**Busill Jones Primary School**



**STAFF**

**HANDBOOK**

**2020 – 2021**

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**School Aims**

At Busill Jones Primary School we aim for:

**ENTHUSIASM**

Be enthusiastic, independent, life-long learners who achieve their full potential.

**SELF WORTH**

Develop a strong sense of self-worth and mutual respect, be able to lead safe, healthy and fulfilling lives.

**LEARNING**

Enjoy learning and believe they can make a positive difference.

**SUCCESS**

Nurture self-esteem and enjoy celebrating their successes.

**INCLUSION**

Treat everyone fairly and with respect in an inclusive environment.

**INTRODUCTION**

**NEED and PROCESS**

The need for a Staff Handbook was identified and agreed during School Development planning. The Staff Handbook should be read in conjunction with other school documentation, and specific reference will be made to such as necessary. It is intended that the Staff Handbook will be presented in a format which will readily enable annual review and updating of information, procedure and policy. Such review will form an integral part of future development planning.

Whilst it is recognised that the process of review, revision and agreement will no doubt prove to be more useful than the resulting documentation, the Staff Handbook is intended to serve the following main functions.

**PROCEDURES and ROUTINES**

The Staff Handbook is a source of basic information concerning the day-to-day procedures and organisation of the School. It is hoped that this information will serve as a readily accessible reminder for established and experienced staff, whilst providing a reference point and support for new staff.

**AGREED POLICIES**

The Staff Handbook seeks to set down agreed policies on non-curricular issues. In order to promote and reinforce the aims of the School, it is essential that staff agree and follow a consistent approach with regard to such areas as personal example, basic organisation, expectation and discipline. A list of all School Policies are included in this book and all staff are required to familiarise themselves with these.

Policy Documents are available in the following areas and copies should be available in a ring binder in the HT room, the Main Office and the shared drive. All policies should be available to all staff on the School Server.

Policy information is also contained within the Parents Handbook, Prospectus and SDIP.

These policies have been agreed by the Governing Body and communicated to Staff, Parents and, where appropriate, Children.

**AGREED POLICIES**

**Statutory policies**

|  |
| --- |
|  |
| Accessibility plan |
| Admissions |
| Behaviour and discipline |
| Capability of staff  |
| Charging & Remissions |
| Child Protection Policy and procedures |
| Child with health needs who cannot attend school |
| Complaints |
| Data Protection |
| Designated Teacher for looked-after and previously looked-after children |
| Equality information and objectives (public sector equality duty) statement for publication |
| EYFS |
| Exclusions |
| First Aid in Schools |
| Health and safety |
| Home school agreement |
| Inclusion and SEND |
| Newly Qualified Teachers |
| Premises management documents |
| Staff discipline, conduct and grievance (procedures for addressing) |
| Statement of procedures for dealing with allegations of abuse against staff |
| Supporting pupils with medical needs |

**HR & Finance policies**

|  |
| --- |
|  |
| Assaults on school staff |
| Business continuity plan |
| Capability procedure (managers) |
| Dignity at work |
| Equality and diversity |
| Equal opportunities |
| Financial procedures |
| Flexible working |
| GDPR and freedom of information |
| Grievance procedure |
| Guide management of account and ill health in the work place |
| Leave of absence other than sickness |
| Managing safeguarding allegations |
| Management of attendance |
| Maternity |
| Pay |
| Quality assurance |
| Recruitment and selection |
| Risk |
| Safer recruitment –inc DBS |
| Schedule of financial delegation |
| School workforce planning |
| Whistleblowing |

**Safeguarding & welfare policies**

|  |
| --- |
|  |
| Administering Medicines  |
| Anti-bullying |
| Code of conduct for volunteers, family, visitors & carers |
| Code of conduct for staff |
| Confidentiality |
| Designated teacher for looked after and previously looked after |
| Educational visits |
| Educational visits and terrorist incidents |
| E-safety |
| Emergency lockdown |
| Extremism and radicalisation |
| Intimate care |
| Intruders |
| Looked after children |
| Mobile phone safety and acceptable use |
| Parent and community use of social media policy |
| Support for carers |
| Photographic and video images |
| Positive handling |
| Sick child  |
| Students on placement |
| Supervision of pupils |
| Uncollected child |

**Health & Safety policies**

|  |
| --- |
|  |
| Accidents and emergencies |
| Alcohol and drugs misuse |
| Allergies |
| Asbestos |
| Anti-violence |
| Asthma |
| Automated External Defibrillator (AED)  |
| CCTV |
| Communicable diseases |
| COSHH |
| Diabetes |
| Display screen equipment |
| Disposal of nappies and personal protective equipment  |
| Drugs Policy |
| Electrical safety |
| Epilepsy |
| Fire safety |
| Health & Safety |
| Health and safety in the curriculum |
| Legionnaires disease |
| Lone workers |
| Management of health and safety regulations |
| Manual handling |
| New and expectant mothers at work |
| Reporting of injuries, diseases and dangerous occurrences |
| Risk assessments |
| School crisis management |
| School disaster |
| School minibus |
| School toilets |
| Sharps, needles blades and syringes |
| Smoke free school environment |
| Transport |
| Working at height |
| Workplace environment |

**School improvement policies**

|  |
| --- |
|  |
| Assessment |
| Curriculum |
| Emotional health and wellbeing of children and young people |
| Leadership and management |
| Monitoring and evaluation |
| Outside agencies |
| Planning preparation and assessment time |
| Policies and procedures |
| Pupil premium |
| Target setting |
| Teaching & Learning |
| Using data |

**SEND school policies**

|  |
| --- |
|  |
| Alternative provision |
| Disabled access |
| Dyslexia friendly school |
| Early help |

