WELLS-NEXT-THE-SEA PRIMARY AND NURSERY SCHOOL

2014

Staff Handbook

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I have come to a frightening conclusion.
I am the decisive element in the classroom.
It is my personal approach that creates the climate
It is my daily mood that makes that weather.
As a teacher, I possess the tremendous power to make
a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration
I can humiliate or humour, hurt or heal.
In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or dehumanised

Teacher and Child by Dr. Hiam Ginott

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 students 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.

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 practise. 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 student 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 staffare 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 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 governors expectations.. Staff and volunteers must ensure they are dressed in a way that meets the expectations of the governors, is , safeand appropriatefor 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, including anyof 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. Staff must not be "friends" with individuals or with groups of students on social networking sites.

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.

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.

In discussion with others not directly involved or who do not need to know specific or general information staff should avoid being 'drawn' into discussionswhich 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 Head teacher or a member of the Leadership Team. Details relating to children are confidential and should only be shared with staff and specific support groups / organisations 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 on a 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.

The Safer Code of Conduct

The governing body of the 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.

All teachers must comply with the *Code of Conduct and Practice for Registered Teachers* and the *Statement of Professional Values and Practice* which are therefore incorporated into this Code of Practice. These documents can be accessed at http://www.gtce.org.uk . The document *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2014* is also incorporated into this Code of Conduct.

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. . 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.

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.

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 of sharing of information s/he must seek guidance from a member of the Leadership Team. Any media or legal enquiries must be passed to the Head teacher.

Sexual Contact with Children and Young People and Abuse of Trust

Any sexual behaviour, whether homosexual or heterosexual, by a member of staff, volunteer or governor with or towards a child or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. All adults working in the school who have contact with pupils are in positions of trust. The

Sexual Offences (Amendment) Act 2000 specifically established a criminal offence of the abuse of trust in relation to teachers and others who are in relationship of trust with 16 -18 year olds.

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.

Infatuations and Crushes

Adults must recognise that a pupil may be strongly attracted to a member of staff or volunteer and/or develop a heterosexual or homosexual infatuation. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, must report this without delay to a member of the Leadership Team so that appropriate action can be taken. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the pupil. It should also be recognised that careless and insensitive reactions may provoke false accusations. Whilst the risk of infatuation is not limited to younger members of staff, newly qualified teachers must recognise their particular vulnerability to adolescent infatuation.

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 must not be “friends” or have personal on line contact with individuals or with groups of students on social networking sites.

Staff and volunteers must not give their personal details such as home/mobile phone number, home address to pupils unless the need to do so is agreed with a member of the Leadership Team.

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 as 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 member of the Leadership Team.

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.. 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 or taking a shower. 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 overwhelming 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.

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 member of the Leadership Team 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

booking the school minibus through reception. If this is not possible, 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 visibly check the vehicle to ensureand ensure t the maximum capacity is not exceeded.

Only staff or volunteers with the appropriate qualifications and have permission from the Headteacher are allowed to drive the school minibus. Staff who are able to drive the minibus must declare any penalty (if more than 6) points for insurance purposes.

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.

Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff.

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. A list of those children we are NOT allowed to use in photographs or video is held at reception for all staff to access as necessary.

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, e-safetyand Electronic Communication

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

Under no circumstances should adults in school access inappropriate images. Deliberately accessing pornography on school equipment will be treated as gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely 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 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.
- Appears to have special or different relationships with a pupil or pupils
- Seems to seek out unnecessary opportunities to be alone with a pupil

Teacher Standards

One of the key ingredients of an Outstanding school is the consistent application of systems and procedures alongside clear expectations of all students. The following list, although not exclusive provides clear expectations for all staff which in turn provides consistency for students.

Marking & Assessment

Ensure all work is marked effectively and in a timely manner. Regular detailed written feedback and next steps must be provided for all students. Please see the Marking and Assessment policy and guidance for further information.

