



# **Staff Handbook 2025-2026**

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## **Aims of this handbook**

### **Welcome to Micklands Primary School!**

We understand how vital a comprehensive and informative handbook can be for new staff to ensure you settle in well, as well as for existing staff to consult for answers to frequently arising questions. This handbook has been created to provide you with all the information you need to know to help you get to grips with how our school operates and to thrive professionally and personally within our school and our school community.

We advise that you keep and take care of this handbook – it is a useful reference point for all stages of your career with us, as it outlines all the important procedures by which we abide. Always check this handbook first before you seek further clarification from another member of staff; if you have any questions about the content of this handbook, please speak to the Headteacher.

## **Our School Reflection**



**We always work our hardest and try our best  
We like to have fun when learning  
Taking pride, aiming high  
And never giving up**

**We are proud of our beautiful environment  
Taking care to look after it  
We always help and look after each other  
We never walk away**

**Our teachers believe in us and help us  
When we find things challenging  
Celebrating success is very important to us  
However small this may be.**

## **1. School values**

At Micklands Primary School, our pupils, families, staff and governors share one vision: to be even better tomorrow than we are today.

We believe that an enjoyment of learning and a desire for knowledge and expertise are the foundation of education. Around the school, there are places of interest, challenge, wonder and reflection; all of which create a stimulating environment to inspire and enthuse.

In a culture of support, we celebrate diversity and help children to develop as individuals. Our teachers' consistently high expectations empower everyone to reach their full potential because we truly believe that every child can succeed. All achievements are celebrated to create a sense of pride and self-worth and, in turn, we expect everyone to show the same care and consideration that is shown to them.

We want children to leave Micklands as happy, well-rounded individuals who feel confident about the future and look forward to the opportunities and challenges it will bring. All of these values are embraced in our school motto: '**Taking Pride, Aiming High**'.

### **Our Aims**

- We aim to ensure that all children develop to their full potential and that we prepare them for the opportunities and experiences for adult life.
- We aim to achieve this by providing high quality teaching and learning in a happy, inclusive community.
- We aim to provide an education which places importance on the development of the whole child - academically, intellectually, physically, emotionally and socially.
- We aim to provide a safe and happy environment that raises children's self-esteem and a balanced creative curriculum that develops the whole child.
- We aim to have high expectations for behaviour and achievement. We work closely with the parents of children experiencing difficulties.
- We aim to have a strong Governing Body who are committed to our vision and support and challenge us to achieve it.
- We aim to provide equal opportunities for learning regardless of gender, culture, race, creed, sexual orientation or ethnic origin, where each person is valued and is made aware that they have the potential to make a positive contribution to the school.

### **Diversity and inclusion**

The school aims to create a positive, stimulating and happy environment through which all members of the school community can develop their skills and thrive. The school is committed to ensuring that all members of the community are treated fairly, justly and with respect in every aspect of school life.

Our school celebrates diversity and prides itself on cultivating an environment in which all our staff members, pupils, governors, parents and stakeholders have the freedom to be themselves without judgement or discrimination. You are expected to adhere to these values at all times.

## **2. The school day**

The school day begins at 8.30am and ends at 3.20pm. We have a break at 10.30am which lasts for 15 minutes, during which pupils will normally be expected to play outside. Lunchtime is between 12:20pm and 1:20pm, with the exception of Foundation Stage which is between 12.05pm and 1.20pm

A bell will ring to signal the start and end of the school day, breaktime and lunchtime. A warning bell will also ring five minutes prior to the bell that signals the end of lunchtime.

### Supervisory duty

Supervisory duty for breaktime will be organised by a rota system - you are responsible for checking on which days you will be supervising via the rota in the photocopier room. In the event that adverse weather conditions prevent pupils from going outside during break and lunchtimes, class teachers and teaching assistants will be responsible for supervising their own class - staff members will be responsible for organising their own cover where they cannot supervise, unless in the instance of unplanned absence. Team Leads then organise cover.

### Lunchtimes

You are able to use the staff room during all breaktimes and lunchtimes. You can bring your own food to school for lunch (no nuts, please) and can use the appliances present in the staff room to prepare food; however, you are also able to order a school meal. If you would like to do so, please register your order on ParentPay before 8:00am, and ensure that you keep up to date with clearing any outstanding balance on your account.

You must ensure that you always return to your duties from breaktimes and lunchtimes punctually - it is important that we, as staff members, set a good example for pupils in this regard.

### Assemblies

A weekly Headteacher assembly will take place for each key stage in the hall. There will also be key stage singing and celebration assemblies. Assemblies are mandatory for all pupils, and each class must be supervised by at least one staff member. If you are not supervising a group of pupils, you are not required to attend assembly. We do, however, recommend that you attend all special assemblies.

