



CHANTLERS
PRIMARY SCHOOL

Staff Handbook

2020/21

'A world of possibilities'

School contact details, values and Headteacher key messages

Welcome to our Staff Handbook. 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.

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School contact details

School Address:

Chantlers Primary School
Foulds Avenue
Bury
BL8 2SF

Telephone No: 0161 761 1074
Email: chantlers@bury.gov.uk
Web: www.chantlersprimary.co.uk
Headteacher: Philip Barlow
Chair of Governors: Mike Cardwell

Our values and ethos

Our mission statement

Chantlers Primary School is a nurturing learning community committed to preparing children academically and socially to strive, with high expectations, for excellence in all they do.

Our vision

Our vision is to be a centre of excellence and the natural choice school for our community.

Our aims

Our aims include:

- To discover and realise the genius and uniqueness in everyone.
- To learn about and respect each other and the people with whom we share our world.
- To create a stimulating environment which reflects our values and promotes a sense of self-worth in everyone.

- To build strong collaborative partnerships with families and the local community.
- To promote life-long learning and effective communication with all stakeholders via a continuous learning culture for all.

Headteacher key messages

Exceptional results

At Chantlers Primary, we pride ourselves on our proven ability to ensure all our children are happy, safe and reach their individual potential. Indeed we have a high academic profile nationally with over 6 years of outstanding results and have recently attained the top position on Bury's league table which translates to scoring within the top 1% of achievements nationally

Great educational experience

Our aim is to provide the best possible educational experience for the children in our care. Where they will develop positive attitudes and aspirations for themselves and towards others, in line with core values that will help them cope and benefit from daily life.

High expectations

We do this by having high expectations of them and of ourselves, by encouraging children to be independent, confident individuals and by encouraging them to make the most of the opportunities provided for them.

Warm and welcoming

Of course we want the children to fulfil their full potential and achieve highly, but we also recognise how important it is for them to be happy and safe, so we provide a warm and welcoming environment for your children.

Wide range of opportunities

We offer the children a wide range of opportunities to acquire knowledge and understanding and to develop skills and practical abilities relevant to both their personal life and to life in a fast changing technological society. Our emphasis is on the whole child, to embrace diversity and promote equality in an urban cultural society.

Parent partnership

We have an open door policy, so we encourage parents and carers to feel free at any time to come and see us if they have any problems, issues or are not quite sure about something. All our staff take pride in always being readily available to respond to parents. We feel this builds a strong and trusting partnership that facilitates our ability to support our pupils in achieving their very best.

Little Chick has Lunch on the Moon

Our school book is Little Chick has Lunch on the Moon. The moral of the story is about having big aspirations, believing you can achieve anything you want. It is a story about self-belief. This is something we encourage all our children to do as the starting point of our school.

School Organisation

Roles and Responsibilities

LEADERSHIP

Chantlers School Leadership Team (SLT) oversees all aspects of the school, from daily routines to strategic vision and leading educational change.

SLT are supported by those holding Teaching & Learning Responsibilities and SEND responsibilities (TLR) positions. Aside from specific duties they also:

- Support SLT with whole decision-making, reviewing and achieving targets and actions on the School Development Plan and in reviewing annual school curriculum and policy.
- Support colleagues with regard to understanding and implementing new initiatives and policies.

TEACHING STAFF

Class Teachers are responsible for the day to day contact with the children in their year group, as well as implementation of our teaching and

learning policies. We invest in a ratio of 1: 8 in Early Years, 1: 15 in KS1 and 1:18 in KS2 for Class Teachers and children, which we believe is of great benefit to the standards of teaching and learning for both children and staff.

SUPPORT STAFF

Teaching Assistants support teaching/ senior staff in the classroom. They may also work with intervention groups.

Teaching Assistants - Pupil Support work with those children with an Education Health Care Plan or requiring interventions and provide general support to the Class Teacher in the management of pupils in the classroom.

PLAYGROUND DUTY

Standards of performance for break duties:

- All staff on duty are to be actively engaged with the children while in the playground
- All areas in the playground are to be supervised, ensuring high levels of

vigilance from all staff.

- Involve the children in games and lead play where possible, in accordance with playground expectations for each zone.
- First Aid incidents should be treated by a qualified First Aider. Always ensure the incident is recorded on Medical Tracker and the parent is notified by email.

SCHOOL BUSINESS TEAM

The team has a focus on two areas:

Administration includes:

Human Resources
Finance and budgeting
School census information
School admissions
School Office

Premises include:

Health & Safety
Risk Assessments
Facilities management
Lettings management
External Contractor liaison

Staff Responsibilities and Subject Leaders 2020-2021

Senior Leadership Team

Mr P Barlow
Headteacher/NLE
Designated Senior Safeguarding Lead/Art Lead

Mr S Lea
Deputy Headteacher
Assessment Lead

Ms T Lucas
Assistant Headteacher
Early Years Lead
Reception (Sparklers) Teacher
PHSE/Pupil Premium/Phonics Lead

Mr A Robinson
Assistant Headteacher
Key Stage 2 Leader
Year 6 Teacher
IT/Curriculum/Science Lead

Teaching Staff

Miss C Hall
Pre-School Teacher
SEND/D&T Lead

Miss A Dutton
Reception (Dazzlers) Teacher
History Lead

Miss A Carr
Year 1 Teacher
PE/Geography Lead

Mr D Hughes
Year 1/2 Teacher
Key Stage 1 Phase
Leader/Maths/T&L Lead

Mrs A Mirabitur
Year 2 Teacher
Music/MFL Lead

Mr J Jackson
Year 3 Teacher (Temporary)

Miss P Millward
Year 4 Teacher
English Lead

Miss A Bentwood
Year 5 Teacher
Science/School Council Lead

Mrs A Pattison
Teacher - Maternity Leave

Teaching Support Staff

Ms A Ward
HLTA/Lead Leader

Mrs C Humphries
HLTA/RE Lead

Teaching Assistants:

Early Years:

Mrs M Harrison
Miss C McGill
Miss N Kay
Mrs L Burgess
Miss A Anstee (Pupil Support)

Key Stage 1

Mrs J Dale (Pupil Support)
Mrs C O'Donnell & Mrs M Dean (Pupil Support)
Miss H Jones

Key Stage 2

Mrs C Horrobin
Miss S McKenzie
Mrs A Stevens (Pupil Support)
Mrs S Casement (Pupil Support)

School Organisation

Support and Administration Staff

Mrs V Martin

Pastoral Manager

Mr M Sharp

IT Manager

Mrs J Windows

School Business Manager

Mrs S Manock

Administration Assistant

Mrs A Murray

Administration Assistant

Midday Staff

Mrs C Allen **Mrs S Casement**

Mrs M Dean **Mrs E Derbyshire**

Mrs L Hartley **Mrs W Smith**

Mrs M Upenicks

Chilling Club

Ms A Ward **Mrs L Hartley**

Mrs M Dean **Miss E Rigby**

Mrs C Basnett

Governors

Mr M Cardwell

Chair of Governors

Safeguarding/Year 1/2

Mrs J Simpson OBE

Vice Chair of Governors

Year 6

Ms A Ward

Staff Governor

Science

Mrs V Myers

Co-opted Governor

Training/Year 2

Mr R Lees

Parent Governor

Numeracy/Early Years

Mrs H McClean

Parent Governor

Literacy/Year 5

Miss E Griffiths

Co-opted Governor

Literacy/Year 1

Mrs Z Khan

Co-opted Governor

SEND/Pupil Premium/Year 3

Mr D Vernon

LA appointed Governor

Health & Safety/Year 4

School times

- Start of the day: 8.45am
- Lunch time: 11.30am – 1.15pm
- End of day: 3.15pm.
- Break times are flexible to suit the lessons of the day.

When school starts at 8.45am, teaching staff will encourage children to participate in early morning work during registration at 8.45am. Teaching staff will ensure these activities are fun, engaging and are a great way to start the day.

At the end of the day children are released at designated doors. Class Teachers are provided with a list of children that are attending After School Club. They are also provided with a list of those children who have alternative collection arrangements in place for that day, together with a list of passwords required in these circumstances. Year 5 and 6 will have a list of children authorised to walk home alone.

After registration

After registration the learning day starts with 45 minutes focusing on key skills that underpin learning. This is then followed by English or Maths at 10:00am until break at 10:45am. The opposite lesson will commence at 11:00am until lunch time.

After lunch children in each class will have a guided reading session followed by a combination of foundation subjects linked to one of our engaging topics.

Before the children go home they have time reading their class novel.

Staff in playground

Members of the Senior Leadership Team (SLT) and Class Teachers are all available before and after school in the playground.

Assemblies

All assemblies are detailed on the school calendar.

Monday: Whole school assembly
Tuesday: World News assembly
Wednesday: Jigsaw assembly
Thursday: Singing assembly
Friday: Celebration assembly

Class Teachers prepare for the celebration assembly by choosing the children who will be awarded a certificate, Year 6 monitors will compile a list of names and certificates will be prepared. House points are awarded in assembly and a class representative will place counters in the house team.

The house with the most points is awarded the weekly champion house.

Please ensure you are on time for assemblies. All staff should participate, setting a good example for the children with no talking. Encourage children from your class to enter quietly, sit calmly and listen.

House System

The school is divided into 6 houses, based on inspirational historical figures:

- Bronte - Resilience
- Pankhurst - Integrity
- Lowry - Excellence
- Spencer - Relationships
- Shakespeare - Respect
- Owens - Pride

House points can be awarded for positive aspects of learning and behavior. All members of staff can give points to any children across the school. Class Teachers will collate them for the children in preparation for the celebration assembly.

Registers

Registers are legal requirements and must be completed accurately on Integris before 9.00am and 1.30pm in the afternoon. Present should be marked with (/) all other absences with (N), the school office will update Integris with the relevant code. If a child arrives late they must inform the office. Class Teachers should always do a head count to eliminate the possibility of incorrect entries. Class Teachers must know the number of children present for each session in case of an emergency.

School Meal Ordering System

Following registration, Class Teachers log on to 'School Grid' the school meal ordering system, to identify children

that have not pre-ordered their meal. Those that haven't ordered will need to do so on the integrated white board before 9.30am.

Absence

We support parents in their responsibility to ensure regular attendance and good punctuality so regular, efficient and accurate recording of attendance and punctuality is vital. The school office will make first day contact with parents/carers if a child is absent without notification.

Parents are required to keep school informed daily throughout any period of absence and whenever possible, make appointments out of school time or provide evidence and seek authorisation for any appointments which are essential in school time.

If a child's attendance or punctuality is causing concern it will be monitored by the Pastoral Manager, Mrs Martin, and there is an extensive follow up strategy in place where required. We offer children incentives for good attendance and you can find full details of these in our Attendance Policy on Staff Share or the school website.

School Meals and Lunchtime Arrangements

School meals are prepared at school by Bury LA Catering Team:

Mrs A Dean

Catering Manager

Mrs J Haslam

Deputy Catering Manager

Mrs L Branney

Catering Assistant

Mrs A Bentley

Catering Assistant

Miss D Horner

Catering Assistant

Lunchtimes are Pre-School 11.30-12.30pm; Reception/KS1 11.45am-12.45pm; LKS2 12.00-1.00pm, UKS2 12.15-1.15pm. Meals and packed lunches are eaten in the Hall under the supervision of the Midday Supervisors. Children should not be inside the school during lunch or break times. Children who have a reason to be

indoors must wear a lanyard, those without must be sent outside.