Communication with parents and Carers

The school calendar must be used to allow early identification of events concerning their children. Communication regarding events such as small trips or visits must be communicated with parents directly at least **10 working days** ahead of the actual event. Communication with parents can be via letter (posted or given to the child), the school text service or the school no-reply email system.

Communication with staff and visitors to school

All staff must communicate with all other staff in a polite, helpful, friendly and professional manner. Staff have a responsibility to discuss with another member of staff who they feel is communicating with them in an inappropriate manner. If this does not provide a solution to the issue the member of staff concerned may consider making a formal complaint. Staff are expected to check their emails at least every 24 hours on work days. Emails during weekends and holidays must be kept to an absolute minimum or not used at all if possible.

Data protection

All staff are responsible for ensuring any personal information, including emails held on laptops, memory sticks or other portable devices remains secure and is not accessible by others at school, outside school or if lost. No photographs of children or school events should be taken on personal devices.

Reports and tracking

Reports and data submitted by staff to the whole school system must be submitted before the deadline. Reports must be detailed and unique to that specific child detailing the standard of work completed to date, attitude towards learning and general behaviour. Reports must include specific targets and / or next steps for each child.

Homework

Homework must be given regularly, build upon classwork and be set in line with the schools homework timetable. Homework must provide a challenge. Word searches, designing posters etc is not suitable homework.

Use of planners

Teachers must ensure planners are used by children in their classes and tutor groups. All relevant sections must be completed in the planner. Planners MUST be on desks open at the correct date during lessons.

Tutoring and mentoring

All staff must contribute positively and effectively to the vertical tutoring and mentoring system. All procedures for mentoring must be followed

Strategic Seating Plans

Teachers must decide where children sit and Strategic Seating Plans (SSP) must be created and held by the teacher and teaching assistant for every class, which identify which children are. The SSP must take into account behaviour, academic ability, EVER6, EAL, LAC or SEN and provide the opportunity for children to work together effectively, particularly to support those who are described as EVER6. Temporarily moving children from the agreed seating arrangements to aid learning is a positive act. The seating plan should be shared with observers whenever requested.

Planned absence

All planned staff absence must be requested and communicated at the earliest possible opportunity. Personal leave must be requested using the forms available on the VLE and submitted to the Headteacher. Some personal leave may be authorised as unpaid leave.

Cover for planned absence from lessons must be detailed and provide challenge for children of all abilities. All resources required must be made easily available

Unplanned absence

In the event of personal illness or domestic problems necessitating absence from school, it is essential that teaching staff get a message to Sharon Page who is responsible for cover, as early as possible on the day concerned and on all subsequent days of absence. Please ring the number provided by Sharon.

In addition to informing Sharon Page of your absence, it is also the responsibility of teaching staff to:

a. If they are a tutor, convey information concerning your intended use of tutor time;
b. Convey information to your DoL/HoD and set work for classes that you will be missing. Please ensure that you set appropriate cover work that our own cover supervisors, or outside agency supply teachers, can successfully deliver to your classes.
c. Convey any information regarding duty commitments on that day.

If you are taken ill, or have to leave school for any other reason, during the School day and have to go home and/or miss classes, make sure that you inform Sharon Page, or in her absence one of the Leadership Team, and the office even if you have arranged cover within your department.

Please also ensure that Sharon Page is advised as early as possible of any changes to arranged cover, e.g. cover that has been organised but is not now needed.

Cover for absent staff

In line with government requirements, we operate a “rarely cover” policy.

Behaviour, rewards and sanctions

The school systems must be followed. Grades given to children on report cards must be accurate and reflect the behaviour of the child.

Literacy and Numeracy

All staff must actively promote the improvement of good literacy and numeracy skills in all children by modelling good skills themselves using the school policies and systems.