### Staff meetings

We have staff meetings, which teachers are required to attend, every Wednesday after school at 3.45pm. Staff meetings will focus on the priorities for development or review. The person leading the meeting will be responsible for writing up any decisions taken and passing them back to staff at some future stage for further consideration or implementation. You are expected to come to staff meetings prepared to contribute.

## 3. Staff list

Our school prides itself on having a warm and welcoming school community, emphasising the importance of professional respect and effective communication amongst our staff.

It is vital that you are aware of the identities of other staff members, the roles they conduct in the school, and how to contact them if needed.

The school has a **Senior Leadership Team** consisting of:

Position	Name
Headteacher	Mr Mark Frost
Deputy Headteacher	Mrs Kirsty Mirbel
SENDCo	Mrs Karen Talbot

The **Pastoral** Department:

Position	Name
ELSA	Mrs Paula Hamblin Mrs Emma Illman
Learning and Pastoral Support Assistant (NEST)	Miss Julie Nee

The **Administration** and **Premises** Department:

Position	Name
Office Manager	Mrs Bernie Rapson
Administrator	Miss Yasmin Illsley
Administrator	Mrs Karen Stuart
Premises Manager	Mr Nigel Middleton

The 4 **Teaching** Departments:

FS Teaching staff	FS Teaching and Learning Support
Miss Chloe Ogden (Team Lead)	Mrs Zee Dibley (EYP) Mrs Wendy McMahon Mrs Courtney Priest Miss Ioana Chiturlea Mrs Sarah White

KS1 Teaching Staff	KS1 Teaching and Learning Support
Year 1 - Mrs Lauren Steer (Team Lead)	Mrs Sarda Gurung Mrs Hailey Crook Mrs Amarjot Kaur Mrs Rowan Perry-Lee
Year 1 - Mr Raven Lee	Mrs Sandra Minchin Miss Alice Urwin
Year 2 - Miss Sarah Jenkins	Miss Sam Bates Mrs Varsha Malode
Year 2 - Miss Nicola Abbott	Mrs Jenny Garratt Mrs Christine Fowler

Lower KS2 Teaching Staff	LKS2 Teaching and Learning Support
Year 3 - Mrs Margaret Hastings (Team Lead)	Mrs Ceri Beck
Year 4 - Miss Lauren Mackenzie	Mrs Jane Gadd
Year 4 - Mrs Laura Mills	Mrs Naureen Tanveer Mrs Sophie Khan

Upper KS2 Teaching Staff	UKS2 Teaching and Learning Support
Year 5 - Mrs Delia Mackechnie (0.6) / Miss Amanda Thomas (0.4)	Mrs Ankur Sapkota Miss Ioana Chiturlea
Year 5 - Miss Helen Smales	Miss Clarissa Wharton
Year 6 - Mrs Sarah Perchard	Mrs Ruth Lennon
Year 6 - Mrs Melissa Payne (Team Lead)	Mrs Gill Nelis

The **Lunchtime** Team:

Position	Name
Lunchtime Supervisor	Miss Clarissa Wharton
Lunchtime Assistants	Miss Sam Bates Mrs Leza Begum Mrs Debbie Blessett Miss Ioana Chiturlea Miss Ava Chu Miss Sophie Clayton Mrs Christine Fowler Mrs Nora Griffiths Mrs Sarda Gurung Mrs Amarjot Kaur Mr Roland Kwok Mrs Varsha Malode Mrs Sandra Minchin Mrs Mayuri Patil Mrs Rowan Perry-Lee Mrs Courtney Priest Miss Tara Richens Mrs Ankur Sapkota Mrs Naureen Tanveer Miss Alice Urwin

The **School Governing Body**:

Position	Name
Clerk to Governors	Kellie Nicholson
Chair of Governors (LA Governor)	Richard Rolfe
Vice Chair of Governors	
Headteacher	Mark Frost
Associate Member	Mrs Kirsty Mirbel (Deputy Headteacher)
Co-opted Governor	Andrea Pascui
Co-opted Governor	Nicole Wisdom
Parent Governor	Tracy Patterson
Parent Governor	Olivia Watson
Staff Governor	Lauren Steer

#### 4. Policies and procedures

You will be provided with access to electronic copies of the following policies, which we expect you to read, and sign to say that you know and understand:

Week One:

- Keeping Children Safe In Education (KCSIE) Part One
- Child Protection and Safeguarding Policy
- Intimate Care Policy (if immediately relevant to your role)
- Invacuation, Lockdown and Evacuation Policy
- Staff Code of Conduct

As soon as possible (and definitely within the first 4 weeks of employment):

