoes.
- Whenever in school e.g. undertaking PPA or subject leadership responsibilities staff should maintain a high standard of professional dress
- To maintain a professional appearance and to be consistent with the high expectation placed on children and the families of the school community, the wearing of casual items such as jeans, sports clothing, football team clothing or items of clothing that could be deemed by others as too revealing should be avoided.
- Due to health and safety reasons the wearing of flip flops and baring shoulders is not allowed.

Pupil Care and Well-Being

It is expected that staff will maintain a professional relationship with children at all times and conduct themselves in a proper and acceptable way in their dealings with children. Staff must exercise judgement in deciding upon the difference between open, honest, friendly, and caring involvement with children based upon trust and good humour as against over-familiarity, which might lead to a breakdown of what is universally accepted as appropriate staff/child relationships.

At times an adult may need to make physical contact with a child dealing with first aid matters or when comforting a child who is in distress. The school accepts this as normal practice. However, staff must not place themselves in a position where accusations of improper conduct could be made.

An adult of the appropriate sex and in the presence of a second adult may carry out any examination of a child who is hurt or injured which may be of an intimate nature. The Headteacher or Assistant Head should be informed immediately. The better preferred course of action in this instance would be to phone the parent to request they attend to deal with their child's injury.

Teachers need to exercise extreme caution in placing themselves in any situation with children where accusations of improper conduct could be made.

STAFF ABSENCE/LATENESS

If you are unable to attend school, please contact the Headteacher/Assistant Head as soon as you are aware or by phone by 7.00am if possible. You should indicate how long you expect to be absent and for what reason. If your doctor signs you off as unfit for work, the note must be forwarded immediately to the school office. Upon return after illness LAAT People Services require you to complete a self-certification form which are available in the office.

Staff should be in school in good time to begin their school day. If you realise you are going to be late, e.g. because of bad traffic or car problems, please try to phone in so that we can make the necessary arrangements.

It is not acceptable for any member of the teaching or support staff to request leave of absence during term time unless it is under exceptional circumstances. All teaching and support staff are expected at the INSET days and if this is not possible the Headteacher should be notified in advance.

The school acknowledges that staff may have holidays booked in advance due to family commitments and availability but the Headteacher will not authorise leave of absence unless in exceptional circumstances. These situations will be dealt with in consultation with the Chair of Governors. .

Failure to comply with this will result in the Headteacher informing the Governing Body.

TRANSFER OF RECORDS

The school has to pass on records of a pupil transferring schools within 15 working days. This includes up-to-date teacher assessment. Office staff will post off any records and complete the 'common transfer form' online.

VALUABLES

Members of staff should not leave items of personal property unattended. Similarly, children should be discouraged from bringing into school items of personal property because of possibility of damage.

MEDICATION

Asthma inhalers should be kept in classrooms so that children can access them if needed. They should be taken to the swimming pool and outside if lessons are taking place elsewhere on the site. They must always be taken on school trips. Other prescribed medication such as Epipens, Piriton etc are kept on the shelf in the school office in boxes with the child's name and photo on the front. Parents are responsible for checking the use by dates on the medication regularly. If a child requires prescribed medication to be administered to them during the school day, then parents are required to sign forms giving permission for the medication to be given (please refer to the Headteacher). Please refer to the school policy on administering medicines for further details.

PLANNING AND RECORD KEEPING

The school has developed clear planning procedures. Please speak to the deputy Headteacher or another member of the SLT or your teacher "Buddy" for more information. The Teaching and Learning Policy is also available for your information. Teachers are required to complete a Termly curriculum map which reflects the overarching theme and the interconnected learning opportunities. These are sent home to children and their families at the start of every term/half term in the Parent Leaflets.

Themes are based on a cycle of a two year long term plan for KS2 and a one year plan for KS1.

Teachers are required to prepare a weekly planning document which is stored in a prominent place in the classroom (in case of absence) and on the G:Drive. It is essential to ensure that the learning is not disrupted in the event of staff absence.

