



FARINGTON PRIMARY SCHOOL

POLICY NAME: Staff Code of Conduct & Handbook

ADOPTED: September 2023

REVIEW PERIOD: Autumn 2024

SIGNATURE:  _____

Chair of Governors

School Staff Code of Conduct

Section 1: Introduction

Governing bodies of maintained schools must establish procedures for the "regulation of the conduct" of staff at the school.

This requirement is set out in regulation 7 of The School Staffing (England) Regulations 2009.

At Farington Primary School we believe in creating a whole school culture that is professional, safe and inclusive. Our aims underpin the culture: principles of respect, understanding rights and responsibilities, fairness, tolerance and understanding for all. This code of conduct sets out key principles for the creation and maintenance of an effective school culture.

The Code of Conduct applies to all staff groups, including those staff that are seconded, supply agency staff, volunteers and students when working on the school premises. It also applies to governors at all levels within our Trust.

Section 2: Procedures and practice

Dress Code

Appearance must be professional at all times, both within the school and when representing the school at differing venues. The school recognises the diversity of cultures, religions and disabilities of its staff and will take a sensitive approach when this affects dress requirements. However, priority will be given to health and safety and security considerations.

Staff are individually responsible for their general presentation, appearance and personal hygiene and have a responsibility to consider how their appearance may be perceived by others.

Staff may attend school on days when they are teaching PE in appropriate sportswear to enable them to teach effectively and be comfortable.

Professionalism

Staff should:

- encourage a love of learning that makes school a fun and safe place to be.
- place the safety and wellbeing of children above all else.
- have a positive 'can do' attitude and have the view that they will never give up on a child or their family. Within the Trust we have high aspirations for every child.
- not label a child as being 'naughty'. This word is not used at all in Farington Primary School. It is the behaviour the child is presenting that is inappropriate not the child themselves.
- show professional integrity in everything they do and not commit any offence that could bring their own reputation or the reputation of the school into disrepute.
- not judge pupils and families. It is part of our role to offer support, advice and guidance and signpost to other agencies where needed.
- not to promote any candidate or political party.
- exercise caution when using information technology and be aware of the risks to themselves and others. Staff should use extreme caution when using social media and are advised to avoid linking with former pupils or parents/guardians of pupils. (Although it is accepted that contacts with parents may have been in place already outside of school.) Staff must not engage in inappropriate use of social networking sites which may bring themselves, the Trust, the school community or

employer into disrepute (see social networking policy for more detail). All social media accounts should be set to private / locked down.

- 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.
- recognise and apply confidentiality, talking only with appropriate people and on a 'need to know' basis. This also extends to all safeguarding matters.

Staff Relationships

Staff should:

- ensure that relationships between staff are characterised by fairness, openness and respect. This means valuing all contributions, acknowledging difference, and working together to build a climate of continuous improvement. Politeness and respect are essential ingredients: where differences occur, they should be dealt with calmly and fairly.
- be aware of how to record/report concerns (See Whistleblowing Policy). Where staff have any concerns about another member of staff, these should be reported immediately to the Headteacher. Where the concern is about the Headteacher/Head of School, these should be Chair of Governors.
- make new members of staff/visitors to the school and Trust welcome.
- work as part of a team, contributing as well as learning from others and helping to build up a strong workforce so that we can provide the best possible learning opportunities for the children.
- avoid workplace gossip and negativity as it breeds resentment and becomes a roadblock to effective communication and collaboration. We all have a duty to take active steps to divert conversations away from this if we come across it.
- display professional integrity towards each other at all times, showing an interest and compassion with regards to one another's well-being.
- when in discussion with parents, show a 'united front' on any decisions made in school, not naming individuals.
- follow the school's policies: including behaviour; anti-bullying; anti-racism in all interactions in school.

Staff/Pupil relationships

Staff should:

- treat pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position
- be aware of EHCP/Individual Health Care documents for pupils
- refrain from handing out personal e-mail/phone numbers/passwords to pupils

- avoid giving individual gifts to pupils as this can be misinterpreted
- keep professional boundaries
- work together with pupils to build a school whose relationships are characterised by mutual and appropriate respect. Praise and building on the positive should always come first. Where firmness/admonition is called for this should be exercised calmly, and staff should avoid shouting at pupils unless there is a Health and Safety risk (See Behaviour Policy). The School's behaviour policy and associated documents establish expectations and approved sanctions. All new staff should be issued with a copy of these policies, and any behaviour concerns should be dealt with in line with them. Where a member of staff is having difficulties managing pupil behaviour, they should discuss this matter with their key stage leader or Head of School at the earliest opportunity.

Staff/Parent relationships

Staff should:

- aim to create a welcoming and open relationship with parents. All parental concerns should be treated seriously and dealt with promptly.
- ensure that relationships are purely professional at all times
- not share personal contact details with parents
- not sharing personal information with parents regarding staff and other children
- ensure that all contact with parents is conducted via official means.

