



Staff Planner 2019/20

Welcome to our Staff Planner. We have created this to provide you with an easy reference point to find the information you will need to know whilst working in our school.

...for a better future

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Aim high and aspire

Take on a challenge to be the best you can be.
Believe in yourself and keep trying.

Resilient and Inquisitive

Have the courage to continue and learn from mistakes.
Have ideas and ask questions.

Care for our community

Be honest, fair and kind.
Accept and value everyone in our community for who they are.

Feel Safe

Think, live and act safely in the real and virtual world.
Making sensible choices inside and outside of school.

Successful Learners

Keep your mind sharp by getting enough sleep, eating healthy and exercising.
Learn to listen and listen to learn.

.....For a better future



Key school details

Our school is for children aged between 4 and 11 and is maintained by West Herts School Trust.

School Address:

Ascot Road Community Free School
Ascot Road
Watford
WD18 8AD

Telephone No:

01923 801559

Email:

office@ascotroadcfs.org.uk

Principal:

Cathy Elsley

Chair of Governors:

David Gelernter



Our Vision is to be at the heart of our community, providing a wealth of learning opportunities for our children in a safe, stimulating and caring environment. We will be recognised as an outstanding school that values uniqueness and one where children fulfil their potential to become successful learners, creative thinkers, responsible citizens, and are ready for a better future.

Our Aims

1. To provide outstanding teaching and learning to ensure the best possible education for children and promote a love of learning in every child to enable them to succeed in a rapidly changing world.
2. To provide a secure, stimulating and purposeful learning environment that encourages creativity and independent thinking for every child, conveying high expectations and ensuring every child achieves their full potential.
3. To create a happy, warm, caring and secure community promoting both the values of the school and wider British values.
4. To recognise and celebrate children's achievements, knowing that every child is unique and has something to offer.



5. Through praise and encouragement to foster self-esteem and self-reliance so that children become confident and independent learners.
6. To promote self-discipline and responsibility, encouraging the children to be reflective and make good choices.
7. To fulfill the requirements of the National Curriculum and to provide a curriculum that is broad, balanced, relevant, purposeful, interesting and enriched by first hand experiences.
8. To foster a partnership between home and school based on positive relationships and enabling parents to support their children's learning.
9. To provide equality of opportunity, inclusion and access for all members of the school community and dispel prejudice irrespective of ability, gender, ethnic or social background.
10. To promote and strengthen links with the wider community.



...for a better future

Who's who in school

Principal Cathy Elsley **Assistant Principal** Natalie Beere

Year	Class	Teacher	LSP
Reception (Jubilee)	Canary Wharf Waterloo London Bridge	Sabeen Kazmi Katie Bryne Kelsey Nell	Sabina Chowdhury Soraya Noman Gary Clark
Year 1 (Victoria)	Green Park Oxford Circus	Ella Jarman Elizabeth Arber	Wahida Husain Asha Adiraju
Year 2 (Hammersmith and City)	Liverpool Street Barbican	Emily Kelly Vanessa Verna	Angela Lench Rachana Shah
Year 3 (Metropolitan)	Wembley Park Baker Street	Jo West Marta Garcia	Dawn Bray Zahrain Kassim
Year 4 (Piccadilly)	Kings Cross Covent Garden	Dennis Wharton Robin Marlow	Emily Wright Daniel Olaniran
Year 5 (Northern)	Hampstead Golders Green	Sylvia Al - Katheri Alfonso Vidal	Jordan Chapman Sadia Ahmed

SENCO Clare Slack (0.6)

School Business Manager Jacqueline Stevens

Office team Karen Stretch
Rebecca Dixon
Laura Baker
Leann Beasley

Site Ross Powell

Housekeepers Afsheen Ali
Nazia Zarin
Ansa Hameed

Subject Teams

Subject	Teacher
Languages English/Spanish	Ella Jarman Marta Garcia Elizabeth Arber Clare Slack
STEM Science/Technology/Computing/Maths	Emily Kelly Kelsey Nell Sylvia Al - Katheri
Community PSHE/RE/History/Geography	Sabeen Kazmi Robin Marlow Vanessa Verna Dennis Wharton
Creativity Music/DT/Art/Drama	Natalie Beere Katie Byrne Jo West
Sports	Daniel Olaniran Alfonso Vidal



General information



School hours

- School times: 9.00 - 3.15 (3.20 Years 5 and 6).
- Gates open: 8.30am.
- Doors open: 8.50am.
- Doors close: 9.00am.