All staff must support others in the consistent implementation of these expectations

School Day – Timings

8.30 – 8.40am	**Staff briefing – Mondays, Wednesdays and Fridays**
08.40 – 9.00am	**Tutor period / mentoring / assembly**
09.00 – 10.00am	Period 1
10.00 – 11.00am	Period 2
11.00 – 11.15am	Break
11.15 – 12.15pm	Period 3
12.15 – 13.00pm	Lunch (afternoon registration to be completed electronically by 13.10pm)
13.00 – 14.00pm	Period 4
14.00 – 15.00pm	Period 5

Assemblies

Assemblies are an important part of school life. They develop the community spirit of which we are so proud. All staff are welcomed in assemblies. All tutors must attend with their tutor groups.

Monday	**Yr. 11**
Tuesday Week A	Mersey
Wednesday Week A	Waveney
Thursday Week A	Trent
Friday	Whole School

LRC

The LRC is staffed full-time but if staff wish to use this resource they must accompany their class at all times unless agreement has been sought from the LRC Manager to supervise a small number of appropriate students independently. **Please do not send students to the LRC without prior agreement.**

Students out of lessons

All students who are not in lessons during lesson time must have a note from staff. There are many excellent events that take place for students within and outside APHS however the amount of time students are missing from lessons MUST be kept to a minimum. In order to try to avoid issues please follow the guidelines below:

- Year 11 students should not miss Maths, English or Science lessons
- Agreement for a Year 11 student to miss other lessons can only take place if the student agrees to catch up all work missed and seeks permission from the teacher(s) concerned;
- The absence is sanctioned by the teacher(s) of the lesson(s) concerned

There will, of course, be occasions when students do have to miss lessons for modular exams, controlled assessments etc. Please ensure that ALL these exams/assessments are in the school calendar and announcements/reminders are made as early as possible to allow other teachers to plan accordingly.

Exam resits

Unless there are exceptional circumstances, students/parents/carers will pay for examination re-sits.

Trips

- Before confirming a trip the following actions need to have been completed:Check school calendar;
- Check with Sharon Page to ensure that cover can be provided on the intended date
- Complete the "request for students to be absent from lessons" form, available on the VLE under "forms" and attach details regarding trip and pass to the head teacher for approval.
- Check availability of the minibus, diary is kept in reception and booking is available on line.
- Confirm driver or book an alternative transport method;
- Complete form requesting cover and hand t BTA/SPA for signature and action;
- Inform BBR to place on school calendar;
- Confirm booking with supplier;
- Write letter to parents with consent form (template available on VLE);
- Ask BNE/KHA to send letters to parents;
- Visit must be placed on the EVOLVE system by lead teacher (at least six weeks prior to the trip taking place); See Sue Shaw for advice and support
- List of students to be placed on staff room notice board;
- FSM/Staff packed lunches to be booked with Brenda Wick (give at least 2 weeks' notice);
- Give copies of consent forms to BNE/KHA;
- Meet with students the day before to run through details and expectations;
- Take copies of consent forms and a first aid kit with you (there is a first aid kit on the minibus);
- List of students involved must be left in reception prior to departure.

Use of mobile phones on school trips

The visit leader should ensure that pupils and parents/carers are aware of this policy prior to the visit.

Parents and pupils are reminded that mobile phones can act as distractions and can distract pupils from making full use of the educational opportunities offered by the visit. Carrying expensive phones can expose pupils and parents are reminded that they are responsible for all items of personal property taken on the trip.

If the visit is abroad, then parents and pupils are reminded that the costs of using a mobile phone will be much higher than in the UK. This also applies to calls and texts being made to others on the same trip. Pupils and parents should disable internet roaming to prevent huge bills being incurred, as most smart phones will update applications, even when not in use.

However, there will be circumstances where the use of mobile phones on educational visits is allowed and encouraged.

They can be used to:

- Enable contact between visit leader and pupils during remote supervision;
- Maintain contact with other pupil groups;
- Take photographs for personal record;
- Contact parents during residential visits (although for some children homesickness can be made worse by frequent contact home);
- To contact the visit leader in an emergency.

