



Staff Handbook

2026-2027



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Welcome and Introduction

Welcome back to the start of a new school year, with a particular welcome to the new staff joining us this term: Maddie Smith (Year 3 class teacher), Bea Dacosta (Year 4 class teacher), Jo Zygiert-Kan (Year 4 support staff), Ayesha Javed (Year 5 support staff).

This document is important reading for all staff. We hope that all the information contained is useful and can be used as a reference document throughout the autumn term and the rest of the school year. This document summarises some key school policies which staff are expected to follow. Please keep the document saved somewhere easy for you to access and transfer relevant information to you. It is also available on the server in staff/admin. If you have any questions on any aspect or would like to talk anything through, please do speak to a member of the Leadership Team.

School Organisation

The school is organised and managed in 2 teams. EYFS and KS1 is led by Becky Robinson and KS2 is led by Rebecca Newman. The Phase leaders will have oversight of standards, curriculum, key events and support for behaviour. The day to day running of the year group is the responsibility of the teaching team within the year group.

	Receiving class	Class Name	Class Teacher		Support Staff
Rec	Mix on entry	RC	Miss Emily Camfield	Mrs Lizzi Hyett (née Miss Fraser)	Mrs Daiga Leitane Mrs Jackie Oakley Miss Courtney Bell
		RF	Miss Ellie Fox		
Year 1	RC	1CR	Mrs Becky Robinson and Miss Lauren Cunniffe	Mrs Lizzi Hyett (née Miss Fraser)	Mrs Lynne Halsberry
	RF	1HM	Mrs Fay Hall and Mrs Jenny McDonald		Mrs Anita Leung
Year 2	Mixed	2GR	Mrs Emily Greenacre and Mrs Hannah Root		Mrs Karen Wellard
	Mixed	2D	Miss Emily Dawson		Mrs Helene Lebas
Year 3	2GR	3A	Mrs Lauren Andrews		Mrs Laura Faure Miss Kelly Wilkinson
	2D	3S	Miss Maddie Smith		
Year 4	3F	4K	Mrs Emma Kirk		Miss Gemma Carter Mrs Jo Zygiert-Kan
	3A	4D	Mrs Bea DaCosta		
Year 5	Mixed	5S	Mrs Poppy Savvidou		Mrs Sarah Kazi Mrs Ayesha Javed
	Mixed	5R	Miss Laura Robins		
Year 6	5BS	6S	Miss Fenella Saunders		Miss Kelly Reece Miss Zoe Bell
	5S	6N	Mrs Becky Newman		

HLTA	Pam Drake	Covers PPA and release and Pupil Premium Champion
HLTA	Claire Cobban	Covers PPA and release and Mental Health Lead
HLTA	Lauren Cunniffe	Covers PPA and release
ELSA	Lucy Radcliffe	ELSA Teacher 1:1/small groups (5 days per week)
Family Support Worker	Nabihah Ahmed	Family Support worker and DSL
Midday Meal Supervisor	Danielle Betts	
Zsuzsanna Katona	School Business Manager	Finance/Personnel/Buildings
Alan Lumsden	Caretaker	Oversight of contract cleaning staff/general maintenance/school security
Emma Felgate	School Office Manager	Attendance/School Fund/First Aid
Lindsey Gear	Admin Assistant	Attendance/ Orders/ School uniform/First Aid/ Communications with parents (including newsletter)

Toni Warner	Admin Assistant P/T	Attendance/ Lunches/ Communication with parents
Michelle Young	MDMS	
Jade Franklin	MDMS	

The Leadership Team is as follows:

Mary Ellen McCarthy (Interim Executive Headteacher)	Sally Smith (Headteacher)	Fran Foley (Deputy Headteacher)
DSL	DSL	DDSL

Becky Robinson	Rebecca Newman
EYFS and KS1 Leader DDSL English Lead	KS2 Leader DDSL ECT mentor

Interim Inclusion Lead	English Leads	Maths Leads	PSHE/ RSE
Emily Stokes	Jenny McDonald (Phonics and Early Reading) Rebecca Robinson (English KS1) Fran Foley (English KS2)	Emily Greenacre (EYFS/ KS1 Maths) Emma Kirk (KS2 Maths)	Lauren Andrews

Areas of responsibility for other teaching staff:

Curriculum Team:

Poppy Savvidou, Sam Bates, Hannah Root, Ellie Fox, Lizzi Fraser, Emily Dawson, Fay Hall and Emily Camfield are all part of a wider curriculum team. They will meet with members of SLT to ensure that the other wider curriculum subjects are being taught following the national curriculum whilst still developing action plans for key needs according to the school development plan. Meetings with SLT will ensure that the team are able to prioritise appropriately and share workload. Staff meetings will centre around subjects which will enable all staff to work together as a team to ensure that all subjects are prioritised appropriately.

Trust Subject Leader events and seminars will be shared equally to enable all members of the staff in the curriculum team to develop their skills as a subject leader roles.

DT	Emily Camfield Emily Dawson Ellie Fox Sam Bates Hannah Root Poppy Savvidou Fay Hall Lizzi Fraser
RE	
Science	
Art	
Geography	
French	
Music	
PE	
History	

Computing & E-safety	
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School aims

Our aims are captured in Shine: **Succeed, Happy, Inspire, Nurture, Excel.**

School development priorities 2026 - 7

Relationships and Learning Culture

Oracy and Dialogic Teaching

Inclusive Practice

Distributed Leadership

Behaviour Policy

Southfield Park takes a positive attitude towards behaviour management. We are committed to providing an environment where all pupils are valued and are able to learn and play together in a caring, happy, co-operative and safe atmosphere. It is the responsibility of children, staff, governors and parents to ensure that high standards of behaviour are maintained in an atmosphere of mutual respect, trust, openness, fairness and consistency.

At Southfield Park, we take a restorative approach towards behaviour in our school, aiming to be proactive rather than reactive. We teach pupils to **respect** themselves and others, take **responsibility** for their own actions, **repair** and make amends, and **re-integrate** through a supportive process. Our staff apply and model these principles at all times. Through this approach, we teach children to self-reflect and to recognise their own and others' emotions and to respond appropriately.

At the beginning of each academic year, class teachers spend time with the children to outline and explain our school rules and behaviours that correlate with them. The table below shows some examples of the behaviours which demonstrate our school rules.

Rules	Example Behaviours
I will respect myself	• Being organised
I will respect others	• Helping others • Walking in the corridors • Being polite • Lining up sensibly
I will respect the environment	• Looking after equipment

Positive behaviour

Individual Rewards

Verbal Praise

Children are verbally praised by any member of staff. Where possible, staff link the behaviour to the language of the school rules. Stickers may be given alongside verbal praise if the adult feels this is necessary.

"Thank you for [insert desired behaviour] you are [insert school rule]"

House Token

When a child repeatedly shows a desired behaviour, a purple house token is awarded. The Headteacher and Deputy Headteacher reward children with a gold house token when they see desired behaviour. Where possible, staff link the behaviour to the language of the school rules.

"Thank you for [insert desired behaviour] you are [insert school rule]"

Praise Postcard

To celebrate outstanding application of our school rules, class teachers send home a Praise Postcard to share their successes with their parents/ carers. Where possible, staff link the behaviour to the language of the school rules.

"Thank you for [insert desired behaviour] you are [insert school rule]"

Wow Badge

Children receive a badge from a member of SLT. Their efforts are celebrated and displayed on a board in a communal area with a description of what was achieved. Where possible, staff link the behaviour to the language of the school rules.

"Thank you for [insert desired behaviour] you are [insert school rule]"

Whole Class Rewards

In every classroom, class teachers discuss with the children a **whole class** reward which can be progressively achieved e.g. marbles in a jar. Staff must encourage the children to **work together as a class** to achieve their reward and should be achieved by following our **school rules**. Staff determine the frequency of the reward, dependent on the suitability for their cohort of children. Once the class have achieved a step towards their reward, this should not be redacted. Class teachers must ensure that the reward is consistently fulfilled, when the children have achieved it.

The class reward system is visible in the classroom and does not name individual children. Alongside this, every classroom displays the school rules clearly which are repeatedly referred to, to remind the children of the expectations. It is the responsibility of the class teacher to ensure that any adults working within the classroom, know the reward system. For example, teaching assistants, PPA cover and supply teachers.

Our graduated approach to behaviour

The ladder below shows our graduated approach to encouraging and teaching positive behaviour. It is to be used when pupils do not follow the school rules and it is a learning process to help them get back on track. It is important to consistently refer to the language of our school rules throughout this process.

1. Polite Reminder

Staff reinforce desired behaviour by gently reminding the student of the expectation. This is done privately where possible and is linked to the school rules.

"This is your reminder to _____ so that you are [insert school rule]"

2. Caution

Staff give a clear verbal caution delivered privately, where possible. The student is made aware of the impact of their behaviour and staff implement next steps to support positive behaviour. This caution should focus on the behaviour, not the child.

"Remember that every choice has a consequence. If you choose to [insert inappropriate behaviour], you will need some time to reflect and reset. If you choose to [insert desired behaviour], you will be [insert school rule] and that would be fantastic..."