- Acceptable Use of ICT Policy and Agreement
- Allegations of Abuse Against Staff Policy
- Anti-Bullying Policy
- Attendance and Absence Policy
- Behaviour Policy and Principles
- Children Missing Education Policy
- Child-on-Child Abuse Policy
- Data Protection Policy
- Data Protection Training (Online)
- First Aid Policy
- Health and Safety Policy
- Level 1 Safeguarding Training
- Low-level Safeguarding Concerns Policy
- Online Safety Policy
- Positive Handling and Safe Touch Policy
- Primary AI in the Classroom Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupils with Additional Health Needs Attendance Policy
- Smoke-free Policy
- Staff Drug and Alcohol Policy
- Supporting Pupils with Medical Conditions Policy
- Whistleblowing Policy

This is not an exhaustive list of all school policies and further reading of additional policies will be required during your induction period.

## **5. Staff conduct**

You must ensure you have read the Staff Code of Conduct in full and understand what the school expects of you.

### **Dress code**

All staff are expected to present themselves appropriately in accordance with the Staff Code of Conduct. You are expected to:

- Ensure that your appearance is clean and neat when at work or representing the school.
- Dress in a manner that is appropriate to your role.
- Remember that you are a role model for pupils, and that your dress and appearance should reflect this.
- Not dress in a way that would cause embarrassment to pupils, parents, colleagues or other stakeholders.

### **Personal belongings**

You should ensure that all personal belongings, e.g. handbags, mobile phones and outdoor clothing, are kept out of sight of pupils and do not clutter your workspace. You should not have your mobile phone on your person while working, and you should avoid using your mobile phone for non-urgent matters in front of pupils. If you do need to take an urgent call, please inform the headteacher.

### **Food and drink**

You may bring hot drinks with you while you are working if they are kept in an insulated cup or flask with a working lid to prevent excessive spillage or scalding. You should never carry a cup full of hot liquid throughout the school without a working lid - such cups may only be used for hot liquid within the staff room.

### **Professional respect**

You must remain professional with colleagues and pupils. It is unacceptable to speak unprofessionally about a colleague, or publicly challenge them or the school, particularly in front of pupils, parents or other stakeholders.

We expect that you will show professional respect for your colleagues at all times. Any instances of workplace bullying or disrespect will be handled in line with the Disciplinary Policy.

### **Alcohol, smoking and drugs**

Alcohol, illegal drugs and legal highs are strictly prohibited on the school site.

You may use prescription medication; however, this medication must be kept in a locked cupboard within the classroom. You must never consume medication in front of pupils.

You are not permitted to smoke or vape on school grounds. You must never smoke or vape in front of pupils or parents.

### **Social media**

It is not appropriate to use social media on school computers. We ask that you refrain from using social media on school premises where possible; however, we accept that you may wish to use social media during your break and lunchtimes. This should only be done inside the staff room and using your personal mobile data rather than school networks.

You are also required to avoid posting potential damaging or defamatory content regarding the school or Micklands staff on social media. If you breach the school's confidentiality or bring the school into disrepute, this will be managed in line with the Disciplinary Policy.

### **Protecting the reputation of the school**

You must ensure that you protect the reputation of the school at all times. You should never attempt to handle formal complaints or respond to the press unless you have received training to do so. You should also ensure that you only accept gifts or hospitality from pupils, parents or stakeholders in line with the Staff Code of Conduct.

### **Disciplinary procedures**

Where you do not adhere to school rules, including the conduct and behaviour laid out within the Staff Code of Conduct and this handbook, you will be disciplined in line with the Disciplinary Policy. Please ensure you have familiarised yourself with this policy.

## **6. Attendance and absence**

Your contract requires you to work every weekday during term time, except in the instances of a part-time contract or approved leave, e.g. sick leave and maternity or paternity leave. Regular attendance at work is an integral part of your contract of employment and we expect all of our staff to keep absences to a minimum, where possible.

### **Approved absences**

Although we strongly emphasise the importance of attendance, we are committed to maintaining the health and wellbeing of our staff. We recognise the importance of work-life balance and the inevitability that staff will, at times, need to take time off from work for genuine and acceptable

reasons. Where you need to take a short period of absence known about in advance, you must inform the Headteacher at the earliest possible convenience, who will ensure your planned absence is appropriately recorded.

**Teaching staff** - You must ensure that appropriate work is set for pupils with clear instructions during your absence. The Headteacher will ensure that your class is covered by alternate staff.

**Non-teaching staff** - You must ensure that you have appropriately planned for your absence and that urgent work will still be completed within relevant timescales despite the absence.

Where possible, you are expected to make routine appointments outside of working hours - where this is not possible, please try and schedule these appointments for as close to the beginning or end of the school day as possible.