It is the responsibility of the class teacher to maintain assessment records on each pupil in their class and through use of ITrack. The school has a through planning, recording and assessment schedule that includes formative and summative approaches. (day-today/periodic/summative) It is essential that staff keep up to date with this schedule because it is this data that informs the priorities for on-going individual, group and whole school progress and improvement.

If teachers know they will be absent then this can be discussed with the teaching assistant in the class. Any IWB resources should be readily available on the server to the TA assisting in the class. Teachers should arrange for the teacher in the adjacent class to support the welcome and induction of Supply teacher colleagues to ensure that they feel well supported and to ensure that the children have the most effective learning opportunity on the day.

Where absence is unplanned; planning will be available in the classroom readily available to the supply teacher colleague. The Teaching Assistant will be instrumental in the induction and support of supply teacher colleagues.

LEAVING WORK FOR A SUPPLY TEACHER

A brief description of the day should be left on the teacher's desk or chair. It should make reference to; the structure of the day, personnel supporting in the class, resources being used, aims of the lessons and reference to the planning displayed, children who need medication, children who may need special attention, whether or not they are on duty. The note should enable the supply teacher to focus on the teaching rather than the organisation. A senior member of the staff will always speak to the supply teacher at the start and the end of the day. The class teacher will not be expected to mark the Supply's work unless it is requested by the class teacher. A recognition mark will be made in the children's books to state that the work was completed with a supply teacher.

Supply Teacher Colleagues, Parents as Partners in Learning, Governors, Multi Agency Colleagues and Welcomed Visitors

Supply Teacher colleagues, Parents as Partners in Learning, Governors, Multi Agency Staff and other welcomed visitors are fundamental to the ongoing success of our school.

The Morton Church of England prides itself on its warm, friendly and caring ethos and it is a measure of this value in action in the way that others are valued and supported in their time in school for however long the duration of their visit. Recent DFE agenda in addition to a whole host of other local, national and school directed initiatives mean that delivering educational, safeguarding and well-being imperatives for the pupils in our care is not the sole preserve of members on the school staff. As such any number of other providers and visitors including members of the parent body, governors, community members and other professionals may be contributing to the children's learning experience and opportunities on any given day. For this reason not only should staff members be mindful of the professional expectations for integrity, honesty and confidentiality as mentioned above but should be aware that the staff room is no longer for the exclusive use of staff and as such discussions, conversations and humour should be respectful, appropriate and mature.

The Headteacher, Assistant Head and at times curriculum leaders, will monitor your planning. Please ensure planning and files are kept up-to-date. Medium term planning should be updated to folders on the G:Drive at the beginning of each term, or half term as appropriate.

PPA (Planning, Preparation and Assessment time)

Teachers are entitled to PPA time to assist with the effective delivery of learning for the pupils. PPA time should be spent on activities directly linked to improving the learning and achievement of the pupils in your charge or for other professional activities linked to your area of subject responsibility. If the time is required in another way then a request should be made to the Headteacher. The time should not be used. For the duration of your PPA time it is expected that you will normally be onsite and available at the end of the day as normal. However, there will be occasions when you may have to be out of the school. In this instance a request should be made to the Headteacher well in advance since it is important that your time is accountable and your professionalism is not questioned during this time.

HOMEWORK

It is the policy of the school that homework should be given to varying degrees depending upon the age and ability of the child. For more details see the Homework Policy.

SECURITY

Doors should be kept closed during school sessions; do not let the children outside for any reason unless you are with them or they are supervised by another teacher or member of staff. Outside doors are to be shut at 9.00am.

The Site Manager is responsible for closing the school gates and all exterior doors. Teachers who are in charge of clubs should ensure that doors used are shut.

Children who are late should enter via the main entrance

If you are a key holder do not, at any time, allow anyone other than school staff to have access to it. Keep your keys safe at all times.

Please ensure that all visitors sign in and follow the security measures in place.

HEALTH AND SAFETY

The safety and well-being of our pupils is paramount. All staff therefore have a duty to assess risks before starting any activity. For example, assessing the safety of PE equipment, cooking activities, outdoor activities etc. Risk assessments do not always have to be written down in great detail. However a mental note should be made and where necessary a note should be made in the planning that risks have been assessed.

e.g. H&S

Because of the high risk of scalding, hot drinks should be treated with particular caution and where possible, another member of staff should go ahead of another to open doors and supervise transit when carrying a hot drink to a member of staff on duty.

