



Vaughan Primary School

# STAFF PLANNER 2020/21

Working together for success



# WELCOME

## Easy reference

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.

### Contents

4	Who's who in School
6	General information
6 - 7	Supervision of Children
8	General school procedures
9 - 11	Children's welfare and communication with parents/ carers
12 - 13	Inclusion and SEND
14	Collection of children
15 - 17	General staff procedures
18	Classroom management
19	Curriculum management
20 - 22	Teaching and Learning Policy
23 - 25	Care, positive behaviour and discipline
26	Maps of Vaughan school
27	List of school policies

Please note all Policies referenced within this Staff Planner are available via the Staff computer drive: T:\Policies archive\Policies – Current and/or via the Vaughan School general website.

## Our ethos and Headteacher key messages

### Nurturing ethos

The nurturing ethos that underpins the foundation of our mainstream primary school has continually been demonstrated through the children's fabulous behaviour. In addition, our Teachers' commitment to always providing opportunities for the children to be the best they can be creates a journey of successful learning.

### Headteacher key messages

**'Outstanding' judgment from Ofsted January 2019 Inspection.**

We are extremely proud of this Ofsted recognition which is the culmination of the hard work of the staff, pupils, parents, and all stakeholders linked to this school community and it is with great pride that we welcome you to our wonderful school. As the Head Teacher, I am delighted to be working with some fantastic children, staff and governors.

#### Going the extra mile

The personal approach we embrace is about valuing all our children, individually, and how we work together harmoniously for the greater good of all. Going the extra mile at Vaughan Primary School, we want to prepare our children for a happy future. We believe in education for all leading towards a common goal. We are a diverse group who are there for each other, walking hand in hand and who go 'the extra mile' for all children.

### Our Aims

#### The best learning experiences

OFSTED carried out inspections on 15th and 16th June 2019 and Vaughan received an outstanding rating. Our aim is to build on the school's successful OFSTED and continue navigating a successful journey which ensures that all children at Vaughan reach their fullest potential. Safeguarding takes a very high priority at our school. The strong leadership creates respect and high expectations that allow pupils and staff to shine and succeed. Our Vaughan family cares for everyone, and children learn to celebrate difference. Vaughan is a special, community school with committed staff and pupils who deserve the best learning experiences in order to prepare them for the next stage of their education.

#### Pastoral care

The happiness, safety and well-being of all pupils are of paramount importance. As a school we are committed to developing the whole child which includes both their academic and emotional well-being. We place great emphasis on children's health and well-being as well as creativity and our curriculum reflects this. Our pastoral care is exceptional, ensuring all children are kept safe and are supported both inside and outside school. All our children are also taught how to understand their rights and responsibilities.

### Igniting an interest in the world

Our teaching is stimulating and creative and encourages our children to continue their education outside of school, and become lifelong learners. We want to ignite an interest in the world around them, and for that interest to lead to fulfilling and imaginative lives. Whilst academic achievements are an important part of life at our school, all our children also have the opportunity to also enjoy a wide variety of sporting and musical opportunities, as well as regular trips and residential visits. Learning should be fun!

### Inclusive school where achievement is celebrated

Vaughan Primary School is located the heart of West Harrow. As of 30th June 2020, we have 665 pupils on roll, with 103 pupils supported by pupil premium and 85 pupils currently in receipt of free school meals. Our pupils come from a wide range of ethnic backgrounds and the largest groups being Asian, Asian British background or other White background. The proportion of pupils with SEND is similar to the national average. This information does get updated on a regular basis according to the changing dynamics of the school.

Inclusion underpins everything which we do as a school. We also place great emphasis on children's health and well-being as well as creativity and our curriculum reflects this. All children are taught how to keep healthy and active and understand their rights and responsibilities. We firmly believe that attitudes to learning are what make good learners succeed. We celebrate this with various awards to recognise excellent attitudes to learning, attendance and behaviour. We work hard to make Vaughan an inviting and enriching place to learn.





Senior Leadership Team

Headteacher	Mrs K Jones
Deputy Headteacher	Mrs C Tobin
Assistant Headteacher and SENCO	Ms N Keohane
Assistant Headteacher	Mrs S Varsani
School Business Leader	Mrs K Beaven

Teaching Staff

Infant School	
Class Teacher	Class
Miss B Ferguson	Class Teacher - Nursery
Mrs L Spence	Class Teacher - RA
Mrs H Sullivan	Year Group Leader & Class Teacher - RB
Miss B Sudera	Class Teacher - RC
Mrs C Khattak	Class Teacher - 1A
Mrs N Pervez	Year Group Leader & Class Teacher - 1B
Miss A Berbarian	Class Teacher - 1C
Miss A Lee	Class Teacher - 2B
Mrs F Davies	Year Group Leader & Class Teacher - 2C

Junior School	
Class Teacher	Class
Miss A Kundaiker	Class Teacher - 3A
Mrs M Sangani-Davda	Year Group Leader & Class Teacher - 3B
Mrs V Colley	Class Teacher - 3C
Miss M Wells	Class Teacher - 4A
Miss S Mangabhai	Class Teacher - 4A
Miss S Tawakley	Year Group Leader & Class Teacher - 4B
Miss S Paris	Class Teacher - 4C
Mrs G Cullum	Class Teacher - 5A
Mr A Young	Year Group Leader & Class Teacher - 5B
Miss R McCrohan	Class Teacher - 5C
Miss C Hallpike	Class Teacher - 6A
Miss M Troup	Year Group Leader & Class Teacher - 6B
Miss P Demetriou	Class Teacher - 6C

Cover Staff	
Miss E Pollard	Teacher
Mrs C Dixon	Teacher
Ms L Crimmins	Teacher
Mrs L Enright	Teacher

Teaching Assistants

Infant School	
Mrs L Norris	Nursery Nurse
Mrs K Rodiger	Nursery Nurse
Mrs V Intawala	Teaching Assistant
Mrs S Hidayathulla	Teaching Assistant
Mrs M Dzalto	Teaching Assistant
Mrs N Taldar	Higher Level Teaching Assistant
Mrs H Patel	Teaching Assistant
Mrs L Corbet-Adams	Teaching Assistant
Mrs K Sangani	Higher Level Teaching Assistant
Mrs S Ali	Teaching Assistant
Miss M Ferguson	Teaching Assistant
Miss M Petruic	Teaching Assistant
Mrs A Lovelock	Higher Level Teaching Assistant

Junior School	
Mrs K James	Teaching Assistant
Mrs L Mirza	Teaching Assistant
Mrs L Henry	Teaching Assistant
Mrs J Hopkins	Higher Level Teaching Assistant
Mrs B Mistry	Teaching Assistant
Mrs K Varaitch	Teaching Assistant
Mrs L Lomas	Teaching Assistant
Mrs S Manickam	Teaching Assistant
Mrs R Patel	Teaching Assistant
Mrs C Rose	Teaching Assistant
Mrs A Tailor	Higher Level Teaching Assistant
Mrs S Nabi	Teaching Assistant

Whole School Sports Technician	
Mr E Bird	Sports Technician

Welfare Assistants	
Mrs E Goodspeed	Welfare Assistant
Mrs M O'Rourke	Welfare Assistant

Learning Mentors	
Ms D Perschky	Learning Mentor
Mrs A Verrier Fink	Learning Mentor

