



BROADWATER
CHURCH OF ENGLAND
PRIMARY SCHOOL

Rectory Gardens
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West Sussex
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Headteacher: Mrs N Simpson

www.broadwater.w-sussex.sch.uk

Staff Handbook

2021-2022

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise confident successful learners with the motivation, skills and responsibility to make a positive difference in God's world.

Our school values are underpinned by Galatians 5:22

"But the Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things!"

It is this fruit that, in partnership with parents, we will instil in the children of the school.

(Broadwater Statement of Values 2015)

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Broadwater Statement of Values

Our School Values

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Our school values are underpinned by Galatians 5:22-23

The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things.

It is this fruit that, in partnership with parents we will instil in the children of the school. We will do this by:

- Providing an education based firmly on Christian faith and principles
- Demonstrating and modelling the qualities we value as outlined in Galatians 5:22-23
- Teaching children to love, value and care for one another and make a positive contribution to the world they live in
- Supporting children to understand and value their own self and to gain confidence in making choices, developing self-esteem, self-confidence and self-awareness (**individual liberty**)
- Developing **mutual respect and tolerance** towards others regardless of our differences.
- Teaching children right from wrong respecting the **rule of law**
- Implementing our clear behaviour procedures which rewards good effort and behaviour as well as providing clear boundaries and appropriate sanctions
- Encouraging, understanding and supporting **democracy**

Note – the statements in bold reference British Values (OFSTED)

In school life, this is demonstrated in the following ways:

- Within our teaching and daily routines
- Incorporation into curriculum topics
- SMSC lessons and discussions
- Focus for assemblies
- Class and School Councils
- Child-led behaviour management
- Charitable giving

Section I **School Information and Routines**

Address and Phone Number

Address: Broadwater Church of England Primary School
Rectory Gardens
Worthing
West Sussex
BN14 7TQ

Telephone: 01903 235389
Fax: 01903 215047
Email: office@broadwaterce.org

Assemblies and Playtimes-

Monday

Whole school assembly 10:30 to 10:45

Whole school break 10:45 to 11:00 (Infants use Garden Playground; Juniors use Main Playground)

Tuesday to Friday

Junior School Assembly Time is from 10:15 to 10:30 in the Main Hall followed by break from 10:30 to 10:45 on the Main Playground.

Infant School Assembly Time is from 10:30 to 10:45 in the Studio followed by break from 10:45 to 11:00 on the Garden Playground.

Assemblies on Tuesday, Wednesday and Thursday are Songs of Worship, Teacher Led (Picture News), and Visitor Led. On some occasions, when the hall is unavailable the assembly will be In-Class. An assembly should take place every day.

On Friday, assemblies will be a mixture of the following:

- One class topic assembly each year to which parents are invited. This should include a Bible verse and a prayer of thanks. Celebration assemblies for Star of the Week, Gold Book and other certificates are awarded.

Any alterations to this are published weekly.

Clubs

The school has many clubs covering sports, music and many hobbies. We ask all teachers to run a club to help provide an opportunity for children to develop talents and gifts, and enjoy a broader curriculum than we can offer in school. Part time teachers are asked to run a club that is commensurate with the amount of time you are in school. A list is produced at the beginning of each term for signing up. It is very important that a register is kept of children attending. If the club is after school, any children not attending should be followed up immediately – to establish whether they are absent from school (in which case no further action is required). If the child was in school and there has been no message, the child's parents should be text by the office staff to establish whether they know that their child is not attending that club. Louise Cook administrates our school clubs.

Communication

As a large school this is very important, and requires everyone to support the systems in place. We constantly strive to improve in this area and welcome suggestions. The school keeps an online diary which should be referred to for school dates and activities. A paper copy of the school weekly diary is on the Staff Room noticeboard. Other Communication systems are outlined below:

- Each staff member has a pigeon hole in the staffroom. These should be checked daily and emptied weekly.
- Admin notes are produced and emailed to all staff on a Thursday. Please see any items you wish to be included to Natasha.
- There is a weekly INSET on Tuesdays from 3.30 to 4:30pm (sometimes 5:00 pm). Staffroom.
- The school diary is available to view at www.outlook.com. Login using your Broadwater name and password. To add to the diary, speak to the school secretary (Elma Hargreaves) or the PA to SLT (Louise Cook). Any queries about dates should be referred to a member of SLT.
- The Leadership Team operate an 'open door' policy – please speak with them if you have any concerns and/or suggestions.
- Teaching Assistant meetings are held once a month and Office staff meetings generally each half term and are led by the line manager.
- Parents may speak to teachers (at the door) very briefly at the start of the day but are not permitted on site before school. They should be encouraged to leave a message with the office staff. Teachers should encourage parents to make an appointment if longer is required.
- The school website is the central place for all communication and news feeds are regularly updated. Louise Cook acts as the website manager. It is the responsibility of each year team to provide the material for their section of the website with relevant information, homework and pictures etc fortnightly. Letters and information to parents is sent electronically –

please ensure that you allow the Office good time to create these letters. As a rule of thumb, we ask that all letters are written two weeks before they are due to be sent. **It is imperative that information/ papers delivered by the office are actioned on the day of delivery.**

Concerns or Complaints

The school Governors have adopted the Local Authority Model Complaints Procedure which the Governors. There are 3 stages to dealing with a complaint:

- Stage One: Discuss concerns informally with relevant teacher
- Stage Two: Discuss concerns formally with the Headteacher or senior member of staff
- Stage Three: Make a formal complaint in writing to the Chair of Governors or a nominated governor who will then convene a Complaints Panel.

The School's Complaint Co-ordinator is Mrs Simpson. She is responsible for the operation and management of the school complaint procedure and will be able to provide further information on request.

As a matter of principle, all meetings with parents should be undertaken with a colleague.

Most important to us, is that the concern is discussed, and therefore the above process is for guidance. We are all here to help. If you prefer a member of SLT to be present when you meet with a parent, please ask and this will be arranged. If a parent is concerned about a matter of policy or procedure, you should suggest that they speak with a member of SLT. If you are feeling uncomfortable with the way a meeting is going, please politely end the meeting and direct parents to make an appointment to speak with the Headteacher or member of SLT. It is helpful if you could brief them if you think an issue may become a cause for complaint.

Curriculum Information Evenings and Curriculum News

This year, all autumn term meetings will be virtual except for the parents meeting. In the spring and summer term, there will be a curriculum meeting held for parents in Early Year, Years 1 and 2 and Year 6.

In these meetings we will inform parents about the work that their children will undertake during the year, the topics that they will be studying and also the approximate costs of the activities that will be occurring. We will also explain to parents some matters of school admin and talk about e-safety. The Curriculum News aspect of the website will be updated each term. Parents must have adequate warning of any specific projects they may need to resource – e.g. Dress up day or making a gas mask case. All information will be compiled in a PDF and published on the website.

Dates and Times

See the Website

School Day

Junior School start time	8.45am (enter from 8:35)
Infant School start time	8.55am (enter from 8:45)
Lunch time	12.30pm to 1.30pm
School ends	3.15pm

Children can enter the school building and go to their classrooms 10 minutes before the official start time. All staff that are on duty must wear their Hi-Viz jackets for use at the start and end of the day and at break times. High energy, running around games, ball games and the riding of scooters are not permitted.

Dress Code

The school is a professional environment and all staff are role models. It is expected that all staff dress appropriately. Please note specifically the following:

- Smart clothes but not trousers made from any type of 'jean' fabric or denim
- can wear smart tailored knee length shorts in hot weather.
- Tops should be modest and not be low cut (no vest tops).
- Skirts or dresses should be of at least a modest length - just above the knee. This is especially important in the summer months. As general guidance we would advise that if it's suitable for the beach, it is not suitable for school.
- Suitable safe footwear. We recommend a close-toed shoe. Smart, open-toed sandals are acceptable provided that they have a back or a strap to hold the shoe to the foot. The school accepts no liability for accidents that occur as a direct result of wearing open-toed shoes. Flip flops are not acceptable footwear.
- Smart PE clothes are suitable on PE days. In summer months, shorts are appropriate for the duration of the lesson and should be changed into (e.g. at lunch time for an afternoon lesson). These must be of a modest length (just above the knee).
- If you have any questions about the above, please speak to a member of SLT.

Expenses

The school aims to purchase all resources that are needed for the classroom. Please talk to the School Business Manager and Lisa Bradshaw who manages the school general resources if you require an item to be purchased. You will need to talk to person responsible for a curriculum budget if you require curriculum resources and an order form may need to be submitted. There may be occasions when you need to purchase small resource items. This need to be agreed in advance with the budget holder and a reimbursement form will need to be submitted. Reimbursement will not be made without a receipt or proof of purchase. Staff are encouraged to minimise costs where possible. For example, a trip to the local shops for resources might reduce the additional cost of claiming mileage.

Mileage for attending meetings or events outside of school may be claimed for. Please speak to Gaynor Carrigan for guidance on claiming mileage. Mileage claims must be reasonable and should not include mileage you would expect to travel to or from your normal place of work.

Helping in School

We encourage parents to be active partners in their children's education. This can take many forms.

- ❖ Helping in a class (their child's or another class)
- ❖ Helping with specific activities each week e.g. in the library
- ❖ Helping with Friends@broadwater (F@B) events
- ❖ Helping with special events e.g. visits
- ❖ Helping with whole school events e.g. concerts.

We want parents to feel welcome in school. From experience it is best if parents are not supporting their own children in class, and care needs to be taken with confidentiality.

All parents helping in school must have a DBS for their voluntary work here and the Office must be notified if they are a regular helper in the school (guidance notes). Please send them to the office for this if they ask to help in any way.

INSET and Twilight Meetings

There are 5 INSET days planned for the year (see above).

Twilights: These days will be taken as 2 days in lieu. (4th January and 21st July 2022) for 6 twilight teacher meetings that will take place.

Letters to Parents

Most letters are sent by email. A few parents have requested paper copies. It is essential that any letters are handed out on the day they are given. If pupils are absent, please ensure names are put on these and they are returned to the office. They will be delivered to your classroom by the Office staff. Please do not put in pupils' trays.