Reception

- | | |
|-------|---|
| 08.50 | Children come into school |
| 09.00 | Registration |
| 11:45 | Lunchtime |
| 13.00 | Lunchtime ends, children escorted into school, Registration |
| 14.40 | Storytime |
| 15.15 | End of school day |

KS1

- | | | |
|-------|-----------------------------|--|
| 9.00 | Doors close | |
| 9.05 | Registers close | |
| 9.10 | Assembly | |
| 9.25 | Lesson 1 | Phonics
Spelling/ Grammar
Read/Write Inc |
| 9.55 | Time to grow | Feedback/ Handwriting |
| 10.05 | Lesson 2 | English to include reading focus |
| 10.45 | Playtime | |
| 11.00 | Lesson 3 | Maths |
| 11.40 | Time to grow | Feedback/Multiplication |
| 11.50 | Story time | |
| 12.00 | Lunch | |
| 1.00 | Lesson 4 | Inquiry |
| 2.00 | Optional playtime (15 mins) | |
| 2.15 | Lesson 5 | |
| 3.00 | Story | |
| 3.15 | End of day | |

KS2

- | | | |
|-------|-----------------|--|
| 9.00 | Doors close | |
| 9.05 | Registers close | |
| 9.10 | Assembly | |
| 9.25 | Lesson 1 | Phonics
Spelling/ Grammar
Read/Write Inc |
| 9.55 | Time to grow | Feedback/ Handwriting |
| 10.05 | Lesson 2 | English to include reading focus |
| 10.45 | Playtime | |
| 11.00 | Lesson 3 | Maths |
| 11.50 | Time to grow | Feedback/Multiplication |
| 12.00 | Story time | |
| 12.10 | Lunch | |
| 1.10 | Lesson 4 + 5 | Inquiry |
| 3.00 | Story | |
| 3.15 | End of day | |

Registration

Registers are marked electronically on Arbor. If Arbor is not working for any reason a paper copy of the register may be collected from the office.

Please complete the attendance and the dinner register.

Concern

If a Teacher has a concern about a child's whereabouts at either registration a note should be sent to the office to find out where they are. A phone call is made if no message has been received. First day calling will take place. Absences of more than two days without explanation should be reported to the Principal.

Absence

Parents can report a child's absence through Studybugs. This will appear on Arbor. When a child has been away from school an absence note must be provided by the parent/carer. If the Teacher is 'told' the reason for the absence by a parent/carer the information needs to be written down and given to the office. Reasons for absence received by email will be forwarded to the class teacher.

Supervision of children



Entering the school from the playground

The caretaker will open the gate at 8.30am and the Principal or member of the SLT will stand on the main gate and this will close when it is 9.00am on the Morrison's clock. The outside classrooms doors will open at 8.50am. For KS2 the hall doors will be opened. All children walk into their classrooms where they will be received by their Teachers for registration.

Walking children in

One member of staff from Breakfast club will walk any children to their classes in Reception, Year 1 and 2 and the other member of staff will walk the KS2 children upstairs and then monitor the stairs leading to KS2 until the doors are closed at 9.00am.

Leaving school

Reception/KS1 children are collected from their classroom door by parents/carers. All other classes are dismissed from the doors of the hall. Teachers will hand over children when they see the appropriate adult who is responsible for collecting the child.

Child not collected

In the event of children not being collected at 3.20pm, these children must be escorted to the office and their parents/carers will be contacted, a Teacher must stay with these children until they are collected or until other supervisory arrangements are made. It is not the responsibility of the Admin Staff to take responsibility for these children.

Playtimes/Lunchtimes

The staff on playground duty should be the first on the playground at playtime. All children will wait until an adult has opened the doors to access the playground. No child should be inside the building during these times unless they are directly supervised by a member of staff.

End of playtimes

At the end of each playtime and lunchtime a whistle will be blown and the children will free flow into the school building. KS2 Children will walk in single file up the stairs.

Indoor playtimes

The Teacher on duty decides whether or not it is to be indoor play. A message then needs to be sent to all staff.

During indoor playtime the children remain in the classroom and should be provided with activities and/or quiet games to play.

The Teacher on duty will give permission for children to go to the toilet. At lunchtimes if children have to stay in their classrooms they are looked after by the LSPs.

In class supervision

During lessons, Teachers should never leave their classes for any reason unless there is a LSP or other member of the school staff in the room at the time.

Emergency

If there is an emergency, then a child should be sent to the Teacher next door to ask for assistance. Each Teacher has a legal duty to provide reasonable care for the children in his/her care.

