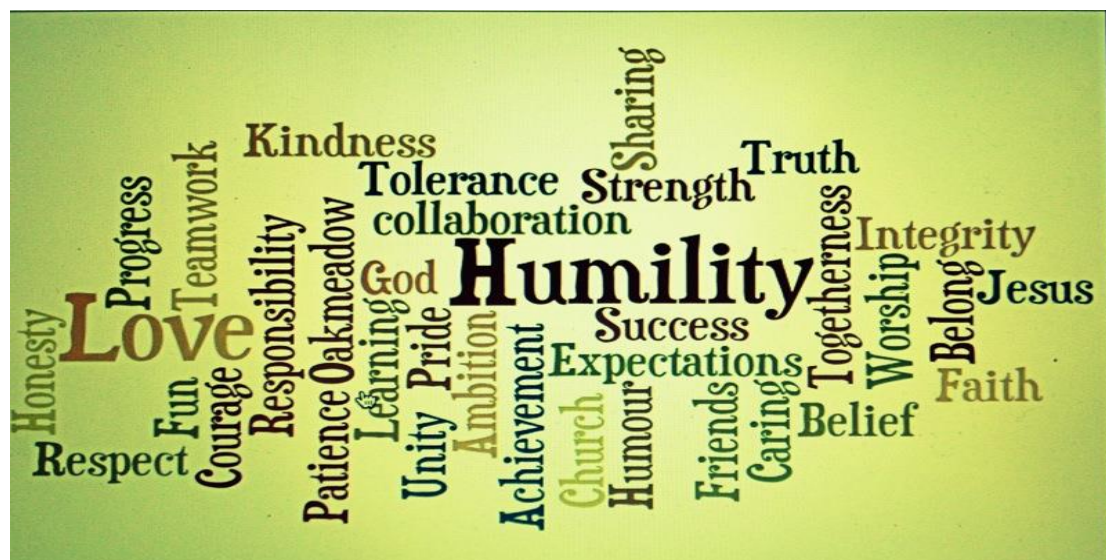


# Oakmeadow CE Primary and Nursery School



## Staff Handbook

## Aims of the School

At Oakmeadow CE primary and Nursery we believe it is essential to:

1. Be an inclusive school and to put into place the practice in all aspects of our work that ensures ***that all learners are given equality of opportunity and treated fairly.***
2. Promote and achieve high standards for all by providing teaching and learning of the highest quality. Ensuring all children receive personalised learning opportunities that are relevant to them making expected and better progress.
3. Treat learners as individuals and to differentiated teaching and learning to take account of their individual and special needs, recognizing in all classes that the teacher is accountable to all learners.
4. Provide well for learners' physical, mental, social, spiritual, moral, religious and cultural needs.
5. Provide well for learners' care, health and safety.
6. Ensure that all learners benefit from a rich, broad, balanced curriculum <sup>[L]</sup><sub>[SEP]</sub> presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience, practical work, investigation and learning through play.
7. Teach basic skills and core subjects well and to give good emphasis to the foundation subjects and RE. These will be central to our work.
8. ***Make connections between subjects and to apply basic skills across the curriculum. To offer children the opportunity to make their own learning choices and take ownership of the curriculum and their own learning.***
9. Enliven and enrich the curriculum by visits, visitors, and extensive use of the environment regularly.
10. Give responsibility to learners and develop their self-confidence by contributing to the community.
11. Ensure parents and the wider community are equal partners with the school and to involve them in the evaluation of its success.
12. Continue to build an ethos marked by a welcoming, friendly, bright and lively happy place where learners feel secure. A school where good behaviour is expected throughout every area of the school and where learners enjoy growing up.
13. Continue to make this school a place of enjoyment where success is encouraged, rewarded and celebrated.

## **Staff Handbook**

The Staff Handbook sets out the agreed practices within Oakmeadow CE Primary and Nursery School. These are non-negotiable and must be adhered to by all staff. The expectations are in place to ensure that all pupils receive the best education possible. Oakmeadow CE Primary and Nursery School is a learning community for pupils, staff, governors and the community. Everyone has a responsibility to be positive about the school and promote the school's excellent reputation.

Staff members that do not fulfill these non-negotiable expectations contravene the core teacher standard:

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

## **Planning and Teaching**

All staff are committed to referring to the Teaching and Learning policy which clearly present the schools high expectations for learning opportunities daily.

***This document also clearly identifies non-negotiable as a school, which are an essential features in our every day practice.***

## **The School Building and routines**

We have high standards at Oakmeadow and so we believe it is important to meet the following expectations.