When writing letters, please bear in mind that we require parents to be notified well in advance of matters. It is essential that the office is given good notice to produce letters, notes etc. Anything to go to parents should be given to the office for processing two weeks in advance.

Lost Property

All items of lost property are taken to the front entrance area. They are checked for a name. Named articles are returned to their owners. Unnamed articles are kept in the lost property storage unit in the meeting room waiting to be claimed. Every half term all unclaimed articles are put in the playground for the parents to check through. Unclaimed items are then disposed of. If a child has lost an item, please check with reception.

Mobile Phones

It is not acceptable for a mobile phone to be used for personal reasons during work time unless previously agreed by a member of SLT or the School Business Manager. It is accepted that there may be times of emergency when a call might need to be taken. Once agreed with senior management, it is important that this is explained to a class

Personnel

A staffing structure can be found in section 2 of this document. In each year group there is a partner teacher and at least one Teaching Assistant (TA).

Personal Child Care

Staff with children that attend the school should make reasonable child care arrangements for their children before and after the school day. On the infrequent occasion when a staff member's child might be in school at these times please be aware of the confidential nature of conversations in school. Under no circumstances should a child know the door and alarm codes.

Playground Routine

Playtime and lunchtime:

- Playground: Children are encouraged to return to class quietly at the end of play. A whistle is blown twice at playtime. At first whistle, children should stand still, at second whistle children should walk quietly back to class. Teachers should be vigilant around entry areas/stairs etc. At lunch time, a placard system is in place to indicate end of play. KS1 children line up then walk back to class.
- Field: Similar to playground, at least one member of staff to be in area between Reception and PE shed.

There are blue cards for emergency use on the playground. If any member of staff sees a child bearing a blue card, they need to go to the playground.

There is an adventure playground, climbing wall, basketball hoops, table tennis, football tables, basket-ball game and four-square courts for the children to use. The rota for these is displayed in the staffroom, along with the duty rota for staff.

- First Aid: A First Aider is based in the office at all times. Children must be accompanied to the office if they are seriously injured or if they need their inhaler/auto-injector. If a child is injured and you are unsure of whether to move them, **DON'T**. Call immediately for a First Aider from the office and they will follow protocol. All minor injuries that can be dealt with on the playground will be attended to by a trained first aider on duty. If a child bangs their head then they must go to the medical room. See First Aid Policy.

Photographic Permission

It is important that all teachers are aware of which children in their class do not have permission for their photographs to be used. This may be for safeguarding reasons. When publishing photographs (e.g. to the website) it is imperative that these children are not recognisable. Any mention of names must be **first name ONLY**. In instances where large groups of children are being photographed we have previously used a system where we place an orange dot on the left shoulder of children who do not have permission for photographs to be taken. This allows us to quickly identify those children in photographs.

Parental Consent/Permission

In cases where the school considers it necessary to seek consent from both parents, the school will assume consent has not been given unless both parents agree.

PPA and Directed Time

PPA time is calculated as 10% of the teaching time. The Governors have maintained the very generous allocation this year, and wish staff to note that any additional time over 10% is a temporary arrangement and timetable dependent. PPA time can, on occasions, with the agreement of SLT be taken off site.

Directed time includes teaching time, a club, parent consultations, staff meetings, other meeting time including feedback from lesson observations. The remainder of that time is regarded as unallocated directed time and for a full-time teacher equates to over 20 hours. For part-time teachers, this is proportional.

Staff additional hours worked and time off

Where additional hours are worked a staff member will be permitted (with the agreement of the leadership team) to EITHER be paid for the additional hours OR take agreed time off in lieu. For operational reasons and for the benefit of the children time off in lieu MUST be taken within the same working week as the additional hours worked. Where additional hours are for a school trip and these are to be paid, these will need to be factored into the cost of the trip.

(Please refer to the Discretionary Leave of Absence policy for full details.)

Refreshments

Tea, coffee and squash are available in the staffroom. It is essential during the school day that hot drinks are transported around school in closed cups. Tea, coffee and squash cost £10 per term for full time staff. Part-time staff please pay according to your proportion of the week (e.g. 0.8 FTE pay £8 per term). We are only able to offer this service if everyone who uses the facility contributes.

For safety reasons only, cups with lids should be used throughout the school. Some lidded cups are provided for visitor use. Staff may wish to provide their own lidded cup for personal use. Normal cups are for staffroom use. Used cups should be returned to the staff room at the earliest opportunity. Please ensure that all cups are put away in the teaching/ classroom areas.

Healthy Eating is promoted throughout the school. As staff, we have the choice of what to eat. However, all cakes, sweets and biscuits must be consumed in the staff room during the school day and not left out in classroom areas.

Registration

Registration is On-Line. Please ask a member of staff or the School Business manager (Gaynor Carrigan) to assist you logging onto Sims. If children are late they need to sign in at the Reception Desk. Letters received, telephone messages and verbal communication by parents should be contained in the class wallet.

Any requests (from parents) for time off school should be referred to the school office. Absence forms, with authorisation or otherwise will be placed in the register for the teacher's information. Where lateness or absence is of concern to the teacher, they should alert the School Welfare Officer (Elaine Stubbs) and she will liaise with West Sussex.

Remote Access to School Servers

Teaching staff are provided with remote access to school servers to enable them to work from home when necessary.

Reporting to Parents- Parent Consultation Meetings

The school has a policy of ensuring that parents do not receive 'new news' when meeting teachers for parent consultations. If there are successes or concerns that need to be raised either academically or behaviourally, teachers have a duty to contact parents. Success post cards are available for teachers to post to children.

Incidents of entry in the Red Book must be followed up by a telephone conversation with the parents unless an alternative system has been agreed with the Inclusion manager. If a child has been in Red book for a second incident then the teacher needs to notify the parents and the parents will receive a letter inviting them in for a meeting with a member of SLT. Red Book is every day run by a member of SLT as needed.

Parent Meetings take place in the Autumn Term to review how children have 'settled in to school' and adjusted to learning in their new year group.

Parent meetings in the Spring term review a child's progress to date and look at key targets to support the child's learning.

A written report is produced in the Summer term using Target Tracker. This reporting system is available to use from the beginning of the Autumn Term and can be used to make notes of a child's accomplishment throughout the year.

An informal parent consultation takes place at the end of the summer term to review a child's report.

Sickness - if you are unwell

Please **telephone** Natasha Simpson as early as possible on 07709 833286 or 01903 525926 in the first instance. A text message is acceptable but **MUST** be followed up with a telephone call if a text or phone reply is not received. Please ring before 7.00am. If, for any reason Natasha is unavailable to answer your call, please telephone Gaynor Carrigan on 07810 370221. Please ensure when you ring that you state:

- Whether you have any non-teaching time today.
- Whether you have any duties today.
- Where the planned work is – clipboard/green file/next door teacher, any worksheets
- When you expect to return (this will depend on your illness) please ring in **daily by 3pm** in the case of short-term illness (such as upset tummy, flu)

If you are unwell, and unsure whether you will return the next day, **please ring school by 3pm** to inform us. If you leave a message, we will phone you back so you know we have received the call. If you do not hear back, please try again.

Sports Fixtures

The school has a large number of sporting fixtures both home and away. It is a requirement of our sports partnership that a teacher, possibly 2, are present at each fixture. In order to support the coaches of the teams (many of whom are parent volunteers), we ask that a teacher from the Year Group that is playing attend the fixture. The Year Group will need to liaise with Louise Cook and Tom Lund when arranging these fixtures.

Staff Meeting and INSET Training

- There is a weekly teacher staff meeting on Tuesdays. These will start promptly at 3.30 pm.
- Courses are linked to performance management, professional development needs, and school priorities, and take account of disruption to children's education, value for money and cost to school. See CPD policy for further information.
- The meeting dates for staff meetings have been set for the year but may be subject to change. Please refer to the online school calendar for the most up to date list of meetings. Any changes will be agreed in advance and informed via Admin Notes. Dates for the forthcoming term will be reviewed the term before and used to issue the calendar overview
- Admin notes will be distributed weekly.

Staff should make themselves aware of the following meetings in the School Diary:

- INSET DAYS
- SLT Meetings – weekly
- LMT Meetings– twice a month after school. One of these is a short admin meeting
- Office Team Meetings – generally each half term
- TA Meetings – generally monthly

Stationery & Communication Books

Year 6 are allowed a **small** pencil case with their own equipment. There is no need for any child to bring in a pencil case from home as all equipment is provided for them.

Students

During the school year, classes may have students working with them. Teachers need to be aware of how to best use their time. The following guidance should be followed, and if there are difficulties these should be discussed with Anna Corless.

- The teacher should use time to support less able and extend more-able pupils.
- Other work undertaken whilst a student is taking a class is to be agreed with Anna Corless/Natasha Simpson

Uniform

Please see web site. There is no reference to gender specific uniform requirements. If children do not have their PE kits then parents must be notified. Where children are arriving at school in uniform and shoes which are not uniform then parents must be contacted.

Coat required regardless of weather

Jewellery: only plain silver/gold ear studs may be worn; a small, discreet, inexpensive item of jewellery of religious significance may be permissible as long as it does not pose a health and safety risk to the children when at play and the child must be able to remove jewellery for PE (or not wear on PE days).

Note on ear piercings: If parents wish to have their child's ears pierced, they are strongly encouraged to do this at the beginning of the summer holidays. This will ensure that they are healed and earrings can be removed for PE. Use of tape to cover earrings is a poor and temporary alternative. In this instance, parents must provide the surgical tape as part of the PE kit.

Hair: long hair must be tied back. Hair bands and bows must be discrete.

Vehicle Insurance

The school provides business insurance cover for you to use your car whilst on school business there is no need to purchase additional cover over and above the usual cover for social, domestic and pleasure and commute. Please ensure that the School Business Manager has your registration number.