HOME USE OF SCHOOL EQUIPMENT

School equipment may be used at home during the weekend/holidays under the following conditions:

- The Headteacher has given approval and is aware of what is being taken from school.
- No equipment is ever left unattended in a car. Staff will be responsible for the full cost of replacement in these circumstances.
- Staff may, depending on circumstances, have to pay the first part of any claim, depending on the excess currently applicable to the schools insurance.
- The equipment is used solely by the member of staff for the purposes in connection with their job.
- Equipment must not be used in circumstances where it could be damaged.
- IT equipment should be dismantled, transported to and from school with extreme care to avoid damage to cables, connectors and the equipment itself.

CLASSROOM EQUIPMENT DURING AND AT THE END OF THE SCHOOL DAY

The class teacher is expected to leave their class in a reasonable condition which does not hinder the cleaning. All electrical equipment should be turned off and resources returned to the appropriate places. Children should be encouraged to clear their desks and stack their chairs. Lights must be switched off whenever the classroom is unattended and it is the teachers' and other staff's responsibility to see that this happens.

COMMUNICATION PROCESSES

A smoothly running school is dependent on a number of factors not least of which is effective communication systems. Staff are encouraged to be open and honest in their communications and to maintain high standards of professional discourse and courtesy at all times. There are a number of systems by which long term, medium and short term information is communicated.

TEAM BRIEFING

A Team Briefing takes place on Wednesday lunchtime at 12.15. This is led by the Headteacher or Assistant Headteacher and is for all staff to discuss the week's activities and any organisational arrangements that need to be made. It is also an opportunity for the SLT to bring to the staff's attention any key thoughts which articulates elements of the school's Vision.

STAFF MEETINGS

Senior Leadership Meetings (SLT) are held on Thursdays and are attended by the Headteacher, Assistant Head, Senior Teacher and there maybe occasions when teachers are asked to attend.

Teaching staff meetings are normally held on a Wednesday and will start promptly at 3.30pm and finish at 5pm. Minutes are the responsibility of the teacher who is timetabled for that week. There will be no staff meetings during parents evening week.

These meetings form part of directed time and therefore should be attended by all teaching staff. Occasionally Teaching Assistants and Midday Supervisors will be asked to attend staff meetings and will be paid accordingly.

Teaching Assistants Meetings are held periodically for the purposes of training and communication. These are led by the Senior Teacher.

TEA/COFFEE

Tea and coffee is available from the staffroom. Staff are asked to make a financial contribution to the refreshments fund at the beginning of each term. Trainee teachers and students are asked to contribute packets of biscuits.

This is on display in the staffroom.

TIMETABLE AUDIT

These tables are based on 36 weeks of teaching time in a teaching year of 38 weeks (190 days). This allows two weeks or 10 days for special curriculum activities such as educational visits, concerts, sports days, Christmas/Easter etc.

Good teaching and learning depend on sensible time allocations and the effective use of time. We need to give enough teaching time to the core subjects while at the same time ensuring that children study a broad and balanced curriculum, in sufficient depth and to the expected standard.

Teachers may use their professional judgement to give extra play at breaks but they must inform the Headteacher of their decision and the colleagues in the appropriate Key Stage must be made aware of the extension. Lunchtimes may only be extended by the Headteacher or the Assistant Head.

TIMETABLES

Copies of the class timetable should be given to the Headteacher as soon as possible after the start of the autumn term. Timetables should be reviewed every half term and revised copies given to the Headteacher. A copy of the 'master' hall timetable, the ICT timetable and the break duty timetables are on display in the staff room. Please keep to the timetable you have planned as far as it is practicable. Timetables should be displayed in the classrooms. The type and sequence of lessons across the school day and week need to be planned so that children's interest and motivation is sustained. For example, there should be a balance between activities with a practical or physical element and those that are mainly paper and pencil based. Teachers should ensure that all subjects have sufficient time allocation as prescribed in law and that every child receives at least 2 hours of PE per week.