### **Absences not known in advance**

Where you must take an unplanned absence, e.g. in the case of sudden illness or bereavement, we expect you to report this using the following procedure so we can support you and arrange cover:

- On the first day of your absence, you must call Bernie Rapson (Office Manager) on 07970 736857 by no later than 7.30am to notify her of your absence, the reason for your absence and the expected duration of your absence.
- If you are unable to contact Bernie Rapson, please contact Mark Frost on 07900 677963 or Kirsty Mirbel on 07870 940096.
- During your absence please keep the office staff informed: **ring and inform them by 3.00pm of your intentions for the next day. This is vitally important as supply cover may need to be arranged.**
- If your absence is likely to continue for a period of time, please make sure that you get in touch with the Headteacher using the school phone number - 0118 9375500 or email [head@micklands.reading.sch.uk](mailto:head@micklands.reading.sch.uk)
- If you are absent for longer than seven consecutive days, including weekends, you will need to submit a doctor's note to the school where relevant.

The Office Manager, Deputy Headteacher and Headteacher will put in place the appropriate cover arrangements. You should have short and medium-term plans available for use by the individual providing cover for you in the event of an unplanned absence.

Failure to follow this process may result in the withholding of sick pay or the treatment of the absence as unauthorised.

### **Returning to school after an absence**

Upon return to school, you should ask the office staff which forms need to be completed, as the type of form will likely vary depending on the length of your absence. You should also ensure you speak to the Headteacher about what occurred in your absence.

### **Paid and unpaid leave of absence**

Leave of absence is only granted in certain, limited circumstances, and at the discretion of the Headteacher. All requests for leaves of absence should be given to the Headteacher for approval.

## **7. Staff wellbeing**

The school is committed to supporting staff wellbeing, including by helping our staff to manage workplace stress. We maintain a proactive approach in our school where we strive to ensure our staff members' wellbeing is always nurtured, rather than managing wellbeing only where issues arise.

You are encouraged to take up opportunities for support that are suggested to help you effectively manage stress, and to speak to the Headteacher or Deputy Headteacher if you would like any further information. For a full summary of our wellbeing provision, and what we can do as a school to help you manage your mental health and stress levels, please read our Staff Wellbeing Policy.

## 8. Staff training

### INSET days

You are expected to attend various training courses throughout the year, e.g. Safeguarding. Days where pupils do not attend school to allow staff to engage in training are called INSET days.

### Training courses and professional development

Where you wish to undergo a training opportunity to further your professional development, you should raise this with your line manager. Where training is considered to be relevant and beneficial for your role, the school will organise and fund this training for you. You will need to complete a CPD Application Form which contains information about your course, how it links to whole school objectives and how you will share the information from the course with others in school.

## 9. Health and safety

Our school takes the health and safety of all members of our school community very seriously. To ensure that we can achieve a safe environment, all staff members are required to familiarise themselves with the Health and Safety Policy.

### Safe working

In order to ensure that all of our staff can work safely, we have implemented the following policies that outline our procedures for ensuring that staff members can conduct potentially dangerous work safely. These include:

- Working at Heights Policy
- COSHH Policy
- Lone Worker Policy
- Asbestos Management Policy
- Near-miss Policy
- Risk Assessment Policy

You are expected to familiarise yourself with the above policies if they are relevant to your work at the school.

### Fire and other emergencies

The school conducts fire drills termly. The fire alarm will sound throughout the school and consists of a continuous ringing. The fire assembly point is on the field behind the Upper Junior building.

- Pupils should be led out and are expected to walk quickly and silently.
- Call the register and ensure that all children put their hands up as they answer their names.
- Inform the Headteacher, Deputy Headteacher or a member of SLT immediately if a child is missing.
- Do not go back / send anyone back into the building.

The school's designated fire safety officer is Nigel Middleton (Premises Manager).

You should familiarise yourself with the Invacuation, Lockdown and Evacuation Policy as you will be required to implement this in the event that emergency procedures are invoked. You will receive training on these procedures as part of your induction.

The following signals are used to indicate the commencement of emergency procedures:

- **Lockdown**, e.g. in the case of local risk of air pollution or an armed intruder - lockdown alarm will sound - intermittent continuous school buzzer and a message sent to all staff providing further information.
- **Evacuation**, e.g. in the case of fire - fire alarm will sound - continuous school bell.

Pupils must always be supervised in the event of an emergency; if you are supervising pupils when emergency procedures are invoked, you must ensure that all pupils in your care are accounted for and kept as safe as possible. You must ensure that you are aware of any pupils in your care who have a Personal Emergency Evacuation Plan or Personal Emergency Lockdown Plan, and how to enact that plan where necessary.