Section 2

Staff Structure and Responsibilities

Staffing Structure

Headteacher	Natasha Simpson
Deputy Headteacher	Anna Corless
Inclusion Manager	Tracy Mitchell
Senior Leader	Donna Pulling
Business Manager	Gaynor Carrigan

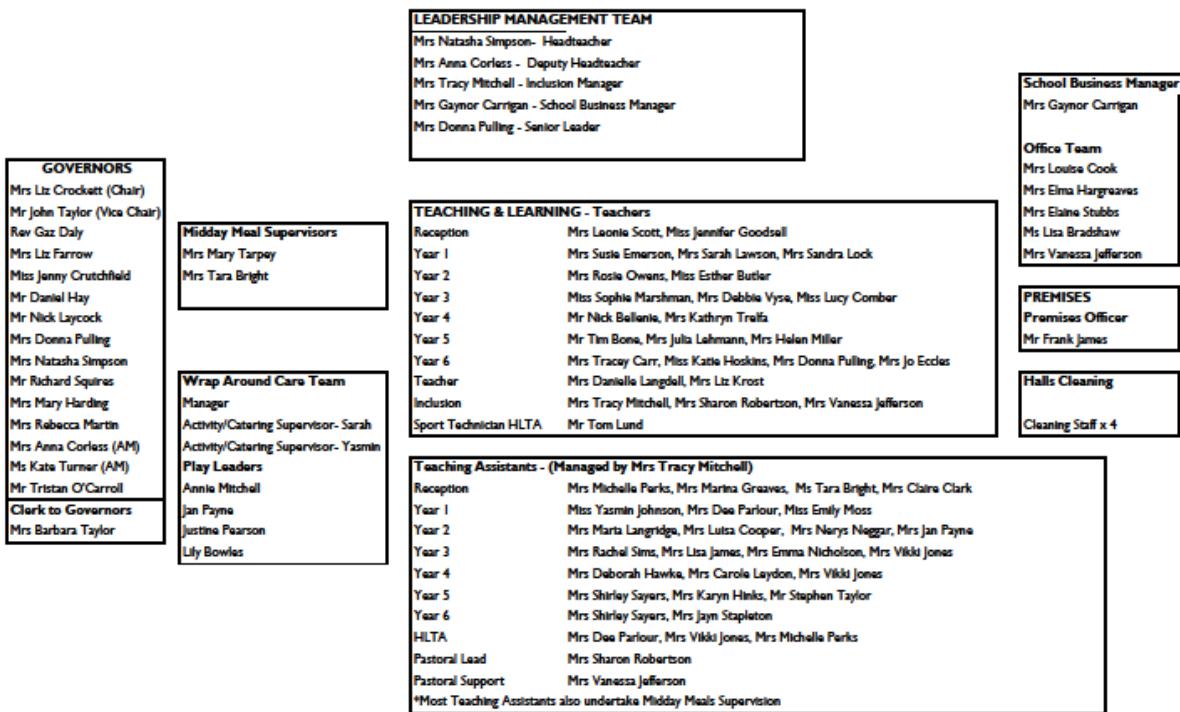
Governing Body

See Website

Appraisal Teams 2021 to 2022

Natasha Simpson	Anna Corless
Tracy Mitchell	Tracey Carr
Donna Pulling	Sandra Lock
Anna Corless	Jennifer Goodsell
Katie Hoskins	Susie Emerson
Sarah Lawson	Helen Miller
Julia Lehmann	Jo Eccles
Nick Bellenie	Leonie Scott
Timothy Bone	Esther Butler
Sophie Marshman	Danielle Langdell
Rosie Owens	Lucy Comber (ECT)
Liz Krost	Debbie Vyse
Kathryn Trelfa	

Broadwater Church of England Primary School Organisation Chart 2021- 2022



Staff Responsibilities

The administration and responsibility for subjects will be subject to school review in 2021-2022

Accelerated Reader Coordinator	Julia Lehmann
AMA	Natasha Simpson
Anti-Bullying	Liz Krost
Art	Jo Eccles
Art Council	Jo Eccles
Assemblies and Picture News	Donna Pulling
Assessment	Donna Pulling
Clubs Administration	Office Staff
Children's Parade	Jo Eccles/ Esther Butler
Community Links	Kathryn Trelfa / Leonie Scott
Computing	Julia Lehmann
Design Technology/Food Technology	Danielle Langdell
Eco Schools	Helen Miller
English	Rosie Owens KS1 / Katie Hoskins KS2
Events and Day Awareness	Anna Corless
EVOLVE monitor	Nick Bellenie
Health and Safety Rep.	Gaynor Carrigan and Frank James
Healthy Eating Schools	Danielle Langdell
Humanities (Geography & History)	Kathryn Trelfa
Intervention Administrator	Sandra Lock
Key to Music	Year 4 teacher
Library	Rosie Owens
Mathematics	Nick Bellenie KS2 / Liz Krost KS1
Moderation	Donna Pulling
MFL	Danielle Langdell
Music (including Music & Arts Celebration)	Susie Emerson Helen Miller (M&D Celebration)
ECT Mentor	Debbie Vyse
PE	Sophie Marshman
PE events (including sports days, competitions and matches)	Responsibility of all staff Tom Lund
PE Fixtures & Clubs	Tom Lund
Peer Mediators	Year 3 and Year 5 Staff
Peripatetic Music Teachers Admin	Office Staff
Prayer spaces	Debbie Vyse
RHE, RSHE, E4S & Mindfulness	Leonie Scott & Jennifer Goodsell
Pupil Voice	All staff
RE	Sarah Lawson
Residential Visit – Year 6	Tracey Carr
Science	Susie Emerson (KS1) / Tim Bone (KS2)
School Council	Tim Bone
SIAMS	Anna Corless
SMSC	Esther Butler
Songs of Worship	Tracey Carr
Student Mentors	Tracey Carr / Nick Bellenie / Katie Hoskins / Anna Corless
Transition	Tracy Mitchell, Year 6 Team
University Student Coordinator	Anna Corless
Worship	Natasha Simpson

Mathematics Team - Nick Bellenie, Liz Krost, Danielle Langdell, Julia Lehmann, Lucy Comber

English Team – Katie Hoskins, Rosie Owens, Natasha Simpson

Worship and Vision Team – Sarah Lawson, Anna Corless, Tracey Carr, Sophie Marshman

Education and Community Links Team - Leonie Scott, Kathryn Trelfa, Jo Eccles, Esther Butler, Jennifer Goodsell

Science Team - Tim Bone, Susie Emerson

Mental Well-being – Tracy Mitchell, Sharon Robertson, Donna Pulling

Section 3

Teaching and Learning

Class Teacher's File, Planning, Assessment and Recording

Most planning is now maintained in electronic form on the server. Complete plans for each week should be available to view by Monday morning. Weekly teacher plans should be on a clipboard left in the classroom.

Each teacher has a **green file** which contains their day to day notes and lists of groups. This file is electronic and should be updated regularly. Copies of planning relevant to TAs should be given to them before the lesson. All planning needs to be kept on the server according to protocols outlined in the attached sheet 'Storing Plans and Resources on the Server'. Please refer to the Assessment and Data section for a breakdown of the assessments that need to be carried out throughout the year.

Writing Portfolios

The school maintains a record of a child's progress in writing through the use of an electronic writing portfolio. It is expected that the Teaching Assistants scan the work, that is to be included in the portfolio, at the time of the assessment stop. Please, where possible, do not photocopy work so it can then be scanned. Once a term for all year groups except for EY (Autumn 2 and Summer term).

Non-negotiable

Classroom setup for the beginning of each term (half term). Classrooms should be set up ready for use on the first day of the next term. Impact board and display boards ready; drawers labelled and resources ready. Surfaces must be kept clean, clear and tidy. There will be a termly environment walk to ensure standards are maintained.

Things we would expect done in a normal week

Maths: Five Mathematics lessons to be taught each week.

- Hamilton Trust used as the main basis for planning and MUST be adapted to include: differentiated groups; reference to Broadwater calculation policy; use of appropriate resources.
- Weekly maths targets on the large white board. Children must be aware of the target.
- Each lesson should involve an element of counting regardless of subject matter (e.g. counting in multiples, fractions, decimals, forwards and backwards).
- Practical resources and visual images to be seen as an integral part of all maths lessons. Children to be taught written jotting methods alongside this.
- Differentiation clear and children's initials on the planning.
- Agreed formative assessment strategies and recording to be used.
- Problem solving questions to form part of the weekly diet of questions.
- Reasoning must be part of every lesson.
- Revisit subjects taught away from the point of teaching each half term (assess).
- Yellow challenge (away from point of teaching) to be included weekly.
- A mathematical display in each classroom that is current (updated half termly).
- Relevant mathematical vocabulary and images to be displayed each week.
- Most off-timetable days should incorporate a maths lesson.
- Year 1 will transition from an EY approach so that by the end of the Autumn 1 we will have adopted a KSI approach.
- Year 1 summer term looking at the Yr2 objectives for the GD children.

English: A minimum of four English lessons to be taught each week.

Phonics/Spelling/Handwriting

- Daily phonics for EY & Year 1
- Phonics and GPS Year 2
- KSI handwriting minimum x3 weekly.
- Joining to be taught in EY once children have confident established letter formation.
- By the end of Year 1 children should be able to join their handwriting to aid spelling patterns. Handwriting must be taught in every year group, including year 6 if necessary.
- Early KS2 (Y3/4) some children will require a continued daily phonics input which must be planned for. (Intervention)
- In addition to this, teachers in KS2 must be supporting children to make correct long-vowel phoneme choices using school-agreed resources (No Non-Sense Spelling scheme).
- Non-Sense Spelling Scheme to be used Year 2 – 6
- Weekly spelling to be taught in KS2 (spelling resources to include phoneme cards, spelling pads/try-it-out slips, white boards & pens used regularly and modelled). (No Non-Sense Spelling scheme)
- Vocabulary and spelling patterns to be displayed each week (some interactive).
- Differentiated spelling activity/test/assessment should be planned for at appropriate intervals.