In addition, the balance between activities that children do as part of a whole class, a group or individually, should be considered within lessons and across the day. Children might make judgements about a subject's status based on when it is taught, e.g. if it is always taught at the beginning or end of the day, or at the end of the week. Lesson length can vary, lessons can begin before break and finish after break; staff need to be

flexible when planning the timetable. Literacy and Numeracy can be timetabled at different times each day.

New Staff to the school

If you are an NQT you will be entitled to the full induction programme offered by the Local Authority. This will entitle you to 10% non contact time as well as your 10% PPA time. At the Morton Church of England we have high expectations of our staff and have worked very hard to raise standards in the education we offer the children. As a new teacher we realise that your previous employment may differ from ours and we recognise that you will be joining the staff which is already familiar with routine.

We therefore want to give you as much support as possible and expect that the following structure will assist you in your first year with us.

JUST ASK

Our mission statement is "Learning for all in the heart of our community" and we expect all people to feel confident and happy to ask. Teachers realise that you are new and will always be willing to help.

Where possible you will be teamed up with a teacher in a phase group. At The Morton Church of England the classes are very close together and it enables colleagues to support each other easily.

• WHAT IS EXPECTED OF YOU?

During the course of the year there are many "hot spots" where you will need to be fully prepared. You will be given these times at the start of the year and if you have any concerns ask your mentor.

• IN YOUR FIRST TERM

We want you to settle into the class without any stress. However, due to the ongoing monitoring it may be necessary for you to be involved in issues from the School Improvement Plan. However, when possible this will be avoided.

In your first term you will;

- meet with the Mentor to familiarise yourself with the planning expectations
- meet the Assistant head who will give you an overview of the expectations of the year e.g. IEPs, Christmas celebrations
- meet the Headteacher during the first half term and then again in the second half term
- be assigned to a curriculum team and lead the team soon after (not applicable to NQT's who may move towards this at the beginning of their second year).

• HOW WILL I GET TO KNOW THE SCHOOL?

There is a check list for you to complete which will help you familiarise yourself with the school and there is an "expectation" document (Our Working Practice) which promotes the high standards in the school.

Curriculum Evening

This is usually in September when you will speak to the parents outlining; your class expectations, sharing the curriculum, your management and organisation.

Termly Plans

These have to be given to the HT in the first two weeks.

Parent Information Leaflet

This will be sent out to the parents in the third week.

Termly targets

These are set at the beginning of each term and reviewed at the end of the term. New targets will also be on the end of term report. These will be sent out to the parents at the start and at the end of the term.

In the summer term you are expected to only highlight points which the children should work on during the summer. New targets will be given in September.

IEPs

These must be completed and reviewed termly at the October, February and May half terms. The SENCO will give you support at your meeting.

Planning, Assessing and Reporting

The Assistant Head/ Assessment Lead teacher will be able to expand on the points below. It is important that you ask as much as possible. All the templates required for reports and plans will be on your laptop. If this is not the case then ask the appropriate teacher for a copy.

Planning

You are expected to complete the planning following the expectations of the Curriculum Leaders for Numeracy and Literacy and the school's planning grid. Your planning maybe monitored on the G:Drive You will receive feedback and it is expected that any issues must be actioned before the next time.

Curriculum Leaders will also ask to see plans and these must always be available on request. Literacy, Numeracy and ICT are priority areas and there will be a high emphasis on these subjects. Plans are usually requested once a term.

Assessing Literacy and Numeracy will be assessed termly while the foundation subjects will be assessed over the year using the 'I Can' targets.

In line with the Assessment policy children are expected to feedback their understanding of each lesson.

When you are meeting parents at Open Days or after school it is important that all the children's books are available and the marking is up to date. If you are meeting a parent then make sure you tell a member of the SLT the time of the meeting. If you have any concerns about any meeting let the HT know in advance so that all parties follow the appropriate procedures are followed during the meeting.