The menu is rotated on a four weekly cycle. Parents pre-order their child's meals at home before Sunday evening for that week, on 'School Grid' and pay on ParentPay. Those children who have not pre-ordered can choose each morning in the classroom on the interactive screen. Class Teachers should log on to 'school grid' so children to select a meal before 9.30am.

Cashless School

The school operates a 'cashless' system, all payments for trips, school meals, before and after school club, school meals and staff lunches etc must be paid through 'ParentPay'. All queries about ParentPay can be directed to the school office. The only exception to this is fundraising events and charitable donations. Monies relating to these events should be collected by the Class Teacher and given to the office.

Communication

Emails should be checked daily. Pigeon holes for written communication can be found by the photocopier. The school calendar is available on Google and on the website. A daily view is displayed in the staff room. Staff should record any relevant meetings, visitors and events in the whole school diary.

ICT

KS2 use Google classroom on Chromebooks. We run a 'Chromebook for Learning' programme for Year 3 pupils. Parents have the opportunity to purchase a Chromebook via an educational programme and therefore benefiting from educational pricing. Parents pay monthly over a 6 or 7 month period and at the end of this term ownership transfers from school to the parents.

Before and after school childcare

We run a successful and popular before and after school childcare service, called Chantlers Chilling Club. It offers a light breakfast/ healthy

snacks, fun activities and is run by qualified staff and support assistants.

The club operates each school day:

- Morning session: 7.45am – 8.45am.
- Afternoon session: 3.10m – 5.30pm.

Parents book and pay for their child's sessions on Parent Pay before Sunday evening of that week.

EY and KS1 are collecting from the classrooms by Chilling Club staff, KS2 children make their own way to the Hall.

Uniform and jewellery

It is our school policy that all children wear school uniform. We believe that school uniform gives the children a sense of belonging to the school community. The school uniform is kept as simple and practical as possible. Jewellery including earrings (other than studs) should not be worn as rings, necklaces and chains etc are always potentially dangerous. No jewellery is permitted when doing P.E. or swimming.

Please talk to children who are inappropriately dressed or who are wearing unacceptable jewellery.

School uniform is purchased from an external provider, Macron, school ties and book bags are sold through the school office.

Mobile Phones

Children should not bring their mobile phone into school, unless in exceptional circumstances. Children in Year 6 who have permission to walk home from school may bring a phone but they must be kept in the school office until the end of the day. Parents will be required to sign a disclaimer.

Dealing with complaints

We have an open door policy and most concerns are resolved informally by parents speaking to the appropriate member of staff in school. If it is not resolved at this stage we have a Complaints procedure on the website detailing next steps.

Site Safety and Security

Health and Safety Policy guidance for staff

(A full copy of the policy is on Staff Share)

Headteacher

The Headteacher is responsible for health and safety. This includes ensuring that the school building and premises are safe and regularly inspected and all staff understand their respective and individual Health and Safety responsibilities.

In the Headteacher's absence, Mr S Lea, Deputy Headteacher assumes the above day-to-day Health and Safety responsibilities and is also the nominated Health and Safety lead.

Staff

School staff have a duty to take care of pupils in the same way that a prudent parent would do so. Staff will:

- Take reasonable care of their own Health and Safety and that of others who may be affected by what they do at work.
- Co-operate with the school on Health and Safety matters.
- Work in accordance with training and instructions.
- Inform the appropriate person of any work situation representing a serious and immediate danger so that remedial action can be taken.
- Model safe and hygienic practice for pupils.
- Understand emergency evacuation procedures and feel confident in implementing them.
- Report any concerns, broken or damaged equipment and resources.

Pupils and parents

Pupils and parents are responsible for following the school's Health and Safety advice, on-site and off-site, and for reporting any health and safety incidents to a member of staff.

Site security

Mr Tom Geeling, Caretaker and Bury Local Authority are responsible for the security of the school site in and out of school hours. They are responsible for visual inspections of the site, and for the intruder and fire alarm systems. Tom, is the key holder and will respond to an emergency.

Visitors are required to sign in at the school office and where a 'Visitors' badge whilst in the school.

Visitors without enhanced DBS checks must be supervised at all times when pupils are on site.

Fire

Emergency exits, assembly points and assembly point instructions are clearly identified by safety signs and notices. Fire risk assessments of the premises are reviewed regularly and emergency evacuations are practised at least once a term. The fire alarm is a loud continuous bell and the fire alarm testing will take place once a week. New staff will be trained in fire safety and all staff and pupils will be made aware of any new fire risks.

In the event of a fire:

- The alarm will be raised immediately by whoever discovers the fire and emergency services contacted. Evacuation procedures will also begin immediately.
- Fire extinguishers may be used by staff only, and only then, if staff are trained in how to operate them and are confident they can use them without putting themselves or others at risk.
- Staff and pupils will congregate at the assembly point on Key stage 1 playground.
- Class Teachers will take a register of pupils, which will then be checked against the attendance register of that day. When they are satisfied all children are present, they raise their hand to notify the Headteacher (Chief Fire Marshal).
- The School Business Manager, Mrs J Windows will take a register of all staff and visitors.

- Staff and pupils will remain outside the building until the emergency services say it is safe to re-enter.
- The school will have special arrangements in place for the evacuation of people with mobility needs and fire risk assessments will also pay particular attention to those with disabilities.
- All staff should familiarise themselves with our Fire Procedures and Emergency plan available via the school office.

Equipment

- When new equipment is purchased, it should be checked to ensure that it meets appropriate educational standards.
- All staff are responsible for ensuring that they use and handle electrical equipment sensibly and safely.
- Any volunteer who handles electrical appliances does so under the supervision of the member of staff who so directs them.
- Any broken or damaged equipment should be reported to the school office.

Lone working

Lone working may include:

- Late working.
- Home or site visits.
- Weekend working.
- Working in a single occupancy office.