Grammar and Writing

- Children must be taught that they are writing for a reader!
- KS1 – explicit teaching is regularly planned for and taught and implicit in English and Guided Reading lessons.
- One explicit grammar lesson each week in KS2
- Ensure children have editing and then proof-reading sessions not always at the end of the week.
- Weekly implicit grammar teaching as part of English/topic work (LI to be recorded on weekly planning sheet).
- Weekly opportunities to practise the grammar skills of the week (whole class, small groups, homework, English lessons, topic work and investigations)
- Relevant grammar examples (both teacher and child-written) to be displayed each week.
- Weekly modelling of writing and shared writing.
- Agreed formative assessment strategies and recording to be used.
- Create opportunities for extended and exciting writing in a variety of genres and non-genre specific writing.
- Ensure a variety of genres are taught in a relevant manner and purposes for writing clear. Children to be given choice. (Don't write a recount each time your class goes on a trip – boring!)
- Create opportunities for children to choose genre and presentation and to write independently.
- Writing corners used to promote writing in EY.

Reading

- Guided Reading is taught in EY daily after autumn 1 half term; KS1 daily, Lower KS2 4 times a week, Upper KS2 3 times a week (minimum).
- The teaching of grammar is supported in Guided Reading (e.g. let's look at how the author has written this sentence).
- Agreed formative assessment strategies and recording to be used.
- Accelerated Reader will be run by the class teacher in Years 2 to 6.

Science

- Weekly science lessons or blocks of science must be taught ensuring that the full curriculum is covered.
- Where curriculum links are not easy to forge, science should be taught discretely.

Other Matters

Planning, Recording and Assessment

- Planning (see PARR policy). This should be differentiated and show where the Teacher and Teaching Assistant is working.
- All planning for the week must be completed and on the server by Monday morning.
- Learning journeys to be updated termly and an updated copy saved in the current year folder. Ensure SMSC, BV and RHE /RSE are referenced and colour coded on learning journeys.
- Personalised learning time must be planned for and evidence of this work needs to be kept in a file.
- Agreed formative assessment strategies and recording to be used and kept in assessment folders.
- Marking policy to be adhered to.
- Data to be recorded on Target Tracker by the date of the summative assessment stops.
- Target Tracker statements to be updated termly.
- Agreed summative assessment material to be used for reading, maths, spelling and grammar.

Topic Work

- Create a variety of deep learning opportunities.
- Work from a variety of subjects needs to be shown within the topic book.
- Topic books should demonstrate an element of choice and independence.
- Topic books should be of high quality but don't need to be filled.
- Pieces of writing must be edited and proof read- **even final pieces in the topic books.**

Teaching Assistants

- Priority is working with children.
- Work is planned for.
- TAs work with a range of ability groups weekly.
- TAs are present to support children on the carpet.
- Personalised learning (or PP time) is planned for, understood and recorded in a Personalised Learning folder.
- TAs actively involved in contributing to formative assessment.

Golden Time Key Stage 1, Friday Free Time for KS2.

- A series of 'golden' class-based activities to be planned for that include a teacher-led activity.
- Length of session – 20 minutes.
- Years 5 and 6 will operate a merit system.

Formative Assessment Strategies

This is a list of some techniques that form part of our toolkit for checking understanding.

Techniques to Check for Understanding	
Assessment away from the point of teaching (maths).	Task/questions or calculations on yellow paper to assess children and indicate that the formative assessment was conducted after the teaching input.
Thumbs Up	Ask children to indicate their understanding of a specific concept, principle, or process: I understand (thumbs up); I do not yet understand (thumbs down); I'm not completely sure (thumbs sideways).
One Minute Question	A focused question with a specific goal that can be answered within a minute or two.
Paperclip Questions	Works well in maths. Using A6 paper, ask children to undertake a specific calculation. Collect answers. Discard the right answers. Wrong answers can be quickly analysed for personalised learning.
Web or Concept Map	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
Misconception Check	Present children with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why.
Pupil Conference	One on one conversation with children to check their level of understanding.
3-Minute Pause	The Three-Minute Pause provides a chance for children to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. I changed my attitude about... I became more aware of... I was surprised about... I felt... I related to... I empathized with...
Observation	Walk around the classroom and observe children as they work to check for learning. Useful with accompanying checklists or anecdotal records sheet.
Self-Assessment	Children collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning. The methodology underpinning our SC checklists.
Peer Evaluation	As above and allows peers to reflect on own and others work.
Traffic Lights	Children annotate work with a colour indicating understanding: I understand (green); I'm not completely sure (orange); I don't yet understand (red). This can be accompanied by a comment or question.
Question for the Teacher.	Children write a question for the teacher at the end of a piece of work. This question should focus on understanding of concepts or next steps.
Exit Card	Exit cards are written responses to questions posed at the end of a class or learning activity or at the end of a day.
Work Scrutiny	Check the progress of children's written work. Separate from day-to-day marking Work scrutiny allows a teacher to reflect on progress over time. It should be clear where misconceptions are corrected and how children's comments about their work change over time.
Quiz	Quizzes assess children's factual knowledge, concepts and discrete skill. Some quiz examples are: Multiple Choice, True/False, Short Answer, Matching, Extended Response
Written Response	Children write a short note about their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the child has gained an understanding of the topic, lesson or concept that was taught.
Choral Response	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
Numbered Heads Together	Each child is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.
Lolly Sticks	Children's names are written on sticks. The teacher randomly selects a child from these sticks to answer a question.
One Sentence Summary	Children are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.
Inside-Outside Circle	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.

One Word Summary	Select (or invent) one word which best summarizes a topic.
Think-Pair- Share	Children think individually, then pair (discuss with partner), then share with the class.
Ticket to Leave	Closing activity where children respond in writing or verbally to a short task before leaving.
Turn to Your Partner	Teacher gives direction to children. Children formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
Oral Questioning	<p>Selected open questions:</p> <p>How is ... similar to/different from?</p> <p>What are the characteristics/parts of...?</p> <p>In what other ways might we show show/illustrate...?</p> <p>What is the big idea, key concept, moral in...?</p> <p>How does ... relate to?</p> <p>What ideas/details can you add to?</p> <p>Give an example of...?</p> <p>What is wrong with...?</p> <p>What might you infer from...?</p> <p>What conclusions might be drawn from...?</p> <p>What question are we trying to answer?</p> <p>What problem are we trying to solve?</p> <p>What are you assuming about...?</p> <p>What might happen if...?</p> <p>What criteria would you use to judge/evaluate...?</p> <p>What evidence supports...?</p> <p>How might we prove/confirm...?</p> <p>How might this be viewed from the perspective of...?</p> <p>What alternatives should be considered?</p> <p>What approach/strategy could you use to...?</p>
A6 Summary/Question	Distribute index cards and ask children to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you now understand and summaries your understanding. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a question.

Formative assessment should inform future planning for learning and to provide a picture of what a child can do. Consideration should be given to how you record formative assessment. This could be in the form of checklists, post it notes, anecdotal/observational record sheets, mark books etc. A written record of formative assessment for all subjects must be kept.

Section 4
Assessment, Monitoring and Evaluation

Assessment and Data Requirements 2020-2021

Staff should be aware that we have two sets of Rising Stars progress tests for use in school. The older versions are a series of 'single domain' maths tests that can be used formatively away from the point of teaching to assess what children can do in that specific area of maths. The new version is a mixed set of test questions purchased to give children practice at a range of questions and should be used each half term to support summative judgements. These tests can be combined (in KS2) to form a larger 'end of term' test. The Rising Stars Optional Test is used to inform end of year judgements for Years 3 and 4. Year 5 will undertake two series of tests in the summer term to build 'test stamina'. Year 6 will have a series of tests throughout the year in preparation for SATs.

- Teachers to use tests to aid gap analysis. Staff meeting time in autumn and spring terms will be devoted to this.
- Teachers are expected to continue to use Target Tracker for data judgements.
- Use of Target Tracker – Gold for GD; expectation that teachers assess at the child's band (this is not backfilling of assessment); for GD children, it is appropriate to complete some statements in the next band; Y1 should also be looking at the EY PofS if children are working within the EYFS on entry to Yr1.
- SEND children (identified by Inclusion Manager) must have individual paper assessment sheet to mark their progress. Please ensure a copy of this goes to TM at the end of each year.

Subject	Item
Reading (Evidence to be kept in a yellow reading file)	<p>You need to have evidence for every child in your class. If you are attending an external moderation event then you can select a child that you wish to discuss at this meeting. For internal moderation events you may be given a named child and you will bring evidence to moderate.</p> <ul style="list-style-type: none"> • Use the reading guidelines to support teaching <p>Formative assessment – see guidance</p> <ul style="list-style-type: none"> • Use reading record band sheet to keep a record of all children's reading progress • Highlight Target Tracker statements as part of formative assessment • Phonics record sheets/booklets to be updated half termly • Phonic phase group sheets • Reading/Spelling lists (See NC) to be taught and assessed weekly • Evidence also in the following: marking, AR, guided reading exercise books, photographs, running records, whole class teaching and story time. • Group reading targets – KS1 displayed as cards on tables. KS2 in book. • Rising Stars Progress Tests to inform half-termly summative assessment. • Rising Stars Optional Test – Years 3, 4 and 5 • Summative assessment for EY, Y2 & Y6 in the summer term is linked to National and West Sussex requirements • Accelerated Reader to inform formative and summative assessment judgements. This is to be regularly reviewed by teachers – Years 2 – 6. <p>Summative assessment entry dates - Target Tracker</p> <ul style="list-style-type: none"> ○ See School Diary ○ Record pupil voice.
Writing (Evidence to be kept in a yellow writing file)	<p>You need to have evidence for every child in your class. If you are attending an external moderation event then you can select a child that you wish to discuss at this meeting. For internal moderation events you may be given a named child and you will bring evidence to moderate.</p> <p>Formative assessment – see guidance</p> <ul style="list-style-type: none"> • Each child will have a writing target which is frequently updated • English books/guided reading books/ spelling/ marking and feedback/checklists • Highlight Target Tracker statements as part of formative assessment • Summative assessment for EY, Y2 & Y6 in the summer term is linked to National and West Sussex requirements <p>Summative assessment entry dates - Target Tracker</p> <ul style="list-style-type: none"> ○ See School Diary • Individual children's digital folders with 1 example of independent writing from each term to be submitted end of Autumn 1, Spring 1 and Summer 1. Early Years 2 piece of writing only- Christmas and Summer term. • Record pupil voice.
Phonics- EY and Y1	<ul style="list-style-type: none"> • Phonics phase booklets to be used to record information. To be kept in Reading Folder • Y2 to keep a Reading Record Book