Assembly supervision

Classes are expected to arrive promptly for assemblies and the children must enter and leave the hall silently. The Teachers bring their classes into the hall and wait until the person who is taking the assembly is ready before they leave.

Class Performance assemblies

For our Class Performance assemblies all staff stay in the hall so that we have the opportunity to celebrate together.

Friday Celebration

For our Friday Celebration assemblies and class assemblies, all staff stay in the Hall.

School grounds supervision

No child is allowed to leave the school premises during the school day unless written permission is received from their parent/carer. If a child does leave school e.g. for a dentist/hospital appointment they will be collected from class by the Admin staff, at the appropriate time, and brought to the reception Area to be met by whoever is taking them.

Not allowed to leave unaccompanied

Children are not allowed to leave the school premises, for any reason, on their own. If a child leaves school without permission, the Principal is to be informed immediately. No child is allowed to open the outside school doors once they have been closed after the children have come in.

Timings

The school playground gate will be locked by the caretaker at 9.00am every morning and unlocked again for the parents/carers at 3.10pm. In his absence this will be done by the Admin Staff.

Children arriving at school after 9.00am must enter school through the main reception area.

Toilet

Children should go one at a time to the toilet during lesson time and this will be at the teacher's discretion.

School uniform requirements

All children should wear school uniform and staff should check they wear black shoes/trainers. Children should not do PE/Games unless they wear the correct kit. The only jewellery permitted in school is a watch, stud or sleeper earrings. All jewellery must be removed or taped for PE/Games lessons and swimming session.



Visitors into school

On arrival all visitors should sign in using the Inventory screen.

DBS

The Admin staff will check all DBSs as appropriate.

Badges

All visitors’ dates should be logged in the school diary and they must all be given badges to wear whilst on the school premises.

No smoking policy

There is a no smoking policy in our school and grounds. This includes any area which can be seen from the school.

Collection of money in school

We are a cashless school and all money should be paid into school via the online payment system – Parent Pay.

Money in school

Any money brought into school should be collected during the morning registration. It should be clearly labelled i.e. note stating amount collected and what it has been collected for, and then sent to the office.

Medical

All medicines are kept in the First Aid room. Written consent and forms must be completed by parents/carers before the school can administer any medicines. Any medicines given are logged in the office medical folder. Pictures of children with specific medical needs are displayed in the staff room. Inhalers and EpiPens for specified children are kept in their individual classrooms. If a child becomes ill in school contact numbers are kept in the office.

Accidents in school

All accidents must be logged in the First Aid room accident book and the text list in the School office. If a child has a ‘bumped head’ or injury a text will be sent to parents from the school office.

First Aid room

First Aid materials are kept in the First Aid room where the names of the qualified first aiders are displayed.

Child Protection

Staff should be aware that our school will take any reasonable action to ensure the safety of our children. In cases where we have concerns that a child may be subject to ill treatment, neglect or other forms of abuse, staff must follow the Child Protection Procedures and use the CPOMs system to send concerns to the DSP (Cathy Elsley/Natalie Beere/ Emily Kelly/ Sabeen Kazmi)

Partnership with parents and carers

As a school we will provide the very best for our children but we cannot do this without a strong partnership between school and home which is vital to all our children’s welfare and wellbeing.

Open Door policy

We have an ‘Open Door’ policy at school and we are willing to chat with parents at any time before or after the school day. The only thing we cannot do is share parents/carers concerns when we are teaching. If there is an urgent matter that needs to be discussed immediately then the Class Teacher should ask the parent/carer to see the Principal.

Parent Days

There are two Parent Days in the school year, one in the Autumn and one in the Spring term.

Reports

School reports are sent home at the end of the Academic year.

Sharing information with parents

At the beginning of each new half term the class page on the school website is updated to include relevant information on the topics being covered, copies of timetables and class news.

Staff meetings

These are held every Wednesday evening 3.40pm – 4.45pm. At the beginning of each term a list of dates and meetings will be distributed to all staff to inform them when they might be asked to contribute to, or lead, a particular staff meeting e.g. feedback on courses or monitoring exercises, implementation of new intervention strategies etc.

Leadership Team meetings

These are held every Wednesday after staff meetings, in the SLT’s office. These meetings involve the Principal and Leadership Team but are open to any members of staff who wish to come and observe the meetings; this will be at the discretion of the Principal. There will inevitably be occasions when particular members of staff are required at these meetings.

