

# Hendal Primary



# Staff Handbook 2017

## **Aims of the School**

1. To 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. To promote and achieve high standards for all by providing teaching and learning of the highest quality.
3. To treat learners as individuals and to differentiated teaching and learning to take account of their individual and special needs.
4. To provide well for learners' physical, mental, social, spiritual, moral and cultural needs.
5. To provide well for learners' care, health and safety.
6. To ensure that all learners benefit from a rich, broad, balanced curriculum presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience, practical work, investigation and learning through play.
7. To teach basic skills and core subjects well and to give great emphasis to the foundation subjects and RE especially to the creative aspects including art, poetry, story, dance, music, performance. These will be central to our work.
8. To make connections between subjects and to apply basic skills across the curriculum.
9. To enliven and enrich the curriculum by visits, visitors, and extensive use of the environment.
10. To give responsibility to learners and develop their self-confidence by contributing to the community.
11. To make parents and the wider community equal partners with the school and to involve them in the evaluation of its success.
12. 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 and where learners enjoy growing up.
13. To make this school a place of enjoyment where success is encouraged, rewarded and celebrated.

## **History & Environment of the School**

The school was built in the 1950's and opened as separate infant and junior schools. The school was amalgamated as a 'through' primary a number of years later.

## **The School Building**

There are currently nine classes and a foundation stage - this means that the school is at maximum capacity.

There are two playgrounds - one key stage 1 and one key stage 2 - and an enclosed foundation stage outdoor environment.

The two main outside doors have key pads.

All areas of the school are strictly no smoking.

Corridors are utilized into learning environments - both independent and teacher led.

The reading libraries are situated in the KS1 corridor and in the KS2 corridor.

The administration office is at the front of the school building next to the main entrance.

The main hall is used for assemblies and is equipped with large apparatus for PE.

Our second hall is used for dining, assemblies and indoor activities.

There are extensive grounds which are used for PE, literacy, art, science etc. There are outside classrooms and large porches for foundation stage, KS1 and Lower KS2. which enables them to have outdoor provision all year round.

Hot school meals are available in four choices and both hot meals and packed lunches are eaten in the dining hall. Children can choose where they would like to sit and are able to sit in family groups.

There are a number of shared stock cupboards/resource rooms. There are other resources in the corridors. Items should be signed out and when stationery is running low Miss Crowthers must be informed. Resources should be returned immediately after use.

Each classroom has a stockroom which should be organised. Any electrical or digital equipment should always be stored in a central locked room.

Classroom doors should be closed at lunchtime except for the Lunchtime Supervisors room which is used at lunchtimes for access to the playground.

The side gates are locked at 9.10 which ensures the whole school is secure. The only way in and out is through the main entrance.

## Staff Information

Headteacher	<i>Kelly Ashton</i>
Deputy Headteacher (Acting)	<i>Daniel Benson</i>
Lower Foundation Lion Cubs	<i>Rachel Knowles (SLT) Class Teacher (SENCO)</i> <i>Danielle Balmond, Class Teacher</i> <i>Caroline Wheeler Nursery Nurse</i> <i>Katie Turner-Broadhead TA</i> <i>George Dickinson Class Teacher</i> <i>Gemma Pinfield TA</i>
Upper Foundation Lions	<i>Kirsty Marshall Class Teacher</i> <i>Debbie Stewart TA</i> <i>Lisa Green SNA</i>
Tigers Year 1	<i>Helen Wild Class Teacher</i> <i>Karen Ellam Nursery Nurse</i>
Hippos Year 1	<i>Ruth Bentham Class Teacher</i> <i>Kirsty Ball TA (Part Time)</i> <i>Alice Walsh TA (Part Time)</i>
Toucans Year 2	<i>Kerry Chapman Class Teacher</i> <i>Andrea Taylor TA</i>
Zebras Year 2	<i>Gabrielle Stone teacher</i> <i>Jill Swindon TA</i> <i>Deborah Grout Teacher - 1 to 1 Reading Recovery KS1</i> <i>Usha Kelly TA (KS1)</i>
Koalas Year 3	<i>Heather Brooks Class Teacher</i> <i>Karen Chare TA</i> <i>Heather Jackson SNA</i>
Pandas Year 3/4	<i>Jackie Alderson ClassTeacher</i> <i>Phillip John TA</i> <i>Joanne Carpenter SNA</i>
Giraffes Year 4	<i>Paul Sheard Class Teacher</i> <i>Leanne Goodinson TA (cover supervisor)</i> <i>Brenda Jones TA (interventions for Year 3 and Year 4)</i>
Meerkats Year 5	<i>Emma Cole ClassTeacher</i> <i>Christopher Rigg TA</i>
Panthers Year 5 and Year 6	<i>Abbie Ward ClassTeacher</i> <i>Karen Lipscombe TA (cover supervisor)</i> <i>Claire Kirkpatrick TA (interventions for Year 5 and 6)</i>
Jaguars Year 6	<i>Gillian Riley Class Teacher</i> <i>Lynn Crawford TA</i> <i>Louise Shaw Learning Mentor</i> <i>Jayne Hirst Behaviour Support Worker</i>
Admin staff	<i>Angela Galley School Business Manager</i> <i>Rachel Brailsford Administrative and Attendance Officer</i> <i>Liz Hill Administrative Officer</i> <i>Susan Mitchell Administrative Officer</i>
Buildings Manager	<i>Edward Roche</i>
Lunchtime Supervisors	<i>Jayne Nicholson, Keely Booth, Sarah Kirk, Susan Meldrum, Coreen Earnshaw, Geraldine Wilkins, Katrina Bray, Jackie Stokes, Lisa Green, Joy Wilson, Ava Boardman, Wioletta Mirga</i>
Cleaning Staff	<i>Katrina Bray, Jackie Stokes, Angie Smith, Karen Chare, Ava Boardman, Wioletta Mirga</i>
Kitchen Staff	<i>Mary Richardson Kitchen Manager, Catherine Williams Assistant.</i>