Junior School	
Mrs K James	Teaching Assistant
Mrs L Mirza	Teaching Assistant
Mrs L Henry	Teaching Assistant
Mrs J Hopkins	Higher Level Teaching Assistant
Mrs B Mistry	Teaching Assistant
Mrs K Varaitch	Teaching Assistant
Admin Clerical	
Mrs A Billiet	SEN & Clerical Assistant
Mrs U Heptullabhai	Resources Assistant
Mrs A Khan	Receptionist & Finance Assistant
Mrs B Mistry	Data Manager
Mrs D Roberts	Admissions & Clerical Assistant
Mrs K Scott	Attendance & Clerical Assistant

Site Team	
Mr M Scott	Site Supervisor

Midday Supervisor Team	
Mrs N Mohamed	Midday Supervisor Team Lead
Mrs R Chowdhury	Midday Supervisor
Mrs D Heptulla	Midday Supervisor
Mrs H Jain	Midday Supervisor
Mrs T Khalil	Midday Supervisor
Mrs R Lad	Midday Supervisor
Mrs P Lakhani	Midday Supervisor
Mrs R Lakshamanan	Midday Supervisor
Mrs V Lewis	Midday Supervisor
Mrs S Makwana	Midday Supervisor
Mrs J Mehta	Midday Supervisor
Mrs M Mehta	Midday Supervisor
Mrs V Misra	Midday Supervisor
Mrs E Nigrelli	Midday Supervisor
Mrs D Oropo	Midday Supervisor
Mrs B Panchasara	Midday Supervisor
Mrs B Patel	Midday Supervisor
Mrs M Petruic	Midday Supervisor
Mrs A Popat	Midday Supervisor
Mrs L Premsankar	Midday Supervisor
Mrs N Savani	Midday Supervisor
Mrs F Trodd	Midday Supervisor
Mrs B Varelo Casco	Midday Supervisor
Mrs J Vyas	Midday Supervisor

Extended Schools Team

Breakfast Club Team	
Mrs D Heptulla	Playworker
Miss M Ferguson	Playworker
Mrs U Heptullabhai	Playworker
Mrs H Mistry	Playworker

After School Club Team	
Miss M Ferguson	Club Supervisor
Mrs K Guerri	Playworker
Mrs D Heptulla	Playworker
Mrs S Manickam	Playworker
Mr K Murray	Playworker
Mrs B Mistry	Playworker
Ms D Oropo	Playworker
Mrs M Petriuc	Playworker
Mrs B Varelo Casco	Playworker



Timings of the school day

Bell timings

At the start of the day a bell signals at 8.40 am to indicate the soft start for all pupils. It signals again at 8.50am to indicate the official start to the school day.

At the end of the day a bell signals at 3.15pm to indicate for pupils to tidy up. It signals again at 3.25pm to indicate the official end to the day.

Due to current situation with Covid-19, Timings to the start and end of school day may differ. For the exact times, please check with the relevant Year Group Leader.

Nursery timings

- Morning Session 8.40am – 11.40am.
- Afternoon Session: 12.40pm – 3.40pm.

Reception to Year 6 timings

- Start of the school day: 8.50am.
- Lunch break: 11.45am to 12.55pm (Reception).
- Lunch break: 11.50am – 1.00pm (Infants Year 1 & 2).
- Lunch break: 12.30pm-1.30pm (Junior – Year 3, 4, 5 & 6).
- End of the school day: 3.25pm.

Registration

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

The register for the **morning session** should be taken at the following times:

- Morning Nursery: 8.40 am.
- Reception to Year 6: 8.50 am.

The register for the **afternoon session** should be taken at the following times:

- Afternoon Nursery: 12.40 pm.
- Reception to Year 2: 1.00 pm.
- Year 3 to Year 6: 1.30 pm.

Absence

When a child is away from school, the Attendance Officer contacts the parents for a reason. 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 Attendance Officer or emailed straight to the Attendance Officer. If a Teacher is told a very quick reason, this can be typed into the ‘comments’ section on the register for that child. If unsure, get a message to the Attendance Officer who will update the register accordingly.

School lunch register

The school lunch register should be completed each morning no later than 9.00am by logging into School Money/Eduspot. Further details can be obtained from the school office if you are unsure how to log in and use the system.

Entering the school from the playground

The front gate is on automatic timings to facilitate the start and end of the school day. The back gate is opened manually by a member of staff at 8.30am and closes at 9.00am.

Nursery, Reception to Y5

Parents should enter through the wooden gates into the playground and wait outside the classrooms for children to be greeted by their Teachers at 8.50am for registration.

Year 6

Parents/Children should enter through the wooden gates into the playground. Then all children enter into the junior block through to their classrooms at the signal of the second bell at 8.50am for registration.

Two members of staff from Breakfast club will walk any children to their classes in Infants. Two other members of staff will wait in the hall and watch all children walk through the junior block to their classrooms at the signal of the first bell at 8.40am.

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. In the event of children not being collected at 3.25pm 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.

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.

Indoor playtimes

A member of SLT 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 from the wet play resource box. 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 Midday Supervisor.

In class supervision

During lessons Teachers should never leave their classes for any reason unless there is a member of the Learning Support team or TA in the room at the time. 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

Assemblies take place daily for all pupils. Both infant and juniors are held twice weekly in the school hall and there is an expectation that class assemblies are conducted in the classroom three times a week. Assemblies are based around a weekly theme which is included on the weekly diary and can be accessed via the collective worship folder on the school network. All teaching staff are expected to form part of the pre-populated rota for planning and leading assemblies in the hall. Resources linked to themes can be found in the collective worship folder.

Classes are expected to arrive promptly for assemblies and the children are expected to enter ***and leave*** the hall silently. A rota system is in place to provide adult support in the hall, particularly for those children with specific needs. Each year group plans and performs one faith assembly linked to the RE curriculum and parents of that year group are invited to attend.

School uniform requirements

Vaughan children are extremely proud of their uniform which is as follows:

- Grey trousers/shorts or skirt.
- A white blouse/shirt or polo.
- A maroon cardigan sweatshirt with school logo.
- Maroon checked dress in the summer.
- Headscarves should only be black or maroon.
- Tights or socks in plain white or grey.
- School shoes should be black and no trainers are allowed.

Long hair should be tied up for PE lessons. Nail varnish and make-up is not permitted and hair accessories such as hair bands etc. should be discreet and in plain colours. There should also not be any extreme hairstyle eg. lines in hair or hair colouring. Teachers should talk to children who are inappropriately dressed or who are wearing unacceptable jewellery.

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.

Safeguarding team

Children are not allowed to leave the school premises, for any reason, on their own. If a child leaves school without permission the Head teacher or Safeguarding team is to be informed immediately.

Front gate

The front gate is on automatic timings to open and close at the start and end of the school day. The back gate will be unlocked by a member of staff each morning at 8.30am and unlocked again at 3.15pm for the parents/carers to collect their children. Children arriving at school after 8.50am must enter school through the school office.

Toilets

During playtime and lunchtime, all children have access to the school toilets. Children in EYFS have toilets situated in each reception and nursery classroom and are encouraged to use them independently. Children in KS1 and 2 must seek permission to use the school toilets during lesson time if necessary, although they are encouraged to wait for break times in order to not disrupt their learning. There may be instances, such as medical conditions or a desperate need, where children need to use the toilets more frequently. Teachers are responsible for monitoring where the children are at all times of the day.





