

Staff Handbook



Shaftesbury
Primary School
Growing together

2024-2025

THE VALUES AND THE ETHOS OF THE SCHOOL

The Mission Statement:

At Shaftesbury Primary we know the importance of providing a broad, balanced and challenging curriculum where all are encouraged to meet high expectations and are empowered to learn effectively. Children are encouraged to take pleasure in their own and others' learning/achievements.

We believe it is fundamental that children acquire knowledge, skills and confidence that can be applied to all future learning experiences. We place high priority on children's emotional, social, spiritual and physical development. At Shaftesbury we strive to nurture children into being responsible members of the community.

In order to achieve these outcomes we will provide a school environment that is secure, stimulating, supportive and memorable. Every child is equally valued as part of the school community and all are encouraged, indeed expected, to achieve their full potential.

Shaftesbury aspires to create a successful learning culture, which will enable pupils to become informed, confident, enthusiastic and independent learners.

Our ethos is one in which the pupil's interest and their quality of learning are central to the school's work and purpose. All are encouraged to achieve their full potential and celebrate their achievement. We believe that our school should be a happy, caring and secure environment, where all individuals are valued without any form of discrimination, supported through partnerships with parents, carers and the wider community.

It is our intention to achieve this through:

- Clear and purposeful leadership where leaders are focused on learning for all.
- A shared philosophy where staff assume joint responsibility for all pupils learning and have high expectations and commitment.
- The active involvement in, and appreciation of professional

learning and development through team planning/teaching working together and via learning communities that strive to continually improve practice.

- Effective communications between members of the school community.
- An open and inviting learning environment that demonstrates respect for all.
- Sharing good practice through an agreed Teaching and Learning Policy.
- Effective systems of reviewing, monitoring and evaluating teaching and learning and other general school practices.
- A culture where data is analysed and research and used to inform teaching and improve learning.
- A clear and understood Equal Opportunities Policy

Staff Code of Conduct

PURPOSE, SCOPE AND PRINCIPLES

A Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe and adhere to.

The school should notify staff of this code and the expectations upon them. School staff are in a unique position of influence and must adhere to behaviour that sets a good example and acts as a role model to all the pupils within the school.

This Code of Conduct applies to:

- All staff who are employed by the school, including the Headteacher;
- All staff in extended services provided by the school.

The Code of Conduct does not apply to:

Peripatetic or advisory staff who are centrally employed by the LA;

employees of external contractors and providers of services (e.g. contract cleaners).

(Such staff are covered by the relevant Code of Conduct of their employing body)

This Code makes clear expectations of attire by the school for all contracted staff

STAFF DRESS CODE

The staff and volunteers at Shaftesbury are requested to dress in a smart/casual way that recognises them as role models for the children. At Shaftesbury we expect that our pupils are dressed smartly in their uniform and want to follow a similar ethos for themselves. Those who dress or appear in a manner that could be considered inappropriate could render themselves vulnerable to criticism or allegations of misconduct. This could also result in a written warning.

Staff should change into suitable sportswear only on P.E. days with a minimum expectation of a change of footwear into trainers. Teaching assistants attending lessons to support pupils should also wear sports shoes.

The LB Newham disciplinary code for teaching and non-teaching staff states:

2.4.3. Employees should achieve an acceptable standard of dress, neatness and personal hygiene. Ethnic dress is acceptable wear unless there are specific health and safety reasons for this not being so.

More specifically, we request staff do not wear jeans, jean jackets, hoodies or tops with unsuitable slogans on. Unless it is a P.E. day, trainers are not to be worn but smart, casual pumps/loafers are

acceptable for comfort. Collared shirts including polo t-shirts are acceptable. Those working with the youngest pupils in the EYFS are permitted to wear smart trainers and comfortable clothing daily which includes smart leggings.

Additional items that are unsuitable include low cut/strappy tops, short shorts (smart tailored ones for the summer only) mini-skirts, gym wear, any backless shoes including flip-flops and sliders (Health & safety) Heels should not be high. If working in the EYFS fully enclosed shoes should be worn. Only where there is evidence of a specific medical reason for alternative footwear will this be considered. The school should be informed and this discussed prior to the arrangement being made by the employee.

Expectations of Teachers' Working Hours

Hours of employment for a whole year = 1265 hrs

The difference between the total teaching time and 1265 hours is called "Directed Time".

Directed time covers the following:

Daily teaching/ directed time 190 days x 5hr 50min per day = 1100 hrs

Meetings (parental/ staff/ management) = 100 hrs

Non-teaching days = 30 hrs

Contingencies/ emergencies = 35hrs

School session times – KS1

836 hrs per annum

School session times – KS2

855 hrs per annum

The minimum requirements expect that teachers will be on the premises at least 10 minutes before the start of the morning session,

5 minutes at either end of lunch break and 10 minutes at the end of school day.

However, in order to be fully prepared for planned lessons the expectation of the school is that staff should be here to prepare resources for lessons well before school starts and remain after school until all marking has been completed and preparation for the following day is complete. Where marking and preparation takes longer than this must be completed as additional time either at the start or end of day. The school provides time within school hours to plan with colleagues on a weekly basis where resources and assessments should also be completed.

All teachers and support staff will be timetabled to conduct weekly duties at playtime and lunchtime and should be on duty promptly to ensure the ratio of staff to pupils is always covered. It is advised that on the day of your duty you enter the playground in advance with your class a few minutes early to ensure no classes are present and without a supervising adult. All teachers must take their class to the playground and check there is a supervising adult before leaving them. In the event that not enough staff members are on site we expect that a child is sent to reception to alert staff. It is also expected that if a member of staff is unable to carry out their duty they swap duties with another member of staff beforehand. For example, if your duty falls on a planned well-being day or a course you are due to attend you must arrange beforehand for someone to cover your duty. At the end of playtime and lunchtime pupils should line up quietly and be taken into school in an orderly fashion that signals the end of play. The bell will signal the end of play/lunchtime and all children encouraged to walk straight to their lines for safety reasons.

In addition, teachers will be asked to complete various other professional duties such as classroom and curriculum management

activities – lesson preparation and recording, pupil assessment and displays of work. Display work in and around the classroom is the responsibility of the class teacher(s) and while teaching assistants may contribute to this it is not solely their responsibility.

The Head, Deputy, and Assistant Heads are not bound by the 12.65 hours directive but work reasonable hours to fulfill their duties and responsibilities. They will, at times, work from home and different hours than other staff.