Health & Safety

All staff have a duty to help prevent accidents and injuries at work by being aware of the policies that apply to your work and complying with them at all times.

Staff should:

- comply with all instructions relating to health and safety and security procedures
- follow all health and safety codes of practice and policies which are relevant to their role in school
- take responsible steps to protect their own health and safety and, that of other people who may be affected by their actions and omissions within the workplace.
- report at the earliest opportunity, report any hazards, defects, accidents or incidents that you become aware of to the appropriate person
- wear appropriate clothing when teaching PE, including the covering or removing of jewellery
- comply with hygiene requirements
- Follow whole school fire and lockdown procedures and comply with drills accordingly. (See Staff Handbook).
- refer to the Medicine Policy when administering medicine to both pupils and staff
- inform the school as soon as possible of any medical condition that may affect your day to day duties in school
- carry out a Risk Assessment for all school trips/events – always seek guidance from phase leader.
- follow the school's Leave of Absence Policy when absent, including contacting the office, line manager /relevant staff before 8.00 a.m. on the first day of absence
- ensure the non-smoking of cigarettes or e-cigarettes on the school premises
- report to the Senior Admin Officer any changes to their personal details held on SIMS.

All staff will be supplied with a school identity security badge that should be worn and visible at all times both when in school or outside the premises on school business and should only be removed for safety reasons. This also acts as a fob for the front doors; if lost please report to school office as soon as possible.

Safeguarding

It is everyone's duty to act in a manner that supports the school's safeguarding agenda. This includes reporting concerns to the Designated Senior Leader, following school policies and procedures, confidentiality and the principles of key safeguarding documents, such as 'Keeping Children Safe in Education' (KCSiE)

Section 3: Disciplinary Action

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

Conclusion

By adhering to this code of conduct staff be assured they are playing their part in safeguarding pupils and protecting themselves.

Farington Primary School

Staff Handbook

(Reviewed for Sept 23)

Welcome to Farington Primary School, where I hope your experiences as a teacher, student, teaching assistant, support staff or welfare assistant will be enjoyable. The purpose of the pack is to welcome you to the school, provide useful and important information, and to help you settle into school, whilst providing our children with a safe and secure environment. It is also meant as a means of referral for all members of staff

You will have probably already been introduced to some members of staff, and we will endeavour to help you to settle in smoothly.

Farington Primary School is a growing school, and presently has 7 classes – R, Y1, Y2, Y3, Y4, Y5 and Y6. There is a nursery onsite, which is independently managed. We also have a before and after school club (FAST) that is managed by the school.

At present, we have approximately 190 children, with numbers growing all the time.

As well as Allan Williams (our Headteacher) we have 8 teachers, made up of part-time, job-share and full time staff, and 9 support staff. We also have a Pastoral Manager mentor, who supports children in overcoming barriers to learning that they may be experiencing due to social, emotional and family issues.

The children and their welfare, safety and happiness are at the heart of all we do at Farington and this is reflected in our mission statement:

Aim High * Achieve * Believe * Together

We hope you will enjoy and learn from your experiences at Farington.

This staff handbook is for all members of staff and visiting members of staff to refer to with regard to general routines, practices, expectations, and for explanations of the organisational and administrative procedures which need to be carried out for the efficient day to day running of our school.

If a member of staff feels there is anything which could be usefully added to this handbook, their comments would be welcomed.



STAFFING

Staff List

Teaching Staff

Headteacher	Mr Allan Williams
Deputy Headteacher	Ms Clare Cooper
Class R	Miss Lucy Atherton
Class 1	Miss Mia Schofield
Class 2	Mrs Jessica Simpson
Class 3	Mrs Louise Chase
Class 4	Mr John Fisher
Class 5	Miss Meghan Skillen
Class 6	Mrs Jayne Tate / Mrs Clare Cooper

Support Staff

Teaching Assistants	Mrs Diane Bradley	Mrs Yvonne Gorton
	Mrs Emma Roberts	Mrs Karen McGrail
	Miss Ashleigh Gray	Mrs Emma Cowburn
	Miss Gemma Parker	Mrs Jenni Aschroft-Hore
	Mrs Rachael Browning	
Pastoral Manager	Mrs Lisa Seager	
School Secretary	Mrs Alison Hampson	
School Business support officer	Mrs Rebecca Worthington	
Site Supervisor	Mr Mike Booth	
Cleaner	Miss Shannon Clare	
Welfare Assistants	Mrs K McGrail	Ms J Martin
	Mrs G Wray	Mrs R. Browning
		Miss A Threlfall
		Miss N Patterson

Communication

Communication is essential in ensuring the smooth, day to day running of the school, and we have a number of ways of keeping all groups of the school community informed:

Staff

Our school diary is part of our Outlook e-mail accounts in school. The diary is managed centrally and adapted/changed accordingly with events as they happen. Please make sure that anything you have planned is written in the school diary, accessible online, or through the Head/Bursar.