- All areas of the school are strictly no smoking and we expect that smoking will not be within a fair vicinity of the school grounds in order to ensure the school has a good reputation and there is no litter in the area.
- Corridors are utilised into learning environments - both independent and teacher led. The reading libraries (locker area and KS1 and 2) are situated around school and as staff we all assume responsibility for these areas. ***Behaviour should be no different from in class and these areas will be kept tidy and looked after.***
- The administration office is at the front of the school building next to the main entrance. This area is the first place our community see; we believe it is imperative it examples our values. It will be tidy and well kept at all times.
- The main hall is used for dining, assemblies and is equipped with large apparatus for PE. Our second hall (The Studio) is used for a variety of indoor activities. Again these shared spaces are important to us as a school; we all accept that we will keep them tidy. No litter will be left in these areas and all staff regularly check these areas showcase our values.
- We have outdoors provision all year round, each class recognise their role in supporting these areas. We all assume responsibility for helping with the maintenance for these alongside the site manager.

- There are a number of shared stock cupboards/resource areas. There are other resources in the corridors. We ensure these areas are looked after, in order and when equipment is borrowed it is placed back with adults to ensure it is put back appropriately for the next user. Children do not enter resources cupboards etc in school.
- Classroom doors should be closed at lunchtime except for the supervised areas available to children (sticky fingers and library). We accept no child should be unsupervised around other areas of the school. We accept lunchtime is the responsibility of all staff and therefore we all need to follow the rules and support the lunchtime staff.
- Every morning the **gates are locked at 9.30**, which ensures the whole school is secure and **opened at 3pm to 3.30pm**. **The only way in and out, between these times, is through the main entrance. Each teacher will support this by having a gate duty.** All visitors and adults helping in the school **must report to the office** and sign in the Visitor's Book on their arrival and departure. Visitors should also wear a visitor's badge. Should an emergency occur, we will then know who is in school and where they are. Visitors should remove the badge when they sign out on leaving the premises. If any unknown people are walking around school at any time during the day without a badge, staffs are expected to politely approach them and ask them if they have reported to the office.
- **All staff will be issued with their own ID badges and these should be worn at all times.**
- Teaching Staff meetings (all other staff are welcome) are held weekly after school from 3.45pm to 5pm on Wednesdays. The head teacher sets agendas in advance and minutes will be taken (from Spring 2014) and kept in a folder on RM Staff. We appreciate the need to be arriving promptly to these and to check the minutes, as we know gap tasks will be set and need to be completed.
- We accept that everyone is responsible for staffroom maintenance, which includes washing up any 'stray' cups, cleaning surfaces and generally keeping the room in order.
- It is important we have up to date records and so all staff understand they need to make sure that Admin are informed of any change of home address or telephone number.
- All staff are role models and, as such, will always give careful consideration to how they dress and act. To ensure consistency across the school it is important that the message given to pupils about expectations for clothing is reflected in the professional clothing choices of all staff. E.g. No jeans or denim clothes, beach style flip-flops, uncovered shoulders, sports clothes when not teaching sports etc. All adults understand their responsibility in talking to others appropriately and when around school acting with a calm and happy disposition. Whilst it is not possible to list every possible clothing option here, it is hoped that staff will support the safer code of professional conduct and will dress in an appropriate way. Staff should aim to wear PE clothes and trainers when teaching PE and Games lessons. To be consistent with the expectations for the children, staff should change into these for the morning or afternoon period whenever the lesson is taught and PE clothes should not be worn throughout the day.
- Teaching assistants attending to support the learning of pupils in a PE or Games lesson

should at a minimum have a change of appropriate shoes. Whenever in school e.g. undertaking PPA or subject leadership responsibilities staff should maintain a high standard of professional dress.

- All classes have support from a TA. ***It is the teacher's responsibility to organise the work of the additional adults in their class and ensure that differentiation is a clear component of planning.*** All TAs should receive the planning in order to be prepared to support as part of the teaching team. They will be given the information about the class (levels etc) and have regular communication with the teacher to ensure they can give the best possible input to the pupils in class. All staff will be supported by the appropriately line manager if needed in this area, as we recognise the importance of having this information in order to give the best possible learning opportunities.
- Teachers will be supported with provision maps and will be provided with information for children with specific needs. ***The teacher will have accountability to monitor the effectiveness of provision and ensure the progress agenda of all pupils is met.*** Provision maps are working documents, which are regularly reviewed. Children must be engaged in writing their own targets so they are clear on how to make progress.
- Parents of children who are receiving SEND provision will be invited to a termly review meeting, statement pupil review will be completed by the SENco and all others in parents evening meetings with the teacher. ***After this review the provision will be updated and a new map will go out to home. All reviewed maps and new maps must be taken and filed in the SEND files (based in Heads office).*** The SENco chairs the annual review meetings and ***any concerns for any pupils need to be taken promptly to the SENco (initial concern forms are available for this).***
- In addition to provision maps, specific targets are written for all pupils in reading, writing and maths. It is understood by all teachers that these need to be appropriate and challenging and that gifted and talented children should be accommodated for; they should be shared with the same audience and regularly reviewed. (All teachers should refer to the T & L, individual core subject policies and the marking policy for expected procedures in school)