### **First aid**

The designated (lead) first aider is Bernie Rapson (Office Manager). The school's first aiders are:

- Samantha Bates (TA/LTA) - First Aid for Schools
- Ceri Beck (TA) - First Aid for Schools
- Zee Dibley (EYP) - Paediatric - 12 hours
- Mark Frost (Headteacher) - First Aid for Schools
- Sarda Gurung (TA/LTA) - First Aid for Schools
- Yasmin Illsley (Administrator) - Paediatric - 12 hours
- Amajot Kaur (LTA) - First Aid for Schools
- Ruth Lennon (TA/LTA) - First Aid for Schools
- Delia Mackechnie (Teacher) - First Aid for Schools
- Varsha Malode (TA/LTA) - First Aid for Schools
- Wendy McMahon (TA) - First Aid for Schools
- Nigel Middleton (Premises Manager) - Emergency First Aid at Work
- Laura Mills (Teacher) - First Aid for Schools
- Sandra Minchin (TA/LTA) - Paediatric - 12 hours
- Julie Nee (LPSA) - First Aid for Schools
- Gillian Nelis (TA) - First Aid for Schools
- Ankur Sapkota (TA/LTA) - First Aid for Schools
- Linda Semple (TA/LTA) - First Aid for Schools
- Karen Stuart (Administrator) - First Aid for Schools
- Naureen Tanveer (TA/LTA) - First Aid for Schools
- Clarissa Wharton (TA/LTS) - Paediatric - 12 hours

First aid kits can be found in the Photocopier Room. Spare inhalers and adrenaline auto-injectors (AAIs) can be found in the School Office. You are responsible for familiarising yourself with the school's First Aid Policy.

**First aiders** - You are responsible for informing the school when your first aid certificate is close to expiry and we will arrange refresher training and retesting of competence for you before your certificate expires.

**Non-first aiders** - You must ensure you know the identities of school first aiders, as you will be required to notify them in the event that you witness injury or illness.

If you witness an incident involving pupils, you must act immediately. If you are first aid trained, you will be expected to tend to the pupil if you are the closest staff member to the incident. If you are not first aid trained, you must locate a first aider to do so.

You must ensure you know how to complete the Accident Incident Report, as you will be required to do so if you are the closest available staff member to an incident.

In the event that an incident requires a hospital visit:

- The most senior staff member present at the scene will call an ambulance, where necessary.
- The most senior staff member will call the pupil's parents, or delegate this responsibility to another staff member on the scene.
- A member of staff will accompany the pupil in the ambulance in the absence of their parents.

- The Accident Incident Report will be completed with any additional details, e.g. the severity of the injury once assessed by medical professionals.

The wellbeing of our pupils is our primary concern; therefore, we expect all of our staff to act quickly, though cautiously, regarding incidents that involve injured pupils.

## **10. Data protection**

The school is required to keep and process certain information about our staff members in accordance with our legal obligations under data protection legislation.

The school's DPO is Craig Stillwell at Judicium. You should ensure that all queries about data protection are directed to the Headteacher, who will contact the DPO if required. If you have questions about how the school uses your personal data, these should also be directed to the Headteacher.

You must familiarise yourself with the Data Protection Policy, and will receive regular basic data protection training.

### **Pupils' records**

Academic and general information about pupils is kept on the school's management information system, Arbor. Access to this information is limited depending on the role of the member of staff.

You will receive training prior to being expected to handle any pupil data.

## **11. Staff areas on school premises**

### **Staff room**

The staff room contains a fridge, kettle, microwave, dishwasher and sink for staff to use.

You are permitted to use the staff room before and after school, as well as during breaks and lunchtimes.

You are expected to contribute to keeping the staff room neat and tidy. You are responsible for:

- Tidying up after yourself, including putting any used dishes into the dishwasher or washing them up, throwing away rubbish and cleaning up spillages.
- Ensuring that you turn on, and empty, the dishwasher on your team's rota day (see rota in staff room).
- Ensuring that you remove any perishable products from the fridge prior to their expiry dates.

Please ensure that you do not discuss sensitive pupil information with your colleagues in the staff room; such conversations should be conducted elsewhere with only the relevant staff. It is not appropriate to discuss sensitive information about a pupil in front of colleagues not involved in that pupil's education or care.

### **PPA area**

The school library has a designated area within it which can accommodate up to 4 members of staff taking their PPA. You will need to take your school laptop with you.

### **Staff car park**

Staff are required to park in either the main staff car park or the smaller staff car park on Micklands Road. If you wish to bring your car to school, please provide your licence plate number and the make, model and colour of your car to the school office staff so that we can keep track of the cars that enter and exit the car park.

Please note that parking your car in the school car parks is done at your own risk - the school does not accept any liability for damage or theft.

## **12. Pupils and the school day**

We educate up to 420 pupils at the school, and all staff have a duty of care to each pupil. We expect you to take your duties towards our pupils very seriously, regardless of the role you hold within the school.

