

Wheatley Hill Primary School

A Guide for School Staff Members and Governors.



Staff Handbook

September 2025
Headteacher – Mr Alan Scarr

School Vision | Staffing Information | Routines | Safety | Policies

Welcome to Wheatley Hill Primary School

The purpose of this Staff Handbook is to give clear guidance to staff members as to our expectations for staff behaviour and professionalism at work. It is intended that staff use it in conjunction with other key documents and policies including your statement of particulars. The staff handbook will be updated as necessary to ensure that the information is current.

The Staff Handbook is the “one stop shop” for most of the information relating to working at Wheatley Hill Community Primary. The Staff Handbook is regularly checked for inaccuracy or out of date information, but please let us know if you spot anything inconsistent with current school policy, or you have a suggestion for improvement.

Thank you,

Mr A Scarr

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Our School

“Imagine a great, ocean-going sailing ship with a strong, wooden frame and masts covered in sails towering high above the waterline. A great ship of this nature does not reside in the safety of harbours and shallow waters but faces the trials and grand adventure of the high seas.

Our school is this ship, our staff and pupils its dedicated crew. It does not belong in the forever calm, safe waters of shore but driving forward in the search for challenge, understanding and knowledge, taking calculated risks in our pursuit of the grand adventure ahead. Our teamwork, resilience and commitment to learning support us as we move forward on our incredible journey. They say a smooth sea never made a skilled sailor.”

Why are we here?

“A caring, inclusive school at the heart of the local community. We believe that quality learning takes place both inside and outside the classroom.”

How will we do this?

“The Wheatley Hill Way -

We care for each other; we look after our learning environment and we make sure the children get the best deal possible.”

What will we do?

- Offer an innovative, high quality curriculum, scaffolded to meet the needs of all our pupils, demonstrating a commitment to inclusion, equality & opportunity for all.
- Create a friendly, caring and exciting environment where the children feel confident, valued and motivated to learn regardless of pupil abilities or starting points.
- Continually develop the quality of teaching & learning, offering approaches and resources that promote inclusion and extend valuable learning experiences.
- Offering a broad range of real life learning opportunities & experiences within and outside of the classroom.
- Encourage children to take responsibility for their own actions to help them become contributing citizens of society.
- Encourage not only academic values, but also those pertaining to cultural and moral issues.
- Develop resilience and risk taking, allowing children and staff to experience success and failure.
- Teach children to think about themselves and others, both inside and outside of the school community.
- Prepare children to become independent, active members of their community and develop an appreciation of their own and other cultures.
- Celebrate the diversity, which our pupils and their families bring to school life and the diversity around us in our region, country and world!

Our Why?

Our “why?” is to create a school where every child achieves through a relentless focus on high quality teaching & learning supplemented by an exciting, innovative curriculum, which embeds the application of basic skills, outdoor learning and developing “Oneself” effectively. At Wheatley Hill Primary, our approach to education is built upon the belief that all children should be given opportunities to develop to their full potential. We have built our whole school culture around the underpinning belief that children have three main educators in their lives and that we must support these to the best of our ability. The educators, which affect our children, are considered in an order that we believe is hierarchical based on the impact they have on the children.

1. Parents, Carers and Family

At Wheatley Hill Primary, we believe the most important educators in any child’s life are the family members – parents, carers and other members of the family. We deploy a Pastoral Team, Inclusion Team and support services, as well as the hard work of all of our staff members, to create a strong partnership with parents through improved communication and a shared understanding of the classroom curriculum leading us to a greater consistency between home and school environments.

2. Teaching & Learning within School

In school, we have developed a framework to promote outstanding teaching - *A Model for Outstanding Teaching*, which clearly defines the steps our teaching approach follows in order to engage and inspire pupils. Our teaching model is underpinned by ensuring children have a sound understanding of basic skills and language. We also believe that a good understanding of “self” is also critical for children to be successful and manage their own feelings effectively – Self Regulation. Our approach to teaching in school can be found within our detailed Teaching & Learning Policies.

3. A Quality Learning Environment

We believe that children can learn without the presence of adult support and that they can, in fact, thrive if working independently in rich learning environments. To achieve this, children have access to a range of educational environments both in school and in the school grounds. Wheatley Hill Primary also provides educational visits, visitors and events that give children the opportunity to further thrive in rich learning environments. This is all effectively linked into our engaging and highly challenging curriculum.

As we continue to develop pupils academically, we will continue to ensure all children make good or better progress in reading, writing and maths, which will always be one of our core purposes. High quality training and support, from leading teachers in English, Maths and other subject areas, will equip staff members to get the best outcomes from their pupils.

Underpinning this will be:

- A progressive, exciting and inspiring curriculum, that has been specifically developed for the pupils of Wheatley Hill Primary ensuring a fluid education from 2Yo – Yr6.
- Calming, supportive and welcoming, classroom environments.
- Outstanding day-to-day Teaching, Assessment and Feedback for children.
- First-rate systems for tracking, identifying and celebrating children’s progress or identifying those early that need additional support.
- Excellent support for the needs of each child.

All learning spaces at Wheatley Hill Primary will be full of children motivated by positive, well-paced and purposeful lessons. Lessons will be delivered by staff members who are passionate about children’s success. Children’s achievements and successes will be shared and celebrated with parents and carers. Our child centred approach ensures that every child will have the opportunity to meet their full potential.

School Context

School Context Analysis (Sept 2025)

Wheatley Hill Primary School is located within a community that, although very supportive of the school, has significant levels of social deprivation. Therefore, many pupils attending Wheatley Hill Primary are entitled to Pupil Premium, have barriers to learning around attendance and often present with SEMH (Social Emotional Mental Health) related difficulties and / or SLCN (Speech Language Communication Needs) difficulties. The school has a significant number of pupils entitled to PP (Pupil Premium), which is currently 52%. The school receives substantial Pupil Premium funding to support our pupils with this entitlement and the spending and impact of this can be found in our Pupil Premium Report or the Pupil Premium Section of the SEF (School Self Evaluation).

The percentage of pupils with a SEND (Special Educational Needs & Disability) support plan is also significantly above national average figures as we currently have 51% of pupils with SEND Support Plans. Pupils with SEND are effectively supported in school and these outcomes can be seen in our school data analysis, EMP (Enhanced Mainstream Provision) Report and SENDCO (Special Educational Needs Co-ordinator) Report. The number of children with an Education Health Care Plan (EHCP) is also significantly above the national average and is currently 90. Ten of these EHCP pupils are part of our Enhanced Mainstream Provision. Having analysed the SEND data and Pupil Premium data, there is a very strong correlation in our school with many of our Pupil Premium children also being on the SEND register. This is important to note as pupils can have double impacts on our school data when analysing PP & SEND achievement. Wheatley Hill Primary School is situated in an area of significant deprivation and a more specific breakdown of the school's deprivation information follows in the next section.

Deprivation Analysis

The Indices of Deprivation provide a set of relative measures of deprivation for small areas across England i.e. Wheatley Hill, based on seven different domains of deprivation:

- Income Deprivation
- Employment Deprivation
- Education, Skills and Training Deprivation
- Health Deprivation and Disability
- Crime
- Barriers to Housing and Services
- Living Environment Deprivation

The data can give a strong overall picture of the catchment area of Wheatley Hill Primary School. Generally, 90% of pupils live within areas identified as being in the top 30% of deprivation areas nationally. In fact, over 35% of our pupils live within the top 5% of areas of deprivation nationally.

As Wheatley Hill Primary is situated within this area of significant deprivation, substantial numbers of pupils present with profound barriers to learning including:

- Social Emotional Mental Health Issues faced by pupils and parents.
- Poor parental values of education affecting attendance, attitudes and parental involvement.
- Home Issues affecting pupil learning – Domestic violence, drugs, alcohol and crime.
- Speech, language and communication needs of pupils and parents.

Wheatley Hill Primary, as a school, works extremely hard to effectively support our community and pupils to overcome these barriers. Details, impact and progress measures from school interventions and support can be found throughout the SEF, School Development Plan and Pupil Premium Report.

School Expectations

Everything we do in school will be underpinned by “**Our Core Commitments to Each Other**”. We will uphold these commitments and expect all members of our school community to abide by these. We will also hold each other to account using our core commitments if necessary.

Our Commitments to Each Other

1. Maintain confidentiality and discretion at all times.
2. Find time for each other and be supportive.
3. Show care for each other, being friendly and perceptive to the needs of each other both practically and emotionally.
4. Be honest, but sensitive having an awareness of each other’s feelings.
5. Speak professionally at all times – each other, children, families, students and visitors.
6. Don’t bottle things up but have the confidence to speak up about how you feel – worries or concerns.
7. Admire each other’s strengths and find ways to express and celebrate them.
8. Value everyone’s differences, individual styles and ways of working.
9. Welcome and accept help and support, viewing it as positive guidance and professional development.
10. Have fun and be passionate about the work we do.

To give further rigour to “**Our Core Commitments to Each Other**”, we have created a set of “**Our Expectations**” which give a clear indication as to how we at Wheatley Hill Primary expect our staff to maintain and work to apply “**Our Core Commitments to Each Other**” effectively.

Our Expectations

We Must :

- Have high expectations at all times.
- Be positive and approachable (Even during non contact time)
- Be punctual (inc. Arrival, lunchtimes etc) and well organised.
- Always be dressed appropriately, setting a good example to pupils – professional clothing or branded school casual wear.
- Keep pupils safe and secure – following all school policies inc. Health & Safety, Safeguarding & by ensuring high standards of school hygiene.
- Be supportive of each other, always assuming a positive intent from everybody.
- Communicate effectively including verbal & non-verbal methods.
- Encourage positive behaviour and follow school’s behaviour policy.
- Remember our role as a professional both in and out of school.
- Work as a team to meet areas identified in SDP (School Development Plan)
- Give effective feedback to staff and pupils.
- Be supportive of all areas of school life.
- Be flexible and adaptive to changes at all times.
- Set positive examples for pupils by being a good role model
- Ensure confidentiality is upheld at all times.
- Manage work spaces and resources effectively and avoid wastage, untidiness & hazards.
- Understand lesson observations, work moderation and performance meetings are to ensure the best practice in school is identified and shared in school. See this as a positive opportunity to show how good we can be.

- Follow usage of mobile phones and social media inline with usage policy.
- Ask for help or CPD if it is needed.

Teaching Staff Must:

- Have a professional and positive attitude towards staff, parents and pupils at all times.
- Plan, deliver and reflect upon interesting, engaging lessons that challenge pupils.
- Keep accurate up to date assessments, which are used to inform next steps of learning.
- Use assessment strategies effectively to inform next steps in pupils' learning.
- Ensure inclusion for all learners.
- Have clear, effective routines in place.
- Reinforce basic skills in all subjects.
- Plan purposeful educational visits and ensure paperwork required is submitted well ahead of time.
- Plan effective lessons to ensure pupils make progress each lesson.
- Be prepared and have excellent subject knowledge.
- Challenge all pupils regardless of ability.
- Use ICT, resources and support staff effectively to enhance learning.
- Set challenging pupil targets.
- Produce accurate and informative reports.

Classroom Based Support Staff Must:

- Be willing to work in all settings with a focus on enhancing learning.
- Support staff and pupils when and where needed.
- Be involved with the planning of lessons (if appropriate) therefore knowing what resources and support are needed.
- Be inspiring, motivational and challenging.
- Have a secure understanding of any interventions that they are involved in delivering.

Governors Must:

- Attend meetings frequently and give "apologies" if unable to attend.
- Be willing to attend CPD events.
- Support a subject leader in the management of their curriculum area.
- Keep up to date with changes, events and the life of the school.
- Challenge senior leaders so that effective deployment of staff, resources and premiums secure excellent outcomes for pupils.
- Challenge leaders about variations in outcome data for pupil groups, especially between disadvantaged and other pupils.

Learners Must:

- Arrive at school promptly and appropriately equipped.
- Wear the school uniform proudly and tidily (inc. appropriate footwear)
- Follow the school behaviour policy (Relationships).
- Be polite, kind and helpful at all times.
- Have fun, be engaged and be inspired.
- Know and understand their next steps to learning.
- Know how they can progress and “get good at this”.
- Make progress every lesson.
- Be able to use ICT to support their learning.
- Be able to take risks, be resilient and reflect upon their learning.
- Know what support is available and use this to further their learning.

Learning Must:

- Include moments that amaze, wow and enthuse.
- Give children and opportunity to discuss, analyse and build vocabulary.
- Be fun, active and practical (Include time to think and to practice).
- Be co-operative and involve everyone.
- Be engaging, exciting and inspiring.
- Challenge and support.
- Be modelled and initially scaffolded.
- Take into account all learning styles and preferences – give choices.
- Build up to and ensure the ability to work independently.

Positive Relationships & Behaviour Expectations

Behaviour for Learning: The Wheatley Hill Way

We care for each other; we look after our learning environment and we make sure the children get the best deal possible.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour set out the expectations, relentless routines, and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book *'When the adults change, everything changes.'* Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

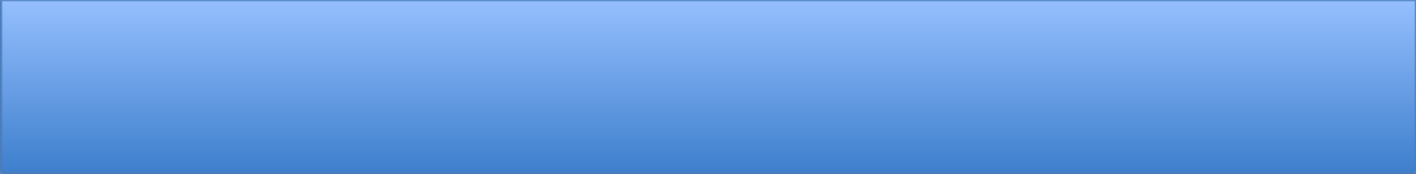
Our school has three simple expectations: **'Be Ready, Be Respectful, Be Safe,'** which are applicable to a wide variety of situations. These expectations are displayed in each classroom and are explicitly taught and modelled by all members of our school community.

Defining our Expectations – “Be Ready, Be Respectful, Be Safe”

Be Ready - Being ready to learn in any school is key to a successful and enjoyable day. This means coming to school in the correct uniform, with all the necessary materials like Reading Book, PE Kit and any completed homework. It also involves arriving on time, as good attendance is crucial for staying on track with lessons. But readiness goes beyond just the basics; pupils should come to school with a positive attitude, eager to listen, participate and try their best. Being ready to learn looks like pupils sitting quietly at their desks, raising their hands to ask questions, and having valuable relationships with their teachers and classmates. When children are prepared and focused, they help create a classroom where everyone can learn, grow and have fun together.