## **The Children**

In order to fulfill our aims as set out earlier in this handbook, we need to have as full knowledge of each pupil in the school as possible. Some of this knowledge we gain from the child's parent/carer at formal and informal meetings, some we gain from our own observations, from the work the child produces and from discussions with the child. Some knowledge we will gain from other professionals. ***It is vitally important that relevant information is recorded on formats that enable us to share our intimate knowledge of each child with one another.***

The following documents are typical in school:

- EYFS data<sup>[1]</sup> Foundation stage profiles
- Assessment Records on itrack – which are moderated to ensure accuracy.
- Assessment meetings between individual teaching staff and the SLT take place. These are based around PUPIL PROGRESS SHEETS.

## **Safeguarding/Child Protection**

(See Safeguarding Policy.)

If you have any serious concerns about a child, you must inform the Head teacher, Carla Whelan or Deputy Head **immediately**. Please also back this information sharing system up with an email to the Head for formal record kept in the Heads office.

There are electronic safeguarding and child protection records, which are printed, and kept in a locked file in the Heads office. Every briefing session teachers have the responsibility to raise any issues regarding safeguarding. The relevant people will then follow up these concerns.

***IMPORTANT: It is every member of staff duty to ensure this procedure is kept and is efficient. It could lead to a huge detriment to a child if not.***

## **General Data Protection Regulation (GDPR)**

The Headteacher is the data controller and you as a member of staff are a processor. Following the appropriate Data Protection training you have permission from the Data controller to process personal data on their behalf, in compliance with the GDPR legal obligation. For guidance please refer to Oakmeadow Data Protection policy.

## **Confidentiality**

It is very important that staff keep the content of meetings/ discussions etc confidential and do not discuss confidential or sensitive issues. This will help to maintain children protection protocol and ensure that Oakmeadow is seen in the best possible light by the school community and beyond. It is especially important to remember if you live in the community that sharing information outside of school is strictly forbidden and could be at the detriment to your professionalism. Communication must follow the schools protocol (e.g. no text home to parent friends about school issues– it is important to remember that what you do for one you must be prepared to do for all and act with integrity)

## **Movement around the school**

We understand that children are expected to walk quietly in the corridors at all times. The ongoing commitment of all staff is required to reinforce an atmosphere of calm, respectful and quiet.

Staff at Oakmeadow are committed to ensuring they use all opportunities to praise good behaviour and special efforts. Positive reinforcement is always more effective in changing behaviour patterns than reprimands or corrections. Staff are advised to keep their own voices quiet even in challenging circumstances. The school holds a Behaviour and Discipline policy, which is regularly reviewed and there is a clear behaviour procedure across the whole school.

If you cannot deal with a situation to your satisfaction, take the class back to your room to talk to them, or arrange to discuss concerns with individuals fully later. (See Behaviour and discipline Policy).



Other staff must be called if a child needs to be removed from an escalating situation. This will allow the class to continue with their work and the individual to begin with a time period to calm (as per individual behaviour plans) followed by reflection and return quickly to class. Class teachers' should provide work for children who are unable to return to class and children who are excluded either internally or externally. (Please refer to the school restraint policy and trained members of staff)

Children will not be inside the school building at lunchtime without staff. Any member of staff giving permission is responsible for supervising the child/children. When children miss playtime (for inappropriate behaviour), they must be supervised, it is the responsibility of the class teacher to ensure children are supervised at all times.

### **Standards of work**

As a school with high expectations and standards we only accept work that is presented to each pupil's highest level of achievement. We encourage all children to take pride in their work and to share their achievements with others.

Class teachers will provide opportunities for sharing and celebrating good work and efforts within the classroom. There will be daily opportunities in learning for feedback to children - where work/learning and next steps are discussed. We believe that children should develop good social habits in learning to appreciate the efforts of others. We know the attitude of the teacher in acknowledging special efforts is very important. The effectiveness in raising standards by sharing and celebrating learning is dependent on the teacher's sensitivity as well as his/her knowledge of each child's ability and attitudes to learning.