There is a weekly staff meeting each Tuesday, this will last until 5pm at the latest. Our weekly staff briefing is held on Thursday mornings at 8:20am for all staff.

If working for an extended period, you will also be given a school e-mail account.

Pupils

We have an effective school council who meet regularly to discuss ideas and projects to improve and develop the school.

Assemblies – there is an assembly each day. Mon, Tues & Fri. Monday is whole school with a focus upon British Values, Tuesday assemblies are in class focussed on inspirational people as part of our SMSC work and Fridays we have our whole school Star of the Week assembly. The Friday assembly is a 'whole school' celebration assembly to which parents are invited.

Each class has a 'worry box' in which children can leave notes for their teacher to let him/her know of any problems that they have in or out of school. If necessary, these are referred to our Pastoral Manager.

Parents

We have a weekly newsletter, sent out on a Friday afternoon, which informs parents of what is happening that week in school. If you wish to add any information to the letter, please see the headteacher or school secretary before the end of Thursday of that week.

We have a texting service which enables us to send a standard message to groups of parents to inform them of events.

The school website also contains up to date information and contains a link to our school Facebook and Twitter pages.

Governors

There are regular minuted committee meetings, as well as termly full governing body meetings. The Chair of Governors is Mr Paul Clarkson

Job Descriptions and Roles and Responsibilities

All teachers have a job description which is linked to the Teaching Standards and/or Leadership standards provided by the DfE. All support staff have a job description differentiated to their position. There are also clear 'Roles and Responsibilities' which are closely linked to all members of staff and which identify the expectations in relation to their position and position of the pay spine.

Start of the School Day

The headteacher (KS2) and class teachers (KS1) will go out on the yard at 8:45am to greet parents and pupils. Children are then allowed inside from 8:55am. Children must never be in the classroom on their own and therefore all teachers must be in class by 8.50am at the latest, in order to greet and supervise their children as they enter in to school.

If it is raining, the same member of staff must open the door at 8.45am. KS2 children will then be supervised in the library by the Headteacher and FS/KS1 children will be supervised in the classroom by teachers/support staff.

Playtime Routines

Staff on duty should be ready to go outside on time. The rota for playground duty is in the staffroom. Each teacher should see their pupils out of their room. No pupil should be left in the classrooms, unless he/she has your permission and you are happy to accept responsibility and must remain in the classroom too. Children should line up quietly in the corridor, ready to be allowed outside. Any pupil unable to go out to play for any health reason should sit outside the main office. Adults on duty are expected to be spaced around the playground so all areas can be safely monitored.

It is the duty teacher's responsibility to decide whether it is to be a 'wet playtime' and in which case they should try and inform other classes before the beginning of playtime. No pupil should be allowed to play where he/she cannot be seen by the duty teacher. If it rains once children are on the playground, a bell will be rung to warn staff to return to class, and children will come back into school.

The teacher on duty should ring the bell to signal the end of playtime. Teachers should then go straight back to their classroom and TA's supervise the children in the cloakrooms. For the safety of the children, staff should not still be in the staffroom whilst children are entering the school.

FS/KS1

The children upon hearing the bell, line up and come straight in.

KS2

The teacher on duty will ring the bell and all children will line up in their classes, before being sent into school a class at a time. UKS2 children will enter the building via the Boys cloakroom.

It is important that all staff see it as a shared responsibility to obtain and maintain acceptable standards of behaviour and self-discipline at playtimes.

Lunchtime Routine

Children should **not** be sent to the hall before the agreed times FS/KS1 11:40am and KS2 12.10pm. Please do not send your children outside until you are sure there is a member of the Welfare staff on the playground.

Wet Playtimes / Lunchtimes:

The member of staff on duty should ensure that all classroom doors are open and should constantly circulate. Suitable activities should be provided by each teacher for their own class during wet playtimes. During a lunchtime, the Welfare staff will supervise the children in class. A list of approved quiet activities should be made known to the Welfare staff. No scissors or other sharp tools should be used. Staff are asked to return to their rooms in plenty of time to take over from the Welfare when lunch time is over.

End of the Day

All children should be encouraged to leave their classrooms tidy. This helps develop a responsible attitude within the pupils for the schools. Please make sure all table and cupboard tops are clear and tidy so they are able to be cleaned.

Reception pupils should not leave the classroom until their adult has arrived. Year 1 and 2 children will be taken into the playground to be collected by their adult.

Children must only be handed over to the 'agreed' adult. If in any doubt, check! It is a statutory requirement in EYFS/KS1 that children are only handed over to someone on the agreed list, unless we have received notice from the parents that there is a change.

Other pupils should be regularly reminded to come back into school if there is no one to collect them.

