

Stanford Junior and Infant



Staff Handbook 2017/18

*“Living Together,
Learning Together”*

*‘The best way to predict your future
is to create it.’ Abraham Lincoln*

Introduction

A warm welcome to Stanford Junior and Infant School. We hope your time at Stanford will be a happy, rewarding time of learning for both you and for your pupils.

This handbook has been compiled to provide you with the necessary information about school procedures. The School Handbook is available to all staff and reading it is highly recommended. Staff should also refer to school policies. This handbook incorporates The Safer Code of Professional Conduct and the General Teaching Council's Code of Conduct.

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

This handbook is organised into four sections

- Section 1 – Ethos, Culture and Core Values
- Section 2 – The Safer Code of Conduct
- Section 3 – The Day-to-day Organization
- Section 4 – The Induction process

Section 1

The Ethos and Values of Stanford School

Our Vision for Stanford Junior and Infant School

Our Purpose is:

To educate everyone effectively in a happy, safe, caring and stimulating environment, so that they develop a thirst for knowledge, enabling them to reach their full potential.

We believe:

- that everyone has the right to a good education
- that everyone deserves praise and recognition for all their efforts
- that everyone can be successful in their own right
- that everyone should have the opportunity to achieve personal success
- that everyone should be valued and have a sense of belonging
- that everyone is unique and has their own special gifts
- that everyone has a right to speak and be listened to
- that the environment should be stimulating and engaging
- in an exciting and engaging curriculum
- in high standards and expectations

We value:

- being part of a team
- community and heritage
- respect
- our rights and responsibilities
- a sense of humour and fun
- the opinions, values and beliefs of others
- honesty and trust
- loyalty
- encouragement
- motivation and resilience
- positivity
- communication
- effort and achievement
- kindness and empathy
- creativity

Our School Culture

'Living Together, Learning Together'

Ours is a very friendly, welcoming and caring school. We believe that people achieve more when they feel happy, secure and valued. Our philosophy is to educate the whole person; we want the children to enjoy their learning and we have high expectations for their academic, creative and social progress. Team spirit is very much part of the ethos here and there is high expectations of all staff, pupils and parents to work cooperatively, to make a positive contribution to the life of the school and to give their best. We ensure well-being for all is of high priority at Stanford.

There is a focused commitment on “Teaching and Learning”, which includes, staff, families and the community and we are proud of what we do. There is an emphasis on mutual support through which we develop our shared professionalism. We are reflective and adaptive in our practice. This is a safe place to make mistakes – making mistakes is a good way to learn! We are happy to try out new ideas, because we want to ensure that every child succeeds.”

The core values of the teaching profession

Given the importance of teaching to children and young people, parents, employers and to wider society, it is vital that the profession continues to develop excellent teaching practice and teachers adhere to high standards of professional conduct.

The staff are accountable to the children and community it serves and have a responsibility to carry-out their professional duties mindful of the high regard and important position they hold in our community and society. The staff of Stanford Primary school will foster a culture of the highest professional standards. This Hand Book and the Safer Code of Conduct set out the standards expected and the duty upon staff to abide by the principles of professional practice including confidentiality, courtesy, collegiality, respect and integrity.

Principles of Professional Practice

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

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

well- being in and out of school.

- reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.

Propriety, Behaviour, Reputation and Appearance

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

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

Personal property of a sexually explicit nature such as books, magazines, DVDs or such material on any electronic media must not be brought onto or stored on the school premises.

Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

Confidentiality, Integrity and Security

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

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

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

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

Section 2

The Safer Code of Conduct

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

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

This Code of Conduct cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to pupils. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils in their charge.

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

Where an allegation of abuse is made against a member of staff the governing body will follow the guidance set out in [Safeguarding Children and Safer Recruitment in Education](#) published by the DfE and in force from January 2007. This guidance is about managing allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. It will be used where it is alleged that a member of staff or a volunteer or a governor has:

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

School policies follow DfE and LSCB guidance. Policies are in staff shared folder on shared drive in the ‘Policy Folder.’ Please ensure you read all policies and sign the policy acknowledgement.

Confidentiality

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

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

Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

If a member of staff is in any doubt about the storage or sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management. Please refer the Data protection Policy for further details.