3. Reflect and Reset

Children are given a few minutes away from the environment in which the behaviour took place. This is time for the student to calm down, breathe and reflect. They should be supported by a member of staff to think about: what happened, how they were feeling, the impact of their choice and what they can do to make it right. If it is right for the child, a reflection sheet can be used.

Class teachers to record this on CPOMS.

See appendix for reflection sheets.

4. Year Group Partner

If further help is needed to address the behaviour, the student spends a fixed amount of time in the other year group classroom. They will take their learning with them to complete.

5. Phase Leader

Phase leader to discuss behaviour with the child. Phase leader to determine appropriate consequence. E.g. loss of part of playtime, working away from the classroom for a fixed amount of time, contact with parents/guardians. Phase leaders to record behaviour on CPOMS.

6. Deputy Headteacher or SENDCO

Deputy Headteacher (or SENDCO if on the additional needs register) to further discuss behaviour with the child and determine appropriate consequence. E.g. a longer period of time away from classroom or playground to reflect on behaviour. Parents are informed. A behaviour plan may be issued for future support. See appendix for Behaviour Support Plan.

7. Headteacher – Internal Suspension

The Headteacher issues isolation for half a day or a day where necessary and the child completes their learning with a member of the Senior Leadership Team. Separate playtimes and lunchtimes may also be arranged. The student's parents/guardians are informed and are sent a letter confirming the action that has been taken.

8. Headteacher – External Suspension

Temporary external suspension: outside agencies are involved to draw up an individual support plan.

Permanent external suspension: for repeated or very serious acts of anti-social misbehaviour and breaking the school rules, the headteacher has the right to exclude students from the school. This would be the final step. In such circumstances, the governors follow the procedures put in place for all Surrey Schools by the L.E.A. in the Exclusions Manual. All parents have the right of appeal if a child has been excluded. This right does not cover internal exclusion. Please see the Exclusions Policy for further details.

Immediate Escalation to Step 6

When the following behaviours occur, an immediate escalation to step 6 will occur (Deputy Head Teacher or SENDCO). These behaviours include:

- Prejudice language/behaviour
- Swearing at another person
- Racist language
- Physically harming another person with malicious intent
- Sexualised behaviours

Staff Professional Development Sessions and Meetings

Professional Development Sessions

We meet in classrooms once a week on Tuesdays from 3.30pm until 5.00pm. The location depends on who is leading the meeting or the theme, the location is noted on the staffroom notice board. The agenda is circulated termly. Slides from PD sessions are on the shared drive and a printed copy for reference is displayed on the PD Board in the staff corridor.

Senior Leadership Team Meeting

Every Thursday from 3.30pm until 5.00pm. This will be strategic business, management and monitoring. Some meetings will take place on Wednesdays to accommodate part time staff as relevant.

Phase Meetings

These will take place on alternate weeks – the day and time will be decided by the Phase leader. There will be an agenda and minutes recorded and distributed. These meetings will be used for monitoring tasks, including moderating work, making assessment judgements, curriculum discussions as well as discussing phase specific issues. They will be no less than 30 minutes long.

School Day Structure

School start and finish times

We operate a staggered start and finish time. Starting the school day correctly has an enormous impact on a child and establishes a calm and positive start to the day, giving them an opportunity to mix with their peer group and settle appropriately ready for effective learning.

Early work time is a valuable opportunity for children to read marking comments from the previous day, complete any outstanding work, talk to their teacher (perhaps about something from the day before or a home learning difficulty), and generally to get organised for the day ahead. It is an excellent time to practise fluency/arithmetic. Children should always be given a purposeful activity (e.g. a conjecture, big question, talking point) if they are organised and have nothing to follow up (i.e. not just silent reading).

In KS2 it enables children to be independent if they have an outline of their task on the board, alongside the things they need for the day and an outline of the day. This allows children to organise themselves and frees up the teacher to run an intervention, speak to anxious children or support with the morning task.

The school is open for children to arrive from 8.35am each morning. Members of staff are present at the main gate and in the corridors to welcome children and ensure they make their way safely to class. The bell rings at 8.50am at which time the register is taken. Children arriving after this time will be marked as late in the register.

Arrival from	Registers taken	Marked as 'Late' if arriving between	Registers closed
8:35 – 8:45am	8:55-9:00am	9:00-9:15am	9:15am

	Reception, Year 1 & Year 2	Year 3 & 4	Year 5 & 6
Start time	8:45am	8:45am	8:45am
Break time	10:45am	10:45am	10:45am
Lunch time	11:50am-1:05pm Year R 12:05-1:05pm Years 1 & 2	12:05pm-1:05pm	12:05pm-1:05pm
Finish	3:05pm Year R 3:10pm Year 1 & 2	3:20pm	3:20pm

Children should enter the school from the following points –

Reception Year	Children enter and exit via the main gate and walk to the Reception class room doors located in the Reception playground.
Year 1	Enter via the classrooms doors in the KS1 playground. 1HM- Exit via classroom door. 1CR- Exit via door at the end of the KS1 Corridor.
Year 2	Both classes enter via Classroom doors in KS1 playground. Exit via Classroom doors in KS1 playground.
Year 3	Enter Via KS2 side gate and walk on their own to their classroom. 3S exit via classroom door. 3A exit via classroom door and use the corridor exit to leave.
Year 4	Enter Via KS2 side gate and walk on their own to their classroom. 4K exit via classroom door. 4D exit via classroom door and use the corridor exit to leave.
Year 5	Enter Via KS2 side gate and walk on their own to their classroom. 5R and 5S both exit through their classroom door.
Year 6	Enter Via KS2 side gate and walk on their own to their classroom. 6N and 6S both exit via their classroom doors and walk through the KS2 gate.

Dismissal

This procedure ensures the safe, orderly and consistent dismissal of pupils at the end of the school day. Safeguarding is prioritised at all times and overrides GDPR where there is a concern for a child's safety. It applies to all staff, pupils, parents/carers and visitors involved in end-of-day dismissal, including Enrichment Clubs and After School Clubs (ASC).

Dismissal Times

Parents/carers collect children directly from the classroom door or from the agreed meeting point.

- **EYFS:** Classroom doors open at **3:05pm**
- **KS1:** Classroom doors open at **3:10pm**
- **KS2:** Classroom doors open at **3:20pm**
- Enrichment Clubs: Dismissal information to be shared with club leaders so that they can verify who is collecting.
- Office to reconfirm with parents of children walking home after a club finishes that they are allowed to walk home after club. From October half term until February half term no children will be able to walk home alone from a club due to darker evenings.

Roles and Responsibilities

Class Teachers / Dismissing Staff

- Hold and use the dismissal register at all times during dismissal. Dismissal Register Clipboards should be stored on the back of classroom cupboard door.
- Ensure each child is dismissed to the correct named adult, authorised walker, or club in accordance with the dismissal register.
- Do not show the dismissal register to anyone who is not a member of staff.
- Remain vigilant to safeguarding concerns and escalate immediately if unsure.
- Ensure all children attending clubs are handed over to an adult.
- Ensure Year 5 and 6 ASC pupils and those attending enrichment clubs are dismissed first, followed by walkers, then remaining pupils collected by adults.
- Class teacher return clipboards to office after dismissal.

Office Staff

- Maintain up-to-date records of:
 - Collection arrangements including up to 6 people that can collect each child
 - Dismissal registers
 - Walking home permissions
 - Club registers (enrichment and ASC)
- Receive and record all messages from parents regarding:
 - Alternate collection arrangements NB when a parent gives permissions for an adult to pick up their child who is unknown to the school, a 4 digit PIN number will be shared by the parent to the adult and office. The child will not be dismissed unless the adult has the PIN number.
- Contact class staff promptly where changes affect dismissal.
 - Message to be given in person to staff leading the room or written as a note in the clipboard
- Deliver class clipboards at 2:30pm and collect them at 3:30pm
- Be contacted immediately if:
 - A non-named person arrives to collect a child
 - A child does not arrive at ASC as expected
- Update notes given to supply teachers and ensure that they are secure with the dismissal arrangements
- Record late pick ups on CPOMs.

After School Club (ASC) Staff

- Receive pupils via a face-to-face handover from class staff.
- Take a register immediately on arrival.
- Inform the office immediately if a child on the register does not arrive.
- Ensure children are supervised at all times.

Breakfast Club Staff

- Handover children to all classes face-to-face between 8:35 and 8:45 and not before.

Dismissal Process

1. Staff have the class ready to be dismissed with coats, bags and water bottles with the children at their table or carpet space.
2. Check dismissal register for any updates from the Office Team regarding dismissal, clubs or medical updates
3. Staff prepare for dismissal with the dismissal register in a closed clipboard
4. Classroom doors open at the designated dismissal time
5. Pupils are dismissed individually to named adults from the classroom door or agreed dismissal place
6. Any concerns or changes are addressed before the child leaves the classroom.

Year 6 Only

ASC children are dismissed first and escorted to ASC.

Year 6 walkers line up at the door and are dismissed together.

Walking home is only permitted with a signed parental permission form.

Year 6 children will not be permitted to walk home alone from clubs that finish after the usual school dismissal time, between Oct half term and Feb half term (unless the parent provides written permission).