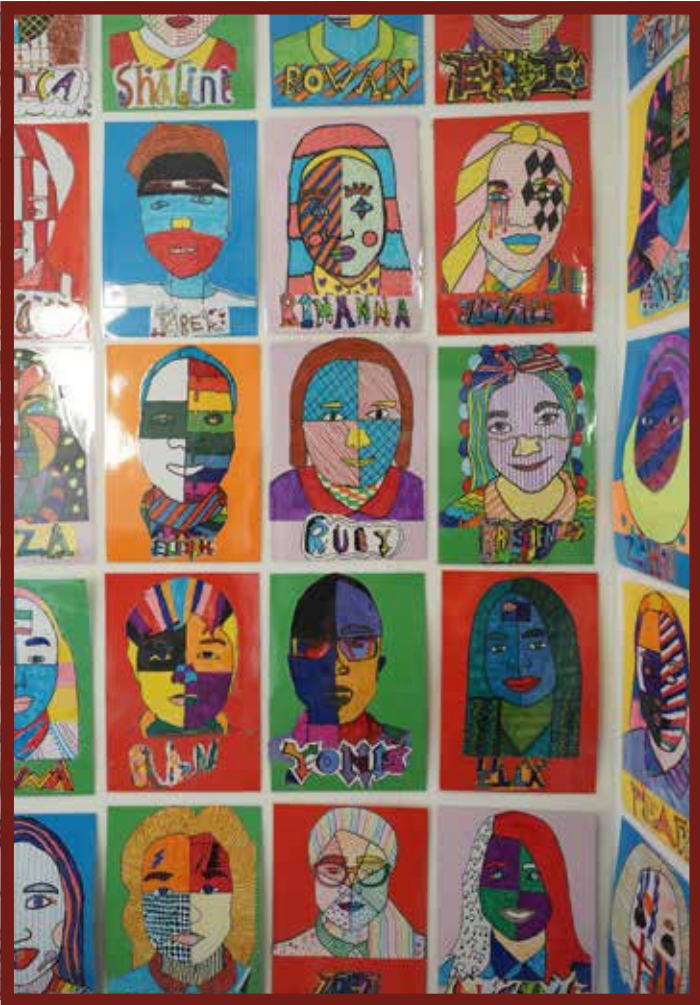
No smoking policy

Smoking is not permitted in any part of the school’s premises and grounds including the entrance, area to the school, on land adjacent to the school building (e.g. car parks, garden areas, walkways, playgrounds, playing fields etc.) This includes use of e-cigarettes. There are no designated smoking areas provided within the school buildings or grounds.

CCTV

Vaughan Primary School uses closed circuit television (CCTV) images to reduce crime and monitor the school buildings and grounds in order to provide a safe and secure environment for pupils, staff and visitors, and to prevent the loss or damage to school property.

The school’s CCTV scheme is covered by the Data Protection Act 2018. And our CCTV policy outlines the school’s use of CCTV and how it complies with the Act. All authorised operators and employees with access to images are made aware of the procedures that need to be followed when accessing the recorded images. All operators are trained by the school’s data controller in their responsibilities under the CCTV Code of Practice. All employees are aware of the restrictions in relation to access to, and disclosure of, recorded images.



Visitors into school

Upon arrival all visitors should report to the school office. All visitors will be asked to sign into our school inventory and be given a visitors badge with a lanyard. The badge should be worn prominently to enable staff and pupils to verify that you are an authorised visitor.

Collection of money in school

We are a cashless school and all money should be paid into school via the online payment system: – Eduspot/Schoolmoney. Any money brought into school for charity collections etc. should be collected during the morning registration, clearly labelled i.e. note stating amount collected and what it has been collected for, name and class and then sent to the office in the morning.

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. In the first instance parents can talk directly with their Class Teacher before or after school or alternatively they can contact the teacher via the school office by telephone or email.

If there is an urgent matter or a complaint that needs to be discussed immediately then the parent should speak to the Teacher first or alternately follow our complaints process as outlined in the school’s complaint policy.

Feedback

There are two parents’ days in the school year, one in the Autumn and one in the Spring Term. School reports are written for each child in the Autumn and Summer Term.



Lockdown, Fire and Emergency Evacuation Policy

Vaughan Primary School’s emergency procedures are made available to all staff and are included in the induction of all new starters. A summary of evacuation procedures will also be made available to all building users, including contractors and visitors. This would generally be provided in the form of Fire Action Notices adjacent to break glass call points and simple evacuation instructions posted in individual classrooms. The school’s fire risk assessment is also used to ensure that there are adequate and sufficient means of escape provided at all times the school is occupied, including outside of normal school hours for lettings, events etc.

Our comprehensive Policy outlines roles and responsibilities and details actions required for Lockdown and Evacuation because of fire risks, bomb threats and what to do in relation to gas leaks, chemical spills etc. Please ensure you are familiar with your responsibilities within the emergency evacuation procedure and where the evacuation and assembly points are etc. It is particularly important you identify any specialised support that may be required by children/persons with special needs.

Lockdown procedure

In this event the following will apply:

- All long-term/frequent visitors shall be given induction training to include Assembly Point Locations, Evacuation Procedures and fire alarm sound. This must include evening, weekend and holiday lettings.
- All short-term visitors should take direction by the host (respective School employee) in the event of a lockdown.

Signals

Fire alarm/emergency evacuation signal	A continuous ringing sound
Signal for lockdown	Short blast of fire alarm (6 rings
Signal for lockdown all-clear	Further 6 rings

Supporting children with Medical conditions

Medical conditions register

- A medical conditions register will be kept, updated and reviewed regularly by the nominated member of staff.
- Each Class Teacher should have an overview of the list for the pupils in their care, within easy access. This is all kept electronically so staff can access information.
- Supply staff and support staff will similarly have access on a need to know basis. Parents should be assured data sharing principles in line with GDPR are adhered to.
- For pupils on the medical conditions register, key stage transition points meetings should take place in advance of transferring, to enable parents, school and health professionals to prepare IHP and train staff if appropriate.

Administration of medicines

There is no legal duty that requires schools to administer medicines; however we have a duty to make arrangements to support pupils with medical conditions. Medicines should only be administered at school when it would be detrimental to a child’s health or school attendance not to do so.

Any staff giving medication of any kind would be doing so voluntarily and supported by the school with training if required. All volunteers will be indemnified by the Council’s Liability Insurance for any claims made against them provided that they have received training, taken any necessary refresher training, followed the Health Care Plan and used appropriate protective equipment.

No member of staff will administer any medication (prescribed or non-prescribed) to children under 16 without a parent’s written consent except in exceptional circumstances. The Welfare Team is responsible for accepting medication and checking all relevant information has been provided by parents / carers prior to administering. Records of administration will be kept by Welfare Officers.

Please see the policy on our school website for detailed information on administering medicines and supporting children with medical conditions in school activities and on school trips etc.

Individual Health Care Plans (IHCP)

Parents / carers are responsible for providing the school with up to date information regarding their child’s health care needs and providing appropriate medication.

IHCPs are in place for those pupils with significant medical needs e.g. chronic or ongoing medical conditions such as diabetes, epilepsy, anaphylaxis etc. The IHCP is developed with the pupil (where appropriate), parent/carer, designated named member of school staff, specialist nurse (where appropriate) and relevant healthcare services. These plans will be completed at the beginning of the school year / when child enrolls / on diagnosis being communicated to the school and will be reviewed annually by the Welfare Team.

All staff are made aware of any relevant health care needs and copies of health care plans are available and accessible via SIMS. Staff will receive appropriate training related to health conditions of pupils and the administration of medicines by a health professional as appropriate.



Accidents in school

Accidents to employees

Where the LA is the employer then all employee accidents, no matter how minor, must be reported to them.

