



Staff Handbook 2022 /23

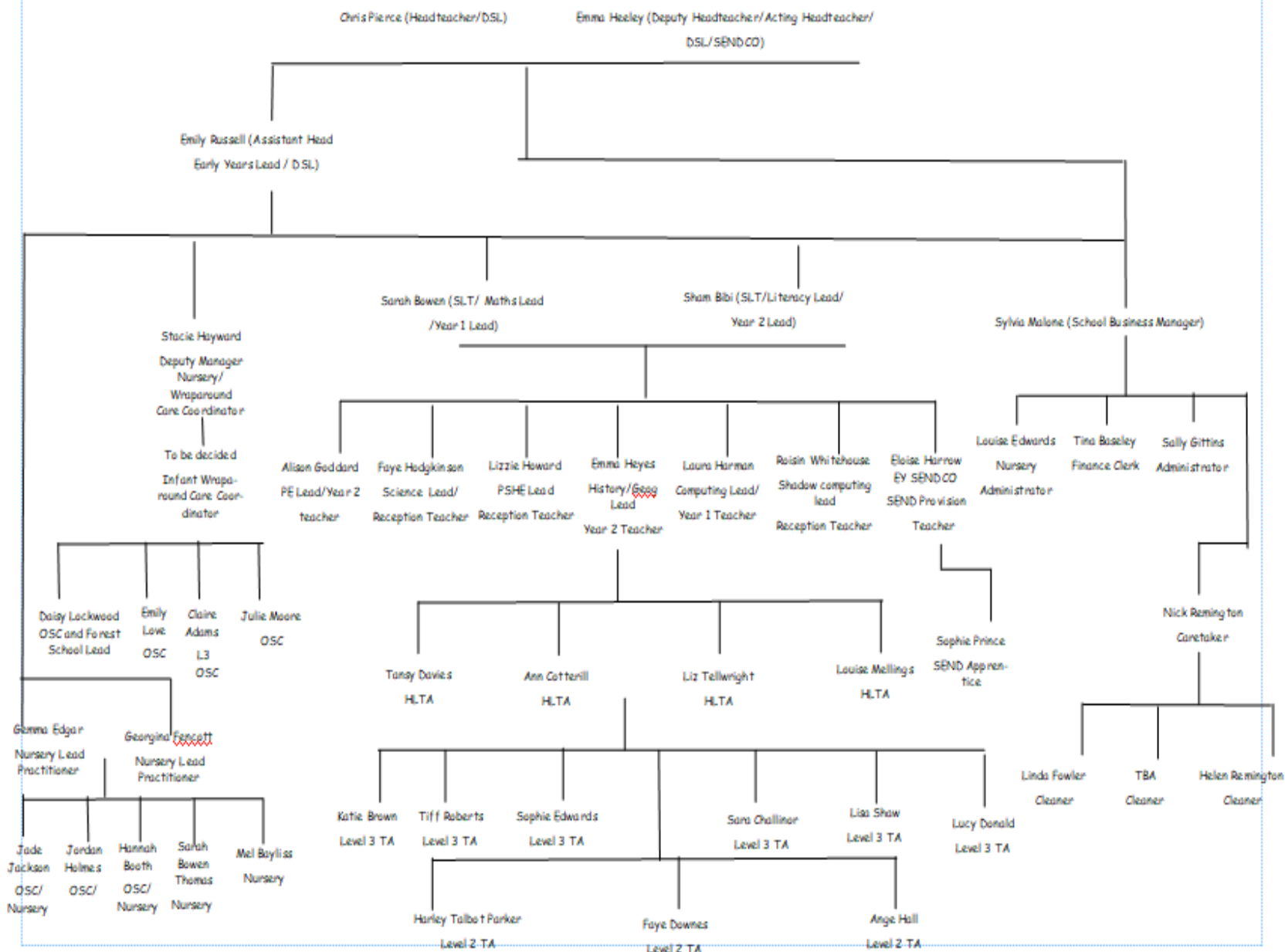
Date of Policy Review	September 2022
Policy Lead	Chris Pierce
Date of Policy Adoption by Governing Body	November 2022
Frequency of review	Annually
Review Due	September 2023
Policy Category	HR