Be Respectful - Children's views on the definition of respect can vary significantly based on their home circumstances and social context. In homes where open communication, empathy and mutual regard are emphasized, children may see respect as a two-way street, where their opinions are valued and they, in turn, value others'. Alternatively, in environments where authority is strict or respect is demanded rather than earned through positive relationships, children might associate respect more with obedience and fear rather than mutual understanding.

Social context also plays a role; children from communities that emphasize collective values & positive relationships may view respect as closely tied to cooperation and group harmony, while those from more individualistic backgrounds might see it as linked to personal achievement and self-respect. Given these diverse perspectives, it's crucial that we clearly define what respect means within our school community. By establishing respect as grounded in kindness, consideration, and mutual understanding, we create a shared standard that guides all interactions and helps pupils develop a positive and inclusive sense of respect, regardless of their background.



"Respectful" is an adjective that describes someone or something showing kindness, consideration and regard for others. Being respectful involves recognizing and valuing others' feelings, rights, opinions and traditions. It encompasses polite behaviour, courteous language and thoughtful actions, that demonstrate appreciation toward individuals or groups.


Examples of respectful behaviour include:

- *Listening attentively* when someone is speaking, without interrupting.
- *Using polite language*, such as saying "please" and "thank you."
- *Acknowledging others' perspectives*, even when they differ from your own.
- *Honouring cultural traditions* and practices of others.
- *Being considerate* of others' time, space and feelings.

In essence, being respectful fosters positive and productive relationships by showing that you value those around you.

Be Safe - The importance of being safe in school, both physically and emotionally, cannot be overstated. Physical safety ensures that pupils are protected from harm, accidents, and potential dangers, allowing them to focus on learning without fear. Equally important is emotional safety, which involves creating a supportive and inclusive environment where pupils feel valued, respected, and free from bullying or discrimination. When pupils feel safe on both levels, they are more likely to engage fully in their education, build healthy relationships and develop the confidence to express themselves. A safe school environment fosters well-being, encourages academic success, and helps pupils establish excellent relationships with peers and adults.

However, we also understand that for some children, following our behaviour expectations is beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted interventions and rewards to reinforce positive behaviour. (See Behaviours that Challenge Policy)

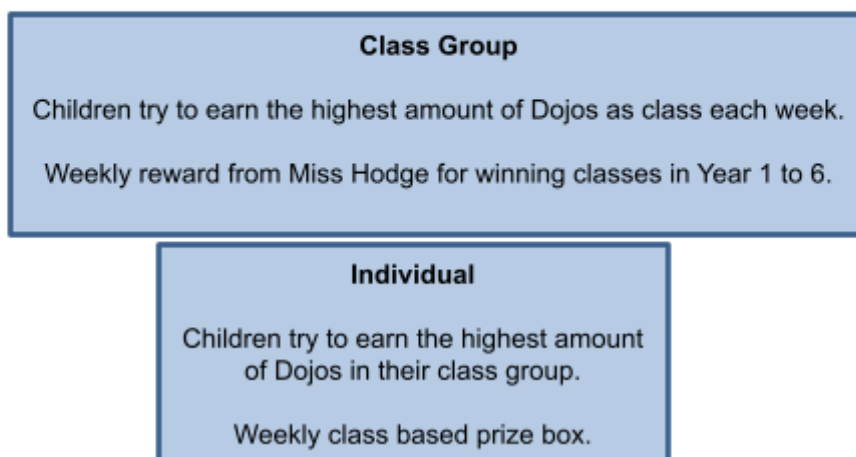


School Reward Systems

We recognise the use of specific, quality feedback as being the most effective technique for promoting and reinforcing positive pupil behaviour. When we give feedback at any point in school (positive or negative), we expect staff members to be specific i.e. tell the pupil exactly why you appreciated what they did rather than simply saying, "well done". When giving feedback, we also expect staff members to be clear when setting targets and next steps i.e. Next time you should....

Staff members are also able to praise pupils with small reward items like stickers. Larger rewards are given through Class Dojo. In order to maintain consistency across school, we are now expecting all staff members from Years 1 – 6 to operate the Class Dojo rewards system. This is a points based reward system where pupils are rewarded with a Dojo point for a range of positive actions. All staff should award one Dojo at a time. Dojos are to be awarded for a wide range of positive behaviour such as good manners, focused work or being a good friend. The reason should be communicated to the child verbally when they receive the Dojo.

Children can earn three tiers of rewards for collecting Dojos:



Individual achievement is rewarded each week by identifying the children who have the greatest amount of Dojos in each class / house. These children will receive a prize from the class prize box. The points will reset each week, giving the children a fresh opportunity to work towards a reward.

Class group achievement is rewarded each week from Miss Hodgkinson or Mr Smith in the Celebration Assembly. Each week, the class with the highest amount of points will receive the dojo trophy and a surprise to take back to their class.

School Expectations of Behaviour (Pupils)

At Wheatley Hill Primary, all staff must have high expectations of all pupils at all times and therefore poor behaviour cannot be accepted at any time. Regardless of the time of day, location or member of staff, it is expected that any identified incidents witnessed by a member of staff will be dealt with quickly and effectively.

In school, we use a “Relationships & Choices” approach to behaviour management, which is operated through our classroom / school ‘Relationships & Behaviour’ Policy. We believe that it is vital that the focus is upon those children who display positive behaviour rather than on negative behaviour and we use praise and our school rewards system to celebrate children showing excellent behaviour in school. Our staff must be able to identify and distinguish between behaviour that is chosen and behaviour that is being driven by an underlying SEND / emotional need that is not being met and respond appropriately.

If behaviour is being driven by an underlying SEND or emotional need then staff members should speak with the SENDco in order to look at the pupils SEND Support plan as a different type of behavioural support may need added onto the plan i.e. Zones of Regulation.

When behaviour is chosen, (i.e. the child is actively choosing not to comply) and a child decides not to follow the school’s expectations after several chances then it is vital that appropriate that support is needed.

It is important that messages are clear and consistent as this will also help to reinforce the boundaries of acceptable behaviour. In order to facilitate this, we use a school ‘Relationships & Behaviour’ procedure.

Relationships & Behaviour

Step 1: Reminder

Outline expectations – if at any point a pupils fails to meet the expectations. Politely remind them.

- * Consider use of classroom support.
- * Positive Reinforcement.
- * Additional resources to complete task.
- * Look for opportunity to give praise.
- * Proximity Praise of others.
- * Reinforce good listening - Sitting, Looking & thinking.
- * Use of Zones of Regulation.
- * Use of red and green cards with visual choices

Be Ready, Be Respectful, Be Safe

Step 2: Yellow Card 1

Should be used to allow pupils to catch up on their learning and for the teacher to hold a brief Restorative Conversation.

Pupils will stay behind **5 minutes** of next break / lunch to catch up with learning time and have a restorative conversation.

- * Pupil may be offered additional adult support.
- * Pupil may be offered a quiet space in the classroom to re-focus / Self - Regulate for 5 mins.
- * Use of Zones of Regulation display.

Caution One

Step 3: Yellow Card 2

Should be used to allow pupils to catch up on their learning and for the teacher to hold a brief Restorative Conversation.

Pupils will stay behind **10 minutes** of next break / lunch to catch up with learning time and have a restorative conversation.

- * Pupil may be offered additional adult support.
- * Pupil may be offered a quiet space in the classroom to re-focus / Self Regulate.

Caution Two

Step 4: Red Card

Pupil will be removed from classroom and taken to Ready to Learn Room by classroom staff.

Children remain out of class and supervised by the Pastoral Tem, until the teacher / classroom staff can conduct Restorative Work.

The child will be returned to the classroom following Restorative Work as soon as they are Ready, Respectful and Safe.

* See "Home Call"

Time Out

Step 5: More Help

On-going poor behavioural choices: Multiple RCs or V&A.

Use classroom phone to call on further support if needed. Pupil will be supervised & supported.

- * Behaviours of Concern Policy.
- * Behaviour Support Plan

Withdrawal

- * Give pupils thinking time between Reminder / Cautions, walk away and come back two minutes later (if possible).
- * Offer choices to pupils – Red / Green Cards – Encourage children to make a “Green Choice – Self Regulation”.
- * A pupil may progress directly to Red C3 / C4 due to violence, aggression and endangering others.
- * Don’t send pupil work to “Ready to Learn”; Pastoral Staff to provide Zones of Regulation Work.

Ready to Learn Prerequisites

To ensure that the Ready to Learn approach is consistent and effective across the school, staff should make sure the following strategies are implemented and steps are followed.

To better equip children to self-regulate, staff should:

- Encourage the children to check in using the classroom Ready to Learn display
- Complete regular work on the Zones of Regulation in class.
- Give children time to make the right behaviour choices when escalating through reminders and cautions
- Step away from the confrontation and allow the child to think about their actions.
- Offer children simple choices to help them calm or refocus.
- Use red and green cards to offer visual choices

To ensure behaviour can be deescalated effectively, staff should:

- Ensure that Sensory (busy/calm down) boxes are available, resourced and maintained in class.
- Ensure appropriate sensory resources are available.
- Ensure key workers are well-informed on possible strategies to use be used and follow the children's behaviour plans if they have one.
- Establish a safe place in class that children can go to if they are becoming distressed.
- Ensure children know that they are not to leave the classroom without permission to seek out other adults.
- Ensure children who need it have a red and green card with visuals

All Staff will:

- Demonstrate unconditional passion, care and compassion towards all members of our school community.
- Know their classes well and develop positive relationships with all pupils.
- Always redirect pupils by referring to 'Be Ready, Be Respectful, Be Safe.'
- Focus on effort, not achievement.
- Celebrate when children go 'above and beyond' expectations.
- Be calm and give 'take up time' when going through the behaviour pathway.
- Never ignore or walk past children who are behaving inappropriately.
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others.
- Relentlessly work to build mutual, professional relationships with parents, carers and the wider community.

Steps for Dealing with Poor Behaviour Choices

Step 1: A Reminder of the rule

Delivered calmly and respectfully, in private where possible.

Step 2: Caution One (Yellow Card)

Delivered in private, to make the child aware of his/her behaviour and clearly outline the next steps if he/she continues, e.g., having time out. Use the phrase *"think carefully about your next step."*

Pupils will stay behind **5 minutes** of next break / lunch to catch up with learning time and have a restorative conversation.

Step 3: Caution Two (Yellow Card)

The adult speaks to the child in private, giving him/her a final opportunity to engage. Offer him/her a positive choice to do the right thing and use the micro-script. Pupils will stay behind **10 minutes** of next break / lunch to catch up with learning time and have a restorative conversation.

A child receiving a C2 will have this recorded in CPOMS at the end of the day; a C2 shows a significant period of wasted learning time. Children receiving multiple C2s will have a "Stage One/Two Behaviour Tracking Record" initiated to try and identify triggers and risk indicators.

Step 4: Time Out

If the child hasn't engaged after the third reminder, then they will be removed from the classroom for a Time Out and supervised by a member of the Pastoral Team. The child will be able to return to class once the teacher / classroom staff member has held a restorative conversation and the child is Ready, Respectful and Safe.

Time Out will be followed by:

- A phone Call Home, whereby parents will be invited into school to discuss the incident with a Team around a Child Approach.
- A written account of the incident will be given to parents for them to sign / acknowledge
- A detailed account of the incident, actions and next steps will be made on CPOMS

Step 5: Withdrawal

Children receiving multiple C3 instances or displaying significantly challenging or Violent Behaviour will be supported through our Behaviour of Concern Policy. This will include the use of supervised, supported withdrawal, where their teaching & Learning will take place in a different location either within the school Pastoral rooms or at an Alternative Provision.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the adult, who initially dealt with the behaviour (supported by a member of the Pastoral Team or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, questions will be simplified and there will be more emphasis on ensuring the children know why their behaviour was wrong and how they can make things better next time. However, older children will have opportunities to explain their actions and put forward their side of the story. This might happen at break time, during a conflict, or at another suitable time. There are 6 questions that will be used for older children:

- What has happened?
- What were you feeling at the time?
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

Following the restorative conversation, the adult will then initiate the appropriate follow up action i.e. parental phone calls, meeting invitations etc. In addition, Behaviour Formulation meetings (involving SLT members) will be held following more serious incidents of poor behaviour. As an inclusive school, we will do our utmost to work with the children and families involved to reach a resolution that is fair and proportionate.

Serious Incidents

Some incidents may require an immediate action and withdrawal away from the classroom. The SLT is informed as soon as possible so the incident can be recorded and monitored as necessary. Staff should use professional judgment and ensure that actions are consistent and proportionate to the circumstances. Where necessary, a bespoke behaviour plan will be implemented. Parents will be informed. Exclusion is the last resort and is at the discretion of the Headteacher.

Children may progress directly to a timeout due to violence, aggression or endangering others. SLT can be reached on the telephone for support, if needed. All violent or aggressive incidents and removals from class must be recorded on CPOMS by the adult who has given that consequence.

Practical Strategies to Support Pupil Behaviour: Modelling Positivity

A Model of Positivity – Top Tips for Staff

- Smile - Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere verbal praise.
- Give stickers & Dojos
- Send positive notes.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, do not let sleeping dogs lie.
- Use subtle praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous, but everyone wants to feel important.
- Create class displays and classroom environments that scream high expectations and that you have passion and care of your environment – The Wheatley Hill Way.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they cannot.

Habits of Adults Who Manage Behaviour Well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree routines/expectations with their class and consistently apply them with positive and negative outcomes. (Relentless Routines)
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted, and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Effective 30-Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which expectation/routine it contravenes.
3. Use our "Red & Green" Choices, whereby the pupil can appropriately self regulate or will receive the sanction (Caution 1,2 or red card).
4. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
5. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later but do not engage in "Secondary Behaviour".
6. Look around the room with a view to catch somebody following the rules.

How to Land a Difficult Message, Softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue: '*You can do this; you are intelligent and able.*'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, calm tone.
- Remind yourself that the sanction is a sanction only, not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the Conversation

When learners try to argue, shift the blame, or divert the conversation, you can either:

Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat, the more effective it will be. Try slowing down the request the second time you repeat it and use gentle eye contact to reinforce.

Or...

- Use an appropriate refocusing line (See Below) to bring the conversation back to the script. This allows the student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner:	Adult:
<ul style="list-style-type: none">• <i>'It wasn't me.'</i>• <i>'But they were doing the same thing.'</i>• <i>'I was only...'</i>• <i>'You are not being fair.'</i>• <i>'It's boring.'</i>• <i>'You are a ... (name calling).'</i>	<ul style="list-style-type: none">• <i>'I hear what you are saying...'</i>• <i>'I understand...'</i>• <i>'Maybe you were ... and yet ...'</i>• <i>'Yes, sometimes I may appear unfair...'</i>• <i>'Be that as it may...'</i>• <i>'I am sorry that you are having a bad day.'</i>

Get-Out Line

If the conversation is becoming unproductive, try:

"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, positive conversation."