### **Pupil attendance and absence**

It is a statutory requirement to record and track pupil attendance - attendance registers must be marked at the beginning of each session using the school's management information system, Arbor.

Every day, it must be recorded whether pupils are:

- Present
- Attending an approved educational activity
- Absent
- Unable to attend due to exceptional circumstances.

Class teachers / TAs will record pupil attendance in each session. The office staff will then contact the listed emergency contacts for pupils where they are absent and the school has not been notified. The Headteacher will authorise any term-time absences where necessary - this cannot be done by any other member of staff.

If you are responsible for recording pupil absence, you can find relevant information and attendance codes to ensure you can do this effectively within the Attendance and Absence Policy. Regardless of your role within the school, you **must** contact the DSL where you have any concerns regarding a pupil's patterns of absence, as this could be indicative of safeguarding concerns.

### **Pupil uniform**

Please refer to the school's School Uniform Policy for a detailed description of the specified uniform. Where you find a pupil not in acceptable dress, and in violation of the School Uniform Policy, you should have a conversation with the child about why they are not wearing school uniform. Where lack of school uniform appears to be due to financial difficulties, please inform the Deputy Headteacher.

### **Behaviour management**

You bear responsibility for working with the rest of the school's staff to ensure good standards of behaviour are maintained. You must ensure you familiarise yourself with the school's Behaviour Policy so that you are aware of the behaviour that is expected of all pupils. You are expected to model good behaviour for pupils at all times.

Our Respect rainbow encourages pupils to behave in consideration of:

- Respect
- Everyone
- Self
- Property
- Environment
- Communication
- Thoughtfulness

### **Break and lunchtime**

Pupils are able to spend break and lunch in the following areas:

- School playgrounds
- School field (when weather permits)
- School hall (lunchtimes only)

Pupils are not permitted to enter the following areas during break and lunchtimes, or before and after school, unless supervised:

- Car park
- Behind the bushes at the edge of the KS2 playground
- P.E. shed area near the school kitchen
- The mounds and school copse
- Tyre park
- Play equipment
- School field when it is wet
- Classrooms
- Library
- NEST

If you see any pupils in the above areas during the specified times, you should ask them to leave the area. Where the pupil refuses to leave the prohibited area, you should contact the Headteacher, who will deal with the incident in line with the Behaviour Policy.

Where there are severe weather conditions, the Headteacher will decide whether it is safe to allow pupils to continue to spend their break and lunchtimes outside. Where it is decided to be unsafe in the circumstances, pupils will remain indoors, and will be required to stay in their classrooms under the supervision of their class teacher / TA at break, and their LTA at lunchtime - pupils will be escorted to the school hall at lunchtimes.

### **13. [Teaching staff only] Teaching and learning**

#### **Curriculum**

The school follows the requirements of the National Curriculum.

It is a key priority of our school to ensure our curriculum offers opportunities for all individual needs to be met and delivers an enjoyable learning experience. You will be required to participate in curriculum planning alongside all members of teaching staff, which should ensure that there is progression and continuity in learning.

#### **Lesson preparation**

You must ensure that individual lessons are carefully prepared so that all the required materials and resources are to hand before the lesson begins.

Every teacher should keep a small stock of all exercise books used, so that if a child completes one during a lesson, a new one can be issued immediately.

You will be allocated planning, preparation and assessment (PPA) time on a weekly basis.

#### **The classroom**

Classrooms must be kept tidy and promote an environment that encourages learning. Displays should be engaging and appealing, showcasing pupils' work that is relevant to the topics that are being taught that term.

You are expected to keep your desk tidy and uncluttered at all times - teacher cupboards should be locked, and bins utilised and emptied daily (by the cleaners).

You must ensure you implement a suitable and easily understandable system for storing pupils' work and learning materials - these must be stored in such a way that they are accessible to pupils, with the exception of work for marking.

You are responsible for developing and implementing classroom behaviour rules, and following the Behaviour Policy in the instance of poor pupil behaviour.

You must take into consideration the individual needs of your pupils when adapting the layout of your classroom and setting class seating plans - for example, pupils who have hearing impairments would likely benefit from sitting closer to the front of the class.

### **Equipment and resources**

General equipment and resources are available around the school, e.g. exercise books can be found in all classrooms. To ensure that these resources are readily available when they are required, you must always return them to the correct place when you are finished using them. If you identify a shortage of non-reusable items, or a breakage, you should inform the office staff or the Premises Manager as soon as possible.

Where you identify equipment the school could benefit from but does not currently possess, you should bring this suggestion to a member of SLT.

### **Homework**

Homework should be challenging, but must reflect the abilities of all pupils and be topical to lessons covered in class. You should try to mark all homework before the next piece of homework is set. You should refer to the school's Homework Policy for specific details pertaining to school homework standards.