KS2 children must be supervised in the cloakrooms as they get their coats before quietly leaving the building. KS2 teachers are expected to go with their class at the end of the day. Please do not just send the children out of the classroom!

Pupils Leaving School During the School Day

Parents must report to the office on their arrival at the school. If a child is ill and parents need to be contacted the child's class teacher should send an adult or written note to the main office. If a child is sent home ill or leaves the building a record must be kept in the main office. This will be recorded in the back of the 'Late Book' kept on the Bursar's desk.

Attendance on Courses

Please ensure that all plans and resources are available for the member of staff covering your class. Please remember to rearrange cover for any playground duties, which you may miss. Please be prepared to disseminate information / expertise gained on the course, including written discussion papers where appropriate.

Attendance

If you are unable to attend work, please speak to the Headteacher as soon as possible, either by mobile, or by phoning school on 01772 421977. Please also inform the Headteacher later in the afternoon of your intentions for the following day, if you are able. More information can be found in the staff absence policy.

Appointments in School Time

Staff should make every effort to make all appointments outside of school hours. If this is not possible then please ask either the Headteacher/Deputy whether it would be possible to make arrangements to accommodate this appointment whilst causing least disruption to the children.

Leave of Absence

Any member of staff requesting 'Leave of Absence' must apply in writing for such leave. This will be made via our online portal of MySam.

Telephone/e-mail

All mobile phones must be switched off/ placed on silent during lessons or whilst children are present and out of sight. (In exceptional individual circumstances with the agreement of the Headteacher a provision can be made for a period of time for a phone to be on).

School e-mail addresses **must** only be used for school purposes.

TEACHING AND LEARNING

Daily timetable

The day begins for all children at 8.55am, when the 2 doors are opened to welcome them into the school – one in Key Stage 1 at the end of the corridor, and the other in Key Stage 2 next to the library. At this time of day all teachers should be in their classrooms ready to welcome the children and Teaching Assistants around the cloakroom areas.

Key Stage 1 and Key Stage 2 timetables are slightly different:

Farington Primary School - KS1

	8:45am -8:55am	8:55am - 9am	9am - 10:15am		10:15 - 10:30am	10:30am - 11:40am	11:40am - 12:40pm	12:40pm - 1:45pm	1:45pm - 2:00pm	2:00pm - 3:05pm Assembly 2:45pm-3pm	
Monday	Arrival & Morning Task	Registration	English / Reading (50 mins) & Phonics (25 mins)			Maths (60 mins) & fluency focus Maths (10 mins)		Foundation Subjects		Foundation Subjects	British Values Assembly (15 mins)
Tuesday	Arrival & Morning Task	Registration	English / Reading (50 mins) & Phonics (25 mins)			Maths (60 mins) & fluency focus Maths (10 mins)		Foundation Subjects SPAG		Foundation Subjects Inspirational people (SMSC) Assembly (15 mins)	
Wednesday	Arrival & Morning Task	Registration	English / Reading (50 mins) & Phonics (25 mins)			Maths (60 mins) & fluency focus Maths (10 mins)		Foundation Subjects SPAG		Foundation Subjects	
Thursday	Arrival & Morning Task	Registration	English / Reading (50 mins) & Phonics (25 mins)			Maths (60 mins) & fluency focus Maths (10 mins)		Foundation Subjects SPAG		Foundation Subjects	
Friday	Arrival & Morning Task	Registration	Star of the Week (20 mins)	English / Reading (55 mins)		Maths (60 mins) & fluency focus Maths (10 mins)		Phonics (25 mins) & Foundation Subjects		Foundation Subjects	

Farington Primary School - Lower Key Stage 2

	8:45am - 8:55am	8:55am - 9am	9am - 10:35am		10:35 - 10:50am	10:50am - 12:10pm		12:10pm - 1pm	1:05pm - 2:05pm	2:05pm - 3:05pm	
Monday	Arrival & Morning Task	Registration	SPAG (30 mins)	English (1 hour)	Playtime	Fluency focus Maths (20 mins)	Maths (1 hour)	Lunchtime	Foundation Subjects	Foundation Subjects	British Values assembly (15 mins)
Tuesday	Arrival & Morning Task	Registration	SPAG (30 mins)	English (1 hour)	Playtime	Fluency focus Maths (20 mins)	Maths (1 hour)	Lunchtime	Foundation Subjects	Foundation Subjects	Inspirational people (SMSC) Assembly (20 mins)
Wednesday	Arrival & Morning Task	Registration	SPAG (30 mins)	English (1 hour)	Playtime	Fluency focus Maths (20 mins)	Maths (1 hour)	Lunchtime	Foundation Subjects	Foundation Subjects	
Thursday	Arrival & Morning Task	Registration	SPAG (30 mins)	English (1 hour)	Playtime	Fluency focus Maths (20 mins)	Maths (1 hour)	Lunchtime	Foundation Subjects	Foundation Subjects	
Friday	Arrival & Morning Task	Registration	Star of the Week (20 mins)	English (1 hour)	Playtime	Fluency focus Maths (20 mins)	Maths (1 hour)	Lunchtime	Foundation Subjects	Foundation Subjects	