Sexual Contact with Children and Young People and Abuse of Trust

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

Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to Safeguard Children' defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening'.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person, and manipulate that relationship so that sexual abuse can take place. Staff and volunteers should be aware that conferring special attention without good reason or favouring a pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

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

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

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

Gifts

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the school's behaviour policy, recorded, and not based on favouritism.

Social Contact and Social Networking

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

Staff and volunteers must not give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so is agreed with senior management. Please see the school's Social Media Policy for further information along with the ICT Acceptable Use Policy.

Physical Contact and Personal Privacy

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

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

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the pupil for the minimum time necessary.

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

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

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

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

Behaviour Management and Physical Intervention

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is

not acceptable in any situation. Shouting aggressively or hectoring is not acceptable in any situation. Deliberately intimidating pupils by overweening physical presence is not acceptable in any situation.

The circumstances in which staff can physically intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The school has a separate policy on the use of physical intervention which forms part of this Code of Conduct. Please see the Care, Control and Restraint Policy. De-escalation and team teach training is provided for all teachers and support staff.

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

One to One Situations and Meetings with Pupils

Staff working in one to one situations with pupils are more vulnerable to allegations. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and pupil.

Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

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

Transporting Pupils

In certain situations e.g. out of school activities, staff, volunteers or governors may agree to transport pupils. Wherever possible transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded

Educational Visits and School Clubs

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

Conduct. A 'Trip Timeline' clearly provides a breakdown of key information regarding trips that must be followed. It is displayed in the staff room and the office will be able to provide an extra copy.

Photography, Videos and other Creative Arts

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

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

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

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

When using a photograph the following guidance must be followed:

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

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

Internet Use and Electronic Communication

The school has a separate policy on internet use, electronic communication, social media use and security which forms part of this Code of Conduct.

Under no circumstances should adults in school access inappropriate images. Deliberately accessing pornography on school equipment will be treated as gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely to lead to criminal prosecution and may result in barring from work with children and young people.

Sharing Concerns and Recording Incidents

All staff, volunteers and governors must and governors must be vigilant and share concerns and report incidents. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The following “Red Flag Behaviours” give indications of the kinds of situations which should be shared with a senior member of staff.

An adult who:

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

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

The following competences are necessary:

Emotional Awareness

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

Working within Professional Boundaries

- Demonstrates professional courtesy
- Accepts responsibility and accountability for own work and can define the responsibilities of others

- Recognises the limits of own authority within the role Seeks and uses professional support appropriately Understands the principle of confidentiality

Self-awareness

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

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

- Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances
- Has a good understanding of the safeguarding agenda
- Can demonstrate an ability to contribute towards a safe environment
- Is up-to-date with legislation and current events
- Can demonstrate how s/he has promoted 'best practice' Shows a personal commitment to safeguarding children
- Key policies and information is in the staff shared policy folder and all staff receive up to date safeguarding training. All new staff receive a thorough and comprehensive induction period and are provided with key documents including part 1 of 'Keeping Children Safe In Education. ' (2016)

Section 3 -School Organisation

THE SCHOOL DAY

08.50am	-	08.55am	Doors Open and pupils enter school
08.55am			Registration
09.05am	-	09.20am	Assembly (Mon and Fri – afternoon Tue, Wed and Thur)
09.20am	-	10.30am	Teaching Session
10.30am	-	10.45am	Break
10.45am	-	12.00pm	Teaching Session
12.00pm	-	1.00pm	Lunch
01.00pm	-	03.15pm	Teaching Session
02.00pm	-	02.15pm	Break (KS1)
03.15pm			End of school day

COLLECTIVE WORSHIP & ASSEMBLY TIMES

On Monday the assembly is led by a member of the SLT to allow staff to meet and teaching teams to discuss planning, curriculum, organization and assessments. The agenda can be added to by any staff member and include health and safety and safeguarding as weekly agenda points.

All assemblies have a theme and link to the school vision. We also ensure world events and cultures form part of our assemblies. We are very proud of our links with the community such as the church, British Legion, businesses and Governors. Mrs Groves is responsible for the Assembly Rota - many visitors and pupils also lead assemblies.

On Fridays there is a whole school 'Learning celebration' assembly which is led by Mrs Hackfath/SLT.