Ready to Learn FAQs

Reminder / Caution 1

Q: What should be immediately offered to a pupil after receiving a reminder?

A: Positive Reinforcement to get back on task, work support by an adult or if required, a detachment from the main activity such as a quiet space, fiddle toy, sand bowl etc. to calm or refocus. Use of red and green cards with visual choices. Use timers to manage time given effectively.

Q: Where should pupils go if they need time to re-focus after being given a caution?

A: Within the classroom or middle room at an alternative work station or designated area.

Q: Who is responsible for facilitating the consequences of a caution (5 minutes Restorative Conversation)?

A: Classroom staff are responsible for facilitating the consequences of a caution – this is because we want the staff to be empowered to manage their own class' behaviour and rather than becoming dependent on support from senior staff, which may not always be available.

Q: When and where should a pupil repay the missed 5 minutes of activity?

A: Pupils should repay the time in the break time immediately after the session or at the start of lunch. If the incident happens in the Pm, this time can be repaid during any end of the day free choice / discussion time. (We do not want this time to carry over to the next day – we always try to start a new day afresh.)

Caution 2

Q: What should be immediately offered to a pupil after receiving a Caution 2?

A: Positive Reinforcement to get back on task, work support by an adult or if required, a detachment from the main activity such as a quiet space, fiddle toy, sand bowl etc. to calm or refocus. Use of red and green cards with visuals. Use timers to manage time given effectively.

Q: Where should pupils go if they need time to re-focus after being given a Caution 2?

A: Within the classroom or middle room at an alternative work station or designated area.

Q: Who is responsible for facilitating the consequences of a Caution 2 (10 minutes off next break/lunch)?

A: Classroom staff are responsible for facilitating the consequences of a C2 – this is because we want the staff to be empowered to manage their own class' behaviour and rather than becoming dependent on support from senior staff, which may not always be available.

Q: When and where should a pupil repay the missed 10 minutes of activity?

A: Pupils should repay the time in the break time immediately after the session or at the start of lunch. If the incident happens in the Pm, this time can be repaid during any end of the day free choice / discussion time. (We do not want this time to carry over to the next day – we always try to start a new day afresh.)

Time Out

Q: Where should a pupil be taken after receiving a time out?

A: Pupils should be taken to the Ready to Learn Room where the Pastoral Team are designated. Pastoral Team will allocate a designated "RTL" workspace. Please do not take pupil workbooks or tasks. You can provide these back in the classroom, once the child is compliant and once a restorative conversation has taken place. Work is available in the drawers in the Ready to Learn space, at a range of different levels. The pastoral Team will not have a conversation with the child about what has happened, they will supervise the child until the classroom teacher's next available time to come and restore the relationship with the child.

Q: Who should remove a pupil from activity after receiving a time out?

A: Generally, classroom staff should remove a pupil from activity. However, all members of the SLT will support if needed. Simply, telephone the pastoral team if you feel that you need support. We all have a duty of care therefore, at any time, any other staff member may be called to support in the Ready to Learn process.

Q: Who is responsible for contacting parents after a pupil receives a time out?

A: Class teacher will contact parents, at the next appropriate time, before the end of the school day, using the "Home Call" protocol – Department Heads will support this process.

Q: How long is a pupil removed from class for, following a timeout?

A: The pupil will remain in the Ready to Learn space with the pastoral team until the next available break for the class teacher – who will have a restorative conversation with the child and they are ready, respectful and safe. Pupils will then return to class, where they will be welcomed by the staff and ready to join the class. Staff must welcome back pupils and not dwell on the previous incident.

Q: What happens if the child is not ready to return to the classroom?

A: The teacher will leave the child with the pastoral team for further supervision and return at their next available break to try again to restore the relationship. Class teacher will then have a restorative conversation with the child and they are ready, respectful and safe. Pupils will then return to class, where they will be welcomed by the staff and ready to join the class. Staff must welcome back pupils and not dwell on the previous incident.

Q: Who is responsible for contacting parents after a pupil receives a time out?

A: Class teacher, in conjunction with the Department Lead

On – going Time Out incidents

Q: What happens if a pupil receives multiple time outs within a week?

A: They will be referred to the Pastoral Team for support. The pastoral Team will support with the implementation of the SEND / behavior Support plan and offer advice or make referrals to appropriate services for further support.

A pupil daily report may also be initiated and the 'Behaviour's of Concern' Policy will be followed.

Break Time and Lunch Time

Q: Who is responsible for facilitating the consequences of a caution?

A: Departmental supervising staff are responsible for facilitating the consequences of a Caution 1 or Caution 2 – this is because we want the staff to be empowered to manage instances of low-level behavior and rather than becoming dependent on support from senior staff, which may not always be available. This may include asking children to 'sit out' a specified amount of time or standing with an adult for the remainder of that break time. The incident will be considered dealt with and the classroom staff do not need to investigate or revisit – if needed, information will be recorded on CPOMS or the appropriate Department Leader informed directly.

Q: What should I do if a pupil needs to be removed from the field during active break?

A: If possible, staff on duty on the yard should try to manage the pupil themselves i.e. get the child sit out with you on a bench or hold your hand etc. However, if needed your Department Leader, should be radioed/telephoned to remove a pupil from the activity.

After School Clubs

Q: Who should be sent for if a pupil needs to be removed during after school clubs?

A: If possible, staff on duty in the club should try to manage the pupil themselves i.e. will the child sit out with you, offer extra support etc. However, if needed Department Leader should be called for to remove a pupil from activity.

Q: What are the consequences of a pupil being removed from an after school club?

A: The pupil will stay with the Department Leader or allocated adult the remainder of that session and parents will be notified. Decisions will be made as to whether the pupil may continue to attend the provision.

Outdoor Ed / Offsite Learning

Q: What should be immediately offered to a pupil after receiving a Caution 1 or Caution 2?

A: Positive Reinforcement to get back on task, close support by an adult or if required, a detachment from the main activity such as a quiet space, stand with adult etc. to calm or refocus.

Q: Where should pupils go if they need time to re-focus after being given a Caution 1/2?

A: Identify a safe area away from other pupils to re-focus, this may be the outdoor tent or bus if no space is available immediately nearby.

Q: Where should a pupil be taken after receiving a time out?

A: Pupil will be removed from the outdoor education activity. They will remain supervised for the remainder of that part of the session (Time to be determined by the supervising member of staff). Use the outdoor tent or the school transport if needed. Staff will initiate "Call 1" (add 141 to the beginning of your number to make a withheld call). Class teacher will then support the child with a Restorative conversation at their next available opportunity

Q: What do I do if a pupil still continues to be non-compliant or unsafe whilst on Outdoor Education?

A: Pupil will be removed from the outdoor education activity. They will remain supervised for the in the outdoor tent or the school transport. Staff will call school, where they will initiate "Call 2". If pupils are deemed at risk, on duty Department Leader may decide to recall the whole group or send transport to collect the pupil.

School will work together with parents/carers and children by:

- o Arranging meetings with SLT / Department Leaders when needed
- o Offering Buddy Systems in school
- o Offering Listening Matters / Counselling Services
- o Providing access to a range of external agencies and support groups such as the emotional resilience nurse or CAMHS
- o Ensure children have the correct support in classrooms – such as break out spaces, sensory items and areas

Recording Behaviour Incidents

Any significant behaviour MUST be recorded on to CPOMs, staff members are encouraged to be very specific about times, locations and reasons behind incidents as parents may want to question or request more details of strategies used when dealing with their child's behaviour. This information will also be useful to identify trends and offer appropriate behaviour support to classroom staff.

If children display any form of physical behaviour, that child's violence and aggression (V&A tracker) will be completed. At the end of the week, these must be scanned onto CPOMS. A detailed account of the incident must be recorded onto CPOMS

Effective Record Keeping & Monitoring Using CPOMS

Our **Culture of Safeguarding** ensures the safeguarding our children, families and staff members is our priority and is **everyone's responsibility**.

Significant Concern

Child has been harmed or is at significant risk of being harmed.

- Aggression / Violence
- Domestic Violence
- Drug & Alcohol Abuse
- Current / Previous CP Family

Ongoing Concerns

General concern about a child / family situation requiring further / ongoing monitoring.

- Attendance Issues
- Presentation
- Persistent Home Issues
- Ongoing Behaviour
- Family TAF

Low Level Incidents

Isolated and low level incidents.

- Low Level Behaviour Incident
- Isolated Incident of Forgotten Aspect of Uniform
- Isolated Lateness

Immediate Action

- Report the incident **verbally** to a DSL **IMMEDIATELY**.
- Log the incident accurately and in detail within the CPOMS system.
- The DSL will decide further action.

Follow Up Action

- CPOM immediately if no impact on quality first teaching.
- Otherwise, take notes if needed and CPOM that day accurately.
- DSL will action CPOMS and may take further action.

Professional Judgement

Use your professional judgement as experienced professionals working with children to decide whether to CPOMS. If in doubt, ask a DSL.

Behaviour Tracking - Timeout

All time out behaviour incidents must be logged accurately within CPOMS by the member of staff issuing the Time Out as this will allow us to draw together a picture of behaviours, triggers and possibly identify areas for school development. A member of SLT will then add the outcome of the time out process onto the CPOM if required.

If you fail to update CPOMS with Time Out behaviour incidents, you will be asked verbally or sent a written reminder.

Behaviour Formulation Meetings or Behaviour Contract Meetings

These will be recorded in CPOMS. Behaviour Contracts and logs must be scanned into CPOMS, as well as any reduced timetable plans or reintegration documentation - these may inform future TAFs or be used as evidence in any exclusion cases.

All documentation must be scanned on to CPOMS at the end of each week. The following may be scanned into CPOMS.

- Notes from meetings, TAFs, Core Groups etc
- Pupil Reports & Referrals
- Pupil weekly behaviour tracking sheets
- Pupil V & A Tracking Sheets & Use of Positive Handling
- Behaviour Contracts & Parental Meetings

CPOMS

In school, we operate the CPOMS record keeping system to accurately track and monitor pupil behaviour, safeguarding and equalities issues. We expect all staff to use this system to record incidents. We do not require staff members to record every behaviour incident into the system however, we do expect any higher level or dangerous behaviour to be recorded into CPOMS. Recording incidents in CPOMS is the first step towards building a case to gain further support to help manage a pupil presenting challenging behaviour.

It is the responsibility of the staff member who initially deals with the incident to record it and then link any other staff members to the incident. Members of the SLT may then add further actions or outcomes to the incident. Accurate record keeping is vital when gathering evidence to support school actions and to share with parents during meetings.

As well as behaviour, any other safeguarding / child protection concerns are also recorded in CPOMS however, as always please ensure you have also verbally informed a DSL (Designated Safeguarding Lead) so that they may decide to immediately take a further course of action.

CPOMS & Safeguarding within Wrap-around Care

- Any incidents involving safeguarding should follow the usual CPOMS reporting framework, where complex / significant incidents are reported to a DSL, who will advise on the next steps to be taken.
- Any concerns arising from wrap-around care should be recorded on CPOMS.
- Any minor incidents such as first aid, friendship issues, feeling unwell etc. should be communicated directly to a parent or guardian at pick up time.
- If it is necessary to make a phone call home, all contact phone numbers are available in each classroom
- If a child is attending the later teatime session (4:00pm – 5:00pm) and there is a message that needs to be passed onto parents or guardians, a clear message should be recorded in the 'Handover Book', which will be located in the plastic wallet used for teatime club. Writing in this book does not remove your responsibility to telephone a parent about an issue/ accident/worry etc. However, please indicate in the handover book that a call was made to avoid doubling up and confusion.

CPOMS Staff User Guide

CPOMS is a software application for monitoring child protection, safeguarding as well as range of pastoral and welfare issues. Every member of staff across school has an obligation to report any concerns they may have. CPOMS allows you to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce various reports as needed. CPOMS must be considered as a legal statement and staff must be aware that information that they record could be used legal proceedings. To ensure that staff are recording appropriate CPOMS entries, please refer to the following guidance.

CPOMS should:

- Be factual
- Provide a concise summary of an incident
- Contain a clear action
- Be professional

CPOMS should not:

- Contain colloquial, slang or unprofessional language
- Be a conversation between staff
- Contain questions or questions to other members of staff
- Be used to record assumed actions of others
- Be passive aggressive e.g. "I thought [x] had sorted this."
"I told them to sort this weeks ago."

Examples:-

Violence and aggression

This morning, [NAME] became distressed after her model fell over. [STAFF NAME] attempted to reassure her that this was OK and tried supporting her to rebuild the model. Further strategies were implemented to de-escalate the situation such as a movement break and alternative activities. However, [NAME] levels of distress increased until she was at a level of crisis. [NAME] began to climb onto the windowsill and pull down wall fixings, which were thrown at [STAFF NAME]. At this point, [NAME] was deemed unsafe. Team Teach strategies were put in place. [STAFF NAME] and [STAFF NAME] used 'caring C's' to guide [NAME] down. [STAFF NAME] and [STAFF NAME] then used a two person single elbow hold to escort [NAME] to a safe space. When in the safe space [NAME] charged at [STAFF NAME] throwing punches and kicks. To try and ensure that all involved remained safe [STAFF NAME] used a two person single elbow. [NAME] soon calmed and the hold was released after one minute.

During this incident [STAFF NAME] was punched in the face – accident / injury form to be given to office

Actions:

[STAFF NAME] to report injury to admin via form.

[STAFF NAME] to contact parents to inform them of the incident.

[NAME]'s behaviour plan to be reviewed at a parental meeting.

Team Teach

After receiving a C3, [NAME] refused to leave the classroom with a member of the pastoral team to take part in some self-regulation work. Her refusal was disruptive to the learning of the other children in the class. As [NAME] became more dysregulated, she began to lash out with her fists towards the upper body of near by adults. As a result of numerous failed attempts to reason with her and get her to walk to the 'Ready to Learn' room, [STAFF NAME] and [STAFF NAME] used a two person single elbow to escort her from the class as there was a significant risk of injury to staff and pupils in the classroom. After a few steps, she decided to move of her own accord and the guide was released.

Actions:

[NAME] spent time in the 'Ready to Learn' room to support her self regulation (C3).

[STAFF NAME] to ask [STAFF NAME] to initiate a behaviour referral.

[STAFF NAME] conducted a restorative conversation with [NAME].

Racist Incident

[NAME] came to speak to me about alleged racist remarks made to him by other children, namely [NAME], [NAME] and [NAME]. [NAME] said that they had been calling him brown and a [Racist Term], commenting on the shape of his eyes and asking where he was from. I have spoken to all involved and discussed what is and is not OK to say to other people. We also discussed what it means to be racist and what the possible consequences could be. [NAME] and [NAME] commented that [NAME] often calls them 'whitey' and is aggressive during football, kicking them and challenging them to fights.