There are also times where mobile phones must not be used:

- During formal lectures or performances;
- When pupils attention is essential, e.g. during activities or walking in busy areas etc.;
- During visit where respect is due e.g. visits to religious establishments, battlefields, etc.;
- When requested to turn off mobile phones by the visit leader;
- When the establishment/venue being visited requires mobile phones to be switched off.

During a Duke of Edinburgh expedition the use of mobile phones is always restricted. The supervisor will issue clear guidelines to pupils beforehand.

Should a serious incident occur, parents will be informed via the emergency point of contact at school. It is likely that pupils will be asked not to use their mobile phones until all parents have been informed. The reason for this is that in the event of a serious incident, media coverage is often very quick, and it is important that parents are informed through the appropriate channels before an incident becomes public knowledge.

A wish to telephone home during an emergency will be a natural reaction, particularly, if pupils possess mobile phones. Once the emergency contact has been alerted, the visit leader may allow children and young people to get in touch with their parents/cares, all such usage will be monitored by an adult. Under no circumstances will pupils be allowed to post any messages on social networking sites regarding the incident.

Health and Safety

APHS regards the promotion of Health & Safety at work to be of the utmost importance and we have a very serious commitment to keeping our students, staff and visitors' safe at all times. The school policy is to ensure that every reasonable step is taken to prevent injury and ill health to all personnel by protecting individuals from hazards at work, this includes students and visitors. We also recognise the importance of providing safe working conditions and practices to ensure that a high standard of safe-guarding is in place for our students.

The school's Health & Safety Policy can be found in the school office or on the VLE. It recognises that each member of the school community has a responsibility towards their own and others' health and safety.

Areas of responsibility

The governing body	**Has the ultimate responsibility for all aspects of the Policy**
The Head teacher	Is responsible for effective communication and

	implementation of the Policy
Teachers	Have responsibility of applying safety procedures on a day-to-day basis. All accidents will be reported to them according to current procedures in order that identified and remedial action is taken as appropriate. Teachers are to ensure that all new members of staff and students under their control are instructed in their own individual responsibility with regards to Health and Safety at Work Act, and take prompt actin where necessary.
Employees and Students	Have a legal responsibility to ensure that they act with all reasonable care with regard to health and safety of themselves, other members of the school, contractors and members of the public. They are required to co-operate with supervisors, line managers and safety representatives to maintain standards within the school.
All site or room defects must be reported to the Site Manager, those defects causing a Health and Safety issue MUST be reported as a matter of urgency.	

Fire Drill

Fire drills are held regularly. Evacuation instructions are held regularly. Evacuation instructions are posted in all areas. Staff should familiarise themselves with Fire Exit procedures. Students must leave bags in classrooms and staff should, when possible, ensure all windows are closed.

ALL staff, students and visitors should assemble at the far end of the hard area at the rear of school Students **should line up in their tutor groups in silence**.

If there is a fire alarm sound during break or lunchtime students should line up in **Alphabetical order, in silence, in tutor groups.**

Evacuation Procedure

Key Person	Responsibility
Alastair Ogle (Barney Rimmer)	Receive registers and notification of any missing persons. Liaise with emergency services
Barney Rimmer	Hand out registers to Tutors. Receive completed registers and deliver to AOG
Bal Tawana	Hand out registers to Tutors. Teceive completed registers and deliver to AOG. Check boys' toilet
Clare Gammons	Check girls' toilets next to Room 1
Frederique La Grange	Check toilet block in MfL building
TBA	Check boys' toilets near Room 10 (bottom of stairs)
TBA	Check girls' toilets next to Science 3
Katarina Hagag	Check girls' toilets outside the LRC
BNE/KHA	Provide BRI and BTA with registers. Take first aid kit outside