REGISTRATION

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

The registers should be marked as follows:

- those present in **black** ink / for am and \ for pm
- those absent in **red** ink by 0 and additionally the code inserted for authorised absences. A list of codes is with the register (laminated).
- All absence notes should be forwarded to the office. If no note or message is received a phone call home will be made by the office to establish the reason for absence.
- Lates (i.e. those who arrive after the register has been taken) should be marked with L. Persistent lateness should be brought to the attention of the Headteacher. Children who are late should enter via the main entrance where they can be marked in the register and on the electronic system. Parents will be asked to sign the child in. It is important that all late children should report to the office to ensure accuracy of the registers in case of emergency.
- The Education Welfare Officer supports the school regarding pupils' persistent lateness/absenteeism; let the Headteacher/Deputy Head, School Business Manager know of any issues that need to be raised with the EWO.

DINNER REGISTERS & DINNER MONEY

All payments for school dinners are made directly to the lunch provider the school does not collect any monies from parents /carers. All problems should be directed straight to the provider. The lunch register should be checked every day and can be called by the teaching assistant. Any children not on the lunch register, who do not have a packed lunch, will need to have a call home as soon as possible to arrange for lunch to be brought to school.

NON TEACHING TIME SUPERVISION

Children are to remain on the playground until 8.50am. Pupils may come in if it is raining or cold. Staff are on a rota to ensure there is adult supervision on the playground from 8.45 am onwards and also on the KS 1 and KS2 doors to greet the pupils and parents politely and professionally at the start and end of the school day.

Before school and at playtime all staff are rotated to cover a duty on the playground. The rota is on display in the staff room. Staff should be waiting at the playground/field promptly at 10.30am and 2.15pm for break times to start and pupils must be met by an adult at the end of breaks too. Staff are expected to collect pupils promptly at 10.44am to escort them to lessons.

At lunchtimes the Midday Supervisors supervise the children and a PYPS Lead is employed to ensure the organization at lunch is well managed. Staff are expected to greet the pupils on the playground promptly when the first bell goes in order to escort them to lessons.

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

i.e. due to ice, then they should notify staff of an indoor playtime. There is a notice in the hall.

If an accident occurs during playtime requiring first aid to a pupil then the duty member of staff should attend to this and follow the First Aid Policy. Where the member of staff needs the assistance of another member of staff to deal with an incident they should contact a member of staff eg by radio, to request immediate assistance.

A radio should be taken out on duties. Staff should ensure pupils are quiet and calm and are walking on the right hand side of the corridors. Staff should lead and collect their class to and from the playground at breaktimes and at other times in the day eg walking to assembly.

WET PLAY

During wet playtimes children may use 'wet play' games and activities as indicated by class teachers and midday supervisors. There must always be a responsible adult in the class during a wet playtime, and classes should not be left unsupervised. Teachers and TAs will be expected to share the supervision of their class.

SNOWY/ICY WEATHER

Every winter brings the possibility of snow and ice. Extreme bad weather can cause widespread and prolonged disruption. Schools are often affected and it can be difficult to maintain an education service. As a fundamental principle, we will make every effort to keep the school open. We recognise that it is important that our school remains open, if at all possible, so parents are able to work and pupils can continue to learn. Stanford School will, therefore make every effort to prepare for severe snow/ice this winter.

However circumstances may dictate that it is no longer safe for staff or pupils to be onsite and the school may have to close. This decision will be made by the Headteacher. The Headteacher will inform the Chair of Governors and the Local Authority of this decision.

In the event of the Headteacher making the decision to close the school, the information will be communicated to parents through local radio stations, i.e. Radio Humberside and through text messaging. Texts/phone calls will also be shared with staff to ensure they are fully informed of any decisions made.

In the event of extreme snowy or icy weather, when pupils are in attendance at school, the Headteacher or a designated Senior Leader will make the decision as to whether children should play outside. In making this decision, the Health and safety of the pupils will be the main concern.

HEALTH and SAFETY/ACCIDENTS

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

Parents should be informed of incidents their child has been involved in (unless very minor). A head injury note should be issued if the child has had a bump to their head and the parents/carers must be informed. This does not mean that the parent has to come to the school but the option to do so is offered.

There is a file called 'Risk Assessments' in the shared drive. Staff must read these and follow the recommendations.

BEHAVIOUR

Please see the school's Behaviour and Attendance Policy. Positive behavior management is used at Stanford. This includes the use of texts home, Stars of the Day, stickers and certificates. Texts for good news can be sent home at any time. Mrs Cawley can support with this. Stars of the Day, Polite Points and Behaviour Ambassadors form a very important part of our school vision. Please ask for any further information. Mr Hawkins and Mrs Cawley lead on behaviour in school.