It is recognised that all teachers work many hours in excess of the required minimum in order to carry out their professional duties; particularly in the planning, marking and assessment of children’s work and progress. They are rewarded with three additional paid well-being days each year and these must be scheduled and agreed by the school beforehand. They are not to be taken on the last or first day back from a school holiday.

THE SCHOOL DAY (Current September 2024 – Autumn Term) TIMINGS AND ORGANISATION

	Nursery	Reception	Years 1, 2, 3	Years 4, 5, 6
School day	8.50am – 11.50am	8.55 am – 3.00pm	8.50 am – 2.55pm	8.45am – 2.50pm
Lunch times	Half day sessions	Years R, 1 & 2 11.30 – 12.15	Years 3 & 4 12.15 – 1pm	Years 5 & 6

	except 30 hour pupils	(Reception 11.15)		1pm - 1.45pm
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Children should only be taken into the building when they are lined up quietly. It is the class teacher's responsibility to ensure that the children are quiet when in the building. At the start of the school day and at the end of playtimes and lunchtime, children are collected promptly by teachers from the playground, who are responsible for bringing them quietly into school.

It is the responsibility of everyone to ensure that the children move around the building in a sensible manner. Any child running should be asked to walk, explaining the reason for this when possible. Sensible behavior on the staircases is expected and that when walking up they are beside the wall and when down holding onto the hand rail. Pupils who require additional supervision on the stairs should walk at the front of the line with the teacher or teaching assistant.

All pupils should be encouraged to be courteous towards others around the school e.g. holding open doors for staff and visitors and waiting for an adult to pass through the door first when moving around the school. Teachers should encourage pupils to greet staff with a 'Good morning/afternoon' to display good manners. It is the responsibility of the class teacher to demand this.

REGISTRATION (Arbor Computerised System)

Attendance registration is carried out at the beginning of each morning and afternoon session.

Once registration has been completed, lunch details regarding how many vegetarian meals, halal meals and non-halal meal need to be emailed to

the admin team. Any pupils arriving after this time will be amended on Arbor by the school office, in order that the registration can be updated and the child's presence in school is recorded.

If a parent wishes to remove a child from school in the course of the school day, this may be done only by:

- Production of an appointment card from a doctor/dentist/clinic etc.
- With the permission of the Head Teacher or a member of the Leadership Team under other circumstances.

Arbor will be updated of such temporary absence, so that in the event of a fire drill or emergency, the school is aware of precisely how many children are on the premises.

Having been to Reception, parents will be allowed to collect their child/ speak to their child once they have been collected by a member of the office team and brought to the reception area. No parent is permitted to wander the school and enter classrooms alone unless invited to do so by prior arrangement from SLT. All parents or visitors should wait in the reception area until collected or seen by those who they are visiting.

Dinner register

Even though Newham children do not pay for school dinners, a dinner register must still be kept and completed. Please ensure that this is completed daily so that numbers for school dinners can be collated for the kitchen staff to inform them how many dinners to prepare.

Assemblies

Assemblies shall provide an opportunity to meet and affirm our values

as a school community. They should be well planned and interactive and convey a clear, positive message.

When staff are attending an assembly, it is the expectation that they model the expected pupil behaviour and therefore are not involved in conversations with each other. If a child is exhibiting disruptive behavior in assembly they are given a verbal warning and then asked to sit with an adult if this reoccurs.

Assembly coverage and collective worship themes can be found in the Staff planning files or from Ms. Writer.

Appropriate music should be played for children when they enter and leave assembly and it is the expectation that children enter and leave quietly. High expectations of behaviour are required throughout, and staff should not leave until all classes are present and are asked to do so. Any support staff who are accompanying pupils with SEN should remain with them throughout unless they are deemed to be independent enough to cope for this period of time.

At the beginning of every assembly, having said 'Good morning', all children should recite the Shaftesbury Pledge, the assembly will then be conducted and a moment's reflection will be carried out at the end. Teachers should display and teach the Shaftesbury Pledge to their classes and reiterate the meaning of the 5C's.

Under no circumstances should assemblies be cancelled, if it is likely that there is no option than to cancel, the Head of School/AHTs must be informed. Staff will collect pupils at the end of each assembly

Playtimes (am)

Children are to be escorted to and from the playground. When an assembly has been in place, the class teacher is to collect their class from the assembly and take them to the playground.

Wet playtimes will be determined by the allocated lead teacher on duty, which is highlighted on the playground duty rota. A message will be

sent to all classes informing them of wet play status. In the case of wet play, children must remain in their own classrooms and there should be an appropriate provision of activities. Each class has a box of wet playtime activities and games that can be used. This should be maintained and looked after by the class. Each teacher is responsible for providing activities for the pupils before they leave the classroom.

Teachers on duty must ensure that the trolley's with play equipment are wheeled out before playtime starts. Larger equipment should be collected from the under the stairs cupboard in the parents' lobby. This will include space hoppers, balance boards, connect 4, hoola hoops etc. Staff on duty have respective areas to patrol (please see rota in Staff Room) The trolleys can be left out unless it is raining and then returned to the parents' lobby.

When on duty outside, staff should position themselves around the playground to ensure maximum supervision. There should be three members of staff on playground duty at any one time, where there are incidences of absence and the number is down to two, please ensure that a member of the leadership Team is informed so they can join. At least one person should be located by the climbing frame, one in the side playground and the other in the large playground.

Duty staff have the responsibility of ensuring that children do not come in and out of the building during playtime other than to use the toilets which can be accessed from outside or if they are injured they are to be sent with one other child to the medical room at reception.

When the bell is rung, children walk to their class lines. At the start of each academic year every class teacher should take out their classes and rehearse this procedure. (Staff should stop pupils running to lines to avoid collisions with each other and accidents happening – teachers to reward this using trackit light points)

Children should be encouraged and expected to line up in a straight, silent line that signals the end of the play session. Use a line order when necessary to avoid disruption.

The last people in to school should be the staff on duty. All equipment

should be left tidily.

Lunchtimes

Children are either, home dinners, school dinners or packed lunches.

Midday assistants supervise children in the playgrounds and dining areas. Teaching assistants also carry out lunch duties, it is the expectation that all staff on duty interact with the children and adhere to the zoning so that there is a spread of adult supervision across the breadth of the play areas.

Children are not allowed in school during lunchtimes unless the weather is inclement or they are under the direct supervision of a member of staff. They are directed to the room first or accompanied if injured for attention.