Actions:

[STAFF NAME] will continue to monitor the situation.

[STAFF NAME] to make class team aware of the incident.

[STAFF NAME] to inform parents of the incident.

Classroom management

Ensuring positive behaviour within the classroom is the responsibility of each teacher. It is vital that consistent boundaries are established and reinforced from the first moment a child enters a classroom.

A calm, purposeful atmosphere in a classroom is conducive to effective learning. Teachers and members of the support staff should model positive behaviour at all times by the way they speak and behave to each other and to the children following our school's core commitments. A proactive approach to 'nipping in the bud' any low level disruption, at the earliest opportunity, is a key element discovered in all effective classroom environments. If a staff member decides that a child is to be removed from class (time out) we will expect staff to consider:

- The layout of the classroom
- The use of support during the lesson
- The quality of pupil engagement, motivation and involvement.
- The strategies that will be deployed by the teacher to stop this from happening again.
- Appropriate support to help the child to manage the choices that they make.

Behaviour during PPA, Visitors and Coaches

During PPA, visitors and coaches in school, we have the same expectations for behaviour of all pupils regardless. We will ensure that pupil behaviour remains consistent throughout the day especially considering that the school is spending additional monies to have specialist coaches and visitors in school. Once again, it is the class teacher's responsibility to maintain / support the behaviour of their class (even when not physically in the room). If a member of support staff, coach or visitor is finding behaviour unacceptable during sessions then initially the class teacher must use all means necessary to support the TA / coaches i.e. changing PPA time to better suit needs, adjust work left for staff, support the giving of consequences to pupils. If unacceptable behaviour continues then it is the class teacher's responsibility to refer to the Department Leader for support.

Behaviour during Break & Lunchtimes

As reiterated throughout this section, we will have consistently high expectations for behaviour in school throughout the day including big play & lunchtimes.

At break times, staff members on duty are responsible for maintaining good order on the yard / field and should use both rewards and consequences to promote positive pupil behaviour.

At lunch times, the staff in the dinner hall will use positive praise, effective feedback and reward cards to support positive behaviour. The Ready to Learn system will also be used to maintain acceptable lunchtime order in the hall, where any child on 'Time Out' will be removed. Lunchtime is a very busy period in school and we will not tolerate any unacceptable behaviour incidents.

School Expectations of Behaviour (Staff)

All staff members have a duty to be professional at work and to ensure that they always demonstrate a high degree of professionalism towards the all members of the school community. Staff members are reminded of “Our Core Commitments” and “Non-negotiable Expectations.” Staff members will be held to account using these documents and we would encourage all members of staff to reiterate these and challenge each other using these guidelines. We will not tolerate any staff member actively working against these expectations and staff members will be challenged about their professional manner, attitude and commitment to supporting the school’s vision.

Staff members should be mindful of the language they use when talking to and about the children and families we work with. This applies to all public spaces, e.g. the staff room or in public places, as there may well be relatives or family friends present, who could be offended by flippant or inconsiderate remarks.

Mobile phones

Upon arrival at school, mobile phones must be stored out of the view of children, either in a locked cupboard in classrooms or in the mobile phone lockers.

This is a safeguarding requirement in order to protect our children and staff members from accusations. Phones will remain locked in these secure locations throughout your working day i.e. 8:30 – 4:30, although they can be used within designated staffrooms at lunchtimes and breaks. This includes all pastoral and admin staff. As a member of staff, it is your responsibility as part of our culture of safeguarding to challenge or remind any staff member about ensuring their mobile phone is put away. Once again, mobile phones can be taken to the school office to use or staffroom during breaks and lunchtimes.

All staff members are reminded that it is not acceptable to have a mobile phone switched on during lessons. Neither is it acceptable for staff to talk on phones walking around the school building during the normal school day, even once the children have gone home. The on duty SLT - Mr Scarr and Miss Hodgkinson may have their phones in school in order to take calls from staff members on school visits, coordinate school matters or communicate with professional partners. The caretaker may also have access to school mobile devices as contact is also often required with third parties. Staff should take care to keep their mobiles and other personal possessions safe as the school cannot take any responsibility for any losses.

Punctuality

The majority of staff members in school operate on an 8-4 or 8:30 – 4:30 working day, although some members off staff have adjusted contracts and working times to suit the needs of the school. Most staff members have clear starting and finishing times according to the hours they are paid for. Staff members are expected to be in school, ready to work at the time their day starts. Punctuality will be monitored and poor timekeeping will be managed under the Capability Policy. If you are having issues in regards to personal time keeping etc. then please arrange a meeting with the Head teacher or Deputy Head Teacher. All staff members are required to sign into school using the inventory system.

Workplace Gossip

Here at Wheatley Hill Primary, our ambition is to provide a safe and welcoming working environment for all staff. In order to provide this, we must ensure that all staff are free from bullying & harassment (both physically & verbally). A key aspect of our Bullying & Harassment Policy, that falls within staff communication is gossip and unprofessional discussions about colleagues and other professionals in school.

As human beings, we can't help but quickly forget the positive things people say about us and focus on the negative. Humans naturally have a strong negativity bias – we naturally pay more attention to the negative than the positive.

The negative impact of work place gossip includes:-

- Destruction of professional relationships between staff members & teams
- Children not getting the best outcomes as staff are more interested in talking to other staff members, staff not in the classroom where they should be & staff
- A negative workplace culture, where staff seek out drama, develop small groups and become unapproachable.

What is gossip?

You will notice that gossip is a noun – which means it is something you “Do”. That also means that gossip is something you choose to do - and you can choose not to do. You enter into gossip by choice - you can opt out of the activity at work. In order to end gossip means to end a particular type of communication – and that can be talk, text, social media, or email communications.

- Gossip always involves a person who is not present.
- Unwelcome and negative gossip involved criticizing another person (this can be personally or professionally).
- Gossip often is about conjecture that can injure another person's credibility, reputation or personal circumstances.

Identifying gossip

Gossip usually begins with somebody in school in a place where they shouldn't be! If a member of staff tries to catch you in the corridor, or wanders into your classroom then they most likely want to draw you into gossip. Some people will even try to “recruit” you into their group in order to gain information from you.

- Have you heard about.....?
- Did you hear about.....?
- I was talking to somebody and they told me that.....!

Creating a positive workplace environment

Wheatley Hill Primary will be directly challenging staff believed to be gossiping in school, which could have a detrimental impact upon our school workplace environment. This is classed as Bullying and Harassment.

Online Safeguarding and Protecting your Professional Reputation

It is extremely important that staff members protect both the children in their care and themselves when it comes to using online devices. Staff members should take note of the following points:

- Never give your personal phone number or personal email address to parents of children you work with. If you need to ring a parent, use a school phone so that there is a record of the call. The conversation should also be recorded on CPOMS if appropriate.
- Never interact with a pupil on social media. If a pupil contacts you, do not reply and notify a senior leader.
- Keep all school-related conversations focused on school, teaching and learning.
- Make sure that your mobile phone has a password on it and is kept in a secure location in your locker. It must not be used to take photographs, video or record children.
- Log out of emails.
- Be professional on the internet - including all social media platforms.
- Do not post anything inappropriate, including comments or photos, which might embarrass yourself or the school.
- Remember, there is potential for anything you post online to be copied and distributed. Bear this in mind every time you post and be aware of your privacy settings.
- Never take a photograph or video of a child using a mobile phone or personal device.
- All staff will be required to sign an acceptable use policy at the beginning of their contract.
- If any incident does occur, notify a senior leader as soon as possible.

Snacks & Drinks

Children are not allowed sweets in school and staff are not allowed to consume chewing gum whilst working with children. Staff are not allowed to have food and drink in the classroom during lesson time (apart from water). Staff members will not walk through the main school (classroom areas & hall) with hot drinks / cans of pop for health and safety reasons when there are children in the building – hot drinks are available in the designated staffroom spaces and admin areas for visitors etc.

School Expectations of Behaviour (Parents & Visitors)

At Wheatley Hill, we welcome parents, carers and family members warmly into our school and actively encourage them to become involved with the life of the school. We have the same expectations for parents and visitors on our school site as we have for our pupils. We expect all parents, carers and visitors to consistently set a good example for pupils in school. Wheatley Hill Primary staff members are expected to address any parents, carers and visitors displaying unacceptable behaviour (low level / non – aggressive). Any parental behaviour deemed to be unsafe or dangerous is to be reported to the SLT immediately, who will either direct the parent into the Head teacher's office, ask them to leave the school site or will direct the office to contact the police.

Anti-bullying

All schools have a duty of care for pupils and staff alike and, to this end, Wheatley Hill Primary School strives to create a safe and happy environment, believing that all bullying is unacceptable, whether at home, at school, at work, in the local community or when social networking. We feel that school should provide a safe, caring and happy place for children to learn and for adults to work. If this is achieved, the school will be able to develop teaching and learning, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours.

Anti-bullying Policy

This policy's primary objective is to ensure that members of the school community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. However, bullying is not confined to school and this policy aims to make children aware of what action they can take both now and in their adult life, whether victims of bullying, or as bystanders. Our aims are to:

- Produce a safe and secure environment where all can learn without anxiety.
- Produce a consistent school response to any bullying incidents that may occur.
- Make all those connected with the school aware of school opposition to bullying.
- Make clear each person's responsibilities with regard to the school's position towards bullying.

The anti-bullying policy outlines how the school will monitor, address and record any incidents of bullying. If any member of staff feels like they are being bullied by a child, parent or other member of staff then it is expected that they will report this incident to the Headteacher, whereby the incident will be addressed. If a member of staff feels like the bullying has not been addressed by the Headteacher or involves the Headteacher then contact should be made with the school Chair of Governors (Details at School Office).

School Expectations of Dress Code & Uniform

School Uniform Expectations

Children should wear the school uniform, which includes light blue polo shirt and blue jumper / cardigan. Children will wear black trousers / skirt and dress black shoes. All staff should encourage this and speak to parents/carers of children who persistently do not wear the appropriate uniform – particularly in the EYFS so that good habits can be established. Classroom staff should monitor the uniform of the children in their class and address any children not wearing appropriate uniform. Persistent offenders will be referred to the Department Leader, who will have a supportive discussion with parents / carers. Children should not wear jewellery in school except for stud earrings, which should be removed during P.E. however if studs cannot be removed these should be covered with tape. Wearing any jewellery at school is done so at parent's own risk and the school will not take responsibility for injury or loss. The school has also recently introduced an "active uniform" to support those pupils, who prefer more casual attire as they spend more time being active in school during the "Active Break" sessions.

Staff Dress Expectations (Including Students, Visitors)

The dress code is to help you manage the impression you give to parents/carers, children and the public when you meet them on the school site. All employees are to be smartly dressed, presenting a positive and professional image of Wheatley Hill Primary at all times. Staff are expected to dress modestly and appropriately. Employees must not wear:

- Low cut tops and tops that reveal midriff and/or have slogans on them
- Blue denim jeans
- Fashion tracksuits or sports shorts (unless P.E. lesson, educational visit or non-uniform)
- Scruffy or high fashion trainers
- Clothes should not be distressed or ripped.
- Nails should be short and blunt not long and sharp
- No sliders
- Skirts which are short

Consideration should be given to the children you are working with i.e. if your children spend lots of time on the floor, skirts and heels aren't appropriate. Although not strictly dress code, you should never wear personal stereos when working in class or walking through school.

School Organisation

Breakfast Club

Breakfast Club is open for children daily and open between 7.30am and 8:40am. Children are provided with a cooked breakfast for a small charge. Children arriving between 7:30am – 8:00 will pay the full breakfast rate. Children arriving from 8:00am will pay the reduced rate.

Reception & Nursery breakfast club operates until the children begin their morning session at 8:45am. The cost for a Reception / nursery child is the same regardless of the time they arrive. The cost for EYFS breakfast provision is more because of increased staffing ratios and costs.

There is a designated leader of the “Wrap Around” breakfast club and it is their responsibility to maintain registers, collect monies and ensure children are handed over safely to the correct classroom staff at 8:45am. An additional member of EYFS staff will also be present to support the needs of children in Reception & Nursery children. This is the same for children with additional needs – a member of the base staff will be allocated to breakfast club to support. Children (with the exception of Year 1 & EYFS pupils) can make their own way to their classroom once dismissed from Breakfast Club at 8:45am. Children in Year 1 and EYFS must be handed over to a member of staff from the class. During breakfast club, staff must ensure they are well positioned to monitor the door for children arriving. The door is to remain locked at all times and parents dropping children off must use the doorbell. Children must not open the door as this poses a safeguarding risk such as an unwelcome individual approaching the door or trying to access the building.

For all children accessing breakfast club, an attendance register must be maintained and monies paid tracked so that invoices can be issued and children’s whereabouts always known. Breakfast club is to be a calm environment, where children can enjoy their breakfast in peace. Games and activities will be available to the children once then have finished their breakfast however children must remain calm i.e. not running around or being overly noisy (remember other staff members are preparing for morning lessons).

Afterschool Club

The school operates a “Wrap Around” childcare provision, which runs until 5:00pm daily.

It is the responsibility of the leader of the “Wrap Around” childcare afterschool for children in EYFS to 6 to maintain registers, collect monies and ensure children are handed over safely to parents. Children in Years EYFS-6 will have their snack at 3:30pm and will remain in the dinner hall where games and activities will be available to the children once then have finished their snack however children must remain calm i.e. not running around or being overly noisy (remember other staff members are preparing for the following day). On fine days, the children may access our onsite outdoor provision.

They are responsible for producing a weekly timetable of activities so that there is a different offer to children daily. At 4:15pm, where they will stay with allocated school staff until 5pm.

Morning Procedures

Following a recent review of the procedures for getting pupils safely into school, staff members will follow these morning procedures, with immediate effect:

- It is a parent's responsibility to bring children onto the yard to ensure their safety. This also allows some contact time between parents and staff members if required.
- The gates open at 7.30am to allow access to breakfast club.
- Children attending breakfast club may begin arriving on site from 7:30am and will enter the school directly through the school door on the yard.
- Children / families not attending breakfast club will be encouraged not to arrive at school before 8:45am.
- From 8:45am, the EYFS, KS1 & KS2 doors will be opened and monitored by a member of staff. Under no circumstances will these doors be left unattended. If, due to an emergency, a staff member needs to leave their position, they will close the door to maintain school security.
- Key Stage 1 & 2 pupils are welcome to come into the classroom from 8.45am – they do not line up in the playground, but free flow into school. A member of staff must be in their classroom from 8.45am onwards to greet their children. Staff members will be deployed on the doors, who will ensure the children come into school calmly. Parents/carers are not allowed to come into the school with their child at this time for health and safety reasons. If they want to see a teacher urgently, they should make an appointment with the office or leave any messages with staff members on door duty. KS1 classes should all have a representative on hand as parents of this age range tend to need more direct communication regularly.
- The doors will all be closed at 9:00am. Any child arriving from this point onwards, will have to enter via the Main Office. Their arrival will be recorded as "Late" as of 9am in the "Late Book" then updated in our MIS via the School Admin Team as soon as possible – any child arriving after will sign in and then this will be entered directly into our MIS via office staff.
- The yard gates will be locked from 9:00am. From this point onwards all entry to the school will be via the car park designated "Safe Route".
- Foundation Stage children and families wait in the small playground until the doors open at 8:45am when they can also "free flow" into. Again, all doors will be manned at all times. At 8:55am, all playground gates will be locked. From this point onwards all entry to the school will be via the car park designated "Safe Route".
- Climb Office – The Climb office will be open from 8:30 to take phone calls and deal with any parent queries. Children can start accessing the Climb entrance from 8:45am until 9:30am. Any children with SEND, whose parents would like them to attend school earlier than this, can be directed to or SEND or mainstream breakfast club, for the usual charges. The Climb Office will reopen at 2:30pm ready for children to be collected.