### **Marking, feedback and reports**

You must ensure that work is marked and feedback is provided in accordance with the Marking and Feedback at Micklands document. You should always allow pupils to ask any questions regarding their work and any feedback given.

Mid-Year Reports for each pupil should be written by class teachers at the end of Term 3, and End of Year Reports for each pupil should be written by class teachers in the Summer Term and emailed to parents by the school office staff in July.

### **Educational visits**

The school aims to offer a well-rounded educational experience, including approved educational visits. If you wish to organise a school trip or visitor for your class, this should be planned as early as possible in the school year and you should confer with the Educational Visits Coordinator and Headteacher.

The Headteacher will ensure a risk assessment is conducted before each visit; if you are organising an educational visit, you must prepare the risk assessment for the Headteacher's approval.

You can consult the Educational Visits Policy for more information.

## **14. Extra-curricular provision**

A range of extra-curricular activities are available for pupils to take advantage of if they wish. If you know of a pupil entitled to Pupil Premium funding who would like to take part in an extra-curricular activity, please speak to the Deputy Headteacher.

If you would like to set up a new extra-curricular activity, you should speak to the Headteacher. You should ensure you have done research on the proposed activity and can discuss the benefits of implementing the activity in our school before you bring the idea to the attention of senior staff.

## **15. Safeguarding**

All staff members have a duty to safeguard pupils and provide a safe environment in which they can learn. You are expected to maintain an attitude of 'it could happen here' at all times when safeguarding is concerned - this means taking seriously all signs that a pupil may be facing, or has faced, abuse and neglect, and all allegations of abuse and neglect, regardless of whom they are against.

You must ensure you have read and understand the Child Protection and Safeguarding Policy in its entirety. You are expected to be aware of the signs of abuse and neglect at all times, and be able to recognise indicators that a pupil is suffering, or has suffered, abuse or neglect through

observation, e.g. of their behaviour, appearance and mood. You must also be aware of the processes that follow the identification of a potentially at-risk pupil.

You must report all safeguarding concerns to the DSL, who is **Mark Frost**, immediately. Where the DSL is unavailable, please report concerns to the deputy DSLs, who are **Kirsty Mirbel, Karen Talbot** and **Julie Nee**.

### **Bullying and child-on-child abuse**

The school holds a zero-tolerance policy on bullying, abuse and discrimination of any kind. We aim to tackle abuse and bullying using a **preventative** approach, which involves teaching pupils about abuse, its forms, the importance of treating one another with respect, and the importance of reporting bullying and abuse to staff.

Bullying and abuse can come in many forms and can take place inside and outside of the school and home, as well as online. Examples include:

- **Verbal** - including teasing and name-calling.
- **Physical** - including hitting, kicking, or otherwise causing physical harm.
- **Emotional** - including hurting someone's feelings, routinely excluding them or manipulating or controlling them.
- **Sexual** - including sexual violence, abuse, harassment or sharing indecent imagery, e.g. sexting or sharing nudes of others.
- **Discriminatory or prejudicial** - including racist, homophobic, biphobic, transphobic and ableist abuse using any of the above methods.

You are required to be alert to the social dynamics amongst pupils with whom you have regular contact, including being vigilant in observing signs of bullying or abusive behaviour, and signs that a pupil is the victim of bullying or child-on-child abuse.

All reports must be taken seriously - if a pupil discloses an incident of bullying to you, you are required to handle this in line with the Anti-bullying Policy, and the Child Protection and Safeguarding Policy, by referring this to the DSL.

### **Confidentiality**

You must never promise a pupil that you will keep their disclosure confidential as this may not be in their best interests, e.g. when they are at risk of harm. In almost all cases, we can only offer limited confidentiality, meaning that you will disclose the information further only to those who need to know, i.e. the DSL in the first instance.

Where a pupil reports abuse, this **must** be reported to the DSL in every circumstance - the DSL will then decide the next steps.

### **WHAT TO DO IF YOU SUSPECT CHILD ABUSE:**

- It is your professional responsibility to listen to, and believe, the child.
- Tell the child that you will help, but **DO NOT** promise to keep the allegations/disclosure of abuse secret.
- Reassure the child that they were **RIGHT** to tell you and that it was **NOT** their fault.
- It is vital not to put words into the child's mouth - listen but do not probe. Remember that it is not your responsibility to investigate.
- Thank the child for telling you and explain that you are going to talk to Mr Frost (or name of other DSLs).
- Record your concern using CPOMS. Precise dates and times are important; write down verbatim what the child said, and details of their appearance and behaviour.
- A Body Map depicting any marks, bruises etc. should also be completed if required.
- Even if the child is telling you about past abuse which worries them, you must still record it on CPOMS. Many children begin a disclosure of abuse by talking about past abuse; never assume that it is all over and done with, until it has been clarified by further investigation.