**Curriculum policies**

|  |
| --- |
|  |
| Academically more able, gifted & talented children |
| Access to fair assessment |
| Animal friendly school |
| Performing arts |
| Classroom observations |
| Curriculum intent, implementation and impact |
| Curriculum planning |
| Display |
| Developing the use of ICT |
| English as an additional language |
| Extra-curricular activities |
| Financial education |
| Homework  |
| Multiplication tables |
| Outdoor education |
| Promoting British values |
| Public examinations |
| Ramadan |
| Relations education, sex education and cultural development |
| Road safety |
| SATs |
| Staff handbook |
| Swimming |
|  |
| Art |
| Citizenship |
| Computing |
| Design and Technology |
| English |
| E-Safety |
| Geography |
| History |
| Languages |
| Mathematics |
| Music |
| Physical Education |
| Science |
| Religious Education |

**Environmental school policies**

|  |
| --- |
|  |
| Adverse weather conditions |
| Eco-school |
| School travel plan |

**General school policies**

|  |
| --- |
|  |
| Appraisal |
| Attendance and truancy |
| Breakfast club |
| Celebrating success |
| Code of conduct for parents, visitors and family members |
| Communicating with school stakeholders |
| Continuing professional development |
| Copyright |
| Cyber security |
| Dealing with subject access requests |
| Establishing a school food bank |
| Extended school |
| Family Liaison Service |
| Food handling |
| Free school meals |
| Governors in school |
| Induction of new governors |
| Integrating pupils into a new school |
| Involving pupils in school |
| Lunchtime supervisor |
| Management of the Family Liaison Team |
| Management of school records |
| Parent Teacher Association |
| Pastoral care |
| Private tuition |
| School information on a website |
| School data retention and school data management |
| School uniform |
| Social media |
| Staff induction |
| Support staff |
| Volunteer helpers |
| Working at home |

**School premises**

|  |
| --- |
|  |
| Asset management system |
| Buildings maintenance |
| Cleaning |
| Disabled access |
| Facilities management |
| Lettings policy |
| Personal property and school property |

**ETHOS of the SCHOOL**

The School seeks to actively influence the personal development of all pupils and emphasis is placed on a strong moral code. In developing and following this code, the importance of the ‘Hidden Curriculum’ cannot be overstated. It is vital that all staff agree with and adhere to the Aims and Policies of the School and staff will sign to say they have seen and understood the document.

**CURRICULAR AIMS**

Staff are expected to familiarise themselves with and follow the Curricular Aims specific to this School. Each subject leader will have a curriculum folder in place. These will be monitored by the Leadership Team as part of the Monitoring Cycle.

**CURRICULUM INTENT STATEMENT**

At Busill Jones Primary School the curriculum is designed to: **recognise** and **develop** children’s prior learning, provide **first hand learning** experiences, allow the children to **develop** interpersonal skills, **build** resilience and become creative, critical thinkers.

Every child at Busill Jones Primary School is recognised as a unique individual.

* We celebrate and welcome **differences within our diverse school community**.
* The ability to learn is underpinned by the teaching of **basic skills, knowledge, concepts and values.**
* Provide enhancement opportunities to **engage learning** and believe that children should be a **happy, investigative and enquiring** time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.
* Our curriculum promotes positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum, as we believe Busill Jones is the beating heart of the community, as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Our doors are always open to families, external agencies, other professionals and community groups.

Children leave Busill Jones with a sense of belonging to a close community where they have the confidence and skills to make decisions, self-evaluate, pursue their dreams, make connections and become lifelong learners in the face of adversity.

**STAFF STRUCTURE**

The overall staffing structure is outlined below:

Staffing Composition – September 2020

|  |
| --- |
| BUSILL JONES LEADERSHIP TEAM |
| **Head Teacher****S Field**Responsible for: Daily management of school, Safeguarding (DSL/SPOC) Teaching and Learning, Curriculum, Monitoring, School Improvement, Stakeholder Liaison, Staff Meeting and Monitoring schedules, Staff Liaison, SLT Liaison, Coaching of SLT, CPD, Health & Safety, Risk Assessments, NQT Induction tutor and Mental Health First Aid Champion |
| **Deputy Head Teacher** **M Baggott**Responsible for: KS1 Lead, Inclusion Manager (PLSU, SENCO, EAL, CLA, Pupil Premium), English (inc phonics, spelling and Handwriting), Safeguarding (DCPL),Trust Reports, Middle Managers, Staff and Pupil Induction, Teaching Assistant Liaison, Timetables, Cover, class teacher, Trust Wide Moderation, NQT mentor and Mental Health First Aid Champion |
| **Assistant Head Teacher** **Mrs Rebecca Cook**Responsible for: Class teacher, Cornerstones Curriculum-History, LKS2, Attendance, Achievement, Safeguarding officer ,NQT mentor | **Assistant Head Teacher****Mr Rob Davidson**Responsible for: Class teacher, Science, Discipline, Lunchtime Supervisor Liaison, UKS2 phase leader, capitation, Secondary transfer/Liaison |
| **Senior Teacher** **N Semple**Responsible for: Maths Lead, Phonics, After School Clubs , EVC (Offsite visits), Rotas, class teacher |
| **MIDDLE LEADERSHIP TEAM** |
| **Middle Manager****T Critchlow** Responsible for: Class TeacherSafeguarding OfficerNQT mentorREComputing (inc. website, Facebook)Votes for Schools/British Values | **Middle Manager****D Shelley** Responsible for: Class TeacherSafeguarding OfficerEYFS LeaderEco SchoolMusicReception Outdoor LearningExternal Nursery Liaison/Year 1 transition |
| **STAFFING** |
| **Office Administrator** **A Bullock** | **Family Liaison Officer****Michelle Tolley**Family Liaison, Safeguarding, Behaviour analysis, support groups, Mental Health First Aid Champion |
| Year 5/6 Teachers**Year 6- R Cook (AHT)****Year 6- R Davidson (AHT)****Year 5- T Critchlow (MLT)****Year 5- K Hadley (NQT)** **T Bowdler (HLTA)-PPA Cover****J Herbert-**1:1, Precision Teaching, Timestable intervention **(0.5)****S Jenkins-** 1:1 Precision Teaching, Timestable intervention **(0.5)**  | Year 3/4 Teachers**C McGill** Responsible for: Class teacherPE/Healthy SchoolsDT Lead (Policy, Resources & Budget cost centre)Sports Events/EVC Off site visits**B McKenna**Responsible for: Class teacherMFL (French)Science Deputy (Policy, resources, budget cost centre)**M Harris (NQT)****J Croft-1:1****S Hodson-**1:1, Precision Teaching, timestable intervention **(0.5)****C Terry** LKS2 Reading books, Precision teaching, timestable intervention**L Janes- (0.5) Accelerated Reader-**Reading support (Bottom 20%, Precision teaching, Toe by Toe, Comprehension support) |
| Year 1/2 Teachers**Year 1- M Baggott (DHT)****Year 1- N Semple**Responsible for: class teacher, Maths and phonics (Policy, Resources & Budget Cost Centre)**Year 2- S Samra**Responsible for: Class teacherArt and Design and PSHE/SRE (School Council) (Policy, Resources & Budget Cost Centre)**Year 2- H Watkiss****NQT****Year 1- A Verdi-maternity cover**Class teacherHistory Lead (Policy, Resources & Budget Cost Centre)**L Danks**Breakfast Club, Reading support, reading books for KS1, Number skills intervention**J Orme (0.5)**Reading support, phonics intervention, Finger gym/fine motor support, Number skills intervention**N Rushton (0.5)**Reading support, precision teaching, phonics intervention, SEN transition, Number skills intervention**J Davies (0.5)**Reading support, precision teaching, phonics intervention, Number skills intervention | Reception **D Shelley (MLT)****D Rolston-PPA cover**Mental Health First Aid Champion **Z Cooper-**Reception reading books, Communication and Language support, work stations**E Dyson**Breakfast Club, Precision Teaching, Reading books EYFS | Nursery**D Peake (0.6)**Class teacherGeography Lead (Policy, Resources & Budget Cost Centre)**J Hayes**Reading support, Phonics, Communication and Language |
| PPA Cover**T Bowdler-HLTA****D Rolston- HLTA**  | School Office Staff**A Bullock****L Nash**  | Site Staff**N Britton (Caretaker)****C Timmins****Y King****M Barratt****H Edwards****A Jones****K Hughes** | Lunchtime Supervisors**C Brown****C Timmins****M Bees****G O Neil****V Tranter****Y King****A Bullen****S Rowe****D Copeland****R Lewis** |
| Wrap Around (Breakfast Club)**Linda Danks****Elaine Dyson**Wrap Around (After School)**Danielle Copeland** **Gaynor O Neil**  |

Maternity – N Semple A Verdi, J Croft

**ESSENTIAL INFORMATION FOR ALL STAFF – 2020-2021**

**Start of School Day** Whole School 8.40 am Gates/doors open

**Morning Break** Whole School 10.30-10.45am

**Dinner Time** 12-1pm

**School Finish Time** EYFS/KS1 3.25 pm

 KS2 3.30 pm

Covid-19- Post Lockdown arrangements

8.30-8.40am Year 5/6 arrive

8.40-8.50am Year 3/4 arrive

8.40-8.50- KS1 and EYFS arrive

End of the day

3.15- KS1 and EYFS

3.20- Year 3-4

3.30-Year 5-6

\*\*Subject to change due to risk assessments\*\*

**Staff Meetings** are 3.40 – 4.40 pm on Monday evenings. These meetings are held in classrooms. Staff who miss meetings are required to make up the directed time. A register of attendance will be kept along with the minutes to each staff meeting. Following their return to school, they need to make an appointment with their Phase Leader or Line Manager to find out what they have missed. Staff need to bring their Staff Meeting notebook with them to all meetings so they can make a note of important decisions and feedback.

**SEN/Inclusion**:

1. **Individual SEN Plans**

Each child who receives SEN support will have their targets recorded on their own plan (Individual Pupil Profiles). This plan will be a living record that will move with the child. Within the plan records are kept of the child’s identified need, how to remove barriers to learning (what works), the outcomes to be agreed in an agreed timeframe. It is the responsibility of the class teacher to keep this plan up to date, including updating information shared by parents e.g. changes to family circumstances, medical changes etc. The Class Teacher holds ultimate accountability and responsibility for evidencing progress according to the outcomes of the plan. The plan will have a broad target to be achieved by the end of a term, but within this will be smaller next step targets that are put in pace to achieve the end of term target.

**2) Pupils with behaviour issues**

A behaviour card, that is signed by parents and staff daily, must be set up by the class teacher and sent to the Pastoral manager weekly. The class teacher must record the details of **any** behaviour incidents on the ‘Inclusion’ area of the school site on a daily basis (SIMs).

**3) Gifted & Talented/More able pupils**

Each G&T child should be identified on the planning grids of every lesson taught. These should be changed regularly as progress is G&T children tends to be rapid.

**4) Children of concern**

The class teacher needs to be aware of all children’s progress. If any child ‘s level of progress becomes a concern the SENCO needs to be informed by the class teacher so that intervention can be put in place as soon as possible.

**5) Sharing information about pupils**

Any conversations with people outside of the school environment that directly relate to a child within the school – e.g. parents and external agencies - needs to be recorded (by the person who had the conversation) and passed onto SLT who will record conversations on the ‘Key Events Log’.