Farington Primary School - Upper Key Stage 2

	8:45am - 8:55am	8:55am - 9am	9am - 10:15am		10:15 - 10:30am	10:30am - 12:10pm		12:10pm - 1pm	1:05pm - 2:05pm	2:05pm - 3:05pm	
										British Values assembly- 2:5pm-3pm	
Monday	Arrival & Morning Task	Registration	Fluency focus Maths (15 mins)	Maths (1 hour)	Playtime	SPAG (30 mins)	English (1 hour 10 mins)	Lunchtime	Foundation Subjects	Foundation Subjects	British Values Assembly (15 mins)
Tuesday	Arrival & Morning Task	Registration	Fluency focus Maths (15 mins)	Maths (1 hour)	Playtime	SPAG (30 mins)	English (1 hour 10 mins)	Lunchtime	Foundation Subjects	Foundation Subjects	Inspirational people (SMSC) assembly (15 mins)
Wednesday	Arrival & Morning Task	Registration	Fluency focus Maths (15 mins)	Maths (1 hour)	Playtime	SPAG (30 mins)	English (1 hour 10 mins)	Lunchtime	Foundation Subjects	Foundation Subjects	
Thursday	Arrival & Morning Task	Registration	Fluency focus Maths (15 mins)	Maths (1 hour)	Playtime	SPAG (30 mins)	English (1 hour 10 mins)	Lunchtime	Foundation Subjects	Foundation Subjects	
Friday	Arrival & Morning Task	Registration	Star of the Week (20 mins)	Maths (1 hour)	Playtime	SPAG (30 mins)	English (1 hour 10 mins)	Lunchtime	Foundation Subjects	Foundation Subjects	

Timetables for the use of the hall, ICT suite and 'Sunshine room' and Rainbow room can be found on the notice board in the staff room.

The Curriculum

We teach through a creative thematic approach and have found that this provides children with a more meaningful, enjoyable and productive education. Where possible, we try to link all areas into the termly/half termly topic. Morning lessons are English and Maths based lessons, and the afternoons usually centre around the theme. Each class have a curriculum overview and a copy of these can be obtained on the school network, or from the SLT.

Marking and Feedback

The school has a detailed Marking and Feedback policy and it is essential that this is adhered to by all members of staff to ensure marking is effective in raising standards.

Curriculum Enhancement and Out of School Activities/Trips

Curriculum enhancement opportunities are planned into our curriculum in order to make learning more interesting and meaningful. Teachers will aim to plan at least a half termly 'curriculum enhancement opportunity.' Funding for any enrichment activities should be discussed with the subject leader / headteacher.

As much information as possible should be sent home well in advance, giving details of date, time, purpose of visit, clothing to be worn, whether a packed lunch is necessary, any money needed for admission costs etc. and departure and return times. Evidence of parental permission should be held for all visits. Letters to parents should be sent and permission sought for all activities, which take place off the school premises, including sport fixtures during school hours. This procedure should also be followed for all activities, which take place after school hours, but on school premises.

All letters to parents should be ratified by the Headteacher, before being sent out and copies kept in the office. The kitchen should be informed if the children will be away over the lunch period, at least two weeks in advance.

A Risk Assessment must be carried out prior to any visit, following the current LA Health and Safety Risk Assessments and given to the Headteacher/EVC at least 2 weeks before the trip.

Special Educational Needs

Farington is a fully inclusive school, and we pride ourselves on being welcoming and accommodating to all pupils, parents, staff and other members of the community.

The SENDCo is Mrs Andrea Ashcroft. Please ask to see the SEN register so that you are aware of which pupils in the class you will be working in have additional needs and Learning Plans or EHCP's.

Each class has at least 1 member of support staff. Support staff either work 1:1 with a child or, more often, with small groups of children to provide additional provision or intervention according to need. Learning Plans are reviewed five times a year and new ones created as part of this process. These are working documents, and support staff within each class should be using them as a guide to the work they do with children. Please read the SEND policy for more information.

Extra-Curricular Clubs

There are a wide variety of extra curricular activities for children of all ages to get involved in. All teachers, and some support staff, run clubs at lunchtime or after school. If you would like to help with any of the existing clubs, or introduce a club of your own, this would be greatly appreciated. Please see the Headteacher, who has a timetable of existing clubs.

School Improvement Plan

The school improvement plan aims to improve and develop our school. In the plan are a number of main issues, which are selected following the analysis of data, pupil/parent questionnaires and government and

LEA initiatives. The school improvement plan is shared with staff, and feeds into individual teacher's own annual development plans and curriculum development plans. A copy of this is displayed in the staffroom.