Collection Arrangements

- Children are only dismissed:
 - To named adults on the dismissal register
 - As approved walkers (Year 6 only, with signed consent)
- If a non-named person arrives:
 - The child is not released
 - The office must be contacted immediately for verification
 - The office, or staff member if the office is closed, to contact the parent/guardian to verify adult collecting

Non collection of children

- Only when the main gates are closed should uncollected children be brought to the medical room.
- The office should be notified of any uncollected children that are handed to their supervision.
- Members of office staff should be on duty in the office area to supervise children/families dismissal after the gates are closed.
- Classroom staff should not leave the child unattended at any time until handed over to office staff.
- All late pickups should be recorded on CPOMS by the office, to support identifying patterns.
- Office staff should call the families immediately.
- Office staff should call again at 3:30pm to make contact with families. If not arrived at that time a decision will be made to potentially place the child in ASC at the parent's cost.
- Office staff should continue to make contact with the named adults on SIMS.

Clubs and After School Provision

- All children attending clubs must be:
 - Escorted by an adult
 - Handed over directly to club staff
- If a child is added to a club during the school day:
 - The information will be shared in person to the staff leading the class
 - The information will also be given to the class team via the dismissal clipboard
 - Added to the register
 - A face-to-face handover will take place with the staff leading the club
- ASC staff must inform the office immediately if:
 - A child does not arrive as expected
 - An additional child arrives that is not on the register

Safeguarding and GDPR

- Safeguarding takes precedence over GDPR at all times.
- Information may be shared with relevant staff where necessary to ensure a child's safety.
- Any safeguarding concerns arising during dismissal must be reported immediately in line with the school's safeguarding policy.
- Dismissal clipboards must be stored suitably – in the office cupboard or in the classroom cupboard.

Absence – Children

Please register pupils promptly and accurately at the start of the morning and afternoon session in SIMS.net. Absent children should be marked an N and the office will change the mark if necessary when they have more information. The office staff will also change N codes to L (late) if children arrive through the front door after

9am. All classes need to have a consistent approach to marking children late so that siblings are marked in the same way.

If a child is absent, parents are asked to call the school office before 9.00am to explain the absence. If we don't receive this information, office staff will call parents. The office will often check whether you have the child before calling or whether they have been seen.

We ask that our staff are "professionally curious" to ensure the safety of all our children. If a child is absent, it is important to ensure that the other children are able to voice whether they have seen them that morning, particularly if they were wearing school uniform or walking away from school. If a parent tells you that their child is going to be absent, please encourage them to inform the office but also ensure that the office are aware of this too.

What to do if a child does not arrive in a place they are expected:

Call the office and a member of SLT immediately. Make a note of the time. Share where you were expecting them to be and when you last saw them if this is relevant. This applies in many situations and is part of our safeguarding expectations. The circumstances include but are not limited to: arrival at an extra-curricular club, arrival at after school club, arrival to a 1:1 session. A member of SLT will make a decision about when further action is needed and this will in part be based on the length of time that a child has been out of sight.

Attendance

There is a national drive to improve attendance continuing from last year and the school will have a set attendance target this year. Attendance will be closely monitored and children who are (or likely to become) persistently absent (below 90%) will be addressed. This casework now falls upon schools and we will all play our part in promoting positive attendance.

Every child is expected to achieve 100% attendance.

Southfield Park Primary School is dedicated to promoting full attendance and understanding and supporting the root causes of absence. We aim to remove barriers to attendance by working collaboratively with families and local partners. To enable us to do this we:

- **Expect** high levels of attendance from all children and create a culture where children want to attend school every day
- **Monitor** attendance closely and analyse data to identify partners
- **Listen** to parents/carers and children to seek to understand barriers to attendance and agree next steps to enable improvement
- **Support** full attendance by removing barriers in school and help families access any support that they may need
- **Formalise** support when absence persists and voluntary support is not working or being engaged with
- **Enforce** attendance through statutory interventions when all other avenues have been exhausted

Absence – Staff

Sally Smith (07903155050) and Fran Foley (07512 837409) coordinate the class cover planning. If you are unable to get any response from Sally, please then contact Fran Foley (07512 837409).

Teachers/HLTAs:

- Contact Sally **between 6:30-7:00am** on the day of any sickness absence
- Let her know if you have PPA that day or anything specific which needs covering
- Please text either **Sally or Fran by 2:30pm** to let us know if you plan to return or if the sickness is likely to extend into subsequent days (so that further supply cover, hopefully the same person, can be arranged).

LSAs, SNAs and TAs:

- Contact Sally **between 7:00-7:30am** on the day of any sickness absence
- Send a text message to your year group team

- Text by **2:30pm** to let us know if you plan to return or if the sickness is likely to extend into subsequent days

Supply teachers are in increasing demand so your help with early notification is much appreciated.

We will always try to make arrangements to cover absence of teaching staff. Higher Level Teaching Assistants may be asked to cover a class for a teacher if required or classes may be split.

If class teachers know that they will be absent in advance, instructions for the day should be left on the desk. If absence is due to sickness, please could the year group partner run through the day with the supply teacher.

On return from sick leave please fill in a return to work form – Appendix 5 and hard copies Staff Forms folder in the office and find Sally or Fran for a return to work discussion.

All absences must be recorded on Edupay and a guide for this can be found in the working practice document folder and linked at the end of this document.

Other absences

It is a contractual obligation that holidays must not be taken in term time.

If you would like a short time off to attend your child's school concert, sports day etc then please follow the steps below. Please note that this should be done at least two full school days before the planned absence. The more notice you are able to give us, the easier it is for us to cover. Please check that you have been given cover for any planned absences and raise this with a member of SLT if you have not.

1. Ask and agree planned absence either verbally or via email with Fran or Sally
2. You add it to the calendar and onto Edupay- chase a response on Edupay if it has not been approved.

Claiming for additional hours

If support staff have been asked to work additional hours, it will be made clear whether they are paid hours or optional volunteering. This will be agreed with Sally Smith or Fran Foley in advance. Additional hours can be claimed via Edupay.

Residentials

We recognise the commitment and time given by staff attending residentials. These are such valuable experiences for our children that we cannot run without your help. Staff who attend residentials of 3 or more days may claim a day in lieu of their choice in the same term. Please see Sally or Fran if you are interested.

Supporting the School

If you are not able to attend a residential, please look closely at the school calendar to see which other events you might be able to support. All teaching staff need to consider how they are meeting TS8 Wider Professional Responsibilities by attending events, residentials, trips, clubs etc

Children with special needs and/or disabilities

The school Inclusion Lead will give help and advice on strategies to adopt for children that are a concern. Please arrange to see them so that they can talk to you about their role and how special needs works at Southfield Park Primary School. They can talk through the children on the SEND register and those who require Equalities adjustments.

Assemblies

Assemblies take place most days and the assembly rota is emailed out termly. If you know you will not be in school when you have been timetabled to deliver an assembly, please arrange to swap with someone and inform your phase leader. Suggested topics for assemblies can be found on the rota.

When attending an assembly, please could all staff model behaviour expectations and be proactive about managing the children's behaviour. Please also anticipate possible issues that may arise with certain children sitting next to each other and ensure that children sit with others who help them make the right choices regarding listening and behaving.

Monday assemblies will be for all staff and children to attend. They will link closely to our Behaviour for Learning Curriculum, School Vision and Values. Staff should re-iterate messages throughout the week and in a dedicated lesson. Please use 'star' rewards to celebrate successes. If we are unable to run an assembly on Monday, it will take place on another day. See timetable.

School Opening, Closing and Car Parking

The school is opened by a member of staff at 7:00am each day. School will be closed at 6:30pm (please aim to leave by 6:15pm).

All members of staff are responsible for emptying their own recycling bins and taking larger recycling items to the outside bins. Please do not leave rubbish by the office doors. Please could you also lock your own doors and close windows.

The school gates open at 8:35 to allow parents and children access to the school site (KS2 children come through the gate without parents). Children then make their own way to their classrooms.

Staff can park in the public car park free of charge. Please be mindful of our neighbours and park responsibly. Parking is at the owner's own risk and unfortunately Southfield Park Primary School cannot be held responsible for any damage that may occur.

Security

The main door into school has a security entry system. Please sign in on the screen and then use the code to enter the school building. Please do not share this code with others as this is our main security measure during the school day. The Cherryfield and KS2 entry gate is locked at registration time, leaving only the main gate open to access school.

All visitors must report to the school office to sign in, read the safeguarding notice, have ID checked and be given a visitor badge/lanyard. If their lanyard is purple, they have a school DBS check, if it is red they should be accompanied by a member of staff throughout their visit.

In almost all circumstances, visitors will be given access to the school through the main door. If staff members, other than the office team allow access for visitors, they must ensure visitors are signed in correctly at the school office.

All strangers should be challenged - if you don't know someone and they are not wearing a visitor badge, then satisfy yourself as to the purpose of their visit and redirect them appropriately. If there is any difficulty in dealing with the situation, immediately contact Sally or a member of the senior leadership team.

If you are meeting with a parent and they have not signed in at the office, you must escort them off the premises. Please do not allow them to walk from your classroom to the office without a member of staff.