**Other Documentation** will be required for monitoring and moderation on Tuesday afternoons. Staff will be informed of this on a weekly basis and feedback will be given both individually and at meetings. When the LT monitor books a range of books will be monitored. This may be 2 AA, 2 A, 2 BA and 2 SEN books selected by the class teacher or children may be selected by SMT. Staff are required to leave such documentation outside the LT office by 13.00pm. Vital feedback is given to ALL staff involved in the teaching and learning of the group of children monitored, not just the class teachers.

**Leadership Team** meetings are held weekly on a Monday afternoons 2pm.

**Induction Arrangements for New Staff at Busill Jones Primary School**

Busill Jones Primary School believes in providing a comprehensive Induction programme for new staff. The rationale and programme of support available is provided in our Policy of Induction for new members of staff.

We offer a range of support mechanisms once the member of staff is working at Busill Jones Primary: The Mentor and SLT will be responsible for guiding and training the new member of staff in terms of planning, teaching and assessment requirements of the School.

The new staff September 2020 are:

|  |  |
| --- | --- |
| Name of new staff member | Induction Tutors |
| Mr Rob Davidson | Mrs Stephanie Field |
| Miss Kelly Hadley | Mr Tim Critchlow |
| Miss Megan Harris | Mrs Rebecca Cook |
| Miss Holly Watkiss | Mrs Mandy Baggott |
| Other staff involved with Induction are:Mrs Michelle Tolley- Family Liaison Manager |

Documentation:

Each new member of staff is provided by the Induction Tutor with all the relevant paper work including the following:

* Timetable
* Rotas
* Staff Handbook
* Parents’ Handbook
* Governors List
* Holiday Dates
* SDIP
* School Profile
* Latest OFSTED report
* School Policies
* School Schemes of Work including Medium Term Planning
* Class Lists and records
* Planning Folders
* Details of Statutory Induction Arrangements

**Guidelines to support staff in positions of responsibility**

This guidance is to be used by the LT when supporting staff in new roles of responsibility.

The following policies should also be referred to:

* Policy for Mentoring and Induction
* Policy for Induction of New Staff
* Policy for Parental helpers and Students
* The Staff Handbook should also be consulted

Informal meetings each term as well as the initial Appraisal meeting and end of year review meeting will provide opportunities to discuss matters.

When a new member of staff starts a new position of responsibility, please ensure that you:

* Introduce the member of staff to all staff and include a tour of the School
* Refer to Staff Handbook in detail with particular reference to directed time, dress code, registers, money
* Raise awareness of planning and assessment procedures
* Refer to policy folders
* Refer to Year Group / Phase procedures / Organisation / Curriculum Leaders File / Phase Leader File
* Discuss and explain job description
* Explain budget and ordering procedures
* Raise awareness of Governing Body Meetings
* Explain procedures for communication with parents
* Refer to Timetables and Rotas
* Explain cover policy
* Explain Discipline Policy and procedures
* Refer to PM Policy

**PROCEDURES and ROUTINES**

**General Roles**

All Teaching Staff work the same amount of directed time regardless of placement or post.

All Teaching Staff have class teaching or support teaching duties.

Support Staff are utilised to work throughout the whole school under the guidance of the Teaching Staff.

**General Responsibilities – All Staff**

All Staff are expected to perform their duties in a conscientious and professional manner.

They are expected to set a personal example in following and pursuing the basic aims of the School. They are expected to familiarise themselves with and implement as required, the specific policies laid down in this and other documentation.

It is expected that all staff will share the responsibility for welfare and discipline throughout the school.

All Staff are expected to see parents, if necessary, either before 8.40 am or after 3.30pm. All Staff are expected to see parents by appointment as and when necessary. There are designated rooms to meet with parents: Key Stage 2 Library, SLT Meeting Room and the Community Room. Members of staff are encouraged to meet alongside members of the Leadership Team and notes should be taken for the Parent Log situated on the Sharepoint Platform.

All Staff are expected to attend Parent Consultation Evenings and see parents if necessary.

All Staff are expected to attend Staff Meetings.

Class Teachers are expected to organise end of year reports with support from all non class based Staff.

All Teaching Staff are expected to follow the long term Curriculum Planning, specific Subject Policy Documents and Schemes. Staff are also expected to prepare and submit medium and short term planning.

All Staff are required to submit Planning Folders on a weekly basis for monitoring by the Leadership Team. Planning procedures must be in line with School Policy.

All Staff are expected to attend one Staff Meeting per week.

All Staff will have a general job description, which will be subject to regular review as part of the annual pay review and appraisal procedures.

All experienced Staff will coordinate a subject/whole school area across the whole school.

**Additional Responsibilities**

All Staff holding posts of additional responsibility will have a specific job description, which will be subject to regular review as part of the annual pay review and appraisal procedures.

**DIRECTED TIME**

**Teaching Staff – Full Time 2020-2021**

All full time teaching staff are required to work 1265 hours directed time annually. In addition they are expected to carry out such duties and professional tasks as are pre-requisite to their job; i.e. planning, preparation, marking, assessment, recording and reporting to parents.