Section 4

Checklist of areas to familiarise yourself with the school

Key policies;

Assessment, Marking, Behaviour

Teaching and Learning

Aims and Ethos

Health and Safety

eg Photocopying

Performance Management expectations and cycle
 Planning the curriculum
 PE
 SEN
 Timetables
 Procedures off site
 School Entrance Codes
 Staff meetings
 Personnel

Working Practice

1) Classroom Management	
Classrooms tidy and well ordered	
Group tables with identifiable labels - evidence of differentiation in groupings	
Children's targets displayed clearly and accessible	
Learning Walls used	
Growth Mindset practice is embedded.	
Evidence on walls of children's involvement in planning	
Class Charter displayed and all children can talk about it coherently	
Reward Charts displayed	
Current planning evident and annotated by all staff	
Use of inspirational language and quotes	
Displays to reflect current topics and linked to Subject Leaders key targets.	
Ensure there is a good balance between learning walls and children's work. It is important that children see their work on the boards.	

2) Class Organisation	
Planning to be annotated showing coverage, assessment of individual children who have/haven't achieved targets	
Planning to clearly identify at least 3 clear levels of differentiation	
Planning to identify SEN, AG&T, target groups	
Assessment / APP files to be updated consistently	
Effective marking in books (see marking policy)	
Update SEN/ AGT registers and provision maps on G:Drive	
Assembly/ Collective Worship Planning on G:Drive	

Collect children from playground at break and lunch - ensure lines are quiet	
Take children out onto the playground at beginning of break and lunch	

3) Parental Involvement	
Learning Diaries well used and checked for parental comments. Comments followed up in all cases if appropriate	
Open Door policy. Be around in classroom before and after school. Make it explicit to parents that you are available.	
Class Newsletter to parents and on website by 2 nd full week of every term	
Class Area on website updated	
Treat all parents equally	
Push parent support in classrooms. 10 mins reading, Toe by Toe, Display help, Photocopying	
Support PTFA and champion its cause	
Submit regular entries for MSN (folder available on G:Drive)	
Letters for trips, special days etc to go to parents with plenty of time before date	

4) Data Analysis	
Ensure attendance register is regularly monitored - make GT aware of unusual absence + lateness	
IEP's to be used as working documents	
Teacher Assessment to be updated and used constantly. Appropriate files to be present in classroom	
Daily, Weekly and Termly Assessments to be updated onto planning and tracking grids.	
Progress against Prior Attainment (Red, Amber, Green grids) updated after assessments	
Monitoring Summary Reports to be completed to analyse assessment scores.	

5) Wider Community	
Involve Class Parent Governors as much as possible. Ask children to invite them to assemblies, special days	
Link with Curriculum Governors	
Use Church and other areas as much as possible	

Link with other schools to support curriculum work	
Involve Local Press. Send dates in advance.	

6) Planning	
The Ofsted Handbook (Sept 2016) reminds teachers that there is no requirement for individual plans for every lesson. However best practice dictates that a planning overview is an important part of good teaching and enables other adults to support pupils learning.	
Each class to have a curriculum map for each term. (This must be stored in G:Drive - Curriculum Framework as it is requirement to have curriculum overviews on the school website).	
Teachers can and should use prepared planning from external sources (Abacus, Twinkl) to decrease time spent on planning. However these plans should be annotated so they apply to the class groupings.	
A weekly planning framework (whether this is for each individual subject area or a weekly overview) should include LO, SC, Vocab, Differentiation, Intro, Main, Plenary, Assessments.	
All short term plans should be annotated at least weekly and stored in a file within the classroom.	
Opportunities for extension should be coded in Green (link to AGT children in class) Opportunities for lower ability, consolidation/revision should be coded in Red (link to SEN children, Intervention)	

7) Subject Leader	
Maintain files and portfolios as agreed in Terms of Reference.	
Keep in contact with curriculum governor and ensure visits are facilitated.	
All subjects to be rigorously monitored in particular in core areas.	
Ensure that SDP is implemented thoroughly in their own curriculum area and that there is regular monitoring.	

It is the responsibility of all staff to ensure that our school achieves its aims and the children achieve their very best.