Wheatley Hill Primary – Attendance Guidelines

Attendance Awards

We are continually trying to both encourage and reward good attendance in school as we have so many children whose attendance is superb. In order to celebrate excellent attendance, we:

- Reward 100% attendance weekly for pupils.
- Celebrate excellent attendance during assembly
- Hold a “Grand Prize Draw” every term for children with attendance above 95%.

Absentees

Our school monitors children whose attendance drops to 95% or under. It is very important that you are aware of children’s attendance as only a few days off school can make a big difference to their overall attendance percentage. The table below shows how important regular attendance is for your child’s education.

Table of attendance figures			
Percentage	Days Absence	Comment	Achievement
Above 97%	Less than 6 days absence per year	Excellent Attendance	These children will almost certainly achieve their full potential in school
95-96%	10 days absence per year	Missing 2 weeks of school every year	These children are likely to achieve but could still improve their attendance!
90% - 94%	19 days absence per year	Missing one month of school every year	These children will find it hard to achieve their best in school
85% - 89%	29 days absence per year	Missing six weeks of school every year	These children will find it very difficult to keep up with work in school and are unlikely to achieve their potential
80% - 84%	38 days absence per year	Missing a year of school over the time spent in primary education	These children will find it almost impossible to keep up with their work.

Punctuality

We still have children who are regularly arriving to school late. There are occasions when last minute emergencies occur making you late which is unavoidable but when children arrive late nearly every day, it can be very demoralising and embarrassing for them. We only wish parents could see how the children try to “sneak” quietly into the classroom so they are not noticed. Further action will be taken for parents who continually bring their children late to school as it is just so unfair on the children.

5 minutes late every morning = nearly **half an hour** of lessons missed **every week**.

10 minutes late every morning = nearly **one hour** of lessons missed **every week**.

5 minutes late every morning = nearly **6 hours** of lessons missed **every term**.

10 minutes late every morning = nearly **12 hours** of lessons missed **every term**.

5 minutes late every morning = nearly **1 week** of lessons missed **every year**.

10 minutes late every morning = nearly **2 weeks** of lessons missed **every year**.

Office Procedures

Office staff are available between the hours of 8am and 9.30am and 3.30pm – 4:30pm to answer any staff queries including, pay issues, login details, purchase order enquires and any other issues they may have. Unless the issue is related to safeguarding, please avoid the school office until the allocated times.

Telephone calls home, Bumped head messages & Sickness

Calls & text messages will be made by the school office. Classroom staff will inform the school office and outline the call to be made / text to be sent. If a teacher has contacted the parent directly (pupil details in Arbor), then they must inform the office if they are awaiting a return call or a parent arrival at school. If a child is taken home due to illness or sickness then this will be recorded as a “Child Leaving Early”.

Class Box Procedure

Each department has been issued with an A4 size plastic box. The purpose of this, is to collect and deliver any letters, forms, messages or money to and from the school office and remove the need for staff to leave their classroom during teaching hours. Classroom staff must ensure all correspondence is placed in the box ready to be collected. School will be moving to a paperless & cashless approach so these will eventually become obsolete. The admin team will be collecting the box contents daily from 10:30am.

Inside each box is a master copy of staff forms, including time off request, special leave request, going out form, event checklist and lunch ordering slips. **DO NOT** use these, please make copies and keep the masters in your box.

Porters

We now have ‘Porters’, these are pupils from Year 5/6, who support the Admin Team every morning from 8.45am until 9.10am. Their duties include taking any pupils who come in late to class. Admin Staff will ensure all “porters” return to class by 9:15am.

Ordering Staff Lunch

Staff lunch can be ordered at the kitchen by 8.30am or the previous day – any orders after this cannot be processed and staff will have to make alternative arrangements.

Letters Home

If a classroom teacher wishes to send a letter out to their class or a group of children for a sports event, club etc. then a copy of this letter must be given to their Department Leader to check. This is then taken to Department Leaders Meeting for approval and given to the admin team immediately. This admin copy will be added to the “Events File” by the admin team. This will enable admin staff to answer queries from phonecalls or issue replacement letters. A one week notice period is needed for letters.

Daily Routines & Procedures

Preparing the Classroom for Teaching & Learning

Although every classroom is different and each teacher operates slightly differently with unique style and flair, there are some consistent expectations that we have in class for pupils arriving in school each day.

Before the children begin entering the classroom, teachers and classroom staff should:

- Follow the expectations set out in the Teaching & Learning Policy.
- Ensure any behaviour systems / zones of regulation are all set to green – we start each day a new.
- Ensure the classroom is tidy and the studio or SEND areas are free from clutter or prepared for learning.
- Load Class Dojo for your class and minimize for use throughout the day.
- Have Arbor open and ready to record attendance.
- Prepare your morning handwriting / language focus.
- Check e-mails for updates.
- Ensure your power points / LO's are displayed for the children's lessons

8:45am – 8:55am – Children can read, complete tasks or change reading books.

8:55am – 9:15am – Handwriting / Language focus

9:15am – 10:00am – Reading Lesson / RWI

Breaks / Active Break Supervision

It is essential that staff members are not late for duty and do not leave their allocated role during a duty. If for some reason you cannot do an active break duty (e.g. course, educational visit), it is your responsibility to organise a substitute. If you are absent on the day of a duty please inform us when you telephone your absence in, once again it is your responsibility to inform us of your agreed arrangements in school that you need covered.

- First Aid – Any minor First Aid incidents will be dealt with on the field / yard via the staff on duty - this avoids the need for children to enter school unsupervised. The member of staff dealing with the issue will ensure the incident is recorded and reported if necessary – Record on CPOMS.

Lunchtime & Lunchtime Supervision

Lunchtimes can be one of the most challenging times of any school day as children move around the building, interact with different staff members and are offered a longer break period.

Supporting Pupils in the Dinner Hall

Outstanding behaviour in the dinner hall is non-negotiable. We have this expectation of children in the classroom and at break times; therefore, the dinner hall is not an exception.

Examples of unacceptable behaviour in the dinner hall that must be challenged include:

- Shouting and being generally unruly.
- Wandering around and disturbing others.
- Making an unnecessary mess.
- Not following instructions given by lunchtime members of staff.

The 'Ready to Learn' system will be used and we will maintain excellent behaviour at all times.

We also now offer a quiet lunch room, where pupils will be able to eat in a quieter setting if they find the dinner hall to be too over stimulating.

End of Day Procedures

Children should be collected promptly at 3:30pm via the main yard or 3:15 if in EYFS. Children must be led out into the yard by a member of staff and the staff member must remain with the children until they are all collected. When classes are being led out to the yard, any EYFS child attending after school club will remain in class with a member of the after school team and any child in Year 1 to 6 escorted (Y1) or directed (Year 2-6) to the hall where they will be greeted by after school club staff members.

Any child not collected will be taken to the school office where they can be collected by parents or the office can ring home for advice. Once staff members have ensured that all of their children have been collected, they will then return to the school building ensuring that the doors are all securely closed behind them.

Children who access the Climb Provision will enter and leave through the Climb entrance way. When parents come to collect their children, the Climb admin staff will ring to base classrooms for staff to bring the children down to the entrance.

Collective Worship

We are a non-denominational school, but are very proud of our reflective ethos. Parents are entitled to withdraw their children from our simple Christian and moral based assemblies if they so wish. At Wheatley Hill Primary, we teach children about the world's religious faiths and beliefs. Our purpose is not to say one view is right or another wrong, but to give our pupils the knowledge and conceptual tools to make up their own minds. We follow the Durham Agreed Syllabus for Religious Education that seeks to give fair coverage to all the main religions, and integral to all we do is the determination to instil respect for the beliefs of others. Please see our Collective Worship Policy and Religious Education Policy for further details.

Assemblies are held regularly in the school hall or in the classroom. We also have assembly visits from the local church every two weeks and these take place on Monday 9:00am. All teachers, apart from ECTs and Nursery staff are expected to lead assemblies on occasions. Assemblies are planned using core learning themes, which are vehicles to guide the children's moral, social and cultural development. These powerful themes are carefully planned to help give children an understanding of the importance of learning dispositions. When appropriate, parents and families are invited to a class assembly, when the children can showcase some of the work done in class (this is planned and organised by classroom staff).

Celebration Assemblies

Teachers (and support staff if they choose) will prepare for the celebration assembly by choosing a child to be recognised for their achievement. They will fill in the Celebration Assembly Powerpoint with the child's name and reason for award, in preparation for an announcement in assembly. Other achievements and prizes may also be given out during the assembly for different reasons.

Monies

Any visit money should be collected by the office staff (Via the classroom box), although we prefer the use of Arbor Pay. If a child gives a member of staff money, they must record this on the cash handling sheet (if appropriate i.e. class visit) and it will be collected by the office staff as soon as possible. It is not acceptable for classroom staff to keep any money for any length of time and to do so exposes them to a potential conduct enquiry.

Administration of Medicines

Staff members, who are asked by parents to administer medicines to children (including throat sweets etc.) should refer the parents to the Office Staff, where they will complete relevant medication forms. Medicines should not be kept in the classroom where other children have access.

Inhalers should be named & dated and our First Aid Leader will link up with parents about usage in school. They should not be accessible to other children. Any questions or concerns around the administration of medication or Health Plans then please speak to our First Aid Leader.

Photocopying & Printing

There are five photocopiers in school. Please use paper wisely and where possible fit two on a page of A4. When using worksheets, always ask yourself – “Is the most effective / productive means available?” Always assess the validity of worksheets – some are legitimate and others not! This will be commented upon through workbook moderations. Photocopying should be done at the beginning or end of the school day. Staff should not be photocopying during lesson times.

Playtime Snacks/Drinks

As we are a healthy school, children are offered fresh fruit and juice at breaks. Children would not normally bring their own snacks into school (with the exception of children with medical / SEND needs). Any sweets/gum brought into school should be confiscated until the end of the day (if this is a repeat offence, Department Leaders should be informed).

Water

All children have access to water dispensers throughout the day in school. All children therefore can bring a water bottle into school, with their name clearly on it, to drink in the classroom. Please note that only water can be drunk in the classrooms as fruit juices can be very sticky if spilt. Water bottles should be either sent home weekly for a quality clean or a classroom staff member should wash and clean the class set of water bottles weekly.

PE

Children should wear the school PE kit. During the winter months, it is acceptable for children to wear tracksuit trousers/tops for outdoor games. We have an Active Uniform which children can wear for school on the days when they are taking part in PE at Coxhoe sports Centre, or on the days when class teachers are teaching PE in school.

Children who forget their PE kit are expected to watch and record notes on the lesson, or to be given a planning or evaluative role. Please inform your department Lead of any child who continually forgets to bring their PE kit, so that parents can be informed. All jewellery should be removed for PE and games. A note from parents is required to excuse a child from PE and Games due to illness.

School Educational Visits, Visits & Outdoor Adventure

Educational Visits & Out of School Learning is an essential part of a child's education and well-being. Educational visits should take place on at least a termly basis. Local area walks and visits are encouraged alongside educational visits to museums, galleries and other educational sites. Risk Assessments for educational visits must be carried out in good time, with an electronic record made via the Evolve site.

Please coordinate with our Educational Visits Co-Ordinator (EVC) in completing a written risk assessment. Risk assessments must be completed at least two weeks before the visit and a copy placed in the risk assessment file in the shared area for future use. The risk assessment must reference children with SEN and medical needs. Staff accompanying the visit must be familiar with care plans that children with medical needs have. Copies of the care plan and any medication must be taken on the visit. Written permission must be sought from parents (EV4). The school office will help with booking buses, ordering packed lunches and sending out letters with full details.

Please ensure enough time is given to make these arrangements. Staff must fill in a “Visit Booking Form” and hand it into the EVC in order for buses and venues to be booked. Children entitled to Free School Meals can have a packed lunch prepared but numbers for this must be provided to the kitchen in good time. A bucket in case of travel sickness, and a first aid kit must be carried during all trips. The teacher leading the visit must also take a list of contact numbers in case of emergency or delay and appropriate medical items (e.g. inhaler, epi-pen). A paper register should be taken on the school site on the morning of the trip and handed in before the trip departs “Going Out Form”. Staff members should ensure they have mobile phone.

Children must all have an Ev4 before they leave the school premises.