Accidents to pupils and other non-employees (members of public / visitors to site etc.)

A local accident book in the Welfare office is used to record all minor incidents to non-employees, more significant incidents (as detailed within Vaughan Health and Safety Policy) must also be reported to Harrow Council.

Major injuries

- Accidents where significant first aid treatment has been provided.
- Accidents which result in the injured person being taken from the scene of the accident directly to hospital.
- Accidents arising from premises / equipment defects.

All major incidents will be reported to the Head Teacher and the Governing Body/ Health and Safety Governor. Parents / carers will be notified immediately of all major injuries.

Safeguarding and child protection

Vaughan Primary School is committed to safeguarding and promoting the welfare of all its pupils. Each pupil’s welfare is of paramount importance and we are committed to upholding every child’s right to be safe.

All school staff have a responsibility to provide a safe environment in which children can learn and it is our duty to observe outward signs of abuse, changes in behaviour and failure to develop. This policy applies to all staff (teaching and non-teaching), Governors and volunteers, temporary and supply/visiting staff working in the school.

All staff, both teaching and non-teaching, receive appropriate induction and regularly updated training so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow in order to equip them to carry out their responsibilities for child protection effectively.



It is the responsibility of every member of staff and volunteer at Vaughan Primary School to know, understand and follow our Child Protection and Safeguarding Policy and Procedure. They should:

- (i) Maintain an attitude of ‘it could happen here’ where safeguarding is concerned and know what to look for.
- (ii) If any member of staff or volunteer is concerned about a child s/he must inform the DSL or one of the Deputy DSLs immediately. They must record information regarding the concerns on the same day. The written record must be a clear, precise, factual account of the observations or what has been said.
- (iii) Where there is a child protection concern, allegation or disclosure the DSL will make an immediate call to Children’s Services to alert or to consult with them. The Multi Agency Referral Form will be sent by the DSL or Deputy DSL.
- (iv) If in exceptional circumstance the DSL (or Deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to the Learning Mentors or a member of the Senior Leadership Team and/or take advice from Children’s Services. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.
- (v) If a member of staff disagrees about the level of concern and feels that a child has not been protected, then any member of staff can make a direct referral to Children’s Services. Please refer to HSCB guidance on multi-agency resolution of professional disagreements.

Designated Safeguarding Lead (DSL)

Nicola Keohane 0208 427 7222 [office@vaughan.harrow.sch.uk](mailto:office@vaughan.harrow.sch.uk) and [inclusion@vaughan.harrow.sch.uk](mailto:inclusion@vaughan.harrow.sch.uk)

Deputy Designated Safeguarding Leads

Fran Davies Alison Fink Debbie Perschky Karen Jones Catherine Tobin Seema Varsani 0208 427 7222 [office@vaughan.harrow.sch.uk](mailto:office@vaughan.harrow.sch.uk) and [inclusion@vaughan.harrow.sch.uk](mailto:inclusion@vaughan.harrow.sch.uk)





Inclusion

At Vaughan Primary School, we are committed to providing enjoyable, engaging and stimulating learning experiences which will enable all pupils to be successful, regardless of their age, gender, disability, ethnicity or social group.

English as an additional language

Vaughan Primary School values the cultural, linguistic and educational experiences that pupils with EAL bring to the School .Strategies are used across the school to ensure that EAL pupils are supported in accessing the curriculum in order to become confident and fluent in English and to be able to fulfil their academic potential.

Special Educational Needs

We follow the London Borough of Harrow Guidelines for Learning Support in line with the National Code of Practice for the identification and assessment of Special Educational Needs. Pupils who are identified as having Special Educational Needs may be supported on an individual basis, in small groups or within the class through the differentiation of the curriculum.



Provision for disabled pupils

Vaughan Primary School is committed to ensuring equality of education and opportunity for disabled pupils, staff and all who use the school. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit the school. All pupils with a physical disability and learning difficulties are made to feel very welcome by the school. Every attempt is made to fully meet their needs and ensure that, as far as possible, they have full access to the curriculum offered at Vaughan.

New arrivals to the school have an induction with one to one support; this allows the children to establish routines and relationships and to settle quickly.

Family Learning Workshops and events that are fun, practical, and interactive are run for Reception and Year 1 parents. These sessions are designed to be show parents how they can work with their children at home. At Vaughan, we believe that the partnership between home and school is crucial to the child's progress and well-being.

Roles and responsibilities

**The Inclusion Manager** works with Class Teachers and other agencies e.g. The Visual and Hearing Impairment teams, the Sensory Team, Occupational and Speech and Language Therapists, Support Teachers and Educational Psychologists, to identify pupils' special educational needs and advise Class Teachers and parents. A team of Teaching Assistants work under the direction of the Inclusion Manager and Class Teachers to support pupils' learning in the classroom.

Special Educational Needs Coordinator

The school's provision for pupils with SEN will be coordinated by the Assistant Head Teacher with responsibility for Inclusion. The Assistant Head Teacher has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care Plans.

Action by Class / Subject Teacher (prior to involvement of the Assistant Head Teacher).

Class / Subject Teachers will be expected to have undertaken the following actions:

- Use existing information as a starting point.
- Highlight areas of skills to support in class.
- Use baseline assessment to identify what child knows, understands and can do.
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps.
- Involve parents.
- Involve child.
- Will not have assumed difficulties are within the child.
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements.
- Differentiation – match planning to individual needs.
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.
- Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which point the Assistant Head Teacher is consulted, as to whether the pupil should be placed on the school's SEN register.

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. The school has access to a wide range of professional agencies. Our SEND Policy is available on our School website and offers detailed guidance for every stage and step by step flow charts.





## Parental responsibility

The school acknowledges that those with Parental Responsibility have a legal right to collect their children from school which will be respected by the school. In the event of any dispute, it is the responsibility of the parents to notify the school of the arrangements that have been made. The school will of course comply with any court orders that may be in place.

When there is a change to the end of the day arrangements we ask that parents inform the school office immediately and the Class Teacher will be informed. If parents contact the school office after 2.45pm, there may be a delay in alerting the Class Teacher of alternative arrangements, which may result in the need to undertake further checks prior the child being dismissed from school.

## General collection procedures

Due to current situation with Covid-19, Timings to the start and end of school day may differ. For the exact times, please check with the relevant Year Group Leader.

The procedures at the end of the day are as follows:

- For EYFS (Nursery and Reception) & KS1 (Year 1 and 2):- children will be collected from their external classroom doors at 3.25pm.
- For KS2 (Year 3,4,5 and 6):- Teachers will wait in the playground with children at 3.25pm.
- From 3.35pm those children who have not been collected will be brought round to the school office and registered as being collected late. The office will proceed to implement the late collection procedure and attempt to make contact with parents.
- **Non-parents collecting children:-**parents must have provided written permission to the Class Teacher or the school for children to be released to an adult who is not on the authorised contacts list. This permission must be given with a description of the person collecting (if not already known to the school). The person collecting will be required to show photographic I.D. in order for the school to verify the identification of the adult.
- If any member of staff is unsure of the adult's identity they will ask to see identification.
- If, after checking identification, there is any uncertainty about the person collecting, the member of staff should take the child to the school office and contact the parents by telephone to seek further guidance/advice, and inform a member of the Senior Leadership Team.
- If the parents/carers are not contactable then the member of staff should refer to the procedures for children uncollected from school. Our full policy for 'Collection of Children' is available on our School website.