Annual Hours for 2020-2021 are allocated as follows:-

* Basic Day 8.40 – 12.00 + 1– 3.40 = 6 hours

190 days x 6 hours = 1140 hours

* In service training 2 days x 6 hours = 12 hours

(Tuesday 1st September and Friday 23rd October)

* Parent Consultation Evenings 2 x 3 hours = 6 hours

(Dates to be given in September 2020)

* Other duties
* Year 5/6 Production

(Dates to be given in September 2020) 2 x 3 hours

* End of Year Discos

(Dates to be given in September 2020) 4 hours

* Christmas Fayre

(Dates to be given in September 2020) 2 hours

* Summer Fayre

(Dates to be given in September 2020) 2 hours

* Bonfire Evening

(Dates to be given in September 2020) 2 hours

* Staff Meetings 35 x 1.5 hour = 52.5 hours
* Extra Curricular Activities \* 30 x 1 hour = 30 hours
* SEN consultation meetings 3 x 2 hours = 6 hours
* Contingencies = 2.5 hours

**TOTAL = 1265.00 HOURS**

It is recognised that many staff voluntarily spend a great deal more time than this on additional activities to which the school are extremely grateful.

**Teaching Support Staff**

All Staff work different hours. Hours are clearly identified in the Job Descriptions.

**Part Time Staff**

Staff employed on part time contracts are expected to work hours as per contract and agreement. Part Time teachers pay and working time should be calculated as a proportion of the full-time equivalent. Part time teachers must be available to perform such duties specified by the Head for their part time percentage of 1265 hours (Directed time) in any school year allocated reasonably on the days and sessions normally worked (whether a whole or part of a day).

**Supply Staff**

Supply Staff who are available for and/or work for Full Day(s) (i.e. 6.5 hours) are paid the full daily rate. Supply Staff who are available for and/or work less than a full day are paid according to actual hours worked in line with Walsall Council and Government Policy.

It is School Policy to advertise all contracted positions and only written applications will be considered.

**ABSENCE**

In the case of absence through illness, all staff must contact the Head Teacher at home (mobile- 07853229651) between 7.00-7.30am on the first and fourth days of absence. It is helpful if the Head Teacher can be contacted as early as possible in order that the necessary arrangements can be made for cover. Where possible, it is also helpful if an indication of likely length of absence can be given. For a short term absence daily contact with School is very much appreciated.

**All Staff are required to report to the Head Teacher for their return to work and an Absence Return Form will be completed.**

Authorised absence for specific incidences is available in line with Local Conditions of Service Agreements. Please refer to the Sickness Policy. Staff with childcare problems when children are ill are entitled to one day per term with salary. Any further days would result in loss of pay. This may be extended to three days in **exceptional** circumstances. Permission in all cases must be obtained from the Head Teacher and the necessary Leave of Absence form must be completed.

Absence for reasons other than personal illness or Authorised Leave of Absence will result in loss of pay.

**SCHOOL TIMES**

All Staff, unless specifically on duty elsewhere, are required to be in designated areas by 8.40 am for the start of the morning session.

At the beginning of the afternoon session, again unless specifically on duty elsewhere, Staff should be in designated areas by 1pm. All Staff are expected to supervise the dismissal of children until 3.25/3.30pm.

Any children remaining on the premises at that time should continue to be supervised until they either leave or are collected.

Where children are not collected within a reasonable time after the bell, they should be taken to the School Office where an attempt should be made by the Class Teacher and School Office to contact parents. When children are collected, they should be signed out using the signing out form located at the office. If parents cannot be contacted, this should be referred to the Leadership Team.

8.40 - The children enter school grounds (Teaching staff on duty)

9 - Gates lock

8.50 - 9.10 - Registration & Handwriting

9.10 – 9.30 - Phonics and Spellings

9.30-10.30 - English

10.30 – 10.45 - Break - children line up on playground (met by staff)

10.45 – 12.00 - Maths

12.00 - 1 -Lunchtime

1.00 – 3.25/3.30 - Teaching time

3.25 - Hometime (EYFS/KS1)

3.30 - Hometime (KS2)

**ASSEMBLIES**

Assemblies take place daily. The rota is below:

|  |  |  |
| --- | --- | --- |
|  | FS/KS1 | KS2 |
| MONDAY3-3.25pm | Whole School Assembly- Led by Leadership Team (Rota)Rules, Behaviour, Values in school |
| TUESDAY3-3.25pm | Hymn Practice- All class teachers in |
| WEDNESDAY 3-3.25pm | Votes for Schools- Led by Mr Cricthlow Current affairs, What’s in the News? Link to Jigsaw PSHE |
| THURSDAY3-3.25pm | Celebration assembly- led by Mrs Baggott | Celebration assembly- led by Mr Davidson |
| FRIDAY3-3.30pm | Class assemblies for parents- themed – Led by Head Teacher |

**STAFFING AND AREAS OF RESPONSIBILITY**

The school has approx. 300 full-time pupils on roll and caters for children from 4 years to 11 years old.

**RESOURCE AREAS**

There are two social staff rooms. The social staff rooms are situated in the main corridor near the large hall in KS2 and opposite the KS1 hall. In here you will find tea and coffee making facilities.

Each classroom is equipped with an interactive whiteboard, a store room or other storage and other day to day resources. There are, however, a number of specialist resource areas situated around the school. The Art resources cupboard, is situated in the KS1 building. The Music resources are kept in the music classroom (KS2 building). Maths resources are stored in classrooms. The KS1 Library is located opposite the EYFS. The KS2 library is situated along the KS2 corridor. If you have any difficulty locating appropriate resources for your class, please see the subject leader or Phase Leader.

**i) General Capitation Stock Cupboard**

This is situated near the office. You can order stationery through your phase leader. The stock can then be collected at a convenient time.

**ii) Reading Scheme**

Reading at Busill Jones is of high importance and it is crucial that all staff value reading and promote the Love of Reading daily. The home reading books are book banded and stored in bookcases along the main corridor. They are arranged in colour bands with the lower book bands being nearer the KS1 classrooms and progressing to the higher levels situated nearer the staffroom. Each Book Band is levelled and contains books from the following schemes; Oxford Reading Tree. There are also a variety of colour banded author books for guided reading and free readers.