School dinners (KS1 11.30-12.15pm, Lower KS2 12.15-1.00pm and Upper KS2 1.00pm-1.45pm) are served to all children in the dining room in one continuous sitting. The Midday Assistants call the children, in year groups and then in classes to the bottom hall collecting area.

Any children requiring early lunch for any reason will only be considered on production of an Early Lunch Slip signed by a member of staff.

Home Dinner children should be escorted downstairs and in the case of children in KS1 and Lower KS2, should be handed over to an adult. Home Dinner children should not return to school until

12:10pm (KS1) ,12.55pm (LWKS2) and 1.40pm (UPKS2)

All classes are allocated a storage box for packed lunches that is labelled and kept outside the classroom door. Support staff should be directed by the class teacher to take this down to the dinner hall before lunchtime. It should also be collected after 2pm when lunch has finished. It is the responsibility of the staff to label these boxes correctly at the start of the year prior to the first day of school.

Packed lunches are eaten in the dining room with those having school dinners and under the supervision of the midday staff. As part of the

school's healthy eating policy we encourage the children to include fruit, vegetables and healthy items. They are not allowed to have fizzy drinks or sweets. A bell is rung by the SLT member on duty at lunchtime and teachers collect the children from the playground promptly before the next year groups come out.

If you have any problems at lunchtime please contact a member of SLT.

Gate duties:- AM/PM – Geoff/Jo

8.30am – 8.55am (Main playground)

2.45pm – 3.00pm (Main playground)

After School:

At the end of the school day all children are to be escorted to the playground by their teacher and TA. Each class and year group have a designated place to wait at the start and end of day.

Children wait with their teacher until they are collected by their parent or carer. If children in Upper KS2 are going home alone this must be confirmed in writing to the school before this arrangement can be made. Once written confirmation has been approved by SLT these pupils can be automatically dismissed. Only in exceptional circumstances would any pupil in Lower KS2 be allowed to go home alone and this would require a discussion with SLT and written consent before this would be considered as an option. If teachers are unsure they should always check with the office before releasing a child and not take their word for it. (The office keep a record of pupils with permission to go home alone which should be checked by any covering member of staff. In UKS2 there will be a list of pupils who walk home alone on the wall in class. Do not take the children's word for it.)

Any child not collected by 3:05pm should be taken to the office, where a member of the administration team will contact the parent/carers. The youngest children in EYFS have secure passwords if an unknown or

unspecified adult arrives to collect a child. The DSL will inform teachers and staff of any restrictions to adults who are permitted to collect pupils or if there are any court orders in place. This information will also be held by the office under the class name and any covering staff have the responsibility to check this.

All staff should teach and reinforce regularly with their children the following procedure for releasing them from the playground:-

- Wait with your teacher until you see your parent or carer
- Tell your teacher or teaching assistant when you can see them
- Your class teacher will give your parent a wave to check they are there and watch while you walk to your parent (parents to wait behind the line)
- Your parent will give a wave back to say they have you safely
- Tell your teacher straight away if it is someone you don't recognise or doesn't usually pick you up - you must not go with a stranger (the teachers will only release to adults they know. If your friend or another adult is collecting we will need to know about this in advance)

Ensure that the office are updated with any notes for supply teachers or covering adults that can be referred to in your absence. This should be handed in to the admin staff in the office and updated as and when necessary. Include notes on any pupils who go home alone or any restrictions in terms of collection routines. Pupils attending clubs termly should also be updated and any SEN pupils who have medical or care plans. In UKS2 keep a list on the noticeboard of pupils who walk home alone. Any confidential CP information should be held with the class notes in the office.

Exceptional cases, after school clubs:

If a child has not been collected 15 minutes after a club has finished, it is the responsibility of the Club Leader to call home to ensure someone is on the way. All Club Leaders/members of SLT are asked to keep a record of attendance at the club and, with this, a record of emergency contact details. If a child is late being picked up twice, the school may cancel their membership of the club.

On the rare occasion of a child not being collected after a reminder call, please see the administration staff member on duty in the school office. If there are any behaviour incidents at a club this should be reported to the behavior lead, Mr Everard, and he will decide on appropriate actions e.g. a one week ban. Only SLT can make decisions about excluding a child from a club.

Educational Visits

Visits to places of educational worth are seen as a vital part of our children's learning. These are usually arranged on an individual class or year group basis by the teacher/teachers concerned.

Visits need to be planned in advance and be cleared by the person responsible for overseeing educational visits (Ms Writer – Educational Visits Coordinator).

A copy of the risk assessment/trip planner form can be found on the school system. These must be completed well in advance before any visit will be considered.

Additional factors that must be considered:

- All risk assessments must be handed to the relevant Educational Visits Coordinator 4 weeks in advance
- Children cannot be excluded from going on a trip without prior discussion with the child, parent and the Head teacher.
- Visits that involve water [seaside etc.] need special consideration; there are strict regulations governing activities close to or involving water.

- An alternative plan B must be in place in case of disruption to the original plan

MEDICINES in school

Any request made by a parent should be referred to the Head Teacher /First Aider.

- If a child complains of feeling unwell, either:
 - Accompany him/her to 'The Box' medical room.
 - Send to the office for first aid.
- If a child is too sick to be removed, remain with the child until the first aider arrives to supervise.
- If a child has been sick in a classroom, move the child away from the area, ensure that the child concerned is safe and calm, and send for a first aider (a list of whom can be found in the medical room). It is the responsibility of the class/year group support staff to clean up after the child. If there are no support staff to assist then request assistance from the office.
- In the case of a child soiling themselves in class, the child should be sent to the medical room with their P.E. kit for changing, either a member of staff will assist the child or the parent will be called.

Sickness

If a child complains of feeling unwell, seek support from a Teaching Assistant, who has been trained to deal with this. You can send for assistance, using the Assistance Required cards placed in each classroom. If the child is too sick to be removed remain with the child, and send a sensible child to find the nearest available adult. Staff must inform the child's parents of any medical event.

- The child will return to class

- The parent will be requested to take the child home
- In severe cases of illness an ambulance will be called (teachers will be notified by the office if the child is taken home or to hospital)

SAFEGUARDING PUPILS/STUDENTS

ALL Staff have a duty to safeguard pupils/students from:

- ❖ physical abuse
- ❖ sexual abuse
- ❖ emotional abuse
- ❖ neglect

The duty to safeguard pupils/students includes the duty to report concerns

about a pupil/student to the school's Designated Safeguard Lead. (DSL)

The school's Designated Safeguard Lead is - *Shahina Hussain (AHT)*

Staff are provided with personal copies of the school's Child Protection Policy

and must be familiar with these documents. The Policies can also be found on the

school's website. At the start of the year an overview will be provided to all staff.