Potentially dangerous activities, such as those where there is a risk of falling from height, should not be undertaken when working alone. If lone working is to be undertaken, a colleague, friend or family member should be informed about where the member of staff is and when they are likely to return. The lone worker should ensure that they are medically fit to work alone.

- Pupils are prohibited from using ladders.

Site Safety and Security

- Staff should wear appropriate footwear and clothing when using ladders and before using a ladder and staff are expected to conduct a visual inspection to ensure its safety.

Off-site visits

When taking pupils off the school premises, staff will ensure that:

- Risk assessments are completed where off-site visits and activities require them.
- All off-site visits are appropriately staffed.
- Staff will take a school mobile phone, a portable first aid kit, information about the specific medical needs of pupils along with the parents' contact details.
- There will always be at least one First Aider with a current Paediatric First Aid certificate on school trips and visits, as required by the statutory framework for the Early Years Foundation Stage.

Violence at work

We believe that staff should not be in any danger at work, and will not tolerate violent or threatening behaviour towards our staff. All staff will report any incidents of aggression or violence (or near misses) directed

to themselves to their line manager/ Headteacher immediately. This applies to violence from pupils, visitors or other staff.

Smoking

Smoking is not permitted anywhere on the school premises.

Infection prevention and control

We follow national guidance, for example, regularly washing hands with liquid soap and warm water etc and encouraging pupils to follow suit.

Occupational stress

We are committed to promoting high levels of health and wellbeing and recognise the importance of identifying and reducing workplace stressors through risk assessment.

Systems are in place within the school for responding to individual concerns and monitoring staff workloads. The school prides itself on an excellent package of well-being activities for staff.

Accident reporting

- Accidents will be recorded on the Medical Tracker system as soon as possible after the accident occurs by the member of staff or first

aider who deals with it. As much detail as possible will be supplied when reporting an accident.

- Information about injuries will also be kept in the pupil's educational record.
- Accidents resulting in a serious injury will be recorded on Bury LA SMART system by Mrs J Windows School Business Manager.

The Pastoral Manager will also notify local child protection agencies, where required, of any serious accident or injury to, or the death of, a pupil while in the school's care.

Training

Our staff are provided with Health and Safety training as part of their induction process and in accordance with Chantlers Health & Safety Competency Framework. Staff who work with pupils with special educational needs (SEND), are given additional health and safety training, if required.



Safe Conduct

Pastoral

We are fully committed to the protection and nurturing of all our children and in creating an inclusive, safe and secure environment in which they can develop into responsible, confident, self-aware, capable young people who are well equipped to cope with the challenges ahead of them. Mrs Veronica Martin is our Pastoral Manager who both monitors attendance at school and is one of our Designated Safeguarding Leads (DSL).

Health and Well-being

Every morning during the register a health and well-being check is carried out. Children are asked to rate how they feel from 1 to 5. Mrs Martin will follow up with those that have scored themselves 4 or 5 to determine why and try to resolve any issues.

We have a mental health and well-being hub in the meadow area of the school grounds. It is used primarily for children's yoga sessions and mindfulness sessions, one to one sessions and other suitable mental health strategies.

Medical

It is normally expected that parents administer medicine to their children. It should be the exception rather than the rule for medicines to be brought into school. Each request for medicine to be administered to a pupil in school should go through the school office and will be considered on an individual basis. Staff cannot supervise, or authorise the taking of non-prescription medication including painkillers or analgesics for any pupils. To do so would be operating outside the terms of the Council's insurance policy.

Medicine will not be administered without parental consent.

Non-prescribed medicines e.g. Calpol, etc. cannot be administered by school staff.

Children are not to bring any non-prescribed medicines into school for their own use e.g. medicated throat sweets, decongestions.

Prescribed medication for long term conditions is stored in a first aid cabinet in the child's classroom, in a labelled bag together with their Individual Healthcare Plan.

Auto injectors and emergency inhalers are stored in an unlocked cabinet in Mrs Martin's office. All staff receive auto injector training.

Educational visits and sporting activities

We encourage pupils with medical needs to participate in educational visits and sporting activities as long as the safety of the pupil, other pupils and/or staff is not placed at significant risk. Our 'Administering Medicines' policy provides extensive step by step guidance to ensure staff safely support children undertaking educational visits and/or sporting activities.

Allergy and Anaphylaxis Management Policy

We also have an Allergy and Anaphylaxis Management Policy which states that the Pastoral Manager and/or School Business Manager have responsibility for ensuring Individual Healthcare Plans are in place, monitored and communicated to the rest of the schools' community. This named person or core team will work with parents to establish prevention and treatment strategies. Our school policy is that nuts should not knowingly be used in any area of the curriculum. Whilst this does not guarantee a nut free environment, it will reduce the chances of exposure to pupils with allergies.



Intimate care

When contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis. Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken. Usually, parents are contacted to assist with this.

Safeguarding children

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It also relates to broader aspects of care and education, including:

- Children's and learners' health and safety and well-being.
- The use of reasonable force.
- Meeting the needs of children and learners with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care and emotional well-being.
- Online safety and associated issues.
- Assisting parents with parental help/courses.

Child protection

In incidents where a child makes an allegation or a disclosure the member of staff concerned will:

- Remain calm.
- Listen carefully to all the child has to say.
- Ensure the child is safe, comfortable and not left alone.
- Reassure the child that they are not to blame.
- Ask open questions that will encourage the child to speak in their own words.
- Not ask leading questions that put words into the child's mouth.
- Not make promises that cannot be kept, for example, promising not to tell anybody else.
- Ensure any medical issues are dealt with as a priority.

When staff receive a disclosure or notice something that leads them to suspect that abuse may have taken place, the information is recorded on CPOMS following the 'Note of Concern' (purple guidance within our Safeguarding Policy-Appendix 2). The DSL must be alerted to this as soon as possible, but within an hour. If the DSL is absent, then DDSL or the most senior member of SLT who is in charge on that day should be alerted. If physical abuse is suspected, a 'skin map' must be used to record on CPOMS the details of the location and extent of any injury that has been noticed.