EDUCATIONAL VISITS

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

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

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

The teacher must take a mobile phone, collected for the office, with them on any trips off-site.

SAFEGUARDING CHILDREN, CHILD PROTECTION, VULNERABLE CHILD & WHISTLEBLOWING PROCEDURES

The Deputy Headteacher and the Learning Mentor are the designated personnel for child protection and the deputy Head teacher is the named staff member for 'LAC.' If you have any concern about a child you should bring it to the immediate attention of your line manager and one of the designated personnel for child protection, following the procedures in place. Having taken advice you may be required to complete a logging form. You will be given advice on how to complete this form.

Not all child protection information results in a referral, small pieces of information may not be significant on their own, but can help to contribute to a 'jigsaw' of abuse.

If however, you continue to have concerns for the child and are not satisfied that the child protection procedure is being followed, it is your duty to challenge the Headteacher and if you continue to have concerns you should follow the Whistle Blowing Policy on the school's Website and bring your concerns to the immediate attention of the Governor for Child Protection – Nicky Ashton, Liz Wright and Julie Childs.

In the absence of the Headteacher, please bring any concerns to the attention of the Deputy Head. In his absence please bring your concerns to the Learning Mentor.

If you have any concerns ***do not let the matter drop or think that another agency will pick up any concerns.***

If in doubt you should phone the FFAP (Families First Access Point) for guidance on the 24 hour helpline on 01472 326292. They will be able to log your concerns and signpost for the correct support.

Please refer to the LSCB for further guidance which is available in the Child Protection Resource folder in the staff room. An additional copy is available on the HT's and DHT's notice board in SLT room.

Please check your emails daily as the CPOMs system alerts staff directly as to key, important messages about pupils and families and therefore is vital to ensure information is passed in a timely manner.

VULNERABLE CHILDREN

Stanford School is an extended school and works with a number of external agencies and other providers to meet the Every Child Matters Agenda (Children's act 2004) to support the needs of families and young people. Additional support services include the Education Welfare Officer, Parent Support Advisor, the school's Learning Mentor, the School Nurse and Kids Club Leader. Should you have any concerns about a child these must also be brought to the attention of the Child Protection Leader or Deputy CP Leader. Every case needs to be assessed by a DPCP and a Single Agency Referral carried out.

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

CASE CONFERENCES

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

EMERGENCY PROCEDURES – FIRE ALARM

The continuous ringing of the school alarm system is the signal to evacuate the building. The class teacher will take responsibility for leading the class out onto the playground quietly. Each class must leave the building from the nearest exit and line up in the nearest playground facing away from the school building in one row – in register order. The

teaching assistants should check the toilets in their area. Office staff will check staffroom/ staff toilets and the hall. Fire Safety Information and Procedures are displayed around the school

Once outside the class registers will be brought to teacher by the office staff. The class teachers call the register as quickly as possible, children only being required to shout "Yes" to establish that all are present. Once all children are accounted for the teacher holds the register up to signal that all children are present.

Staff and children should stay on the playground and await further instruction. There will be at least one drill per term.

Details of evacuations plans are displayed in all classes and around the school.

There are regular checks by Fire Safety Officers and training provided. The Fire Bell is tested each week at 3.00pm on a Monday afternoon and at other times to ensure all staff and pupils are aware of key information. Governors monitor these records.

DISPLAY/CLASSROOMS/CORRIDORS

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

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

Displays can inform and stimulate, prompt inquiry, celebrate achievement and model high expectation. Mrs Brady organizes the display board rota and Mrs Drury is available to provide support for displays. Please display the MTP, Homelearning and newsletter outside your immersive welcome area outside your classroom.

Towards becoming a sustainable school and to promote positive ecological values staff should model the importance of caring for finite resources e.g. taking care when photocopying, recycling pieces of paper, accounting for pencils, putting curriculum resources away carefully so that they can be found quickly by other staff.

Staff should also encourage children to take responsibility for resources, to put them away carefully and to understand that resources are finite, everything costs and everything has a value. Staff are given a photo-copying card. Please consider alternatives to worksheets.

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

It is very important that the school is kept tidy. Any teachers wishing to store items around the school must ask the appropriate subject leader or the SLT.