Staff must take reasonable care of pupils/students under their supervision with

the aim of ensuring their safety and welfare at all times.

The Prevent Duty

Protecting pupils from the risk of Radicalisation is part of Shaftesbury's safeguarding duties. We build pupils resilience to

radicalisation by promoting fundamental British Values which are: Care, Courtesy, Commitment, Co-operation and Consideration. We refer to these as our 5C's.

If a member of staff has a concern about a particular pupil they should follow the school's normal safeguarding procedure and make an internal referral.

The DSL will make the referral to the Channel Police Practitioner.

All staff will be entitled to professional training on this each year. (CPD)

HEALTH & SAFETY

Under **NO** circumstances should any teacher leave a class/ group or individual unattended in a non-communal area at any time. **If assistance is required send the 'Assistance required' card to the office or a nearby class that has an additional adult.**

All staff must sign in and out whenever they enter or leave the building. It is essential, that we all do everything possible to ensure the safety of children and adults in the school. Outlined below are some general points for you to remember:

- Always inform the Site Supervisor or SBM, if you notice anything you consider unsafe concerning the building, furniture and resources. Please report this in the red file located at the entrance of the Headteachers office.
- Injured or sick children should be sent to the medical room, **where someone who** is trained in First Aid will respond. Where a child has an injury i.e. child cannot walk or has had a seizure or an asthma attack the child should not be moved and a **First Aider should be sent for immediately.**

- If a First Aider is sent for, where possible, give an indication of the problem or incident so that the correct medical equipment can be taken to the scene.
- All accidents to children should be reported and recorded in the accident book which is kept in the medical room. More serious accidents or accidents to staff must be recorded.
- If a child has been ill or injured, the class teacher should inform parents at the end of the day. The office staff will report serious incidents to the parents by telephone immediately and always for any form of head injury.
- Please stop any activity, which you consider too dangerous while you are on duty in the playground. Facilitate positive and engaging play between children.
- Be aware of vulnerable children in the playground, this is often the most difficult time for them. Encourage other pupils to engage them in play or facilitate a game with them yourself if you are on duty.
- Children should not be asked to carry full or empty tea/coffee mugs.
- Children should not be asked to clear up anything that may be potentially dangerous
- Care should be taken in the safe arrangement of the classrooms and walkways, pathways, stairwells and halls should be kept clear.
- Do not ask children to remove staples from displays. Do not allow children to stand on chairs or tables.
- Appropriate staff should be informed of any pupil's special health or medical needs- a board in the staff room shows the children who have health/medical needs. A private copy is also kept in the office on the class notes and should be kept updated by the teacher. Any existing members of staff covering should check the class file in the office before having a class and then leave them there.
- Under no circumstances should you give out your mobile number or e-mail address to any child or parent.

REPORTING STAFF ABSENCE

If you are absent you must inform the Head Teacher or Senior Deputy Head Teacher by telephone on **07598979780 (Geoff)** or **107790635778 (Jo)** not text, that morning between 6:45 and 7:30 that morning. If they do not answer call the school but you must phone back and speak to them later on between those times.

Please then contact the school before 2.00pm that day to advise us when you expect to return, so appropriate arrangements can be made. A return to work self-certificate must be completed on the day of return from any sickness absence. Please collect this from the office on your return. Complete the front section and see Mrs O'Connor to complete your return to work meeting. All return to work meetings must be conducted prior to starting work to ensure you are fit that day. In Mrs. O'Connor's absence, please see the SBM Rosie Strutt.

Should your absence become a concern according to Newham guidelines, a meeting will be held with you regarding your attendance. This will result in either a referral to the occupational health team or targets will be set to improve your attendance. Should poor attendance continue then the school will further follow Newham's personnel procedures.

Known Absences

If you know in advance that you will not be teaching your class it is the class teacher's responsibility to leave reasonable instructions and work based around the learning and the information and planning needs to be easily accessible. In addition, in the case of a supply teacher, the Supply/covering teacher information needs to be kept up to date in the class pack (located in the office). Appropriate resources need to be left to enable whoever is covering your class to teach/supervise to a good standard. If it is a sudden absence then year group colleagues should

support the covering teacher by sharing resources and signposting to planning. Let them know there is a class information file in the main office to access.

Time off during term time

Dependency Leave:

Staff may be granted up to 10 unpaid school days in any academic year to be used in exceptional circumstances only when your child (under 16) or a person to whom you are their main carer becomes unexpectedly ill. If you need time off to take your child or a person for whom you are the main carer, to a medical appointment, then please show your letter or appointment card to Ms Hussain to request the time off, this will be unpaid.

Unpaid Leave:

The school will only consider unpaid leave in exceptional circumstances such as the death of an immediate family member or serious illness (mother, father, sibling or partner, this does not include in-laws or 'step' members of immediate family). A request must be put in writing to the Head teacher and if the leave requires travelling abroad then copies of the booking confirmation and tickets must be provided.

The school may also consider **unpaid leave** for Hajj, as a one-off pilgrimage but your written request must be made on the first working day in September to the Headteacher.

The school's advice about staff leave during term time is taken from Newham Schools' HR Personnel Policies and Procedures 2016

No holidays must be booked during term time and where this does occur disciplinary action may be taken by the school.

Wellbeing days:

All staff are entitled to 3 wellbeing days off per year, they can be booked in with Ms Hussain via email. Please ensure your request has been approved prior to making plans as the school is only able to approve requests that have cover available. Please note if you are requesting one or more of the days for religious reasons please note this in the request as it will be made a priority. For all religious requests please ensure you make your request within the first week of term to allow the sufficient cover to be arranged.

If your request for any paid or unpaid leave is refused, and you still decide to go, then a full investigation meeting will be held on your return, which may lead to disciplinary action being taken against you, which will then be placed onto your staff record.

Children's mobile phones

Children should not bring mobile phones to school. However, if the parent or carer of a Year 5 or 6 child, wants them to bring a phone to school so that they can be contacted, before or after school as they walk to and from school, then the parent or carer must submit a written request to the class teacher and obtain the teacher's permission. If approved the phone will be stored in the main office. The school are unable to take responsibility for keeping it secure during the day.