Good work is rewarded in many ways and there is a whole school 'coins' system, which is the main focus in assembly every Friday. This includes positive comments regarding attitude and learning and certificates.

Carefully mounted displays of children's work help to enhance efforts made and to encourage other children to strive to improve.

Whole school displays are planned at the beginning of each half term and changed regularly.

### **Standards of Behaviour**

The school has 'A Policy for Behaviour and discipline'. This sets out the behaviours to be expected of all in the school. There is a structure for dealing with different stages of behaviour.

The use of rewards and interventions are included in the behaviour policy. Staff are reminded that all serious incidents should be recorded with the Head or deputy Heads using an **incident record sheet. Minor are logged with Mrs Severn and major are logged in the main office and on SIMS.**

In extreme situations and only when a child is at extreme risk from harm to themselves or others restraint can be used by trained and qualified staff, where this is deemed necessary the HT and Inclusion Manager (M Severn) must be informed immediately and an incident form

completed.

### **School Organisation**

A visual timetable should be displayed in each class and shared with the children every morning.

- Doors open 8.50am promptly
- Playtime: 10.45 - 11am (KS1) and 11-11.15am (KS2).
- Lunch is 11.30am for Nursery and 12-1pm for all other children. These times should be kept prompt. **Staff collect classes from the MUGA area for both break and lunch time for a calm transfer back to class.**
- Lunchtime supervisors are instrumental in maintaining a positive environment at lunchtime and they will lead play and engage with children. They will uphold the behaviour and discipline policy and feedback using the communication book (which all lunch staff will have with them) any issues to the class teacher. As a school we then commit to supporting this within the classroom through relevant curriculum activities to support improvements.
- School ends at 3.00pm for KS1 and 3.15pm for KS2

### **School Curriculum**

The staff plan together where appropriate to ensure continuity and progression for pupils through a skill based curriculum within the framework of the National Curriculum. In addition, provision is made for a range of further curriculum activities that broaden the children's experience. These offer other approaches to learning and many of the activities are pursued through cross-curricular themes.

### **Other Curricular Activities**

Parents are invited to school throughout the year for a variety of different performances and reward celebrations, this is an opportunity for children to perform, followed by a chance for children and teachers to share good work and celebrate achievement. These occasions are very important to children and staff.

At Christmas, all children take part in the Christmas concert for parents and families unless there is a valid reason why. It is important to the school as a Church of England school that we have this level of commitment.

Book Fairs are held regularly, with an excellent selection of paperback children's literature available, for children and parents to buy. We appreciate as part of the team ethos that every member of staff commits to supporting an event/s throughout the year.

We believe it is important to arrange exciting visits for the pupils and to use visits and visitors to enhance the curriculum. All visits and visitors must be planned and incorporate a risk



assessment carried out by the class teacher and supported by the Educational Visits Coordinator (Carla Whelan). All visits must be approved prior to planning by the HT. The number of visits needs to be limited to no more than two per term for each year group, it is expected that visits be organised so that the pupils can experience this enriched **learning at least twice a year**.

Request need to be given **6-8 weeks to the head**. When agreed with the school diary, parents and the office should be given at least three weeks notice of any visit (unless it is a unique opportunity and needs to be quicker). The word 'visit' should be used instead 'trip' when talking about educational experiences outside the school.

Children in Years five and six are given the opportunity to attend a residential visit, this is planned and coordinated and any member of staff interested in accompanying this visit will be involved in the extensive preparation.

### **Risk Assessments**

Staff are to complete a risk assessment before any visit is undertaken. The Oakmeadow procedure is carefully documented and should be followed; all risk assessments should be with the head teacher at least 6 weeks before the visit (unless otherwise agreed). All visits need to be cleared with the school diary and key stage leader before they are booked. Full details of how to go about organising a school trip are in the risk assessment documentation in the main office.

### **Management of the School**

Leadership Team consists of Head teacher, Deputy Head teacher and TLR senior teachers.

Senior Management Team:

- Head: C Whelan
- Deputy: L Jones
- Assistant Heads: S Hill, H Morris, J Taylor
- Senior Teacher: S Ostermeyer

Subject leads:

- English: S Hill
- Maths: J Taylor
- Assessment: L Jones
- ICT/Computing: S Ostermeyer
- SEND: H Morris

## **The School Governors**

The school governors are supportive and highly motivated. They work in partnership for the best interests of the children. Their vision and passion for continued improvement steers and focuses their decision-making process and they challenge and support the school leadership to good effect.