Educational Visit process is outlined below:

Item	Action	Completed By:-
Decide on Educational visit time and place	<ul style="list-style-type: none"> • Check the venue is suitable • Check the date and time is OK with online school diary and INFORM THE OFFICE • Prepare your letter and check with Department Leader • Give a copy of the letter to office staff 	Classroom Teacher in conjunction with department leader
Pupil EV4s	<ul style="list-style-type: none"> • Annual EV4 forms for Outdoor Education & General Visits within the local community • Class will maintain a copy of EV4s in going out bag and the school office will also be given a copy of EV4s. 	Classroom Teacher
Class Group Risk Assessment	<ul style="list-style-type: none"> • Each class group will require a risk assessment that outlines any medical needs, SEND support needs etc. • Use School Template • Risk assessment to be shared with all staff taking part in the visit and a copy shared with office staff and taken in going out bag 	Classroom Teacher
Individual Pupil Risk Assessment / Behaviour Plan / Medical Plans	<ul style="list-style-type: none"> • Any pupils, who present a more significant H&S risk to either themselves or others due to Medical Needs, SEND support needs or behavioural needs, should have an individualised plan in place (Signed by Parents) • Use School Template 	Classroom Teacher
Outdoor Education Sessions	<ul style="list-style-type: none"> • Completion of EVC process for all Outdoor Education Sessions • 21 Day Notice needed for EVC. 	Outdoor Ed Leader to advise
Sports Events i.e. Football, Sports Partnership etc.	<ul style="list-style-type: none"> • Completion of EVC process for all school sports events & teams. • 21 Day Notice needed for EVC. 	PE Leader can advise
Curriculum Based Visits	<ul style="list-style-type: none"> • Completion of EVC process for all curriculum based visits i.e. Beamish Museum. • 21 Day Notice needed for EVC. 	Classroom Teacher
Local Area Visits	<ul style="list-style-type: none"> • Completion of local area EVC process for all local visits – Update Termly. 	Classroom Teacher
Completion of Going Out Form	<ul style="list-style-type: none"> • Going Out Form to be completed by group leader. • A copy is taken on the trip / visit. • A copy remains in school. 	Group Leader
Return From Visit / Event	<ul style="list-style-type: none"> • Group Leader to inform the school office of any incidents to report. • Going Out Form can then be closed or incidents investigated. 	Group Leader
Closed Going Out Forms	<ul style="list-style-type: none"> • Closed forms to be scanned and added to EVC file. 	Admin staff



Going Out Forms

When classes are split for outdoor education then the class teacher should register the whole class before the group departs. The “Going Out Form” should be complete. See Outdoor Education Section. “Going Out Forms” should also be completed for smaller group trips and recorded; if leaving the premises for activities, such as swimming or netball. The “Going Out Form” acts as a register and must be available to the admin team for safeguarding and monitoring purposes. Gaps should not be left for any child in the register



Going Out of School Form

This Form Must Be Completed & Signed Before Any Pupils Leave The Premises

Class:		Group Leader:			
Visit Activity Address Tel no.					
Date:		Return time:			
EV1 (County notification)		EV3 / 4 (Parental consent)			
EV2 (risk assessment)		Letter Sent Home			
Walking		Private Firm Bus	Staff Car		
Class Teacher		Date			
STUDENTS:					
1.		21.			
2.		22.			
3.		23.			
4.		24.			
5.		25.			
6.		26.			
7.		27.			
8.		28.			
9.		29.			
10.		30.			
11.		31.			
12.		32.			
13.		33.			
14.		34.			
15.		35.			
16.		STAFF:	5.		
17.		1.	6.		
18.		2.	7.		
19.		3.	8.		
20.		4.	9.		
Additional Notes / Needs To Consider:					
<p>Emergency Procedure</p> <ol style="list-style-type: none"> GROUP FAILS TO RETURN (CONTACT BY MOBILE PHONE) NO CONTACT (WAIT 1HR, THEN SEND PERSON TO VENUE IF POSSIBLE). CONTACT 24/Hr EMERGENCY PLANNING TEAM ON: 0345 6060 365 (IF NO CONTACT IS MADE WITH THE GROUP) DURHAM COUNTY H&S TEAM : 03000 265 781 <table border="1"> <tr> <td>Emergency Contact 1. Name: Alan Scarr Tel No:</td> <td>Emergency Contact 2. Name: School Office Tel No: 01429 820594</td> </tr> </table>				Emergency Contact 1. Name: Alan Scarr Tel No:	Emergency Contact 2. Name: School Office Tel No: 01429 820594
Emergency Contact 1. Name: Alan Scarr Tel No:	Emergency Contact 2. Name: School Office Tel No: 01429 820594				

Communication

Weekly Briefing

Every Monday morning there will be a staff briefing in the dinner hall at 8:30am. This briefing will outline any events, plans and changes for the upcoming week. Following the briefing, a copy will be emailed for all staff to enable any staff who are on transport or other duties to receive the briefing information. All staff must read the weekly briefing sheet and complete the Safeguarding Scenario Discussion via their CPD Booklet.

Staff Meetings

Departmental Team Meetings will take place weekly (which will include a weekly safeguarding scenario). Staff meetings will also be held each week. An overview of the staff meetings will be given to staff members at the start of each term, from their Department Leaders and a copy shared via email. All teachers will be expected to lead staff meetings & take minutes.

Teaching Support Staff Meetings

Teaching Assistant staff meetings are held regularly to ensure there is effective communication amongst all staff. Any issues can be discussed and solutions found at this meeting. Please advise if you would like anything adding to the agenda prior to the meeting. A designated senior leader will give dates to staff members.

The Online School Diary

The online diary is key to school organisation. All staff must read the diary before they make any arrangements or bookings. All staff are expected to know what is happening in school every day and to appreciate the implications of the various events, appointments etc. You must add any bookings into the diary promptly – it is the staff members' responsibility to ensure they enter all events into the diary. The SLT may decide to cancel classroom events that are not in the diary if they believe arrangements have not been sufficiently made.

E-mail

All long term temporary/permanent staff members must have an accessible @whprimary.com email account. If you require help accessing your account then please ask at the office. All staff must check their work email at least once a day to ensure they do not miss any cover/daily arrangements etc.

Website

The various websites associated with the school are a crucial source of information and all staff are required to keep their staff and classroom webpages up to date.

Telephones

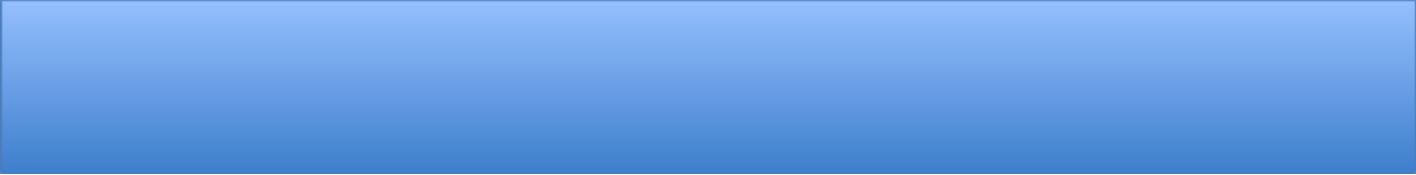
Personal calls should not be made from the main offices without consent from a member of the SLT.

Circulating Notes to Staff

We try and discourage individuals from circulating correspondence to staff via written notes. It is much better if all communication goes in an email/ tracked message board and is sent to all, however this is not always possible and notes may have to be used on occasion.

Contacting Parents

If parents would like to see teachers in addition to statutory parent's evenings and informal greetings on the school yard then they should ask you for an appointment or phone the school office and ask for an appointment to be made. Making appointments with parents allows teachers time to focus their thoughts, gather relevant materials or gather information. Other information can be communicated by letter and a copy of any classroom letters sent to parents should be saved in the "letters" file within the Staff Shared Area. If teachers wish to communicate additional information to parents, they can do this via phone or school text message. Text messages can be sent as a reminder to parents/carers. Should you want to send a text message to parents in your class, please speak to a member of the admin team. It is not acceptable practice to give your personal mobile number to parents/carers and, for your own safety, we would expect that you do not do so. We also advise that you do not befriend any parents/family members on social media and that you



use the appropriate privacy settings for your own protection. Parents should not be contacted through any form of social media. If teachers are unsure and would require further assistance, they are urged to seek guidance senior management. From time to time, parents are unsure and unhappy about action taken by the school. Staff are advised to seek the support of SLT when dealing with these issues.

Parents in School


Any events, parental visits and open classroom sessions should be co-ordinated with the school office and an "On Site Event" form should be completed.

Special Needs Meetings

If a child is on the SEND Register, SEND Support Plans are written and shared with parents termly. All other SEND meetings are planned according to need. For some children this can mean several meetings a term. If a parent wishes to discuss a child's SEND needs or level of support from school, the SENDCO should be involved and may wish to attend the meeting. Please speak to the SENDCO for further advice.

Other Parent Meetings

Throughout the year, we hold a range of meetings for parents and carers about different topics. For example, awareness session about head lice, meetings about SATs, meetings about helping children at home with Reading, Writing and Maths. Members of staff with curriculum responsibilities will be expected to lead sessions for parents/carers informing them about how we teach that subject at school.






The School Governing Body

Wheatley Hill Primary Governors are from a wide cross section of society, including staff, parents and members of the local community, bringing with them valuable skills and experience for the benefit of our school. Mrs Michelle Forrest is our Chair of Governors, and we are very proud of our Governors, who kindly volunteer their time and energy. By law, Governors are responsible for a range of school policies, details of which are readily accessible to parents from within school and via our website.

We are keen to represent the views of parents when deciding strategy and policy, and regularly consult to gain this insight, recent examples being parental feedback on homework, sex education, pastoral policies and school uniform. There are also periodic "customer satisfaction" surveys, where parents and children are actively encouraged to identify areas for improvement across the school. The results of such research are always considered carefully when formulating our school development plans for the future. Our Governors are genuinely involved in the school and are very approachable should you ever wish to contact them. A full list of Governors is available from the school office and on the school website.



Induction of New Staff Members

At Wheatley Hill Primary, we take great care and attention in ensuring all of our staff members access specialist, individualist training and induction packages.

Pre Induction Element	Tick & Initial on Completion	Notes / Further Actions
Compile Recruitment Process paperwork & Scan to Admin Drive (Application Form - signed, Questions, Tasks & Notes)		
Conditional Offer Letter Sent		
Request References (Check References & Scan to Staff File)		
Confirmation of Appointment Letter		
Creation of SAIL Account Required (General overview, expectations – Set Probation & Review Date)		
Submission of new starter paperwork (Bank Details, HMRC Starter Check, Disqualification Statement, OH Questionnaire, DBS Update Service, Pre-employment Health Dec)		
Initiate DBS Check (If no DBS Passport, Driving Licence & Proof of Address Needed to proceed with application)		
PPE & Staff Uniform Order Needed		
Order ID Badge / Keys		
Arrange ITSS Logins (System, Extranet, Email, Arbor)		
Introductory Telephone Call by Mentor (Confirm Start Date, Times, Documents to bring)		

Essential Induction Element	Tick & Initial on Completion	Notes / Further Actions
Meet Headteacher/School Office Manager for an introduction to the school (School ethos & overview of induction process)		
Check DBS and identity on first visit		
Show where to Sign in/out is kept and adhered to Inc. wearing of Lanyards etc. (Key Fobs will be signed out & Appropriate coloured Lanyard Worn By Visitor)		
Information shared regarding Safeguarding Procedures, Child Protection and Designated Leaders (Give Paper copy of KCSIE Part 1)		
Information shared regarding confidentiality and information sharing protocols (Report concerns immediately, CPOMS account needed)		
Tour of the school and facilities – fire doors, security, First Aid, smoking & car parking. (Check allocated Fob works)		
Fire, Evacuation and Emergency Procedures. (Show Fire Evac Plans on Classroom Walls & Assembly Points)		
Use of personal mobiles, dress code and code of conduct (Core Commitments & Non-Negotiables) (See Staff Handbook – Issue Mobile Phone Locker)		

Health and Safety aspects relating to individual's work environment and whole school (Complete Staff Hazard Profile & Check for any workplace adjustments needed to support a disability)		
School behaviour and rewards systems understood (Class Dojo & User Account if needed, Ready to Learn System)		
Review Staff Handbook (Go through Staff Handbook & Get them to sign as understood)		
Essential policy documents listed to be read and signed as received: <ul style="list-style-type: none"> ● KCSIE ● Low Level Concerns Policy ● Safeguarding & Child Protection Policy – L1 training needed ● Guidance for Safer Working Practice (H&S) ● Staff Acceptable Use Policies ● Behaviour Policy – Ready to Learn ● Whistle Blowing Policy ● Health and Safety Policy ● Security & Fire Procedures ● Code of Conduct 		
Additional Induction Elements	Tick & Initial on Completion	Notes / Further Actions
Introduction to colleagues, roles & responsibilities (Introductions made to Department Leader – clear expectations set around contracted hours, start / finish times, SOP)		
Where to store personal belongings (Lockable Spaces, GDPR Documents, Mobile Phone Locker)		
Location of toilets – pupils' & staff		
Duties/rotas (Outline times for duties & expectations of duties – if unable to attend a duty the responsibility is with the staff member to arrange cover)		
Staff meetings & briefings (Expectations to attend promptly & participate)		
Internal/external postal systems (Post Book & Confidential Mail)		
Absence reporting procedures (Staff Handbook – reinforce the need for excellent attendance in the work place –AMI Procedures)		
Photocopier/cameras/resources (Expectations around safe usage, wastage & GDPR)		
School ICT Access (Creation of School e-mail Address & DLG)		
Access to all school policies (School Website / Staff Shared)		
Ordering of lunch (chargeable)		
Assemblies (Timings & Expectations of staff)		
Accident forms		

(Procedures for recording of pupil / staff accidents)		
Process for support, CPD & Performance Management (Compile list of needed CPD)		
School Improvement plan		
School Based Ordering & Requisition Process (This includes reimbursements)		
CPOMS (CPOMS Access & Training in the system use)		
Arbor Training (General MIS system training – class registers)		
On Site Event Forms (Planning of on-site events)		
Off Site Activity Forms (Procedures for off-site check list forms)		
Evolve Training (Trip Planning Forms, Risk Assessments & EV Forms)		
Teacher / TA - Role Specific Training; <ul style="list-style-type: none"> ● Teaching & Learning Policy ● Subject Progression Documents ● Long Term Planning ● Weekly Planning ● Outdoor Education & Challenge Days ● Read, Write Inc Training ● LO, Work Systems & Scaffolding ● Colourful Semantics ● Team Teach, De-escalation & Ready to Learn ● SEND Support Plans 		
Admin – Role Specific Training; <ul style="list-style-type: none"> ● SIMS ● Inventory ● Deliveries & Stockbook ● Telephones & Message Taking ● Front Desk Procedures ● Resource Requisition ● School E-mail System 		
Site – Caretaking, Cleaning & Driving – Role Specific Training; <ul style="list-style-type: none"> ● H&S Policies ● COSHH ● Driver Handbooks, Daily Checks & Fuel Cards ● Lone Worker, Working at Height & Moving / Handling. ● Training in daily check process ● Machine & Chemical Training 		
SEND Provision – Role Specific Training; <ul style="list-style-type: none"> ● SEND Teaching & Learning Policy ● Subject Progression Documents ● Long & Weekly Planning ● Outdoor Education & Challenge Days ● Read, Write Inc Training ● LO, Work Systems & Scaffolding ● Colourful Semantics ● Team Teach, De-escalation & Ready to Learn ● SEND Support Plans ● Working with OT, EP, SALT ● Use of workstations, sensory rooms, soft play 		

Our Culture of Safeguarding

“Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children working with social care, the police and health services both to promote the welfare of children and protect them from harm.”

Why is safeguarding & child protection important?

All children have a right to protection against abuse, neglect, exploitation and violence and many organisations have a statutory duty to safeguard and promote the welfare of children and young people. A successful approach requires multi-agency collaboration and a recognition of child well-being at the heart of what we do.

What is the difference between child protection and safeguarding?