Educational trips

All educational trips must be planned for well in advance and must be risk assessed – see Risk Assessment for Out of School Activities File (all Teachers have a copy of this). All trips must be entered into the school diary and, where payment is involved, enough time must be given to the children to bring their money into school; some may wish to pay small amounts on a weekly basis rather than all the money at once.

EVOLVE form

The cost of the visit is covered by voluntary contributions and subsidies. The Principal needs to have the details of every trip planned and an EVOLVE form completed before the trip can be authorized.

Written permission

Written permission must be obtained from parents/carers for any child to go on a visit. Please note that ‘verbal’ permission e.g. by phone, is illegal and cannot be accepted under any circumstances.

Curriculum

Each year group teaches half termly topics based on the curriculum from Cornerstones. The topics are introduced with a key event and the children work towards an end presentation which is shared with parents. This date is set at the start of each topic.

Extracurricular activities

Our staff offer many extra-curricular activities and, at times, we are able to ‘buy in’ further support to accommodate activities for the children. Please see the website for the current list of activities. All members of staff who lead a club for a term are entitled to a paid days holiday which is taken in term time.

This date is agreed with the Principal and requested via a staff absence form

Letters and consent

Parents/Carers should be informed by letter about extra-curricular activities and children must return consent forms signed by their parents/carers before being allowed to participate.

Full supervision

The staff concerned in these activities must ensure full supervision of the children, both during the activities, and when the children are dismissed.

Register

A register must be taken – see under ‘General supervision’ section.



Marking and Feedback policy

Every child deserves the best possible start in life for a better future!

Purpose:

At Ascot Road CFS, we recognise that effective marking and feedback, in a variety of forms, enables children to make significant progress in their learning journey.

Aims:

The purpose of marking and feedback is to:

- 1) Show children that we value their work, encourage them to do the same and celebrate their achievements.
- 2) Let pupils know the extent to which they have met the learning intention and success criteria.
- 3) Evidence clearly how far children have come in their learning journey and clarify what their next steps are.
- 5) Promote self-assessment and self-editing, whereby pupils critically evaluate their own learning and are proactive in improving their work.
- 6) Promote peer-assessment, whereby children collaborate to evaluate and improve the work of others and thereby enhance their ability to evaluate their own work.
- 7) Provide a basis both for summative and formative assessment.

- 8) Provide on-going assessment, which informs future lesson-planning.
- 9) Demonstrate clear, measurable progress and individual/class attainment against national age related expectations.

Marking Key	
Green Pen	LSP Marking
Blue Pen	Teacher Marking Supply marking with initials
Purple	Pupil Response/ Pupil feedback
Code Key	
NS →	Next steps (completed in time to grow)
S	Supported
I	Independent
LO	Learning Objective
SC	Success Criteria
AL	Adult Led
Challenge	Next challenge
For instant feedback in lesson	

Our complete Marking Policy can be found in the staff area of the server under ‘Policies’ and will give you step by step guidance on how to carry out assessment, marking and feedback successfully.

Dress code for staff

As Teachers we are professional people and inevitably role models for each child in this school. We should dress appropriately at all times and try to reflect this. On the days when PE is taught Teachers dress may reflect this.

Procedure for staff absences

Illness

Staff should inform the Assistant Principal as soon as possible (but no later than 08.00am) on the day they are ill. They should then phone school again, during the afternoon of the same day (no later than 3.00pm), so that the school can, if necessary, make arrangements for the following day.

Returning to work

When Teachers return to work, they must ensure they complete the relevant forms in the office. In cases where the Principal feels it would be helpful, a return to work meeting will be held.

Daily communication

The whiteboard in the staff room is the main form of communication, giving events that are occurring during the week and any reminders or notices.

Briefing sessions

Staff briefings are at 8:30am and 9:05am.

Pigeon-hole

Each member of staff has a pigeon-hole where correspondence requiring their attention is placed. Telephone messages taken during the day are recorded on slips and placed in pigeonholes or passed directly to staff.

Display boards

Teachers have responsibility for display boards in the classroom, the corridors and the hall. Ideally these should be changed half termly but at least once a term.



Display non negotiables for whole school corridor displays

Please make sure your display scores 10 out of 10!

1. Clear Title.

2. Year group and name of class.

3. Learning intention – this be a sentence, short paragraph mounted on colour.

4. Learning intention written in cursive writing.

5. All cutting must be straight – use a paper trimmer.

6. Work should also be mounted with the same size border all the way around.

7. High quality independent work, no worksheets, colouring, generic activities

8. Children’s voice represented.

9. Questions which encourage children to think about what the learning, this may lead to key vocabulary being included as well.