Stock and Equipment

Please use stock sensibly. If an item seems to be getting low inform the Bursar as soon as possible. Please ensure the stockroom is kept tidy and any resources not used are returned to the correct place. **This is a shared responsibility!!** Children **should not** be sent to the stockroom to collect or return materials. A great deal of money could be saved for just a little bit extra time. Please be mindful of how much you are photocopying, especially in colour!

If any member of staff would like something ordered that relates to a curriculum area, please discuss it with the appropriate Curriculum Coordinator who will then discuss it with the Headteacher/Deputy.

Daily Routines

A weekly timetable must always be on display in your room. At the end of each session the children must be taught to tuck chairs under tables, pick items up from the floor, leave desk tops tidy and switch off lights before leaving in an orderly manner, i.e. a table at a time. This will therefore help encourage a calm orderly manner in all areas of the school.

Assemblies

Please come into assembly promptly. It is important that the children regard this as an 'important time' so please encourage them to be quiet entering and leaving the hall. Staff must provide a good role model by not talking at the side of the hall.

Displays

All displays should be in line with whole school policy, and be changed at least termly. Displays and the classroom environment should further support the children's learning. Expectations have been clarified and must be followed.

Staff should not climb on tables or chairs to mount displays on walls etc. A step ladder should be used, and a colleague to help is much safer, as well as being quicker.

CHILDREN AND THEIR SAFETY

Rewards

At Farington we take every opportunity to encourage our children through positive feedback and we have a number of reward systems:

Each Friday in 'Celebration Assembly':

Two children from each class are given the 'Stars of the Week' award – they are selected by their class teacher. The Headteacher writes out the certificate, and leaves a sheet out on Friday morning for teachers to fill in the details of the child they have chosen.

Throughout the week, teachers give team points to children for good behaviour, good work and good manners. These are counted each week and the winning 'team' announced in assembly.

Welfare staff choose a number of children from each key stage to join the 'top table' the following week for good behaviour and manners shown during the lunch break.

Children who have been sent to the Headteacher throughout the week with examples of good work are written in the Achievement Book. The names of children who have received a certificate that week are read out.

We also have half termly 'Star Awards' for children who act as positive role models. These are bronze, silver and gold stars awarded each half term in Celebration Assembly.

You've been spotted awards are handed out in Friday's assembly. These are given to children who the SLT have spotted doing great things throughout the week.

Individual teachers also have their own reward systems in class.

Behaviour

The management of pupils behaviour is a whole school responsibility and should always be firm, kind and above all, fair. Pupils respond to our expectations of them; if those expectations are high, then so will the level of response. Please remember that we as a staff must set an example and model this for our pupils at all times. Our standards of behaviour for our pupils must be high and our rules simple.

In Class

Each class has its own format for applying the behaviour for learning system, which is adapted to ensure that it is understood and valued by children.

In addition, schemes such as 'Star of the Day', stickers, reward cards/praise cards are used, again at an age appropriate level.

Team points are also given towards the whole school reward system above – this is for academic work success, effort and growth mindset.

We are aware that all adults in school are role models for children and aim to deal sensitively with the situation where children have broken school rules. We strive to manage behaviour in a positive manner.

Behaviour for Learning Procedures *(Please note that this is an outline and assumes lower level behaviour. More extreme behaviour may result in sections being bypassed)*

The Behaviour for Learning chart has the following sections:-

1. Outstanding *(if a child finishes the day here, they entered into the whole school reward system)*
2. Excellent
3. Good
4. Ready to learn *(all children start the day here and return to this point following a sanction)*

Children can move up and down the chart based on the following behaviour for learning characteristics:-

I am kind to others
I am polite and well-mannered
I am a good listener
I work independently and show initiative
I work cooperatively within a group
I contribute to class discussions
I concentrate and stay on task
I persevere and do not give up when encountering a problem
I have a Growth Mindset
I have good personal independence and am prepared for lessons <i>(e.g. with correct resources/P.E. kit etc)</i>

Safeguarding and Child Protection

Everyone at Farington has a role to play in ensuring that all of our children are safe.

At school, we provide a safe environment in which children and their parents can be assured that policies linking to safeguarding are put into practice and are followed by all adults in school.

All staff in school are checked through the criminal records search, and CRBs are up to date in accordance with LEA and national guidelines.

It is important that you provide the necessary information to enable us to carry out the DBS check in order for you to work unsupervised with children in our school. Until this has been carried out, you should not work with children without the supervision of another adult in school. Please see the Bursar as soon as possible if you have not already been asked to complete a DBS form.

It is also essential that you are fully aware of the safeguarding and child protection procedures. Please read the policies carefully and ask a member of the Senior Leadership Team if you have any questions.