Special Education Needs and Disability (SEND)

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or Specialist Staff.

For those children who require more intervention Class Teachers and the SENDco will create a Provision Map, which states all provision in place for groups or individual children. This normally includes interventions, which are above those expected through Quality First Teaching (QFT).



Staff Conduct

Investing in You

Our commitment to staff is to:

- Help new staff settle into school easily and provide an induction programme to help you learn about the job. Newly qualified Class Teachers are registered and supported on the NQT programme.
- Straight to teaching trainees will be provided with a mentor for support through the programme.
- Help you continually develop within your job providing training, support and guidance.
- Provide you with constructive feedback on your work, through our performance management procedure and how to continue to improve as new school priorities evolve.

Your responsibilities

You are responsible for your personal performance and development. This includes:

- Prioritising the needs of pupils and keeping them safe at all times.
- Keeping yourself aware of your health & safety duties and responsibilities.
- Knowing what is expected of you i.e. to fulfil your job description.
- Keeping yourself informed of school policies and procedures.
- Making a commitment to the success of the school.
- Work co-operatively with colleagues.
- Always aiming for your best and being prepared to try and achieve more.
- Suggesting ideas for personal, team and school improvement and development.
- Sharing any worries or concerns you have with your line manager.

Staff Absence

If staff are unable to come into school due to illness, they should contact the Headteacher by telephone before 7.30am in the first instance and then inform their line manager. On return to work they should complete and submit a self-certification form and have a return to work interview.

Staff requiring leave of absence should complete the appropriate form for authorisation and speak directly to the Headteacher.

School closure

We will always endeavour to open the school, but in cases of severe bad weather or other emergencies closure may be unavoidable.

Our procedures for adverse weather conditions

The school will remain open wherever possible and staff will be expected to attend work as usual. However, where there are adverse road conditions some staff may be late arriving and the start of the school day may be affected. We will expect all children to attend school as usual when school is open, even on snowy days. The Headteacher will make a decision based on local conditions as to whether it is safe to open the school. Our complete Adverse Weather Policy is available on Staff Share.

Staff unable to attend school due to adverse weather conditions must notify the Headteacher/SLT by telephone by 6.30am.

Staff Code of Conduct

Our Staff Code of Conduct clarifies what is expected in terms of professional behaviour. It gives:

- Clear advice about what constitutes illegal behaviour and what might be considered as misconduct.
- It also describes safe practice and which behaviours should be avoided.
- If a member of staff does not follow this code of conduct this may lead to disciplinary procedures.

It is essential that staff read the full document, available on Staff Share and are required to do so as part of the induction process. Any updates will be uploaded onto CPOMS library for you to read and confirm that you have read and understand the updated version.

Transporting children

In certain situations, for example out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Staff should ensure that their behaviour is safe, that they are never alone and there are two members of staff in the car. They should ensure that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

If you wish to use your car to transport children on a trip please speak to a member of SLT ensure proper processes are followed.

Internet use

We have a clear policy about access to and the use of the Internet. Under no circumstances should adults in the school access inappropriate images.

IT security and our GDPR Policy

All IT systems will be kept securely; the server and hard disks will be in a locked cabinet and the server locked when the school is closed and at other times of reduced security; desktop computers and portable devices will be sited/stored in secure places. Staff are expected to ensure the safety of their allocated school devices and such devices may not be taken off the school premises. All passwords must be 'strong;' (at least 8 characters with a mixture of upper and lower case letters, numbers and symbols) and the school will require regular changing of passwords. No passwords will be written down or shared; advice is available on the safe storage of passwords every 90 days.

Data breaches

All staff must report to a member of SLT or the DPO, Mr S Lea, any suspected data breaches (the loss, theft, unauthorised access to data etc.) immediately. It will be for the SLT/DPO to decide whether to the suspected data breach warrants reporting to the ICO. NB a data breach would include the accidental sharing of personal data via a wrongly addressed email.



Classroom management

Confidentiality

Any information about children should be kept confidential and if necessary should be locked away. Do not leave documents/letters etc. lying around; always adhere to the school's GDPR policy.

Parent conversations should only be about their own children. Similarly, parents should not be informed about any school matters that are not 'public'. If in doubt refer the parent to the Headteacher or Deputy Headteacher.

Please place all old personal information in the 'confidential console' for shredding.

Cover

PPA is offered to all Class based Teachers and we will try to provide it every week. PPA is 10% of the working week. Cover for managerial responsibilities is not an entitlement. Class Teachers who have these duties receive extra financial remuneration. If management time is required, please speak to the Headteacher/Deputy Headteacher to request this, stating the reason for the release and why it needs to be during teaching time.

PPA is given at the discretion of the Headteacher and at times it may be necessary to change allocated times due to the needs of the school.

Volunteers helping in school

Please encourage parents, carers or grandparents to help in your school. If you do have parents that are willing to support learning, please refer them to Mr S Lea.

Classroom environment

Every member of staff has a duty of care to ensure the environment is safe. Class Teachers should ensure that their classrooms, resource areas and cloakrooms are kept tidy.

- Parents are requested to label their children's belongings
- Equipment should be labelled and stored tidily to make it accessible to children
- Books should be displayed to create interest, and bookcases kept tidy
- Displays of children's work should be created with care and changed regularly in accordance with the Display Policy.

Resources

A supply of general resources, including pens, white board pens, glue sticks, pencils, coloured pencils etc is provided for each class in September at the start of the new school year. Class Teachers are allocated a further £200 class budget to spend on any additional items needed.