Key Person	Responsibility
	Check all visitors/technicians/supply staff are accounted for.
BBR	Provide AOG with checklist
Eddie Kossowicz **(Jim Farrington/Lindsey Waajen)**	Check source of alarm and ring Fire Brigade, if required. Inform AOG
TBA	Check disabled/gent's and ladies' toilets next to BTA/LPI offices
Lynn Pigney (Julie Glossop)	Check support staff are all accounted for
Sharon Page **(Sue Shaw)**	Check admin staff accounted for Check canteen staff accounted for Check maintenance and site staff accounted for
Kim Gibson **(Duty staff)**	Check visitors and staff to Sport-a-Peel are present
Staff must only check their allocated areas if they are passing that area as they leave the building and inform AOG if they are unchecked or clear. Under no circumstances must staff put themselves at risk by re-entering the premises.	

Review and Quality Assurance Process 2014-2015

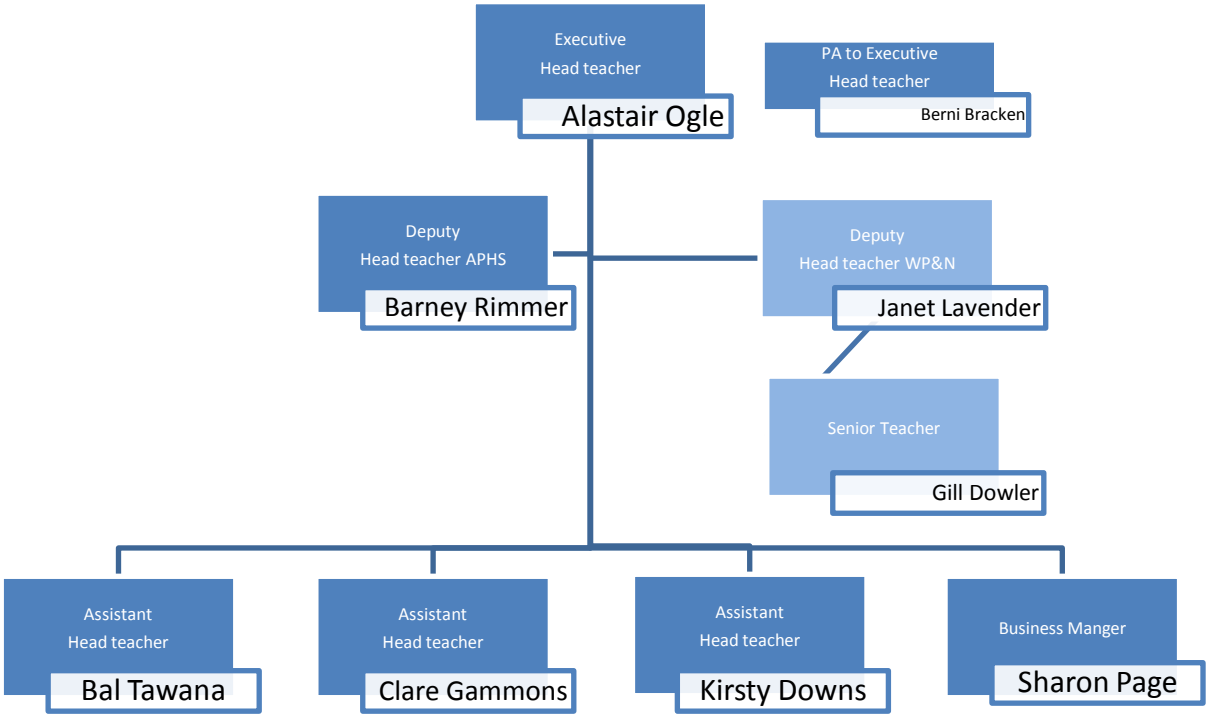
Folloiwng approval from the Governing Body the school SIDP will be shared to allow all DOL/HOd to use the school priorities within their own faculty alongside targets specific to that.