**iii) Library Books**

A comprehensive selection of books, suitable for children aged 3 to 11, can be found here. The libraries will be accessed during school for children to choose books. These are allowed home with the child in their reading bag along with their Reading Book. Each class teacher is asked to ensure that the children in their class leave the Library in a tidy state after time spent in it.

**iv) A.V.A. Equipment.**

* Drop-down screen and projector – KS1 and KS2 Halls
* CD/cassette player (with amplifier) – KS1 Hall
* Digital cameras – there are a number of cameras available for staff use
* Ipads- a bank of laptops in each Key Stage
* Laptops - a trolley bank of laptops in each Key Stage

**v) I.C.T. Resources**

Each class has access to the computer suite. Here there are a number of PCs. These are available to all staff across the whole curriculum. Each class has an Interactive Whiteboard and projector. School has a number of Laptops and ipads.

There are photo-copying machines located in the KS1 corridor and KS2 corridor. These are controlled by individual codes and the amount of photocopying will be monitored by SLT.

If you have any queries regarding I.C.T. or want some advice on equipment or programmes available , please speak to either the ICT Co-ordinator.

**ENTRANCES and EXITS**

Nursery children enter and exit through the KS1 gate and the inside Nursery door.

Reception children enter the school through the KS1 gate and walk across the playground to the Reception classroom door. They exit at 3.25pm through the Reception door.

KS1 children enter the school at the KS1 gate and are met at the designated doors.

End of the day exit doors are:

* Reception – through the Nursery/Community room door.
* Year 1 Mrs Baggott will exit through the fire door next to the KS1 hall.
* Year 2 Miss Watkiss will exit through the fire door opposite the KS1 hall.
* Year 2 Miss Samra will exit through the fire door opposite their classroom.
* Year 3 and 4 Miss Harris will exit through the KS2 corridor door onto the KS2 playground.
* Year 3 and 4 Mr McGill will exit through their classroom door .
* Year 3 and 4 Mr McKenna will exit through their classroom door.
* Year 5 Mr Critchlow and Miss Hadley will exit through the fire exit onto the KS2 playground.
* Year 6 Mrs Cook and Mr Davidson will exit through Little Treasures exit door.

Please note that all external doors will be locked at 9am. Any visitors should always be directed to the main office entrance. All visitors must sign in using the electronic system situated in the main reception area and given a visitors pass. External doors to the playground must be locked during outdoor PE lessons but may remain open at playtimes and dinner times when the Staff on duty should monitor closely.

**ATTENDANCE REGISTERS**

The Register is taken twice a day - at the beginning of the morning and afternoon sessions. These are computerised and use Scholarpack. Sessions present need to be marked with a **/**. Sessions absent need to be marked with a **-**. Parents are expected to inform the school office of the reason for any absence by calling into the school office or leaving a telephone message on the absence line. Absences can be authorised in cases of illness or medical appointment, following notification from parents.

Please leave registers open in the morning, until 9.10 am when completed registers should be saved to the School Office. Children arriving after 9.00am will be given a late mark in the register. This is classed as an authorised absence.

Where the attendance officer has not received acceptable authorisation of absence, she will contact parents/carers directly. Only the Head Teacher can authorise absence other than notified illness or medical appointment. Parents requesting time off School for any other reasons MUST be directed to the Head Teacher. Staff are required to follow the Attendance Policy.

**DINNER REGISTERS**

Staff have agreed to call and mark dinner registers in order to assist Administrative staff. Staff must check lunches every day. When calling the register no distinction should be made between paying and free dinners.

**PLAYGROUND SUPERVISION**

**Before School**

A duty rota will be prepared and issued to all staff by Mandy Baggot (KS1) and Rebecca Cook (KS2). Staff will be on duty from 8.40am. Children are allowed to enter the school building and head into class. There will be activities prepared for the children such as Go Noodle, Reading or Precision Teaching.

**Morning Break**

Morning break will be 10.30 – 10.45 am. Playtime rotas are prepared and distributed in advance by Mandy Baggott (KS1) and Rebecca Cook (KS2). Children must not enter the playground until the duty members of staff are outside.

SLT are responsible for ensuring that children are adequately supervised in the classroom during inclement weather. Each Year Group will have a ‘wet play’ box, including activities/equipment that can be used.

**Indoor Supervision**

Before School, during wet mornings, staff on early duty should bring the children into the corridor. Children are required to wait in the corridor areas until their class teacher is present and can supervise them in their classrooms.

During wet playtimes, year group staff should organise supervision within their own year group. During lunch times SLT are responsible for organising supervision.

**MEETINGS**

There are regular Staff meetings / In-Service Training sessions held weekly on Monday after school. These normally run from 3.40 to 4.40 pm. A timetable of areas covered and specific venues is prepared half termly by the Leadership Team and a copy is given to all staff.

In-Service Training Days are generally timed at 9.00 – 12.00 and 1.00 – 4.00.

**MONITORING**

Teacher’s planning folders are required by the Leadership Team every week.

Other documentation may also be required on Tuesday afternoons such as children’s work, assessment folders, middle manager’s folders, curriculum leader’s folders and reading records. A timetable will be shared at the beginning of the term and posted on the Sharepoint. Written feedback will be shared with individuals and a copy retained in the Monitoring File. Subject Leaders are encouraged to keep copies of the monitoring and inform Subject Leader Action plans with identified issues and impact statements.

Middle managers are responsible for monitoring all aspects of the work within their own areas of responsibility.

The Head Teacher will conduct informal monitoring daily and may instruct the DHT or AHT’s to deputise at any time.

**LOST PROPERTY**

Where Lost Property is found, an attempt to establish ownership should be made within the immediate locale. Where this is unsuccessful, items should be taken to the Lost Property box placed in the office or KS1 area.

