

Shustoke C of E Primary School



Staff Handbook

2024-2025

Contents

Staff List

Times of the Day

Daily routines and Duties

Daily Communication

Emergency Conditions

Monitoring Attendance and Punctuality

Registration

Attendance and Punctuality

Collective Worship

Duties

Specific Arrangements for Wet Weather Play

End of School Day Procedures

End of School Year Procedures

Transition

Reports

Staff Absence

Health and Safety Procedure

Trips and Outings

Personal Equipment

Safeguarding

Data Protection and UK UK GDPR Compliance

Child Protection

Clothing

Illness, Accident and Incident Reporting

Medicines in School

Self-Harming Behaviours

Apparatus, Materials and Resources

Teacher Resources and Stock Responsibilities

COSHH (Control of Substances hazardous to Health Regulations) Procedures

Display Screen Equipment

Visitors and Control of Contractors

Electricity at Work

Pupil Supervision and Curriculum Areas

Procedure in Case of Emergency

Fire

Lock Down

Guidance on Handling Money

Shustoke Church of England (Controlled) Primary School
School Governors

Chairperson:	Carole Byng (LA Governor, Chair of Resources Committee)
Headteacher:	Michele Wall
Staff Governor:	Catherine Brown
Vice Chair of Governors:	Mike Blinko (Chair of Curriculum and Standards, Co-opted Governor)
LA Governor:	Nick Edge
Diocesan/SEND Governor:	Mark Waterstreet
Parent Governor:	Richard Bailey

Staff List 2024-25

Senior Leadership Team	
Michele Wall	Headteacher DSL Curriculum 4-11 CPD Learning Improvement
Emma Davison	Deputy Headteacher SENDCo Assessment Lead Deputy DSL Designated Teacher for LAC
Catherine Brown	SLT EYFS Lead English Lead Deputy DSL

Management Group	
Alison Harrison	Senior Teacher Deputy DSL RE and Collective Worship Lead Student Placements
Laura Mitchell	Senior Teacher Mathematics Lead
Julie Babbs	Inclusion Coordinator Senior Mental Health and Wellbeing Lead Deputy DSL Attendance Champion
Clare Brighton	Office Manager Finance Health and Safety Human Resources GPDR Single Central Record

Class Teacher Organisation	
Rebecca Wood	Reception Class
Catherine Brown	Class 1 (0.4 FTE)
Alison Harrison	Class 1 (0.6 FTE)
Holly Mordue	Class 2
Samantha Bennett	Class 3
Karen Mews	Class 4 (0.6 FTE)
Jessica Price	Class 4 (0.4 FTE)
Laura Mitchell	Class 5 (0.6 FTE)
Emma Davison	Class 5 (0.4 FTE)
Amy Turner	Class 6

Class Teacher	
Rebecca Wood	Geography Design Technology
Holly Mordue	Music Art
Samantha Bennett	Physical Education PSHE
Karen Mews	Science
Jessica Price	History
Amy Turner	Computing French

Non-teaching Staff	
Julie Babbs	HLTA/Learning Support
Clare Brighton	Office Manager (0.2 FTE)
Susan Brigham	Administrative Assistant
Elizabeth Bacon- Riding	Teaching Assistant
Gail Bond	Teaching Assistant
Sharon Fitzer	Teaching Assistant
Lesley Harris	Teaching Assistant
Jake Hull	Teaching Assistant/ Sports Coach
Amanda Reynolds	Teaching Assistant
Rachel Tandy	Teaching Assistant
Lucy Gould	Apprentice Teaching Assistant

Elizabeth Bacon Riding	Midday Supervisor
Lesley Harris	Midday Supervisor
Jane Lewis	Midday Supervisor
Claire Ross	Catering Supervisor
Julie Bostock	Catering Assistant
Julie Conley	Cleaner/ Key Holder
Nicola Andrews	Cleaner

Drop off and Collection arrangements:

Morning Drop off:

Parents/Carers choose either the Forge Road or the Wilkinson Way gate. The children will be met by a member of staff at the gate where they will be invited to use hand sanitiser and then will make their way straight into their classrooms, where staff will be ready to collect them.

The gates will be open for all children at 8.35am so that the children can be registered and lessons can begin promptly at 8.45am.

Staff will be on the gate from 8.35am onwards.

Afternoon Collection:

The school day will finish at 3.15pm for all children. Gates will be opened at 3.10pm by the member of staff on duty. Children will be dismissed from the classroom door at 3.15pm. Duty staff will close the Wilkinson Way gate at approximately 3.20pm.

The last member of staff to leave the Wilkinson Way car park to close the gate.

Times of the Day

8:35am	Children begin to arrive for 8.45am start
8:45am	School Starts
8:45-8:55am	Maths Blitz/ Flashback 5 and Registration
8:55- 9:15	Collective Worship (Mon-Thurs)
9:15am	First 3 sessions.
10:30/11:45	Staggered breaks. Mid-morning breaks will be limited to 15 minutes for KS1 and 20 minutes for KS2, lessons should recommence promptly.
12:15pm-1pm	Lunch for Reception & KS1
12:30-1:15pm	Lunch for KS2
12:58pm	First Bell on the Playground – children stop, look at the adult, then on instruction tidy away and line up.
1:13pm	Second Bell- children to have lined up. Staff on playground to collect their class.
1pm	EYFS and *KS1 lessons resume
1:15pm	KS2 resume lessons
3:15pm	School Day ends, children dismissed to a known adult.

***KS1 to take children out for Take Ten/ structured play at an appropriate time during the afternoon.**

DAILY ROUTINE AND DUTIES

Daily Communication

Monday morning briefing – 8.30am for all staff.

Staff will be given a weekly diary of planned activities in the briefing meeting on Monday morning (usually emailed before). **All staff must attend, unless on gate duty.** If possible, the Headteacher/ Deputy Headteacher will endeavour to send an electronic copy of the Diary on Friday afternoon. In addition to the weekly diary, messages can be added to the whiteboard in the staffroom, after prior agreement with the Head. **This is our first line of communication for the whole staff.**

Staff are expected to be in school by 8.30am (or 1pm for afternoon sessions), from which time they are responsible for the children in their care.

Teaching Assistants should be in the classroom ready to work at the beginning of the session by 8.30am. It is good practice to have met with the teacher in advance to prepare for the day.

Emergency conditions

Heavy Snowfall

These matters will be dealt with by the Headteacher and SLT via the snowline and the school website, bearing in mind at all times safety and security of the children and adults in school. Unless staff are told otherwise, they should assume that school will be open and make all reasonable efforts to come to school.

If, due to severe weather conditions such as heavy snowfall, a member of staff takes the decision that it is unsafe to drive, the Headteacher must be informed immediately and, sufficiently early, for alternate arrangements to be made.

*Members of staff should be aware that **WCC is not obliged to pay them** if they do not come to work. The member of staff must take their own decision; however, a commitment to getting into work must be demonstrated – if severe weather has been forecast staff should ensure that they have prepared in advance to ensure adequate time for a safe journey and investigate alternate routes to work and use of public transport. Similarly, staff should ensure that they have laptops/ iPads at home so that we can switch to remote learning, if necessary.*

A part-time member of staff may change the day on which they work in order to make up time missed. Very often the road conditions can change within a short space of time e.g. a member of staff may have to turn back due to hazardous conditions at 7am but be able to get into school at 9.30 am, when the traffic flow has eased. If all reasonable attempts have been made to get into school and the member of staff takes the decision not to come into work, they should contact the Headteacher to discuss work that can be completed at home.

If school is closed due to heavy snowfall, staff should be mindful that it is still a working day and await instructions, re tasks to be completed on that day. Since the Covid 19 lockdowns, the general expectation is that school will switch to remote learning which will include as a minimum, one live lesson/loom recording and one tutorial.

Teaching Assistants should await instruction from their line manager, they may be required to complete training/ administrative task or come into school if they live in walking distance (this applies to teachers also).

If heavy snowfall occurs during the day, the Headteacher will decide regarding possible closure and arrangements will be made to contact the children's parents. Parents will be informed via text message and email.

Registration

The attendance register must be taken at the start of the morning and afternoon sessions, electronically via SIMs. Staff should input the correct code for attendance or absence, or if the child is absent and staff are unsure of the reason they should leave it blank and the office staff with complete.

A separate, paper register, for dinner choices will be in the register trays. Dinner numbers and colour totals should be recorded and sent back to the office in the trays as early as possible, after the start of the morning session.

Letters from parents/carers regarding absence, change in arrangements for collecting/picking up children, holiday forms and any change of address, emergency telephone numbers, etc., should be sent with the register to the office in the register trays provided. A record of children who have been granted leave of absence is kept in the office.

Teachers must ensure that lessons start at 8.45am (or 1pm/1:15pm for afternoon sessions).

Monitoring Attendance and Punctuality

The Attendance Champion (Julie Babbs) monitors attendance at least half-termly and will put the attendance report in the registration tray. Staff should refer to the Attendance Policy for full guidelines.

Escalation of Attendance Interventions

Rewarding Good Attendance

Children with 98% - 100% attendance for a whole year:

- Children will receive a certificate in Assembly and their name will appear in the school newsletter.

Children with 98% - 100% attendance for a term:

- Children will receive a sticker in assembly

Absence

Pupils with attendance of 96% - 97%

Class teacher will speak to the pupil to:

- Welcome the pupil back to school
- Confirm with the pupil the reason for absence and offer any support that may be required
- Update the pupil on other work they have missed and support any catch up required

Pupils with attendance between 91% and 95%

The Class teacher will:

- Have a conversation with the child's parent/ guardian at parent's evening or phone home to discuss the absence
- Identify underlying home/school issues that may be causing the pupil's absence
- Review the pupil's academic progress and make links to the pupil's attendance
- Record the outcomes of the meeting in the yellow behaviour book and inform the Headteacher.

In addition, where unauthorised absence has occurred or attendance does not improve following the next half term, a letter will be sent to parents advising of concern and outlining the parents' responsibilities.