Safeguarding and Child Protection

It is the responsibility of every member of staff to ensure that pupils are cared for appropriately and safeguarded from any harm, and their duty of care is to promote the health, safety and welfare of all members of the school community.

We undertake regular training (including this September) and have in place a code of appropriate conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Every adult working in or on behalf of the school signs this annually. We must also be vigilant around our use of volunteers – all volunteers must be DBS checked and have attended volunteer induction training before they are able to help. There will be a centralised list to show who has been trained.

Safeguarding issues can arise as a single major event, but more often relate to a pattern of smaller welfare concerns that we must have written records of. If you have a welfare concern about a child, please refer to a member of the DSL team immediately.

DSL Team: Sally Smith (Lead DSL), Fran Foley, Rebecca Robinson, Rebecca Newman, Nabihah Ahmed and Mary Ellen McCarthy

On occasion individual staff members may be given confidential information by the Lead DSL in order to support the care and welfare of certain children. This information must be considered in strict confidence and should never be shared beyond members of the DSL team.

We use CPOMS to record all welfare and safeguarding concerns. All staff have access, but please try logging in again at the start of the year to make sure you are able to access the system. You will be asked to record concerns and incidents on CPOMS on the same day as a 'cause for concern'. If you are unsure whether to log an incident, speak to a member of the DSL team. If a member of staff is logging a concern under cause for concern, a DSL should have been told about this to ensure that swift action can be taken if needed.

Please remember when dealing with any disclosure by a child:

DO:

- Listen carefully
- Record the conversation in the child's words and note the time and date (ready to record electronically)
- Take it seriously
- Reassure the child that they were right to tell
- Explain what will happen next

DON'T:

- Ask leading questions
- Make promises you cannot keep e.g. I won't tell anyone.
- Jump to conclusions
- Speculate or accuse anybody
- Share information with anyone other than the DSL team

It is not your responsibility to decide if the allegation is true or not.

Online Safety Reminders

Children and staff's photos are no longer permitted in any online form.

The main risk areas for children on the Internet are: inappropriate content, lifestyle websites and hate/extremist sites. We are committed to safeguarding all children and are aware of the need to keep children safe from the possibility of radicalisation through exposure to extremist literature and views on the Internet. We understand our duty to refer children via Prevent if there is an indication that children are engaging with radical materials.

It is important that we also recognise that filtering is not 100% effective. There are ways to bypass filters (such as using proxy websites, using a device not connected to the network e.g. mobile phone). Occasionally mistakes may happen and inappropriate content may be accessed. It is therefore important that children should always be supervised when using internet access and that acceptable use policies are in place. In addition, internet safety rules should be displayed, and both children and adults should be educated about the risks online. There is an Incident Log to report breaches of filtering or inappropriate content being accessed. Please do not allow children to use chrome books without adult supervision. This includes during wet play and if a child is not allowed on the playground.

We need to be aware of children using AI in their work and to access information. Staff should only use Gemini to access AI on school devices.

One particular risk are image search result thumbnails in google and other search engines - thumbnail images results can be unfiltered/inappropriate even though the underlying website may be blocked when the thumbnail is clicked.

The school's designated safeguarding lead is Sally Smith. Any behaviour (of other staff or pupils), which may be a welfare or child protection concern in any way should be immediately reported to Sally Smith. Any accidental access, receipt of inappropriate materials, filtering breaches or unsuitable websites should also be reported.

- Any pupil access to the internet must be supervised by staff.
- Consider using child friendly safe search engines (for example <http://www.kidinfo.com/> or <http://www.kiddle.co/>) when accessing the web with pupils
- All online content should be watched and vetted by a member of staff before being used
 - Comments on social media and content services like YouTube sometimes contain inappropriate language on otherwise child safe material
 - The advertisement added prior to the clip is not always child safe.
 - Thumbnail images can be unfiltered on many search engines
- Be sure all content reproduced from the internet, whether used by pupils or adults, complies with copyright law.
- Pupils may only use approved email accounts for school purposes.
- Any use of social media tools/sites with pupils as part of the curriculum needs to be risk assessed before use and the sites terms and conditions need to be checked by staff to ensure the site is age appropriate.
- No one in the school community should publish specific and detailed private thoughts, especially those that may be considered threatening, offensive, extremist, hurtful or defamatory.
- Any commercial use of the internet and e-mail addresses is not permitted and school information systems and equipment may not be used for private purposes without permission from the Headteacher

At the start of the Autumn term, all classes should print the appropriate Code of Conduct for IT for their Key Stage and read and sign this as a class.

Every staff member is allocated a sign in and email address to use for all school business, including communication with parents. Email is an essential means of communication. In the school context email is not considered private and the school reserves the right to monitor email.

Any commercial use of the internet and school e-mail addresses will not be permitted and school information systems and equipment may not be used for private purposes without permission from the Headteacher.

Social Media

The internet has online spaces and social networks which allow individuals to publish unmediated content. Social networking sites can connect people with similar or even very different interests. Users can be invited to view personal spaces and leave comments, over which there may be limited control.

All staff need to be aware of the potential risks of using social networking sites or personal publishing either professionally with students or personally. Staff should consider carefully the material they post, ensuring profiles are secured and know that publishing unsuitable material or offensive views may affect their professional status.

Use of social networking sites

Regardless of any staff members' role in the school, it is an expectation that all staff members adhere to the following expectations re use of social networking sites:

- No children's or parents' names or personally identifiable information to be cited in any comments
- No confidential information shared about any child, parent or member of staff
- No photographs of children or any other member of staff to be uploaded or 'tagged' without express prior permission from the Headteacher and the child's parents
- No comments or opinions shared re any aspect of the school provision
- No images of children's work or school documentation to be uploaded without express prior permission from the Headteacher
- No comments or opinions of staff or parents, past or present
- Comments, posts and descriptions should reflect the expectations of professional conduct; use of profanity or threatening language is forbidden; racist and discriminatory comments of any kind are forbidden
- Privacy settings must be tight and limited to 'friends'
- Any hyperlinks or images posted must not contain material that could cause offence or be inappropriate
- Staff cannot be 'friends' or followers of pupils at the school
- It is preferable that staff are not 'friends' or followers of current parents, however where parents themselves are also staff it is understood that rigid adherence to this expectation may be difficult. Staff in this position must take particular care with their comments etc.

Mobile Phones, Parent Photographs and Filming in School

Mobile Phones should be switched off or on silent during all lesson times or when supervising pupil activities in school. Mobile phones should never be present when children are changing and should not be used to take photos within school or on school trips.

Parent helpers on school trips and helpers in school are not permitted to take photographs of children for any purpose.

For some year groups: When attending as an audience, parents are not permitted to take videos and photographs of school events. Instead, parents will be able to take a photo of the class at the end of the performance. Parents will be able to remove their child from these photographs if they wish to. Parents are informed that for child protection and data privacy reasons (and copyright in the case of film), no image or film can be transmitted or published electronically (e.g. uploading Youtube clips, making online photo albums or sending email attachments) if it contains children other than their own child.

Cyberbullying

Cyberbullying (along with all other forms of bullying) of any member of the school community will not be tolerated. Our direct experience is that cyberbullying and inappropriate behaviour using social media and mobile devices outside of school is increasing every year in frequency and severity.

Where bullying outside school (such as online or via text) is reported to the school, it will be investigated and acted on. All incidents of cyberbullying reported to the school will be recorded using the school's serious incident records.

Whistle Blowing

The school is committed to achieving the highest possible standards of service and education, including honesty, openness and accountability, and recognises that employees have an important role to play in achieving this goal.

All of us at one time or another has concerns about what is happening at work. Usually these concerns are easily resolved. However, when you are troubled about something that involves a danger to the public or colleagues, misconduct or financial malpractice, it can be difficult to know what to do.

You may be worried about raising such an issue, perhaps feeling it's none of your business or that it's only a suspicion. You may feel that raising the matter would be disloyal to colleagues. You may have said something but found that you have spoken to the wrong person or raised the issue in the wrong way and are not sure what, if anything, to do next.

The Whistleblowing procedures have been introduced to enable everyone to "blow the whistle" safely so that such issues are raised at an early stage and in the right way. We know from experience that to be successful we must all try to deal with issues on their merits.

The threshold for raising concerns is determined by the individual – please raise anything that concerns you.

Your suitability to work with children and changes to your personal circumstances

We have a legal responsibility as detailed in The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009 to ensure that each member of our staff team is suitable to work with children and is not disqualified from working in childcare. It is essential that the school has robust systems in place to check staff members' suitability to work with and to continue working with children. Checking staff suitability is not only carried out during the recruitment and selection process but is also an ongoing process that is embedded into our regular practice - all staff are required to complete the Childcare Disqualifications Regulations Staff/Volunteer Declaration Form annually.

To ensure our ongoing and continuous commitment to safeguarding it is important that you understand your contractual obligation to notify your Headteacher immediately if anything in your personal circumstances change that could affect your suitability to work with children and which have not previously been declared when completing the declaration form. This includes any new cautions, warnings, convictions, orders or other determinations made in respect of you that would render you disqualified from working with children.