GPS	<ul style="list-style-type: none"> Spelling Assessment of word lists begin in EY once the children can read. Spelling investigation/grammar tasks weekly. The spellings will consist of the word lists (NC) and the spelling pattern/families (NC) Teaching from Year 2 upwards is to follow the No Nonsense Spelling Program Planning for GPS must be both explicit and implicit in activities Highlight Target Tracker statements as part of formative assessment Rising Stars Progress Tests to inform half-termly summative assessment. Rising Stars Optional Test – Years 3, 4 and 5
Mathematics	<p>You need to have evidence for every child in your class. If you are attending an external moderation event then you can select a child that you wish to discuss at this meeting. For internal moderation events you may be given a named child and you will bring evidence to moderate.</p> <ul style="list-style-type: none"> Use Hamilton Trust Medium Term Plans to ensure coverage in conjunction with NC Use previous year's plans as a starting point. Please be aware when using Hamilton Trust planning that the pitch is likely to be too simple. Hamilton Trust weekly planning outcomes sheet annotated daily. Highlight Target Tracker statements as part of formative assessment Notes kept in book/folder/photographs/post its/marking Observation notes/tables/grids/intervention assessment feedback Rising Stars Progress Tests to inform half-termly summative assessment. Rising Stars Optional Test – Years 3, 4 and 5 Summative assessment for EY, Y2 & Y6 in the summer term is linked to national and West Sussex requirements Times Table Rock Stars to be used in conjunction with teaching of times tables in Years 3 – 6. Teachers to regularly review and update the children's 'Heat Map'. <p>Summative assessment entry dates - Target Tracker</p> <ul style="list-style-type: none"> See School Diary Year 2 and Year 6 refer to Assessment Framework Record pupil voice.
Science	<ul style="list-style-type: none"> Each Science unit of work must be assessed using the band statements on Target Tracker. This must include an assessment of Working Scientifically for each unit of science taught. Highlight Target Tracker statements as part of formative assessment. (see Science NC overview for specific assessment objectives) Formative assessment – see guidance Rising Stars Progress Tests can be used as part of summative assessment. <p>Summative assessment for EY, Y2 & Y6 in the summer term is linked to National and West Sussex requirements</p> <p>Record pupil voice.</p>
Non-core subjects	<p>Art and Design, Music, Computing, DT, PE, (French)</p> <ul style="list-style-type: none"> 2 assessments each year. Highlight Target Tracker statements as part of formative assessment. Ensure this is differentiated as it is assessment not coverage. Make an end of year band judgement <p>Geography and History</p> <ul style="list-style-type: none"> Each unit of work must be assessed using the band statements on Target Tracker. Please note that that band statements may feature in another Year Group's assessment (e.g. Romans is included in a Band 6 statement but will be assessed in Year 4). Ensure this is differentiated as it is assessment not coverage. Curriculum Statements have now been grouped by topic this must be updated regularly. (see TT/Primary/statements/statement groups) Include enquiry-based question as part of planning.
RE	<ul style="list-style-type: none"> Assess objectives from MT plans for RE Record pupil voice.
SMSC	<ul style="list-style-type: none"> Note on Learning Journeys Record pupil voice.
Academically More-Able	<ul style="list-style-type: none"> Teachers identify academically more-able children in curriculum areas. More-able child to be identified on Target Tracker and a dated pupil note created outlining nature of ability. This information must be shared with the Headteacher in autumn 1 and summer 2 so that notes can be updated. (See contextual on TT)
Gifted and Talented	<ul style="list-style-type: none"> Teachers identify gifting and/or talent and record on Target Tracker (dated pupil note created outlining nature of ability). This must be done at the end of the academic year by the current class teacher. (See contextual on TT) e.g. sport, music, art

Monitoring and Evaluation Plan

Month/Date	Activity/purpose
Termly	<p>Learning and environment walks. These may include a short visit to a classroom during a lesson.</p> <p>Purpose:</p> <ul style="list-style-type: none"> • To be a part of the learning culture of the school • To be aware of the good practice and positive attitude in the classroom • To be able to observe consistency of practice/ curriculum • To identify areas for development • Monitor the ethos, behaviour and learning environment of school • To monitor organisation and tidiness.
Throughout the Year	<p>Teacher lesson observations (half an hour or more in class) and 'drop-ins' (up to 20 minutes). These are to observe or monitor aspects of school life. The purpose of these will be shared through staff meetings. A feedback sheet will be provided for lesson observations to encourage professional dialogue. Written feedback will be given following a drop in.</p>
Termly	<p>Review of Vulnerable Children in School/SEND discussed – Inclusion Manager. Headteacher, Deputy Headteacher Review of Safeguarding – Headteacher, Governor</p>
Monthly	Attendance meeting – Inclusion Manager, Welfare, Headteacher
Autumn Term	
<p>Focus for Autumn term is for pupils to make accelerated progress. Those pupils who are on Working Towards are to make Expected by the end of the year. Teachers to ensure there is provision in place for them.</p> <p>Early autumn 1 data day SLT monitoring of planning SLT will carry out progress review meetings in Autumn 2 where targets will be reviewed. SLT will carry out staff English observations. Review and set Subject Action Plans Behaviour Review – Red Book Staff review of GAP analysis of maths. Year 2 Phonics assessment autumn 2</p>	
October	Parent Questionnaire (Parents' Evening)
	Pupil Questionnaire (in school)
November	SLT Day-Link Advisor support focus to be determined.
December	Junior School Book Scrutiny (Topic, English)- writing focus
December	Infant School Book Scrutiny (Topic, English)- writing focus
October and December	SLT Data Review will follow the dates for data entry. See assessment section.
Spring Term	
<p>Review of subject action plans prior to appraisal review Appraisal Review meetings (these will take place after progress review meetings) including HLTA spring 1 SLT will carry out progress review meetings in Spring 2 SLT monitoring of planning SLT Science drop in SLT scrutiny of maths at the end of spring 1 SLT scrutiny of English and topic books at the end of spring 2 Staff review of GAP analysis of maths. Behaviour – Red Book TA Appraisals second half of term-Line Manager Office Staff</p>	
February	Staff Questionnaire
February	Scrutiny of Maths Infant and Junior
March	SLT Data Review will follow the dates for data entry. See assessment section.
April	Infant and Junior School Topic Book Scrutiny – disadvantage grp and 10% focus
Summer Term	
<p>Behaviour – Red Book SLT monitoring of planning SLT will carry out progress review meetings in Summer 2 for EY, Year 1,3,4,5 SLT appraisal observations mathematics (summer 1) Staff review of GAP analysis of maths. Year 1 Phonics Assessment Year 4 Multiplication Test</p>	
May	Testing- SATs.
July	SLT Data Monitoring Day

July	Junior School Book Scrutiny (Topic & English) –All Summer topic books. Looking at progress
July	Infant School Book Scrutiny (Topic & English) - All Summer topic books. Looking at progress
July	Data Review will follow the dates for data entry. Summer term – achievement and progress for the year.

Section 5 Behaviour, Rewards and Sanctions

Rewards and Sanctions

Rewards should include praise, stickers, positive contact home/postcards, star of the week, golden time, treasure chests and Gold Book. It is important that there is consistency across the year group.

Please follow the behaviour strategy guidelines for breaking the rules when considering sanctions. It is acceptable for a child to miss part of a break to complete work. This must be supervised.

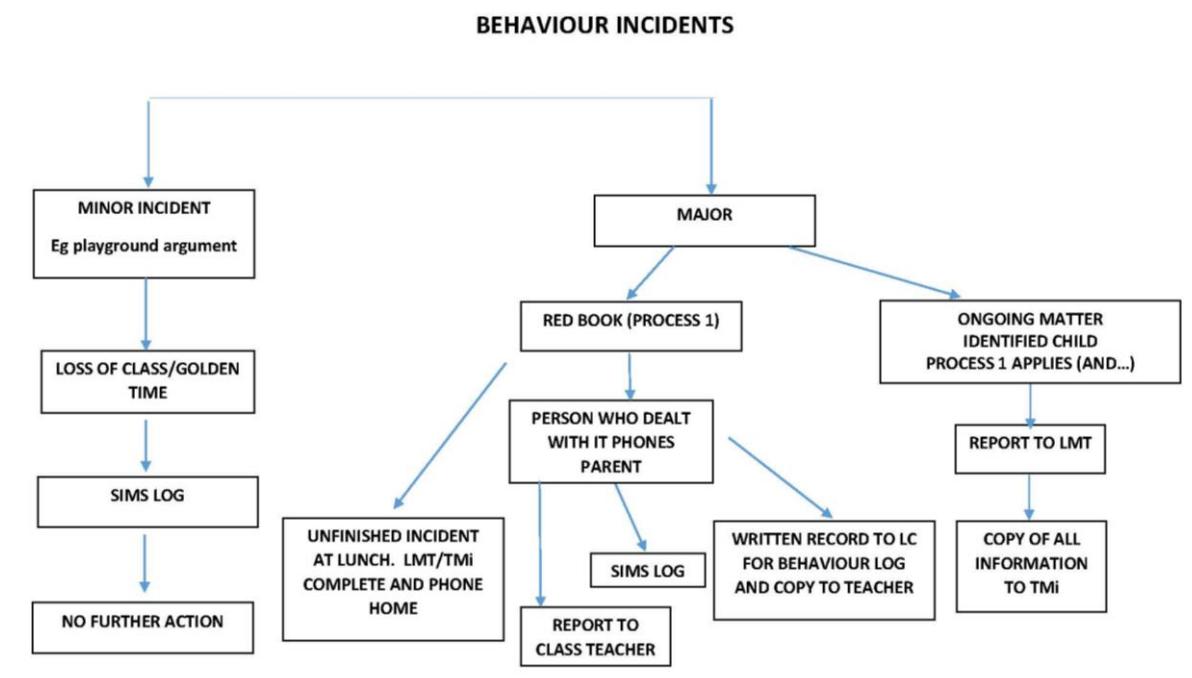
Behaviour

The school's behaviour plan is attached and should be displayed in each teaching space.