Pupils with attendance below 90% (Persistent Absentees)

Pupils who have attendance below 90% are considered to be persistently absent from school. To ensure that intervention is focused and meets the needs of individuals, pupils will be grouped in to one of the following categories:

- Looked After Children and Children on the Child Protection Register
- Special Educational Needs
- School age parents/expectant parents
- Long term non-attendance
- Parental support/needs e.g. parental drug use, young carers, domestic violence
- School issues e.g. bullying, poor teacher/pupil relationship, curriculum issues
- Offended or have an Anti Social Behaviour Order
- English as an Additional Language
- Ethnic minority
- Mid Year Admissions
- Gifted and Talented
- Other

Class teachers should ensure that the intervention at the previous level has been followed and refer the matter to the Headteacher.

If improvement has not occurred following this intervention, a discussion will be held with parents either by telephone call or face to face. The possible outcomes will be:

- All parties confident that issues have been resolved and the attendance will improve.
- Complete an Early Help Single Assessment leading to multi agency support
- Refer to CSAWS (Central School Attendance and Welfare Service)

Where a parent fails to work with school and does not respond to communication without providing a satisfactory reason, a minimum of two further phone calls with the purpose to engage with the parent will be carried out prior to referral to CSAWS.

Collective Worship

A Collective Worship rota will be circulated before each half-term by the Collective Worship Lead. Assemblies will be at 8:55-9:15am Monday-Thursday. Thursday's assembly is a celebration assembly. Friday is classroom assembly. Children are to enter the hall in a calm and orderly manner so that they are able to listen to the music and be ready for assembly to begin. **Collective Worship should start and end promptly at the appropriate time.**

The person leading Collective Worship is responsible for advising Class 6 on the setting out of the hall. Year 6 hall monitors are responsible for selecting, on a monthly basis, appropriate music for assemblies in conjunction with the RE/Collective Worship Coordinator. This should reflect a range of cultures and global diversity and be communicated to the whole school at the first assembly that month.

The content of all Collective Worship must refer to the planning document prepared each term.

We are fortunate enough to have visitors, such as Rev Mark and the Open the Book team, who come into school regularly to lead Worship. All staff should be present for these acts of Worship. Class Teachers and Teaching Assistants should talk to the children about how to show courtesy in advance and monitor the children's behaviour throughout Collective Worship, intervening where necessary.

Some children need to be at the end of a row or sat with an adult, and some need to be sitting separately from other specific individuals. Staff should pre-empt and mitigate problems wherever possible.

A rota for assemblies is displayed in the staffroom. Staff are emailed individual copies by the Collective Worship Coordinator. The Collective Worship Coordinator (Alison Harrison) should provide staff with resources needed to lead worship. Currently, all teaching staff are on a rota to create the resources for the delivery of daily Collective Worship.

Duties

A rota of duties are emailed to all staff.

Before School:

- ☺ Teaching Assistants are positioned on the gates in the morning (from 8.30am) to welcome children into school, and ensure they make their way to their classrooms.
- ☺ Children arrive in school from 8:40am and make their way round to their classrooms where their teacher will be waiting to greet them.
- ☺ Some children are invited to join a soft start/sensory session to begin the school day, supported by Teaching Assistants.
- ☺ Class teachers must be in their classrooms at 8.30am, ready to receive their children at 8.40am. Teaching Assistants should be in the cloakrooms to ensure that time spent hanging up belongings/placing belongings in lockers etc is kept to a minimum.
- ☺ If it is raining, all children will be allowed into school from when the gates open at 8:30am.

Playtime:

- ☺ At playtime staff must be outside as soon as possible to supervise the children. One of the members of staff on duty should always be outside to receive children. The other should prepare a drink in a covered cup. The teachers should “sweep” cloakrooms before leaving their classrooms. Class teachers are responsible for seeing that their classrooms are left in a safe state during playtime.
- ☺ **CHILDREN ARE NOT ALLOWED TO BE INSIDE UNACCOMPANIED IN CLASSROOMS DURING BREAK OR LUNCH TIMES**
- ☺ The outdoor climbing equipment and tyre-park are in use during periods of dry weather only, usually Autumn 1 and the Summer term. The new playground trim trail on the playground should only be used in dry weather.
- ☺ This outdoor apparatus is to be closely supervised with pupil numbers limited to 10 on the outdoor climbing equipment and Trim Trail; and 20 on the tyre park. A visual check should be undertaken before usage. The apparatus should not be used if it is wet.
- ☺ Clare Brighton, will arrange for an inspection of the equipment at the end of the Spring Term so as to ensure it is safe to be reopened. Staff will perform a daily visual check and let Clare know if the trim trail is deemed out of use.
- ☺ The Teacher or Teaching Assistant on duty should not leave the playground until the last child has entered the school. Teachers should ensure their class are collected promptly at the end of break/lunch. **It is the responsibility of the Teaching Assistant or Teacher on duty to direct children inside in a calm and orderly manner.**
- ☺ Playtimes must end promptly and teachers must return to their classroom **promptly. It is the duty of all staff to ensure that lessons begin on time following breaks.**

- ☺ If a child needs first aid they should be sent to the “bandstand” shelter. The duty member of staff should not leave the playground. In an emergency requiring adult assistance, a child should be sent to the staffroom or office with a clear message. Should a member of staff be ill whilst on duty, then a common-sense response is required. Noteworthy incidents to be recorded in a book kept in the left hand, blue box under the first aid bench which will be monitored by Health and Safety Lead (Clare Brighton). **Refer to INCIDENT/ACCIDENTS** – an incident slip will be sent home with the child.
- ☺ All staff should be aware of the playground duty commitments of support staff and that they need to be outside ready to receive the children.

End of the day:

- ☺ Year 6 children will take the end of the day arrangements sheet to each class and also to Precious People; this sheet will give the members of staff the most up-to-date home time arrangements.
- ☺ Children will be dismissed from their classrooms by a member of staff and handed over to the designated adult who is collecting them.
- ☺ The procedure for Years R,1 and 2 who have younger children and, on most occasions two adults in class, at the end of the day is :
 - One member of staff will be by the outside door onto the playground, the children will be inside the classroom with another member of staff.
 - We ask that parents approach the member of staff at the outside exit individually, asking for their child by name rather than waiting to be noticed by staff.
 - The member of staff will call to their colleague for the child by name who will then come from the classroom to the outside exit for handover.
 - We politely request that if you need to talk to a member of Staff, that you wait until all of the children have been dismissed.
- ☺ Once collected, the designated adult is responsible for the welfare and safety of the child/children in their charge.
- ☺ Children must not be allowed to play on the Tyre Park, Outdoor Climbing Equipment or Trim Trail; they must leave the school site promptly. **It is the responsibility of all staff to intervene if they see inappropriate behaviour.**
- ☺ Staff that are on duty should take the children to the School Bus (along the pathway, not down the car park) at the end of the day.

SPECIFIC ARRANGEMENTS FOR WET PLAYTIMES

- ❖ It is the responsibility of the two members of staff assigned to the gate, supported by the members of staff assigned to playground duty on the duty rota to undertake supervision of the children during wet playtime.
- ❖ **KS1 children** will go into the **hall** to have their break, **KS2 children** will stay in their **own classroom** with the door open.
- ❖ **Two members of staff should be in the hall supervising the KS1 children, the others should be on patrol in the KS2 area.**
- ❖ The two teaching assistants on duty assist with supervision in the two areas.

Lunchtime

- ☺ The routine and form of the mid-day break is the responsibility of the mid-day supervisory staff and Teaching Assistants on duty.

- ☺ At lunchtime, children are under the supervision of the mid-day supervisors who will refer to the class teacher or if appropriate a member of the SLT, including the Headteacher, should there be any problems. Incidents should be shared with class teachers or teaching assistants who will communicate incidents to class teachers and the Headteacher as appropriate. Incidents should be recorded on the CPOMs system.
- ☺ **First Aid needs are dealt with by qualified mid-day supervisors or teaching assistants** following the procedures above, and referred, as necessary, to the teaching staff/ SLT, including Headteacher. Other staff should ensure that they are familiar with this routine. If a child is injured, the person dealing with the injury must inform the child's class teacher (detailing whether a form was completed, phone call made, etc) who will then inform the Head/Deputy/Assistant Headteacher if required.
- ☺ The member of staff on duty should ring the bell just before 1pm for KS1 or 1:15pm for KS2, to signify the end of lunchtime. Lunchtime staff will supervise the putting away of play equipment. The internal bell should be rung at 12:58pm/1:13pm to alert staff to the end of lunchtime. At 12:58pm/1:13pm, midday staff will calmly escort the children into school and assist with toileting and putting coats away etc. Teaching staff/teaching assistants should be in the classroom, ready for lessons to begin promptly at 1pm/1:15pm.

*All staff are responsible for supervising safety and good behaviour from all members of the school community, especially in the public areas of school. **IT IS NOT UP TO SOMEONE ELSE.** Routines and procedures are described in the Relational Behaviour Policy.*

End of School Day Procedures

Children are dismissed from their classrooms to the appropriate locations, by the teacher/teaching assistant in charge of them at the time.

NO CHILD IS ALLOWED TO LEAVE SCHOOL PREMISES WITHOUT THEIR RESPONSIBLE ADULT OR WITHOUT WRITTEN PERMISSION.

NO CHILD IS ALLOWED TO LEAVE WITH ANOTHER CHILD'S PARENT WITHOUT PERMISSION FROM THEIR OWN PARENT.

1. Parents should furnish the Office Staff by phone, or class teacher with written details of any changes in collection details with the new arrangements. The Office Staff will collate this information in the 'Home-time arrangements' sheet ready for year six monitors to relay to each class teacher at 3.05pm.
2. The procedure for Years R,1 and 2, who have younger children and on most occasions two adults in class, at the end of the day is:
 - a. One member of staff will be by the outside door onto the playground, the children will be inside the classroom with another member of staff.
 - b. We ask that parents approach the member of staff at the outside exit individually, asking for their child by name rather than waiting to be noticed by staff.
 - c. The member of staff will call to their colleague for the child by name who will then come from the classroom to the outside exit for handover.
 - d. We politely request that if parents need to talk to a member of Staff, that you wait until all of the children have been dismissed.
3. Key Stage 2 children should be supervised in their classroom at the end of the school day, and delivered to their collecting adult through the outside door. Children who are attending afterschool club or travelling by bus should remain seated in the classroom until the supervising adult has dismissed all children who are being collected by an adult.