Staffing

Headteacher Wed-Fri	Chris Pierce	DSL, Educational Visits Co-ordinator, Professional Development and curriculum, safeguarding and child protection, recruitment, attendance, performance management, Risk assessments, CIC/LAC, Music
Headteacher Mon-Tues Deputy Headteacher	Emma Heeley	SENDCO, DSL, PPG, G and T, SMSC and Personal Development, RSE, Behaviour, Health and Safety, Equality/inclusion, DT
Assistant Headteacher	Emily Russell	Early Years Lead, DSL, Nursery Teacher
Senior Leaders	Sarah Bowen Sham Bibi	Maths Lead Literacy Lead, TA line manager, ITT/student lead mentor
Teaching Staff	Lizzie Howard Emma Heyes Faye Hodgkinson Alison Goddard Roisin Whitehouse Laura Harman (Mat leave cover) Eloise Harrow	PSHE and Community Events History and Geography Science, Eco Committee PE and School Sport, Playground Pals, active learning Shadow Computing Computing Early Years SENDCO
School Business Manager	Sylvie Malone	School and nursery administration and finance, HR, GIAS and DfE compliance, purchasing, school repairs, budget management, GDPR, admissions
Office Staff	Sally Gittins Louise Edwards Tina Baseley	Administrative Assistant, attendance Nursery and Wraparound Care Finance Clerk
HLTA's	Ann Cotterill Tansy Davies	Nurture Lead

	Louise Mellings Liz Tellwright	EY and Staff Governor
Nursery Deputy Manager	Stacie Magnier	
Level 3 Teaching Assistants	Lisa Shaw Katie Brown Lucy Donald Tiff Roberts Sophie Edwards Sara Challinor	
Level 2 Teaching Assistants	Faye Downes Harley May Talbot Parker Ange Hall	
SEND Apprentice TA	Sophie Prince	
Nursery and Wraparound Care staff	Gemma Edgar Georgina Fencott Jordan Holmes Hannah Booth Jade Jackson Sarah Bowen Thomas Mel Bayliss Emily Love Claire Adams Julie Moore Amanda Palmer Daisy Lockwood	
Cleaning Staff	Nick Remington Helen Remington Linda Fowler	Caretaker Cleaner Cleaner
Kitchen Staff	Julie Moore Louise Farrugia Marie Williams	Cook
Governors	Fiona Hand Jackie Lewis Emma Ordidge Kerry Dove Barbara Greateorex Adele Wright Louise Mellings Emma Heeley Tom King	Chair Vice Chair Staff Governor Teacher Governor
Education Welfare Officer	Trina Elliott	Attendance
Family School Support Worker		
PTA	Sam Greateorex Amy Hyland Gemma Hartshorn	Chair Secretary Treasurer

Organisation Chart September 2022



The School Day

Start of the day

8.45 am	School doors opened. Teachers are in class to receive the children.
8.55 am	The school session starts. Registration.
10.15-10.35 am	Mid-morning break for Reception Children
10.40 - 11.00am	Mid-morning break for Year 1 Children
11.05-11.25am	Mid-morning break for Year 2 Children
12.15-1.30pm	Reception dinner time runs from 12.00 to 1.15pm Key Stage 1 dinner time runs from 12.30 to 1.30pm.
3.15 pm	The end of the school day for the children.

Children should be greeted at the classroom door in the morning by an adult who will engage with each child to welcome them and make them feel valued.

Register is completed online and lunch lists are completed either online or paper version. The menu week is indicated on the board in the staff room.

Once completed, the teacher should record the number of pupils present in the class on a whiteboard near the exit to the classroom. This should be updated during the day if children arrive or leave.

Teachers are expected to be in school prior to the children arriving to ensure that they can prepare the learning environment and resources for the start of the school day.

Break duty is covered using a rota which is displayed in the staff room. This will change depended upon whether it is a red, blue or green week. Any member of staff who will not be available for a break duty should try to swap with a colleague and alert SLT if they are unable to do so and the number of adults is likely to be less than planned. Staff on duty are expected to move around and support children during their break duty, they should attend to First Aid matters in line with policy, support positive play and friendships and report any child on child abuse. All incidents should be dealt with in line with the Behaviour Policy.