Curriculum resources are stored in cupboards around school. It is everybody's responsibility to keep stock and cupboards in good condition and report damage, loss or renewal to the subject leader as soon as possible. Please do not send children to get the resources and only keep the materials for as long as you need them.

Staff Shared drive has a variety of electronic resources, school policies and procedures and can be used to save plans and files.

Exercise books are provided at the start of the new school year and are kept in the Photocopying room for access throughout the year. Subject exercise books follow the children through the classes.

To order new resources/equipment complete a Purchase Requisition form should be completed and authorised before submitting to the School Business Manager.

Curriculum management/assessment



Staff briefings and meetings

These are usually held on Mondays between 3.45pm and 4.45pm. Please note you will be advised when/if you are expected to lead the meeting or bring any documentation or resources. A request with reasonable cause needs to be given to SLT in advance of the meeting, if you are unable to attend. Staff missing meetings are expected to speak to a member of their year group to be updated and read any notes. Teaching Assistants will be advised if they are not required. If school is closed on a Monday, for example Bank Holidays, staff meetings will take place on another evening.

Staff are responsible for ensuring they have access and view the calendar so they are aware of any upcoming events.

Team expectations

- Share ideas.
- Take equal responsibilities.
- Keep to deadlines.
- Be honest, trust, support and value each other.
- Keep communicating.
- Be understanding of other team members' personal issues.
- Work to each other's strengths and build on weaknesses.
- Follow all school procedures.
- Be consistent.

Planning

Weekly and medium term planning (English, Maths and all other subjects) should be completed and then filed in the planning folder on Staff Share. Where required, please give detailed copies of plans to Cover Teachers and HLTAs with resources as soon as possible. If you need help with any planning, please ask Phase or Subject Leaders or the SENCo. Similarly, if you feel there are inadequate resources to support teaching please let the Subject Leader know. Plans should be available for monitoring at all times.

Curriculum subject polices, schemes of work, cross-curricular policies

At Chantlers we promote a bespoke curriculum. This is fully planned in line with the National Curriculum for all subjects.

English

Our reading curriculum is based on The Power of Reading Scheme. We have a long term plan of genres that are covered every half term. Each class has a book that supports their English lessons and a class novel to promote a love of learning. To support reading we use the accelerated reader website. Spellings are taught during key skills with a test at the end of the week. Spag.com is used to support SPAG. We have a handwriting scheme that is used throughout school.

Guided Reading

We use the Power of Reading, scheme of work and guided reading is delivered every day. We have a school library and unique reading areas throughout school.

Maths

Our maths curriculum is bespoke to Chantlers. We use White Rose planning coupled with Maths No Problem scheme. Class Teachers use a red, amber, green and mastery approach to lessons. We encourage problem solving throughout the maths curriculum. Timestable rockstars is heavily promoted through school to encourage children to develop their times table skills. MyMaths is used in school for maths homework. We also encourage the use of 'prodigy' website for all children.



Curriculum management/assessment

Foundation subjects

P.E.

We follow a programme of study for P.E, including Athletics, Dance and Gymnastics developed by the P.E Co-Ordinator. We have Sports Coach on a weekly basis to provide professional skills training for children across all year groups.

Music

For music we use Charanga, scheme of learning. We also promote a love of music every morning in class which is supported by singing assemblies.

PSHE

For PSHE we use the Jigsaw, scheme of learning. This is supported by a whole class jigsaw book and by weekly assemblies in which we showcase each classes work.

All other subjects

We use the Prospectus, scheme of learning as a base for our topics.

Assertive Mentoring

Children are graded termly in two main areas, attainment and progress and behaviours for learning. This feeds into an annual report to discuss with parents at the respective parents' evenings.

Reports and Parents' Evenings

Parents' evenings are held twice per year in October, to reassure parents on how their child has settled into the new school year and in February to discuss progress and achievement. In July we hold 'Meet and Greet' meetings which act as a handover from the current Class Teacher to the prospective Class Teacher ensuring all academic, pastoral and medical information is transferred.

Parents book their parents' evening appointment via the Parents Evening Booking system. Class Teachers are provided with the appointment schedule from the school office.

Assessment and Marking

All children's work should be marked in green pen as soon after the lesson as possible and appropriate feedback provided. Please see our Marking Policy, available from the Teaching and Learning lead.

All children are assessed against the national curriculum objectives daily and more formally on a termly basis. This is recorded on the tracking system on Integris.

Homework at Chantlers

Each half term a range of homework is set linked to the topic that the children are studying this half term.

Guided reading homework should be set every week.

MyMaths homework should be set once every two weeks.

New spellings are set once a week and a test is given at the end of the week.

Children are encouraged to use Spag.com, Timestable Rockstars and accelerated reader whenever they can.

Care, positive behaviour and discipline



Code of Conduct for children

This Code of Conduct is displayed prominently around the school. In the Foundation Stage, the Code of Conduct is articulated in a more appropriate language according to the age of the children. The School Council has been consulted when drawing up this Code.

Pupil Voice

Chantlers values the voice of our pupils and aims to provide a forum for our pupils to contribute to decision making and on the day to day running of the school, in addition to classroom monitors organized within classrooms.

School Council

Pupils in Year 1-6 have an opportunity to represent their peers. Pupils are asked to give a speech to their class who then have the opportunity to vote for their preferred candidate.

Head Boy and Head Girl

Year 6 pupils can apply for the role of Head Girl and Boy at the beginning of the academic year and are asked to give a speech to pupils in Year 3-6 who then have the opportunity to vote for their preferred candidate.

Class Ambassadors

Pupils in Year 1-6 elect a Class Ambassadors who greet visitors in to the classroom and informs them of what the class are learning.

School Rules

Our behaviour policy in school is based on five key rules.

1. Do as you are asked first time.
2. Always do your best.
3. Be kind and polite to everyone in school.
4. Use a quiet voice in school.
5. Always walk in school.