The Designated Senior Leader (DSL) is the Headteacher, with the Deputy and Pastoral Manager as backups. There are also two other members of staff trained as DSLs in school (SLT and FAST manager). Please notify them immediately if you have any concerns about the safety of any of our children, either inside or out of school. If in doubt, it is always better to discuss your concerns than take a risk by not passing information on.

Please ensure that you have read the Safeguarding and Child Protection Policies, and that you have been given the relevant training materials from a member of the Senior Leadership Team.

Attendance

Pupils:

Mrs Seager, our Pastoral Manager, works alongside the Headteacher, Mr Williams in monitoring attendance and making 'First Day' response calls to pupils who are absent or late for school. If you have any concerns over the attendance or punctuality of any pupil, please make sure that Mrs Seager or a member of the Senior Leadership Team are aware of the situation.

Attendance Registers

Registration should take place first thing each morning and afternoon. Please refer to the marking procedures printed in the register. Particular care must be taken to ensure that reasons for absence are correctly recorded – in doubt, please ask. Registers will be kept in the classroom due to fire safety arrangements.

First day response sheets must be completed every day and sent to the main office with the dinner registers.

See 'Whole School Attendance Policy Procedural Framework' attached to this handbook.

Supervision

No pupil is to be left unsupervised in a classroom at any time! Please do not leave your class unsupervised for any period of time. Children should not be left on their own at playtimes or lunchtimes 'doing jobs' unless they have specific Class 6 prefect duties.

Pupils Out of the Classroom

All staff are responsible for the safety and conduct of their pupils at all times. If children are asked to work around the school by themselves, the teacher must be confident that they are sensible, have been instructed about any hazards and know to report to a teacher if needed. The teacher should check on the children at regular intervals.

FIRE INSTRUCTIONS FOR ADULTS

If you discover a fire:

- Immediately operate the nearest fire alarm.
- Attack the fire, only if appropriate and safe to do so. Do not take any personal risks.

On hearing the alarm of fire:

- Leave the building and register the children as quickly as possible and report to either the Headteacher, secretary, or midday supervisor.
- The Head, secretary or midday supervisor will take charge of the evacuation and make sure that no one is left in the building.
- The school secretary will call the fire and rescue services immediately and then collect the registers and check that toilets etc. are empty as she leaves the building.

USE THE NEAREST AVAILABLE EXIT – DO NOT STOP TO COLLECT PERSONAL BELONGINGS.

DO NOT RE-ENTER THE BUILDING UNTIL TOLD TO DO SO BY THE HEADTEACHER/SENIOR FIRE OFFICER.

FIRE INSTRUCTIONS FOR CHILDREN

When you hear the fire alarm:

- Stop what you are doing immediately.
- Be sensible and listen to your teacher.
- Walk sensibly and quietly to the playground and line up in silence.
- Answer your name in a loud clear voice.
- Please do not talk until you are told it is safe to do so. A child could still be in the building, wasted minutes and seconds cost lives.

If you are in the library, hall, using the toilet or on a message when you hear the fire alarm:

- Do not panic – don't be frightened.
- Walk sensibly to the nearest door, leave the building and join your class on the playground.

Jewellery and make-up

Jewellery and make up (including nail varnish) should not be worn in school. Studs and sensible watches are permitted. All adults should monitor this within their classroom to maintain standards.

Prefects

Year 6 children have the opportunity to apply to become prefects. If they are awarded a Prefect Badge, it is a sign that the staff recognize the children as being reliable and responsible to have tasks around the school. They are considered to be mature and an example to the younger children by their behaviour, their work and general attitude. To be a prefect is both a privilege and recognition of their achievement.

Staff are asked to ensure prefects take on their roles and responsibility sensibly and honestly! An occasion may arise when a prefect/monitor, as a result of inappropriate behaviour, e.g. fighting or using inappropriate language, forfeit their badge and privileges for a period of time.

Bullying

Any incidents of bullying must be dealt with seriously and should be reported to the Headteacher or Deputy. We encourage children to 'tell' if they are feeling unhappy, unsafe or called names, or are deliberately hurt by someone. Please see the Anti Bullying Policy.

First Aid

All incidents should be recorded in the relevant accident book – these are located outside of the hall. Head bump notes should be sent home. Parents should be informed of all serious injuries and telephoned if there is any doubt at all. **FOR YOUR OWN SAFETY, DISPOSABLE GLOVES SHOULD BE WORN WHEN DEALING WITH ANY INCIDENT INVOLVING BLOOD.**

Accidents

Playground

If a teacher on duty on the playground feels that a pupil needs urgent attention, they should send for support. Tissues, gloves, etc. are kept in the First Aid room. If further attention is needed, please inform the Headteacher/Deputy.

In the case of all head bangs, cuts and accidents that require sending the pupil home and/or to hospital, the Headteacher/Deputy must be informed and a request made to the Head for the completion of an Accident Form.