4. Children should **never** be handed over to an adult other than the parent unless there has been explicit instructions from the parent. It is not satisfactory for this to be given second hand by the child, another parent or family member. In this circumstance, the teacher/cover supervisor should keep the child with them and refer to the school office.
5. Children who have not been collected by an adult before 3.15pm should be brought to the Library where they will wait for their adult under the supervision of the duty teacher.
6. Children travelling by bus should be delivered to the Library, and children attending afterschool club are collected by Precious People staff. It is the responsibility of the supervising adult to ensure that children are in the care of an adult when waiting in the hall and Library. If no adult is present, the supervising teacher must wait with all children until an adult is available.
7. It is the responsibility of the **duty staff** to take children out to board their bus. A rota located in the staffroom gives details of which adults are on duty each day.
8. Staff should ensure that windows are closed, blinds down and computers/electrics switched off before leaving their classroom at night. ICT equipment (laptops and iPads) should not be left in the classrooms overnight. Valuables such as ICT equipment should be locked away overnight in the classroom lockable cupboard.
9. In the interest of safeguarding and UK GDPR regulations, staff should be careful not to leave any identifying information out on desks (including on post-it labels). Memory sticks need to be locked away and not left in machines or on table tops.
10. It is the responsibility of teachers or other adults who run after school clubs to supervise the children in their care until they are collected by the appropriate responsible adult.

End of School Year Procedures

Reports

Please refer to the final submission date for your reports.

Teachers and teaching assistants need to organise 2 copies of each report by the end of term.

- *One paper copy for child's file in SENDCo office*
- *One copy to be sent to parents*
- *Electronic copies of reports to be saved on the shared area.*

Meet the Teacher Day

- Classes will engage in a morning of activities on meet the teacher day
- There will be additional induction activities for classes moving across a Key Stage (i.e. R-1, 2-3) on other days and for those children who will require extra settling sessions (e.g. SEND).
- Children who are joining school in September should be sent a welcome card through the post, and should be invited to the Meet the Teacher session.

Assessment

Target Tracker should be updated and final judgements must be made (dates given to staff).

Photographs

Curriculum photos should be uploaded into the shared curriculum area at the end of the school year. Please ensure that you transfer your photos and then delete them from your cameras and iPads. Only ever use school devices to take photographs of the children.

Books

- Keep the whole year's work for children for whom case studies will be needed i.e. demonstrating the impact of intervention (SEND, CLA, EM, E2L, G&T and PP etc.)
- Subject Leaders to collect exemplars of work for each year group to be filed.
- Children are invited to select books which they would like to take home. All other work to be shredded.

Transitional Staff Meetings

- Dedicated meetings with teachers will take place in the final weeks of term. Proformas (distributed by SLT) will be completed in preparation and during the meetings.

Last week of term

- The structure of lessons should be maintained throughout the week.
- The children may watch 2 DVDs only – PPA should be taken during this time.
- Plan time to organise your classroom during the summer, allowing the cleaning staff time to clean classrooms.

STAFF ABSENCES

In the event of absence, early notice is paramount to enable supply cover, or changed arrangements, to be organised. Staff should inform the Headteacher during **the evening before or before 7am that day, via message or phone call**. Please leave a message if necessary. TAs should also inform their line manager and, preferably, the teacher that they work with. All absent staff should place a notice on the group WhatsApp, informing colleagues of absence and of any duties that need covering.

If absence continues to a second day (or longer), school should be informed by telephone **before 2.30pm** the previous day.

A self-certification form should be completed. Forms are available from the School Business Manager. After 7 days absence (this includes Saturdays) a doctor's certificate is required and should be sent into school.

Should your absence coincide with proposed attendance on a course, a call/email to school will ensure your apologies are registered. School incurs a charge for the late cancellation of courses.

PLEASE ENSURE YOU HAVE MICHELE'S TELEPHONE NUMBER.

An Emergency Planning Folder should be kept up to date. This should include:

Class List ·

Names of children · Pupil Groupings · Seating Plans

Timetable including

- any break duties, reading book changing routines and homework
- Name of Teaching Assistant and teacher(s) within Phase to whom they can check understanding of what is required.
- Name of SLT member who is responsible for the Phase.

Marking Policy

Behaviour Policy

Where the Safeguarding Policy can be found
SEND Children with SEND and what provision is in place
SEMH Children who may have anxieties – brief outline of strategies in place and potential triggers
Any potential friendship issues of which the person covering will need to be aware.
2 days of stand-alone planning and resources- all photocopies and ready to distribute Complete 8 days of planning and resources in the event of 10 days of isolation/illness.
Planning should include: <ul style="list-style-type: none"> ○ Medium and short term plans including differentiation. ○ Resources printed out and photocopied ready for use.
Please make use of the Grammarsaurus resource and other commercially produced Videos/resources e.g. White Rose, Oak National Academy etc.

HEALTH AND SAFETY PROCEDURES

There are Health and Safety implications for the use of all equipment used in school. The Health & Safety officer is Clare Brighton with Julie Babbs leading on pupil health as part of pupil welfare. The Health & Safety Statement is included at the end of the Handbook and the policy can be found in the policy file in each classroom and the Headteacher’s office.

All new Health & Safety information that is circulated will have a circulation list attached which must be signed by each member of staff once the document has been read.

VISITS

The Educational Visits Coordinator is Julie Babbs.

On any trip or outing the ratio of child to adult is:

for children in Year R, 1 and 2	1:8
for children in Years 3 and 4	1:10
for children in Years 5 and 6	1:15

(In addition, residential trips will also be led by the appropriate number of qualified instructors. Staff organising residential activities must check the pupil-adult ratio for their specific trip as it may vary from the above ratio). For example, a group of 10+ children would be too many to be supervised by a parent helper.

These ratios apply even for the shortest journey off school premises.

Any visit organised by staff must have the Headteacher's knowledge and approval.

All visits need to be agreed with the Educational Visits Coordinator (EVC), Julie Babbs, and appropriate risk assessments undertaken.

Evolve Risk Assessments must be completed for offsite visits. Please ensure that you have a login and password.

Personal Equipment

- Valuables

Please make sure that children keep their toys, jewellery and valuables at home. They can be easily damaged or lost and distract from learning. They also provide temptation for others. If children wear watches to school, they must take responsibility for them themselves. They should be asked to take them off in P.E. lessons. **We cannot accept responsibility for loss or theft.** It is part of children's growing independence to take responsibility for their own property.

- Jewellery

We would prefer children not to wear any jewellery whatsoever in school for health and safety reasons (this includes fitness trackers).

We request that parents choosing to have their children's ears pierced have this done at the beginning of the Summer Holidays so that they are sufficiently healed for the earrings to be removed for P.E. and Swimming at the beginning of the Autumn Term.

- Only one pair of small, plain stud earrings (in the lobes) are allowed to be worn in school.
- All earrings must be removed before P.E. and swimming lessons. It is the responsibility of the children to look after their valuables – parents are encouraged not to send their child to school wearing earrings on PE days.
- Children with newly pierced ears who cannot remove their earrings cannot take part in the above lessons.
- Plasters **cannot** be used to cover earrings unless applied by the parent at home.
- Watches are permitted, but not smart watches.

- Book Bags and Kit Bags

The uniform suppliers source book bags for all children- these are made of strong, waterproof fabric and also kit bags which are suitable for swimming or P.E. kit.

- Other Bags

If children need to bring other bags into school, they should be of a reasonable size in order to fit into school lockers. Extra large bags are a hazard which create safety problems.

- Pencil Cases

Although equipment such as pencils and rulers are available in school, children often like to bring their own equipment. Children in Key Stage 1 usually write in pencil, and move on to writing in pen in Key Stage 2 when they are ready. We do encourage parents to provide their child with a labelled glue stick.

Safeguarding

Safeguarding is the umbrella term now used and covers many more aspects than Child Protection (see diagram below). Staff have received full copies of policies, and further guidance is available in the Headteacher's office a summary of safeguarding is below.

In our school, the designated lead for Child Protection (DSL) is the Headteacher, with, the Deputy Headteacher, Emma Davison, Catherine Brown, Alison Harrison and Julie Babbs as Deputy DSLs. The Safeguarding Governor is Mark Waterstreet.

Safeguarding refresher training is led by one of the DSLs every year and each DSL completes refresher training every 2 years. In addition, every 3 years, school purchases the 4-hour training package from Warwickshire Safeguarding Board. Every 3 years, School purchases an outside provider to deliver the full day Safeguarding Refresher training, on the subsequent two years this is led by a DSL/ Deputy DSL. The full day of training is due to be completed in 2025/26.

All of the above contribute to Safeguarding in all educational establishments.

- A member of the school staff may be the only person who can do something
- Witnessing violence/ abuse of another person or witnessing sexual acts/material is abusive
- Abuse could be doing something (to cause harm) or failing to do something (to prevent harm)
- Children should be aware of what abuse is and of what to do if a child discloses to them
- Children get talked ‘at’ a lot – is there time/ opportunity for them to be heard
- All staff in school have a role to play in safeguarding
- It is important to ‘know’ all the children
- Interagency and inter-professional communication is vital
- If a child discloses it is usually because they want action to be taken, they may not tell again

Some definitions/explanations of aspects of safeguarding are given below:

E-Safety (policy) is essential in order to monitor websites children are using and to prevent ‘grooming’, especially on chat room sites. Filters are in place in school to prevent children accessing certain sites and also key words will prevent access. All e-traffic is monitored by Policy Central at County level and they inform the school if a computer has shown an attempt to enter a prohibited site.

Our website offers guidance for parents on Internet safety. Staff and pupils receive annual training in e-safety, and training has also been offered to parents and governors.

Children who are Looked After/Post Looked After (CLA) (policy) are children who are the responsibility of the Local Authority. At Shustoke there are currently two children who are Looked After and two children who are Post Looked After. Regular review meetings take place involving multi agencies, these are often held at the home of the Foster Carer. In addition, the carers, Teaching Staff and Social Worker meet to complete PEP (Personal Educational Plan). This is complemented by school ILPs.