You must not wait until you next complete the declaration form to notify the school of any change in your circumstances. Failure to complete the declaration accurately to the best of your knowledge or failure to notify the school of any relevant change in your circumstances is likely to be regarded as gross misconduct and will be dealt with under the Staff Code of Conduct and the Staff Disciplinary & Capability Procedures policy.

Break/Lunch times

There is tea, coffee, milk, sugar, water – hot and cold, available in the staffroom. Please feel free to use this during your break times. We have a dishwasher in the staff room; please make sure you put your used plates and cups in it rather than leaving them in the sink or on the side.

It is no one person's job to load and unload the dishwasher – please could every member of staff try and do their best to keep our staffroom tidy. A rota showing your dishwasher duty day will be displayed in the kitchen area of the staff room. Please check this and proactively support with the dishwasher on your duty day. Hot drinks can only be taken into classrooms or onto the playground if in a non-breakable container with a screw top lid.

Break Duties

A break duty rota is put together at the beginning of the year and shared with staff. If you know you will be absent on your duty day please arrange cover for yourself. If you know someone is absent and it is their duty day, please help by checking that cover has been arranged.

When on playground duty remember your role is to ensure the children have a positive time with their friends and it is an expectation that all adults on duty are proactive about anticipating potential difficulties between children. Adults on duty must be vigilant and prepared to address issues that appear to be brewing between children, before a situation becomes worse. There are always a number of adults on duty; they should position themselves away from other adults and in such a way as to be sure they can see all aspects of the play areas. No children should be playing in an area that cannot be seen by the adult on duty.

Members of support staff on duty should organise and bring out playground boxes for each playground. These should be appropriately stocked with cold packs and first aid equipment. Support staff should also collect a walkie talkie to take outside with them.

Lunchtimes

All year groups have one hour for lunch from 12:05-13:00. Please note that all children must be walked out to lunch and collected promptly from the playground. Every class is to be collected at the end of lunchtime and brought in by the adult teaching the class that afternoon.

All staff should support with lining children up appropriately to ensure they are ready for learning.

Lunch

You may order lunch by signing up to Schoolgrid and ordering online.

Smoking

The school has a No Smoking policy within the building and grounds. Colleagues and visitors are respectfully expected to comply with this.

Wet Play

Children stay in their classrooms and adults patrol the corridors. Year 6 pupil leaders will have an allocated class and will position themselves there and support with games. The teacher decides what they will do e.g. continue with their learning, games, and wet play activities. Please ensure that these activities are accessible in your room. Teachers should ensure their class is settled and has cover before leaving.

Walkie-talkies

Walkie-talkies are available for use during break and lunch duty to aid communication amongst the TA and support staff team. One static walkie-talkie should always remain switched on in the school office.

Break time snacks

Children are allowed to bring in a healthy snack for break time in line with our healthy schools policy. The criteria is shown below and should be monitored and enforced by all members of staff. Below there is a list of

what is deemed a 'healthy snack.' KS1 children have fruit provided for them daily; however, for those that choose to bring in their own snack, please follow the same snack arrangements.

Southfield Park is a strictly nut-free school and all snacks and packed lunch boxes must not contain nuts or any trace of nut.

Appropriate Healthy Snacks
● Fresh Fruit ● Fresh Vegetables ● Dried Fruit ● Plain rice cakes ● Bread sticks ● Yoghurt tube ● Plain crackers ● Pitta bread or Wraps (with no filling)

Professional conduct

Staff should behave in a mature, respectful, safe, fair and considered manner at all times, providing a good example and 'positive role model' to all children. Professional relationships should be upheld at all times.

Staff should wear clothing which is appropriate to their professional role and is not likely to be viewed as offensive, revealing or provocative (see staff dress code).

Punctuality and prompt timekeeping (including staff meeting start times and task deadlines) are essential within the school to ensure that the learning opportunities are maximised for children and that no other person's time is wasted.

Each member of staff will be asked to sign a code of conduct annually.

Confidentiality

Confidentiality is an expectation of all staff. Please also consider what you say about the school and how you speak about our children in the wider community and what information you share, including on social networking sites such as Facebook. Speaking about children or staff in a derogatory manner or writing about them on social networking sites such as Facebook is obviously unacceptable.

It is important that the profile of the school is not compromised in any way as inevitably this could also compromise the needs of the children in the school.

Staff who do not respect confidentiality on all of these terms are likely to face disciplinary action.

Organisation and teaching

Houses

The children are divided between four houses (Red, Green, Blue and Yellow) with brothers and sisters joining the same house. The house system is used to maintain strong pastoral care across different year groups and is also used to reward good behaviour through house tokens. Staff are also part of a house and should model how to be a positive member of their house. Staff houses can be found at the bottom of the children's house list.

We are hoping to have termly house days and events (charity fundraising, sports, music, picnic, etc.) where the children will work and interact as a house team.

Weekly Calendar and Staff Briefing

The weekly calendar is written on the whiteboard in the staffroom, along with any additional information that may be required. All staff are expected to read this when they arrive in the morning. Please also check it from time to time during the course of the day as changes do occur, sometimes with limited notice. Weekly updates are shared via the staff briefing email which is sent to all staff on a Friday afternoon. If you wish to add any information to the briefing or a message of thanks, please let Sally know by Thursday.

The information for the weekly calendar and release timetable is taken from the School's Outlook Calendar – please ensure that you update this with your training commitments, class events or key meetings. This needs to be added under the whole school calendar tab to ensure everyone can see the event. If the calendar does not have the relevant information on it, it is likely that important logistics such as release plans are missed.

Weekly Class Timetables

We know that our teachers know their year groups and have a good knowledge of the National Curriculum. Therefore we ask our teachers to produce a two-week timetable which covers the National Curriculum depending on the needs of the class. Teachers should ensure that their timetable is kept up-to-date, is saved in S:\Planning\Class timetables\2026-27 and contains the L.Os for each lesson.

The music room, hall, field and various playgrounds are timetabled separately for Music and PE. These are saved in S:\Staff\Rotas, Dates, Timetables.

Record keeping

All staff are expected to keep detailed, well-organised, accurate and up-to-date records and documentation in line with their professional responsibilities and job description. The majority of the records you will have will be electronic and should be saved to the shared drive where colleagues are able to easily access these.

For teachers, these include:

- Up to date schemes of working and medium term planning overviews
- Detailed weekly timetables
- Short term planning (for some lessons this is on Google Docs & PowerPoint)
- Pupil assessment/tracking data
- Pupil progress reviews
- SEND SPs
- Records of parent meetings and phone calls (recorded on CPOMs)
- Notes of pupil behaviour incident investigations (recorded on CPOMs)
- Child protection/welfare concerns (recorded on CPOMs)
- Shine assembly certificate tracking
- Parent consultation notes/annual reports (saved electronically)

Classrooms and Communal Areas

Classrooms must be kept tidy and storage should be clearly labelled and accessible to the children. Please don't let piles of paperwork/clutter accumulate. Children and adults function more efficiently in a neat and tidy environment. It is also key to support our cleaning team in carrying out their role effectively.

The staff room should be kept clear of printing and clutter so that it is a place to relax for everyone.

Shared spaces, such the Eureka Room, Reading Hub, Practical Bay and Infant Group Room must be kept clear and ready for use.

Shared storage areas must be kept clear and accessible. Everyone must play their part in putting resources away responsibly.

Email

All staff are issued with their own LLT email account and log-in. In our busy school lots of information is shared in lots of ways but email is used particularly effectively. It is an expectation that you check your email account very regularly (once a day is considered a minimum) to ensure you keep yourself up to date with information and action issues as necessary.

Under no circumstances should staff communicate with parents/carers or school-associated outside agencies using their personal or work email accounts. Emails can be sent through the office. If you want an email to be sent on a specific day, it needs to be sent to the office email address by 4.00pm on that day.

Important communication and updates (including Safeguarding updates) are shared in a weekly briefing email on a Friday. All staff are expected to read this thoroughly. Updates to rotas and timetables will be shared in these emails and these will also need to be checked.

Exercise Books

These are located in the PPA room. Please ensure that you inform the office when you notice that stocks are running low – don't leave it until you use the last book. Books should not be sent home with the children on completion until the end of the academic year.

Equipment and Resources

Equipment and resources are located in various places throughout the school. Please feel free to make use of them for your lessons, ensuring that they are returned to the correct storage area when finished with. It is the collective responsibility of all staff to maintain these areas and to ensure that resources are looked after appropriately.

School Visits

- We want to give children the opportunity to extend and develop their learning beyond the classroom but are mindful of cost, which is considerable, once a coach is booked. Therefore, we try to have a variety of trips some of which will not require coach travel.
- It is the responsibility of the class teacher to organise the visit and the admin team will book the coach. Please make sure that you give them plenty of notice. The class teacher writes to parents asking for their voluntary contribution. The office staff will be able to help you with this. It is school policy that all parent helpers must be DBS checked and that parents are not allocated a group of children to supervise that includes their own child.
- A risk assessment must be completed prior to travelling and, if this is a new venue for the school or the class teacher has not been there before, the class teacher must make a pre-visit. Costs for this can be by agreement.
- The school office has wristbands with the school name, address and phone number on them. All children must wear one of these when on school trips.
- Sally Smith and Fran Foley have all had specific training on educational visits so please see them if you have any questions or concerns. Please ensure if you are planning the trip that you have completed a pre-requisite visit and you clearly understand all the health and safety risks that might be involved.
- Please ensure the office team are aware of all trips, have copies of any letters sent and have advance notice so that they can set up payment accounts on Sco-Pay. Also provide them with a list of the children who are

going so they can make the kitchen aware etc. Please ensure that the Office team has plenty of notice regarding trips so that they can collect the money early enough because there may be times where a trip needs to be cancelled as there isn't enough money collected in.