NEWSLETTERS

Newsletters are a useful communication to families and children. It is important that all staff contribute to the newsletter document (sent twice a month.). The newsletter communicates events that are coming up and also inform families about interesting events that have happened. If a child misses a newsletter these can be given on their return to school, alternatively they can be found on the website. Any letter sent from the school should be on headed paper and therefore should have been seen and approved by the Headteacher or Deputy Head before it is sent home. Half termly class newsletters should be sent by each classteacher informing parents about the topic, home learning, PE days etc. All letters should be sent to the website promptly. Homelearnig should also be sent home and to the web to ensure positive communication.

SCHOOL DRESS CODE

The school has adopted a clear dress code for the pupils, which is set out in the school prospectus. It is designed to promote high expectations of the pupils as well as a sense of belonging. The predominant colour is blue with additional colours of black and white. Items with logos including football team preferences are strongly discouraged as this can be invidious. It is the responsibility of class teachers to encourage children to be smart and presentable in wearing the school uniform/colours and teacher should address any concerns with the child's parents as necessary. Please see the Admin Office for further information.

For safety, particularly during PE, pupils should keep long hair tied back and all jewellery is discouraged.

To ensure consistency across the school it is important that the message given to pupils about expectations for clothing is reflected in the professional clothing choices of all staff. E.g. No jeans, or flip-flops, uncovered shoulders (i.e. no "spaghetti straps" on summer clothes), sports clothes when not teaching sports etc.

Whilst it is not possible to list every possible clothing option here, it is hoped that staff will support the safer code of professional conduct and will dress in a way that reflects the high esteem we are held by children and their families.

- Staff should 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.

Pupil Care and Well-Being

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

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

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

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

Curriculum

The curriculum at Stanford is vibrant, exciting and engaging. We pride ourselves on ensuring real-life learning throughout the broad and balanced curriculum. We have a long term plan in place and half-termly medium term plans are generated by year group teachers and staff. Pupils help co-design their curriculum and lead learning in school, for example by leading presentations for assemblies, collaboration with different year groups, peer support and leading activity days. At least one trip/visitor is expected each term. Each topic begins with a 'Hook Day' which serves to the hook the learner into the learning. Home learning is linked to the curriculum and focuses on higher order thinking and reasoning. Please see KS Leaders and Curriculum Leaders for further support.

STAFF ABSENCE/LATENESS

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

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

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

TRANSFER OF RECORDS

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

VALUABLES

Members of staff should not leave items of personal property unattended. Lockers are available at the rear of the staffroom. Similarly, children should be discouraged from bringing into school items of personal property because of possibility of damage.

MEDICATION

Asthma inhalers should be kept in classrooms so that children can access them if needed. They should be taken to the swimming pool and outside if lessons are taking place elsewhere on the site. They must always be taken on school trips. Other prescribed medication such as Epipens, Piriton etc are kept on the shelf in the classroom in boxes with the child's name and photo on the front. Photos and information about specific issues are displayed in the staff room. Regular training for staff is arranged. Parents are responsible for checking the use by dates on the medication regularly. If a child requires prescribed medication to be administered to them during the school day, then parents are required to do so unless a Care Plan has been agreed. Please refer to the governor's policy on administering medicines for further details.

PLANNING AND RECORD KEEPING

The school has developed clear planning procedures. Please speak to the deputy Headteacher or another member of the SLT or your teacher "Buddy" for more information. The Teaching and Learning Policy is also available for your information.

Teachers are required to complete a Half-Termly medium term curriculum map which reflects the overarching theme and the interconnected learning opportunities. These are sent home to children and their families at the start of every term/half term as part of the class newsletter and are also to be sent to the web site.

Long term plans are on shared drive in subject leader files and on the school web site.

Teachers are required to prepare word-processed weekly/daily planning documents which are saved on shared drive and shared with their teaching team. Each class planning folder is to be kept up to date. This is essential to ensure that the learning is not disrupted in the event of staff absence.

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

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

Where absence is unplanned planning will be available in the classroom readily available to

the supply teacher colleague. The Teaching Assistant will be instrumental in the induction and support of supply teacher colleagues.

A file for Teaching Assistants will be in each class and will include data, groups, photos, medical issues and other pastoral information for that class.