Child Protection (policy) procedures are in place in school. This includes a specified process to follow, guidance from Warwickshire Safeguarding Board. All adults in school are responsible for reporting anything they deem to be a child protection issue directly to the designated members of staff– in this case the Head Teacher and Deputy Headteacher, any concern about a child needs to be reported using the “green forms.” Children may feel more comfortable talking with a different member of staff and this should not be discouraged but one point needs to be quite clearly stated and that is that an adult cannot promise confidentiality. All adults at Shustoke CE Primary have received Child Protection Training within the last three years, and Designated Leads receive specific training every two years.

Staff Conduct (staff handbook) The staff Code of Conduct and handbook states expectations of staff, and follows LA guidance. Staff should be role models for children, dress appropriately and ensure they do not promote their own beliefs. They should also ensure they treat everyone with respect, children and adults alike. Staff have received appropriate training in physical restraint (Safer Handling).

Building Design – This should take account of areas where children can congregate unsupervised leading to possibilities of bullying, substance use, abuse etc. Staff also need to be aware of areas where younger children could be unsafe (gates, tree area). Staff must ensure that they do not work alone with children in remote areas of school such as the mobile classroom or ICT suite. If this is unavoidable, doors must remain open and another member of staff should be advised of the location and the name of the pupil accompanying.

Safer Recruitment and Selection (LA Guidance) Specific LA guidance is in place and is adhered to stringently. This ensures all checks are completed especially when looking at the job history of candidates to make sure there are no ‘gaps’. Interview panels making appointments need to ensure that at least one member of the panel has received appropriate Safer Recruitment training. In our school the Head, Deputy Head, Officer Manager and Inclusion Lead have received the training, and a member of the staffing committee.

Whistleblowing (policy) Policy is in place and is there to remind everyone working in school (voluntary or paid) that they have a responsibility to report anything they deem to be untoward to the Head Teacher (or in the case of the Head Teacher – to the Chair of Governors, Carole Byng). Yellow forms should be completed.

Managing Allegations Against Staff (Guidance) Guidance available – rule of thumb is never to be alone in a room with a child – always try to ensure another adult has sight of you. If you have a concern about the behaviour of a member of staff – use the **yellow form** to record your concern.

Health and Safety (policy) - Regular LA inspections take place and there is a Health and Safety Committee which report to the full Governing Body. Governors walk the premises at regular intervals to ensure they are aware of any health and safety issues. Governors have also made the decision to commission an LA health and Safety Officer to conduct a site walk annually.

Behaviour Management (policy). Behaviour Policy in place and procedures for dealing with poor behaviour are transparent to staff and children and reviewed annually.

Anti-Bullying (policy). Policy in place. School has a zero tolerance of bullying. Anti-Bullying is taught through the curriculum and through the school ethos. Every year, there is a whole school “Safety Week” during which bullying is explored in detail. A range of materials are used (including our PSHE programme ‘SCARF’) and frequent use is made of assemblies throughout the year to ensure the anti-bullying message is continually reinforced.

Attendance (policy) Attendance is monitored closely. Patterns of absence are also monitored to see if children regularly have certain days off school (usually Mondays or Fridays). Leave of Absence requests are also monitored very closely and Local Authority guidance and proformas are used. The Attendance policy and a guide to parents is posted on the website and attendance is referred to in newsletters and rewarded in weekly and termly achievement assemblies.

Gangs and Extremism (DFE Guidance) All adults working in school need to be aware of any information that may come to light from conversations with, or between, children in school. There may be concerns raised through areas of children’s work – writing or artwork expressing extremist views – particularly children who may be vulnerable to being at risk of joining a gang or extremist group or being a victim of such activity. PSHE curriculum work developing self-esteem, the promotion of British Values: democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Trafficked Children (DFE Guidance) Children trafficked into the country may be registered at a school for a term or longer before being moved. A pattern of registering and reregistering may be an indication that a child has been trafficked. Concerns need to be immediately referred to the LA.

Child Sexual exploitation (DFE Guidance) Staff need to be alert to signs of sexual exploitation and take action. Schools play an important role in helping children realise what are acceptable and unacceptable relationships and sexual behaviour and the curriculum (including PSHE and SRE) can be a vehicle to enhance children's sense of self-worth and respect for others and how to seek help. This also links with e-safety.

Forced Marriage – (DFE Guidance) Staff need to be vigilant about patterns of attendance and conversations about extended holidays etc. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Criminal Records Bureau Checking / Disclosure Barring Service

Single Central Register – It is a requirement by law that a Single Central Register be kept of all adults working in school, be it on a paid or a voluntary basis.

The register requires you to show:

- who works in school
- address
- date of birth
- qualifications, if applicable
- List 99 check
- DBS check
- If they are foreign, a check needs to be completed to show they have a right to work in the UK
- Have the overseas criminal records been checked?

Visitors who come in on a one-off basis e.g. to lead a workshop will almost certainly be able to show a DBS but will not need a new one for our school establishment. Good practice would be they should not be left unsupervised with the children.

Record Keeping - Always ensure records are factual accounts of what has been reported or observed taking place. Be wary about third party evidence or being too anecdotal. Make sure professional notes are backed up by evidence.

Try to always use the approved proformas and forms for recording incidents / concerns so we have consistency of approach.

Disclosure and Barring Service Checking

Single Central Register – It is a requirement by law that a Single Central Register be kept of all adults working in school, be it on a paid or a voluntary basis.

The register requires you to show:

- who works in school
- address
- date of birth

- qualifications, if applicable
- DBS check
- Disqualification check
- If they are foreign a check needs to be completed to show they have a right to work in the UK
- Have the overseas criminal records been checked?

Visitors who come in on a one-off basis will almost certainly be able to show you a DBS but will not need a new one for our establishment. Good practice would be they should not be left unsupervised with the children.

Record Keeping – As a school, we use CPOMS to record safeguarding, causes for concerns and behaviour incidents. Always ensure records are factual accounts of what has been reported or observed taking place. Be wary about third party evidence or being too anecdotal. Make sure professional notes are backed up by evidence, and written accounts are completed as soon as possible on the same day. Try to always use the agreed systems for recording incidents / concerns so we have consistency of approach- CPOMs. The LA documentation will be used when a referral is made.

Senior staff will periodically monitor CPOMS.

Staff should ensure they log out of CPOMS when not using the system.

CHILD PROTECTION

- The safeguarding of children is a concern for everyone in a position to help. The procedures are all clearly laid out in the policy. The policy is updated annually in the Autumn Term following the Warwickshire Safeguarding Board's publication of their model policy.
- The safety and protection of all children is of paramount importance to all those who work in our school.
- The Designated Member of Staff for Child Protection is **Michele Wall, supported by, Emma Davison, Catherine Brown, Alison Harrison and Julie Babbs**. Their training is updated every 2 years. In addition to this, these members of staff attend training on a specific aspect of Safeguarding every year. The Child Protection Governor is Mark Waterstreet.
- A copy of the Child Protection Policy and the Staff Code of Conduct has been distributed to every member of staff and is updated annually by the Governing Body.
- Warwickshire County Council Guidance can be accessed on the Warwickshire Safeguarding Board website. Staff will be emailed a copy of all policies and it is their responsibility to sign to ensure they have read and understood them. Staff must also familiarise themselves with Annex **of KCSIE (Keeping Children Safe in Education 2024)**.
- All staff receive full 4-hour Child Protection training every 3 years delivered by WSB, in addition to this, at the beginning of every school year a DSL will lead a 2 hour refresh session.
- All staff need to be alert to the signs of abuse and report their concerns immediately to a designated teacher. This should be done in writing via CPOMS on the day of the incident. Children about whom there has been a child protection referral will be identified through a blue circular sticker on their data sheet and on the cover of their personal file in the locked cabinet in the SENCo office. Minor observations are also recorded on the CPOMS system to alert staff members.
- Posters, a quick guide and emergency phone number are displayed on the staffroom noticeboard.

Early Help

This is an early intervention process that encourages multi agencies to work together to support children and families. The following members of staff have been trained as lead professionals:

- Julie Babbs
- Emma Davison

Members of staff with concerns should record concerns on CPOMS and alert the class teacher as a DSL. Often, even if a decision is made not to make a child protection referral, Early Help may be set up to offer support to a child or family.

For further information, Please refer to the DfE document, Keeping Children Safe in Education.

Data Protection and UK UK UK GDPR Compliance

The **General Data Protection Regulations** (UK UK GDPR) replaced the Data Protection Act from 25th May 2018. At Shustoke Primary School, all staff are responsible for ensuring that they adhere to the new UK UK GDPR Regulations.

The Data Protection Officer (DPO) is provided by the Local Authority. In school queries should be directed to **Clare Brighton**.

Members of staff have access to a wide range of personal data about pupils, such as (but not limited to) assessment information, medical information and images. All types of personal data need to be considered when adhering to the UK UK GDPR.

Points to note

Taking documents home: securing personal data

- All personal data taken offsite must be encrypted, either on a laptop or a memory stick. Do not save any documents onto the hard drive of your personal computer/laptop at home. Store personal data on the One Drive, where possible.
- Photographs of children should not be routinely taken offsite. If photos are stored on a school camera, phone and/or an iPad that is taken home or on trips, photos must be removed and stored on the school server at the earliest opportunity.

Taking, sharing and displaying pupil photos and information

- Ensure that parents have given permission for children's photographs and personal information to be displayed.
- Clarify that children have permission to appear on the website, Nativity DVDs, classroom displays, etc. This information can be found in the school office.
- If in doubt – check!

Email security: sending and receiving personal data

- Use your welearn365 email address for school purposes only. It is recommended that you do not receive the welearn365 emails to your phone. Do not use a personal email address for school purposes.
- **Do not** give parents your school email address. Instead, ask to see parents in person, set up a home-school liaison book, converse on the telephone or request that they email shustokelearning or shustokeparents accounts.