Staff meetings are held weekly after school from 3.45pm to 5pm on Mondays. Agendas are set by the headteacher in advance and minutes are taken and kept in a folder in the

staffroom.

Everyone is responsible for staffroom maintenance, which includes washing up any 'stray' cups, cleaning surfaces and generally keeping the room in order. We do not have a 'dishwasher rota' and hope people respect this and work fairly together.

Staff non-contact time is taken in the quiet rooms off the main corridors, we also now have a staff work area in our staffroom. We ask that staff respect that non-contact time is valuable and that they should not be interrupted while working.

Make sure that you inform both the Headteacher and Admin of any change of home address or telephone number.

Staff are seen as a role model and, as such, should always give careful consideration to how they dress and act. To ensure consistency across the school it is important that the message given to pupils about expectations for clothing is reflected in the professional clothing choices of all staff. E.g. No jeans or denim clothes, beach style 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 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

Pay day is the 29th of each month for teaching staff (earlier in December) and the 15<sup>th</sup> for support staff. Pay slips are sent out prior to pay day. We use Wakefield Council HR support services and Mrs Galley will be happy to support staff in dealing with pay related queries.

All classes have support from a TA or nursery nurse. 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.

Special Needs Teaching Assistants working with children with specific needs must meet regularly with the classteacher to discuss the teacher's plans and to evaluate work in meeting the child's special needs. The teacher will explain the written records that need to be kept, such as IEP's and these must become working documents which are regularly reviewed. Children must be engaged in writing their own targets for IEPs so they are clear on how to make progress. Parents of the children will be invited to a termly or half termly review meeting. The SENCo chairs the annual review meeting. All professionals involved with the child will make a written report and may attend this meeting.

In addition to IEP's, specific targets are written for gifted and talented children; these work in the same way as IEP's in identification of specific targets; they should be shared with the same audience and regularly reviewed. In differentiating planning these can be referenced.

## **The Children**

In order to fulfill our aims as set out earlier in this handbook, we need to have as full a 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. In order to meet the needs of each child we need to have an accurate record of his/her achievements, strengths and immediate needs in all areas of their development. Records, reports, work samples and discussions all help to provide the full picture. The following documents are typical in school:

EYFS data

Foundation stage profiles

Half termly assessment data

Termly Pupil proformas

Target Tracker data

FFT data

Raise on line data

Assessment Records are held by individual teachers on a half-termly basis and are submitted to the headteacher by the end of the first week of the following half term. Assessment meetings between individual teaching staff and the SLT are also held in this week.

## **Safeguarding**

(See Safeguarding Policy.)

If you have any serious concerns about a child, you must inform the Head teacher, Kelly Ashton or Deputy Safeguarding Officer, Daniel Benson. Every Monday during the staff meeting teachers raise any issues regarding safeguarding. These concerns will then be followed up by the relevant people.