The Review and Quality Assurance timetable appears on the school calendar.

Whole School Marking Guidance

BAL please let me have your document to insert here.

School Organisation



	Executive Head Alastair Ogle	Deputy Head Barney Rimmer	Assistant Head Bal Tawana	Assistant Head Kirsty Downs	Assistant Head Clare Gammons	Business Manager Sharon Page
Priority roles (Learning)	Strategic Planning Staffing and Personnel Quality Assurance School self-review Health and Safety Safeguarding	Develop the use of data as a strategic tool to inform and improve learning	The development of assessment for learning including a detailed and consistent approach to marking across the school	Raise standards through the development of pace and challenge	Development of whole school pastoral and academic support	Effective use of resources and the development of the school site to provide better learning opportunities
Management Responsibilities		Acting Headteacher in Headteacher's absence Curriculum Timetable Data analysis Reporting to parents Work Experience (SSH) Exams (APL) Citizenship Curriculum (SWA) L3 catch-up funds	Prospectus CPD/ITT/staff induction Performance Appraisal System IACG Marketing Ever 6 and LAC funds to improve progress	Director of Learning – PE and Performance Faculty Lesson observation programme monitoring the quality of teaching and learning and implementing effective targeted support	Student Progress Transition Admissions Attendance Citizenship (pastoral)	**APHS** Finance management Site Development Kitchen and catering Lettings Admin team Income generation Cover Duties Single central record Contracts Sport-A-Peel **WP&N** Finance management Kitchen and Catering **Cluster** Cluster budget
Link to	English (EBR) Maths (WBO) School Literacy (EBR) School Numeracy (tba)	Science (SKE) ICT & Technology (HMU) DfE (TSI)	Humanities (FLA) SENDCO (LPI)	Performance (MWO) G&T (SBR)	Mentoring (SBR) SPRO (RTA)	Kitchens (BWI & LFR) Site Dev Team (EKO) Admin (KHA)
	Norfolk System Leader Cluster Chair Norfolk Small School Strategy Group NSEL/NPHA recruitment group and Critical Incident representative	Closing the Gap Group Core Group Learning Board Norfolk Curriculum Group		Learning Board	Student Support Team Parents' Forum	Cluster
Governors Committees	Full Governors S&P SL&S P&S	Full Governors F&P SL&S				Full Governors F&P P&S

APHS Faculty / Department Structure

	English	Maths	Science	Humanities	Technology, ICT and Business	PE & Performance
KS3	English	Maths	Science	Geography History RS French Spanish	ICT Technology Food Technology Art	PE Drama Music
KS4	English Language English Literature	Maths Statistics	Triple Core & Additional Physics Chemistry Biology Child Development	Geography History RS French Spanish	Cida GCSE ICT Graphics Resistant Materials Catering	CGSE PE Btec Sport Music Drama Expressive Arts
HoD/DoL	Emma Brits (Literacy)	Bill Boyce	Samantha Kelly	Frederique La Grange	Huw Murkin (ICTAC, ICT Dev Group)	Kirsty Downs (Pace & Challenge)
Department Staff	Stefan Leverton	Daniel Bridge	Hugh Strafford (2nd i/c)	Dawn Johnson	Sue Camplin (2nd i/c)	Joe Wilding (lead Boy's PE)
	Cassandra Coleman	Clare Gammons (Pastoral & Academic Support)	Sara Watkins Citizenship days "External Curriculum"	Dawn Johnson	Amy Winter	Chloe Beech
	Amanda Moffat	Hannah Barker (Numeracy)	David Hunter	Rhi Hallet	Ashley Wykes (Activity days, eco-council, STEM events)	Shane Brett (Learning Mentor)
	Jo Doyle		Barney Rimmer	Beth Thornton	Amelia Light	Michelle Wolfe (Head of Performing Arts)
			Jan Bird	Tracey Sizeland	Sally Vaughan-Birch	Danni Birkin
				Bal Tawana		Harriet Rudd (maternity cover)
			Maura Cottey (technician)		Mark Bishop (technician)	