Reporting a breach or loss of personal data:

- If you suspect a breach of UK GDPR guidance has occurred, e.g. you or someone else has lost personal data or sensitive information, report it to Clare Brighton or a member of the SLT as soon as possible.

Introducing new systems:

- If you want to introduce a new piece of subject-specific software or use any new processing system, you must inform the Computing Coordinator and ensure it is done compliantly by following the school process.

Leaving Employment

- If you leave the school's employment, your encrypted memory stick, iPad and laptop will need to be returned to school. You will be required to sign to confirm that you haven't retained any school data that identifies individuals.

Data Protection in Classrooms

- Do not leave any personal and sensitive information out/ visible in classrooms that could identify staff, children or parents. Ensure that desks are cleared of clutter daily. For example, letters, phone numbers, incident books and post-it notes should not be left exposed or accessible. Sensitive information on desktop computers or laptops should never be left on screen whilst unsupervised or in the presence of parents, children and other members of the school community who are not employed by the school.
- Always check that consent has been sought for the use of images, data and personal information (including names for birthday parties) to share with parents, the school website and other platforms.
- Refer to the Evolve guidance on data protection when planning school trips.
- Portable devices must be locked away and stored overnight in the classroom safe.

Please refer to the UK UK GDPR Data Protection Policy for more information

CHILDREN'S CLOTHING

The school uniform is:

- Royal blue jumper or cardigan
- Grey knee length skirt
- Grey trousers
- Royal blue polo shirt
- Blue and white checked dresses (Summer)
- Black shoes (no sandals or trainers)
- Black, Grey or white socks or tights (socks should be either knee length or ankle length).

The PE Uniform is:

- Black shorts
- Royal Blue round necked T shirt
- Elastic sided pumps (black trainers may be worn for outside PE sessions only)
- Plain Black tracksuit bottoms/ joggers
- Royal blue hoodie
- Children wearing tights will need an extra pair of socks for P.E.

Teachers should ensure that children are wearing the correct school uniform and be particularly attentive to aspects of clothing that could be a Health and Safety Issue, for example, appropriate footwear e.g.

- heel height, laces etc.
- Shoes are to be worn inside school and on the playground on non- PE days. If children change into trainers during break times, they must change back into their school shoes indoors.
- Black pumps need to be worn for indoor PE lessons and when using the stage.
- Correct PE kit / Swimming kit (no bikinis)
- Long hair tied back for P.E., DT etc.

It is **every member of staff's responsibility** to insist on a smart dress code i.e. tucking in shirts, no hats indoors, buttons and laces fastened, no jumpers tied around waists etc. We should encourage the children to develop good workplace habits and responsibilities – personal presentation as well as presentation of work is all part of this.

Staff Clothing

As professionals, we have a responsibility to be role models for the children and to dress accordingly. A smart, professional workforce is part of a positive school ethos. We should not dress in a manner that would be unacceptable for the children (see above) or in a way that would embarrass/offend others. It is inappropriate for professionals working in school to wear clothing that reveals bra straps e.g. spaghetti straps and racer back T shirts, low cut trousers and cropped tops which reveal midriffs and underwear. Skirts should be of an acceptable length or teamed with thick opaque tights if it is a shorter tunic style dress. Staff should be mindful that when working with children, we may need to lean over or sit on the floor, so clothing should be suitable to perform all tasks – i.e. not too short or tight.

In the summer, it is acceptable for staff to wear shorts – these should be knee length tailored shorts not beach/sport shorts. Staff can, of course change into knee length sports shorts before teaching PE.

Jeans and baggy combat trousers with multi pockets are not generally suitable, except on INSET days.

Staff need to be aware of appropriate footwear for their role and the nature of working in a school i.e. flip-flops put that member of staff at risk of tripping as do high heeled shoes. Similarly, open toed shoes do not provide protection from an object falling.

Appropriate clothing and footwear must be worn to lead P.E. and Games (including if supporting the PE coach), and it is preferable for staff to wear suitable clothing such as a smart tracksuit. On days in which P.E. is being taught it is good practice for staff to change for PE; staff should be aware of the nature of their role and events taking place in school.

Multiple piercings are not part of the dress code. Tattoos should be covered with clothing/ make-up or a plaster/bandage when working with the children.

When attending courses or visiting other places and schools, staff should remember that they are representing our school and dress accordingly. Please refer to the Code of Conduct.

ILLNESS AND ACCIDENT & INCIDENT REPORTING

- Behaviour incidents involving children should be entered onto the CPOMs system and minor incidents requiring first aid should be recorded in the first aid book, dated and signed by the person reporting. This will be monitored by the Governing Body to identify any clusters or trends.
- Three teaching assistants hold the “Paediatric First Aid” (up for renewal in October 2025) and nine members of staff (teaching assistants and office staff) hold the “First Aid at Work” certificate (up for renewal in January 2025 and 2027). **These members of staff are responsible for dealing with minor injuries, completing incident slips and informing parents by telephone where appropriate.** One teaching assistant will be available to deal with incidents each day during morning break. This is on a rota basis; the rota is on display in the staffroom. This may result in an assistant being delayed for a short period after break has finished on the duty day. If the incident occurs during the afternoon, the child should be seen sent to the School Office who will locate an emergency aider to deal with the situation.
- If a telephone call has been made (for a head bump or injury/nose bleed which is bleeding profusely), please ensure that you tick the accident slip to indicate that a call has been made. The Headteacher or in her absence, the Deputy Headteacher or Health and Safety Officer (Clare Brighton/ Julie Babbs) should be informed of any injury that might require a child to be sent home. Class teachers should be informed if a telephone call home has been made, or incident slip has been completed. Incident slips should be placed in the register tray so that class teachers have sight of them before the end of the day.
- First Aid Procedures for minor injuries are kept in the First Aid Drawer.
- Any incident where further action is taken becomes a major incident e.g. if a broken bone is suspected and parents sent for. This incident must be entered on an LA accident form; please see Clare Brighton who will complete the form electronically. The Headteacher must be informed of the accident immediately or the above-named people in her absence. Any person involved must also write a short, detailed report of the incident and their involvement in it. This should be given to H&S Officer who will file the report in the Health and Safety file and notify the HT. NB. Times are crucial in such incidents and must be recorded.
- Any member of staff involved in an incident incurring harm to themselves must report to the H&S Officer and help complete an accident form.
- Any incidences of verbal and physical abuse of staff should be reported immediately to the Headteacher or the named person in her absence.

- Any incidences of staff injury relating to Display Screen Equipment should be reported following the above procedures.
- Any significant ‘near misses’ should be reported to Clare Brighton or Julie Babbs who will complete a “Near Miss” form. . These will be monitored by the Governing Body Health and Safety Committee to identify clusters or trends.

-

MEDICINES IN SCHOOL

Occasionally, pupils bring medication to school, e.g. prescribed medicine and tablets. All medication should be sent to the staff room except for inhalers which must be kept by the pupils if they are needed on a regular basis. The medicine refrigerator is located in the Staff Room. It will not be administered unless accompanied by a completed medication form (obtained from the office) from parents. A record is kept in the Staff Room to record all medicines that have been given.

- Asthmatic children should keep inhalers with them and should have free access to them at all times. Asthma plans are completed and a register is kept of all children with inhalers.
- The Class teacher should be informed of any medicines brought to school. When administered the member of staff should enter the relevant details in the book located in the staff room. The member of staff should be accompanied by another adult, if at all possible, when administering the medicine. This person should countersign the book.
- All medicines brought to school should have written instructions and written parental permission using the school proforma. Medicines should be either kept securely in the First Aid cabinet in the staffroom or if required in the first aid fridge which is also in the staffroom.
- The name of any child or staff member with allergies or specific conditions should be entered into the staff medical reference book which is kept in the main office, there is also a copy in the back of the child’s class register. All staff should be aware of these individuals and of any response required. Staff are responsible for informing the School Business Manager of any new medical information.
- If a child has a care plan, the care plan should be displayed in the staffroom.

SELF-HARMING BEHAVIOURS

Occasionally you may become aware or witness a child displaying signs of self-harming behaviours. In this event, the following procedure should be followed.

- Trusted member of staff to reassure child, talk to them calmly to offer support and administer any first aid that is required
- Complete CPOMS entry
- Inform SLT so that the appropriate course of action can be taken.

For further guidance please see below.

<https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/self-harm/>

APPARATUS, MATERIALS AND RESOURCES.

Teaching staff are responsible for care and storage of all teaching equipment.

- Children should be encouraged to resource themselves within safe and appropriate limits. Areas labelled **staff access only** should not be accessed by children because of Health and Safety considerations.
- Special consideration needs to be given to the resourcing and use of specific technology and science equipment. Risk assessments should be made by the teacher about the type of equipment to be used and the amount of supervision needed. This should be included in the teacher's planning.
- Any damaged equipment should be reported using the school procedures.
- **Please check all equipment for damage and cleanliness before returning to storage.**
- When not in use, the iPad trolley is stored in the computer suite for charging and security. Children are not allowed to wheel the trolley around the school.
- **Children are not allowed to carry guillotines around school and should not be left unattended in classrooms or public areas of the school.**
- Cookery equipment is stored in the lockers by the meeting rooms.. **It is essential that all cookery equipment is used only for that purpose, is clean before use and is washed in heated soapy water away from other classroom apparatus. All surfaces should be checked for cleanliness before use. If cooking, please liaise with Mrs. Ross for use of the kitchen.**
- Items of harmful waste such as broken glass should be disposed of carefully e.g. wrapped in paper by an adult.
- The photocopier is kept in the Reprographics Room, KS2 Practical Area, SEND office and main office. The usual copyright restrictions apply. **Should any problems arise with the machine please notify Mrs. Brighton, Ms Brigham or Mrs Reynolds, and notify staff by email.**

General Stock (paper, pencils etc.)

- Most paper is stored in the reprographics. **Only adults should remove paper.** It should be accessed carefully with regard to both handling and quantity. It is the responsibility of all staff to ensure that this stock cupboard is kept tidy.
- If any stock is running out please inform Mrs. Brighton, Ms Brigham or Mrs Reynolds, before the last of a particular item is used so that more can be ordered.
- Staff will be asked to complete a proforma in the Summer Term to give details of stock to be ordered for the following year.