Collection of children at the end of the day

Rabbit and Fox Class parents are invited to line up at the front entrance to school at the end of the day, either side of the front doors. Children will be brought to the front entrance by staff and released to their families in person by staff from their class.

Woodpecker Class and Year 1 and 2 parents will line up outside their child's class at the end of the day. The school gates will open just before 3.10pm each day. Parents are requested to stay outside the gate at the bottom of the drive until this time in order to support staff in maintaining the safety of the school site.

Children are seen out to the adult collecting them by a member of staff from school. Once a child has left the classroom they may not return whilst the teacher is dismissing the other children. This ensures that no child leaves without being supervised by an adult.

Staff collate details of who is permitted to collect children at the start of the year and update this in line with parental requests during the year.

Parents are asked to inform staff of any changes in the usual arrangements for collecting their children. Children who have not been collected wait with their teacher until their parents arrive. If the school adult does not recognise the person collecting a child they may retain them whilst this is investigated via the Office.

Timetables and Rotas

Timetables are displayed on the notice board in the staffroom. The playground rota is denoted by coloured weeks. The week is indicated on the yearly planner and the main timetable board. Please check the noticeboard each day for pertinent messages/changes to timetables. There is a communication book in the staff room for additional messages.

Procedure for Playground Supervision

At playtime staff on duty should go out onto the playing area with the children and make sure that they have the bell out with them. Staff will need to take coloured dots out to recognise positive play. Staff are expected to record any incidents of child on child abuse in the book which is situated in the sports equipment shed on the playground. At lunchtime when there are more children outside, staff need to wear a hi-viz jacket to ensure that they can be identified quickly by pupils. Only staff who are trained in First Aid may treat a child who has been injured. Information about pupils who may need extra supervision or who are currently struggling at playtime will be displayed on the wall in the staffroom.

When the bell is rung at the end of playtime all children stand still. When the bell is rung a second time the children walk quietly and sensibly back into their classes supervised by staff. Staff on duty need to ensure that all the children are off the playground before returning to their own classroom. Staff on duty may agree with colleagues to focus on one aspect of the playground or specific children but there is a responsibility to all pupils and staff should remain flexible and vigilant when on duty. If equipment is being used, it is expected that this will be carefully monitored by a member of staff and removed if it is not being used safely. If the adventure playground is in use a member of staff must supervise the children at all times.

Wet playtimes

During a wet playtime teachers and teaching assistants release each other for a break. The children use the 'Wet Playtime Activity Boxes or watch a programme on the interactive board.

Fruit in school

Fruit is provided daily for children and is placed in the classroom in a bowl. Where children eat their fruit outside, any waste must be placed in the bins provided on the playground. Children with allergies to certain fruits should be offered an alternative wherever possible.

TA Meetings

On Wednesday playtime all teachers go out to do a duty and TA's meet in the staff room for CPD and to discuss school matters. This will be led by the Headteacher or other leader in school.

Registration

Teachers commence registration at 8.55am using the Juniper Horizons MIS. Children who arrive by 9.00am get a late mark. Children who are absent should be marked as unauthorised unless the teacher has received information from the parent or school office about why the child is absent.

School lunches are recorded either on paper registers or on the MIS. Children can choose a hot meal, jacket potato or packed lunch offer. If a child has brought their own lunch from home this should also be identified. Paper lunch registers should be taken to the office. All slips, letters and money which needs to go to the office should be placed into the red envelope.

Teaching and Learning

Teachers should deliver lessons in line with the pedagogy of the Teaching and Learning policy and promoting the school motto of "Working Together To Be The Best That We Can Be". Timetables for learning are decided during PPA and are different for each year group. In Key Stage 1 there will be 5 phonics and 5 reading sessions per week and 4 literacy and maths. One morning a week will be a carousel where pupils rotate between the classes in the year group and take part in foundation subjects.

Where there is an additional adult in the class, teachers are expected to direct this member of staff so that they proactively support the teaching and learning of pupils. This should mainly be supporting pupils throughout the lesson although there may be occasions where admin tasks are required or preparation of resources.