- All visits and workshops should be noted on trips costing spreadsheet. S:\Staff\Admin\Trips costing. Please ensure you include a fee for using ScoPay on your trips costing (this can be found on the spreadsheet.
- Cash should not be used to pay for trips.

Local visits

- We know that school trips requiring coach travel are expensive, however there is a lot of offsite learning to be done right on our own doorstep!
- Past local walking school visits have included The Horton, Blenheim High School, Christ Church, Epsom Playhouse, Epsom Library, Waitrose, Waterstones, Horton Country Park and even Café Nero!
- When they join the school, all families are asked to complete a form giving permission for their child to leave the school site on a walking school visit. But teachers must inform parents by letter when such a visit is planned.
- The school office has reflective jackets for infant children and adults that must be worn.

PE in the Park

Only children in KS2 take part in PE sessions in the park. If a teacher takes their class to the park, there must be a MINIMUM of two adults and a phone taken as well. You must adhere to this and if you are not sure please ask. A visual risk assessment should be as you take the children out and if you feel unsafe at any point, you must bring the children in immediately and notify the school office.

RISK ASSESSMENTS FOR LOCAL AREA/WALKING VISITS

Area/location	Long Grove Park
Activities	PE, lunch clubs, matches, local area study
Supervision	Ideal is for 2 adults for a group, but for very small groups, one adult for the number of children of that age (i.e. 1:7 for seven year olds) Supervision needs are also activity dependent – if children are exploring/ researching in several small groups, then higher levels of supervision may be required, or if children are to be allowed to roam over large area, then adults supervision needs to be sufficient to cover the area (i.e. two or more adults to keep all children in view and close enough proximity)
Access/route	Single file walking from school site via paths
Checklist of things to take	Walkie talkie/phone, class laminated register or a group register, first aid, children's water bottles
Operating procedures and control measures	• Ensure that office staff know which group is off site • Check that any children have taken preventative medicines linked to the activity (e.g. anti-histamine, hayfever, inhalers) • Check area for rubbish and dangerous debris/objects before use, particularly for broken glass and dog poo • Visual risk assessment assessing safety around other park users • Be particularly vigilant when walking through car park • Ensure that children are dressed appropriately (e.g. sufficient warm clothes) • Children always to be accompanied to and from park (e.g. to toilet). If only one adult supervising, then all children would need to return for a toilet visit. • Be aware of any children with a fear of dogs – have them accompanied and close to an adult at all times

	- Briefing with children is not to approach dogs or to talk to any other park users – always try to steer children away from interactions - Have means of communication with office (walkie talkie or mobile phone) - Take children’s emergency medical equipment (e.g. inhalers) - Routines for behaviour management and transitions used, and clear rules for the activity explained to children and reinforced during the activity (and may need to have an agreed “emergency” signal/whistle) - Take heed of weather conditions and adjust plans accordingly – cold, sun, heat
Other	In the event of the fire alarm sounding on site, there is no need for return to the school site. If a fire alarm sounds, still take a register to ensure that all children are accounted for.

Governors

The school has a Local Governing Body which meets termly, and the Chair of Governors sits on the Trust’s Board of Trustees.

We are keen for our Governors to be involved in the life of the school. In order for them to fulfil their roles effectively they may arrange to meet with different members of staff to discuss particular developments and observe practice.

Name	Role
Jo Roberts	Chair
Vanessa Rodnight	Vice Chair
Peter Brown	Parent Governor
Matt Catchpole	Parent Governor
Soloman Brown	Trust Appointed Governor
Lauren Belmonte	Trust Appointed Governor
Sally Smith	Headteacher
Fran Foley	Staff Governor
Lizzi Fraser	Staff Governor

Orders

Please ensure you use the purchase order request form which is located in the office and pass to the Head or Deputy for authorisation.

PE Equipment

PE equipment is kept in the PE cupboard off the KS2 playground. Please ensure all equipment is returned to the correct storage area tidily and ensure that the door is kept closed.

Planning

Planning can be found on the staff drive in the planning folder under each year group. More details can be found in the Teaching and Learning Handbook.

We have a high expectation of our children's achievements and behaviour. All classes are supported by a teaching assistant who will be able to help you. All planning is available to support staff and observers in the class planning folder.

ICT Equipment

All classrooms have a PC connected to an interactive whiteboard.

Please ensure all electrical equipment including your screens have been turned off at the end of each school day.

We have 2 photocopiers in the Staff room both produce black & white or colour. These are linked to the network and can be used for printing, photocopying and scanning.

We have multiple sets of Chrome Books which are shared across the school. These need to be returned to Chrome Book trolleys at the end of each session and plugged in to the correct port. Class teachers also have a class iPad which they need to take full responsibility for (see Ipad Policy). We also have sets of Chrome Books available for use.

We also have a class set of VR Headsets that can be used.

Each class has an iPad for use of SONAR for assessment.

ICT is supported by EduThing. Please log issues by either contacting: itsupport@eduthing.co.uk or phoning 0203 750 9796

Letters

Any letters sent home to parents must be saved on the **most recent template** and need to be checked by a member of SLT before being emailed to the office to go out to parents.

Displays and Inclusive Environments

See Teaching and Learning Working Practices document.

Movement around the school

Ensuring a calm, orderly environment is so important to our learning provision. When your class is going anywhere as a class or as a group, please ensure the teacher or the TA is leading them in a calm and quiet line, one behind the other. The children are expected to be in silence on the stairs and adults leading them are expected to make sure this happens. Please do not simply dismiss your children from the classroom when going to assembly, out to play, out to lunch or home – the expectation is that they are led by an adult to wherever they are going in order to ensure they move calmly and sensibly around the school. *It is everyone's responsibility to ensure a calm environment for our children. Please do not 'turn a blind eye' simply because the children responsible are in a different class to your own.*

Lost Property

Lost property is kept in the medical room. Any named uniform will be returned to children and unnamed uniform that is not collected in a timely manner will be disposed of or resold in the pre loved uniform sale.

Health And Safety

The school has a duty to safeguard, so far as is reasonably practicable, the health, safety and welfare of their employees and the health and safety of persons not in their employment but who may be affected by their work

activities, such as pupils and visitors. We consider the health and safety of pupils, employees and visitors to the school to be an integral part of what we do.

All staff must read the policy to ensure they are familiar with procedures and will be expected to comply with the policy.

Everyone is responsible for ensuring the Health & Safety of themselves and of the children in your care. Any Health & Safety concerns should be reported to the Caretaker, Sally Smith, Fran Foley or the office immediately.

On a daily basis, each member of staff has a direct responsibility to ensure every item of electrical equipment used by them or under their supervision is in a safe condition and is turned off appropriately after use.

All relevant risk assessments and guidance is available on the staff drive (S:\Staff\Admin\Risk Assessment\Individual child risk assessments) or is put on CPOMS with relevant staff alerted. Please speak to Sally Smith to discuss.

To log health and safety issues or other caretaker repairs send an email to estates.spp@lumenlearningtrust.co.uk adding in as much details as possible, including location of tasks, required due date if applicable and any other pertinent information, you can even add photos. Your email will then convert into a helpdesk ticket within I Am Compliant (a system used by our estates team), Alan will be able to see your ticket. Alan will then have options, he can reply to your email from the system if he has any questions or want to highlight delays, he can then take action, and then close the tickets once completed. Issues will only be dealt with if they are emailed to estates.spp@lumenlearningtrust.co.uk. If an issue is reported to Alan verbally, this could easily be forgotten or missed in a busy school environment, therefore please also follow this up with an email.

Fire Security

Please review fire evacuation procedures with your class as soon as possible in the term and make sure these are clearly displayed in the classroom. The children are excellent at evacuating the building but will need some rehearsal from their new classrooms. In particular, remind children of the importance of haste and silence when exiting the school when the fire alarm sounds.

There will be a fire drill each half term. This will take place unannounced except in the first half term of a new year when the new reception children will be told about the loud noise the bell makes, why we need it and what we must do.

Evacuation procedure: When you hear a continuous ringing of the alarm bell it means that we have a fire in the premises emergency.

Whoever discovers the fire needs to press the closest fire alarm.

The following members of staff have key responsibilities when the fire alarm sounds:

- Admin Office will set the evacuation bell (continuous bell) and ring 999 if necessary.
- The Office Staff collect the register absence list and go to the set evacuation point (KS1 Playground)
- Sally to check the staffroom, staff toilets and PPA room, and will evacuate any people down the admin corridor.
- Year 2 toilets will be checked by a year 2 support staff.
- Year 1 toilets to be checked by Year 1 support staff.
- Reception toilets will be checked by the TA in that class before they evacuate.