Governors can make visits to the school to help us review our work and progress. ***They have a code of conduct, which covers these visits.*** The usual pattern is for a governor to approach the HT who will refer them to the relevant members of staff in order that the visit and arrangements for discussion can be agreed.

There is a section at each governors meeting when governors are invited to share their comments with all the governing body. The HT and Teacher Governors give explanations where necessary.

Below is a list of current governors and committees as at January 2014.

### **Specific Governors at Oakmeadow:**

CHAIR: KEITH WINTER

VICE-CHAIR: MARALYN LONG

FOUNDATION GOVERNORS: Maralyn Long/Rev P Hubbard/Keith Winter

### **Fire drills**

Fire drills are held each term. There is usually no prior warning. There are written instructions regarding Fire drills/Fires, in every room in the school.

Staff need to know where all fire doors are located. When the fire alarm sounds you should give clear instructions to the pupils, take registers with you, close the door behind you and proceed to the nearest fire exit. If you are prevented from using the nearest fire exit escort the children to the next nearest exit and take the children away from the building whilst you check that all of your children are present.

**Fire assembly for all children is the playground and MUGA area.**

### **Accidents**

Most accidents in school happen in the playground. Before school they are dealt with by a member of staff who is first aid trained and/or parents of the children. There is always a teacher on duty from 8.50am on the KS2 playground.

Any injury in school no matter how minor must be checked and recorded appropriately. If this is a minor injury where the child is not bruised, there is no swelling or physical sign that the injury is more serious then this will be recorded in the medical books for the relevant Key stage. **If there is an injury that causes concern, in a vulnerable area (groin or head), there is a bruising or swelling etc this MUST be recorded in the official First Aid report clip and a**

**copy kept in the main office file, with a copy going home.** At playtimes, any member of staff who is first aid trained will decide on the appropriate action to take.

If you think that the child should not be moved one person must stay with the child and one should alert staff inside. The other should deal calmly with the other children in the playground until help arrives. Under these circumstances the office and Head must be notified and an ambulance called. ***All accidents involving a***

You should register the receipt of the Gift or Hospitality with the Head Teacher as soon as possible after acceptance of it. The registration should include the source and nature of the gift or hospitality.

Staff are encouraged to register any significant gift or hospitality they receive whatever its value.

It is advised that where a gift or hospitality is declined, this should always be recorded to prevent any later accusations of impropriety.

***child's head must be reported. Parents should receive an injury slip for any head injury or injury that causes concern. Communication to parents should be given for any injury (through teacher) at the end of a day even if the injury is apparently superficial.***

Accidents during lesson time can and do occur. If you are on your own with a class, do not leave the class. Send a responsible child to find the nearest available adult, calm the rest of the class and look after the injured child until help arrives. At your next break, write down what happened in the KEY STAGE accident book (all injuries, however small should be noted and the parents/guardians informed). Unless it has needed first aid and then the above procedures should be followed.

You may also have a child feeling unwell in class. Depending upon why they are feeling unwell, they may feel better after having quiet time on the settee in the reception area/meetings room. A first-aider should check symptoms and arrange for parents to be contacted if necessary.

### **Gifts and hospitality policy**

Treat with extreme caution any offer or gift, favour or hospitality that is made to you personally.

Your personal reputation, and that of the school, can be seriously jeopardised by the inappropriate acceptance, by you, of a gift or hospitality.

The acceptance of gifts and hospitality is not always unlawful or inappropriate. The decision for you, in every case, is whether or not it's appropriate to accept any gift or hospitality that might be offered to you, having regard to how it might be perceived.

If in doubt always consult a member of SLT (Senior Leadership Team)

There are some circumstances where you may accept gifts and hospitality. These include:

Normal and modest refreshment in connection with any meeting in the course of your work (e.g. tea, coffee and other normal beverages and refreshments).

Small low value gifts (such as pens, calendars, diaries, flowers and other mementos and tokens).

Modest meals provided as a matter of courtesy in the office or meeting place of a person with whom the school has a business connection.

Souvenirs and gifts from other public bodies intended as personal gifts

Don't accept a gift or hospitality of significant value or whose value is excessive in the circumstances.

### **Lost Property**

There is a storage box in the KS1 library area where all lost property is kept. Staff can help by reminding children and parents about putting names on clothes and by teaching the children to take care of all the property in school.

Lost property will be put out termly.

### **Playtimes**

There are members of staff on duty during breaks on a rota basis. They must be in the playground on time and supervise specific areas. A bell is rung outside to mark the end of playtime session. ***First the children stand still and on the second bell they walk into their line where the teacher is waiting.***

Children are expected to go to the toilet at playtime to avoid unnecessary disruption to lessons.