10. A balanced display, it doesn’t have to be symmetrical but well placed.

Please ignore no 2 for classroom displays

Courses

All courses and in-service must be in line with school priorities.

Agreement of the Principal

The agreement of the Principal needs to be obtained before any arrangements for attendance on any training are made. Teachers need to check with the Assistant Principal that cover has been arranged for their class if they go out on a course. If the course is on a Teacher’s playground duty day, they need to swap their duty.

Reporting repairs

There is a red ‘Repairs Book’ in the main office where all jobs should be logged.

Health and Safety

Health and Safety should be dealt with as a matter of urgency and should be reported immediately to the Principal as well as being logged in the repair book.

Requisitions

All requisitions must be authorized by the Principal.



Leadership roles

There are a variety of leadership roles at Ascot Road CF School. At each level we expect our school leaders to think carefully about their role and as part of their vision they need to:

- See the bigger picture and think and plan strategically.
- Clarify, shape and embed the mission and vision.
- Define and embed the values and priorities.
- Establish partnerships and collaborate working.

This can be achieved by considering the following:

- Establish the right structure, culture and ethos
- Build teams, teamwork and team leadership
- Partner people for performance and fulfilment
- Build a climate that engages, enables and energises

All teaching staff need to ensure high quality teaching and learning that is consistent across the school; recognising the contribution everyone makes to the wider school context. At Ascot Road CF School, we consider all Class Teachers to be leaders, and leaders of learning in their classroom.

“... the self-improving school system will benefit from leaders who are not only proactive but are also able to think creatively and to see new opportunities for doing things differently and better.”

Leadership has been defined by the following:

- Leading colleagues to build a team.
- Act of evidence.
- Lead teaching, learning and assessment.
- Safeguarding and behaviour.
- Parental contact.
- Communication.
- Vision and values.

Our full Leadership Roles and Responsibilities policy can be found in the staff area of the server under ‘Policies’. This will guide you through the roles and responsibilities of Class Teachers, Key Stage Leaders and the Assistant Principal.

Aim

Teaching at Ascot Road Community Free School ensures that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

Our complete Teaching and Learning Policy can be found on Staff area of server under 'Policies'. This will guide you through the required actions to achieve the following key Learning Outcomes:

- **Outcome 1:** *Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.*
- **Outcome 2:** *Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they poster their curiosity and enthusiasm for learning.*
- **Outcome 3:** *Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.*
- **Outcome 4:** *Children learn best when the learning environment is ordered, the atmosphere is purposeful, and they feel safe.*
- **Outcome 5:** *Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.*

Also included within our full Teaching and Learning Policy are step by step procedures for:

- Lesson Planning Guide.
- Lesson Objectives and Success Criteria.
- Why do we question students?

After the LO is introduced the children are encouraged to pick a learning challenge based on chillies, mild, spicy and hot.

If the challenge is completed we encourage our children to deepen their understanding by using one of the HOT questions displayed on flames in the classroom.



Positive approach to our school discipline

We believe in adopting a positive approach to our school discipline. Every member of staff practices the school's Positive Behaviour Policy and should be familiar with our Anti Bullying Policy and our Code of Conduct (found on Staff area of server under 'Policies').

Awards

Principal awards are awarded at the Celebration Assembly. Each Class Teacher selects a child from their class who has, in their opinion, earned this award. This can be awarded for achievement in work, behaviour or attitude and the reason for the award is read out to everyone attending the assembly and a sticker given.

Smaller awards

A variety of smaller awards are used by the staff on a daily basis throughout the school. Children are always praised and congratulated for their efforts, no matter how small, and stickers can be awarded by Teachers, LSPs and housekeepers.



Behaviour concerns

Have you considered the following?

1. Your body language
2. Phrases you are using (these are often triggers)
3. Ensured you have a timetable/structure you stick to
4. Used a visual timetable
5. Used a 'now, next, then' approach to activities providing times e.g. 'in * mins I will come back to you'
6. Considered the child's motivation for their negative behaviour
7. Put clear and transparent boundaries in place (and kept to them)
8. Scaffolded a way out of a situation for the child
9. Are there clear and transparent positive and negative choices to a situation?
10. Are your objectives appropriately differentiated? For example if a writing task is about composition the child may not have to write, likewise if the task is writing can they copy?
11. Have you spoken to parents about your concerns?
12. Have you used the zones of regulation?