At school, the phone will be given to the admin team on arrival and will be put in a lockable cupboard or drawer. It will be given back at the end of the day. Under no circumstances will a child's mobile phone be used during the school day. Smart watches are not permitted.

The school will not replace, lost, stolen or broken mobile phones that children may bring to school.

Fire Procedure

1. Immediately the fire alarm is heard, direct children out of class, through the designated Fire Exit stairs and door, into the school playground moving to the area furthest away from the school building (the far wall where the amphitheatre is located) and close any doors.
2. All Class's have a laminated register located on the back of the door in the classroom – TAKE IT OUT with you so you can check you have all children present that day.
3. Ensure your children remain calm and silent. Explain to them that they remain silent so they can hear their name being called.
4. Check your children against the Class Register.
5. Wait for further instructions from Head Teacher/Leadership team.

Important Points

- The fire wardens will do a sweep of the school This sweep will look after the children who are not in your class at the time e.g. in the toilets when the Fire Alarm goes. DO NOT LEAVE THE CLASS TO LOOK FOR THEM.
- If your class is in the hall when the Fire Alarm is raised – DO NOT COLLECT THEM. The Teacher responsible for the group should guide the children out through the nearest exit stairwell and door.
- Children in other learning rooms should leave the premises through the exits nearest to the door of their room.
- If the Fire Alarm is raised at Dinner times, after/before school all children will assemble in the playground. Teachers should make their way to the playground as soon as they hear the alarm and assemble their children. If it is at lunchtime a member of the office staff will inform you of any children who have not yet returned to school e.g. they have gone home for lunch.
- There will be at least one FIRE PRACTICE each term.

NO SMOKING POLICY

Smoking is not permitted on the school site and staff are discouraged from smoking in the near vicinity of the school. This restriction covers the building and grounds of the school. Staff should walk to the end of the road out of site from the school (pupils, parents and local residents) when smoking.

When staff accompany pupils on activities off site, a policy of not smoking in pupils' presence applies.

INCLUSION SUPPORT

EWA/EAL

The school has a large majority of children for whom English is their second or subsequent language. If we suspect that a child may have a learning difficulty but are at the earliest stages of English acquisition we ask for support from the SENCO and year group lead who may organise for a TA or member of staff to assess their competence in their home language so we can further distinguish between the two. Suggested tasks for both EAL and SEN pupils will be on medium term plans to refer to. All staff are requested to use the highest models of spoken English to support all pupils in their acquisition.

If you require support for a child please ask for advice from your year group or phase leader. This should be taken into consideration and discussed during PPA to ensure the correct work and tasks have been planned. It should also be raised in the first pupil progress meeting.

SEN

The school is committed to meet the needs of every child. For those children identified as having Special Educational Needs, in accordance with the 1994 legislation the school has a designated SENCO – Ms Foster.

Please speak to the SENCO for consultation, advice and support

regarding any child already classified as having a Special Need, or a child whom you are concerned about. A referral form should be completed promptly whenever any concern is noted. This should be completed in as much detail as possible so that any further processes are not slowed down and the correct help/support/guidance can be offered to the child. Where a pupil is recognised as having SEND the SENCO will liaise with the class teacher and parent, observe the child and discuss appropriate termly targets and supportive strategies that will be documented on their support plan. Any documentation in regards to external or internal assessments will be shared promptly with parents and adults who work with the child.

Summary of School Policy

It is our aim to ensure that provision is made for all pupils within our school to have full access to a broad and balanced curriculum with high quality pastoral care. Each child should have inclusive access to the classroom and an individual curriculum, if required, that is appropriate for them and will ensure progress.

Our recognition of Newham's Inclusive Education policy enables us to maintain a real learning environment where everyone is treated with fairness and respect.

BEHAVIOUR MANAGEMENT

Our Behavior Policy is built upon positive reinforcement and focuses on 'catching children being good'. We help our children to choose the right way to behave, and reward them accordingly. We want all our children to be safe, happy, hardworking and successful while they are in school and beyond. We also want them to be clear about the differences between right and wrong. We have clear school rules and rewards to accomplish this.

TRACK-IT-LIGHTS



There is a comprehensive behavior system in place, 'Track it lights', that is embedded throughout the school. It is built on praising positive behaviour and work. Any child who experiences issues with poor behavior and moves down the scale should have this explained to them clearly e.g. 'I am moving you onto orange because you have hurt someone. Show me you can be kind to your classmates and then I can move you back to green'. This child should then become the focus for staff to offer support in order to ensure the child returns to a good level of behavior by demonstrating the desired standard. The aim is that all children finish the day on a positive green. Equally all pupils start on green each day no matter any previous incidents from the day before. Any serious incidents that are flagged as 'red' such as causing harm to themselves or others will be flagged to the behavior lead and he will then come to see the child and decide on a pathway for them. This could involve a restorative justice model or simply be a discussion or conversation. All classes should have an 'Assistance required' sign that can be taken by a child to another class or reception if a teacher needs this. It is the responsibility of the class teacher to ensure they have this card in their rooms.

Please see our Behaviour Lead, Mr Everard and also the Behaviour Policy, for a detailed explanation of Behavior Management within the school.

CHILD PROTECTION

At times you may have concerns about a child in your class. You may be concerned if a child appears to;

- have a non-accidental injury

- show signs of neglect
- shows behaviour which is aggressive, withdrawn, depressed or inappropriately sexualised or that is not age inappropriate
- have failed to thrive
- have information to disclose to you that suggests abuse, or something which might be abuse.

Please keep records of all observations, disclosures and incidents and make a prompt referral to our Designated Safeguard Lead - Ms. Hussain. Please refer to our Child Protection Policy for further detail. If you have any concerns of this nature, please have a discussion with Ms Hussain or any of the deputy DSLs in her absence. The staff board will indicate who is on duty in her absence.

CURRICULUM

PLANNING

Within the school curriculum, long term plans are issued in six half terms which are monitored weekly by SLT and curriculum leaders. Teachers are requested to keep all of their planning in a year group folder on the staff shared area for access. As the school is three form entry the planning responsibilities are divided up between three teachers. Year group leaders are expected to lead on planning in PPA weekly sessions by facilitating a sharing of information from the team in order to review prior teaching and learning then plan for the next consecutive week. Specific tasks for EAL/SEN pupils should always be made and MTPs offer suggestions for this. Teacher are encouraged to share outcomes from pupil books with year group colleagues and take them to PPA sessions when needed to ensure consistency and appropriate levels of recording. The school recognizes that each cohort of pupils is different and when necessary teachers adjust lessons to meet objectives. Where

MTPs are amended year group leaders should inform subject curriculum leaders accordingly and this can be noted on the MTP.