Indoor wet playtimes <sup>[SEP]</sup>Teachers and support staff are asked to work together to ensure there is sufficient cover for all classes during wet playtimes.

There should be NO unsupervised pupils in classroom at break/lunchtimes in school. All pupils should be using the playground area and not areas outside the classrooms unless they are supervised and for a specific reason.

### **Snacks**

All children from EYFS to Year 6 may bring their own mid morning snack – **only fruit / vegetables or oat bars (not chocolate)**. We are a healthy school.

### **Lunchtimes**

All children eat in the dining hall. They are brought to the dining hall in a rota system and they are allowed to sit where they want which enables them to sit with friends and brothers and sisters.

### **Non – contact time**

PPA release time has been arranged for all teachers.

PPA time can be taken offsite but should have been agreed with the head <sup>[L]</sup><sub>[SEP]</sub> beforehand. It is a professional trust that this time is used to the pupils advantage and supports preparing the best learning experiences for each individual.

### **Absence procedure**

Any unexpected teaching staff absences should be reported to the head teacher as early as possible in the morning (from 6am) by telephone (07970480969) or emailed to:

[head@oakmeadowprimary.co.uk](mailto:head@oakmeadowprimary.co.uk)

All other staff should phone the head teacher & school **by 8.00am**. During the day of absence please also telephone the **school by 2pm** to update us on your situation.

### **Leave of Absence /Dependency and unpaid leave**

If you require leave of absence during the school term – this must be given in writing and addressed to the head teacher.

Each application for leave of absence will be individually recognized and if appropriate, discussed by the governors staffing committee and staff will be informed of the decision. <sup>[L]</sup><sub>[SEP]</sub>It is requested that where possible staff make medical and dentist appointments out of teaching hours.

### **Student teachers/Work experience**

We work in partnership with a number of Universities/Schools and every experienced teacher has the opportunity to help with the training of students in his/her class. Each teacher with a student in their class will liaise closely with their mentor in school and the student's supervisor from university.

### **New teachers**

New teachers can expect to be fully supported by all established staff. The Assistant Heads and SBM are responsible for arranging the induction of all teachers.

Copies of some policies are kept in the staffroom and all others are in a file in the main office. The Behaviour and discipline Policy, Marking and Presentation Policy and Homework Guidelines are given to each new member of staff. There should be core subject toolkit files to support planning in every class.

### **Supply teachers/HLTA cover**

If covering for curriculum leadership/PPA time **then the teacher will give timetables and other information to the supply teacher/HLTA**. Other staff are asked to provide support if needed. It is helpful if the teacher in the nearest classroom, or with special links with the children in the class concerned, can be particularly vigilant.

## **Inspectorate**

The link advisor (SIA) is Jo Hall

## **School Uniform**

All children are expected to wear school uniform. The uniform list is in the school brochure. Staff will hold high expectations in regard to this and encourage children to look smart by tucking in shirts, etc. Staff will be vigilant in the wearing of jewellery and inappropriate haircuts etc.

## **Records and Reports**

On-going records are kept throughout the year. They are part of the formative assessment that informs teacher's planning for individuals, groups and classes. Children's written work should be marked at least weekly and the marking policy used to guide appropriate marking.

In addition to this, each teacher engages in a leveling and target setting exercise at the beginning of each academic year and then throughout each term through independent writing and tabbing work. Parents receive written reports on all areas of their child's learning in Spring term. There are also termly opportunities for parents to come in and discuss their child's work and progress.

At the beginning of each half term, teachers explain forthcoming work to parents and answer general questions about class procedures through HOME CONTACT books. All teachers will place year group curriculum overviews, homework expectations and any other information they feel will support parents supporting at home. This should be updated regularly and all teachers will check for messages in these weekly.

## **Standard National Assessments**

Year 2 & Year 6 pupils are assessed summatively with National materials.

## **Support services**

The Educational Welfare Officer visits the school regularly throughout the term. She checks all attendance registers and is available for advice to teachers and parents.

Teachers are reminded that they have a legal responsibility to **keep an accurate register**. Registers must be taken at the beginning of the a.m. and p.m. sessions electronically.

Headlice are a recurring problem in school and a standard letter is sent to all parents in a class where they are found. We try to offer advice about alternative treatments and preventative measures through the weekly newsletter as and when we receive it. This is a distressing problem for many parents and teachers should be aware that they are not immune to infection themselves!

Other support professionals visit the school regularly in relation to children with statements and other children with special needs; speech therapists, occupational therapists, etc.