Admin	Sport A Peel	Site	Catering	Cover
Karen Hart	Kim Gibson	Eddie Kossowicz	Brenda Wick	Nina Baldock
Sue Shaw	Instructors & Lifeguards	Jim Farrington	Sarah Sampson	Sally Hoskins
Katarina Hagag (LRC)		Judith Platten	Mel Shenton	
Briony Newstead		Shiela Dunthorne	Marie Wills	
Bernadette Bracken		Robert Hannant	Tina Craske	
		Jane Bunn	Lisa Wills	
		Lindsey Waajen	Sue Raven	
		Barbara Rollinson		

Academic/Pastoral Support	Learning Support	Exams	ICT & Data	Cluster Contracts held by APHS
Rebecca Taylor	Lynn Pigney	Alison Platten	Mat Pinzone	Lynn Pigney SENCO
Tracy Studd	Sarah Clarke		Richard Waugh	Angie Barker (Parent Support Adviser)
Shane Brett	Julie Glossop (HLTA)		Bernie Staff	Chloe Pedlow, (School Games Organiser (NN))
	Anne Hodnett			(TBA) Cluster Nurture TA
	Lisa Yarham (HLTA)			
	Claire Cunningham			
	Caroline Holden			
	Tracey Lear			
	Jo Doyle			
	Emma Gunhouse			
	Amanda Moffat			

Head of Houses
Joe Wilding
Stefan Leverton / Danni Birkin
Harriet Rudd

APHS Development Groups

Development Group	Purpose	Members
Learning Board	The development of learning across the school, Sharing Good / Outstanding Practice	**Barney Rimmer** **Kirsty Downs** Emma Brits Bill Boyce Samantha Kelly Frederique La Grange Huw Murkin Kirsty Downs Lynn Pigney
ICT Development Group	Development in the use of ICT to enhance learning. Advise / propose to the LT developments	**Huw Murkin** Richard Waugh Mat Pinzone Joe Wilding Stefan Leverton Dawn Johnson Jo Doyle Berni Bracken Michelle Wolfe Martin Dutton Bill Boyce Samantha Kelly
Closing the Gap Team	Ensure all identified children within one or more of the following cohorts make accelerated progress leading to higher attainment. Ever6, EAL, L3, Catch-up, SEN	**Barney Rimmer** Bal Tawana Lynn Pigney
Core Group	Increase results in English, Maths and Science through strategic partnership work	**Barney Rimmer** Emma Brits Bill Boyce Samantha Kelly

Federation Partners

(meets every half term, see calendar) – minutes to Alastair Ogle

Focus	APHS	Role	WP&N	Role
Standards, Teaching & Learning	Barney Rimmer	Deputy Head teacher	Janet Lavender	Deputy Head teacher
Development of English and Literacy	Emma Brits	Head of English & Literacy	Shayney Blyth	Lead Literacy, Yr. 6 teacher
Development of Maths	Hannah Barker	Head of Numeracy	Shane Speck	Lead Maths
Development of Science	Samantha Kelly	Head of Science	Janet Lavender	Lead Science & Outdoor Learning
Development of Humanities and MfL	Frederique La Grange	Head of Humanities and MfL	Gill Dowler	Lead Humanities and MfL
Development of ICT & Computing	Huw Murkin	Head of ICT/Computing & Technology	Shane Speck	Lead ICT
Development of PE	Kirsty Downs	Assistant Head teacher and Head of PE and Performance	D. Birkin / H. Rudd	PE Teacher