Long Term Planning

A long-term curriculum map will be held in the Staff shared area on the computer system where you can see the full break down and sequencing of topics across the year. Each subject leader should have a clear narrative on where and why texts or topics are positioned for each year group, how they link and build on previous knowledge.

The framework highlights programmes of study to be taught each term for each year group.

Medium Term Planning

All class teachers plan from half termly MTP units. These plans are based on the school's agreed Curriculum plan, these are structured in such a way to ensure NC coverage and beyond. They are the responsibility of SLT and subject leads to update and monitor. Any recommendations from teachers for development of lessons within units will be considered collectively.

Half- termly units (MTPs) are broken down into weekly objectives and outcomes. Teachers plan with their Year group colleagues and each week translate these into weekly plans with appropriate resourcing. Core subjects require planning adjustments for varying levels of experience in the class. In foundation subjects a base task can be planned with adaptations for the lowest 20% of pupils including those with EAL or SEN. Essentially, part of the time during PPA must be dedicated to producing resources that will engage and support achievement of objectives in lessons. These should not be confined to worksheets which should be limited but include concrete and visual resources that are appropriate for our multi-lingual learners. As the workload for planning is split each teacher is responsible for producing a weekly plan and resources for themselves and their two colleagues. Resources should be provided in good time so they can be looked over. If

an alternative is required by a specific teacher that will be their responsibility to produce. During PPA discussions prior to the planning taking place any specific resources or requirements should be requested at that time from the teacher responsible.

The plans should be saved into a year group electronic folder so they can be monitored by the Leadership team and overseen by curriculum leaders. Continuity and progression will be tracked in order to ensure a well-paced, rigorous, challenging curriculum. Opportunities to maximise speaking and listening as well as reading in lessons will be a main focus.

Any teachers who are on a support plan may be given additional support with planning where this is appropriate.

Previous planning can be utilised but must be adapted to suit the needs of the current pupils. It is not sufficient to just change the dates on electronic flips. However, if the planning has been completed to a high standard in the previous year then this will undoubtedly save time. It is favourable to spend less time on flipchart plans and more on resourcing for lessons. In foundation subjects it is the responsibility of the team to check topic boxes the half term before so they can request anything further for the next half term that they need from the subject leader. Any borrowed resources or topic boxes should be organised by the subject leader on request, checked off and handed to the year group leader. It is then their responsibility to ensure nothing goes missing from the inventory and this is checked by them before handing back to the subject leader for returning.

All teachers complete mark sheets to monitor children's progress and development during progress weeks across the year. All class teachers are expected to make termly assessments of the children in their class and consult with colleagues as appropriate where progress is deemed to be less than expected.

Pupil Progress meetings will follow the collation of data on a termly basis. These will be carried out by the assessment leads. It will be expected

that the class teacher completes the relevant paperwork prior to this meeting.

MARKING PROCEDURES

- All work must be marked and acknowledged by the teacher in red pen and comments/demands for improvement (next steps/questions) should be presented to a high standard. Next steps should always relate to the learning intention of the lesson and acknowledged by the teacher.
- Where appropriate, in upper KS2, children may mark their own or another child's work following an agreed criteria set by the teacher. The teacher must always review this marking at the end of each lesson.
- The most effective feedback is the immediate discussion that may take place between teacher and child during the working phase of the lesson and this is called intervention or live marking. This will take place during every lesson alongside some children. No other form of marking is permitted during lessons. Where possible intervention marking opportunities should be maximised as they are valuable opportunities to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- Where a teaching point is made to a child in a lesson and they demonstrate evidence in their book that they have acted upon it there will be no requirement to set them a next step.
- Where next steps are generic and based on teachers observations in the lesson e.g. a predominant misconception has occurred, these should be addressed or practiced at the beginning of the next lesson as a starter. There is no requirement to write the same next steps out in all books.
- In maths where a child has gone wrong with a calculation, model in the book with them and give them another one to correct as part of their work in that lesson (this is sufficient intervention and no need for a next step)
- All pieces of work must be marked against the WALT or Learning

objective with a tick and relevant marking code symbols to indicate how the child has performed in the task.

- A positive praise message at the bottom should be included e.g. Amazing! Great try! Brilliant! This is to boost self-esteem and recognise their effort. Gold stars or stickers may be used where appropriate. Stamps to recognise homework should also be used.
- Where a child would benefit from a next step or further question based on their outcomes then this should be added. This will be for a child who you have not intervened with in the lesson and not received a teaching point.
- All outcomes in books must be looked at by teachers at the end of a lesson.

HOME LEARNING

The school has an agreed a Homework Policy and an agreed homework time-table for the whole school. The completion of homework by children is not compulsory, but is encouraged and rewarded in order for children to consolidate their curriculum skills/knowledge at home and reinforce what they have learnt at school. It also develops good habits for later on at secondary school. As a minimum the school encourages reading three times a week at home and practicing of weekly spellings/times tables.

Extra Curricular Activities

A range of after school clubs run each term and these are coordinated by our SBM, Ms Strutt. The majority of clubs are of a sporting nature and provided by outside agencies to ensure a degree of specialism. Our own staff also run clubs at different times during the year to cater for a specific need. The Newham Music Trust also run clubs as a follow on to the lessons they teach in school in order to rehearse and practice skills learnt. Staff who do run clubs after school will earn a 'club day' after completing a term of 10 sessions.

Things to consider:

- Registers are required as evidence of completion.
- Teachers are responsible for planning the club activities, organizing resources and delivery.
- Club days can be booked in advance but will only be confirmed two weeks before the day itself
- Last teaching days of any academic terms cannot be used
- INSET days cannot be used
- Days will only be considered if there is Cover availability

INSET/CPD

We recognise the importance for every teacher and member of support staff of on-going professional development. INSET is available to all school staff. The school's weekly INSET may be delivered by staff members (Leadership Team, curriculum leaders etc.) or by outside specialists with expertise in given areas. Similarly, the teacher training days will be disseminated across the year as twilight hours in order to prevent the school closing for pupils. In addition, staff will remain for one hour a week (Thursdays) for planning and resourcing. We aim to get at least a week ahead of ourselves with planning so resources can be prepared within year groups ahead of schedule and in case any need adaptation for individual pupils. All lessons will be differentiated. The school's self-evaluation and SDP will determine which areas require further training for staff and this will be documented half termly in a whole school CPD plan.