## Health and Safety Policy guidance for staff (A full copy of the policy is available within: T:\Policies archive\Policies – Current)

### Responsibilities of employees

Under Health and Safety at Work legislation, all employees have general health and safety responsibilities. All employees will receive appropriate training and are obliged to take care of their own health and safety whilst at work along with that of others who may be affected by their actions.

### All employees have responsibility to:

- Take reasonable care for the health and safety of themselves and others in undertaking their work.
- Comply with the school's health and safety policy and procedures at all times.
- Report all accidents and incidents in line with the reporting procedure.
- Co-operate with school management on all matters relating to health and safety.
- Not to intentionally interfere with or misuse any equipment or fittings provided in the interests of health safety and welfare.
- Report all defects in condition of premises or equipment and any health and safety concerns immediately to their line manager.
- Ensure that they only use equipment or machinery that they are competent / have been trained to use.
- Make use of all necessary control measures and personal protective equipment provided for safety or health reasons.

## Personal safety / lone working

The school believes that staff should not be expected to put themselves in danger and will not tolerate violent / threatening behaviour to its staff. Staff will report any such incidents to the Head Teacher. The school will work in partnership with the LA and police where inappropriate behaviour/ individual conduct compromises the school's aims in providing an environment in which the pupils and staff feel safe.

### Lone working

Staff are encouraged not to work alone in school. Work carried out unaccompanied or without immediate access to assistance should be risk assessed to determine if the activity is necessary. Work involving potentially significant risks (for example work at height) must not be undertaken whilst working alone. Staff working outside of normal school hours must obtain permission of the Head Teacher or relevant member of the Senior Leadership Team and register their planned attendance with site staff, whilst always signing in and out of the school premises.

Where lone working cannot be avoided staff should ensure they have means to summon help in an emergency e.g. access to a telephone or mobile phone etc or the use of a Peoplesafe lone working device. For staff conducting home visits, expected control measures would include: mobile phone contact; notifying a colleague of visit details; expected time of return / end time and arrangements for contacting etc. Where there are known risks which may affect staff safety staff should not visit alone.

## Potential risks

Our Health and Safety Policy provides detailed guidance for checking for dealing with such issues as:

- Defective equipment (mechanical, electrical equipment and children's play equipment etc).
- Flammable and Hazardous Substances.
- Asbestos.
- Working at Height.
- Lifting and Handling.
- Display Screen Equipment use.
- Legionella.
- Stress and Wellbeing.

## Risk assessments: curriculum activities

Risk assessments for curriculum activities will be carried out by the Curriculum Subject Leader using the relevant codes of practice and model risk assessments detailed within Vaughan Health and Safety Policy. Whenever a new course is adopted or developed all activities are checked against these and significant findings incorporated into texts in daily use e.g scheme of work / lesson plan / syllabus etc.

All LA schools have a subscription to [CLEAPSS](http://cleapss.org.uk/) and their publications are used as sources of model risk assessment within Science, Art and DT. See:

- CLEAPSS technology site <http://dt.cleapss.org.uk/>;
- CLEAPSS science site <http://science.cleapss.org.uk/>
- CLEAPSS primary school's site <http://primary.cleapss.org.uk/>

In addition, the following publications are used within the school as sources of model risk assessments:

- Be Safe! Health and Safety in primary science and technology, 4th Edition ASE ISBN ISBN 978-0-86357-426-9
- National Society for Education in Art & Design (NSEAD) <http://www.nsead.org/hsg/index.aspx>
- Safe Practice in Physical Education and School Sport' Association of PE 'afPE' <http://www.afpe.org.uk/>



Risk assessments: offsite visits

The Local Authority has adopted the Outdoor Education Advisory Panel's national guidance for learning outside the classroom and all offsite visits. These must be planned well in advance following this guidance. The Health and Safety team at the Local Authority must be notified of all level 3 trips, which include self-led adventurous activities, fieldwork trips to open or wild country, residential trips, anything requiring use of public transport and all trips overseas.

Paperwork

All paperwork relating to Risk Assessment for Out of School Activities can be in: T drive/Educational visit proformas. Teachers should have a copy of this to hand at all times when planning an offsite visit.

The member of staff planning the trip will submit all relevant paperwork and risk assessments relating to the trip to the school's Educational Visits Co-coordinator(s), Nicola Keohane ,who will check the documentation and planning of the trip and if acceptable initially approve the visit. Any trip requiring other criteria will need to be referred to the Local Authority for further approval.

Anything needing Local Authority approval will require paperwork and reconnaissance to be completed at least six weeks in advance. The relevant documentation will be stored electronically by both the Local Authority and the school.

Reconnaissance trip

Staff are expected to undertake a reconnaissance trip to evaluate potential trips and hazards, which includes assessing risk to and from the destination using public transport routes. All staff are expected to be familiar with the risk assessments for the trips which they are undertaking to have a copy of paperwork with them when off-site visits are being undertaken.

All trips must be entered into the school diary and, where payment is involved, enough time must be given to the children to make payment online using Eduspot/School Money. Part payment or a payment plan can be set up. The cost of the visit is covered by voluntary contributions and subsidies. The Head Teacher needs to have the details of every trip planned and the appropriate forms completed before the trip can be authorised.

Once the Risk Assessment is completed, all trips need to be recorded on an Educational Visits Form and Risk Assessment which is available on the Harrow Council online Health and Safety portal.

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.

First aid

The school has assessed the need for first aid provision and identified staff to provide first aid (both on site and where required for trips/ visits and extra-curricular activities). Details of these staff and their respective First aid qualifications are contained within our Health and Safety Policy which is available via our School office.

First aid boxes are located at the following points:

- Reception Office
- Year Group Leaders

Dress code for staff

All staff should recognise 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 should wear PE clothes and trainers and TA's should wear at a minimum a change of appropriate shoes.

Staff lunches

At Vaughan we have are proud to work in partnership with the catering provider Taylor Shaw. They provide a full catering service at lunch times and cook fresh, healthy and nutritious cold and hot meals. The weekly menu can be found on our website. You can book your lunch option in advance by logging into Eduspot/School Money. The school office can provide log in details.

Employee Assistance Program (EAP)

This is a free and confidential support service which is designed to give all staff unlimited access to information, advice and emotional support to help you prepare for and manage all of life's ups and downs, events and challenges.

Its available 24 hours a day, 365 days a year, online and by telephone. The employee helpline number (0800 111 6387). You can visit online with organisation code: HARROWwell at: [www.my-eap.com](http://www.my-eap.com).

Procedure for staff absences

Illness

Staff should inform the school absence line on contact number: 07511 690682, as early as possible on the day they are ill. They should then phone school again, during the afternoon of the same day (no later than 4.00pm), so that the school can, if necessary, make arrangements for the following day. Staff should phone again if still absent on the second day.

On return to work, staff will be invited to do a return back to work interview and submit a self-certification or further certification from their G.P. if you are off work for more than 7 days.

Courses

All courses and in-service must be in line with school priorities. The agreement of the Head Teacher needs to be obtained before any arrangements for attendance on any training are made. All planned training needs to be in line with the staff's individual performance management target set. Staff should check with a member of SLT, who will ensure that cover has been arranged if they go out on a course. If the course is on a teacher's playground duty day they need to swap their duty.