A character called Ready Eddie is used to exemplify desired learning behaviours in the children. There is a leaflet explaining what his phrases mean. He is used to develop good learning behaviours in pupils and these should be used throughout the lessons to promote understanding of how to be successful. During a lesson or at the end staff can award stickers for children who demonstrate good learning behaviours and identify a Ready Eddie who wears the cape and has a special sticker. Staff should select pupils for their learning behaviours not their achievements. Please ensure that all children are recognised across a half term period.

Staff Room

All staff are welcome to use the staff room for their breaks and to complete work out of class. There is a tea and coffee fund which staff can pay into or bring their own refreshments. Hot drinks which are taken out of the staff room must be placed in a secure lidded mug.

Planning and Assessment

PPA takes place in Year group teams. Staff are expected to stay on site and work with their team to complete their planning. There are two options for PPA for Year group teams in Key Stage 1 to ensure that all staff receive their allocated time. This will need to be a team decision. Staff can select to either start their PPA at 12.00 or start after lunch and access an additional half day of planning and assessment time at the end of each term. All Year group teams have a planning day at the end of each term. This is a PPA session plus a morning. All Year group teams receive a data morning towards the end of term during which they are expected to moderate between themselves to ensure parity and quality of judgement. Teacher assessment should be placed onto the Year group assessment grid each term for analysis. During PPA there should be a professional dialogue about the planned learning for the following week. Staff will usually share out the planning load between their team. It is expected that resources and slides will be ready for Sunday afternoon so that other staff in the team have time to look at it prior to teaching it on Monday morning. There may be exceptions or agreements between teams which are different to this but generally it is expected that staff will have access to the planning in plenty of time to support them to deliver learning effectively.

Classroom Environment

Classrooms should be engaging and inviting environments. The wall displays should contain the agreed imagery and wording in the Classroom Environment folder on the Staff Drive. In Key Stage 1 there should be relevant phonic sounds, a complex sounds chart, a literacy and numeracy wall including number lines of different intervals according to age. The school timeline should be displayed and added to as the year progresses. Additional walls should either support or celebrate the current theme being taught in the classroom. In Early Years there will be a literacy and maths wall and relevant phonics sounds, both a simple and complex speed sound chart, a timeline of past and present and displays which enhance the current environment being offered. Display boards around school are allocated for specific purposes. Staff must identify which ones they are responsible for maintaining. All displays should be presented carefully and neatly to represent the value that we put into our learning at Newport Infant School and Nursery.

Behaviour Management

Behaviour is supported through the use of our three Golden Rules Bees:

Be Ready

Be Kind

Be Safe

We use a system called ICE where the adult tells the child to "Freeze".

Identify the behaviour

Clear explanation of why it is bad choice

Expectation of behaviour

Should the behaviour persist, the child may be asked to sit on the Reflection Spot where they will reflect on their actions and consider how they could have chosen to behave differently. A restorative conversation will complete this process to help the child to move on from the incident. The incident will be logged in the class behaviour log.

Where a child has hurt someone, this must be logged in the child on child abuse book which is kept in the shed on the playground or logged onto CPOMS with Mrs Heeley alerted.

Persistent bad choices in behaviour or serious issues may be referred to a senior member of staff who will speak to the child and if it is necessary, will communicate with parents.

Continued behaviour which does not meet the expectations of the school will be managed through a shared approach with families and relevant outside agencies in line with the Behaviour Management Policy.

There is an expectation that staff will focus on the correct behaviour choices that children make and reward these in line with the school policy. This will be:

Acknowledgement of good behaviour choices at every opportunity

Giving a Class Dojo for a positive behaviour

Identifying a positive learning behaviour by awarding a Ready Eddie sticker or award

Sending the child to the Headteacher for an award

Giving them a Positive Playtime sticker

Giving them a "Marvellous Mistakes" sticker

Giving them a "Manners Matter" sticker

Giving them a "Smart Walking" sticker

Values

We have 6 values, one for each half term which are depicted on a jigsaw. Within each class there should be an image of the whole jigsaw and the piece which is relevant to the current focus. The value should be promoted and exemplified through everyday life at school as well as through the PSHE curriculum and assemblies.

British Values

The British Values poster should be on display in each class and should be referred to regularly to help the children understand how it relates to their everyday life.