LEAVING WORK FOR A SUPPLY TEACHER

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

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

Supply Teacher colleagues, Parents as Partners in Learning, Governors, Multi Agency Staff and other welcomed visitors are fundamental to the ongoing success of our school. Stanford prides itself on its warm, friendly and caring ethos and it is a measure of this value in action in the way that others are valued and supported in their time at Stanford for however long the duration of their visit. As such any number of other providers and visitors including members of the parent body, governors, community members and other professionals may be contributing to the children's learning experience and opportunities on any given day. For this reason not only should staff members be mindful of the professional expectations for integrity, honesty and confidentiality as mentioned above but should be aware that the staff room is no longer for the exclusive use of staff and as such discussions, conversations and humour should be respectful and appropriate.

PPA (Planning, Preparation and Assessment time)

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

HOMELEARNING

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

SECURITY

Doors should be kept closed during school sessions; do not let the children outside for any reason unless you are with them or they are supervised by another teacher or member of staff. Outside doors are to be shut at 8.55am.

The staff member on duty is responsible for closing the Hall door

The staff member on duty is responsible for closing the Key Stage 1 door.

A member of the Foundation Stage teaching team is responsible for closing their door.

The Caretaker is responsible for closing the school gates.

Children who are late should enter via the main entrance with their families to sign in late electronically.

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

Please wear your ID badge at all times.

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

HEALTH AND SAFETY

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

Because of the high risk of scalding, hot drinks are not permitted in the classrooms. This includes using cups with lids.

All trips must have a risk assessment using the Evolve system. Please see Miss King, SBM for support with logins and guidance.

All risk assessments are on staff shared drive under 'Risk Assessments' so that staff are aware of this information. Policies, such as Health and safety, Fire Evacuation Policy, Care, Control and Restraint Policy are available for all staff on staff shared drive under 'Policies.'

CLASSROOM/SCHOOL EQUIPMENT

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

COMMUNICATION PROCESSES

A smoothly running school is dependent on a number of factors not least of which is effective communication systems. Staff are encouraged to be open and honest in their

communications and to maintain high standards of professional discourse and courtesy at all times. There are a number of systems by which long term, medium and short term information is communicated, including staff meetings and all staff are expected to check their emails daily. The school uses the Office 365 system. You will have use of a laptop.

TEAM BRIEFING

A Team Briefing takes place on Monday mornings at 9.05am promptly. This is led by the Headteacher/SLT and is for all staff to discuss the week's activities and any organisational arrangements that need to be made. It is also an opportunity for staff to bring to attention any key thoughts which articulates elements of the school's Vision. The Office staff prepare and display a weekly calendar. Please add to the agenda as necessary by Friday lunchtimes. Minutes are taken by the Admin staff. The agenda includes safeguarding and health and safety as weekly agenda points. The minutes of meetings are emailed to all staff.

STAFF MEETINGS

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

Teaching staff meetings are normally held on a Wednesday and will start promptly at 3.30pm and finish by 4.45pm. Minutes are to be taken by the Admin Team and shared with all staff.

These meetings form part of directed time and therefore should be attended by all teaching staff. Teaching Assistants can attend these meetings.

Midday Supervisors Meetings are led by the SBM or Senior Midday Supervisor and are held every week or as necessary, as are Admin Team meetings and Site Team meetings.

TEA/COFFEE

Tea and coffee is available from the staffroom. Staff are asked to make a financial contribution to the refreshments fund at the beginning of each term. Mrs Christie organizes the tea fund. ☺

Staff are expected to clean their own cups and utensils and are expected to leave the kitchen area clean and tidy. There is a rota on display relating to emptying the dishwasher.

FINANCE

Stanford School complies with the principles of best practise as outlined in the Financial Management of Schools process. A hard copy of Stanford School's Internal Financial procedures, the Best Value Statement and The Financial Regulations for Schools can be located in the school office. Please ask one of the school administrators if you need help to locate these. An electronic copy of the documents are available on the office shared drive. Staff will need to familiarise themselves with the school's procurement and budgeting process. Further information on this can be accessed by speaking to a member of the SLT.

BUDGETS

At the start of the financial year, budgets are set either in response with ongoing costs: fuel bills, school maintenance, curriculum resources or in line with the school's development plan, curriculum development, professional development etc.