Leave of absence

Teachers and other term-time employees are normally expected to take holidays and other leave outside of term time. However, the School recognises that there may be circumstances where an individual may need to be absent during the school term. The purpose of this policy is to provide school staff with an understanding of the options relating to paid and unpaid leave of absence that may be available to them during term time. Leave will not be automatically granted and the Head Teacher will make decisions based on the circumstances of each particular case and the operational needs of the school. Our Leave of Absence Policy details the circumstances under which such leave may be granted. This policy also contains the relevant application form to make a Leave of Absence request.

Daily communication

Please check the notices on the Staff noticeboard each morning for any new information and details of events occurring during the upcoming week.

Whistle Blowing Policy

Our Whistle Blowing Policy affirms that our School is committed to the highest possible standards of conduct, openness, honesty and accountability and takes seriously any issues of malpractice or wrongdoing. Workers are often the first to realise there may be something seriously wrong within the workplace and the school expects workers who have serious concerns about any aspect of the school's work to come forward and voice those concerns and to feel supported when doing so.

What is covered by this Policy?

Disclosing a concern which the worker honestly and reasonably believes suggests that malpractice or wrongdoing happened is in the process of being committed or is likely to be committed. Malpractice or wrong doing include:

- A criminal offence.
- The breach of a legal obligation.
- A miscarriage of justice.
- A danger to the health and safety of any individual;
- Damage to the environment; **or**
- Deliberate covering up of information tending to show any of the above.

Safeguards against harassment or victimisation

The School will not tolerate any harassment or victimisation (including informal pressures) and will take appropriate action, within its power, to protect workers when a concern is raised. Workers who suffer harassment or victimisation should inform the individual with whom they raised their initial concern.

Our Whistleblowing policy provides detailed guidance on raising a concern and the steps taken to handle and respond to a concern that has been raised under the framework of this policy.

General Data Protection Regulations (GDPR)

Clear desk policy

Vaughan Primary School has data protection measures to ensure that personal data is secured away appropriately to assist in the reduction of risk of unauthorised access, loss and damage to information. Our Clear Desk policy ensures that confidential information and sensitive materials are stored away and out of sight when they are not in use or when the workspace is vacant.

This policy and the guidance checklist are designed to give staff assistance on how to secure personal information (both paper and electronic). Our policy lists the basic requirements for keeping a clean workspace, where sensitive and confidential information about Vaughan Primary School employees, pupils, suppliers, and intellectual property is secured. This policy/guidance applies to all staff including temporary and agency staff.

Our Clear Desk Policy also provides you with detailed Good practice guidance on never leaving any form of data (paper, electronic, confidential waste) open to be seen by others. It is vitally important you acquaint yourself with the actions required, when you leave a room, computer screen etc; how to handle printing; confidential waste and what precautions are needed re passwords and when taking data off site.

Compliance

If you have misplaced any information, then you must let the Business Manager know as quickly as possible, as per your obligations under the data breach procedure. These guidelines will be monitored for compliance by the Business Manager and may include random or scheduled inspections and walkthroughs.

Data Protection Policy

Or Data Protection Policy is an important adjunct to the above Policy. Within the Vaughan Data Protection Policy you will find detailed step by step guidance on:

- Data Protection Principles.
- Staff Responsibilities for data collecting, handling and protection.
- Limits on data collection and on sharing data.
- Subject Access Requests to personal data and the data rights of individuals.
- Training

All staff and Governors are provided with data protection training as part of their induction process. Data protection will also form part of continuing professional development, where changes to legislation, guidance or the centre's processes make it necessary.



Behaviour Policy

Our Behaviour Policy outlines that Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greet pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promoting good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

Teacher meetings

These are held every Monday at 3.45pm for an hour. At the beginning of each term a monitoring calendar 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.

Middle Leadership Team meetings

These are held every Thursday at 1.30pm after staff meetings in the Library. These meetings involve an Assistant Head Teacher. On occasions guest speakers or other staff members may be invited to provide training or presentations at the meetings.

Senior Leadership meetings

These are scheduled every Monday morning. The exact timings will be noted in the school diary each week.

Teaching files

Every year group has termly curriculum overviews designed to ensure the coverage of all subject content and explore cross curricular links where appropriate. Each curriculum subject has a curriculum overview in order to guide Teachers termly planning and a clear skills progression map to support the progress and attainment of our pupils. Weekly plans for all curriculum subjects are written throughout the year and take into consideration the bespoke learning needs for the particular cohort of children. Differentiation is evident on plans and regular annotations are made where necessary. All planning is saved in the planning folder on the school network and weekly plans are also printed and displayed on the Teachers’ notice boards in classrooms. Subject planning is monitored by Subject Leaders and the Senior Leadership team in line with the school’s monitoring calendar.



Marking and feedback policy

Our complete Marking Policy can be found in the Staff Portal of the school website or in T:\Policies archive\ Policies - Current\Non statutory policies\Curriculum and will give you step by step guidance on how to carry out assessment, marking and feedback successfully.

Extra-Curricular 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 school website for the current list of activities. This can be found under ‘Clubs’ then ‘Activities’. However, these may change on a termly basis and further information is sent out via the school office each term.

Parents/Carers are informed by letter about extra-curricular activities, but all club offers are made through our SIMS database, where parents should enroll for their chosen club/activity for their child giving prior consent before their child can participate. The staff concerned in these activities must ensure full supervision of the children, both during the activities, and when the children are dismissed. A register must be taken on the Ipad’s provided.





To prepare our children for a happy future

As a school, we are committed to our aim – ‘To prepare our children for a happy future.’ In the course of our daily work staff contribute to the development of this ethos in a number of ways:

- To provide purposeful opportunities for life-long learning through a passionate team and an enabling environment.
- Vaughan is a safe and happy environment where pupils can enjoy and develop to their full potential. We have high standards and expect positive behaviour, hard work and respect for everyone.
- Vaughan gives pupils confidence in who they are, an enthusiasm for and a love of learning together with a drive to succeed.
- Our Vaughan family cares for everyone, and pupils learn to celebrate differences.



Roles and responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play and this is captured in our Home-School Agreement)

Our Teaching and Learning Policy gives very detailed guidance on our teaching practices and standards and affirms that all members of the school community should work towards the school’s aims by:

- Appreciating pupils as individuals and respecting their rights, values and beliefs.
- Fostering and promoting positive relationships and a sense of belonging to the school community.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities, respect and tolerance in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work;
- Working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- Provide a challenging and stimulating curriculum designed to encourage all pupils to reach the highest standard of achievement;
- Recognise and be aware of the needs of each child according to their individual potential;
- Ensure that learning is progressive and continuous.
- Be positive role models, punctual, well prepared and organised.
- Keep up-to-date with a range of educational issues.
- Provide clear information on school procedures and pupil progress.
- Have a positive attitude to change and the development of their own expertise.
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life beyond school.
- Work collaboratively with all involved in education to develop a shared philosophy and consistency of practice.

Effective teaching

Effective teaching at Vaughan considers the ability levels of all learners and as a result planning is differentiated to ensure that it is pitched right whilst also presenting a level of challenge for all pupils. Adult support is deployed and noted on planning to ensure that those who need additional support receive it accordingly for the lesson planned. This may take the form of one to one support or group support.

CPD

Teachers at Vaughan are supported to develop their pedagogy of the lessons they teach through a planned programme of CPD. We believe that Teachers who have up to date subject and pedagogical knowledge of the curriculum areas they teach are better placed to impart this knowledge to our pupils. To ensure that we are seeing best practise across the school, the senior leadership team undertake lesson observations on a termly basis.