All accidents must be entered in the accident books which are located in both KS1 and KS2. Pupils who have had a knock to the head will require a standard letter to be taken home. These letters are kept with the accident books.

Pupils must not be asked to get items from the First Aid Kit. Staff are asked to notify the secretary in the office, if stocks run low.

If a pupil has fallen and the injury looks serious, swollen limb etc. – they must not be moved and help sought.

IF THERE IS ANY DOUBT REGARDING A PUPIL'S HEALTH, PARENTS MUST BE INFORMED. THE PARENT MUST MAKE A DECISION ABOUT THE SERIOUSNESS OF A SITUATION AND NOT US.

Classroom

If attention is needed and no other member of staff is available, please send a 'runner' for the Headteacher or another member of staff.

If a pupil does have an accident, then the duty teacher must make sure the details are passed to the class teacher.

Lunchtime

Midday Supervisors will follow the above procedure. If a pupil is thought not fit to return to the playground, inform the Headteacher/Deputy.

The Welfare Staff must enter all accidents in the Accident Book and a member of the midday team **must** inform the class teacher of the incident at 1.00pm.

Accidental Injury

Playground/Hall – if a pupil has fallen either from a climbing frame or similar apparatus, **DO NOT MOVE** them. Send a sensible pupil to fetch assistance and a second pupil to the nearest class teacher. Always train pupils that in the case of an accident in PE or elsewhere, the class should quickly and safely sit down, so that the teacher is free to attend to the injured pupil and to send for help. All incidents must be recorded in the accident book as indicated earlier. This is one reason why apparatus lessons should be near silent, and all other PE lessons should be quiet and orderly.

Non-Accidental Injury

Report your suspicions to the Headteacher/Deputy and always follow procedures as outlined in detail in the Child Protection Policy.

Safety in School

The safety of pupils in school depends not only on the observation of rules, but on appropriate behaviour. Safety education must aim to foster consideration for others and this is promoted by teacher example and

teacher intervention. Appropriate behaviour in school is one of the ways of ensuring safety. **All members of staff are expected to be involved in the supervision of all pupils, but with particular regard to their own class.**

Pupils who work unsupervised, in groups outside the classroom are expected to behave properly. If a teacher sends pupils to work in a place not directly in their sight, then he/she has primary responsibility for those pupils and must check their progress and behaviour at regular intervals. However, all adults, at all times, are responsible for the behaviour of the pupils within their sight, whether they are in their class or not, and must therefore deal with all observed incidents and report them to the class teacher.

Medicines

Pupils should not return whilst still taking medication, but if a pupil is deemed fit to come to school by a doctor, but still requires medication then the parent must complete a permission form (or complete the form on the app.. Medicines will be stored in the main office.

Medicines will be prescribed in line with our Supporting Pupils with Medical Conditions Policy.

Asthma

Children's medication must be kept readily available. All asthmatics need to be identified in the register. Medical help from a first aider should be sought in the event of serious attacks. Any teacher unsure of the procedures for dealing with asthma, should seek advice from the Headteacher.

Medical Information

The school updates its medical record at the beginning of every academic year. All staff should be fully aware of:

- a) The information given to the school by the parents on the Pupil Information Sheets.
- b) Other information on the pupil's records.

Please keep the Headteacher/Deputy fully informed of any additional information provided by a parent, regarding a pupil in your class. If a parent gives you information, e.g. regarding change of telephone number/workplace etc., please be sure that the Bursar is informed.

Safety During P.E.

Pupils must be encouraged to wear the accepted PE kit. If a pupil has no kit, they may borrow some, but if they forget a second time with the half term period, a standard letter must be sent to their parents.

Pupils may wear pumps when doing PE in the Hall. Pupils must remove all watches before lessons start, earrings must be removed for PE and swimming lessons.

Always check apparatus before a pupil is allowed to use it. Pupils should get out and put away apparatus under close supervision only. Teachers should set the example by wearing appropriate footwear at all times. Unless a group activity, children should work quietly.

Students

While they are here, students will be treated as members of staff and will be expected to behave as though this was the case. Staff are expected to give students every encouragement and support. If there is a problem with a student any anytime, please notify the Headteacher.

Confidentiality

Farington Primary School welcomes a variety of people into school for a range of reasons – from parent helpers to work placement students, as well as more permanent members of staff. Whatever capacity you are working in, you will be welcomed into our staff room as a member of our team.

As a result you will probably have access to range different confidential information about our children, staff or other aspects of the school. This could be through conversations you hear, written information you are given access to, or things that you see and hear around school whilst working with our children. Particular care should be taken on social networking sites.

We would like to remind all visitors and staff that any such information is entirely confidential, and would ask that you do not discuss any of your experiences in school that could be considered as sensitive information with anyone out of school. If you are in any doubt about what you should/should not be able to talk about away from school, please speak with a member of the Senior Leadership Team.