TEACHER RESOURCES

General

Class monitors should be appointed who will be responsible for collecting and returning equipment.

Year 5 & 6 children should be allocated the following jobs:

1. Assembly monitors who should:

- (a) prepare the worship table
- (b) arrange the projector and hymns
- (c) draw blinds if necessary
- (d) operate music centre, choosing the music for the month
- (e) keep the assembly notice board up to date
- (f) put out chairs for staff

2. Playground Leaders

3. Digital Monitors

The following items are situated in the resources area -

	<u>Teacher in Charge</u>
Science equipment	Karen Mews
Mathematics apparatus	Laura Evans
Art/ Design Technology equipment	Rebecca Wood/Holly Mordue
English resources	Catherine Brown/ Emma Davison
Music Resources	Holly Mordue
RE Resources	Alison Harrison
PSHE Resources	Samantha Bennett
Geography	Rebecca Wood
History	Jessica Price
ICT equipment	Amy Turner
P.E. Equipment	Jake Hull
MFL Resources	Julie Babbs

- Musical instruments for general use are kept in the mobile classroom.
- Fixed and other gym apparatus is kept in the hall. All other equipment is stored in the garage. The key may be obtained from the main school office.
- Class cameras and laptops should be locked away in the blue metal cupboard in each classroom which should remain locked when equipment is not in use.
- Humanities resources are kept in the Reprographics room.

- Science equipment is kept in cupboards outside the Year 6 classroom.
- RE Resources are kept in the Resource Area.

As new equipment is purchased, it is recorded in an inventory book. The person responsible for this book is Mrs. Amanda Reynolds. If any equipment is discarded, it must be reported so that it can be recorded in the book.

Display Materials

Person responsible - Julie Babbs. Art materials and resources are kept in the Reprographics Room . Displays in classrooms and public areas must follow school procedures (see policy).

All displays in both classrooms and communal areas should adhere to the display policy – i.e. should contain carefully presented, laminated titles, prompts, labels etc. and show the learning process. All work should be mounted. All children’s spelling and punctuation must be correct, and it should reflect their best work.

COSHH PROCEDURES

No product that is marked with hazard warning symbols i.e. 'harmful' or 'irritant' or that are labelled with risk or safety Phrases i.e. 'avoid contact with the eyes' should be used on school premises without notifying the Headteacher or School Business manager.

Those COSHH materials that have been passed for use should be used with care and with the regard to the DATA sheet attached. When not in use all COSHH materials should be kept in a locked cupboard/storage area.

COSHH regulations are kept in Health and Safety in the SEND office.

A copy of the COSHH register is kept in the staffroom.

(COSHH = Control Of Substances hazardous to Health Regulations 1988.)

DISPLAY SCREEN EQUIPMENT

Staff should report any defects following the usual procedures.

VISITORS AND CONTROL OF CONTRACTORS.

- All visitors must sign in and be given a badge to wear.
- All visitors must have their attention drawn to the Health and Safety leaflet containing appropriate Health & Safety Information.
- All visitors must be seen off site.
- No children are allowed to open the front security door.
- Contractors must wear I.D. on site.

- Contractors should be monitored whilst on site
- All accidents for visitors and contractors should be recorded following the school's reporting procedure.
- Contractors need to have risk assessments/method statement checked before work is carried out.

See full policy.

Relevant staff are trained in the safe management of contractors – refresher training is undertaken every 3 years.

ELECTRICITY AT WORK

Children should only use electrical equipment under supervision. All equipment used should have the green and white Warwickshire County Council sticker bearing the words 'Passed Electrical Safety Test'. Electrical equipment without these stickers cannot be used on school premises. The only exception is new equipment bought by the school which will be inspected in the next annual inspection.

Staff should visually inspect equipment before use and report any defects as soon as possible to the SBM/Health and Safety Governor and complete a defect form in the file in the School Business Manager's office.

PUPIL SUPERVISION AND CURRICULUM AREAS

The class teacher is responsible for the safety of pupils in classrooms and other school areas.

If for any reason, e.g. the condition or locations of equipment, the physical state of the room or the splitting of a class for practical work, a teacher considers she/he cannot accept this responsibility, she/he should discuss the matter with the Headteacher before allowing work to take place.

Staff are expected to:

- (a) Set a good example by adopting good health and safety practices, and procedures.
- (b) Supervise the pupils and ensure that they know the emergency procedures in respect of fire, bomb scare and first aid and any special safety measures for the teaching area/activity.
- (c) Give clear instructions and warning as often as necessary (notices, handouts etc. are not enough).
- (d) Ensure that pupils' bags, coats etc. are safely stored, and good housekeeping is maintained.
- (e) Include all relevant aspects of safety in the curriculum, if necessary in special lessons.
- (f) Request/obtain protective clothing, guards, special safe working procedures, etc. where necessary and ensure their use.
- (g) Make parents/volunteers aware of safety procedures in the classroom/work area.
- (h) Immediately report to the H&S Officer, improvements on safety equipment and additions or improvements to tools equipment or machinery which are dangerous or potentially so.
- (i) Ensure that relevant risk assessments are performed, the results recorded and any necessary action taken.
- (j) If staff notice that an area of school has become dirty/ in need of a particular attention/cleaning, please let the cleaners know and/or write it in the book in their pigeon hole.

DEFECTS PROCEDURES

- Any defects noticed by a member of staff in any furniture, premises or equipment must be reported in the file kept in the School Office and written in the caretaker's book in the staffroom.
- The appropriate form should be filled in and given to the H&S Officer.
- The H&S Officer will ensure that the appropriate action is taken to remedy the defect.
- Any defective equipment should be clearly labelled and either taken out of service or disposed of.
- The Health & Safety named people will monitor the defects file to ensure appropriate action has been taken and sign and date the defect form to that effect.
- The Governors' Resources Committee will review the defects file annually.

PROCEDURE TO BE ADOPTED IN CASE OF FIRE OR SIMILAR EMERGENCY

1. In the event of fire, it is the first duty of all members of staff to prevent injury or loss of life. For this purpose, make sure that you are familiar with all means of escape from the school building.
2. Immediately you discover a fire or one is reported to you, **OPERATE THE FIRE ALARM ROUTINE.**
3. Immediately the alarm is sounded, you should:
 - a) See that any doors surrounding the fire area are **CLOSED**
 - b) Ensure that any door through which you pass is **CLOSED** after you. Windows should, if possible, be **CLOSED** to eliminate through draft
 - c) Escort the pupils in your charge from the building according to the following, counting them as you leave:

YEAR RECEPTION ~ Leave by internal fire exit door, and exit through door to playground.

YEAR ONE ~ Leave by external classroom door, then through the sunlight classroom.

YEARS TWO, THREE, FOUR AND FIVE ~ Leave by individual external classroom doors

YEAR SIX ~ Leave via main door opposite the ICT suite

CLASSES IN THE HALL ~ Leave by appropriate fire exit

CLASSES IN THE COMPUTING SUITE ~ Leave via the door opposite the suite

CLASSES IN THE MOBILE CLASSROOM~ There is no need to vacate the mobile classroom **unless the source of the fire is in close proximity**

EMERGENCY CLASS LISTS ARE BY THE FIRE EXITS AND SHOULD BE USED.

4. Children are to be assembled as far as possible from the building (at the far side of the hard play area) and should line up in class formation.
5. Staff should ensure that children move quietly and in an orderly manner.

6. **GRAB BAG**- Staff should take their Class First Aid Grab bag.
7. **ROLL CALL** ~ On arrival at the assembly point a roll call must be taken of the class group for which you are responsible. The results are to be reported to the Headteacher (or person in charge in her absence) ~ all present or the name of any person not accounted for.
8. Adults without class responsibility at the time of the emergency are responsible for checking the public areas closest to them before they leave by the nearest exit. Doors should be CLOSED after passing through them.
9. Staff should endeavour to SWITCH OFF electrical equipment before leaving the premises, but the first recourse is the safety and evacuation of the children and staff.
10. All members of staff must be familiar with the position of the fire extinguishers provided and with their method of operation. Staff who are not in charge of a class may have the opportunity to attack the fire. These staff are designated to clear classrooms and toilets so ensuring that no-one is in the building and unaware of the situation.
11. **NO-ONE should re-enter the school until a FIRE OFFICER has deemed it safe to do so.**

12. FIRE ALARMS

Main alarm ~ In SEND office
Main entrance door (by Year One)
Double doors to playground (by Reception)
Double doors from Hall to playground
Corridor by changing rooms
Class 2 ~ above heater by outside exit
Class 3 ~ right of exit to playground
Class 4 ~ by exit door to the playground
Class 5 ~ right of exit to the playground
Class 6 ~ main corridor leading from the classroom
Kitchen ~ by door to dry food store

ADULTS ARE RESPONSIBLE FOR ACTIVATING THESE IMMEDIATELY A FIRE IS DISCOVERED.

13. FIRE EXTINGUISHERS

Double doors from hall to changing rooms
Double doors from hall to playground
By store room door in hall
Opposite staffroom
Kitchen
Entrance to resource area
SEN Office
Next to ICT Suite
Mobile Classroom
Fire blanket is located in the Kitchen.

ELECTRICAL FIRES SHOULD NOT BE DOUSED WITH WATER. USE CO2 EXTINGUISHER IF SAFE TO DO SO.

STAFF SHOULD BE AWARE OF HOW FIRE EXTINGUISHERS OPERATE, BUT PRIORITY IS GIVEN TO ALERTING ALL IN BUILDING AND AIDING SAFE EVACUATION.

EMERGENCY LOCKDOWN PROCEDURES

Partial or full lockdown procedures may be activated in response to any number of situations such as those stated below:

- A reported incident or civil disturbance in the local community which potentially poses a risk to the school community
- An intruder on the school site with the potential to pose a risk to pupils, staff and visitors
- A warning being received regarding a local risk of air pollution (such as smoke plume or gas cloud)
- A major fire near the school
- The proximity of a dangerous dog roaming loose.

PARTIAL LOCKDOWN

The aim is to put the school in a state of readiness should the situation escalate, however a degree of normality will be retained.