Behaviour Expectations- See risk assessment for the autumn term for amendments to this.

- All behaviour logged on CPOMs
- End of year task -Note any significant issues that you need to discuss with new teacher
- Children are expected to move along corridors, up/down stairs and wait in silence around school during lesson times. Everyone moves on the left
- At all other times (i.e. before school, breaks, lunchtime, after school) pupils must move quietly and calmly around (and in silence through the office area).
- Balls and other 'equipment' may only be used on the playground at playtimes (not before or after school). They may only be used in the hall under the direct supervision of a teacher.
- Stairwells need periodic supervision. From time to time teachers need to supervise stairwells and raise expectations.
- Pupils need to walk in single file, when moving around school.
- Monitors should particularly set a good example. They should only be in school at lunchtimes on days when they have a duty (and then from 1pm to 1.30pm).
- Pupils should only be in the library, studio and computer suite under the direct supervision of a member of staff.
- The reprographics and stock rooms are out of bounds to pupils.
- On school trips, a very high standard of behaviour is to be expected. Inform all helpers beforehand using the parent helper guidelines (see office).
- Follow the school discipline plan and use school reward systems.

Behaviour Incidents Flow Diagram



Section 6

How to use CPOMS to record behaviour incidents

CPOMS is the main way by which the school records behaviour, welfare and safeguarding concerns. All staff will be trained to use the system and regular refresher sessions will be provided. It is important to ask a member of SLT if you are unsure how to use the system. If you have any difficulties accessing the system, please see Gaynor and she will support.

See Safeguarding policy.

Safeguarding

Safeguarding training takes place annually for all staff who must also read Part 1 of Keeping Children Safe in Education (DfE 2021) annually. An online training power point will be undertaken by members of staff who may not have been present for the training. Also, volunteers in the school will also undertake the training and be given the KCSiE (part 1) document. All classroom cupboards, staff rooms and office have a copy of the poster Safeguarding – Key Information for Staff (see appendices) available for reference. **All staff should be aware of current concerns regarding safeguarding including FGM, Prevent and E-safety matters.**

Vulnerable Children

Please be aware which children are vulnerable/isolated in your class (listed with your SEND register in TT under Disadvantaged) and manage the situation to ensure this is not highlighted, e.g. a child who is always left without a partner when children choose pairs. Please be mindful that these groups of children may have difficulties with school trip e.g. arrival times, lunches, isolation on the coach and dress up days. You may need to make an additional phone call home.

Child Protection

The school operates a Safeguarding Children and Child Protection Policy, summary attached, and you should be aware that any issues that may relate to children's safety and well-being, or suspicious issues should be reported immediately to the Headteacher (or member of the leadership team). The designated member of staff for child protection is Natasha Simpson the Acting Head teacher. In her absence, please speak to Anna Corless or Tracy Mitchell.

Medical Needs- See protocol

It is vital that we ensure that children's medical needs are met whilst children are in our care.

- The picture of all children with medical needs in the class is affixed to the inside of the cupboard door. It is the class teacher's responsibility to ensure that all adults working with the children are aware of these needs. You will need to carefully consider any information that you give volunteers working with you.
- All auto injectors must be stored in the bags hanging on the hook of the cupboard door. This is whole school policy to ensure that we know where all auto injectors are kept.
- Where children are not responsible for their own inhalers, these must be kept in the inhaler box provided. This box must be taken with you when undertaking all sports activities.
- Each year, time is given for teachers to discuss pupils moving into their new class. It is vital that medical needs form part of this discussion.
- All children with medical needs will have a medical care plan. All teachers must familiarise themselves with this medical care plan and communicate those needs with their team. Medical care plans are updated at the end of the year for those children with the severest medical needs when it is expected that the new class teacher is part of the medical care meeting with the parent. Asthma care plans are updated at the beginning of the autumn Term.
- Please refer to the risk assessment for the use of the Food Technology Room when considering any food-related activities.
- Whilst we cannot guarantee that the school is allergen-free, all teachers have a duty to ensure that any activities that a child undertakes are safe. This includes ensuring that children are not allergic to any items used in the lesson and providing alternatives where necessary. Examples would be the choice of plants in a science lesson or the use of play dough.
- Prior to the entry of any child with an identified severe medical need, a meeting will take place with the school. This may include a tour of the classroom area with parents to identify any potential risks and highlight actions that will be undertaken to reduce those risks.
- Whilst medical care plans are updated annually, parents will be contacted each term and invited to make any changes that may have become apparent during that term.
- Ensure medication is returned after a school trip- this is the class teacher's responsibility and will be monitored by Elaine Stubbs. (Fill in the section on the last page of the Off-Site form).
- See trips guidance for medication.
- Children with allergies will be identified in the dinner hall with a lanyard.
- Ensure that MMS are aware of children with medical needs.

Safeguarding – Key Information for Staff

1. The Designated member of Staff for Child Protection (DSL) is: Tracy Mitchell (Inclusion Manager)
2. The Deputy DSL is: Natasha Simpson (Head teacher)
3. Additional core members of the safeguarding team are: Anna Corless (Deputy Head teacher) and Sharon Robertson (Pastoral Lead)
4. The Lead Governor for Child Protection is: Nick Laycock
5. The Chair of Governors is: Liz Crockett
6. Both governors can be contacted through the school office or by emailing governors@broadwaterce.org
7. West Sussex Children's Access Point (CAP) telephone: 01403 229900 or email MASH@westsussex.gov.uk

Everyone in the education service shares an objective to help keep children and young people safe by contributing to providing a safe environment, identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action.

When and what might I be concerned about?

At any time, you may be concerned about information which suggests a child is being neglected or experiencing physical, emotional or sexual harm. You may observe physical signs, notice changes in the child's behaviour or presentation, pick up signs of emotional distress or have a child disclose a harmful experience to you.

Harm to a child can be caused by:

A parent/carer
A family member/friend
Another child
A stranger
A member of staff/volunteer

What should I do if a child discloses that s/he is being harmed?

1. Listen

Listen carefully to what is being said to you, do not interrupt.

2. Reassure

Reassure the pupil that it is not their fault. Stress that it was the right thing to tell. Be calm, attentive and non-judgemental. Do not promise to keep what is said a secret. Ask non-leading questions (**TED**) to clarify if necessary:

Tell me more...

Explain that to me...

Describe what happened....

3. Respond

Inform your DMS or deputy without delay. (Or speak to the Chair of Governor)

4. Make a written record and pass it to the DMS/Deputy DMS

The information you have may not be enough on its own for a Child Protection referral, however it will help your DSP to decide about risk of harm to the child.

What should I do if the alleged abuser is a member of the school staff?

If your concern is about a staff member or volunteer, you should report this to the Headteacher. If your concern is about the Headteacher, you should report such allegations to the Chair of Governors

**These two terms have been covered in your safeguarding training.
Do you know what these terms mean?**

**FGM
Prevent**

**You are required to have read part I of Keeping Children Safe in Education.
Have you done so?**

Procedures for identifying and reporting cases, or suspected cases, of abuse.

- 1. School staff should report their concerns to the Designated Teacher (DSL) for Child Protection.**
- 2. The Designated Teacher/DSLs will record the concern and decide on what further action should be taken.**
This could be:
 - No further action taken.
 - Social Services Child Protection Team contacted.When contacting Social Services have the following information ready:
 - The Child's name, date of birth, address, race, religion, language and any known special needs.
 - The Parents/carers names and address.
 - The reason for the concern.
 - Any other known factors which may be contributing to the problem.
- 3. What is abuse? Categories of Abuse (Working Together; 1999)**

A Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Factitious illness by proxy also constitutes physical abuse.

B Neglect

Persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development.

C Sexual Abuse

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.

D Emotional Abuse

Persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

The Role of the Designated Safeguarding Lead (Head Teacher)

Broadwater C. E. School has a Designated Safeguarding Lead who is known to all staff and has received recent appropriate training. **The DSL is the Inclusion Manager Tracy Mitchell.** In addition, **Head Teacher, Natasha Simpson Anna Corless (Deputy Headteacher)** and **Sharon Robertson (Pastoral Lead)** have also received appropriate training; they are Designated safeguarding Leads (DSLs)

The Designated Teacher/DSLs is responsible for:

- A. Ensuring Child Protection procedures are regularly updated and kept in a location known to and accessible to all staff.
- B. Undertaking regular child protection awareness training and cascade relevant information to all staff.
- C. Providing the point of reference for any child protection concerns arising within the school and with social services if necessary.
- D. Ensuring that all records of any child protection concerns are kept securely in a lockable place, and subject to the duty of confidentiality.
- E. Ensuring an appropriate representative from school attends child protection conferences or where this is not possible, submits a full and factual report.
- F. Ensuring the school contributes fully to any core group activity and protection plan.
- G. Liaising with the governing body, providing relevant data, number of referrals, staff trained, policy developments, etc.
- H. Accessing, as necessary, appropriate emotional or professional support either personally or for staff involved in child protection cases.

Record Keeping

Where possible, all records should be recorded directly onto CPOMS. When adding notes please follow the best practice procedures below:

Best Practice for All Staff

- Not all child protection information results in a referral - small pieces of information may not be significant on their own, but can help to contribute to a 'jigsaw' picture of a child's experience.
- All staff should
 - Make a record of all information and their concerns.
 - Include 'nagging doubts' and 'hearsay'.
 - Pass the information onto the Designated Safeguarding Lead.