Super Sue

Super Sue is our superhero of safety. She has a poster and a leaflet which exemplifies what the different elements represent. She is used to help the children to understand the different aspects of staying safe including the PANTS rule, STOP, online safety and stranger danger. The Safeguarding board in school is called Super Sue's Crew.

Internet Safety

Internet safety should be covered at the start of every computing session in school as well as the half termly digital literacy lessons. Additional focus days and weeks and assemblies by representatives from the Police support this further.

Bullying

The school has a zero tolerance of bullying and child on child abuse of any kind. All incidents of suspected bullying are recorded onto CPOMS and dealt with in line with our Child on Child Abuse Policy. The word STOP is used with children to represent Several Times On Purpose so that children understand what constitutes bullying.

Safeguarding

Safeguarding children is at the heart of everything that we do at Newport Infant School. We use the most recent version of Keeping Safe in Education and the Local Children's Safeguarding Board Child Protection Policy as the basis for our Safeguarding practice and adhere to the Working Together to Safeguard Children document. All staff must have regular Child Protection training, have received Prevent training. All staff read the KCSIE document each year and receive further inhouse training throughout the year.

The school promotes the Local Authority Speak Up policy and advocates that any member of staff who has concerns about another adult follows the advice in this document.

Concern forms are available in the staff room and the office. The DSL's in school are Chris Pierce, Emma Heeley and Emily Russell.

There is a Safeguarding board in the staff room and a file which contains policies and up to date information.

All teachers have access to CPOMS through which they should report all concerns and incidents as well as speaking to one of the DSL's if possible. SLT meet half termly to supervise the entries on CPOMS and RAG rate any child who has appeared on the system in terms of their vulnerability. This is displayed in the staff room so that all staff are aware of who our vulnerable children are. No details about the nature of the concern are shared and staff who feel that they need to know more must ask a DSL who will share information in line with the Seven Rules of Information Sharing document.

First Aid

All staff will receive First Aid training and annual Asthma and Adrenaline Pen training. Only trained staff are permitted to treat a child who has been hurt or who requires an inhaler or

adrenaline pen. All First Aid incidents will be recorded, visible injuries on a slip in the official book which generates a copy to go home for parents and non visible injuries in the book. Head bumps require a phone call home.

Staff who have an accident on school site must report it to the SBM and if they require First Aid they should go to Mrs Cotterill or Mrs Tellwright for help.

Medication in school

Only staff who have received medication training are permitted to administer medication in school. All medicine must be authorised by a parent/carer before it can be administered and it must be a prescribed medication. All medication must be handed in and collected at the office and not at the classroom door or via children. Two people need to witness the administration of medication, although only one of them needs to be trained. Children must take their slip home to evidence when the medication was given and by whom.

Staff who can administer medication in school are:

Chris Pierce

Emma Heeley

Liz Tellwright

Ange Hall

Inhalers and Adrenaline pens can be administered by all staff as everyone receives training for this. Inhalers are kept in the cupboard by the office and adrenaline pens in the child's classroom. Two people sign inhalers in and out when they are taken for a trip outside of school. Bags for children to carry their inhalers are in the admin cupboard. These can also be used for adrenaline pens.

Communication with parents

Parents drop their child at the classroom door and collect from the same place each day. The teacher may have a quick word with them but they are not expected to hold an in depth conversation at the door at either end of the day. We offer parents the opportunity to communicate personally with staff via Class Dojo and email. Staff are expected to check their emails and Dojo accounts daily and to respond to parents promptly within working hours. There is no expectation that a member of staff will respond in the evening or at weekends/holidays.

Teaching Assistants and hourly paid staff

Teaching Assistants are expected to be in school and in their classes or place of work in the school by 8.45am if they are working the morning. Staff who work more than 5 hours in a day are entitled to 20 minutes unbroken break during the day. Staff who are not working a playground duty are free to have a break. The rotas will try to make this system as fair as possible.

Nursery staff are expected to be in school and in their room by the time that their shift begins.

Any hours worked additional to the agreed contract must be agreed prior to being worked and must be signed for in the office in order for the claim to be processed. These additional hours will be paid one month in arrears.