Children looking for items should enquire within their phase/ classroom and then be directed to the Lost Property box.

Where items of specific value are found they should be taken to the Head Teacher. Lost Property will be displayed at the end of every term and there will be an opportunity for both children and parents to view and reclaim items.

**CHILD PROTECTION PROCEDURES**

The Head Teacher holds overall responsibility for Safeguarding and Child Protection. Mrs Stephanie Field is the named Designated Safeguard Lead (DSL) and is responsibible for Safeguarding and Child Protection at Busill Jones. Staff are required to familiarise themselves with the Child Protection Policy and to inform the DSL immediately if they have any cause for concern regarding any child by completing the incident form on CPOMs. There are clear posters naming other members of the Safeguarding team around the school.

In particular Staff MUST take note of the following guidance if and when any child discloses:

**DO:**

* Reassure
* Find a quiet place to talk where you will not be interrupted
* Listen, but do not pressurise. Do not directly question.
* Ascertain the facts – Who? What? Where? When? How? Make a note of the discussion recording timing, setting and those present, as well as what was said.
* Let the child know you are pleased to have been told.
* Tell the child you believe them.
* Tell the child you will need to involve others to ensure the child’s safety in the future. Tell the child who needs to be involved and why.
* Offer ongoing support and that you will do your best to protect the child.
* Follow the School’s internal policy regarding communication in relation to child protection.
* Follow the LA Child Protection procedures.
* Talk to someone about your own feelings.
* Do record all subsequent events up to the time of any formal interview with the child.

**DO NOT:**

* Promise confidentiality that you cannot keep.
* Make false promises or reassurances about what will happen.
* Interrupt the child to inform others.
* Ask leading questions or sympathise inappropriately

**HEALTH & SAFETY PROCEDURES**

All Staff are reminded that they have a duty to look after their own health and safety and have due regard at all times for the health and safety of others on a day to day basis.

Particular attention is drawn to the need to be vigilant at all times, to prepare resources for lessons in advance, to use resources appropriate to the age and ability of the children and to organise the classroom dependent upon the activity being undertaken. Please refer to the School Health and Safety Policy.

First Aid is first and foremost the responsibility of all Staff who are required to deal with any incident in the first instance. First Aid boxes are located in all bases. All accidents and incidents must be reported in the First Aid Book. The School has several members of staff who are trained in first aid and paediatric first aid. (All staff have completed Basic Fird Aid online)

**Paediatric First Aid :**

**Julie Hayes**

**Mandy Baggott**

**Calum McGill**

**Debbie Shelley**

**Danielle Peake**

**Zoe Cooper**

**Michelle Tolley**

**Emergency First Aid at Work:**

**Dannielle Rolston**

**Andrea Bullock**

**Zoe Cooper**

**Tracy Bowdler**

**Elaine Dyson**

In the event of an accident occurring in the classroom send a child to ask for the assistance of one of our First Aiders.

In the event of a child receiving a bump to the head or any other injury, we have a standard form which needs to be sent home with the child. **It is essential that these are sent home on the day of the accident. For most head injuries parent will also be informed by telephone immediately following the incident.**

When engaged in P.E. or any activities off site ie, school visits, ensure that all asthmatics have their inhalers with them or that you have them with you. A school inhaler (Ventolin) is kept for emergencies. These is kept in cupboard in the school reception office and also in Admin office and KS1 building. We ensure that a trained First Aider accompanies every off site visit.

**FACEBOOK AND OTHER SOCIAL MEDIA**

All staff should be made aware of the following:

* References to places of work, school, telephone numbers or addresses should not be given on websites
* No references to roles at work, job titles or confidential information should be given
* Colleagues should not be subjected to inappropriate or unwanted references either in writing or photographs
* Under no circumstances should staff communicate with parents, pupils or ex pupils
* Security settings should be checked to ensure that personal information can not be seen by members of the school community

This guidance is to help staff become aware of best practice when using social media.

It may be deemed a disciplinary offence should these guidelines not be adhered to.

Should any member of staff be unsure of how to interpret these guidelines, then advice should be sought from the Head Teacher.

Busill Jones Primary School have a Facebook page which will be mainly used to communicate with parents. Staff are advised not to ‘LIKE’ this page as doing so will allow other members of the public to find and view their personal pages.

**FIRE SAFETY**

Please note the fire doors in each area in which you teach and work and ensure that access to them is always free from obstructions.

In the event of the fire bell sounding –

1. Ensure that all the children leave the building in an orderly manner through the nearest fire exit.
2. Take the register with you if it is in the classroom (if it is in the office it will be brought to you ) and lead the children to the designated assembly points at the rear and front of the school.
3. Line the children up facing away from the building and call the register.
4. Inform the Head Teacher or any other Fire Marshall if there are any children unaccounted for or if you know that one of your children is elsewhere in the building ie toilets, library, office, etc..
5. Do not return to the building.
6. Remain with your class until you are told that it is safe to return to the building.

Examine the fire procedures plan on display in each classroom and familiarise yourself with exit routes from all teaching areas ie hall, library etc.

**WELL-BEING**

The Leadership Team take the well-being of staff at Busill Jones Primary School seriously and all staff are supported both personally and professionally at all times.

Professional support includes both formal and informal guidance as well as the allocation of time when needed. CPD is available for all Staff during both individual and whole school training sessions.

Roles and responsibilities are considered according to strengths and specialisms and promotion opportunities are available where appropriate.

Personal support is also available through the School’s Line Management Structure.

School provides all morning and break time refreshments for Staff, Friends, Students, Parents, Volunteers and Governors.