## **Movement around the school**

Lower foundation children have their own entrance. Upper Foundation and KS1 children enter and exit the school through the main entrance doors and KS2 children through their own classroom doors. Children are expected to walk quietly in the corridors at all times. The on-going commitment of all staff is required to reinforce an atmosphere of calm and quiet.

Staff should 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. Not only can one teacher shouting at his/her class destroy the atmosphere being created by other teachers and their classes but also children can see double standards being applied regarding a school rule.

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 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.

Children should 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, they must be supervised, it is the responsibility of the class teacher to ensure children are supervised at all times.

## **Standards of work**

All children need to be presented with work that is appropriate to their level of achievement whilst providing new and exciting learning opportunities and challenges. We encourage all children to take pride in their work and to share their achievements with others.

Class teachers need to provide opportunities for sharing and celebrating good work and efforts within the classroom. Each day should include feedback sessions when on-going and finished work is discussed. Children develop good social habits in learning to appreciate the efforts of others. 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 shared in whole school mentions assembly every Friday. This includes positive comments regarding attitude and learning and certificates and badges are awarded for achievements.

We also give points and a cup for attendance and uniform bear goes to the class who were the smartest that week.

All classes have a variety of reward systems in place. Team Points can be awarded for good work, behaviour, kindness etc. by any member of staff.

Individual, group and class books as well as 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.

## **Standards of Behaviour**

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

The use of rewards and interventions are included in the behaviour policy. Staff are reminded that all serious incidents should be recorded (see safeguarding).

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 must be informed immediately and a positive handling form completed.

## **School Organisation**

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

Times of the day:

Breakfast club in the school hall 7.00am - 8.50am

Doors open 8.50am for UF and KS1

Doors open 8.55am for KS2

Register closes at 9.10 am

Nursery Sessions: 8.45am - 11.45am, 12.30pm - 3.30pm  
(providing 15 hours free nursery session).

Playtime: 10.40 - 10.55 am

Lunch begins at 12pm.

KS1 have a one hour fifteen minutes lunch break and KS2 have one hour.

Lunchtime supervisors are instrumental in maintaining a positive environment at lunchtime and they will lead play and engage with children. Children in UKS2 lead Fitbods with KS1 children.

School ends at 3.30.

## **School Curriculum**

The staff plan together where appropriate to ensure continuity and progression for pupils through a skills 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. The Open Futures project is an integral part of the teaching and learning experience and ethos.

Parent/Teacher consultations occur each term.

## **Other Curricular Activities**

Parents are invited to school during class assemblies and end of topic theme days, 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, and have taken on many formats including: sports, music, performance, creative activities etc.

At Christmas, all children take part in the Christmas concert for parents and families. There is a fund raising Christmas Fayre, a pantomime experience and Father Christmas visits the younger children during their parties. The choir sing carols at a chosen venue either to raise money for a nominated charity or to work alongside colleagues caring for vulnerable groups such as the elderly.

Book Fairs are held regularly, with an excellent selection of paperback children's literature available, for children and parents to buy.

Each key stage organises class outings in connection with their class focused work, voluntary contributions are requested to support this. As a rule no more than one expensive outing per term is arranged. Low cost or no cost outings are arranged at convenient times to support the children's learning within the project. 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 Mrs Galley. All visits must be approved prior to planning by the HT and a Governor.

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

In the summer term, there is a leaver's production for year 6 children to mark the end of their primary school journey. Parents and family are all invited.

During the summer term, sports days are arranged for all children to take part in.

## **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 2017.

### LA Governor

Mr T Carter      Chair of Governors

### Community Governors

Mrs A Fletcher   Vice Chair of Governors

Mrs E Hardy

Mr B Denson

Mrs S Robinson

### Parent Governors

Mrs H Douglas

Mr B Errington

Mrs A Spiers

Mrs E Hollingdrake

### Staff Governors

Mrs K Ashton

Mr D Benson

Miss C Chapman

A weekly overview sheet is distributed every Monday morning.

A 'what's on' sheet is given out at the beginning of each half term.

A Dates for the Diary booklet given out each term.

Text message system used to inform parents of events, cancellations etc.

Telephone messages are taken by the office staff. We have an absence or message voicemail option on our system. Every effort is made to make staff aware of messages.

Our website has an email school area so that we can receive messages from parents or contacts enquiries.

### **Fire drills**

Fire drills are held twice 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 (see below). When the fire alarm sounds you should give clear instructions to the pupils, take registers with you if in the room, 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.