Curriculum and other school leaders may have budgets for the financial year April to March, in line with their responsibilities and remit. Therefore school leaders are asked to plan for development in their subject and record any expected costs. At the end of the school development cycle, colleagues complete an evaluation of the plan and the impact it has had on outcomes for the children.

Classes currently have a £100 budget each term to support curriculum and continue the school drive to further improve standards.

SCHOOL POLICY

All school policies are available on request, copies are on the notice board in the staff room and available on the 'Staff Shared' network drive. You will be asked to sign a disclaimer yearly to declare that you have access to and have read these.

STAFF

January 2018

Leona Hackfath	Headteacher/Teaching and Learning/Personnel/Finance/Strategy/Vision/Standards/SMSC/Child Protection Officer/LAC/Geography and CPD
Clair Smith	Deputy Headteacher/Key Stage 2 Lead/Math's Lead/Enterprise/Assessment/Behaviour/PE/Barley
Tracey Whiting	Key Stage 1 Lead/English/DT Lead/Poppy
Emma Hill	Inclusion Manager/Juniper Class/Outdoor Learning
Katie Wilson	Foundation Stage
Sara Brady	Sunflower/Art/History/Music
Anne Perrin	Pumpkin/History/French/ICT
Tracy Amos	Star Anise/Science
Suzanne Groves	Barley/RE
Kirsty Marsden	Star Anise/SMSC
Marina Cawley	Learning Mentor/DCPO
Julie Christie	Teaching Assistant
Angela Groves	Nursery Nurse
Tanya Kelly	Teaching Assistant
Sue Broddle	Teaching Assistant
Sadie Cullen	Teaching Assistant
Janet Cooke	Teaching Assistant
Amy Hulme	Teaching Assistant
Wendy Smith	Teaching Assistant
Beth Graygoose	Teaching Assistant
Felicity Fielding	Teaching Assistant
Jemma Lawson	Teaching Assistant
Alex Graham	Teaching Assistant
Sheena Hopkins	Teaching Assistant

Office Staff

Dawn King
Bev Daulton
Lesley Toyne

School Business Manager
Office
Office

School Catering

Tracey Smith, Angie Hall

Lunchtime Supervisors

Julie Christie – Senior PYPS
Melanie Jenkinson – Senior PYPS
Amy Hulme - TA
Vicky Douglass - PYPS
Felicity Fielding - TA
Alex Graham - TA
Sadie Cullen - TA
Beth Graygoose - TA
Jemma Lawson - TA
Sue Broddle – TA
Rachel Petyt – TA
Sheena Hopkins – TA
Tracey Goold - PYPS

Caretaker/Cleaning

Paul Hodson
Julie Drury
Sophie Dobbs
Mandy Watkinson
Sonia Chapman

Out of School Club

Rachel Petyt
Amy Hulme
Tracey Goold
Beth Graygoose
Jemma Lawson

New Staff to the school

If you are an NQT you will be entitled to the full induction programme offered by the Local Authority. This will entitle you to 10% non-contact time as well as your 10% PPA time.

At Stanford we have high expectations of our staff and have worked very hard to raise standards in the education we offer the children. As a new teacher we realise that your previous employment may differ from ours and we recognise that you will be joining the staff which is already familiar with routine.

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

JUST ASK

Our mission statement is “Living Together, Learning Together” and we expect all people to feel confident and happy to ask. Teachers realise that you are new and will always be willing to help.

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

WHAT IS EXPECTED OF YOU?

During the course of the year there are many “hot spots” where you will need to be fully prepared. You will be given these times at the start of the year and if you have any concerns ask your colleague or speak to the Key Stage Manager.

IN YOUR FIRST TERM

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

In your first term you will:-

- meet with the Key Stage Manager to familiarise yourself with the planning expectations
- meet the Deputy head who will give you an overview of the expectations of the year e.g. IEPs, Christmas celebrations
- observe the literacy and Numeracy subject leader
- meet the Headteacher during the first half term and then again in the second half term be given a post of responsibility (not applicable to NQTs) but not expected to take ownership of it until the second term. (However, you will be given the existing Action Plan)

HOW WILL I GET TO KNOW THE SCHOOL?

There is a check list for you to complete which will help you familiarise yourself with the school and there is an “expectation” document which promotes the high standards in the school.

Stanford Junior and Infant



STAFF INDUCTION

2017/18

*“Living Together,
Learning Together”*

Introduction

Welcome to Stanford Junior and Infants. We hope you find your time with us both rewarding and challenging. Whatever your role within the school you will play an important part developing and extending children and helping us achieve the aims of our school.