At the first indication of the need for a partial lockdown, **Mrs Brighton or Miss Wall** will immediately:

- Check that both the main exterior door, second interior entrance door and all windows are closed and securely locked
- Check that the glass screen is locked and close all window blinds in the offices
- Call the emergency services.

In the event of Mrs Brighton and Miss Wall being off site, **Mrs Babbs, Mrs Davison or another SLT member**, will coordinate set procedures as above.

If a member of staff sees or hears something suspicious, a note should be sent to the school office immediately. This should be taken by an adult whenever possible.

Following the emergency alert, **all staff** will immediately:

- Lock exterior classroom doors, close electric shutters outside Reception and Year One
- Close all window and door blinds
- Take a roll call
- Instruct children to remain calm and continue working
- Movement around the main building will be permitted but should be kept to a minimum

The all clear will be sounded by Mrs Brighton or Miss Wall, when the situation has been dealt with. The audible alarm will be the same as the initial alert.

If pupils and staff are outside of the school building, all should make their way in to the building as quickly as possible via the nearest entrance point and continue to the classroom where partial lockdown procedures will be followed.

Once in lockdown mode, staff should notify Mrs Brighton or Miss Wall of any pupils who cannot be accounted for so that an immediate search may commence.

FULL LOCKDOWN

THIS SIGNIFIES AN IMMEDIATE THREAT TO THE SCHOOL.

If the incident escalates or is deemed severe from the onset, full lockdown procedures will be as follows:

- **Mrs Brighton or Miss Wall** (or Mrs Babbs and Mrs Davison in their absence) will follow initial procedures as above
- Lock the internal office doors
- The audible signal will be *two short sirens which are repeated several times*

Following the alert or escalation alert, all staff will immediately:

- Follow procedures above but in addition will
- Lock internal doors

- Instruct children to remain calm but ask them to take shelter under the tables and sit quietly until the all clear signal is sounded
- Movement around the building **will not be permitted under any circumstances**
- The all clear will be sounded when the situation has been dealt with.

STAYING SAFE MUST BE THE MAIN PRIORITY, ALWAYS

Where the incident may have a wider impact than just the school itself, the following procedures should be put in place:

- Contact the Chair of Governors and the Resilience Team
- If necessary parents will be alerted via the school text messaging service, however no pupils will be released to parents during a lockdown
- If it becomes necessary to evacuate the building, the fire alarm will sound and normal fire evacuation procedures will take place.

The school email system welearn365.com will be used to update staff and to give instructions discreetly, however staff should not make unnecessary contact as this could delay more important communication.

These procedures will be reviewed annually by the school Governing Body or earlier if the need arises.

Lock down arrangements will be rehearsed with all staff and pupils at least annually.

Refresher training will be undertaken by school staff at least annually.

A full debrief will take place following a partial or full lockdown.

Lockdown drill information will be displayed throughout the school building.

Detailed lockdown arrangements and procedures will not be shared with parents, however the method of communication will be routinely shared via the school website and school newsletters.

Reassurance to parents that child welfare and safety will always be the main priority will be included in all newsletters and on the school website.

Guidance for Handling Money

Policies related to the Financial Management of the school have been agreed by the Governing Body annually and are available to all staff in the school office.

These are:

1. Roles and Responsibilities Document and Statement of Internal Control
2. Terms of reference for the GB and each committee
3. Whistle Blowing Policy (Warwickshire County Council Policy)
4. Pay Policy (Revised)
5. Arrangements for Minor Contracts
6. Lettings Policy
7. Charging Policy

General Principles of Handling of Money

- The school Parent Pay system alleviates the need for cash to be sent into school. Parents are actively encouraged to use this system. Mrs Reynolds is responsible for operating the Parent Pay System and will deal with parental queries or disputes.

- Teachers and Teaching Assistants should place any money (including cash and cheques) in their register tray. This should be sent to the school office where it will be recorded and coded accordingly.
- Families are encouraged to use the blue envelopes provided by school for the purpose of bringing small amounts of money into school.
- Any “change” will be returned to children in a named envelope via the blue registration trays.

Whistle Blowing Procedure

1. Introduction

- 1.1 Members of staff are often the first to realise that there may be something seriously wrong within the school. However they may not express their concern because they feel that speaking up would be disloyal to their colleagues or the school. They may also fear harassment or victimisation or some other impact on their future careers. In these circumstances it may seem easier to ignore the concern rather than report what may just be a suspicion of malpractice. Although this procedure is written for employees the school recognises that it may have other individuals or groups working on its site at any given time. These procedures will apply equally and with equal confidentiality to staff from support services, the local authority or volunteers. This procedure is intended to provide a forum for members of staff to raise issues of concern in relation to other individuals or groups within the school. It does not provide a forum for individuals to voice opinions on decisions of the Governing Body.
- 1.2 The school governors are committed to the highest possible standards of openness, probity and accountability. In line with that commitment they encourage staff and others with serious concerns about any aspect of the school’s work to come forward and voice these concerns. It is recognised that in certain cases the person raising the concern will wish to proceed on a confidential basis. This document makes it clear that wherever possible, confidentiality will be respected and the staff member raising the concern will be kept informed at all times as to progress of the issue. This policy is intended to encourage and enable staff to raise concerns within the school in order that they can be properly and quickly investigated.
- 1.3 This procedure will be fully discussed with the relevant trade unions and is intended to encourage their support in relation to the principles and offer support to individuals should they require this.

2. Aims and scope of the procedure

- 2.1 This procedure aims to:
- provide an opportunity for you to raise concerns and receive feedback on any action taken
 - indicates how you can take the matter further if you are dissatisfied with the school’s response
 - reassures you that you will be protected from reprisals or victimisation for confidential reporting in good faith.
- 2.2 There are already procedures in place to enable you to lodge a grievance relating to your own employment through the school’s grievance procedure or to make a complaint under

the anti-bullying and harassment procedures. Equally, there is a school complaints procedure and a disciplinary procedure. Staff should be aware that if they decide to raise a concern related to their own employment at an Employment Tribunal, they will be required to raise this as a grievance with their employer in the first instance.

- 2.3 This confidential reporting procedure is intended primarily to cover concerns that fall outside the scope of other procedures and in some instances to provide a clear and speedy route for investigation of issues that may inform the disciplinary procedure.

Concerns may be that a particular act or issue:

- is unlawful;
- is against the school's policies or financial regulations;
- falls below established standards or practice; or amounts to improper conduct or misconduct.

Particular instances may relate to:

- criminal offences
- breach of contract
- negligence
- miscarriage of justice
- a danger to health, safety or welfare of employees, the public or the environment
- the abuse of public funds
- sexual or physical abuse of pupils or members of the community
- any act of discrimination
- inappropriate use of power or authority
- an attempt to cover up any of the above.

The above list is not exhaustive, and further advice can be taken from the school's LA Link Officer if you are unclear as to whether this policy is appropriate to your particular circumstances.

3. Safeguards

3.1 Harassment or victimisation

The school recognises that the decision to report a concern can be a difficult one to make not least because of fear of reprisal from those responsible for the malpractice. The school will not tolerate harassment or victimisation in any form and will take action and put in place support measures to protect you when you raise a concern. Disciplinary procedures are already in place to address any potential attempts at harassment or victimisation. It is accepted by the governors that staff may feel concerned that by raising areas of concern, their future careers may be detrimentally affected. This is **not** the case and those raising concerns in good faith may be assured that concerns will be treated with the utmost respect and play no further part in future decisions related to progress or promotion.

- 3.2 If you are personally already the subject of disciplinary, redundancy or similar procedures, confidential reporting will not halt these procedures but every effort will be made on the part of the investigating officer to ensure that the issues are not inter-related or connected in any way.

3.3 Confidentiality

The school will do its best to protect your identity when you raise a concern and do not want your name to be disclosed. However, it must be appreciated that the investigation process may reveal the source of the information and a statement by you may be required as part of the evidence, especially if the next step is a police investigation and prosecution.

3.4 Anonymous allegations

The Governors accept that employees will raise genuine concerns that are based on factual evidence or direct observation. With this in mind, you are encouraged to put your name to your allegation. Concerns expressed anonymously are much less powerful and far more difficult to investigate and prove. However, they will be considered at the discretion of the governors.

3.5 In exercising the discretion, the factors to be considered would include:

- the seriousness of the issues raised;
- the credibility of the concern; and
- the likelihood of confirming the allegation from other sources in the face of a flat denial from the accused person.

3.6 Untrue allegations

If you make an allegation in good faith, without personal gain, which is based on evidence, observation or a series of unexplainable instances, but it is not confirmed by the investigation, no action will be taken against you and you will be fully supported after the event. If, however, you make malicious or vexatious allegations disciplinary action may be taken against you. Equally, if malicious allegations are made against you, the governors will ensure that you are fully supported and that appropriate disciplinary action is taken against the person making such malicious allegations.

4. How to raise a concern

4.1 As a first step, you should normally raise concerns with your immediate manager or the Headteacher if you feel uncomfortable in discussing the issue with someone working in close proximity to you. If the issue is about Safeguarding you **MUST** raise it with the Headteacher, or the Chair of Governors if the concern is about the Headteacher. You may choose to raise the concern in writing, but it is helpful to all concerned if an initial and informal discussion can take place in the first instance. This depends, however, on the seriousness and sensitivity of the issues involved and who is thought to be involved in the malpractice. For example, if you believe that the Headteacher is involved, you should approach the school chair or vice chair of governors direct.

4.2 Once initial concerns have been raised, it will be important to translate these into writing. You will be invited to set out the background and history of the concern, giving names, dates and places where possible, and the reason why you are particularly concerned about the situation.

4.3 The earlier you express the concern the easier it is to take action.

- 4.4 Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for your concern.
- 4.5 Advice and guidance on how matters of concern may be pursued can be obtained from the Headteacher.
- 4.6 You may invite your trade union or professional association to raise a matter on your behalf and they can be invited to participate in any future discussions between yourself and the investigating officer.