We also have access to a service called Employee Assistance Helpline. They offer a variety of services for staff should the need arise. They offer confidential support, counselling and advice and a 24/7 telephone contact. They also have a website which can be accessed at employeeassistance.org.uk

**PERSONAL EXAMPLE**

Staff are expected to set a high standard of personal example through their attitudes, behaviour and appearance.

All staff are expected to dress in a smart, professional manner. Professional dress is tailored work wear and excludes linen, chinos, demin and leggings. Skirts and dresses should be just above the knee.

This will be monitored by the Leadership Team and anybody found to not be appropriately dressed will be asked to

**SIGNING IN AND OUT**

All staff are allocated an ID Badge. This ID Badge should be worn by staff during the school day. All staff use an allocated key fob to access doors – this should be kept safely and securely. All staff sign to enter and exit the school using the fob on the electronic system in the main reception.

**SCHOOL CALENDAR and Scholarpack**

All staff will be required to log onto the Learning Platform and Scholarpack at least twice a day in order to access important information such as SLT announcements, cover arrangements and calendar events. Staff must not rely on other staff passing on information.

**CLASS MANAGEMENT**

Staff are expected to take responsibility for the general tidiness and safety of their classroom / teaching area. This will be monitored by the Leadership team during learning walks and also termly by Elite Health and Safety.

It is important that children are encouraged from the earliest ages to take a degree of responsibility for their surroundings and possessions. Staff must take the lead in establishing routines for the use of equipment and materials. Where children are allowed free access to equipment, they must be taught the importance of returning items to their correct place.

Clear labelling and careful positioning of equipment and materials is essential. Staff should also ensure that floors are checked, particularly at the end of the day, in order to minimise the loss of small items.

Classroom management should extend beyond the physical boundaries of the classroom itself into the wider areas of cloakrooms and corridors. Clearly established routines, supported by regular checks and adequate supervision can help to minimise loss and damage to possessions and act as an important aid to good behaviour and safety.

**DISCIPLINE**

Discipline is the responsibility of all adults in the School and it is essential that School Policy is implemented CONSISTENTLY by all so that standards can improve across the whole school.

Staff are expected to go out and collect their classes at all times and to insist on children entering School in a quiet and orderly fashion.

When leaving the building classes must be lined up and taken out in silence by the class teacher.

Staff must ensure that children work in silence during the appropriate working sessions.

Staff must support the Leadership Team in monitoring standards of discipline, including appearance and punctuality, at all times.

**OUTSIDE AGENCIES**

**MASH**

This team consists of Child and Family Support, Educational Psychologist, Police, Educational Social Worker, Education Welfare Officer, Area SENCO. Referals can also be made to: Traveller Children service, Connexions, Housing and the School Improvement Partnership Service.

Any attendance problems should be brought to the attention of the Head Teacher, who will liaise with the EWO as necessary.

**Special Needs Support Teams**

Children requiring help/assessment will be referred by the Head Teacher / Deputy Head Teacher following determination of need under School audit procedures. Where appointments have been made to see either children or staff, please inform Administrative staff if the appointment is impractical or if the child is absent on the day of the visit.

**Social Services**

The Head Teacher / Deputy Head Teacher must be notified in the event of ANY contact with Social Services being necessary, either as part of an on-going case or in addressing a new concern.

**OUT OF SCHOOL VISITS**

When arranging out of School visits, staff should ensure that they are educationally valuable and relevant to the ages and needs of the children. When booking a visit, staff should liaise with Administrative Staff who will arrange bookings of both visits and coaches after receiving permission from the Head Teacher.

Once bookings have been made, Administrative Staff will advise of the total cost per child. An initial letter, available from the office must be sent to parents, giving details of place, date and cost of the visit. This letter also has a parental consent form attached along with an off site Health and Safety Form. Shortly before the visit a final letter should be sent to parents confirming dates and times and giving details of dress, eating arrangements and pocket money needs.

An Off Site Educational Visit Form should also be completed. A Risk Assessment must be conducted prior to the visit.

Please liaise with the School’s designated Off-Site Coordinator and follow the guidelines indicated in the Health and Safety Policy. On the day of the visit full details must be left in the School on the appropriate form.

**EXTRA CURRICULAR ACTIVITIES**

The School places great emphasis on the range of extra – curricular activities available to children. The voluntary help of many staff, over and above the nominal hour of directed time, is recognised and greatly appreciated.

**APPRAISAL**

The School supports and recognises the value of Work Review and Appraisal. The School Policy will be agreed and the cycle of Appraisal will be implemented.

All applications for Threshold (UPS1) must be submitted to the Head Teacher preferably before February Half Term.

The commencement date for UPS1 will usually be the following September but will be at the discretion of the Head Teacher.

Staff may access the threshold forms through [www.teachernet.gov.uk](http://www.teachernet.gov.uk). The application can be made once you are on M6 of the Teachers Pay Scale. Please attach a letter of application addressed to the Head Teacher and Chair of Governors to your application.

Progression onto and through the Upper Pay Spine will be reviewed on an annual basis by the Governing Body.

**WHOLE SCHOOL DEVELOPMENT**

School Development planning is an ongoing process which culminates in a written document produced annually. All Staff are invited to contribute through both formal and informal channels.

**SELF EVALUATION**

Self Evaluation is ongoing. All staff are invited to contribute through both formal and informal channels.

**STAFF DEVELOPMENT**

In service training requirements are prioritised from development planning and individual needs raised either verbally or through annual professional development interviews and questionnaires.

**CODE OF CONDUCT**

The School has a few important rules. The staff are asked to help in their implementation. These rules aim to make the children’s life in school safe, happy and one which allows them to learn.

**OUR SPECIAL RULE:**

**“ALWAYS TREAT OTHERS AS YOU WOULD LIKE**

**THEM TO TREAT YOU.”**