The fire alarm is also tested at 9.30am every Wednesday morning by sounding the alarm once. All of our staff and children are aware of this and are familiar with this arrangement.

Foundation stage - on FS playground

KS1 - on upper KS1 playground

KS2 - on KS2 playground

### **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 a slip informing parents and retained for school records must be kept. These slips have Hending Primary logo on and they are filed separately for KS1 and KS2.

At playtimes, any member of staff who is first aid trained will decide on the appropriate action to take. For minor injuries the child is usually brought into the building by another child and taken to the staffroom to be attended to. Ms Brooks and Mrs Knowles are fully qualified first aiders, we have six staff trained in pediatric first aid and ten staff including lunchtime supervisors holds the basic first aid training certificate.

Children with serious injuries are brought into the school by a member of staff on duty. If you think that the child should not be moved one person must stay with the child and one should alert staff inside by knocking on the staffroom window. The other should deal calmly with the other children in the playground until help arrives. Under these circumstances the office staff must be notified and an ambulance called. All accidents involving a child's head must be reported. Parents should receive an injury slip 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 accident book (all injuries, however small should be noted and the parents/guardians informed).

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 library area. A first-aider should check symptoms and arrange for parents to be contacted if necessary.

### **Lost Property**

There is a storage box in the two resource rooms 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.

### **Playtimes**

Foundation children have their own outside area which is accessible all year round. Foundation staff work on a rota to supervise outdoor learning activities.

Morning play is 10.40am to 10.55am. There are three members of staff on duty in KS2 and two in KS1, 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 awaiting them.

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

### **Indoor wet playtimes -**

Teachers and support staff are asked to work together to ensure there is sufficient cover for all classes during wet playtimes.

### **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.

## **Absence procedure**

Any unexpected teaching staff absences should be reported by telephone verbally to the Headteacher or Business Manager as early as possible in the morning (from 7am) by telephone. If we need to organise supply cover, the sooner we know the better!

All other staff should phone the Headteacher, Business Manager or school by 8.00am and text or call their key stage leader. Please telephone the school by 2pm to update us on your situation.

(NB the LA has a capability code regarding absences of which all staff need to be aware - see school capability procedure).

## **Student teachers**

We work in partnership with a number of Universities and every experienced teacher has the opportunity to help with the training of students in his/her class. Kelly Ashton coordinates and advises on student placements. Each teacher with a student in their class will liaise closely with Kelly and the student's supervisor.

## **New teachers**

New teachers can expect to be fully supported by all established staff. Mrs K Ashton is 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 headteacher's room. The Behaviour Policy, Marking and Presentation Policy and Homework Guidelines are given to each new member of staff. There should be a National Curriculum document in each classroom.

## **Supply teachers**

If covering for curriculum leadership/PPA time then the teacher will give timetables and other information to the supplyteacher. 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 (SIP) for Hental Primary is Julie Dale

## **School Uniform**

All children are expected to wear school uniform. The uniform list is in the school brochure. Staff should encourage children to look smart by tucking in shirts, wearing a tie 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 length at least weekly and the marking policy used to guide appropriate marking.

In addition to this, each teacher engages in a levelling and target setting exercise at the beginning of each academic year. Parents receive end of year written reports on all areas of their child's learning. 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 a class newsletter.

## **Standard National Assessments**

Year 2 & Year 6 pupils are assessed summatively with National materials. All staff are involved in moderation exercises at both Key Stages prior to these assessments being made. The school portfolio is updated, results are analysed and an action plan and targets are set for the next year.

## **Support services**

The Educational Welfare Officer visits the school at least twice a 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 and then returned to the school office.

Teachers must inform the attendance officer, Mrs Brailsford of any reason given for absence. Mrs Brailsford will fill in all reasons reported to her orally or by the telephone. She is responsible for ensuring there is a 'first day response system' for all children who are absent without informing school. If she is unable to contact parents, and after three weeks there is still no reason, a letter will be sent to parents. For persistent absentees, Mrs Brailsford will liaise regularly with the EWO.

The School Nurse comes in regularly to carry out health checks, which take place about three times a term. Teachers should bring concerns to the attention of the nurse.

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!

For procedures of special needs referrals, see the Special Needs Policy and SENCo, Rachel Knowles. Other support professionals visit the school regularly in relation to children with statements and other children with special needs; speech therapists, occupational therapists, etc.