5. How the school will respond

- 5.1 The action taken by the school will depend upon the nature of the concern. The matters raised may:
 - be investigated internally in the first instance;
 - be referred to the LA's internal auditor (in cases of alleged financial impropriety);
 - be referred to the police immediately where allegations of fraud or child abuse are apparent;
 - be referred to the external auditors; or
 - from the subject of an independent enquiry by the LA or a nominated body outside the school.
- 5.2 In order to protect individuals and the school, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. Concerns or allegations, which fall within the scope of specific procedures (for example, child protection or discrimination issues) will normally be referred for consideration under those procedures.
- 5.3 Some concerns may be resolved by agreed action without the need for investigation.
- 5.4 Within ten working days of a concern being received, the Headteacher, or where appropriate the chair or vice chair of governors, will write to you:
 - acknowledging that the concern has been received;
 - indicating how it is proposed to deal with the matter and where possible who the investigating officer(s) will be;
 - giving an estimate of how long it will take to provide a final response;
 - telling you whether any initial enquiries have been made; and
 - telling you whether further investigations will take place, and, if not, why not.

Where the matter is being handled by the Headteacher, a copy of this letter will be sent to the Chair of Governors who will ensure that the issue is being appropriately handled.

- 5.5 The amount of contact between the officers considering the issues and you will depend on the nature of the matters raised, the potential difficulties involved and the clarity of the information provided. If necessary further information will be sought from you.
- 5.6 When any meeting is arranged with you, you have the right if you so wish to be accompanied by a representative from your trade union or professional association or a workplace colleague.

- 5.7 The school will take steps to minimise any difficulties which you may experience as a result of raising a concern. For instance, if you are required to give evidence in criminal or disciplinary proceedings, the school will advise you about the procedure to be followed and make arrangements for you to be released from your normal duties.
- 5.8 The school accepts that you need to be assured that the matter has been properly addressed. Thus, subject to legal constraints, you will receive feedback and information about the progress and outcomes of any investigations. Where such correspondence is with the Headteacher, a copy will be sent to the Chair of Governors who will ensure that the issue is being appropriately handled.

6. How the matter can be taken further

- 6.1 The procedure is intended to provide you with an opportunity to raise concerns within the school and hopefully you will be satisfied with the outcome.
- 6.2 Where members of staff, or individual governors, have concerns relating to the conduct of the governing body and/or the senior management of the school, and where it would be unreasonable to raise these concerns within the school, then the Director for Children's Services or the Head of Service – Education Partnerships and School Development (or his or her nominee) should be contacted.
- 6.3 If you are not satisfied with either of the above routes and you feel it is right to take the matter outside the school, the following are possible contact points:
- your local Warwickshire County Council member (if you live in the area of the Council)
 - the external auditor
 - relevant professional bodies or regulatory organisations
 - your solicitor
 - the police.

If you take the matter outside the school, you need to ensure that you do not disclose confidential information or that disclosure would be privileged. This means that you must not disclose confidential documents or confidential information that relates to clients and customers. If you are not sure whether information is considered confidential, you should check with one of the contact points in 4.5 above.

Use of Reasonable Force

All **school staff** have the power to use reasonable force to prevent **pupils** committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All Teaching Assistants have completed the “Safer Handling” programme and are therefore trained in the safe handling of pupils. All staff were trained on 10th July 2024 . We would use physical intervention only when the child is endangering themselves, another person or the environment.

Staff Behaviour Policy (Code of Conduct) – executive summary of key principles for staff and volunteers

1. The Staff Behaviour policy / Staff Code of Conduct , is consistent with statutory guidance Working Together to Safeguard Children (DfE 2018) and Keeping Children Safe in Education (DfE 2024); and local inter-agency safeguarding procedures issued by Warwickshire Safeguarding - <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>
2. All staff and volunteers must read the full Staff Code of Conduct before starting work with children. This executive summary serves only as a brief reference point for staff, parents, governors and other stakeholders. The Staff Code of Conduct must also be read in conjunction with the school’s Safeguarding and Child Protection policy.
3. The Staff Code of Conduct applies to all adults, paid and unpaid, whose work brings them into contact with children who attend the school, both on site and off site. Where this summary refers to staff, it includes all such adults.
4. The Staff Code of Conduct sets out what is expected in terms of professional behaviour when working with children both face to face and virtually/online; it gives clear advice about what constitutes illegal behaviour and what might be considered as misconduct. It also describes safe practice and behaviours that should be avoided.
5. The Staff Code of Conduct provides a clear message that unacceptable behaviour will not be tolerated and that, where appropriate, legal or disciplinary action is likely to follow. The school may refer to the Staff Code of Conduct in any disciplinary proceedings.
6. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and/or intentions. The relationship between an adult working with a child is one in which the adult has a position of power and influence. The potential for exploitation and harm of vulnerable children and young people means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
7. All staff are expected to treat pupils/students, other colleagues, parents and external contacts with dignity and respect and to comply with all relevant school policies. Staff should work, and be seen to work, in an open and transparent way.
8. All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. They should adopt high standards of personal conduct, ensuring their behaviour (face to face and online) remains professional at all times, in order to maintain the confidence and respect of the general public and all those with whom they work. This includes the way in which staff dress, their use of language (including terms of endearment, please also refer to para 11 below) and their online communication both in and out of school which is or could become visible to pupils/students, their parents/carers and/or the general public.
9. Personal conduct also includes the way in which staff speak to pupils/students. A positive, respectful and encouraging tone should be used at all times. Where it is necessary to challenge inappropriate behaviour or to get pupils/students’ attention, it is reasonable for staff to raise their

voices and/or use an authoritative tone. However, it is not appropriate for staff to shout at pupils/students habitually or speak to them disrespectfully.

10. Staff should never set out to cause a pupil/student to feel frightened, ashamed or humiliated. Admonishments should focus on behaviour rather than the pupil/student's personality or character and targets for desired behaviour should be described by the member of staff.

11. Members of staff should refer to pupils/students by name. Disrespectful nicknames, words and terms should be avoided. Staff should exercise caution in referring to pupils/students by affectionate nicknames and more general terms of endearment or familiarity such as 'Dear, Love, Petal, Mate, Dude' and must avoid terms associated with grooming such as 'Sweetheart, Princess, Angel, Darling'.

12. Staff should discuss and/or take advice promptly from the headteacher if they have acted in a way which may give rise to concern. Staff should inform the headteacher about any relationships, associations or matters in and out of school (face to face and online) which might have implications for safeguarding children.

13. Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.

14. Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for and work with children.

15. Staff must treat information about children and their families discreetly and not disclose confidential matters except in accordance with school policies.

16. Staff are in a position of trust and should never engage in any sexual relationships with students.

17. Only areas of the curriculum approved by the senior leadership team should contain any sexual or other sensitive material. Otherwise, staff should not engage in conversations with students about sexual matters. Senior staff should be consulted if there is any possibility of misinterpretation by pupils/students or parents/carers.

18. Physical contact should be minimal, time limited, age appropriate and able to be justified.

19. Physical intervention must only be used if it is necessary to keep a pupil/student or member of staff safe, prevent serious damage to property or disruption of school business; must always be reasonable and proportionate in the circumstances and in order to achieve the objective; and only used when all non-physical strategies to manage the situation have been exhausted or will not be successful in time to prevent harm or serious damage/disruption. All incidents of physical intervention must be recorded clearly and reported in accordance with school policy.

20. Intimate care and first aid should only be administered according to relevant procedures and by qualified personnel.

21. Staff should not offer transport to students outside agreed arrangements. Staff must never offer transport to a pupil/student if on their own except where doing so is the only way to prevent harm. Any impromptu or emergency arrangements should be recorded and should be able to be justified.

22. Staff should guard against young people developing an infatuation with them and report any such concerns to the headteacher.
23. Staff should not accept gifts other than small tokens of appreciation from pupils/students or parents/carers.
24. Staff should not give gifts to pupils/students other than as part of an agreed reward system.
25. Appropriate social contact between staff, pupils/students and their families (e.g. when a staff member and parent are part of the same social circle or extended family) should be easily recognized, openly acknowledged and declared in writing to the headteacher.
26. Unless social relationships have been declared in writing to the headteacher, staff should not engage in any electronic or telephone communication with pupils/students or their parents/carers using personally owned ICT or telephone equipment or personal telephone or social media accounts/platforms. This includes texting, messaging, Email, video chat, social networking sites etc. All communication must be open, transparent, through school systems/accounts and using school owned equipment.
27. Any other out of school contact including staff undertaking independent tutoring or sports coaching which may bring them into contact with pupils/students and their families should be planned and agreed with the headteacher and parents/carers.
28. Internet use including virtual/online teaching and video conversations with children should be according to school policy and inappropriate content must not be accessed.
29. Photographs and video films of pupils/students must only be taken with parental consent, for school purposes and using school-owned equipment. They will remain the property of the school and must only be stored on school-owned equipment. They can only be published with the express consent of parents/carers.
30. Staff should not work with pupils/students on a one to one basis or undertake home visits except by agreement with a senior leader and in accordance with school policies and appropriate risk assessments. Only in exceptional circumstances which have been fully approved in advance by the headteacher would it ever be appropriate for a member of staff to invite a pupil/student into their own home.
31. Staff should be mindful of situations in which a pupil/student or parent/carer comes to depend on them for support outside their role; and discuss this promptly with the DSL or headteacher.
32. Staff accompanying pupils/students on offsite and residential visits should remain mindful of and work in accordance with safeguarding and whistleblowing procedures, visit briefings and risk assessments at all times.
33. Staff should acknowledge that deliberately invented/malicious allegations are extremely rare. Staff are expected to report all concerns about possible child abuse by colleagues and/or poor practice including any breach of the Staff Code of Conduct to the headteacher, recording their concerns using yellow forms.

34. Concerns or complaints about the headteacher should be reported to the chair of governors. Staff can also contact the Designated Officer in the Local Authority (LADO), who is responsible for the co-ordination of responses to allegations against people who work with children. For staff who do not feel able to raise concerns internally, relevant contact details for the LADO and also the NSPCC whistleblowing helpline 0800 028 0285 are displayed in the staff room.

35. Additional support is available from A&A Safeguarding in Education at enquiries@aasine.co.uk