There is a TA meeting once a week at break time which all staff should try to attend for updates and training. One member of the team will take notes during the meeting so that those who cannot attend can keep up with the information given.

Teaching Assistants will either be class based on working with individual pupils to support additional needs. In class TA's should be directed to support pupils during the learning time. They should be using a range of appropriate strategies to support pupils to engage with the learning, to

manage behaviour or support the teacher. Sometimes they may be allocated administrative tasks within the classroom to enable the lesson to run effectively. TA's working with SEND pupils should aim to support them within the classroom environment as much as possible and only withdraw the child for particular activities which require a different environment such as speech and language or for an additional movement break. TA's leading interventions will usually move to a smaller room or space outside the classroom.

Absence of staff

School staff who are not well enough or able to attend work must phone Mrs Heeley on Monday/Tuesday and Mrs Pierce Wednesday to Friday before 7.30am. Staff who are absent due to sickness will be asked to contact school at 3pm with an update about their likely return the following day. Staff can self-certify their sickness for 6 consecutive working days after which they must provide a Doctor's note. Upon return from absence, staff will receive a back to work meeting with either the SBM or a member of the leadership team. This may be waived in the case of short common illness periods such as sickness bug. Teaching Assistants and Nursery staff must complete a form upon their return from absence due to sickness and hand it to the SBM. Member of staff who trigger the threshold for absence management will receive a letter asking them to attend a meeting to discuss ways to improve their attendance in line with the absence management policy.

Where staff wish to request absence during school time this must be done via a form which can be obtained from the office. Paid and unpaid leave will be granted in line with the absence management policy. Staff are requested to book routine medical appointments outside of their working hours but it is recognised that emergency and hospital/specialist appointments may fall in school time.

Access to school and parking

All school staff will be allocated a fob for the gates and locked doors in school. They will also receive an identity lanyard. All staff must sign in on the Inventory system on arrival at school and sign out at the end of their working day. Staff working on the Junior School site should sign in/out via the manual method and staff working in the Nursery and Infant Wraparound Care will also need to sign in/out at the Nursery office in order to confirm their working hours. There is parking around the rear of school for the use of staff. Please park considerately to other users. Cars are left at owner's risk.

Payroll

Salaries are paid on the last working day of each month with the exception of Christmas, when it is paid on the day that term ends. Additional hours claimed will be paid one month in arrears. Staff who are hourly paid must claim their additional hours promptly as there is a very early cut off at the start of each month for these to be processed.

Security and adults on site

Front gates are locked from 8.30am and for the rest of the school day except for drop off and collection times. All visitors report to Reception and are issued with a badge to wear for the duration of their visit. Visitors who do not hold a DBS must be accompanied on site at all times. The playground gate must be kept locked at all times during the school day as must the gate around the rear of school. If either of these gates are opened for a specific purpose, they must be manned and shut and locked afterwards. Staff taking parents on school visits must keep parents who do not hold a school DBS with them during the trip and these parents can only take their own child to the toilet or out of sight of the main party of school adults. When parents are invited into school for an event where possible they will enter school via an external door leading

directly to the event. Where they need to move through school they will be accompanied and if it is the hall which is being used, they will be taken via the Reception Quad.

No one is permitted to use mobile phones in the classrooms whilst children are present. Staff are requested to only use their phones in the staff room or away from children and parents are asked to put their phones away before coming onto the playground. Within school at an event, parents are permitted to use their phones to take photos and videos but are reminded that these are for personal use only.

Whilst it is accepted that this cannot be protected during a parent event, it is adhered to within school. The school retains the right to prevent parents taking photos at an event if they believe that it is unsafe or not in a child's best interests or there is evidence that the user agreement of personal use only is not being adhered to.

Policies and Risk Assessments

Policies are kept in a folder in the staff room and when they are reviewed by Governors a new version will also be sent out via the TAW email system. Staff can request a copy of a policy at any time.

Risk Assessments are kept in a folder in the staff room. Risk Assessments for individual children and events/visits are created as necessary and will be shared with the staff who need to know.

Dress Code

Staff are asked to dress appropriately for the tasks that they are employed to do, understanding that they are professionals and role models for the children but in recognition that their daily activities may result in them getting on the floor or getting messy. Therefore, staff are asked to wear clothes which are clean and tidy and which are not revealing but which are appropriate for uniform which can be purchased from the office but these are not compulsory.