### **Dress code**

At Oakmeadow CE Primary and Nursery School there is a no uniform policy for the staff but staff members are **asked to follow a few basic professional guidelines.**

Aspects of appearance that are unsuitable for school include:

- **Bare midriff**
- **Cleavage showing even when bending forward**
- **Transparent clothing**
- **Piercings and tattoos on the main part of the body except arms should not be visible (neck to knees)**
- **No jeans or casual trousers (e.g. combat)**
- **Smart appropriate shoes**

It is expected that all staff are dressed in a professional, smart manner and are not in casual clothing.

Please remember that extreme styles of dress or adornment may distract children from learning.

Interpretation of the above dress code can be altered at the discretion of the leadership team.

### **Assemblies and Collective Worship Assemblies**

Assemblies are very much part of the school day and provide an opportunity to enhance the community life and atmosphere of the school. If any parent requests that their child be withdrawn, this should be discussed with the Head teacher. This is also appropriate for any withdrawal in regard to performances/plays etc. All children should be actively involved unless there has been a discussion with the Head teacher prior to withdrawal.

Teachers should escort their classes into assembly in silence and a teacher representative from each year to remain in the hall to support the person leading the assembly. As staff we need to role model expected behavior and therefore it is respectfully requested we do not speak to other staff members as this makes it impossible for assembly leaders to ask the pupils to be quiet.

At all times please try to ensure that the children arrive for assemblies promptly and in silence. At the end of the assembly the children are expected to leave the hall in a quiet and orderly manner (unless there is a special celebration/ one off situation).

Classes or pupils who do not follow instructions will be delayed going out play. (Early Years

children will attend assemblies within the year, as and when the EY team deem appropriate).

### **Parental Assistance in School**

#### **ALL PARENTS HELPING IN THE SCHOOL OR ON A SCHOOL VISIT MUST BE DBS CHECKED.**

Parents' help in the school is most valuable; whether they are working with a small group of children or in an ancillary capacity. If a parent is working with children it is essential that both the teacher and parent are very clear about what the parent is to do with the children and the nature of the commitment that the parent is undertaking. For example, the help is only useful if it is guaranteed every week, just turning up when they have time is not helpful to teachers.

A list of parents who have been checked is kept in the school office.

As a matter of course all new parents – Nursery and Reception - are asked to apply for clearance as their children start

Any new parents wishing to offer their time to the school can collect a CRB/DBS letter from the school office.

**All visitors to school should be agreed prior with head teacher.**

### **Ordering and storing resources**

Requests for resources for particular curriculum areas should be addressed to the relevant subject leaders who will discuss this with the Head teacher. It is crucial as we manage a significant deficit budget we ensure all purchases are value for money.

The orders should be **completed on an order form** and handed to the office for the Heads signature; they will pass the orders head teacher for processing. No orders will be processed if this procedure is not followed. This allows for an effective audit trail, which is essential for the school.

Situations where 'petty cash' is claimed should **first be cleared via the office prior to purchasing.**

### **Physical Education**

The outdoor PE apparatus is stored in the appropriate PE shed.

Please ensure that adults not pupils put all pieces of apparatus back tidily.

Apparatus for indoor PE is stored in the hall storage cupboard.

Children should all have a change of clothes for PE and games sessions. Teachers should keep a couple of spare kits within their learning area for those children who have forgotten to bring their kits. If the kit is repeatedly forgotten a memo should go home in the home contact book.

Shoes should not be worn in the hall during apparatus sessions unless the children have foot problems.

Long hair needs to be tied back.

**Jewellery should not be worn during PE or swimming lessons. Teachers' should not take responsibility for removing/keeping jewellery or watches unless they have a lockable container for that purpose. Children who are unable to take part in PE lessons or swimming lessons due to illness or injury must have a note from a parent or guardian. Such children should be occupied in an appropriate manner and be under supervision of a member of staff.**

Teachers should wear appropriate clothing and footwear for PE lessons.

A Sports Day is held annually. This is a maximum participation event.

### **Transporting children**

Staff should only transport children in their own cars if they have permission from the parents and the appropriate insurance.

### **Telephone / Mobile Phones**

The school recognises the importance of being able to communicate and acknowledges that the mobile phone is a useful tool.

However we would ask staff to be sensitive of their role and ensure that their **phones are switched off** and that phones are only used at appropriate times in staff only spaces. **Mobiles must be locked away.**

Please note as with any personal possessions it is the teacher's individual responsibility to ensure that their belongings are stored securely. An important exception to this would be during school visits and journeys when for Health and Safety reasons staff are encouraged to have their phones with them or to carry the school's number at all times so that they are contactable.