- It is likely that the child is at risk now. If so, always remember that THE PROTECTION OF THE CHILD IS THE PARAMOUNT CONSIDERATION.

#### **ACTION:**

- The designated person has a set procedure to follow, e.g. contacting social services/police who may need to talk to the child, contact with parents may be discussed (unless such contact would be likely to place a child at increased risk of significant harm), a Child Protection Conference may be called - the professionals will work together to protect the child, keeping you informed if possible.

#### **BUILDING THE PICTURE**

- On some occasions, your concerns may not necessarily be about safeguarding but the information gathered may need to be recorded as part of building the picture. The CPOMs system should be used for recording all information.

#### **ALLEGATIONS, LOW-LEVEL CONCERNS AND WHISTLEBLOWING:**

##### **Allegations:**

An allegation is where a staff member, contractor, agency worker or volunteer who has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This includes behaviour inside and outside of school

Allegations of abuse by staff should be reported in confidence to Mark Frost in person or by email, unless the allegation is against him, in which case the concern should be raised with Richard Rolfe, the Chair of Governors. These concerns will almost certainly be referred to the LADO (Local Area Designated Officer).

Examples of allegations include:

- A staff member in possession of indecent images
- A staff member contacting a child on social media
- A staff member injuring a child

##### **Low-level concerns:**

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct; including inappropriate conduct outside of work
- Does not meet the allegations threshold or is not considered serious enough to refer to the LADO

Low-level concerns should be raised in confidence to Mark Frost in person or by email, unless the concern is against him, in which case the concern should be raised with Richard Rolfe, the Chair of Governors.

Examples of Low-level concerns include:

- A staff member using inappropriate language
- A staff member being 1:1 with a child in a secluded area
- A staff member humiliating a child

### **Whistleblowing:**

Whistleblowing relates to poor and unsafe practice in which the school may have committed a criminal offence, breached a legal obligation, endangered health and safety, or covered up wrongdoing.

These concerns should be shared with Mark Frost in person or by email, Richard Rolfe or the NSPCC whistleblowing helpline on 0800 028 0285.

Examples of whistleblowing concerns include:

- A deliberate cover-up of unsafe practice
- Manipulation of safeguarding records
- Persistent breaches of confidentiality

## **16. Children Missing Education**

There are a number of reasons as to why children miss education. However, if a child is missing from education, particularly repeatedly, this can act as a vital warning sign of a range of safeguarding concerns, such as the following:

- Abuse and neglect, including child sexual exploitation (CSE) and child criminal exploitation (CCE), potentially involving county lines.
- So-called 'honour-based' abuse, including FGM and forced marriage.
- Mental health issues.
- Risk of substance abuse.
- Risk of travelling to conflict zones.

Staff will be aware that early intervention is essential to identify any underlying safeguarding relating to CME and to help prevent the risks of pupils going missing in the future. All staff should be aware of unauthorised absence procedures and the Children Missing Education Policy to ensure that they know how to respond to possible cases of CME.

## **17. Pupils with SEND and/or medical conditions**

### **SEND procedures**

We are passionate about meeting our duty, obligation and principal equality values to provide a high-quality education to all of our pupils, including pupils with SEND, and to do everything we can to meet the needs of pupils with SEND.

You are responsible for ensuring you are aware of any SEND of pupils that are in your care, whether daily in the classroom or through supervisory duty, and are familiar with the relevant EHC and IE plans.

**Teaching staff only** - You are responsible for ensuring you enable pupils with SEND in your class to study the full curriculum, achieve good levels of progress and be supported in line with their specific EHC and IE plan.

The school's SENDCO is Karen Talbot. You must ensure you are aware of the SENDCO's identity and contact details, and should address any concerns, queries or issues regarding a pupil's SEND to them.

Staff are expected to read the school's Special Educational Needs and Disabilities (SEND) Policy and any documents and reports relevant to the children you teach.

### **Supporting pupils with medical conditions**

The school has a duty to ensure arrangements are in place to support pupils with medical conditions.

You are responsible for providing support to pupils with medical conditions, where required - this includes referring them to the appropriate staff members for care where you are not trained to administer care yourself.

You are not permitted, in any circumstances, to administer medication or care to a pupil where you are not trained to do so; however, if you would like to receive training to enable you to do this where required, please speak to the lead first aider, who is Bernie Rapson (Office Manager) so that training can be organised for you. Where you are trained, and consent, to administer care and/or medication to pupils, you must do so in line with the Supporting Pupils with Medical Conditions Policy and the Administering Medication Policy.