PROFESSIONAL DEVELOPMENT / PERFORMANCE MANAGEMENT MEETINGS

The policy sets a framework for staff to agree, and review priorities and objectives within the school's development and their own development needs.

At Shaftesbury we are committed to developing all staff and improving teaching, learning and work responsibilities in order to raise standards of achievement for all pupils.

There are arrangements for termly performance discussions between a member of the leadership team, appropriately trained line managers and staff to discuss the following within the context of school priorities:

- needs and aspirations
- SDP action plan implementation
- target review and setting
- lesson observation findings

MONITORING AND OBSERVATION

Monitoring

The leadership team will carry out the following audits on a regular basis:

- Planning checks
- Pupil workbook scrutiny
- Subject Leader files/portfolios
- Pupil discussions/conferences
- Learning walks
- Lesson observations

Generic feedback will be given after each audit, showing the strengths and key targets for phases across the whole school to work on.

Please see the Monitoring Cycle for further detail.

OBSERVATION CYCLE

Observations will last for 20 - 30 minutes and will involve peer observations, leadership observations and subject leader observations in conjunction with a senior leader or governor. Any teachers who are on a support plan may have additional meetings or observations in order to

assess their individual targets.

Essential Displays on Boards

These should reflect current learning and there should be a balance of information (teacher prompts) and demonstration (children's learning)

All children in the class should be represented with a minimum of one displayed piece of work with their name on it. This must be displayed before the first parents' evening.

- A display of children's writing (double mounted)
- Grammar for writing display
- Mathematics display
- World map with pupils' photos
- Behaviour expectations- rules and sanctions – 5C's display
- A Science/ topic display
- A Computing display
- A themed book corner taken from the curriculum map that links to a text.

These displays will need to be refreshed throughout the year and displays must have dual language headings where possible.

Additional Board Displays should reflect current learning and over the course of the year and should represent the broad and balanced curriculum that the children experience.

Desirable Displays not necessarily on boards

- A number line/100 square
- A historical timeline with key events that are covered within the curriculum
- Additional word banks (could be suspended from ceiling)
- Interactive Science/ discovery display or table

In addition to the above, other **essential** information to be in the classroom: (this information should be mounted or laminated and should be displayed neatly)

- Title of class on outside door with teachers name and class title
- Current timetable in frame outside the door – changed termly
- Assembly and Playground rotas
- SEND and medical information kept within an accessible place
- Pupil groupings including the targeted lowest 20%
- Marking Code
- Cover Teacher Information sheet (this should be held for each class in a pack within the office and include any CP issues where pupils are not permitted to go home with specific adults and also an up to date permission list for walking home)
- Current week's planning displayed with resources labelled and stored
- Information on how to access the staff planning electronically.
- Assistance card displayed

HOLIDAYS

This school's policy is not to authorise holidays during term time. Any applications for leave in term time must be made in writing to the Headteacher. There is no automatic right to term time leave of absence, and your request is likely to be declined except in the most exceptional circumstances. Each application will be considered on its own merit, and the attendance record(s) of the individual concerned will be taken into account when making a decision.

Penalty Notices

Penalty Notices can now be issued for a range of attendance-related offences, including unauthorised term-time holidays, poor attendance and poor punctuality, a child coming to the attention of the police in school time, or located twice or more in truancy sweeps in 6 months. Further details are available on www.newham.gov.uk/schools/Attendance.

SCHOOL SECURITY

One way in which we can keep children safe in school is to do everything we can to protect them from unwanted visitors. Therefore, we operate an entry system and 24 hour CCTV cameras overlooking key vulnerable areas on site.

There are many entrances to the school and all of these doors should be kept shut. Children need to be trained to shut them as well as staff during entrance and exit times.

VISITORS IN SCHOOL

All visitors will be asked to sign in using the Inentry System and required to wear a Photo Identification Sticker.

Legitimate visitors e.g. workmen, parent helpers, school inspectors should be wearing badges, which identify their purpose in school.

Always approach any adult you see in the building that you don't recognise to ascertain why they are in school.

Visitors wearing a blue lanyard are DBS checked however any visitor wearing a red lanyard should be accompanied by a staff member as we do not hold their DBS on our SCR.

INTRUDERS

If you see any adult in the school who is not a member of staff or wearing a visitor's badge, calmly and politely ask them if you can help them and direct them to the school office. Do not challenge intruders in a way that may provoke a physical confrontation. **If you are concerned about their presence send another adult to fetch the head teacher or one of the Leadership team immediately.** The senior member of staff will take responsibility for making a decision about what happens next.

Incidents in relation to intruders should be logged with the head teacher, who may wish to take further action. Information about intruders, break-ins and anti-social behaviour is kept in the head teacher's office.

PARENTAL CONCERNS

If a parent has a concern or issue they want to discuss that cannot be cleared up at the beginning or end of school then report this to your year group leader and arrange a meeting for yourself and the parent. The year group leader should accompany you at such a meeting. Make clear, politely but firmly that an appointment will be necessary to resolve any issues. Any aggression from a parent must be reported promptly to the Head Teacher or a member of SLT.

If you see, or are later informed, that a parent has reprimanded a child who is not their own, in the playground, point out to the parent that all incidents relating to school, should be reported to and resolved by a member of staff. Report such an incident to the Head teacher. Any parent refusing to comply with this policy would eventually be banned from the school premises.

At home time if a parent wishes to speak to you, ask them to wait at the side until you have dismissed all of your children from the line.

WHAT TO DO IF A CHILD RUNS OUT OF SCHOOL

If a distressed child runs out of school the Head teacher or Head of School must be informed **IMMEDIATELY** (or in their absence a member of the Leadership Team)

DO NOT chase a child should they run out of school but instead use the Critical Incident card to alert attention. The head teacher will telephone the police and inform the parents but be on hand in case further action is required.

PARENTS AND THE SCHOOL

Volunteers

Contact with parents is crucial and their support in the school is welcome. We are always pleased to have the help of parents, which can be given in various ways, e.g. by helping in the classroom; by helping accompany children on educational visits or by helping non-teaching staff with such work as book covering, making resources, making books etc. They will need to contact the SBM, Miss Strutt who will organise an interview to ensure they are a suitable candidate and that they have the relevant DBS check completed before they can volunteer in the school.