**Mobile phones should not be used to record images of the children.**

Staff and pupils may use the phone in the office for any personal calls if needed (these must be kept to a minimum).

### **Paying in money**

All money brought in by children **should be sealed in an envelope clearly labelled** with their name and what the money is for.

**Parents and children are encouraged to take all monies directly to the school office – *not the classroom*.** If money is being collected for a trip, place the envelopes brought into class into your class box. A member of staff must then bring this to the main office and sign this money in through the daybook. This is to ensure that money is safe and secure and that we are accountable as a school. The local authority in an audit monitors this and it is essential we have procedures followed.

### Private Property

*Lockers and lockable cupboards are provided throughout the school. The safety of personal belongings is the responsibility of the individual.*

### Lost Property

Lost property should be sent to the lost property box in the KS1 library as soon as it is found. Be careful not to put it down in the classroom and forget about it as it is rarely traced to its owner after a lapse of days or weeks.

### Alcohol

In line with the local authority alcohol policy and the 2003 Licensing Act - no alcohol is to be supplied or consumed on school premises apart from the following circumstances:

- The head has given permission or governing body and an appropriate license sought.
- All children are off site and an agreed one off celebration has been arranged.

### Smoking

The Oakmeadow site is a non smoking zone. Staff wishing to smoke need to smoke **discreetly off site** and **not in view of the pupils or parents**. This should be done during official breaks only.

### Hot Drinks

Hot drinks should not be carried around the school site during school hours. If drinks need to be taken into classrooms they should be in non-spill flasks and kept away from electrical equipment. All cups be returned to the staffroom and not left around the school.

### Communication

All letters sent to parents need to be checked by the head teacher or deputy Head and then emailed to the office before they are sent out. **Office need to be given at least 48 hours to process letters.**

Copies of letters and important dates need to go on the school website via the office.

### School expectations (these are in detail in the Teaching and Learning policy)

#### Each week it is important that every class experiences the following:

- Relaxation/reflection (relaxkids – on RM staff)

**During the course of the week each class should spend time on:**

- Circle time

- Discussing issues/ideas for school council (through class representatives)

**Please refer to the TEACHING AND LEARNING POLICY FOR EXPECTATIONS AND NON NEGOTIABLES.**

### **Key reminders...**

**Expectations for Numeracy:** What needs to take place in every classroom:

- Mental maths practice.
- Problem solving needs to take place at least once a week.
- Investigation and open-ended questions need to be integrated into daily lessons.
- Times tables.
- Use of maths vocabulary in everyday lessons (displayed).
- A plenary (or mini ones throughout lesson) needs to take place to consolidate <sup>L</sup><sub>SEP</sub> concepts. <sup>L</sup><sub>SEP</sub>

### **Expectations for Literacy:**

- **Handwriting** - Discreet teaching, modeled in letter patterns e.g.: joins. Working towards joins linked to spelling and phonics e.g.: ay, oo, ea. Teacher observing and supporting children so that mistakes aren't embedded. The aim of Handwriting is to get children to speed and fluency. Pen – license should only be issued if a child is ready and the handwriting should then be maintained.
- **Phonics** - During a phonics week the following should be covered in KS1 with Reception working towards this: Phoneme knowledge/Consolidating known phonemes and introducing new ones – at least 2 or 3 new phonemes a week/Non words (alien words)/Word Building – reading/writing/spelling/Reading – Applying the phoneme in reading. Words/sentences/ditties/de-codable books.

**Guided Reading** – Every child to read once a week either with the teacher/TA or independently (depending on need/stage), sessions to be re- timetabled if other activities mean they are missed. Reading Record sheets in folders to be completed: a general comment about the group and not every individual child is completely acceptable. An individual statement about one child can be written when and where appropriate.

**Guided Writing** - Extended writing (Formally Independent write) at least 3 times each half term. It is recommended that teachers have conferencing groups during writing linked to What Makes Good writing targets. Groups are fluid – depending on which target is being addressed (personalised writing targets to be in the front of children's books so that **children are clear about their next steps**).

**Book Corners** - An inviting area, where children have the opportunity to select books at an appropriate level to them. <sup>[SEP]</sup> Corners to include: a variety of reading materials including fiction, non-fiction, newspapers, dictionaries, encyclopedias, topic books and poetry.

**Home School Reading records** -Children to bring reading records to school everyday and have the opportunity to change books daily, an adult (teacher or teaching assistant) to sign records weekly, with a more detailed comment every other week.

**Homework/Home learning** - Teachers need to follow the homework policy and where possible refer to this activity as home learning. It is the responsibility of the Deputy Head teachers to check that the teachers in their team are setting appropriate and regular home learning.