How Notes Should Be Made

- Notes may be word processed or hand written.
- Include the following:

- Date and time of the incident/information being received.
- Date and time of the record being made.
- Name and date of birth of the child/children concerned.
- A factual account of what happened (verbatim reports from the child if possible).
- A note of any other people involved, e.g. as witnesses.
- Action taken and any further plans e.g. monitor and review.
- Printed name of the person making the record.
- Job title of the person making the record.
- Signature.

Some Useful Points About Record – Keeping Procedures

- Identify the source of the information e.g. 'Mrs. Smith, a midday supervisor, informed me that...' or 'I saw Aaron on the school field at break time ...'.
- Information should be factual or based on fact.
- Record what you saw, heard etc. and try to be specific. (e.g. 'Kylie was crying and rocking' rather than 'Kylie was upset').
- Opinion is okay as long as you can justify it in some way. e.g. 'Melanie ran out of the classroom and hid in the toilets when her stepfather arrived. She appeared to be frightened'.
- Make a note of the information and with whom you shared it.
- Avoid specialist jargon (e.g. Joseph scored below 5 on her baseline assessment) which a member of another agency may not understand.
- If rough notes are made at the time, write up in greater detail as soon as possible. Do not destroy the rough notes as these may also be needed as evidence should any court proceedings be necessary.

When you have added an incident or concern to CPOMs make sure that you have identified what else you might have done or any further action. This ensures that the best can be done for every child. The child's voice is paramount- make sure you record what they say.

Section 7
Special Educational Needs and Inclusion Matters

SEN –Appendix 3.

Tracy Mitchell is the **Inclusion Manager** for our school. (IM)

The SEND information for a class is held in the PINK SEND folder within the classroom. This should include:

- The SEND/ Vulnerable Children register
- Pupil Profiles
- Provision Maps
- Class Intervention Lists
- Individual SALT programmes
- Medical Records
- Occupational Therapy targets
- Identified BAME group
- EAL

Identification, assessment, provision and review

Identification

Each teacher will observe and monitor the progress of all children in their class. From these formal and informal records certain pupils will be identified as not progressing satisfactorily despite rigorous differentiation. Parents are also able to voice concerns at the termly teachers' meetings or by making an appointment to see the IM.

Assessment

The class teacher will bring concerns to the IM's attention and a monitoring file will be started. The IM may spend some time observing the child in the classroom or in assessing their skills using a range of diagnostic tests. The IM will discuss with the child how they view their learning and, according to age, maturity and capabilities discuss the strategies to be used to help them.

The parents will also be involved in this decision-making as they can provide valuable insight and a different perspective on the child's development. This will be through meetings, phone conversations and e-mail correspondence.

Provision

Following collection of information, the IM and teacher will decide whether provision that is "additional to, or different from", is necessary for the child.

If in-class differentiation or a change of teaching style is sufficient, the child will not be regarded as having special educational needs. At Broadwater we will record this as Monitoring Stage. If a child is predicted to achieve below the national average for their age they should be monitored carefully and placed on the SEN register if progress continues to be delayed despite intervention. Class teachers are responsible for the individual targets set in class to address these additional needs. The children should be aware of these and as much as possible, be responsible for monitoring them. They could be in the form of a class chart or individual book that is held by the teacher or the pupil is age appropriate.

Where provision that is "additional to-or different from" is needed, the child will be placed at **School SEND** stage. A **Provision Map** will show the child's support in the form of listed interventions that the child will benefit from. A **Pupil Profile** will be drawn- up to highlight the additional needs and current intervention provided.

I.e.- Learning Mentor time for 6-10 weeks to address barriers to learning on a 1:1.

These documents will be up-dated with the teacher and parent every term at the **SEND Parent Meetings**. Teachers will have cover for their timetabled meetings and should come ready to discuss all the children on the SEN register that are in their class. This can also be an opportunity to discuss any other children with concerns and to remove children from the register if the progress is good.

Medical Needs/ Vulnerable Children:

Pupils, who have disabilities or medical needs, but no special educational needs, will be recorded on the school's medical register. Children who are vulnerable for any reason will be placed on the Vulnerable Register and information will be shared on a "need to know" basis. (Please also refer to the medical needs paragraph of the Safeguarding section of this document.)

Outside Agencies:

For some children a request for help from agencies, such as the Speech and Language Therapy Service or the Educational Psychologist is appropriate. The advice from these professional services will feed into the writing of the child's Pupil Profile, the targets set in class and subsequent termly review meetings. Programmes will be put in place on the advice to support the child in the class or through group or 1:1 intervention.

Request for an Education and Health Care Plan: (Statement of SEND)

If the child demonstrates significant cause for concern after a reasonable time of intervention, a request for Statutory Assessment may be made to West Sussex LEA. The categories of SEN as stipulated by the SEN Code of Practice 2014 are:

- Cognition and Learning
- Communication/ S&L
- Social, Emotional and Mental Health

The school Educational Psychologist will be involved in this and clear documentation will be needed as evidence of intervention strategies, in the Plan, Do Review Cycle. Parents have a significant input into the assessment and if approved by the SEN panel will result in the writing of an EHCP for the individual child.

Children with an EHCP will go through the process of an Annual Review every year to update the document. Class Teachers and 1:1 TAs will be involved in this meeting and the reports that feed into and out from the review and cover will be provided to allow the Class Teacher to attend the meeting.

Tracy presently works Tuesday, Wednesday and Thursday but is available on e-mail on other days if teachers have important messages.

tmitchell1@broadwaterce.org

Pupil Log Books

In some circumstances where ongoing notes are needed to be made about a child then a log book may be issued by the Tracy Mitchell as the Inclusion Manager. This log book must be returned to her at the end of the year and will be reissued the following year if necessary.

Section 8 Policy Information

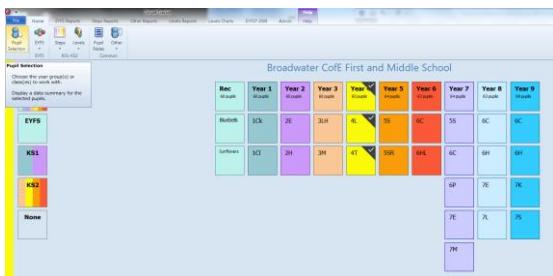
Policies can be accessed on the website staff log into the staff site. School Policies are on the main website for parents to view.

Acceptable Use of Technology

See the website for policies on acceptable use.

How to use Target Tracker to write your Reports.

1. Log in to Target Tracker as you would usually do. Please speak to Natasha if you have difficulties with your Target Tracker account or if you need to be allocated an account.
2. Select pupils



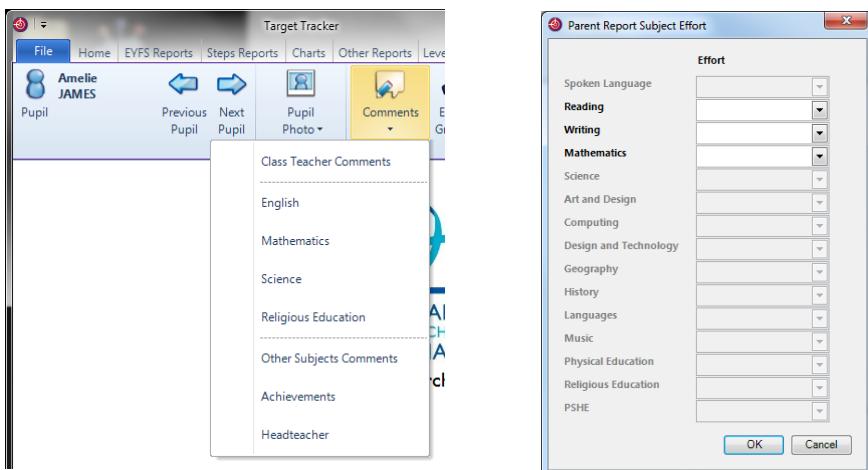
3. Select the Steps Report menu. The last button on this menu is the "Parent" report button.



4. Once you have selected the Parent report option, you will be asked to select pupil.



5. From ribbon, select the drop-down menu for Comments or Effort Grades. Achievement grades will automatically select from Target Tracker data. Use these boxes to complete your comments/grades. The software includes the facility to spellcheck your comments.



6. The deadline for completion of reports **will be on the school calendar**. Please could you let Natasha know if you have completed your reports before this deadline so that the process of proof reading can begin.
7. In the first instance, teachers are expected to peer to peer proof read reports. This should be done prior to the deadline day.
8. A final leadership proof read will then take place after the deadline for reports to be written. Once proof read, the reports will be returned to you with changes that need to be made. The reports will then be printed, photocopied and returned to the class teacher.
9. Class teachers will need to ensure that a set of envelopes is addressed to parents of... (a stamp is available from the office).
10. Reports need to be signed, collated and put in envelopes for sending on issue day.
11. Reports will be issued: **See calendar for report date as this changes each year.**

What to write in your end of year reports?

You are expected to write a short comment for English, mathematics, science and RE alongside a general Class Teacher comment. The class teacher comment should include elements of particular strengths that the child has demonstrated. These do not need to be long comments.

Where statutory testing has taken place, these results will be added as a separate sheet to the report (if available).

All subjects will need an attainment and effort grade. Attainment grades will reflect your assessments in Target Tracker. Early Year have their own report template.

General comments:

- Avoid bland comments which don't make any judgement at all on a subject e.g. "XXXX takes great pride in her artwork and records observations leading up to final pieces. She has combined colour, pattern and texture to create an (item)". Try to make comments personal and comment on how well the child has done and the progress made. Refer to specific work undertaken.
- Avoid general curriculum comments – these are outlined in curriculum news.

Specific reminders:

- Child's name needs to be in the first sentence of each box.
- Where a teacher other than the class teacher is completing a record, please complete the comment with your initials in brackets.
- Avoid cutting and pasting comments from one child to another where possible. It is not acceptable for completed reports to contain the wrong child's name and for he's and she's to be mixed.
- Note correct use of commas and CAPITALS
 - This year, Johnny has...
 - In our topic on Forces, we have...
 - In history lessons, she...