- Year 3 and 4 toilets will be checked by the Year 4 support staff.
- Year 5 and 6 toilets will be checked by year 6 support staff as well as a sweep of the group rooms.

Proceed to the designated area through the closest fire exit, the children need to be in single file in silence.

The last person out should **close** the door as this will help to contain the fire.

Teachers should count the number of children and then any discrepancies in numbers will result in the register being called. Report anyone missing to the person in charge.

You should not return to the building until you are given permission.

The agreed fire drill procedures are in every room. All staff must familiarise themselves with these. They should also ensure that visitors/helpers are also aware of them. Please ensure that fire exits are kept clear at all times.

Shelter within the School Premises – Lock down drill

This will be signalled by an intermittent alarm as follows:

- Partial Lock Down- 2 beeps- Pause- 2 beeps-pause- then Repeat (children remain within the building but can move freely)
- Full Lock Down- 5 beeps-Pause- 5 beeps-Pause- then Repeat (children remain within the classroom, hidden under tables etc. and all doors are locked)

Immediate Action

1. Safety of the children and staff is TOP PRIORITY
2. Police to be contacted immediately - dial 999.
3. An intermittent alarm will sound so staff are all aware that there is an emergency but evacuation is not the best option, they need to stay in their classrooms. The outside doors need to be locked and the internal door closed. If the class is in a different location e.g. practical bay, hall, library etc the staff will stay with the adult in the room. In the event of a power cut the hand bell will be rung manually. The decision to activate this procedure rests with whoever is in charge at that time.
4. Staff will clear the corridors and move children and adults back into the classroom, preferably away from the windows and door.
5. Any child in the toilet will return to their classroom.
6. Staff that are on PPA, or in their offices will close the door and ring the office on 0 to say they are safe.
7. Children and staff outside on the playgrounds doing PE etc. will have a Walkie Talkie so that the office can contact them to inform them where to go depending on the emergency. The same applies for children and staff on Long Grove Park.
8. Buildings to be totally secured of intruder within grounds only.
9. Office to check the signing in/out book and visitors to ensure we know where everyone is.
10. Staff will be updated regarding the situation via telephones or Walkie Talkies, if it is safe to do so.
11. Police will take control of the situation when they arrive.
12. If the INCIDENT passes, staff to be informed straight away via verbal instruction from the SLT.

Emergency in the classroom

All classes have telephones in them. In an emergency you can dial 200 for the front office and ask for help.

You will also find laminated cards with a green cross on them in every room to be used in a medical emergency.

In an emergency send a child with a card to the front office and a first aider will be with you immediately.

Lone working

Staff safety is very important and you must not be in the building alone. If during school hours you are in a quiet area of school you should inform someone else so that in the event of an emergency you could be located quickly. If you are meeting with a parent/carer or child by yourself, you must do so in a room with the door open and having made an appropriate senior member of staff aware.

All staff should remain on the playground at the end of the day until everyone has finished dismissing their children. It is important that members of staff are not left alone on the playground having conversations with parents.

Medical

Please check that you are aware of all medical needs and issues of the children in your class (particularly any with a Health Care Plan). Certain children have specific medical conditions such as epilepsy or diabetes etc. these children have separate detailed care plans and all class teachers should have a handover on their condition from the school nurse and specialist nurse.

The office keep inhalers and Epipens, and these are easily accessible. Before the end of the first week back, the Admin team will check that any children's medicine stored at school is in date. We must keep a written record of every occasion when a child takes medicine in school (staff are not allowed to administer medicines without parental permission), whether in the classroom or in the medical room. Also, make sure that the list of children with allergies or significant health conditions is visible around the teacher's desk area so any adult visitor can refer to them.

We have a strict no nuts policy. Staff are the first line of defence to prevent any products containing nuts coming into school. Please be very vigilant, and do not allow any foodstuffs to be handed out or eaten classrooms where the ingredients cannot be verified as having no nuts.

Accidents and Illness of Children During the School Day

Most staff have been trained in basic first aid. An up-to-date list of first aiders can be found on the posters around the school.

If a child has received a bump to the head (unless at lunchtime and a bumped head letter is given), they must be sent to the office where they will be assessed. A bumped head letter will then be given to the child to inform their parents. Please ensure parents are informed at the end of the day verbally. If necessary, parents will be contacted immediately or emergency services called. Please follow first aid procedures in the event of any serious incident.

For children who are prescribed Epipens and/or inhalers, these are kept in the school office. Class teachers are expected to take the correct medication with them when leaving the school site during the day. For instance, to the field for PE or on a school trip. Children are not allowed to carry their own medication around the school for their own safety.

If a child vomits in school, they should be sent to the office accompanied by another child/adult. They will not be allowed to return to school for 48 hours.

If a child says they are feeling unwell please make a judgement about how serious you think this is. If you feel it is a genuine illness, please send the child to the school office for evaluation. Any child who is feeling unwell will need to have their temperature taken. If the child is too poorly to return to class a decision will be made to contact the parent to send the child home. Please ensure the adult collecting the child signs the child out through the school office.

GDPR and Data Protection

As a school, we collect, create and handle high levels of personal, confidential and sensitive data on children, parents and staff (e.g. assessment, SEND, contact details). The Data Protection Act requires that this information should be processed fairly, stored safely and not disclosed to any other person unlawfully. The school is committed to protecting the rights and privacy of individuals in accordance with the requirements of the Data Protection Act 2018 (GDPR).

Staff must take particular care when disclosing personal data to third parties, to ensure that there is no breach. Disclosure may be unlawful even if the third party is a family member of the child, a local authority, government department or the police.

Personal data can be disclosed if:

- There is a clear and legitimate purpose for the disclosure;
- There are statutory reasons for disclosing;
- The disclosure is in the vital interests of the child (or others);
- There is a legal reason for disclosing

If the personal data to be disclosed is highly confidential, then please seek advice before disclosing. Precautions should be taken against the physical loss or damage of personal data, and that access to and disclosure of personal data should be restricted (files with sensitive information about children or printing on the photocopiers should be considered).

Manual data:

- When not in use, files containing confidential personal data should be kept in locked stores or cabinets to which only authorised staff have access. (children's school files)
- Files should be put away in secure storage at the end of the working day and not left out on desks overnight.

Electronic data:

- Please follow the school's IT policies and procedures.
- Care must also be taken to ensure that PCs and terminals on which personal data are processed are not visible to unauthorised persons.
- Screens on which personal data are displayed should not be left unattended. Consider when leaving the classroom whether sensitive data can be accessed.
- Particular care must be taken to ensure encryption when transmitting personal data electronically (Egress)
- Portable media may not be used without specific permission
- Unapproved software is not allowed in work areas or attached to email

As well as preventing unauthorised access, it is equally important to avoid the accidental or premature destruction of personal data. Personal data in both manual and electronic formats should only be destroyed in accordance with agreed retention schedules, (please see the school's retention schedule for further information).

Care must be taken to ensure that appropriate secure measures are in place for the disposal of any personal data (e.g. by shredding paper documents and reformatting computer drives).

Please be aware of what you are **sending to the printer/photocopiers** and ensure that the items are promptly collected – some sensitive information can be easily accessed by others when uncollected. It is also important to remember **that children should not be sent to collect items from the printer** for this very reason.

Also, please be aware that if you are communicating with more than one person by email that you use the blind copy option (bcc) to ensure you are not inadvertently sharing personal email addresses.

All breaches (even if they are small e.g. an email not blind copied or papers left on the printer) should be reported to Sally or Emma Felgate.

Privacy Notice for School Workforce

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data. Our privacy notice for the school workforce explains how we collect, store and use staff personal data.

Telephone System

All external inbound/outbound and internal calls are recorded for training and monitoring purposes. Recordings are automatically stored for 90 days by our IT support provider before automatic deletion. Only appropriately authorised school staff may review calls where deemed appropriate but it should be noted that personal calls made/taken on a school telephone could be listened to inadvertently as part of a review. Personal calls can be made via your personal mobile within the staffroom only.

Personal Information

Please ensure that any personal details such as change of address or telephone numbers are notified to the Office. It is important that the school has up-to-date contact information for you.

Mobile phones

Mobile phone use around children is a safeguarding issue. Please ensure that you do not use your mobile phone around the children. This includes for checking the time.

Please do not use your mobile phone in the classroom or if on playground duty at any time. Mobile phones can only be safely used in the staff corridor. Any use around the school would constitute a breach of professional conduct and disciplinary action could follow. Our office is manned from 8am-4:30pm and messages will always be passed on to you.

It is not appropriate to use any function, such as the camera, of your personal mobile phone in school. Use of mobile phones forms part of the school's Code of Conduct to which all staff must adhere.

Volunteer helpers in school

Volunteers are a valuable resource for helping to raise children's achievement, complementing the work of school staff. Ensuring the safe and co-ordinated work of volunteers is the responsibility of the teacher. Teachers are always responsible for the welfare and safe care of children in their class (even when a volunteer is working with them) and should only use volunteers who they are confident of.