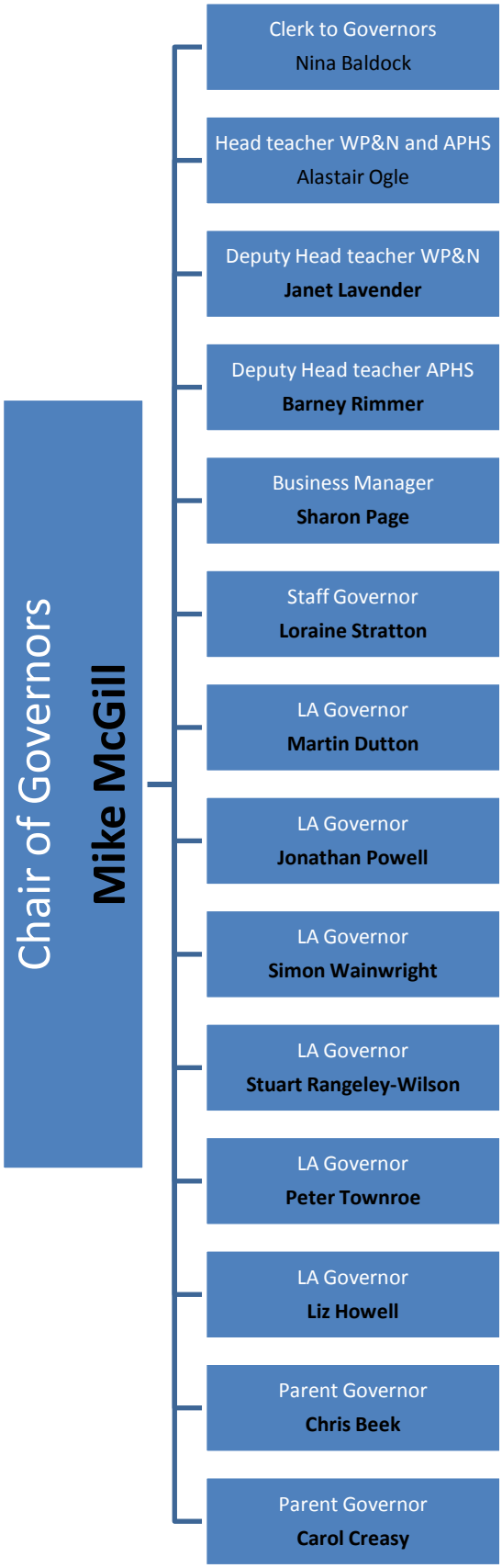
Agenda:

Curriculum
Assessment to improve learning
Progress and attainment
Staff development within specialist areas
Other

Wells Primary and Nursery School Responsibility Structure – September 2014 – 2015

TO BE INSERTED HERE

Wells Schools' Federation – Governing Body



Wells Schools' Federation Staff List

Alderman Peel High School

Surname	First Name	Role	E-mail Address	Internal tel no
Alastair	Ogle	Head teacher WP&N and APHS	aogle6nru@nsix.org.uk	
Alison	Platten	Examinations Officer	aplatten9nru@nsix.org.uk	
Amanda	Moffat	Learning Support Assistant	amoffat5rr6@nsix.org.uk	
Amelia	Light	Teacher – Art	alight8nrp@nsix.org.uk	
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Angie	Barker	Parent Support Adviser WP&N	abarker6nrm@nsix.org.uk	
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Ashley	Wykes	Teacher – Technology and Art	awykes5nry@nsix.org.uk	
Balbinder	Tawana	Assistant Head teacher	btawana8nrg@nsix.org.uk	
Barnaby	Rimmer	Deputy Head teacher	brimmer3nr9@nsix.org.uk	
Bernadette	Bracken	PA to Head teacher	bbracken5uru@nsix.org.uk	
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Brenda	Wick	Catering Manager	bwick7nrk@nsix.org.uk	
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Surname	First Name	Role	E-mail Address	Internal tel no
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Tracy	Studd	Pastoral Assistant	Tba	
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Wells Primary and Nursery School

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