Safeguarding, and promoting the welfare of children, is a broader term than child protection. It encompasses protecting children from maltreatment, preventing impairment of children's health or development, and ensures children grow up in safe circumstances. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

Child Protection & Safeguarding

Child Protection and Safeguarding are a priority to everyone at Wheatley Hill Community Primary. If it is felt that any child is at risk in any way, the Designated Senior Leads will take the necessary action. In the reception area of WHPS there is a notice board which shares photographs of the members of staff who are DSLs. If you have any worries or concerns that a child is being harmed, is at risk of being harmed, or if you receive a disclosure, please contact Mr Alan Scarr (Headteacher), Miss Joy Hodgkinson (Deputy Head Teacher) or any other DSL (all department Leaders). All DSLs have up to date training and it is their duty to take necessary action depending upon the information shared with them.

At Wheatley Hill Primary our first priority is always the child and their welfare is paramount to us. On rare occasions when a child is at risk it may be necessary to consult with other agencies prior to contacting parents. All members of staff have had Level 1 Safeguarding training. Staff are required to read and sign for all necessary policies related to safeguarding. All staff have read and signed for the latest document related to child protection - Keeping Children Safe in Education. Please feel reassured that confidentiality at all times is imperative. Any information shared will be treated sensitively and with confidentiality.

As a caring organisation with direct responsibility for children, our first concern must be for the children's welfare in all its aspects and therefore there may be occasions when we have to consult other agencies, particularly in relation to Child Protection/Abuse concerns. The procedures we have to follow are statutory and have been laid down by Durham County Council and the Dfe. The school's safeguarding policy should be read and all staff should be familiar with the procedures for if a child discloses information that needs to be passed on. You will find this procedure on the staff notice board in the staff room and copies can be found in the school office and on the school website. We have a number of Designated Officers for child protection – Mr Scarr or Miss Hodgkinson - all Department Leaders are Level 2 safeguard trained too.

Procedure for Reporting Child Protection Concerns

If a staff member comes into contact with a child and something is said that gives concern then the staff member must complete the relevant documentation on CPOMS and verbally tell a designated officer. If the concern is serious and the child is possibly in immediate danger then a staff member must immediately inform Mr Scarr or Miss Hodgkinson – or in their absence, their Department Leader. All staff members must use CPOMS to record all incidents in school and all staff should have a login that is working effectively. Any issues with logging onto the system must be reported to the school office for support. It is the staff member's responsibility to ensure their CPOMS login operates correctly. All staff during induction will receive safeguarding training and CPOMS induction. There is no excuse to not have access to CPOMS.

Child Protection Procedures (Overview)

All staff members have a duty of care. All concerns or issues relating to child protection must be brought to the attention of the Head Teacher, Deputy. Issues or concerns must be recorded in a written log (CPOMS) with details of witnesses, events and other relevant information. SLT will refer concerns if appropriate.

School Premises

Upon entering school, all staff members must sign into the school staff registration system. All members of staff must enter the school via the main office entry and sign into the school. Entering the school building via this entrance will ensure all staff members have an opportunity to check the staff notice board in the staffroom. All staff members must have their school ID badge with them daily. Staff members not wearing their badges will be challenged. Badges must not be shared under any circumstances.

Visitors and Main Doors

All visitors must sign in and must wear a school lanyard clearly showing their printed sign in label. If you see a visitor in school without a school lanyard on then you must challenge them and ask to see their lanyard – this is your responsibility as part of “**Our culture of Safeguarding**”. Please do not open the main entrance door to visitors during the school day. The office staff members are responsible for this and need to know who is in the building at all times for fire & safeguarding procedures. Children are not allowed to open School Office doors at any point or allow visitors into the school building. Any visitor, DCC employee or contractor not familiar to the school admin team must present the office with their ID, if they do not have this then they will be refused access to the main school building.

Electrical equipment

Electrical equipment from home must not be used unless PAT tested or unless permission has been sought by a member of the SLT.

Classrooms and Displays

Classrooms should be kept tidy and clutter free. If you do not have enough storage space please let your line manager know. Displays need to be updated termly and reflect the current Expert Focus. These displays should be added to as the term progresses and as the children respond to the key questions. Core curriculum areas and topic displays need to be working walls and active display that can be used as teaching tools. Subject leads and Department Leaders can provide support with display expectations. See the section on Classroom Display for more information.

DBS Checks

Permanent staff, staff that are on a long term contract and companies working within the school will need to be DBS checked. Staff members will be asked by the Induction Leader to complete a DBS form as a new employee or if your DBS is due to expire. A DBS is renewed every 3 years. The form needs to be completed immediately and returned to the school with the necessary documentation. Only original documents can be accepted. On return of the completed DBS form and documentation, the HT/DHT will check the relevant documentation is correct, and complete the back of the form as evidence of identity seen. The DBS check is then processed however this can take up to 3 weeks. Staff members will receive their DBS disclosure by post and the school will be notified by letter of the disclosure which will be put into the appropriate staff records. Any staff member, who works in the school on a short term basis (agency workers and companies or individuals working with children), will need to ensure that they produce a DBS disclosure and photo I.D. on arrival at the school. Under no circumstances can an individual work in the school without these details.

Monitoring the Quality of Teaching, Learning & Assessment

Marking and Feedback

At Wheatley Hill Primary School, we aim to provide regular and accurate feedback to pupils to enable them to identify what they do well and where they need to improve. Assessment is a vital part of the learning and teaching in our school, and marking is a fundamental element of the assessment process. Marking should:

- Inform future planning, assessment and provide evidence that can be used as a basis for discussion with children, parents and other professionals.
- Provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations.
- Set out our expectations for high quality but manageable feedback and marking.
- Provide pupils with specific information on the extent to which they have met the learning objective and/or personal learning target.
- Ensure pupils are effectively challenged and visible progress is evident through a dialogue which aids progression.
- Teachers provide pupils with incisive feedback in line with the school's assessment policy.
- Boost pupils self esteem and aspirations through the use of praise and encouragement.
- Promote self / peer assessment, whereby children recognise their difficulties and are encouraged to accept guidance from others.
- Provide a basis for summative and formative assessment.

Key Characteristics

Our marking and feedback policy is based around the key characteristics of assessment for learning and this is central to the approach we take in providing feedback.

1. Learning Objectives
2. Scaffolding
3. Questioning
4. Feedback and Marking
5. Adjusting Teaching to Take Account of Results

Learning Walks

Members of the SLT will take part in weekly learning walks to continue to monitor key areas of Teaching, Learning & Assessment. These learning walks are not formal observations and will play no role in performance management. Classes will be offered some general "Reflection Points" following the learning walk however again these will have no impact on performance management and capability procedures. We use learning walks as a form of peer review and see it as a key opportunity to share best practice. See school monitoring policy for details.

Peer Review and Peer Observations

In school, we support the use of peer observation, peer review and sharing best practice as we believe that observing and supporting each other is an effective method at improving the quality of teaching and learning. In school, we see peer review as a whole school system and every member of staff must be involved in some form of peer review. We see peer review and observation as a supportive and positive approach rather than a critical one. Peer reviews and peer observations are not linked to nor do they form any part of performance management.

Work Book Moderations

We believe that the best way to see pupil progress, assess the quality of teaching and moderate assessment judgments is through workbook moderations. In school, we utilise two different approaches to work book moderations.

- Weekly Moderations – Every week the Headteacher, Deputy Head or subject leaders may request a selection of book to moderate. This will allow them to comment on the pupils work and generally keep up to date with the work that has been done by the children. This process does not form part of any performance Management process and is a supportive tool.

- Formal Workbook Moderations – Every Half Term / Term depending on timescales, class sets or specific workbooks will be collected in, which will be formally moderated. This moderation will be recorded and will be used as part of your performance management evidence.

Presentation of Display & Learning Environment

At Wheatley Hill Primary School, we work towards providing a lively, stimulating, exciting environment in which our children can learn effectively. To this end, all staff regard the learning environment and displays to be of vital importance. Displays of any kind, in and around the school building, are of the highest standard at all times. Teaching, non-teaching staff and children are involved in the production of displays.

- Ensure displays reflect a broad and balanced curriculum, whether they are mounted in the classrooms or in the shared areas.
- Ensure displays show evidence of creative, linguistic, mathematical, scientific and technological learning.
- Ensure displays are child-centred and reflect the achievements of the children.
- Ensure displays reflect the teachers' current plans or are from the previous term.
- Displays are changed whenever staff members feel it is appropriate.
- Balanced displays are created in all areas – these include displays that are interactive, provide reference materials for the children and are used as a teaching aid by staff.
- Ensure all classrooms include at least one working wall.
- Establish consistency, continuity, progression and high quality of displays throughout school.
- Ensure learning environments and displays promote equal opportunities to learn and take account of stereotypes, disabilities, pupil rights and gender balance.

Homework

Homework allows children to develop and consolidate skills and concepts learnt in the classroom and to explore aspects of the curriculum within the home environment. It also offers the opportunity for parents to learn more about the work their children do at school, and participate more fully in that learning. Homework at Wheatley Hill Primary typically consists of Reading, Spelling and a maths task (TTRS).

Special Educational Needs And Disabilities

At Wheatley Hill Primary School children with Special Educational Needs and Disabilities (SEND) are catered for in a variety of ways dependent upon their additional needs. Sometimes these needs are small and only a little extra support is needed. At other times, a full programme of support is devised and reviewed at key dates. Some children simply benefit from having more attention and by being in a small group, this is easier to ensure. At times, teachers ask for support in the classroom to work alongside a particular child or group of children, and at other times, a child or group of children is taken to another room to work in a quieter environment.

For further details, please refer to our Special Educational Needs & Disabilities Policy and The Special Educational Needs and Disability Local Offer.

Able, Gifted And Talented Children

As well as catering for those struggling academically, the school works hard to provide for gifted and talented children in a number of ways. The school also provides a variety of sporting opportunities to challenge children and provide them with experiences of competitions. Please see the Able, Gifted and Talented Policy for more details. We are also developing specific activities to help children with ability to reach their full potential.

Staff Absence

Staff members who are absent should keep the school informed daily if they continue to be absent unless they have been signed off by a doctor. If absence goes into a fourth working day, you must obtain a self-certification form. Once absence extends to five working days, a fit note from a GP is required. If staff members have had only one or two day absence, they are required to fill in a "Return to Work" form. Longer absences will require a face to face interview with their Department Head. This is standard absence management practice of Durham County Council.

Absence through ill health

Should ill health prevent attendance at school then the following procedure must be followed.

1. Telephone or message the Head of Department by 7.30am to advise them that the staff member is unwell. This will enable the Department Leader to begin to make alternative classroom cover arrangements. If the Department Head does not answer or respond then contact DHT or HT. If the Head Department does not speak to you verbally then they will ring you back once they arrive at work.
2. You must also inform the school office by 8:00am so your absence can be logged into the school HR system.
3. Additionally, if you work on the school transport provision then you will need to inform your Department Leader that additional cover is needed.

Your non-attendance at work must be received and confirmed by one of these staff members. Staff members should make contact in person unless they have been hospitalised or there is an emergency. (Family members to make contact only in emergency). It is the staff member's responsibility to make sure they have the required numbers.

Follow up - Staff members must phone the school directly by 2.00pm on the day they have been away to let the school know whether they will be returning to work or not the following day and if not, why not. Staff members who are absent should keep the school informed daily if they continue to be absent unless they have been signed off by a doctor.

If absence goes into a fourth working day, you must obtain a self-certification form. Once absence extends to five working days, a fit note from a GP is required. If staff members have had only one or two day absence, they are required to fill in a "Return to Work" form from the school office upon their return to work. Longer absences will require a face to face interview with Miss Hodgkinson or Mr Scarr. This is standard absence management practice of Durham County Council.

On the day of return to work, the staff member must request an appointment for this interview with the relevant member of staff. As part of our commitment to staff welfare, we occasionally make home visits to staff who are absent from work (if appropriate and agreed). Unfortunately, we are not able to do this for all staff, however staff are welcome to request visits if they need assistance.

Please be aware that failure to follow the staff absence procedure including the daily follow up phone call at 2pm could result in your absence being recorded as unauthorised and unpaid leading to letter of management .

Number NOT to be given to parents or shared!

School Number	01429 820594
<u>Climb Department</u> – Libby Minnes	07969840822
<u>Pathfinders</u> - Leanne Devine	07925685112
<u>Pioneers</u> – Jen Nixon	07969593954
<u>Explorers</u> – Leanne Wilkinson	07922882625
<u>Trailblazers</u> - Scott Jordane	07540400482
Assistant HT - Liam Smith	07792050578
School Business Manager - Gaynor Crute	07595258749

Planned absences from school

Staff are expected to give us as much notice as possible about absences from school. Planned absences include: medical appointments that cannot be made out of school time; courses; meetings at other schools; other special leave. Wherever possible, staff should speak to their Class teacher in the first instance to discuss their request and complete a "Leave of Absence Request" if they wish to have time off for any reason (available from the school office) this form is a REQUEST form and does not mean that the absence has been approved at this point.

After speaking with your class teacher, the request should be discussed with the Department Leader, who will consider the request in terms of cover arrangements etc. following this, the form should then be submitting to Mr Scarr or Miss Hodgkinson for approval AND AWAIT A RESPONSE.

Once your request has been approved and responded to, it is at that point when you can go ahead and make plans to be off. Whether staff members are paid for a leave of absence will be decided on a case by case decision by the Headteacher following local authority guidelines.

Compassionate Leave

Wheatley Hill Primary wishes to continue to support our staff to manage their work-life and family commitments. If staff members need to absent from school to look after children, family members etc. then the decision as to whether this will be paid / unpaid will again be decided on a case by case basis. Your current absence rates may be taken into account when making this decision. You may also offer to work any additional time back etc, which would be taken into consideration.

Severe Weather Procedure

The decision to close a school at a time of severe weather conditions will be made by the most senior member of staff available in consultation with the Chair of Governors, where available. The Authority expects all its employees to make every effort to attend their place of work. Staff members who are unable to reach their school should telephone the establishment and report the reasons at the earliest moment. Staff will be contacted through the text messaging information system in place. Please ensure you check your mobile phone.

Appointments

Routine doctors and dentist appointments should not normally be made during school hours unless there is an emergency. For appointments such as hospital appointments, staff members should show the appointment card to their Department Leader.

Absence for other reasons

The Headteacher can authorise other absences as paid or unpaid depending on the type of absence. This authorisation is discretionary, is likely to be unpaid and is carefully monitored over the year. Such cases might include: personal/family reasons; compassionate leave; attending a wedding of a member of immediate family; attendance at a religious ceremony; graduation. It is essential that staff give us as much notice as possible and try to avoid absence wherever it is not a danger to health. Staff members are advised that absence is monitored as part of the LA's Attendance Management Framework. Staff members will be asked to discuss absences with the Headteacher upon their return to work.