Class teachers must ensure that all volunteers (whether one off or regular):

- have a current valid DBS check (the single central record is maintained by the admin team)
- have completed a volunteer induction training session
- have read and signed a Code of Conduct
- have been given, have read and understood the volunteer induction pack
- have been signposted to the school's child protection policy
- are familiar with the school behaviour policy, procedures designed to avoid hazards or risks and first aid/emergency arrangements such e.g. fire procedures and medical allergies of children they might be working with

- have an understanding of need for confidentiality
- have been adequately briefed, resourced and prepared for the task allocated to them
- have an appropriate location established for them to work

Work experience volunteers (e.g. secondary school pupils, pre-PGCE observation, NVQ course experience) must be authorised by Sally or Fran.

Dress Code For Staff and Children

For Staff

All staff appearance must be professional at all times both within the workplace and when representing the school at differing venues. The children are expected to be dressed smartly in uniform. Therefore we must make sure that we are always dressed in a professional manner.

There is no exhaustive policy defining acceptable and unacceptable standards of dress and appearance and staff must use 'common sense'.

The school recognises the diversity of cultures, religions and disabilities of its staff and will take a sensitive approach when this affects dress requirements. However, priority will be given to health and safety and security considerations. This is a particular issue when considering footwear as there may be times when you have to move quickly. Staff are allowed to wear a smart, clean, plain pump but these should not be a sports trainer.

Please also consider your appearance both in the context of the practical situations you are involved in in a busy primary school, as well as the safeguarding responsibilities we have.

All staff are expected to dress appropriately to reflect their professional role; for male staff this would include a shirt and tie. For the avoidance of doubt, inappropriate dress is deemed to include the following:

- Jeans/jeggings (or trousers that look like jeans) and any other denim clothing
- Revealing or excessively tight clothing, such as cropped tops and short skirts
- Clothing which exposes underwear including bra straps
- Casual t-shirts, vest tops or shorts (except where appropriate to task, e.g. PE)
- Combat or cargo trousers
- Leggings, unless worn under a skirt or dress of appropriate length
- Beach flip flops - all footwear should have a heel strap.
- Sports Trainers (unless being worn for PE)
- Casual boots, e.g. Ugg boots and excessively high heels
- Strapless tops/dresses or tops/dresses with 'shoestring' shoulder straps, racer backs or halter necks
- Clothing with large logos, political symbols or contentious slogans.
- Visible tattoos which are offensive.

Staff are asked to cover up visible tattoos whilst at work which may be considered offensive. Jewellery should be discreet and practical. Facial piercings must be small and discreet. Clothing should not unduly restrict movement or prevent a task being carried out with dignity.

Teaching staff are supplied with a staff polo shirt to be worn when teaching PE and taking part in sports competitions. On a day when a PE session is timetabled, staff are able to wear PE kit for the half day in which their session falls.

It is an expectation that professional dress is worn during PPA time or Subject leader release time.

Children's School Uniform

We expect all members of staff to have high expectations for uniform and to challenge children when appropriate.

Children should be encouraged to wear their polo shirts and shirts tucked in (Year R-6) and wearing a plain black school shoe or plain black trainer (no logo).

Please be aware that some children may have sensory needs and these are often circulated at the start of the year or in the staff briefing, if you are unsure, please speak to their teacher.

Expectations for accessories and cosmetics:

- A small wrist watch (or one that can count steps) is permitted for children in KS2. Smart watches that can be used to communicate are not permitted even if this function is disabled.
- A maximum of one small & discreet stud earring per ear (these earrings must be removed for PE- not taped) No other jewellery is permitted.
- Nail varnish, false nails, make-up and temporary tattoos are not appropriate for school and a pupil will be asked to remove these accessories if seen by a member of staff.

Expectations for hairstyles:

The school reserves the right to make a judgement on whether a pupil's hairstyle, hair colour or headwear is inappropriate for the school environment; however, the school will ensure that any such judgements do not discriminate against any pupil by virtue of their protected characteristics. Each individual pupil's scenario will be taken into account where any judgements are to be made.

- All children with shoulder-length or longer hair must have it completely tied back; hair should not be worn in a half-up-half-down style;
- Hair bands should be small and plain in the neutral colours of purple, white, black, brown, beige and navy only;
- Decorative and large accessories such as bows, headbands and long ribbons are not appropriate for school as they serve no functional purpose, pupils will be asked to remove these if worn;

Children are allowed to bring in a sensible, named water bottle. These should contain water only.

It is an expectation that every member of staff reinforces our expectations re uniform with every child e.g. asking children why they don't have a particular item of uniform and encouraging them to make sure it is in school the next day. Staff should send home uniform letters where a child's uniform does not meet the expectation. Children should be encouraged to name all of their possessions.

Working with Stakeholders

Difficult Conversations

There may be occasions when you have to deal with difficult situations in which parents may become agitated or rude. We do not tolerate aggressive or threatening behaviour towards any member of staff and adults can be barred from school premises should this be necessary.

Staff should be aware of potential issues and make appointments to see parents in a less isolated area (e.g. SLT offices) and/or with additional staff if necessary. Meetings with parents should not occur in isolated areas, please ensure that a colleague knows if you are going into a meeting which could potentially be challenging.

Openness

The children's needs and how to create the best possible provision to enable these needs to be met is at the heart of all decisions taken. Staff are given opportunities to discuss provision and are expected to make use of these.

From time-to-time decisions are taken which individuals may find difficult. If this situation should arise, staff are expected to approach difficulties with a 'solution-focused' attitude. Simply airing unhappiness with a

sympathetic individual is fairly unproductive as it can spread dissatisfaction and unhappiness and ultimately runs the risk of compromising the needs of the children. Staff are asked to think beyond the problem and consider it within an objective, intellectual framework rather than a purely subjective, emotional one. Therefore the expectation is that all staff (teachers, teaching assistants, support staff, admin staff) in these situations would have the professional outlook that enables them to discuss the situation in confidence with someone who could affect a solution e.g. a member of the SLT.

Staff Wellbeing

Stress/worry/workload

We all contribute to the culture and atmosphere created in and around school. As a school we pride ourselves in offering a strong community and high levels of support. If there is anything worrying you then please do not let things build up. If you ask for support at this school, you will get it.

Some level of stress is a natural and inevitable aspect of work. However, there are pressure points in the school year and we all have busy lives to manage at home.

PLEASE DO NOT SUFFER IN SILENCE. You should address things early and talk to Sally, Fran or your Phase Leader in confidence. We can't do anything to support you or resolve matters if we don't know about them. In the event of a major personal crisis, confidential support should be sought from Sally. All conversations will be dealt with in strictest confidence.

As a school we pay for membership in the 'Schools Advisory Service' scheme which entitles all staff (and their immediate families) to free confidential access to support, advice and counselling services. They can be contacted direct on 01773 814403 or www.schooladvice.co.uk – everything is dealt with in confidence and the school will not be told if you have accessed this support.

The Friends Association

We are lucky to have such a supportive and committed parents' association. It is important that we as staff show as much support at the Friends events as possible.

Whole School Policy

Once a decision about developments to practice has been debated and made, it is an expectation that staff take a full and active part in working on those developments. In this way, our vision for our children can best be fulfilled.

Restrictive Practice

Restrictive Practice is a strategy aimed at de-escalating situations where the behaviour may become physical. **Restrictive Practice should only be used if the child is compromising their own safety or the safety of others.** Please read the Restrictive Practice working practice document. (See link in appendices).

Time keeping

Please arrive in school in good time to enable you to be fully prepared for your class. If you are a Learning Support Assistant or an office team member, please arrive in a timely manner according to your contract so that you are ready to start work promptly. We do expect all teachers to be in by 8:20am at the very latest however most staff are in school much earlier. Whilst there is no hard and fast rule about what time you should leave at the end of the day, time needs to be given to ensure all work is marked, preparations are made for the next day, displays are kept tidy and that the classroom is left tidy at the end of every day.

Children of staff members in school

Children of staff can come into school with their parent in the morning. At the beginning or end of the school day, it is the parent's responsibility to ensure that their children are settled in an appropriate place, outside of the classrooms nearest to where they work, and provide a quiet activity for them to complete. This should not be using electronic devices. It is not the office staff's responsibility to attend to staff's children outside of school hours. Staff must clear up when their children have used a shared space. It is not appropriate for them to wait in the classrooms as it is likely that professional dialogue between the teacher and staff team will take place regarding individual children in the class, which is confidential. Please speak to Sally if there is an issue.

We would also like to take this opportunity to remind you that any conversations about your child with your child's class teacher need to take place in an appropriate manner, e.g. not in the corridor or during your working hours. If you need to speak to a member of staff as a parent then please book an appointment to meet with them or speak at collection.

Appendices

By signing to say you have read this policy you are also agreeing that you have read the documents below.

"S:\Staff\Working Practices Documents\Restrictive Practice Working Practices Apr 26.docx"

"S:\Staff\Working Practices Documents\Safe Dismissal Working Practices Apr 26.docx"

"S:\Staff\Working Practices Documents\Teaching and Learning Working Practices.docx"

"S:\Staff\Working Practices Documents\Entering absences via EduPay - Southfield Park.pdf"