Assessment and recording

Progress and attainment in English and Maths will be assessed using the National Curriculum and will be captured using assessment criteria formulated from National Curriculum statements. The school will use Learning Ladders as its electronic assessment tool. Other Curriculum areas will be assessed using evidence from the knowledge and skills criteria set out in the national curriculum. We also have a very strong emphasis placed on pupils receiving effective formative assessment and feedback which is ongoing and evident within each classroom.



Homework Policy

Through this policy we aim to:

- Ensure that parents are clear about what their child is **expected** to do.
- Ensure consistency of approach throughout the school.
- Use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, pupils’ and the school to work together in partnership in relation to children’s learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- Practise or consolidate basic skills and knowledge, especially in Maths and English.
- Encourage pupils’ to develop the responsibility, confidence and self-discipline needed to study independently.
- Prepare Year 6 pupils for the transfer to Secondary school.





The nature of homework

Homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

- 1. The nature and type of homework changes throughout a pupil's school career.
- 2. Teaching and Learning Amount and frequency of homework should increase as a pupil gets older but may also vary throughout the year e.g. Year 2 and Year 6 (Year Groups undertaking statutory assessments).

- 3. Homework should not cause undue stress on the pupil, family or the Teacher.
- 4. Homework will not necessarily come in the form of a written task.
- 5. Homework should be set regularly from Reception to Year 6.

You will find within our Homework Policy very useful guidance on the amount and type of homework to be set for each Year group. This policy also advises on how to follow up when homework has not been submitted.



Consultation

Our Behaviour Policy has been developed through consultation with pupils, parents/carers, staff and governors, through Circle Time, School Council meetings, questionnaires and Staff CPD. All Staff will receive a copy of the policy when they join the school.

Training

Our staff are provided with training on managing behaviour and behaviour strategies as part of their induction process. Specific staff are trained on positive intervention. Behaviour management will also form part of continuing professional development. A staff training log can be found in the termly Safeguarding report. All parents/carers will receive a copy of the school Behaviour Booklet with a section for them to sign and return, saying that they have read and discussed it with their child. They will receive a copy when they start school.

Learning and equality

The policy reinforces and complements the aims and ethos of the school. Our school is fundamentally a place of learning and equality of opportunity. It is of paramount importance that pupil behaviour is managed effectively so that the aims of the school can be achieved.

Secure and encouraged

The school recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach. The children have a range of resources and services that they can access on a daily basis.

These include access to:

- Learning Mentors.
- Space2talk.
- Childline Number (posters displayed across the school).
- Safeguarding Team (poster displayed across the school).
- Pupil Premium Champions.



Code of conduct

At Vaughan we wish to encourage children to take responsibility for their own behaviour and promote self-discipline by following the Golden Rules. These are:

- Do be gentle
- Do not hurt anybody
- Do be kind and helpful
- Do not hurt people's feelings
- Do work hard
- Do not waste yours and other people's time
- Do look after property
- Do not waste or damage things
- Do listen to people
- Do not interrupt
- Do be honest
- Do not cover up the truth
- Do play well with others
- Do not spoil others' games
- Do keep to playground safety rules
- Do not break the playground rules
- Do care for your playground
- Do not damage or spoil anything





School rules

In our school we will:

- Not partake in or condone bullying, swearing or the use of racist or derogatory language. (Please refer to the Anti-bullying policy and Equality Plan).
- Keep the school clean and tidy, so that it is a welcoming place we can all be proud of. This means putting all litter in the bins, keeping walls and furniture clean and unmarked, and taking care of displays, particularly of other people's work.
- Always ensure responsible conduct when walking locally or on a school trip modelling positive citizenship within the community.
- Walk quietly inside the building and keep to the left. Opening doors, standing back to let people pass and helping to carry things when necessary.
- Wear school uniform and take pride in our appearance.
- Wear no jewellery (apart from stud earrings and jewellery related to religious conviction), make-up or nail varnish.
- Only bring money for official reasons.
- Always ask permission of the staff member in charge at the time to leave the classroom.
- Ask a member of staff for permission to enter the building at break times.
- Keep silent when we are required to be.
- Arrive in class on time at the start of the day and after breaks.



Bullying

At our school we define bullying as emotionally or physically harmful behaviour which is:

- Repetitive, wilful or persistent.
- Intentionally harmful, carried out by an individual or a group.
- Based on an imbalance of power leaving the person who is bullied feeling defenceless.
- 'The intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power' (Anti-Bullying Alliance).

Positive intervention

In some circumstances, staff may physical intervention to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents and LADO within 5 days of the incident occurring.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned after discussion with Senior Leaders and parents, as appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and in line with the school's Positive Intervention Policy.

Role of staff

Adults in the school have an important responsibility to model high standards of behaviour.

Adults in school are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations.
- Provide a caring and effective learning environment.
- Encourage all pupils, whatever their ability, to achieve their full potential.
- Encourage positive relationships based on mutual respect.
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Manager and outside agencies as appropriate

It is the responsibility of all adults to implement the School Behaviour Policy consistently throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

Rewards and sanctions

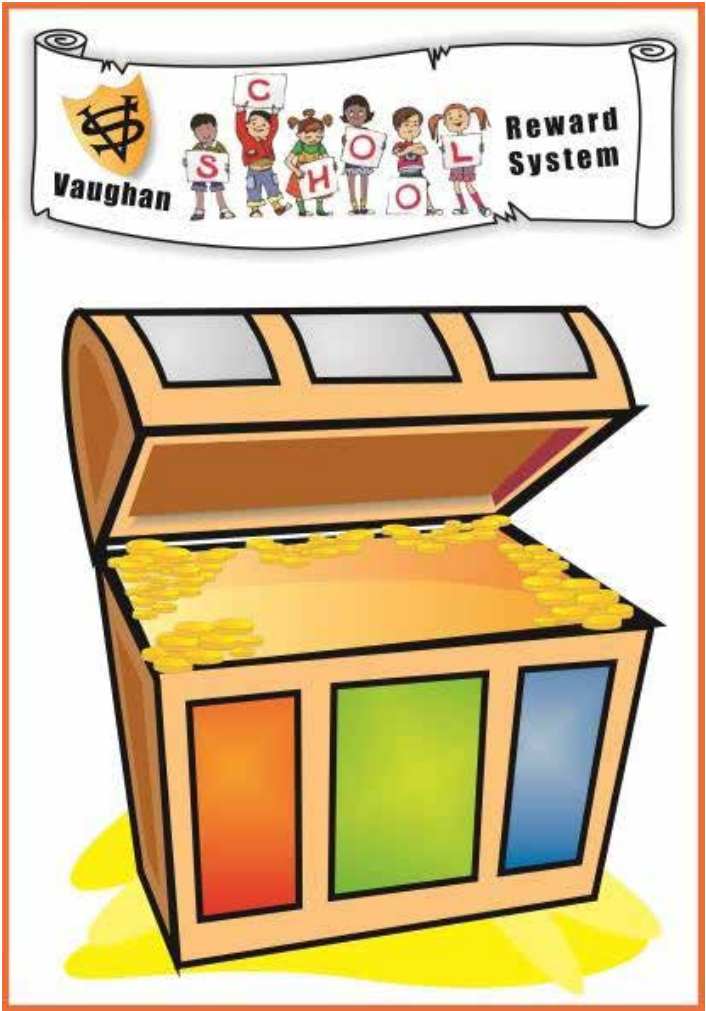
It has been found that standards of behaviour are better when there is a balance between rewards and sanctions within a caring community atmosphere. In addition standards of behaviour are also higher where the rewards and sanctions are applied consistently by all adults.