PARENTAL CONCERNS

Parents will want to contact us if they are worried about an aspect of their child's development or time in school. There might also be a problem, which they would like to discuss with you, if you are unable to resolve the problem please discuss with your year group leader or phase leader in the first instance who will support you in making decisions

thereafter.

Members of staff should be willing to talk to parents at the beginning and end of the school day to promote positive relationships in order to support pupils. Longer discussions will require an arranged appointment where the class teacher and phase leader should be present.

Parents are asked to keep the school up to date with home and work addresses and telephone numbers. Forms for completion will be sent to update across the year and the school should be notified of any changes that occur.

COMPLAINTS PROCEDURE

The complaints procedure can be found on the trust and school's website. However, the class teacher is the first contact for a parent or carer with an issue and where this cannot be resolved with a member of SLT.

Staffroom

Timetables & Rotas: These are posted in the staffroom on the display boards and near the whiteboard.

Whiteboard: Daily information is written up on the whiteboard, it is important to regularly check this as changes can be made during the day. Please inform the logistics members of SLT so that any additional information that helps the smooth running of the school can be added.

Lockers: These are also available to staff and are distributed as required, please see the School Business Manager.

The staffroom has been designed to be clutter free and provide a peaceful environment for you to have a break and time away from the children. Please keep the staffroom tidy at all times, remove personal items from the fridge weekly and wash up any items you have used.

During hot weather the air conditioning unit will be switched on first thing in the morning by the office staff and the door should be kept

completely closed for the comfort of staff. Please do not allow unaccompanied pupils to enter the staff room.

Keeping Informed

It is a member of staff's individual responsibility to know what is happening during the day. The Daily information board will contain relevant information and it is essential to check this regularly including morning, lunch time and after school. In addition, emails should be checked twice daily.

Under no circumstances should emailing be used while lessons are in progress or marking of books, with the exception of intervention marking, take place.

Miscellaneous

Policy File

A Master File of all current school policies is kept in the Headteacher's office and on the school website. It is the responsibility of the subject leaders to keep these up to date and disseminate to staff during Inset time. Please do not alter the contents of these files. Any policies that are ratified by the Governing Body will replace old policies on a termly or half-termly basis.

Changes to policy, school systems and procedures

In the first instance, any proposals need to be submitted to the Leadership Team for discussion and then passed through the Management structure of the school, normally the Management Team, and/or any working parties involved in trialing, testing projects etc. Regarding policy change, this needs to be submitted to, and agreed by the School's Governing Body, (meetings of which are held half-termly).

Letters to Parents/Outside Agencies

The school's letter headed paper and compliment slips should be used

when communicating in writing to parents and outside agencies etc. Before sending a letter out, it must be checked by a member of the Leadership Team.

Parental letters

These are sent out for many different reasons to parents across the year. A letter will be sent at the beginning or end of each term updating parents on school life. Class teachers may be given a photocopied set of letters to send home for anyone who is not on the school's online communications system, marvelous me. Please ensure these hard copies of letters are sent out the same day as they may contain essential information.

OTHER AREAS

Staff members should arrive to school in good time to begin their contracted hours and ensure the smooth running of lessons throughout the day.

If for any reason you are delayed in the morning, it is your responsibility to ensure that the appropriate person in school is informed at the earliest opportunity. If they cannot be reached then telephone the school directly.

Staff well-being is important to us and there are a range of services available to staff through the trust that can be accessed whenever needed:

Employee Assistance Programme for all Staff

This is a free confidential service and be accessed using the online portal or telephone number.

Website: <https://healthassuredeap.co.uk>

Telephone: 0800 028 0199

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 "need 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 need to know basis for all present to hear.

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.

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.

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.

SOCIAL CONTACT AND SOCIAL NETWORKING

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 or disciplinary action.

Staff in school should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes social networking 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.

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 considered a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely to lead to

criminal prosecution and may result in barring from work with children and young people.

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.

All staff members should have their privacy settings on social media working at the highest degree of security as possible. No member of staff should link with a child or parent on social media. This includes past pupils.

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.

It is advised that no member of staff should be alone in a classroom with one child in order to safeguard themselves against allegations. Whilst working with SEN pupils please refer to the intimate care policy which outlines the need to always have two adults present when changing a child.

PROFESSIONAL RELATIONSHIPS

With pupils:

All pupils have a right to be treated with respect and dignity. Staff and volunteers must not shout or use any form of degrading treatment to punish or undermine a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation and should be reported accordingly. When speaking to pupils, we always consider how we would expect to be spoken to ourselves. Modelling of professional and polite behavior between colleagues is also expected.

With other members of staff:

- ❖ We act in a professional manner towards colleagues, irrespective of our relative position or status within the school hierarchy, for example:
- ❖ Speaking politely to one another;
- ❖ Being approachable, friendly and welcoming to all other adults in school – both staff members, students and visitors;
- ❖ Being flexible and understanding of unexpected changes within the school day;
- ❖ Communicating clearly and honestly;
- ❖ Addressing concerns openly and honestly with the person to whom the concern is addressed, whenever possible, without publicly criticising anyone;
- ❖ We never act in a way that publicly undermines a colleague
- ❖ We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors;
- ❖ Not deliberately discriminating or singling out certain members of staff;
- ❖ Avoiding the establishment of 'cliques' within the staff body;
- ❖ Supporting the professional development of all colleagues;
- ❖ Communicating in English when in communal areas such as the staff room when with colleagues to avoid anyone feeling excluded.

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 at the end of the academic year and this is perfectly 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 school policy, recorded, and not based on favouritism.

Use of mobile phones

As guidance, use of mobile phones by all staff is only allowed during break times and at other times, phones should be kept locked in the lockers for security.

If you are expecting an emergency call and need your phone with you on that occasion. A member of leadership should be informed and arrangements will be made.

Staff should not use the office phones to make personal outgoing telephone calls.

At Shaftesbury we work within the 'BEE' framework that has the following principles:

Behaviour

We work with children to ensure that their behaviour is mature and polite and that they have good attitudes to learning. This includes being mindful of the 5C's and attitudes towards one another.

Expectations

We have high expectations of our own professional standards and work and we have high expectations of children's achievements and progress

too.

Environment

We work hard to create a beautiful and stimulating learning environment that is well resourced, where children's work, achievements and culture are celebrated. We appreciate our school and all it has to offer so work hard to keep it in good condition.



'BUZZZZZZZZZZ'