We believe that good behaviour means that everyone in school is:

- Careful and kind.
- Polite and friendly.
- Helpful to each other.
- Quiet and hardworking.
- Respectful and tolerant of others and their feelings, beliefs and opinions.
- Follows school rules and safety procedures.

Rewards

All members of staff should recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. Each Class Teacher can use their own creative system of class rewards which converts into Dojo at the end of the week. Rewards include the following:

- Dojo Winner of the Week.
- Chantlers' Champion.
- Certificates (Other).
- Written comments in books.
- Sending the child to another Class Teacher, member of SLT or Headteacher for praise.
- Special responsibility jobs for pupils e.g. House Captains and Vice Captains, School Councillors, Head Boy, Head Girl etc.
- Star Charts, when negotiated or relevant. Plus many more (full details in our Behaviour Policy on the school website).



Care, positive behaviour and discipline

Value cards

If a child is seen to be demonstrating any of our six key values they will receive a value card. This is presented to the Headteacher and they will go into the draw in celebration assembly. On a weekly basis.

Green and Purple Cards

If a child's behaviour is consistently at a high standard they will receive a green card, they can also achieve a purple card if they continue to demonstrate amazing behaviour once they have earned a green card.

Consequences

Although the emphasis of this policy is on encouraging and rewarding positive behaviour and attitude, we recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct for children and Classroom Rules to ensure a safe learning environment.

If a child misbehaves during school time a warning is given, making it clear what type of behaviour was unacceptable and referring to the school rule broken if possible. If the behaviour is not repeated it is the end of the matter. When appropriate, praise the child for amending their behaviour. Next session is a fresh start.

If the behaviour is repeated:

Stage 1- the child behaviour should be recorded in the class behaviour file and monitored by the Class Teacher. If the behaviour doesn't continue, then no further action will be taken.

Stage 2

A Restorative Meeting needs to take place, if appropriate.

YELLOW CARD – the child is told they have a yellow card (a card may actually be given if helpful) and that it is for repeating the behaviour they were asked to stop earlier with the warning. The yellow card is recorded and the child moves their name or face on the class behaviour display in the class file.

- Five minutes of Golden Time will be lost (five minutes time out for Early Years within their own setting). For every yellow card outstanding.
- Positive relationships should be maintained and a positive acknowledgement of a child's actions should be made as soon as possible.
- If the child demonstrates improved behaviour, then they will not progress up the consequences any further.

If the child continues to break the school rules, they progress onto:

Stage 3 - A Restorative Meeting needs to take place and be recorded, if appropriate.

RED CARD – the child is told they have a red card (a card may actually be given if helpful) and asked to take 10 minutes time out in a designated classroom. The red card is recorded on Integris. The child or adult (whichever is appropriate to the situation) to move their name / face on the behaviour display.

- The child is expected to take the time out to reflect on their behaviour. It provides space for the child, as well as allowing the Class Teacher and rest of the class to get on with their lesson without disruption.
- After reflection, the child is expected to have used the time to calm down and be prepared to get on with their work.
- Returning with the right attitude and an apology to the Class Teacher is an indication that the child has understood that this signals a fresh start.
- The apology, however, should not be demanded or sought publicly. A quiet, personal apology at an appropriate time is much more meaningful.
- 15 minutes of Golden time will be lost (time out for Early Years within their own setting).
- After three repeated weeks of red cards, a letter will be sent home to parents.
- Phase Leader/Class Teacher will have a meeting with parents.

Stage 4 - A Restorative Meeting needs to take place and be recorded.

Stage 4 is where the intervention of a Senior Leader is needed. This may be a continuation of poor behaviour through the previous steps or a one off serious incident. In this instance, the pupil should be passed onto a Senior Leader by a member of staff with an understanding of the situation. The Senior Leader will then deal with the incident and use professional judgment with regards to sanctions and punishments. The Senior Leader will liaise with the Class Teacher and parents / carers to resolve the situation.

If a pupil consistently shows high levels of unexpected behaviour, they will be placed on the unacceptable behaviour steps. (See Appendix 2 of the School Behaviour Policy)

Stage 5 - A Restorative Meeting needs to take place and be recorded. (Appendix 5 of School Behaviour Policy) Stage 5 is for behaviour that has failed to stop throughout Stages 1 – 4 or a one off serious incident. The Headteacher will at this point intervene. Parents will be contacted by the Headteacher, or in his absence, the Deputy Headteacher or another member of the SLT. The unacceptable behaviour steps may apply. At all times, it is important that this process has minimum disruption to the lesson being taught.

At the end of the week, before Golden Time, children with outstanding stages 2 and above will meet with a member of SLT who will remind them about making good behaviour choices.

Red Card Class Area

Each classroom has a re-regulation area where children go for time out. Children should all be made aware of this. Individual arrangements can be made, particularly for children who have an IBP or Statement for Behaviour, or emotional and social difficulties. These should be clearly recorded and a copy should be held in the Class Behaviour File. It is important that parents/carers keep school aware about any issues at home, which may be having an impact on behaviour in school; this information is circulated appropriately using CPOMS.

Additional sanctions to support Class Teachers manage behaviour:

- Loss of part of playtime to discuss re-regulation.
- Loss of up to 15 minutes of a pupil's lunch break (only a whole lunchtime if approved by a member of the Senior Leadership Team) to discuss re-regulation.
- Phone calls to parents/carers to discuss behaviour and set up a Restorative Meeting.

- Letters to parents/carers regarding a pupil's behaviour and to set up a Restorative Meeting. Representing the school – if a pupil displays serious behaviours and you do not feel safe taking them out of school or feel they cannot follow school rules, serious consideration should be given to the appropriateness of that pupil representing school at another setting. A risk assessment may support such decisions.
- Shouting only occurs in order to bring a situation back to safety if it is necessary and has escalated out of control.
- Parents may need to be made aware that male staff have deeper tones of voice and can, at times, be misconstrued by children as shouting due to the tone.