- With support, he...
- Capital B for Bible
- Please check spellings and read through – including comments other teachers have made on your class set of reports. Please watch out for comma splicing.

Single Equality Policy/Equality Information and Equality and Diversity Policy

As a school we ensure that all children and staff are treated fairly and equally. Please refer to the above policies on the school website for further detail.

Home School Agreement

Broadwater is a Christian School. We will enable children to become wise confident successful learners with the motivation, skills and responsibility to make a positive difference in God's world.

The School - We will:

Provide a safe and caring Christian environment.
Encourage children to do their best at all times.
Encourage children to respect other people and be kind and considerate.
Encourage children to take care of their surroundings.
Provide a balanced curriculum and aim to meet the individual needs of each child.
Inform parents about the curriculum each term.
Discuss with parents their child's progress on a regular basis.
Encourage the child to continue learning at home and provide relevant supporting activities.
Foster good relationships between home and school and within the school community.

The Family - We will:

Respect our school values and our caring ethos.
Ensure our child arrives at school properly equipped and on time.
Ensure our child attends regularly, notifying the school on the first day of any absence, and provide a written explanation when our child returns to school.
Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour including comments made on social media.
Support the school's behaviour policies and guidelines.
Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour.
Approach the school to help resolve any issues of concern.
Try to attend parent's evenings and discussions concerning our child's progress.
Encourage our child to continue learning at home, especially by supporting activities brought home from school.
Ensure our child has a healthy lunch, fruit or veg snack and a water bottle.

The Child – I will:

Follow the instructions of staff and leaders.
Respect others and respond in the best way understanding that bullying is never acceptable.
Be responsible, helpful and ask before borrowing.
Play carefully and kindly in the rights way and include everyone.
(No play fighting or hurting others.)
Opt in to every lesson with every teacher.

Together we aim to enable children to become confident and successful learners with the motivation, skills and responsibility to make a positive difference in God's world.

Section 9

Health and Safety- See Risk assessments in place for the COVID-19 period.

It is the responsibility of all staff to be up to date with their training and Health and Safety issues and risk assessments. During a pandemic, all staff must be extremely vigilant and maintain social distance from other adults and children where possible. Strict cleaning regimes must be upheld at all times.

Staff are advised that the school Health and Safety Policy is available to view on the school website (staff area). Other Health and Safety guidance can be found by contacting WSCC or looking at the WSCC website.

Health and Safety matters are a standing agenda item at the weekly admin meeting or you can talk directly to Gaynor Carrigan, the school business manager.

The School Governor with responsibility for Health and Safety is Nick Hancock (Governor).

Asbestos in School

The school maintains an asbestos register maintained by the Premises Officer. It is to be noted that there is some asbestos in some of the ceilings in the school which is well-sealed and poses no immediate risk. **UNDER NO CIRCUMSTANCES** should a member of staff attach anything to any ceiling unless using existing fittings. Any request for additional fittings must be made to the Premises Officer.

Emergency Procedures

The school has a detailed Emergency Plan that is maintained in the school office and is included in the emergency bag that is taken from the office when the need arises (e.g. during a fire drill). This plan gives full details of what to do and who to contact in the case of an emergency.

There is an emergency contact card that details WSCC support in the event of an emergency on a trip or residential visit in addition to the usual school contact numbers. This card is in the First Aid bags. In normal circumstances staff would be expected to deal with the emergency first (by dialling the emergency services) before contacting school leaders.

Fire Safety

All staff must acquaint themselves with the fire action posters that are in every room. Staff should be aware of the nearest exit in the case of a fire. Please note that your normal exit might not be the nearest exit. e.g. The nearest exit in the library is the door to the outside and not the door into the corridor.

Off sites Visits

The school has a comprehensive Off Sites Visits policy which you should read before planning to take children out. Copies are available from the school office. There are two forms which need to be completed (and signed by you and a senior member of staff) before you take children off the premises. This form needs to be completed as the trip is planned. **Please note that failure to follow procedure set out by the school may make you personally liable in the event of an accident. Off site forms must be added to on return to school- medication.**

The school has clear procedures for dealing with emergencies, both on site and off site.

Lock Down Protocols

Reference should be made to the school's full Lockdown Policy. See **CODE WORDS** in the policy and on the back of the classroom door.

Should an event occur where the school needs to enhance the security and safety of the children in the school then members of the senior management and office staff will quietly and calmly walk through the school explaining to teachers that the school is in 'lock down'. We will do so simply by using the phrase 'lock down'. Lock down protocols are subject to review and change. Staff will be advised of these changes. Lock Down and Fire wardens wear an orange jacket.

Staff should gather children in the room that they are teaching in and ensure that outside doors are locked with windows shut. Children should be brought in from group and shared areas and children should not go to the toilets at this time. Where appropriate class teachers should continue with the lesson taking place however if this involves activities that involve a lot of moving around, another activity should be implemented such as quiet reading.

If teaching is taking place outside, then children should carefully and calmly return to class leaving any related equipment outside.

Senior management and office staff will attempt to lock other outside doors as they walk through the school however teachers in the classes nearest to these doors should 'double check' that this has taken place.

Staff and children are to remain in place for as long as is necessary until the emergency is dealt with. The all clear will be given by senior management returning to classes to give the 'all-clear'.

Staff should be aware that we cannot legislate for all eventualities and that a common-sense approach should prevail with the overriding aim of keeping children and staff safe. This is especially true at the beginning and end of the day when the very fact that we are a Primary School makes it difficult to ensure that the whole school is secure. In these eventualities it is important that we keep children in the building (if a disturbance is noted) at the end of the day and quickly usher children in to school at the beginning of the day.

Working Alone- see policy risk assessment

We recognise that there may be an increased risk to the health and safety of employees whilst working alone. The Staff handbook sets out our approach in both identifying these risks and adequately managing them. Any questions regarding its operation should be addressed to **the Headteacher**.

Definition

A lone worker is an individual who spends some or all of their working hours working alone. This may occur (1) during normal working hours at an isolated location within the normal workplace, (2) when working outside normal business hours. Normal working hours are deemed to be from between 07:00 and 19:30, Monday to Friday when other staff members of the cleaning team are on the premises.

Legal Position

Our duty to both assess and control any risks from lone working is governed by the **Health and Safety at Work Act 1974** (HSWA). S.2 requires us to ensure, so far as is reasonably practicable, the health, safety and welfare of our employees. Similar duties are owed to other workers, such as agency temps under s.3 of the HSWA. This will be achieved by carrying out risk assessments in accordance with the **Management of Health and Safety at Work Regulations 1999** (as amended).

Risk Assessment

Our risk assessments will cover all work currently undertaken alone (or proposed to be), where the risk may be increased by the work activity itself, or by the lack of on-hand support should something go wrong. Once all job roles involving lone working have been identified, the following factors will be considered:

- **Risk of violence** - All jobs involving an element of lone working will be assessed for a risk of verbal threats, or violence. The priority will be those involving face-to-face dealings with members of the public and/or cash handling.
- **Plant and equipment** - Plant and equipment used by lone workers will be assessed to ensure that it is suitable for use by one person.
- **Work at height** - Working at height will not be undertaken when working alone.
- **Chemicals** - Any existing, or planned use of chemicals will be considered with regards to their suitability for use by those working alone.
- **The worker** - The medical fitness of workers working alone will be assessed.
- **Access and egress** - Some lone working may require access to locations which are difficult to access or exit. Assessments will consider whether these tasks are suitable to be carried out by one person.

Control Measures

In order to manage the risks identified the following should be adhered to:

Risk of violence:

- Staff are required to lock themselves in the buildings when lone working. The Premises Officer will ensure that the front door is secure when he leaves the building.
- Staff must not arrange meetings with parents or members of the public when lone working. All meetings must be arranged during school occupancy times or when there is more than one member of staff on site for the duration of the meeting.
- Staff are required not to handle cash when lone working.
- Late meetings must finish promptly and not leave one member of staff alone on site.
- Staff must not approach, or let into the buildings, unauthorised persons when lone working.
- All staff must ensure that they have informed another person of their intention to work alone, either after hours or through holiday periods. It is important that that person has an estimate of the time to be spent at school.
- Staff attending alarm activations must undertake an outside check of the premises to ascertain if entry has been gained, before entering the school. If there is sign of an entry police support **must** be gained before entering the school.

Communication: Staff are advised to:

- Avoid lone working wherever possible by arranging to work in pairs or as a group.
- Sign in and off the site using the electronic system.
- Carry a mobile phone when lone working.
- Let someone know you are coming into work, how long you expect to be and when you are leaving.
- Comply with fire evacuation procedures and attend fire assembly points, ensuring that you are cleared to leave the site in the event of an incident.

First aid:

For those working on our premises, first aid kits can be found in the medical room.

Emergency procedures:

In the event that a lone worker falls ill, or into difficulties, they are to use their mobile phone to contact the headteacher, the staff member's nominated person or the emergency services.

Access and egress:

Staff are required to consider weather conditions before coming into and while at work.

Unacceptable Lone Working

The following activities are not to be carried out by lone workers under any circumstances:

- **Working at height.**
- **Manual handling of heavy or bulky items.**
- **Transport of injured persons.**

Training

Lone workers will be trained in safe working practices. This will apply to employees and other workers where applicable, such as agency staff and contractors.

Line Managers

It is the responsibility of the headteacher, to monitor the tasks being carried out by staff. In particular, they are responsible for ensuring that any tasks described in the Unacceptable Lone Working paragraph are not carried out by one person alone.

If the nature of the task changes in any way, he/she must ensure that a new risk assessment is carried out.

They also need to ensure that any lone worker follows good working practices and safe systems of work.

Lone Worker Duties

All lone workers are expected to cooperate fully with instructions given by the Headteacher. They are also expected to follow the school's safe systems of work and any associated procedures. Failure to do so may be a disciplinary offence.

Working at Height (See Health and Safety Policy.)

It is your responsibility to act in a safe manner and never alone. Staff should request support from the Premises Officer when working at height if they have had the necessary training.

Major Incident Flow Diagram