Recording and monitoring staff absence

The school is required to record and monitor all staff absence. Absence is recorded electronically and all such information is confidential. Admin staff members collate staff absence details from the information in the diary. The information held is used as basis for comments on staff attendance and fitness for work in staff references.

Complaint Procedures

A copy of the LA complaints procedure may be obtained from the school by those wishing to make a formal complaint. In the first instance any formal complaint should be referred to the Head Teacher.

PREVENT

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

Equality

At Wheatley Hill Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socioeconomic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment, which champions respect for all.

At Wheatley Hill Primary School, we believe that diversity is a strength, which should be respected and celebrated by all of those who learn, teach and visit here.

Equality in Teaching and Learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society.
- Using materials that reflect the diversity of the school, population and local community without stereotyping.
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice.
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seeking to involve all parents in supporting their child's education.
- Utilising teaching approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socioeconomic background.

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community.

The school has a full and separate . Please consult this for further details if you wish.

Mental Health & Well Being

As a healthy school, we promote the health and well-being of all our pupils in school. We fully understand the role we have to help children to succeed and support them to be resilient and mentally healthy. We are aware that children can experience a range of events both happy and sad throughout their time at school. Staff at school are sensitive and skilled at working with children who may have experienced loss or separation, life changes such as moving house, a birth of a sibling and events of a traumatic nature.

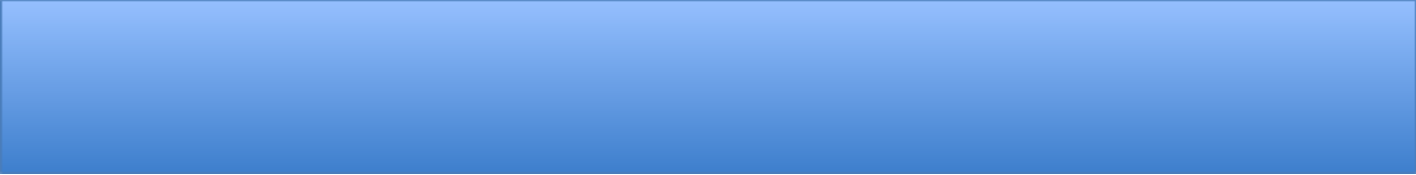
At Wheatley Hill Primary, we have a range of support that children and families can access. We aim to work closely with parents, carers and other professionals to ensure we provide timely interventions to meet mental health needs.

British Values

All of us at Wheatley Hill Primary are committed to actively promoting the fundamental British Values within our school.

At Wheatley Hill Primary, we want to support our children to not only achieve their full academic potential but also embed skills that will enable them to be good citizens and make valuable contributions to the society in which they live.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy.




We also recognise that if we fail to challenge extremist views we are failing to protect our pupils. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people.

Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals so that our pupils are enriched, they understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. Furthermore, at Wheatley Hill Primary, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age, which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Durham County Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.



Policies and procedures

All Staff members and Governors need to be familiar with a range of key school policies, which can be found in the staff shared area and on the school website. You will be asked to confirm that you have done so at your Appraisal Review each year.

Performance Management

In order to successfully demonstrate that staff members have completed their performance management targets for the year, it is their responsibility to gather evidence or make notes of their performance. At performance management review meetings throughout the year, the member of SLT conducting the meeting will review your notes and evidence to make judgments about how a staff member is progressing on their objectives. The members of the SLT will not search for evidence or base judgments on verbal discussions and will only be able to use an evidence base to make judgments. Staff members will be provided with time throughout the year to ensure that their profiles are up to date.

Continuous Professional Learning

Staff members are to apply for training courses they require using the application form available from the office. Please make sure that the courses you require are in line with the school development plan or are required to address areas for development as outlined in your performance management. Following CPD, staff members are required to complete a CPD evaluation form and record the CPD event on their training.

Equal Opportunities

The school takes positive action to provide equal opportunities for all regardless of gender, race or creed, and the school has a policy for ensuring equality of opportunity and inclusion in line with the local council and national guideline.

Job Descriptions

Each member of staff should have a job description. These are subject to an annual review (usually during a performance management meeting).

Health & Safety

At Wheatley Hill, we take the health and safety of all pupils, staff members and our whole school community very seriously. As a school, we have worked very hard to ensure all systems, policies and procedures for Health and Safety are effective and followed rigorously. Detailed below are some of the measures undertaken by school to ensure health and safety is a priority for all.

- Local Authority Health and Safety Inspections
- Health and Safety discussions with Governors
- Health and Safety Monthly Inspections with Health and Safety Co-ordinator and Site Manager
- Whole school fire bell testing weekly
- Clear Fire Evacuation Procedures & Fire Evacuation Plans for those who may need them.
- Clear signing in procedures, staff identification badges and fobs
- DBS checks
- Fire Drills each half term
- Ensure there is a consistent approach to planning trips and visits whereby risk assessments are completed and consideration is given to for example: staff pupil ratios, children with Special Educational Needs, children with health needs, transport requirements. All trips and visits are checked by the Educational Visits Co-ordinator before the visit takes place.
- Complete Risk Assessments for subjects and key areas e.g. Science, Design Technology, Outdoor playgrounds.
- Purchase equipment and materials that are safe and suitable for their intended use.
- Ensure the prompt and efficient maintenance of equipment in safe working order.
- Report all accidents occurring on school premises to the Head teacher, Deputy Head teacher, Assistant Head teacher or H&S Co-ordinator (School Business Manager).

To provide effective monitoring systems to ensure that safety standards are being complied with we regularly review our procedures to ensure that health and safety standards are being complied with.

We invest in high quality training to ensure staff members have a full understanding of the need to keep themselves and others safe. Recent training has included Moving and Handling Training and Fire Awareness Training.

We have a consistent approach to security within school and work hard to maintain a secure environment. At Wheatley Hill Primary School, we have taken steps to ensure the safety and welfare of our children, staff and visitors when on school premises. We have a consistent approach to security within school and work hard to maintain a secure environment. We ensure all visitors, parents, staff, children sign in and maintain an up to date Single Central Record.

We use the Arbor data system to maintain all pupil records, which is on a secure drive within school. All records are retained by the school for six years.

Health and Safety is the responsibility of everyone in the school. All perceived hazards should be reported immediately to a member of the Senior Management Team in her absence. Health and Safety concerns should be reported verbally and then written onto the Site Manager's List, which is located in the Office. The date should always be logged.

Fire Drill Procedures

At Wheatley Hill Primary, fire drills will happen once every term and fire alarm tests will happen weekly. All staff members must ensure that they are familiar with the fire risk register and fire evacuation procedures. Staff members should also ensure their class of children are familiar with the fire procedures for all the rooms that they work in.

Fire Safety & Evacuation

Fire drills - CONTINUOUS BELL (This procedure also applies to a bomb scare).

Teachers are to complete a laminated register with number of children present. This is to be taken out to the fire assembly area with the class for quick registration purposes. The first person to discover a fire must raise the alarm by breaking the glass at the nearest call point. On hearing the alarm, members of staff are to ensure that all children evacuate the classrooms as quickly as possible. **DO NOT COLLECT BELONGINGS AND DO NOT RUN.** The School Secretary will be responsible for telephoning the fire brigade. Once the Fire Brigade has been called, the School Secretary will take the class registers and visitors' book to the fire assembly area. Any child not accounted for must be reported immediately to the Headteacher. Once the Fire Brigade has arrived, the School Secretary will direct them to the location of the fire. **UNDER NO CIRCUMSTANCES IS ANYONE TO RETURN TO A CLASSROOM UNTIL THE ALL CLEAR HAS BEEN GIVEN BY THE FIRE OFFICER OR THE HEADTEACHER.**

First Aid

The members of staff trained in First Aid are listed in the medical room & school office along with details of school procedures for first aid.

Procedure for dealing with illnesses and accidents

- Serious illnesses or accidents - If it is serious, send for another adult immediately. The child must be seen by a First Aider as soon as possible.
- Less serious illnesses or accidents - If the accident is less serious ask a first aid trained member of staff to help evaluate the problem then decide whether to have the child taken to the office to be sent home or keep the child in class and monitor the situation carefully. Should anything change, please send the child (escorted) to the school office.
- Playtime accidents should be dealt with in the following manner: Child reports accident/illness to member of staff. Member of staff either refers the matter to the member of staff on First Aid duty or uses the outdoor first aid kit to address the issue immediately and monitors the situation carefully. The First Aider on duty will be available during playtime. All incidents that are reported to a member of staff with responsibility for First Aid must be recorded in CPOMS.
- Head injuries - Any head injury must be reported to a first aider on duty. This includes any incidents that happen on trips. Any child who has bumped or cut their head must be monitored after they have been treated. Parents must be phoned as soon as is possible, regardless of how minor the bump seems, and asked if they would like to take their child home. When a child returns to class, the adult in charge of that child must know that they have had a head injury or the office will inform the teacher/adult in charge. The adult in charge of the child should monitor the child's behaviour carefully to ensure that there are no worrying signs of deeper injury/concussion. Children who are seen by First Aid staff because of a head injury must take a note home that evening, explaining to parents/carers what has happened and how it has been dealt with. Staff at After School club must be informed too.
- Signs of concussion may include:
 - Headache or a feeling of pressure in the head
 - Temporary loss of consciousness
 - Confusion or feeling as if in a fog
 - Amnesia surrounding the traumatic event
 - Dizziness or "seeing stars"
 - Ringing in the ears
 - Nausea / Vomiting

- o Slurred speech
- o Delayed response to questions
- o Appearing dazed
- o Fatigue
- Guidance on infection control Please refer to the HPA website for the current guidance on infection control in schools. A copy of this guidance is displayed in the office.
http://www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 19

Encouraging Good Hygiene

- Always wash hands after using the toilet and before eating or handling food using warm, running water and a mild, preferably liquid, soap.
- Toilets must be kept clean.
- Effective hand-washing is an important method of controlling the spread of infections, especially those that cause diarrhoea and vomiting. Rub hands together vigorously until a soapy lather appears and continue for at least 15 seconds ensuring all surfaces of the hands are covered. Rinse hands under warm running water and dry hands with a hand dryer or clean towel (preferably paper). Discard disposable towels in a bin. Bins with foot-pedal operated lids are preferable.
- Encourage use of handkerchiefs when coughing and sneezing.
- If a food handler has diarrhoea or vomiting the CCDC's advice should be sought urgently.

Cleaning Up Body Fluid

Spills of body fluids:

- Blood, faeces, nasal and eye discharges, saliva and vomit, must be cleaned up immediately.
- This must be immediately reported to the Caretaker/ School Office.
- Wear disposable gloves.
- Be careful not to get any of the fluid you are cleaning up in your eyes, nose, mouth or any open sores you may have.
- Clean and disinfect any surfaces on which body fluids have been spilled.
- An effective disinfectant solution is household bleach solution diluted 1 in 10 but it must be used carefully.
- Discard fluid-contaminated material in a plastic bag along with the disposable gloves.
- The bag must be securely sealed and disposed of according to local guidance.
- Mops used to clean up body fluids should be cleaned in a cleaning equipment sink (not a kitchen sink), rinsed with a disinfecting solution and dried.
- Ensure contaminated clothing is hot laundered (minimum 60°C).

Vulnerable Children

Some children have medical conditions that make them especially vulnerable to infections that would rarely be serious in most children. Such children include those being treated for leukaemia or other cancers, children on high doses of steroids by mouth and children with conditions which seriously reduce immunity. Usually, schools or nurseries are made aware of such children through their parents or the carers or the School Health Service. These children are especially vulnerable to chicken-pox or measles. If a vulnerable child is exposed to either of these, the parent/carers should be informed promptly so that they can seek further medical advice as necessary.

Female Staff in School - Pregnancy

Some infections if caught by a pregnant woman can pose a danger to her unborn baby.

Chickenpox: this can affect the pregnancy of a woman who has not previously had the disease. If a pregnant woman is exposed early in pregnancy (the first 20 weeks) or very late in pregnancy (the 20 last three weeks before birth) she should promptly inform her GP and whoever is giving her antenatal care, who can do a blood test to check she is immune.

German measles (Rubella): if a woman who is not immune to rubella is exposed to this infection in early pregnancy her baby can be affected. Female staff should be able to show evidence of immunity to rubella or, if that is not available, have a blood test and, if appropriate, immunisation. If a woman who may be pregnant comes into contact with rubella she should inform her GP promptly.

Slapped cheek disease (Parvovirus): occasionally, parvovirus can affect an unborn child. If a woman is exposed early in pregnancy (before 20 weeks) she should promptly inform whoever is giving her ante-natal care.

Animals in School

Permanent and visiting animals may carry infections, especially gastroenteritis, and guidelines for protecting the health and safety of the children should be followed. Animal living quarters should be kept clean. All waste should be disposed of regularly. Litter boxes should not be accessible to children. Young children should not play with animals unsupervised and children must wash their hands after handling animals, cleaning cages, etc. Particular care should be taken with reptiles as all species can carry salmonella.

Immunisations

By the age of two, all children should have received 3 doses of diphtheria/tetanus/whooping cough/Hib and polio immunisations and at least one dose of measles, mumps, rubella (MMR) immunisation. By age 5 all children should, in addition, have had a booster of diphtheria, tetanus and polio, and a second dose of MMR.

School Visits to Farms

Check that the farm is well managed and that the grounds and public areas are as clean as possible. Note that manure, slurry and sick animals present a particular risk of infection and animals must be prohibited from any outdoor picnic areas. Check that the farm has washing facilities adequate and accessible for the age of the children visiting with running water, soap (preferably liquid) and disposable towels or hot air dryers. Any drinking water taps should be appropriately designated in a suitable area. Explain to pupils that they cannot be allowed to eat or drink anything, including crisps, sweets, chewing gum, etc., while touring the farm, or put their fingers in the mouth, because of the risk of infection.

If children are in contact with, or feeding, farm animals, warn them not to place their faces against the animals or taste the animal feed. Ensure all pupils wash and dry their hands thoroughly after contact with animals and particularly before eating and drinking. Meal-breaks or snacks should be taken well away from areas where animals are kept, and pupils warned not to eat anything which may have fallen to the ground. Any crops produced on the farm should be thoroughly washed in drinking water before consumption. Ensure pupils do not consume unpasteurised produce, for example milk or cheese. Ensure all children wash their hands thoroughly before departure and ensure that footwear is as free as possible from faecal material.

Recruitment & Retention

References

We value all of our staff at Wheatley Hill Primary School, however we understand and support any staff who wish to progress or move on to further employment. We kindly ask that if this time comes for you, as common courtesy, you inform us. If you would like us to provide a reference, we would be more than happy to, but as part of data protection, you must request this as we aren't able to share any of your information without your consent ie. sickness absence, confidential safeguarding matters etc

In future, if you do need a reference, please email support@whprimary.com to request this, as we wouldn't release any information without your consent, for the reasons explained above.