The school is aware of all the importance of its staff in meeting the needs of the school. We are committed to develop and meet the professional needs of staff collectively and individually. This process starts with the induction programme outlined in this document. Throughout the year we will refer to this document and will make amendments according to the expectations in the year. Please bring this booklet with you to each staff meeting and feel free to make any relevant notes in each section.

Section 1

Meeting the staff

	Who	Date
--	-----	------

Have I:

Arranged to meet the Head teacher (Beginning and end of 1st term)

Arranged to meet the Deputy Head

Arranged to meet the Key Stage Manager

Arranged to meet the Inclusion Leader

Arranged to meet the Numeracy Leader

Arranged to meet the Literacy Leader

Arranged to meet the ICT Technician

Arranged to meet the MFL and Music
PSHCE/RE and PE Teachers who will be covering PPA

Met the office staff

Met the Midday Supervisors

Met the cleaning/caretaking staff

Arranged to meet the link governor

A full induction programme is in place.

Section 2

Events in the Calendar and Expectations Event

What am I expected to do?

Class/school rule assembly

Certificate and house point assemblies

Church visits

- Harvest Festival
- Christmas
- Founders Day

Christmas Celebrations

KS1 Christmas Nativity Easter

Celebrations

Summer Events

Y6 Summer Term Production

Mentor Meetings

These are usually in October and February when you will speak to the parents/carers and pupils about their progress, targets, successes, support and challenges.

Termly Plans

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

Termly Curriculum Letter

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

SEND

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

Section 3

Planning, Assessing and Reporting

The Key Stage Manager (KSM) will be able to expand on the points below. It is important that you ask as much as possible. All the templates required for reports and plans will be on your laptop. If this is not the case then ask the SBM for a copy.

Planning

You are expected to complete the planning following the expectations of the Subject Leaders for Maths and English and all foundation subjects. Your planning will be taken in regularly by the Key Stage Manager /Mentor and this must be available when requested. You will receive feedback and it is expected that any issues must be actioned before the next month.

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

Assessing

There is a detailed Monitoring Cycle in the front of the class Assessment Folder. In line with the Assessment policy children are expected to feedback their understanding of each lesson.

Reporting

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

Section 4

Checklist of areas to familiarise yourself with the school

Areas	Yes and date	Comment
Key policies; Assessment, Marking, Behaviour Teaching and Learning		
Aims and Ethos		
Orientation		
Health and Safety		
Management and Organisation		
Office and expectations eg Photocopying		
Performance Management expectations and cycle		
Planning the curriculum		
PE		
SEND		
Timetables		
Procedures off site		
School Entrance Codes		
Staff meetings		
Personnel		

Section 5

Here is a more detailed checklist to enable you and your mentor to ensure that every aspect of your induction is covered, ideally within the first 4 weeks of your employment here at Stanford.

TASK	DETAILS	DATE & SIGN
WELCOME BY HEADTEACHER	Brief discussion welcoming to school and introduction to mentor/buddy as appointed by Head	
MENTOR.BUDDY ASSIGNED	Induction Process explained by mentor plus introduction to other staff members. Staff Handbook given.	
TOUR OF THE SCHOOL	To include Fire Drill procedures	
HOUSEKEEPING DUTIES EXPLAINED	Staff Signing in , daily timetable, coffee and lunch break schedule, car parking and website photograph taken. Meet members of staff responsible for First Aid	
MEETING 2 WITH MENTOR	At end of week 2 to discuss job description and expectations	
MEETING 2 WITH HEAD TEACHER	To discuss Child protection issues, safer code of conduct and Staff Handbook.	
COMMUNICATION PROCESSES	To discuss school newsletter, class letters etc.	
MEETING 3 WITH MENTOR	At end of week 3 to clarify any outstanding issues at this point.	

MEETING WITH IT SPECIALIST	To discuss the school server/laptops (including security issues) virtual tour of school website and IT resources	
OVERVIEW OF SCHOOL YEAR	To introduce regular activities and events. Introduction to The Friends Group.	
MEETING WITH INCLUSION LEADER	Inclusion policy and procedures, transition information re pupils	
MEETING 4 WITH MENTOR	Final meeting to ensure all aspects are covered and understood	