Teaching staff have a responsibility for recording behaviour on Integris or in a class file (completion of yellow and red card records). These in turn will enable SLT/Management to review and evaluate (with full staff consultation) the Behaviour Policy effectiveness and facilitate early interventions/appropriate further actions.



Dates for your 2020/21 Diary

2020/21

Academic Year Term Dates

Autumn Term 2020

Thursday 3 September to Friday 18 December 2020

Half Term break:

Monday 26 October to Friday 6 November 2020

Spring Term 2021

Wednesday 6 January to Thursday 1 April 2021

Half Term break:

Monday 15 February to Friday 19 February 2021

Summer Term 2021

Monday 19 April to Friday 23 July 2021

Bank Holiday: Monday 3 May 2021

Half Term break:

Monday 31 May to Friday 4 June 2021

2021/22

Academic Year Term Dates

Autumn Term 2021

Wednesday 1 September to Friday 17 December 2021 (2pm)

Half Term break:

Friday 22 October to Friday 5 November 2021

Spring Term 2022

Wednesday 5 January to Friday 1 April 2022

Half Term break:

Friday 11 February to Friday 18 February 2022

Summer Term 2022

Monday 18 April to Friday 22 July 2022 (2pm)

Bank Holiday: Monday 2 May 2022

Half Term break:

Friday 27 May to Friday 3 June 2022

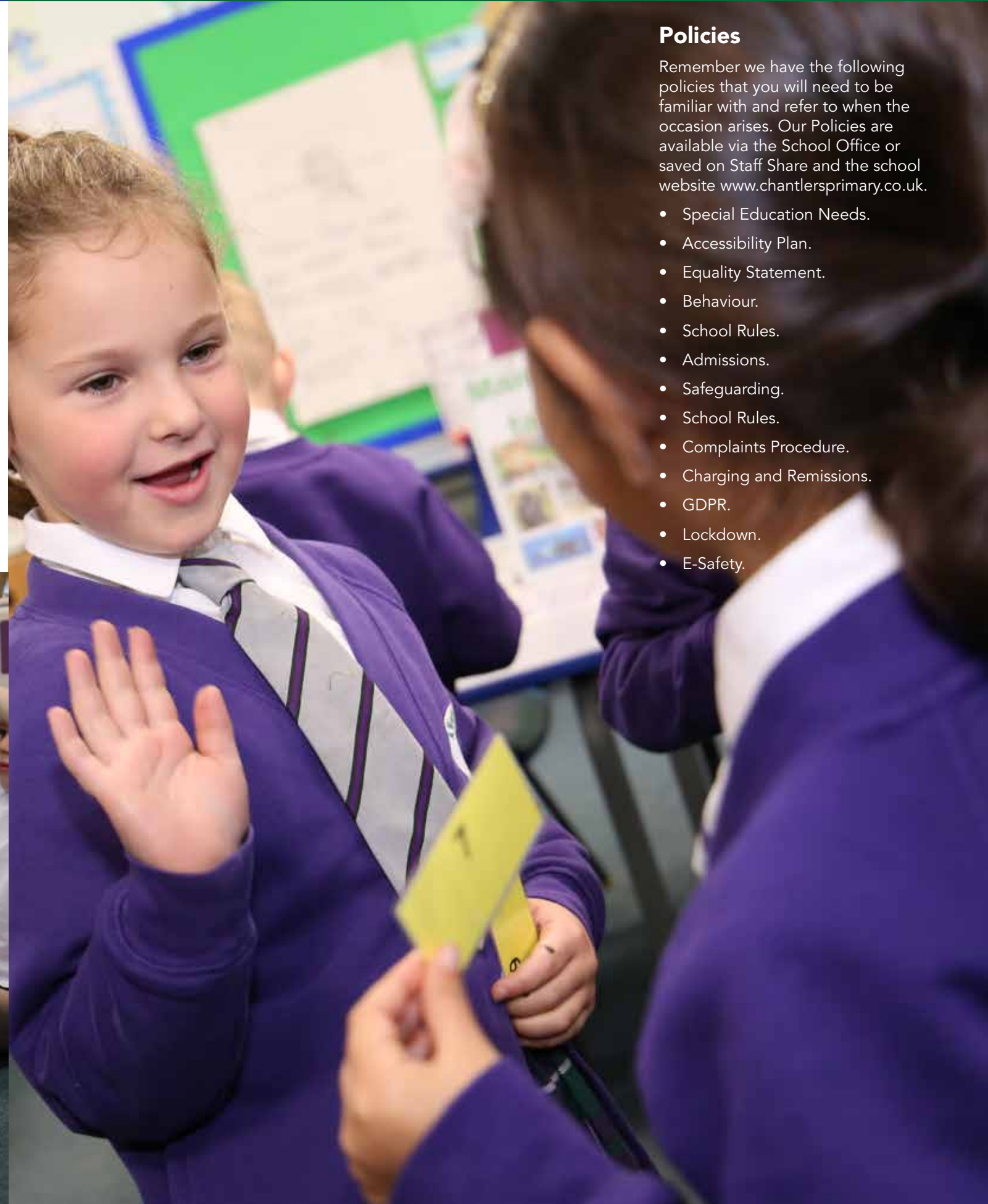


List of school policies and procedures

Policies

Remember we have the following policies that you will need to be familiar with and refer to when the occasion arises. Our Policies are available via the School Office or saved on Staff Share and the school website www.chantlersprimary.co.uk.

- Special Education Needs.
- Accessibility Plan.
- Equality Statement.
- Behaviour.
- School Rules.
- Admissions.
- Safeguarding.
- School Rules.
- Complaints Procedure.
- Charging and Remissions.
- GDPR.
- Lockdown.
- E-Safety.





CHANTLERS
PRIMARY SCHOOL

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