Rewards should cover the broadest range of academic and non-academic achievement, including effort. They should also be desirable and accessible because they are most effective when immediate. They should be paired with social praise, be consistent and not be over-used.

'The Rewards Chest'

The staff in the school will use the Rewards Chest as the main form of rewards.

- Each member of staff will have details of how to use the rewards chest.
- All classrooms and shared areas will display the Reward Chest poster to ensure clarity and understanding for all pupils and staff.
- Pupils can be rewarded within any band of the Rewards Chest and are not expected to work their way up. This allows adults flexibility to recognise and reward according to the pupil's individual achievement.
- Rewards will never be taken away or linked to sanctions. The Reward Chest and Behaviour Thermometer stand separately.
- Parents will be notified regularly of their child's successes.
- Celebration of success will be shared across the school through the class and Achievement Assemblies.





Thermometer

Through the school's PHSE Programme all pupils understand that they are making a personal choice in their behaviour and that there is a consequence to the choices they make. There will be occasions when sanctions will be necessary. Sanctions will be fairly and consistently applied and to this end, all staff will use the Behaviour Thermometer.

The procedures for using the Behaviour Thermometer are set out in a staff pack. The procedures outline the kind of behaviour that triggers a child being placed on the thermometer and action that needs to be taken. It also clearly outlines the point at which parents are to be notified.

The Behaviour Thermometer seeks to ensure all children are treated fairly and that disruption to everyone's learning is minimised. It also encourages a child to stop and think before escalating their negative behaviour. Any pupil, who consistently moves up the Thermometer and is going out of class regularly, will be referred for further support and intervention by SENCO to other services e.g. Learning Mentor, Behaviour Support Plan etc. As with the 'Rewards Chest' the 'Behaviour Thermometer' will be displayed in all classrooms and shared areas of the school.



**Remember we have the following policies that you will need to be familiar with and refer to when the occasion arises.** There is also an excel document called Policies new schedule which is a list of all non statutory and statutory policies we currently hold at Vaughan. It details who is responsible for updating, the date it was last reviewed and when it is due to be reviewed again. This is useful for staff to know, for easy reference.

The location of all our policies is within the staff computer drive: 'T:\Policies archive\Policies – Current' and/ or on the school website.

Accessibility Policy
Anti-Bullying Policy
Behaviour Policy
CCTV Policy
Charging and Remissions Policy
Clear Desk Policy
Collection of Children Policy
Complaints Policy and Procedure
Data Protection Policy
Equalities Policy and Plan
Fire (and Lockdown) Evacuation Policy and Procedures
Health and Safety Policy
Homework Policy
Induction of NQT's Policy
Leave of Absence Policy
Marking Policy.
PE and Sport Premium Funding
Positive Intervention Policy.
Pupil Premium Evaluation and Expenditure
Safeguarding and Child Protection
SEND Information, Report and Policy
Supporting Children with Medical Needs
Swimming Competency
Teaching and Learning Policy
Vaughan Primary School Induction Policy
Whistleblowing Policy



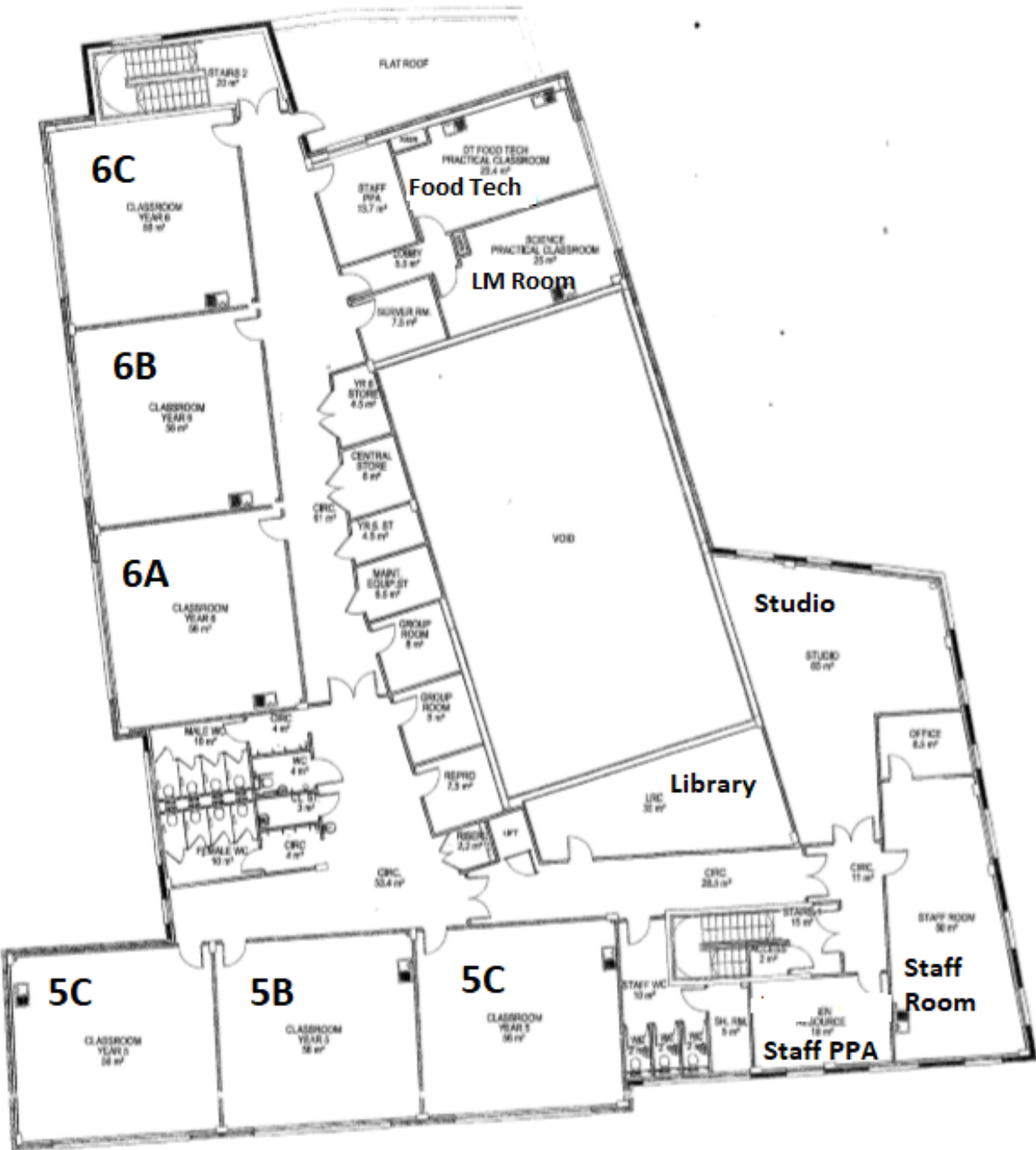


### Map of Vaughan school – Infants block

[illegible]



Map of Vaughan school – Junior block First floor







Vaughan Primary School - The Gardens - West Harrow - Middlesex - HA1 4EL  
Tel: 020 8427 7222 - Email: [office@vaughan.harrow.sch.uk](mailto:office@vaughan.harrow.sch.uk) - Web: [www.vaughan.harrow.sch.uk](http://www.vaughan.harrow.sch.uk)

Devised and produced by Stoneworks Education Ltd [www.stoneworkscommunications.co.uk/Education](http://www.stoneworkscommunications.co.uk/Education)