Fire Drills and Lockdown

There is a fire drill or a lockdown practice each half term. On hearing the fire alarm staff should walk the children out of school via their primary escape route if possible and failing that their secondary route. The Teacher or adult in charge of the class must get their red and green card and note the number of pupils present that day from the board in the classroom. Some staff should check the toilets and close windows and doors. Children to line up on the bottom playground where they are counted and if all are present, a green card is raised whilst the register is taken. If there are children missing a red card is raised to alert Fire Marshalls that there is potentially someone left in the building.

If there is an emergency whilst the children are outside, a whistle is blown repeatedly - this should be duplicated by additional staff to ensure that the message is heard by all children. Staff herd children into the building via the nearest open door and send them to their classrooms, closing the external doors behind them. Children are counted in their classes and a member of SLT goes around school to ascertain that everyone is accounted for. Children to stay in their classes until they are told that it is safe to continue with their day.

Where there is the need for the school to go into lockdown, a Code Red will be declared. All children are gathered in quiet areas of the corridors where there are not windows. They are told to remain quiet and still and listen for instructions until it is safe for them to move back into the classroom.

Parents Evenings

There are two formal parents evenings a year in the Autumn and Spring Terms. Letters go home to parents and families request a time which suits them. Staff liaise with other classes to coordinate sibling appointments. Slips are sent out to parents to confirm their appointment. Staff

print off a final list of appointments and give one copy to the HT. Parents see books when they come into school and speak to the teacher at their allotted time either in the hall or in their classroom.

Assemblies

Assemblies generally start at 1.40pm. Children sit in rows in the hall with Reception at the front and Year 2 at the back. There is a rota for leading assemblies and to identify which year group staff are expected to stay. Assemblies finish around 2pm. Information for Friday Gold Star assembly must be with Sally in the office by first thing Friday morning. This includes completion of the Gold Star certificate on the staff drive, completion of the Owllet of the Week certificate, Teams message the Ready Eddies for the week from the class. Any certificate or item from home which is brought in for assembly should be placed in the box by the office. Gold Dojo certificates are placed in this box so that prizes can be given out in assembly but Bronze and Silver certificates are given out in class and children come to the office with an adult to select their prize. Reading Certificates are given out during Birthday Assembly and should be placed in the box outside the hall.

Communication

All official communication will take place via TAW emails. There is also a staff and teacher WhatsApp group which staff are invited to join if they wish. There is a communication book in the staff room with additional information which anyone is welcome to write in.

Leadership Time

All staff who have a curriculum responsibility can book a leadership time slot on one of the allocated afternoons. At the end of the year, they must be able to articulate the impact of this time in leading their subject.

Use of shared areas in school

The field is available for use by any class, but staff must remember that if they are taking pupils onto the field they must take any inhalers and adrenaline pens with them.

The hall, computers/Ipads and outdoor classroom all need to be booked. This tends to be on a weekly basis decided at the start of the year but additional sessions can be requested if the facilities are free.

School Visits

All visits must be researched and planned well in advance. The member of staff responsible for the visit is expected to contact the site of the visit, complete the paperwork to request the booking of any transport or entrance fees and complete a risk assessment. A recce of the venue must be completed prior to the visit unless it has been used within the last 12 months.

Ordering

All orders must be placed at the office using the correct paperwork. Please allow time for the ordering and delivery of your items. Emma Heeley orders the majority of the central resources for school so please alert her if something is running low. Orders to support curriculum work should be considered carefully in terms of quantity required and expense.

Absence of staff

The school operates an Absence Management Process which is in line with the Policy from Telford and Wrekin.

Staff are expected to try to book routine appointments outside of school time but it is recognised that hospital and emergency appointments may fall within school hours. The Absence Policy

outlines the circumstances under which a range of absence requests will be paid/unpaid. Staff who require time off work to attend any of the above should complete an absence request form from the office. They will need to check back before their event to see whether their request has been granted. As a school, we always try to support our staff so that they can attend key family events but this is always with the proviso that the needs of the children in school are a priority.