Involving the SENCO

1. First speak to the SENCO
2. Does the child need a review of provision, lesson observation?
3. Are the targets realistic, achievable, supportive, measureable, specific and time related?
4. What is the background to the child's needs? Why are they behaving like this? You may need to speak to the parent to help you
5. Consider writing a behaviour support plan
6. The SENCO should involve external agencies as appropriate at this stage
7. If sending the child home, you will need to ensure you are following the exclusions guidance to ensure it is not illegal. Likewise if you are considering a part time timetable refer to the exclusions guidance
8. Behaviour problems really are a symptom of an unmet need or lack of skills. Part of our role as educators in the society of the future is that we plan and support interventions to help the child

The government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. We promote these values through our own school values, curriculum and enrichment activities.



Democracy

Key values:

Respect
Tolerance
Understanding

- We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral process.
- We encourage volunteerism in and out of school. This includes things like Peer mediators, monitors, lunch helpers, and also raising money for local and national charities.
- The beginnings of democracy are taught through historical research of the Ancient Greece civilisation.
- Democracy is also promoted through additional PSHE lessons and assemblies.

EARLY YEARS- making decisions together

- Children are encouraged to share their views and access activities that involve turn-taking, sharing and collaboration.
- The children are encouraged to talk about their feelings for example when they do or do not need help, sometimes decisions are made with a show of hands.

The rule of law

Key values:

Respect
Co-operation
Courage

- We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through merit points and awards, Celebration Assembly and Principal awards.
- Through our school assemblies, circle time and PSHE, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult.
- The local police officer / PCSO visit the school to talk to the children and explain about their role in society.

EARLY YEARS – understanding rules matter as cited in PSED

- As part of the focus on Managing Feelings and Behaviour the staff ensure that children understand their own and others' behaviour and its consequences, learning to distinguish right from wrong.
- Children create rules for example the rules about tidying up. They understand that rules apply to everyone.

Individual liberty

Key values:

Respect
Courage

- Through our school values and the PSHE program, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc.
- SEAL has specific units relating to individual liberty including 'Good To Be Me!'
- Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside organisations such as the NSPCC, as well as through the PSHE curriculum.

EARLY YEARS – freedom for all

- Through the focus of self-confidence and self-awareness and people and communities as cited in Personal Social and Emotional development and Understanding the World
- Staff encourage a range of experience that allow children to explore the language of feelings and responsibility and increase their confidence in their own abilities.

Mutual respect

Key values:

Respect
Friendship
Co-operation

- We have high expectations about pupil conduct and this is reflected in our Behaviour Policy.
- Through our school's values, SEAL scheme, PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences.
- The SEAL theme of 'Getting on and Falling Out' explores these issues well.
- Mutual respect is also promoted through additional PSHE lessons and assemblies. A range of specific assemblies were delivered focusing on helping other pupils to understand specific special needs.

EARLY YEARS – treat others as you want to be treated

- As part of the focus on people and communities and making relationships, as cited in Personal Social and Emotional Development, our setting creates an ethos of inclusivity and tolerance where views, faiths, cultures and races are values and children are engaged with the wider community.

Tolerance of different faiths and beliefs

Key values:

Respect
Tolerance/Understanding

- We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equality, Diversity and Cohesion Policy.
- Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in assemblies is often displayed in the classrooms or around the school.
- This is supplemented by assemblies (Key Stage and whole school), which also mark and celebrate significant religious festivals such as Ramadan and Diwali.
- Visits are made by local religious leaders and children have the opportunity to visit places of worship.

EARLY YEARS – treat others as you want to be treated

- Again this is part of the focus on people and communities and making relationships as cited in Personal Social and Emotional Development and Understanding the World. Staff share stories that reflect and value the diversity of children's experiences and provide resources and activities that challenge gender, cultural and racial stereotyping the children know about similarities and differences between themselves and others and among families, faiths, communities, culture and traditions, sharing and discuss practices, celebrations and experiences.

Policies

Remember we have the following policies saved on the staff area of the server. You will need to be familiar with these and refer to when the occasion arises.

Anti-bullying
Attendance
Child protection
Child looked after
Complaints
Drugs and substance misuse
Equality and diversity
First aid (*including management of medical conditions, intimate care*)
Health and safety (*including school security*)
IT including e-safety, acceptable use and use of images
Recruitment and selection
Safeguarding statement - Trust
SEND
Staff code of conduct/behaviour policy
Use of force and restraint (*physical intervention*)
Whistleblowing
Dealing with Allegations of Abuse against Teachers and Other Staff
Information sharing/confidentiality/data protection



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